

MONITORING THE MENTOR/PROTÉGÉ MATCH

It is important for the FNL Mentoring coordinator to supervise and maintain regular contact with each mentor, protégé, and site/school advisor. Monitoring is a necessary component of FNLM because it protects the FNL Mentoring model by ensuring the safety of all participants and the development of proper mentor/protégé matched relationships. It also facilitates reassessment of relationships, when necessary, by identifying issues/concerns early on so they may be effectively resolved. It is this ongoing adult participant support of the monitoring process that helps each matched relationship succeed and guarantees that each participant be directed to services that meet their specific needs.

Guidelines for Monitoring:

- County FNLM coordinator conducts at least a 20-minute interview with each site/school advisor one time per week **(see attached Weekly School Site Advisor Interview Form)**.
- County FNLM coordinator and mentor advisor conduct interviews with potential mentors and make final selections jointly **(see attached FNL Mentor Interview Form)**.
- County FNLM coordinator and/or mentor advisor conducts a 10-minute (minimum) interview with **each** mentor one time per week **(see attached Weekly Mentor Check-in Form)**.
- County FNLM coordinator and/or protégé advisor conduct a 10-minute (minimum) interview with each protégé one time monthly **(see attached Monthly Protégé Check-In Form)**.
- County FNLM coordinator conducts a 10-minute (minimum) telephone interview with parent/guardian of each protégé a minimum of four (4) times per year **(see attached Parent/Guardian Report on the Match form)**.
- County FNLM coordinator and mentor advisor will participate in all rap sessions for a minimum of 60 minutes one time per week. At least 20 minutes of each rap session will be set aside to check-in with mentors regarding issues that arise within their matched relationships.

Referral System:

The FNLM coordinator in each county will work closely with advisors and school administrators to develop a referral system to utilize when a participant is determined inappropriate for services provided by FNLM **(see attached Steps for Removal of a Participant from FNL Mentoring form)**.

THE MISSION:

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mutually beneficial, caring relationships
which strengthen a young person's resiliency to the
challenges they face in life.

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FNL MENTORING



WEEKLY SCHOOL SITE ADVISOR CHECK-IN FORM

(FNL Mentoring Coordinator to Advisor)

Mentor Advisor

Site: _____

Protégé Advisor

Name: _____

1. How do you feel the session went this week?

Excellent Pretty well OK Needs minor improvement Needs major improvement

Concerns?

Next steps:

1a. (Mentor Advisor) How did the rap session go this week?

Concerns?

Next steps:

2. (If matched) Are you comfortable with all of the mentor/protégé matched relationships? Yes No

Concerns?

Next steps:

3. Are you comfortable with the way the program is progressing or is there anything about the program you feel needs to be addressed/changed at this time in order for you to be successful? Yes No

Concerns?

Next steps:

4. How are you doing with all of the reporting forms?

Concerns?

Next steps:

5. Can I provide you with any technical or other assistance at this time? Yes No

County FNLM Coordinator

Date

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FNL MENTORING



FNL MENTOR INTERVIEW FORM

(FNL Mentoring Coordinator/Advisor to Mentor)

Site: _____ Name: _____

1. Why are you interested in becoming a mentor?

2. Can you devote the necessary time and commitment that the FNL Mentoring program requires? Yes or No

3. What life experience or skills would you like to share with a younger participant?

4. How would you mentor a younger participant who is:

a. failing one or more classes?

b. having difficulty getting along with other students?

c. experimenting with ATOD?

