

Mentoring Tool Kit

Helpful information for
Mentors, Administrators, and
Students



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Introduction

What We Do:

The New York State Mentoring Program creates supportive Mentor relationships for students with a high potential of dropping out of school. This unique program takes place in school-based settings and community based organizations. The mentor and mentee meet one-on-one with a site coordinator present who is specifically trained to oversee the program. The program provides background checks and training for volunteer mentors and orientation for mentees.

What does Mentoring Entail:

- Encouraging young people to stay in school, improve attendance, academic achievement, and overall academic focus.
- Inspiring students to make sound decisions and take on higher levels of personal responsibility for their actions at home, in the classroom and in the greater community.
- Helping to instill self-confidence in young people and improve their communication and problem solving skills.
- Helping students grow, and attain a greater sense of purpose, enterprise and accomplishment, guiding them toward a brighter future.



Herstory/History

New York will lead the way once again in mentoring with the reinstatement of 'The New York State Mentoring Program' chaired by Matilda Raffa Cuomo Founder of the original New York State Mentoring Program.

In 1984, Mrs. Matilda Raffa Cuomo Founded and Chaired The New York State Mentoring Program the nation's first school-based one-to-one mentoring program. This highly successful program screened and trained volunteers and matched them to children in their communities as a way to prevent high school drop-out. Before the program ended in 1995, it successfully connected thousands of New York State's neediest students to a network of highly trained Mentors to succeed in school and graduate.




The New York State Mentoring Program follows an evidence based research model of mentoring in which Mentors and Mentees meet one-to-one in a supervised school environment at a set time and location. This format not only allows for the volunteer mentors to properly manage their busy schedules, but also provides much needed consistency to the mentoring relationship.

Why Mentor?


Children who succeed despite overwhelming personal, economic and social obstacles do so often because of a caring adult in their lives. Mentoring outcomes include greater participation in school, decrease behavior issues, fewer ISS's reported, improved attendance, higher graduation and college admission rates, and better overall performance

Benefits of Having a Mentor:


A "Public Private Ventures" study shows:



Mentees are 46% less likely to start using illegal drugs than their peers.



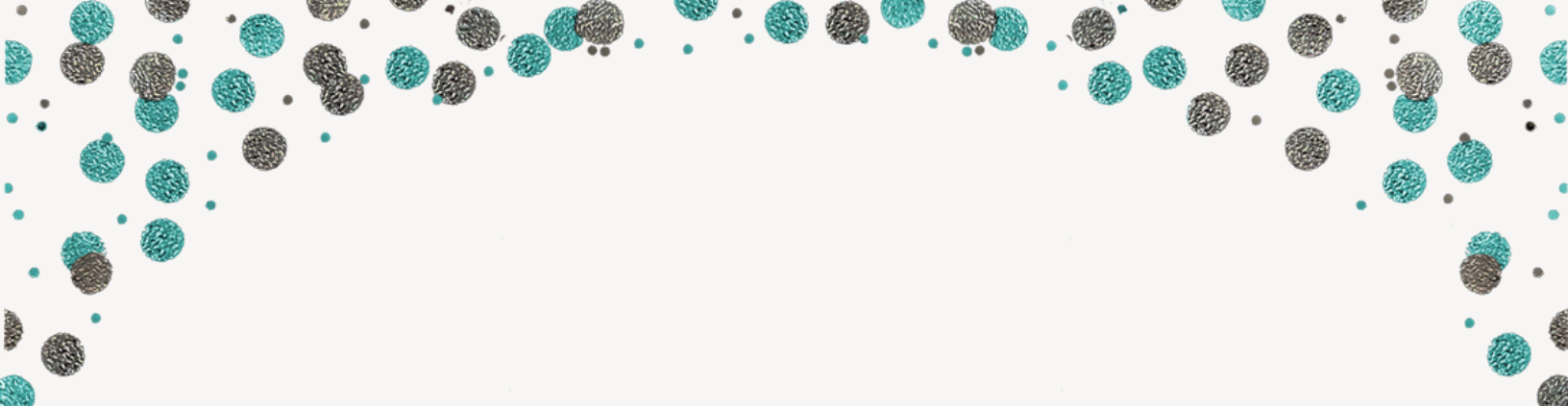
Mentees are 52% less likely than their peers to skip a day of school and 37% less likely to skip class.



Mentees are more trusting of their parents or guardians, and are less likely to lie to them and feel more supported and less criticized by peers.

[Click Here to Learn More](#)





Dear Mentors, Site Coordinators, School Districts and Program Partners,

During this challenging time please take a moment to reflect on all the good work you have done for your communities. As volunteers and educators you have made great strides in developing our youth into successful adults.

