



NJ GEAR UP Mentor Program Manual



*Administered by the Office of the Secretary of Higher Education
Funded in part by the United States Department of Education*

*Program sites at Atlantic Cape Community College, Cumberland County College, Mercer County Community College, New Jersey City University,
Rowan University, and the Consortium for Pre-College Education (New Jersey Institute of Technology and Rutgers University-Newark)*



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INTRODUCTION

GEAR UP (*Gaining Early Awareness and Readiness for Undergraduate Programs*) is a discretionary grant program funded by the U.S. Department of Education and administered by **New Jersey Higher Education**. Its goal is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

The NJ GEAR UP State Project has been awarded to New Jersey Higher Education in 1999, 2005, and 2011. In its efforts to prepare students for college, the project works with students, families, and teachers in 58 middle and high schools in eight urban centers.

The seven higher education partner institutions encourage students to obtain college degrees by providing: after-school and Saturday tutoring, summer programs, mentoring, counseling, test preparation, information about financial aid, and college visits. The initiative also emphasizes the importance of taking rigorous high school courses to prepare for postsecondary education.

Parents and teachers of NJ GEAR UP students benefit as well. Parents receive early information about postsecondary education options and availability of financial aid, while teachers receive professional development in core content areas.

The NJ GEAR UP MENTORING PROGRAM

The NJ GEAR UP Mentoring Program is a component of the statewide project NJ GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs).

The main purpose of the mentoring component is to provide support to NJ GEAR UP students in their journey towards higher education. The mentors, college students themselves, are examples of the academic goal of NJ GEAR UP and role models to aspiring NJ GEAR UP students. Mentors also foster students' personal and social growth while supporting the goals of NJ GEAR UP.

Mission

NJ GEAR UP mentors will serve as positive role models to NJ GEAR UP students by sharing their college and life experiences. They will encourage their protégés to study hard, take the right courses, and go to college.

Goals

- Promote Academic Achievement
- Increase Self Esteem
- Expand Career and Academic Options
- Demonstrate and Foster Life Skills

EMPLOYMENT PROCESS

1. College students interested in becoming a NJ GEAR UP mentor will complete an application online available at <https://www.state.nj.us/highereducation/mentor-application.htm>.
2. The GEAR UP Program Director/Coordinator will review all applications. He/she will contact potential candidates within 48 hours of receiving an application to arrange an interview.
3. Students who are approved for hiring will undergo a criminal background check issued by the institution. If the institution is unable to process a background check, the Office of the Secretary of Higher Education (OSHE) will process the candidate's background check. The GEAR UP Program Director/Coordinator should contact the NJ GEAR UP State Coordinator in OSHE to request background check forms (SBI 212B). These forms can not be duplicated and candidates must complete and sign the original form. Once complete, background check forms should be mailed to the State Coordinator in OSHE, for processing. Please make sure to attach a memo to all forms to indicate your institution and program.
 - If the student is not hired a background check will not be administered. The student will receive a letter indicating that he has not been selected for the program.
 - If the student has a criminal record, the decision to have him continue the hiring process will be left up to the discretion of the program director/coordinator. The program director/coordinator is encouraged to discuss the issue of the mentor's record, if so desired, with the NJ GEAR UP State Coordinator. If the program director/coordinator decides not to hire him, the student will receive a letter stating that he can no longer continue the process due to an active criminal history record.
 - If the student is hired, he will work on a probationary basis until the background check is complete and cleared.
4. All applicants who are accepted into the program must attend training provided by the Office of the Secretary for Higher Education and/or GEAR UP director/coordinator.

Working as a Mentor

Candidates can begin working as a mentor but will be on probation until the background check is complete. Candidates can be dismissed from the program if the criminal background check reveals a criminal offense that can adversely affect NJ GEAR UP students or the program. The decision to dismiss the mentor from the program will be left up to the discretion of the program director/coordinator.

All mentors will attend monthly meetings with program director/coordinator to discuss the progress of the mentor-protégé relationship.

Ending Your Mentor Responsibilities

1. **Voluntarily**

If a mentor can no longer work, he/she need to fill out a mentor relationship closure form and have an exit interview with the program director/coordinator. The program director/coordinator will also administer the NJ GEAR UP Mentoring Program Evaluation during the exit interview or before the mentor leaves the program.

Things to discuss in exit interview

- Reasons for leaving
- Evaluation of Mentor-Protégé relationship
- NJ GEAR UP Mentoring Program Evaluation
- Any suggestions or recommendations

2. **Involuntarily**

If the program director/coordinator feels that the mentor is adversely affecting the program or students, he/she can terminate the mentor at any time. An exit interview will be conducted and a report stating the reasons for termination will be written and filed in the mentor's folder.

MENTOR RESPONSIBILITIES

NJ GEAR UP Program Director/ Coordinator

The Program Director/Coordinator will implement the NJ GEAR UP Mentoring Program at his/her campus. He/she will:

- Implement the program policies and procedures as outlined in the NJ GEAR UP manual.
- Recruit, interview, and hire prospective NJ GEAR UP mentors.
- Provide initial and ongoing training of NJ GEAR UP mentors and protégés.
- Monitor mentor hours, supervise, and support NJ GEAR UP mentors and protégés.
- Match mentors with protégés.
- Maintain mentor files (application, background check form, interview summary) and paperwork related to each mentoring relationship (Mentor Agreement, Activity Log, Mentor-Protégé Agreement Checklist, Setting Goals, Exit Interview, etc.).
- Hold bi-weekly or monthly mentor meetings to discuss problems and/or accomplishments.
- Maintain updated information about the mentoring relationship in the mentor database.
- Plan social activities for mentors and protégés approximately three times a year.
- Prepare and conduct exit interviews.
- Evaluate the mentoring component throughout the year (end of summer program, mid/end of academic year) periodically through program surveys and interviews.