5. List 3 words that describe you:

5a. List 3 things you would like to learn about in a mentor training:

Rate:	Low				High					Low					High				
Application	1	2	3	4	5	Dedication	1	2	3	4	5	1	2	3	4	5			
Overall	1	2	3	4	5	Personality	1	2	3	4	5	1	2	3	4	5			

Comments:

Completed by: _____

FNL Mentoring Coordinator/Advisor

Date: _____

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Weekly Mentor Check-in Form

(FNL Mentoring Coordinator/Advisor to Mentor)

Mentor: _____ Site: _____

1. How do you feel the relationship with your protégé is going?

2. Describe the types of conversation you are having? (The types of topics being discussed.)

2a. Are you comfortable with this? Yes No If no, please explain

3. Is there anything that you are feeling uncomfortable or unsure of and want to discuss with me?
(i.e. has your protégé talked about anything risky?) Yes No

4. Is there anything that you are feeling pleased or positive about? (i.e., better grades or protégé reported successfully resolving a situation they had been struggling with) Yes No

5. Is there anything about the program you feel needs to be addressed/changed at this time in order to help you be more successful? Yes No

Please explain: _____

6. Are there any additional concerns, comments or experiences you would like to share at this time?
Yes No

Completed by: _____

FNL Mentoring Coordinator/Advisor

Date

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Monthly Protégé Check-In Form

(FNL Mentoring Coordinator/Advisor to Protégé)

Protégé: _____ Site: _____

1. How do you feel the relationship with your mentor is going?

2. Are you comfortable with your mentor? Yes No

2a. Is your mentor easy to talk to? Yes No

2b. Has your mentor said or done anything that you're uncomfortable with? Yes No

2c. Is there anything you'd like to tell me that you're not able to talk about with your mentor?

3. Any other concerns or comments you would like to share? Yes No

Next steps:

Completed by:

FNL Mentoring Coordinator/Advisor

Date

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STEPS FOR REMOVAL OF A PARTICIPANT FROM FNL MENTORING

As part of the monitoring component it is imperative to have a policy in place for properly exiting a participant from FNL Mentoring. The most effective strategy for a successful mentoring program is the relationships established with all participants: coordinators, advisors, mentors and protégés. In these relationships, communication is the most vital component. However, there may be instances where, despite your efforts, some individuals may be unwilling to comply with the rules for participation set forth in your program.

If a participant's actions are deemed inappropriate, we have identified a four (4) step process you need to have in place to remove him/her from the program:

1. **Talk/Verbal Discussion**

The FNL Mentoring coordinator and/or advisor should talk with the participant to identify why he/she may be acting out and identify the problem. Review your group expectations or rules with them. Find out if there is something you can do to help their situation.

2. **Time Out/Warning**

If the participant's behavior persists, talk with them again and have them sit out one (1) session. At this point, ask the participant if they would like to continue in the program. If they do want to continue, inform them that future behavioral incidents may result in their removal from the program. If they do not want to continue, see #3. You can also contact the parent/guardian of the participant to advise them of the issue. Also, contacting another coordinator who may have had a similar issue with a participant may be beneficial.

3. **Resource and Referral**

Find out from the site/school if other services are available for the type of issue(s) the participant may be having. You may want to have a discussion with the principal, counselor or dean on campus advising them of the behavior of

STEPS FOR REMOVAL OF A PARTICIPANT FROM FNL MENTORING (continued)

the participant and his/her willingness to no longer participate in the program. All schools should have a list of other age appropriate services that may better meet the participant's needs.

If a participant would like to continue his/her participation in FNL Mentoring, you and/or the school/site staff can still identify and recommend additional services.

4. Removal

If the previous alternatives have not worked and the participant remains noncompliant with your program's rules and if removal from the program is deemed necessary, conduct an exit interview with the participant and call his/her parent/guardian to advise them of your actions.

Note: There are still some incidences that should result in immediate removal from the program even if they occur only on one occasion. Incidences include but are not limited to: possessing a weapon, possessing/or being under the influence of drugs, alcohol, and/or tobacco and/or demonstrating inappropriate sexual behavior, such as, grabbing/touching another participant's private parts and/or showing their private parts to another participant.

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INTRODUCTION TO PROTÉGÉ PROFILE

Dear _____,

Friday Night Live Mentoring recognizes the importance of accurately identifying potential protégés. We feel it could be useful to you when asked to make the referrals and recommendations, to have a clear idea and outline of what defines an FNL Mentoring protégé. The characteristics listed on the attached page (Protégé Profile) describe a potential participant who could benefit by being involved in the program. We have also listed the characteristics of protégés who have either (a) positively benefited from their past participation in FNL Mentoring or (b) have needs beyond the scope of FNL Mentoring program services. We hope you will find this information useful when recognizing potential protégés on your campus who could benefit from the encouragement and support provided by a high school 10th, 11th or 12th grade student/participant.