Along with the temporary closing of New York State schools our mentoring sessions have also been suspended to limit the exposure of everyone involved in our programs. During this public health threat please do everything you can to remain a support system to your students, colleagues, and those in your personal lives.

I ask you to take the necessary precautions to stay healthy. Please eat well, exercise, wash your hands frequently, and call friends and family to say hello.

Thank you for the care and attention you provide to New York students. Remember the wonderful impact you have had on them through your various roles and efforts. We will stay in touch to let you know when training classes and mentoring will resume.

Thank you all, truly.
Founder & Chair, New York State Mentoring Program

• Change the life. Be a Mentor •

Mentoring and the Collaboration ARCH

Mentoring is an excellent tool to help build resilience in our young people. Finger Lakes Community Schools suggests using the lens of the Collaboration ARCH to best organize resilience-building efforts.

- Mentoring helps build Attachment by giving them practical experience in creating and strengthening positive relationships in their lives. This leads to youth feeling supported and connected to their community.
- Young peoples develop Self-Regulation skills to cope with emotions and stress through exercises and activities done during their weekly mentoring session.
- Youth gain Competency in academics and life skills through interaction with mentors who help them identify their strengths and passions and provide opportunities to build a skill set that produces pride and a feeling of efficacy.
- Mentors serve as role models and teachers of life-long Health and wellness habits.
- Collaboration is what holds the ARCH together. The very foundation of mentoring is collaboration between a mentor and mentee.

ARCH



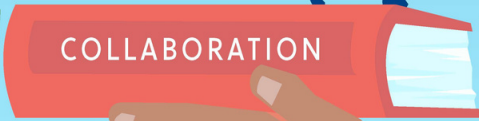
ATTACHMENT

Youth and families that feel supported and connected.

REGULATION

Youth and families who have built self-regulation skills to cope with emotions and stress.

COLLABORATION



COMPETENCY

Youth and families who have competencies in academics and skills built for careers and personal growth (academic & life skills).

HEALTH

Youth and families with improved health and wellness.

LEARN MORE AT FLXCOMMUNITYSCHOOLS.ORG



Thank You for Mentoring!

Let's get started...





Mentor Training

New Adult Mentor Training

This training is for new adult mentors (school staff, community adult mentors, teachers, administrators)

New Student Mentor Training

This training is for new students who are acting as mentors for younger students (Peer/Student mentoring)

Site Coordinator Training

This training is for site coordinators to learn best practices for supporting and monitoring mentoring sessions

General Training

This training is for a quick relay of information. This information is covered in the other trainings and is supplemental for co-workers and interested parties.

While it may be possible to run a successful mentoring program based on this toolkit alone, this type of mentoring is operated by the New York State Mentoring Program. It is this organization who will provide all the tool necessary for success. Each step in the process will be supported with the model: Recruit, screen, train, match, monitor, close. Contact the NYS Mentoring program by emailing NYSMentoringprogram@ocfs.ny.gov or by calling 1.844.337.6304. Or reach out to Melinda Sanderson at Melinda.Sanderson@ocfs.ny.gov 646.565.7676

More information about how the training works:

- NYSMP staff will deliver this one-hour new mentor training at the school district
- Training can accommodate any group size i.e. from one department to entire district personnel. Professional development training is also available 2-4-6 hours with the understanding that anyone who is child facing could find themselves in the role of a mentor: much of this is role playing and examples.
- NYSMP may request a room with access to PowerPoint
- Off-Site Zoom Conferencing options are available
- Groups of 100+ participants can consider multiple sessions with smaller groups
- Certificate of completion upon request

Additional Resources for you:

[Click here to see the National Mentoring Toolkit](#)
[Risk Management Resource](#)
[National Collaboration for Youth](#)

Sample Permisson slip on the next page



School Letterhead
(Template letter to accompany Parental Consent Form for Mentees)

Date,

Dear **XXX**,

(Student Name) has the opportunity to participate in the NYS Mentoring Program at {School name} as a mentee. The New York State Mentoring Program utilizes a one-to-one school based mentoring approach. The program matches students with screened and trained mentors.

Mentors will be volunteers from the community that can commit to the academic school year. Their main responsibilities will be modeling appropriate behavior, being a positive influence and offering guidance.

Mentors and mentees will meet 4-6 hours per month in the school. A school faculty member will be present for each session and will facilitate activities to keep the sessions fun and interactive.

Activities are one-to-one and in groups. Mentoring sessions range from six mentor/mentee matches up to twelve matches all meeting together each session.