NJ GEAR UP Mentor

The NJ GEAR UP Mentor will report to the GEAR UP Program Director/Coordinator. Mentors are initially required to make a six-month commitment. Mentors will:

- Participate in mentor training provided by campus program and/or OSHE.
- Provide mentoring support and assistance to the protégé to encourage college attendance.
- Meet with assigned protégés based upon agreed work schedule.
- Assist in the development of skills necessary for protégés to succeed both personally and academically.
- Assist assigned protégés in developing realistic career/academic goals and expectations.
- Participate in the planning of enrichment activities.
- Accompany protégés on field trips and other activities related to the program.
- Evaluate and document experiences of assigned protégés.
- Provide resource information to protégés.
- Perform other duties as assigned by the program director/coordinator.

PROGRAM POLICIES AND PROCEDURES

THE PURPOSE OF THE NJ GEAR UP MENTORING RELATIONSHIP IS TO HELP YOUR PROTÉGÉ:

1. Learn about the importance of going to and succeeding in college.
2. Learn to set and achieve goals.
3. Improve his/her academics.
4. Discover and explore future possibilities.
5. Learn about him/herself.
6. Find out what he/she is good at and to get better at it.

PROBATIONARY PERIOD

All NJ GEAR UP mentors must undergo a state criminal background check. You will be working on a probationary basis until the background check is complete. Please be aware that you can be dismissed if the criminal background check reveals a criminal offense that can adversely affect the program or NJ GEAR UP students.

TIME COMMITMENT AND CONSISTENCY

1. Length of Mentorship & Time Requirements

- Commit to the mentoring relationship for six months initially.

Mentoring is a deep commitment. It will do far more harm than good to enter a young person's life, build up trust, and then suddenly abandon the relationship. After the initial six months, you will meet with the program director to review your progress and to verify if you both wish for you to continue as a mentor.

- Meet with your protégés for a minimum of five hours each week.

Remember that five hours is the minimum time you are required to spend with your protégés every week. There is a possibility of putting in more than five hours per week contingent upon permission of the program director or coordinator.

- Phone calls and letters to your protégés are a great supplement to your visits.

If you miss a weekly visit due to illness, emergency, or a protégé being absent, you are asked to contact your protégés by letter or phone call. Consistent communication is very important to the continuity of the relationships.

2. Consistency Requirements

- Never miss a weekly meeting unless it is absolutely necessary.

If you consistently fail to fulfill your commitment of 5 hours per week, you may be dismissed from your duties as a mentor.

- Changing sites during the mentoring relationships.

You are allowed to change sites under certain circumstances. The need for continuity is important for the mentoring relationships; therefore, changing sites is not encouraged. It is up to the discretion of the program director or coordinator to determine this change.

3. Schedule Changes & Emergencies

- If you must miss a scheduled meeting with your protégés because of illness or emergency, contact the protégés, program director, or coordinator as soon as possible.
- In case of schedule changes due to trips or heavy course work (exams, papers, etc.) or any other non-emergency, you must contact your protégés two days in advance.

After contacting your protégés, inform your program director or coordinator of the change in schedules. If your protégés do not have a phone, contact the program director or coordinator two days in advance to allow ample time to inform the protégés of the schedule change. You will be able to make up the time you miss. It is important that you try to make up the missed time, if possible.

WHAT TO DO AND NOT TO DO WITH YOUR PROTÉGÉS

1. Set an agenda in advance.

When meeting with your protégés, have a plan ready unless an activity is already scheduled. Do not leave it up to your protégés to come up with an activity. Refer to the training manual, suggested activity sheet and other resources provided to get ideas for constructive activities related to going to college. Having a plan ready before you meet your protégés will help insure that the time is productive and beneficial for your protégés.

2. Be creative.

Do not fall into the trap of doing the same thing every time. Talk about new things and do things that you will both enjoy but will also increase your protégés' exposure to college. Take time to brainstorm with your protégés and plan future mentoring sessions together. Talk to the program director or coordinator about upcoming activities that you can attend with your protégés (e.g. college visits, award ceremonies, etc). Also, suggest group activity ideas to your program director or coordinator.

3. Spend your time with your protégés, not your friends.

*It is inappropriate to include your friends or your significant other in your time with your protégés. Your protégés should be receiving your full attention. Try to balance your time with all five protégés, not just one. Your protégés need to build a relationship with you, not their friends or your friends. **This is a job: display professional behavior in your clothing, attitude, and behavior.***

4. Remember the purpose of mentoring is to help the protégés understand the importance of college.

Do not forget that your role goes beyond being a friend to have fun with. You are a role model. What you do and say carries a lot of weight. Help your protégés discover and build on personal strengths, discover and explore possibilities for the future, learn about college life, understand what it will take to get to college, and learn to set and achieve goals while having fun at the same time. Keep in mind the goals of the program as you make plans with your protégés.