Please note that once referred, the student/participant you recommend will be interviewed and oriented by the school site's FNL Mentoring advisor and FNL Mentoring coordinator. During this interview the program will be clearly outlined, e.g., the weekly time commitment, the behavior and attitude expectations, their parent's'/guardians' involvement and any other logistics (transportation, application deadlines, etc). It's also a time to gauge the individual's level of comfort with the idea of participating in group and one-on-one settings and doing unique and challenging activities. Your knowledge and input about these students/participants and their particular needs is invaluable to this recruitment process, and affords us the opportunity to effectively and successfully match qualified individuals.

We thank you for your commitment to the success of the FNL Mentoring Program.

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PROTÉGÉ PROFILE

CHARACTERISTICS OF A STUDENT WHO CAN BENEFIT FROM THE PROGRAM:

Risk Factors

SELF-ESTEEM

- Has few or no friends.
- Feels as if he/she doesn't fit in.
- Has no one to talk to.
- Does not participate in class discussions.
- Seldom asks questions.
- Comes from low income based home.
- Comes from disadvantaged environment.

BEHAVIOR/SOCIAL SKILLS

- Exhibits defiance of rules and authority.
- Previous gang involvement (associates with gang members and/or dresses in gang attire).
- Has difficulty with self-control/impulsive.
- Is socially immature.
- Has cultural or transitional issues.

ACADEMIC ACHIEVEMENT/SCHOOL DROP-OUT

- Performs below grade level / low academic performance (low grades).
- Feels school is "too hard".
- Has poor attendance.
- Is non-participatory (in school activities).
- Feels unsure of transition to high school.
- Has difficulty working independently.
- Has difficulty following directions.
- Could benefit from tutoring.
- Has low educational achievement in family background.
- Has poor or negative outlook on future.

ALCOHOL, TOBACCO, OR OTHER DRUGS

- Experimental weekend binge drinking/drug use.
- Attends unsupervised parties where alcohol/drugs are served.
- Associates with peers who use alcohol, tobacco, or other drugs.
- Is consistently exposed to parental use of alcohol, tobacco, or other drugs.

PROTÉGÉ PROFILE (continued)

After being involved in FNL Mentoring students demonstrate these characteristics:

- Is optimistic about his/her future.
- Demonstrates leadership skills.
- Is self-reliant.
- Is involved in positive outside activities and has developed friendships.
- Demonstrates confidence in adults.
- Shows respect for students and authority.
- Increased interest in academics or school participation.
- Attends school regularly.
- Is eager to learn new things and explore.
- Does more than required.
- Demonstrates ability to employ positive conflict resolution skills.
- Participates in community service activities.
- Exhibits reduced "acting out" behavior.
- Chooses not to associate with gangs.
- Takes responsibility for his/her actions.
- Resists peer pressure.
- Is committed to abstaining from alcohol, tobacco or other drugs.
- Avoids associating with peers who use alcohol, tobacco, or other drugs.

Characteristics of a student better suited for another program:

- Is very withdrawn or quiet, or very angry and defiant.
- Has no respect for authority.
- Sees no point in school, makes no effort.
- Has missed 25% of school days.
- Has been suspended from school for alcohol or drug use or possession.
- Uses drugs or alcohol on a daily basis or parent/guardian encourages drinking/drug use.
- Exhibits repeated acts of gratuitous violence and vandalism.
- Frequently involved in incidences of name-calling or physical violence.
- Has been involved in the juvenile justice system, repeatedly.
- Has been identified as gang member.
- Has suicidal tendencies.

Our aim is to target those youth not normally served by our educational agencies, in hopes they may foster a connection to their school (via the increased self-esteem or academic achievements experienced during or as a result of FNL mentoring).

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