The New York State Mentoring Program was born from the remarkable vision of The Honorable Matilda Raffa Cuomo, who initially chaired the committee that established the nation's first school-based, one-to-one mentoring program which operated from 1987 until 1995. In 2015, Governor Cuomo reaffirmed the State's commitment to children and mentoring by creating the New York Mentoring Program, chaired pro bono by Mrs. Cuomo.

This is a voluntary program and students can withdraw at any time. Please contact your school directly if you have questions regarding the specifics of the schools.

Please sign, initial and return the Parental Consent Form if you would like **(Student Name)** to participate in this unique opportunity.

Thank you,

School Administration

Find the permission document here as well



Activities



When mentoring, it can be valuable to spend time one on one with your mentor/mentee. Through discovering fun facts about each other, playing games together, and participating in mentee-led activities, we will increase trust, joy, and attachment in both parties!

On the next few pages are some examples of activities both in-person and virtual that mentor/mentee pairs may be interested in trying out. Feel free to change or adapt the programs/games to fit the mentee, environment, or any other need. Stay safe and have fun!



General Activity Ideas

- Arts and Crafts
- Puppet show
- Cooking lessons/experiments
- Homework Help
- Science Experiments
- Stretches for Athletes
- Meditation
- Read aloud/Group Read
- Restorative Circle
- Brain Teasers (20 Questions, guess who, mystery novels, etc)
- Dance Circles (form a circle, 1-2 people go in and dance then switch)
- Drum Circle with creative Drums
- Skits
- Mini Spelling bee
- Create a game show
- Talent Show
- Show and Tell
- Make a handshake
- Sing Along
- Story telling
- Card games (Uno, Go fish, Trash, Spit, etc.)
- Mirroring activity (act like
- Board Games
- Group Games Outdoors (duck duck goose, red rover, etc.)
- Movement Activities (freeze dance, tag, etc)

These activity ideas are meant to help mentors think of things that would be enjoyable and worth while for their mentee.



Stand Up/Sit Down

When people stand up, ask them to share specifics (what instrument, what language?)

1. Stand up if you.. write left-handed.
2. Stand up if you.. play an instrument.
3. Stand up if you.. know how to swim.
4. Stand up if you.. can speak another language.
5. Stand up if you.. like scary movies.
6. Stand up if you.. can ride a bike.
7. Stand up if you.. want to go to college.
8. Stand up if you.. can dance.
9. Stand up if you.. play sports.
10. Stand up if you.. like math.
11. Stand up if you.. can run fast.
12. Stand up if you.. like broccoli.
13. Stand up if you.. like pizza.
14. Stand up if you.. like to read books.



The Perfect Day



Purpose: To be creative and get to know each other.

Activity Duration: One session

Materials Needed: Paper and coloring materials

Instructions: What does your perfect day look like? From the time you wake up to the time you go to bed draw a picture of what you need for the perfect day. What's the weather like? Are you inside or outside? What will you eat, wear, and do? Who is with you?

Mentors do one too. Then take the time to explain to each other all about your pictures.

[Click here for a complete list of activities and ideas to do while mentoring](#)



Virtual Mentoring Guide



As COVID continues to be a major health concern across the country, virtual mentoring can be an important and handy alternative to meeting in person. Supervisors and Mentors who wish to continue mentoring virtually will probably have questions and concerns about activities, zoom, and how to keep the student engaged. This guide is designed to speak to those inquiries and help mentors navigate this new terrain. The link for the Virtual Mentoring Guide is below, and the next page shows some examples of the content within the guide itself.

E-mentoring: (sometimes referred to as electronic mentoring, digital mentoring, online mentoring, virtual mentoring, or computer-assisted mentoring) includes any type of mentoring that incorporates a digital technology.

Objective 1:
Keeping matches
connected and
thriving

Objective 2:
Continuing the
conversation in
between sessions

Objective 3:
Creating community
in a supervised,
digital space



Stakeholders & Their Roles

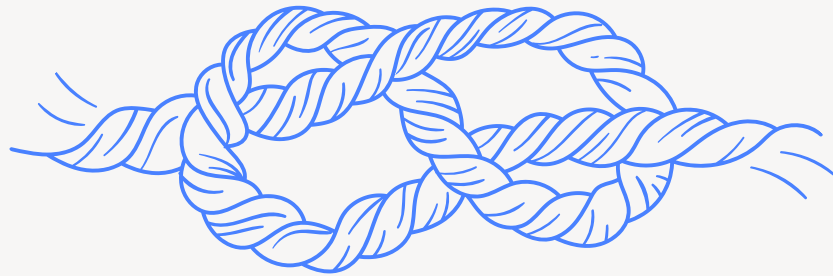
NYSMP

Youth
Partner

Mentor

Mentee

Wrapping Up and Saying Goodbye



When you've made such a trusting relationship with your student, it can be difficult to know how to say goodbye when the time is up. Proper detachment is important. We never want a mentee to feel abandoned or have broken trust. The impact of mentoring is significant and important to the student's development and attachment, thus it is crucial to have proper closure, celebrate your time together, and properly detach.