5. Practice confidentiality in the mentoring relationship.

Keep discussions with your protégé about personal issues confidential among you, your protégés and program staff. If there are any major crises or changes in the lives of your protégés (e.g. abuse, domestic violence, school suspension, drug use, etc.) report this immediately to the program director or coordinator.

6. Do not buy anything or spend money on your protégés.

Your protégé will receive instructions about not asking you for money or gifts. If the protégé asks for such things, be firm and consistent about saying “no.” An occasional gift on a special occasion is left up to the mentor’s discretion and generally should be small and inexpensive.

7. Do not use drugs in the program.

The use of alcoholic beverages or illegal substances before or during time spent with your protégés is strictly forbidden. Refrain from smoking in front of the protégés.

8. Do not date or be sexually inappropriate with your protégés.

You are an adult. Your protégés are legal minors. Your role in the mentoring relationship is one of friend and a role model to a young person who trusts you. Sexual behavior on your part towards the protégé violates that trust and is strictly forbidden. Sexual behavior includes unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature, unnecessary intentional touching, graphic sexual verbal commentaries, sexually explicitly objects or pictures, and offensive jokes.

If you feel sexually pressured by your protégé, document the interaction and report it immediately to your program director or coordinator. The appropriate action will be taken to clear up the problem.

OFF CAMPUS OUTINGS/VISITS WITH YOUR PROTEGES

- 1. All activities will be supervised until the policy is changed. No mentor is allowed to take his/her protégés off campus unless supervised.**

*All activities between mentors and protégés **will be supervised**. If this policy changes, you will be notified in writing and trained appropriately. There are currently opportunities for off campus activities; however, these will be supervised.*

MENTOR SUPPORT, SUPERVISION, AND ACCOUNTABILITY

- 1. Check in with the program director or coordinator regularly about the relationship with your protégé.**

Your program director or coordinator is responsible to serve the best interests of the protégés to ensure the success of the relationships and to be a support and a resource to you. You are required to attend the Monthly Mentor Meeting and give an update on your relationships with your protégés. You should feel free to contact your program director or coordinator to discuss the relationships at any time. Your feedback on the relationships is vital. Report any concern about your protégés, including behavior, comments or reports of possible problems, and confer with your program director or coordinator to identify areas and discuss where assistance may be needed in your protégé's life. We also want to hear about the progress and success of your relationships.

- 2. Complete the log sheets provided to document your relationships with your protégés.**

The program director/coordinator will want to know how many times you met with your protégé, what you did together, how much time you spent, and a general description on the progress of the relationship. Fill out the log sheets regularly and pass them on to the program director or coordinator. You may wish to keep a copy for your own files.

- 3. Take advantage of Mentor Support Workshops and opportunities for additional training.**

Mentor Support Workshops are provided as an opportunity for mentors to discuss their mentoring experiences, share insights with other mentors, and gain helpful feedback from the program director or coordinator. They may focus on topics such as goal setting,

communication, diversity, problem solving etc. Your program director or coordinator will keep you informed of Mentor Support Sessions and additional training opportunities available to you.

- 4. Provide feedback to your program director or coordinator when you have recommendations that may increase the effectiveness of the NJ GEAR UP Mentoring Program.**

NJ GEAR UP is always open to creative suggestions that will make the program services more effective for students, parents, mentors, and program staff.

RELATIONSHIP CLOSURE

- 1. If at any time you are no longer able to continue the mentoring relationship, contact your program director or coordinator immediately so that he/she can arrange for proper relationship closure.**

For your protégé's sake, you will be required to meet with your protégé one last time after you inform us of your decision to end the relationship. The meeting will be used to inform your protégé that you will only be able to meet one more time and to discuss any feelings that arise as a result. The meeting will also be used to evaluate the relationship and to explore the ways in which your protégé has grown because of the mentoring experience.

- 2. Ending the relationship properly is important.**

The ending of most relationships is difficult. The mentoring relationship is no different. If, however, the mentor has done the job properly, the protégé will eventually accept this as another positive move in his/her life. The closure must be handled with sensitivity and thoughtfulness. Care must be taken that no matter how ready the protégé is for the match to end, no hint of negativity should be given. Many protégés have felt rejection in their lives. The mentor must be sure that the closure is presented as a positive, natural part of relationships. You and your protégé may encounter various feelings as the relationship ends, and you should do your best to help the protégé feel affirmed and valued.

At times, personal issues or conflicts require that the mentorship relationship come to an end before you or your protégé had expected. If closure is necessary due to a personal issue or conflict, bring this to the program director or coordinator's attention so that he/she can help the protégés prepare for the transition. Some protégés will not realize how attached they have become to their mentor. You, as a mentor, may not feel the relationship has meant that much to your protégé because some young people have a harder time than others recognizing their own feelings. Be sensitive and let the young person know if it is okay for he/she to contact you by phone or email, even though you will no longer be meeting weekly.

Please remember that once the relationship is ended, any additional contact you have with this young person will arise out of your own personal interest in this young person's well being and not as a NJ GEAR UP mentor.

MENTOR APPEARANCE AND LANGUAGE

1. It is important to maintain a professional appearance in front of your protégés.

Keep yourself well groomed. Wear clean, comfortable clothes in good shape. Do not wear short, tight, revealing clothes or excessive make-up or jewelry. Do not smoke in front of your protégés. Remember, you are a role model. Students will learn from you about appropriate personal behavior and will model themselves after you.

2. Use appropriate language with your protégés.

Do not use foul language or curse in front of your protégés. Also, do not make sexual or racist comments.

SEXUAL HARRASSMENT

1. It is the policy of the NJ GEAR UP Mentoring Program that discrimination, which includes sexual harassment between mentors and staff members, is strictly prohibited and will not be tolerated.

Such conduct will result in disciplinary action and termination.

2. Unwelcome sexual advances, requests for sexual favors, other verbal or physical conduct of a sexual nature, unnecessary intentional touching of an individual, graphic sexual verbal commentaries, sexually explicit objects, pictures or offensive jokes constitute sexual harassment when the following criteria is met:

- a. Where such conduct is made an implicit or explicit term or condition of engagement of services.*
- b. Where such conduct affects or interferes with an individual's work performance or creates an intimidating, hostile, or otherwise offensive working environment.*

3. Any mentor or staff members for the NJ GEAR UP Mentoring Program who feels victimized by sexual harassment by any GEAR UP mentor or staff member should bring the matter to the immediate attention of the program director or coordinator who will take the appropriate action.

ACADEMIC PERFORMANCE

1. **It is important for the mentor to keep up his/her academic performance.**

The purpose of this program is to promote college to the protégés; therefore, it is important for the mentor to maintain a good academic standing. A mentor may be asked for a transcript by the program director or coordinator to evaluate his/her academic performance.

EMERGENCY PROTOCOL

1. **What a mentor should do if an emergency arises.**

If your protégé calls you and is in a state of danger to himself or others (e.g. suicidal, running away from home, street trouble, in trouble with the police, etc.), you are not responsible for transporting the protégé anywhere. It is your responsibility to notify the program director/coordinator, program staff member or police to get the protégé out of the dangerous situation. The first person to be contacted should be the program director and next a program staff member. If you are unable to reach the program director or staff member, call the police. Your responsibility ends after you report the matter to the proper authority. If you decide not to call the proper authorities the NJ GEAR UP Mentoring Program will not be held responsible.

ADDITIONAL POLICIES

1. Use good judgment when making decisions where there appears to be no policy. Then, as soon as possible, consult with the program director or coordinator to seek further guidance.
2. Contact the NJ GEAR UP program director or coordinator with any questions or concerns you may have about the policies, procedures, and guidelines.
3. Failure to abide by any of the above listed policies, procedures, and guidelines may result in dismissal.

MENTOR TRAINING

All NJ GEAR UP mentors are required to attend training, shortly after they are hired. The following document outlines the different areas that are addressed in training. Program director/coordinators are encouraged to modify this outline if they are interested in providing training to their mentors.

This training curriculum has been designed for a group of 5-15 participants.
Length of workshop: 3 - 3 1/2 hours

The goals of the NJ GEAR UP Mentor Training:

1. Provide a program overview
2. Discuss policies and procedures
3. Learn about what a mentor is and is not
4. Learn about the roles and tasks of the NJ GEAR UP mentor
5. Discuss the stages of the Mentor/Protégé relationship
6. Identify and build communication skills that will benefit the mentoring relationship
7. Identify and discuss strategies to deal with difficult scenarios.
8. Identify activities and learning experiences that will promote college to the protégés
9. Explore topics for future training

I. Welcome/Introductions

Objective: A simple icebreaker can be incorporated to encourage students to get to know each other. It is an opportunity to get students interacting.

Review the mentor training packet information

II. Policies and procedures manual

Objective: Mentors will get an understanding of the responsibilities and procedures within the program. You should review the policies and procedures manual with the mentors and address any questions they may have.

Highlight the following:

- Time commitment and consistency
- Dos and don'ts
- Off campus visits
- Mentor support
- Relationship closure
- Mentor appearance
- Sexual harassment
- Emergency protocol

III. Roles of a Mentor

Objective: To define what mentoring is and the different roles mentors play.

A mentor is: guide, friend, resource broker, role model.....

A mentor is not: parent,/guardian, babysitter, disciplinarian, psychologist.....

IV. Qualities of a Good Mentor

Objective: To identify some of the qualities of a good mentor and have participants begin thinking of the qualities they already possess or need to rely on in order to have successful relationships.

Examples: Good listener, motivator, shares college experiences, committed, dedicated, non-judgmental.....

V. Tasks of a NJ GEAR UP Mentor

Objective: To become familiar with some of the general tasks and objectives they will be involved in as NJ GEAR UP Mentors

1. Create positive personal relationships
2. Establish life skills
3. Establish educational and career goals
4. Access resources

VI. Stages of the Mentor/Protégé Relationship

Objective: To become familiar with the different stages in a relationship so mentors can know what to expect in the relationships.

Stage 1: Developing Rapport and building trust

Stage 2 : Establishing and Clarifying Goals

Stage 3: Reaching Goals

Stage 4: Ending the Relationship

VII. Communication Skills

Objective: To recognize and practice positive communication skills which will help further the development of the relationship.