Tips on Closure

Some things to try:

Talk about the last session in the sessions before so the change isn't sudden.

Make it clear that the program is ending and it isn't the mentor's choice to leave.

Emphasize how much fun they've had, how much they've grown, etc.



Here's a link to a [Closure Guide](#) for more guidance and thorough information



Ending Resources

Below are some ending documents that Mentors or Supervisors may want to utilize as a way to recognize the student's work, or acknowledge the Mentor for their commitment throughout. There is also a survey to indicate utility, joy, and general outcomes of the mentoring program that can be found below.

[Mentee Certificate of Completion Template](#)

[Mentee Certificate of Achievement Template](#)

[Thank you Letter to Mentors](#)

[Template Letter from Site Coordinators to Mentors](#)

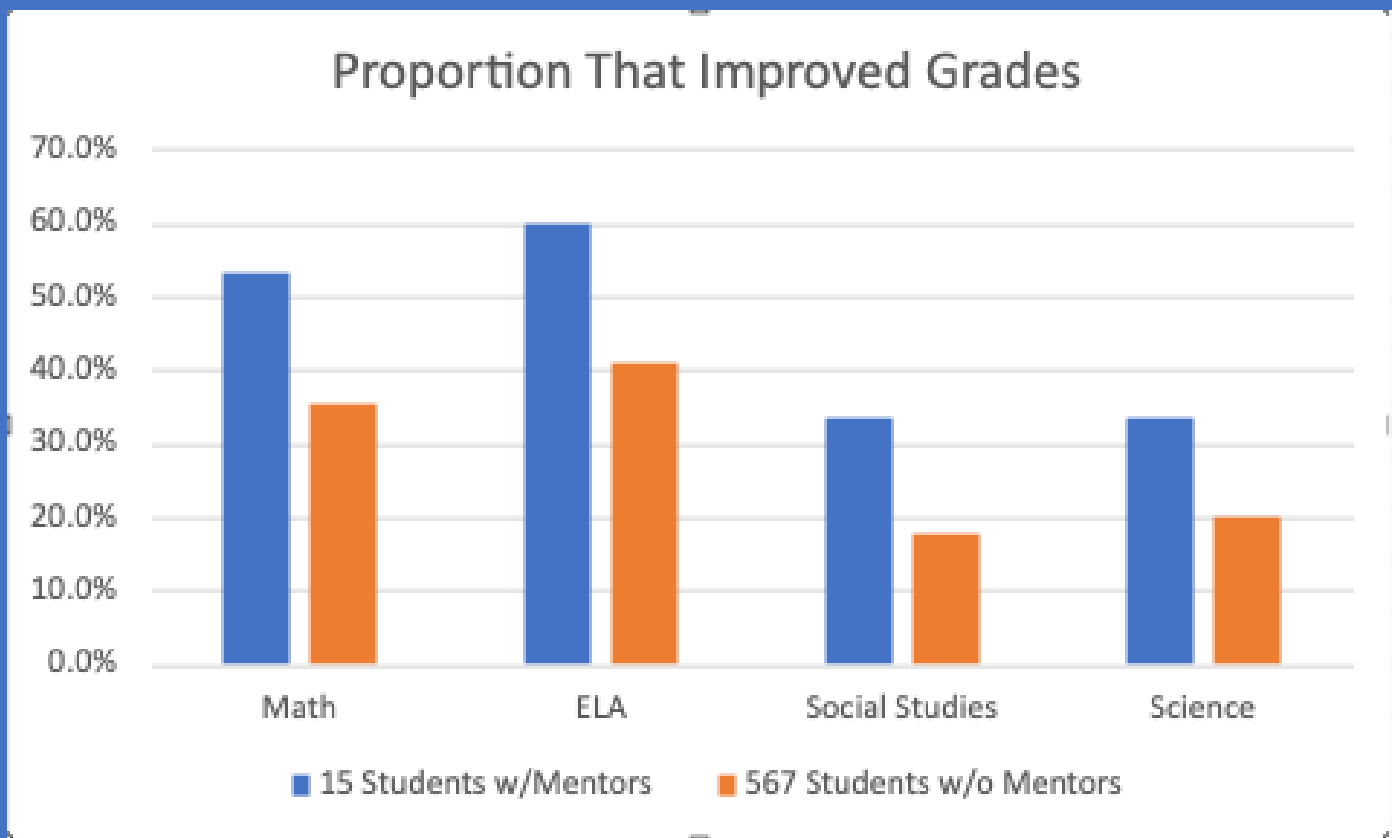
[Principal Letter Template](#)

[End of the year survey](#)

Does It Really Work?