1. Active listening
2. "I" messages
3. Paraphrasing
4. Open Ended Questions

VIII. Potential “Hot” Scenarios

Objective: To role play difficult scenarios, apply policies and procedures, and discuss the best practices for dealing with a hard situation

The mentors will have the opportunity to choose from a series of numbered envelopes. Each envelope has a card with a difficult scenario. Discussion will be based on suggestions and recommendations. Remind them to rely on the policies and procedures manual if they are having difficulty with the scenario.

IX. Questions/Answers

Objective: To provide time to answer any questions the mentors may have.

X. Evaluation

Objective: To evaluate the effectiveness of the training workshop.

Topics for additional training:

Academic Achievement

Teen Pregnancy

Suicide Prevention

First Aid

Health and Nutrition

Study Habits

Substance abuse

Values clarification

Cultural diversity

MAINTAINING MENTOR RECORDS

Program directors/coordinators are required to maintain a file on each mentor to include the following forms. Please be aware that you will also be required to maintain a record on students who were not hired. The Mentor Assessment Form should be included in the applicant's file to indicate the reasons for not being hired. Please be aware that you may also keep updated information on all mentors in the GEAR UP database. The database will facilitate your record keeping for future reporting.

The mentor's file should contain the following forms:

- Mentor Application
- Mentor Interview Assessment Form
- Background Check Clearance Memo
- Mentor Agreement
- Mentor-Protégé Agreement Checklist
- Setting Goals Form
- Activity Logs
- Protégé Evaluation of Mentor*
- Mentor-Protégé Progress Report*
- Mentor Relationship Closure Form
- Mentor Evaluation of Program*
- Mentor Dismissal Form

* These forms are available in the Evaluation/Reporting section.

July 2012

Dear Frederick Chatman:

As part of the mentor selection process you had to undergo a state police background check. Your background check has been cleared; therefore, you are no longer on probation. A copy of this letter will be kept in your file.

We look forward to your continued participation in the program. If you have any questions, please contact me or the program director/coordinator.

Sincerely,

Director's Name
Director, GEAR UP

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Mentor Agreement

1. I understand that seeing my protégés consistently is one of the most important things I can do as a mentor; therefore, I will see my protégés a minimum of 3 hours per week.
2. I understand the program director or staff member will supervise all direct contact with the protégés.
3. I will inform the program director or coordinator at least once a month about activities with the protégés and the overall progress of the relationship.
4. I shall not indulge the protégés with gifts or money.
5. I shall respect the rights and wishes of the protégés.
6. I shall not coerce or shame the protégés into participating in activities that I want to do.
7. I shall set reasonable limits and boundaries with the protégés.
8. I shall not violate rules set by the parent(s)/guardian(s) of the protégés or the program director or coordinator.
9. I shall inform the program director or coordinator immediately of any major crises or changes in the life of the protégés, e.g., domestic violence, school suspension, drug use, etc.
10. I shall exhibit behavior that is respectful and assumes equality toward members of the same and opposite sex, and all ethnic/racial and religious groups, and will not make any comments that can be construed as racist, sexist or otherwise offensive.
11. I shall not show the protégés sexually explicit material or have sexually explicit materials on hand when meeting the protégés.
12. I shall not expose the protégés to sexually inappropriate behavior such as sexual comments, gestures or touching.
13. I shall be on time and call the program director or coordinator if I am late or unable to meet the protégés.
14. I shall dress appropriately.
15. I agree to maintain a good academic standing.
16. I agree not to transport the protégé in an emergency situation (e.g. running away from home, street trouble, in trouble with the police, etc.). I will notify the program director/coordinator, program staff, or police about the situation. If I decide to discard this policy, the NJ GEAR UP State Project will not be held responsible.

I have read the mentor agreement statements and will abide by them. I have received a copy of the program policies and procedures and accept responsibility for adhering to them.

Signature

Date

Print Name

**NJ GEAR UP Mentoring Program
Mentor-Protégé Agreement Checklist**

Read and discuss each item with your protégés and place a check mark next to the appropriate box. Please have each protégé complete a separate checklist. Ask the program director or coordinator to make a copy for each protégé. Keep a copy for yourself. This is an agreement about the mentoring relationship.

I understand the purpose of this mentoring program is to help me:

- Learn about the importance of going to and succeeding in college.
- Learn to set and achieve goals.
- Improve my academics.
- Discover and explore future possibilities.
- Learn about myself.
- Find out what I am good at and get even better.

Mentor
 Protégé

I will commit to meeting with my protégés for a minimum of six months. If I am invited to continue with the mentoring program, and if I wish to do so, I will tell my program director or coordinator immediately.

Mentor
 Protégé

I will meet with my mentor/protégé for a minimum of 3 hours each week for the next six months.

Mentor
 Protégé

I will do everything I can to meet with my mentor/protégé at each scheduled meeting.

Mentor
 Protégé

If I must miss a scheduled meeting with my mentor/protégé because of illness, emergency, or absence from school, I will contact the program director or coordinator as soon as possible.

Mentor
 Protégé

If I need to change my schedule, I will tell the program director or coordinator ahead of time so they can inform the mentor/protégé.

Mentor
 Protégé

If my mentor/protégé calls me or writes me, I will always call or write back.

Mentor
 Protégé

I agree to be open to what my mentor has planned for me at the campus site or at the school. If I don't like what my mentor plans, I will tell my mentor in a nice way and help to come up with some different ideas for things to do next time we meet.

- Mentor
- Protégé

I will not take my protégé anywhere unsupervised.

- Mentor
- Protégé

I will not ask my mentor to buy anything or spend money on me. I know that my mentor is not allowed to spend money on me.

- Mentor
- Protégé

I will not buy things for my protégé including food unless I get approval from the program director or coordinator.

- Mentor
- Protégé

I will talk with the program director or coordinator about the mentoring relationship at least once a month.

- Mentor
- Protégé

If I have any problems in the relationship, I will inform the program director or coordinator.

- Mentor
- Protégé

Protégé Name

Mentor Name

Protégé Signature

Mentor Signature

Date

Date

Remember to give a copy to each of the protégés and to keep one for yourself.

SETTING GOALS

Protégé Name: _____

Mentor Name: _____

Date: _____

It is important to set goals so your mentoring relationship will be more effective in achieving the goal of studying hard and going to college. Work with each of your protégés to answer these questions. Complete a separate sheet for each protégé. Give a copy to each protégé and keep one for yourself.

1. Each of you make a list of three goals, things you want to get better at, things you want to achieve, or things you want to learn more about as a result of the mentoring relationship. At least two of the three goals should be related to understanding the importance of going to college. Set goals which are clear and achievable. See the example below.

Example

Protégé	Mentor
1. To learn about college subjects.	1. To help the protégé in science.
2. To improve my grades this term.	2. To teach the protégé about time management.
3. To learn about dinosaurs.	3. To expose the protégé to my college major.

Protégé

Mentor

- | | |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |

2. Make a list of five things you would like to do together to help achieve your goals. See the Suggested Learning Experiences/Activities sheet for examples.

- 1.
- 2.
- 3.
- 4.
- 5.

3. Ask each protégé to answer these questions: What would you like to be doing five years from now? Is going to college one of your long-term goals? How can your mentor help you get there?

Remember to refer to these goals regularly. Always keep in mind that the purpose of the mentoring relationship is to encourage protégés to learn about, plan for, and succeed in college.

Suggested Learning Activities

The following are activities you can do with your protégés to help them understand what it takes to go to college and to share your college experiences. Use this list when you are planning the activities you need to consider to achieve your goals.

Academic Performance

- Help your protégé with his/her homework
- Do extra work sheets
- Show the protégé how to use the computer for research
- Show your transcript
- Read a book together and write a summary
- Start a portfolio of academic accomplishments and volunteer experiences

College Preparatory Curriculum

- Discuss your protégé's roster of classes
- Help protégé choose college-prep classes
- Complete a checklist of classes needed for college

Getting into College

- Discuss college requirements
- Discuss grade requirements
- Look at a college application
- Do a mock college application interview
- Look up scholarships on the US Dept. of Education website
- Talk about how you chose your major
- Look at a financial aid application
- Talk about college majors
- Look on the Internet at different college websites
- Look at brochures of different colleges

Study Skills

- Teach the protégé study skill techniques
- Help the protégé prepare for tests
- Talk about approaches to learning styles

Careers

- Research 10 top fastest growing careers
- Find out what career the protégé is interested in and explore it on the Internet
- Show how annual earnings translate into weekly paychecks
- Talk about annual earnings for a job with a degree
- Do an informational interview to learn more about a career
- Write letters to role models asking how they succeeded in their careers

Time Management

- Bring in your college syllabi and discuss your timeline for assignments and extracurricular activities
- Discuss how to manage time when studying for exams

Hobbies

- Find an interesting hobby
- Look at college web sites or catalogs for student organizations
- Find an interesting sport

Volunteer Work

- Research local volunteer opportunities
- Talk about the value of volunteer experience
- Ask a rep from a volunteer organization to come and talk to your protégés

College Life and Campuses

- Talk about college dorm life
- Show your protégé pictures of your campus
- Show your protégé your textbooks, class outline, sample test
- Talk about what you are studying in college
- Bring in your college newspaper
- Talk about your professors
- Show your college catalog/website

Finding a Job

- Write a sample cover letter
- Write a resume
- Learn techniques to find a job
- Learn interview skills

Life Skills

- Speak about peer pressure
- Teach stress management techniques
- Teach how to manage time
- Show how to budget money
- Learn about community resources from the web
- Look at the local county web site
- Look at your local public library website

Remember to be creative!

**NJ GEAR UP Mentoring Program
Activity Log**

Protégé Name: _____ **Mentor Name:** _____

Date: _____ **Time:** _____

Place: _____

Please complete the form on the day of each activity and return with your time card as requested. The purpose of this sheet is to help monitor your mentoring relationships. Complete a form for each protégé.

Session goal:

Planned activities:

Protégé response:

Your reflections:

Next meeting:

Comments:

Return to the program director or coordinator. Thank you!

Exchange your address, phone number, email address, and the best time to call.
(left to the discretion of Director/Coordinator)

Mentor

Name: _____

Address: _____

Phone Number: _____

E-mail address: _____

Best time to call: _____

Protégé

Name: _____

Address: _____

Phone Number: _____

E-mail address: _____

Best time to call: _____

*Administered by the New Jersey Commission on Higher Education
Funded by the United States Department of Education*

*Program sites at Atlantic Cape Community College, Cumberland County College, Mercer County Community College, New Jersey City University,
Passaic County Community College, Rowan University, and the Consortium for Pre-College Education (New Jersey Institute of Technology and Rutgers University)*

Mentor Relationship Closure Form

The closure of a relationship is difficult for protégés and the mentor. How a relationship ends is key to how the mentor and the protégés think about and value their experience together. Please take a few minutes to fill out this form during your exit interview to give the program director/coordinator insight into your relationship and reasons for ending it.