Mentoring for Youth with Disabilities
How Religion may play a role

Results in Lyons CSD:



Among Lyons 4th grade students, more than nine of 10 (90.3%) said they would like more recreational things to do in the community.

Real Life Stories:

Christina and Elaine's story

Joe and Robin's story

[Click here to see more Mentor/mentee successes!](#)

Frequently Asked Questions

What does a mentor do if a mentee tells the mentor about a dangerous/abusive situation?

It is the mentor's responsibility to immediately report that information to the Site Coordinator, who is a mandated reporter for this program.

Typically, students and mentors all spend their time in the same space, but with COVID regulations this isn't possible. How should I manage this as a site coordinator?

Ultimately, the site coordinator is responsible for the safety of all participants in the program. If mentoring pairs are meeting in multiple locations, the coordinator must ensure each location meets the expectations for such situations established by the school district's board of education policy.

What is the screening process for Mentors from the community?

The NYS Mentoring Program will work with the Site Coordinator to ensure that all Mentors have been screened prior to any interaction with students.

How do I decide which students get mentored if there are an overwhelming number of students with need?

It is recommended that schools use their intervention system data to decide who is invited to participate. Most systems would consider this to be a Tier 2, or targeted, intervention.

What if my students have time conflicts with sports/extracurriculars?

Logistics are often a barrier to overcome when utilizing this program. The Site Coordinator will need to creatively address challenges such as timing, transportation, and location. Support is available from the NYS Mentoring Program staff.

Do I need to send home a permission slip to the parents?

District policy will dictate whether this is necessary.

Can I offer payment as compensation for Mentors?

Yes, Mentors can be compensated for their time. Please make sure that this fits within the contractual expectations and past practices of the District.

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- Professional Development (pg 5): <https://bit.ly/3AyqGgl>
- New Adult Mentor Training (pg 10): <https://bit.ly/3tHKZ9s>
- New Student Mentor Training (pg 10): <https://bit.ly/3kdakF9>
- Site Coordinator Training (pg 10): <https://bit.ly/3zeiilC>
- General Training (pg 10): <https://bit.ly/39gCSHr>
- National Mentoring Toolkit (pg 11): <https://bit.ly/3BdSPdl>
- Risk Management Resource (pg 11): <https://bit.ly/3nq4Szg>
- National Collaboration for Youth (pg 11): <https://bit.ly/3jzQmnnq>
- Permission Form Sample (pg 12): <https://bit.ly/2ZNIAdj>
- Activities (pg 16): <https://bit.ly/3FF3e4W>
- E-mentoring/ Zoom Training (pg 18): <https://bit.ly/3oSvETe>
- Closure Guide (pg 20): <https://bit.ly/2YBiWx3>
- Mentee Certificate of Completion (pg 21): <https://bit.ly/3lzmokX>
- Mentee Certificate of Achievement (pg 21): <https://bit.ly/3oVNLI3>
- Thank you Letter to Mentors (pg 21): <https://bit.ly/3n4fVy3>
- Letter from the Site Coordinator to the Mentor (pg 21): <https://bit.ly/3lGGmud>
- Letter to the Principal (pg 21): <https://bit.ly/3oXBgLY>
- End of Year Sample Survey (pg 21): <https://bit.ly/3aymPFE>
- Mentoring for Youth with Disabilities (pg 22): <https://bit.ly/3nqYYxL>
- Religion in Mentoring (pg 22): <https://bit.ly/3vFRjzr>
- Christina and Elaine's Story (pg 22): <https://bit.ly/3jBa3er>
- Joe and Robin's Story (pg 22): <https://bit.ly/3bbYkyx>
- More Mentor/Mentee Success Stories (pg 22): <https://bit.ly/3mabHp4>

Visit the NYS Mentoring Website:
<https://www.ny.gov/programs/new-york-state-mentoring-program>

Contact the NYS Mentoring program by emailing
NYSmentoringprogram@ocfs.ny.gov or by calling
1.844.337.6304.

Contributions

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