Mentor Name: _____

Are you ending your relationship with all the protégés? _____

My relationship is ending only with: _____

1. What are your reasons for ending the relationships?

2. What progress did you make in the relationships?

3. How do you feel about your protégé?

4. What did you get out of the relationship?

5. Do you plan to keep in touch with your protégés? If yes, how will you keep in touch?

Note: Keeping in touch is done not as a NJ GEAR UP Mentor but as private citizen with parental or guardian approval.

Mentor Signature

Date

**NJ GEAR UP Mentoring Program
Mentor Dismissal Form**

Date: _____

Program Site: _____

Program Coordinator: _____

_____ has been dismissed from the
Mentor's Name

NJ GEAR UP Mentoring Program as of _____
Date

He/She can no longer serve as a mentor or participate in any NJ GEAR UP activities.

Reasons for Dismissal:

Program Director/Coordinator's Signature

Date

Mentor's Signature (if available)

Date

- Please keep a copy in the mentor's file.

EVALUATION/REPORTING

In order to support the success of the mentor-protégé relationship, program director/coordinators will meet with their mentors on a monthly basis to discuss the progress, struggles and accomplishments in the program. Please find enclosed several forms that will help you evaluate the progress of the mentoring component of your program.

- Protégé Evaluation of Mentor
- Mentor-Protégé Progress Report
- Mentor Evaluation of Program

Evaluation Form	Evaluation Timeline (recommended)
Protégé Evaluation of Mentor	Program directors/coordinators will administer this evaluation two months after the protégé and the mentor begin to work together.
Mentor-Protégé Progress Report	The mentor is responsible for submitting this evaluation form to the program director/coordinator every other month.
Mentor Evaluation of Program	Program directors/coordinators will administer this evaluation twice; six months after the mentor begins the program and again during the mentor's exit interview.

NJ GEAR UP Mentoring Program
Protégé Evaluation of Mentor

Student's Name: _____ Mentor's Name: _____

Date: _____

Hello, NJ GEAR UP student! Please answer the following questions to tell us about your mentor.

Please circle either Yes or No.

My mentor comes to most of our meetings. YES NO

My mentor listens to what I say. YES NO

My mentor helps me with my homework. YES NO

My mentor talks to me about doing well in school and going to college. YES NO

I work on different activities with my mentor. YES NO

I trust my mentor. YES NO

My mentor and I have a good relationship. YES NO

On a scale from 1 to 5 (5 being the best) how would you rate your mentor?

Please circle one:

1 My mentor does not help me at all.

2 My mentor rarely helps me.

3 My mentor sometimes helps me.

4 My mentor is very helpful and interested in what I do.

5 My mentor is always there when I need him/her.

Please share anything you would like us to know about your mentor.

Thank You!

NJ GEAR UP Mentoring Program Mentor-Protégé Progress Report

Mentor's Name: _____

Date: _____

Protégé's Name: _____

As a mentor, you are required to assess the progress of your mentor-protégé relationship every other month. Please maintain a record of the progress of the relationships and discuss any issues, concerns, or accomplishments with the program coordinator at your monthly meeting. Please keep a progress report on each protégé.

What three adjectives can you use to describe your mentor-protégé relationship? Describe.

What activities or issues have you discussed with your protégés?

What short-term goals have you accomplished with your protégés?

Mentor Evaluation of Protégé

1= No Progress 2= Little Progress 3=Modest Progress 4= Significant Progress
5=Outstanding Progress

Effective Study Habits		Leadership Skills	
Time Management		Educational Goals	
Problem-Solving Skills		Career Goals	
Confidence		Ability to Listen	
Openness to Learning		Commitment to program goals and objectives	

(con't)

Please rate how well you have demonstrated the following behaviors.

- 5-Doing very well, can even share some tips
- 4-I am satisfied with what I have achieved so far
- 3-Could use some minor changes
- 2-Need some focused development
- 1-Need help from a partner and development in depth

Good Communication Skills		Encouraging protégé to attend college	
Warmth Behaviors		Coaching protégé's planning steps	
Active Listening		Goal Setting	
Supporting Behaviors		Giving Feedback	
Problem Solving			

What concerns or accomplishments have you encountered?

What mentoring practices can you implement to improve your mentor-protégé relationships?

What plans do you have for your protégés for the upcoming months?

NJ GEAR UP Mentoring Program Mentor Program Evaluation

We would like to hear about your experience with the NJ GEAR UP Mentoring Program. Please take some time to evaluate the NJ GEAR UP Mentoring Program.

1. How adequate was your mentor training?

Very Adequate 5 4 3 2 1 Not Adequate

How can we make it better?

2. How much support did you receive from the professional staff throughout your time as a mentor?

Very supportive 5 4 3 2 1 Not Supportive

How would you have liked them to support you?

3. How effective do you feel the mentoring process was for encouraging students to attend college?

Very effective 5 4 3 2 1 Not Effective

How would you improve the mentoring process to encourage students to attend college?

(continued)

4. How significant was your impact on the protégés' lives?

Very Significant 5 4 3 2 1 No Impact at All

In what ways did you impact your students? Describe any changes. Changes need not be monumental.

5. Would you like to continue to mentor? YES NO

6. Would you recommend the NJ GEAR UP Mentoring Program to your college friends?

YES NO

7. Please rate the overall effectiveness of the NJ GEAR UP Mentoring Program.

Very Effective 5 4 3 2 1 Not Effective

Additional Comments

The Monthly Progress Report is for your use only to help maintain data for the Annual Performance Report (APR) and Final Reports (FR).

Monthly Mentoring Progress Report

Date: _____

Mentoring Program Director/Coordinator: _____

Site: _____

Please use this form to keep a monthly log of the number of mentors in your program. While the program is not required to submit this form to NJ Higher Education, it will help you monitor the progress of the mentoring component on a monthly basis.

Total number of college students who have inquired about becoming a mentor? (phone call, application, e-mail, etc.).	
How many mentors have you interviewed in the past month?	
How many mentors have you hired in the past month?	
Total number of active mentors?	
Total number of mentors who are no longer active in the program?	
How many total hours have your mentors worked?	
How many protégés have your mentors served?	
How many protégés completed the “Protégé Evaluation of Mentor” form?	
Out of the protégés who completed the “Protégé Evaluation of Mentor” form, how many reported having a positive relationship with their mentor?	

Describe any significant concerns or successes.

Did you hold your mentor management meeting this month?

YES **NO**

1. Describe any successes or accomplishments within the mentoring program.
2. What difficulties have you encountered in the mentoring program?
3. What activities have mentors worked on with their protégés?
4. Do you feel your mentors need further training? In what areas?
5. What changes, if any, would you like to see in the mentoring program?

Additional Comments:

NJ GEAR UP State Project

NJ Higher Education
20 West State Street
Trenton, NJ 08625-0542

<http://www.nj.gov/highereducation/gearup/index.html>

NJ GEAR UP State Project Programs

The following programs are sponsored by the GEAR UP grant administered by New Jersey Higher Education. Please note that these websites are not maintained by NJ Higher Education. Please direct questions to the staff of the program in your city.

Atlantic City/Pleasantville

GEAR UP Atlantic City and Pleasantville

Atlantic Cape Community College
5100 Black Horse Pike
Mays Landing, NJ 08330
(609) 343-5689 phone

Target Schools

- Dr. MLK Jr School
- Pleasantville MS
- Sovereign Avenue School
- Uptown School Complex
- Atlantic City HS
- Pleasantville HS

Bridgeton

CCC & Bridgeton Public Schools GEAR UP for Success

Cumberland County College
P.O. Box 1500 College Drive
Vineland, NJ 08362-1500
(856) 691-8600 phone

Target Schools

- Broad Street ES
- Buckshutem Road
- Cherry Street
- ExCel
- Quarter Mile Lane School
- West Avenue
- Bridgeton HS

Camden

C.H.A.M.P./GEAR UP

Rowan University
200 N. Broadway
Camden, NJ 08102
(856) 756-5420 phone
<http://www.rowan.edu/camden/champ>

Target Schools

- Coopers Poynt ES
- East Camden MS
- Lanning Square
- R.T. Cream ES
- Brimm Medical Arts HS
- Camden HS
- Creative & Performance Arts HS
- MetEast HS
- Woodrow Wilson HS

Jersey City

College Bound/GEAR UP

New Jersey City University
2039 Kennedy Blvd.
Jersey City, NJ 07305
(201) 200-2347

<http://www.njcu.edu/programs/collegebound/home.htm>

Target Schools

- PS #23 ES
- PS #24 ES
- PS #38 ES
- PS #40 ES
- Center for the Arts
- Henry Snyder HS
- Lincoln HS
- University Academy Charter HS

Newark

**Consortium for Pre-College Education in
Greater Newark/GEAR UP**

New Jersey Institute of Technology
University Heights
Newark, NJ 07102
(973) 596-5762 phone

<http://cons.njit.edu>

Target Schools

- Barringer 9th
- 18th Street
- Hawkins Street ES
- Hawthorne Avenue
- Lafayette
- Luis Munoz Marin
- Maple Avenue
- Park ES
- Quintman Community
- Rafael Hernandez
- Sussex Avenue
- Wilson Avenue
- Barringer HS
- Central HS
- East Side HS

Paterson

College Bound SMT/GEAR UP

Passaic County Community College
One College Blvd.
Paterson, NJ 07505
(973) 684-5201 phone

Target Schools

- PS #2 ES
- PS #6 ES
- PS #10 ES
- East Side HS
- J. F. Kennedy HS
- International HS

<http://www.pccc.cc.nj.us/community/urban-consortium/college-bound>

Trenton

Project S.M.I.L.E./GEAR UP
Mercer County Community College
P.O. Box B
Trenton, NJ 08690
(609) 570-3158

Target Schools

- Grace Dunn MS
- Hedgepeth-Williams MS
- Joyce Kilmer ES
- Monument ES
- M.L. King MS
- Trenton Central HS, including West and North campuses

http://www.mccc.edu/community_youth_jkc_gearup.shtml