

MENTEE TRAINING MANUAL

Connecting Hearts & Minds

A truly great
MENTOR
is
hard to find,
difficult to part with
A•N•D
impossible
to forget.



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M - Meaningful

E - Enriching

N - Nurturing

T - Trusting

O - Optimistic

R - Rich

Introduction:

Welcome to Mentor Manor! The success of a mentoring relationship depends in great part upon the contribution made by the mentee. This handbook, provided by your mentor program, was created to help you learn how you can contribute to the match and get the most from your mentoring experience.

Program Mission Statement:

The mission of Mentor Manor is to provide youth with mentors who can provide Meaningful, Enriching, Nurturing, Trusting, Optimistic, and Rich one-on-one or group relationships with a caring adult.

A positive role model and safe and nurturing environment empowers students to thrive and succeed in life.

Program Description and Overview:

Project Mentor was created in Manor ISD in 2007 under a 3- year US Department of Education Grant. After the 3 year deadline, the District allowed the program to continue as a result of the impact it was creating for our youth. Project Mentor was initially designed to address the needs of youth in grades 3rd - 8th. Over the years it changed its name to Mentor Manor and now serves students in grades 2nd - 12th.

Mentor Manor serves all of the elementary, middle and high school campuses. Over 150 students have been matched with mentors. The program recruits mentors from various organizations including but not limited to Samsung, Applied Materials, Faith-Based Organizations, The University of Texas at Austin, Bluebonnet Electric Cooperative, Education Connection, Travis County Constable Precinct 1, Breakthrough Austin, among others.

Mentees are students in the Manor Independent School District who are referred by their parents, school counselor, teachers and/or friends. The mentors and mentees meet at their assigned campus, once a week, for 30-45 minutes. Many of our campuses have an assigned mentor room. Mentors and mentees meet in the mentor room and work on classroom assignments, play games, or engage in enriching conversations. If there is not a mentor room at the assigned campus, mentors and mentees meet in another classroom on campus.

Fields trips and other mentor and mentee activities are scheduled throughout the year.

Program Roles:

Many people are involved in the operation of this mentoring program. This is a list of the people who are important for you to know about as you participate in the program's activities and events.

The Program Coordinator:

Mayra A. Hernandez

Program Support:

Andrea Medrano
Rebecca Lott
Becky Rivera

MENTOR MANOR-

Mentors: The volunteers who will be matched with the mentees in the program.

Mentees: The youth who will participate in the program and who will be matched with mentors.

Parents: Parents of the youth who are participating in the program. Parents need to give youth permission to participate in the program before a match is made with a mentor.

All mentoring activities are to be conducted on campus.

One approved exception:

The Mentor Coordinator, with the support of written parent permission, can make an exception for special off-campus educational activities. Such activities are regarded as education field trips, and the appropriate forms must be filled out in advance by the school and the parent.

The school and its personnel will not approve and are not responsible for any meetings between the mentor and the student at other times and locations. Liability for meeting off campus is responsibility of the mentor and the child's parents or guardians.

When and how to get help if problems come up:

This program was created to offer you opportunities, to help develop your skills, and to be a lot of fun for you! If for any reason you find that you have questions about the program, or any person associated with it, we want you to call us right away. No question or concern is too small or too big. We are providing several telephone numbers for you; please feel free to use any of them. If you would prefer to contact someone not listed here, such as other school staff, please feel free to do that as well. You may want to add a few of these other numbers to this list so you will know where they are if you need them. We are also providing a 24-hour-a-day crisis hotline number in case you are in an emergency situation:

Rebecca Lott, Director of Student and Family Support Services 512-278-4462

Mayra A. Hernandez, Mentor Manor Coordinator 512-278-4257

Becky Rivera, Student and Family Support Services Coordinator 512-278-4096

Andrea Medrano, Administrative Specialist 512-278-4095

My Parents _____

Family friend (relative, minister, neighbor) _____

My teacher _____

My Counselor _____

My Mentor _____

Local police _____

Texas Youth Hotline: 1-800-989-6884/text 512-872-5777 or chat online: dips.state.tx.us

Remember, you have the right to get help if a problem occurs. If one person is not available, or is not helpful, go on to the next person on this list! Don't forget to add a few other numbers to this list.

Who are the student participants?

The students are in grades 2nd-12th from the MISD elementary, middle and high school campuses.

Matches at the high school level are not as popular as they are at the elementary and middle school campuses.

The student agrees to meet regularly with the mentor.

The student agrees to respect confidentiality.

The student does not expect the mentor to provide money, gifts, clothing, or transportation.

What is the parent's role?

Parents give written permission for their child to participate in Mentor Manor.

Parents may choose whether to be in contact with the assigned mentor.

Parents cannot request cash, clothing, transportation, gifts, or other personal favors from the mentor.

What are the school's responsibilities?

The Mentor Coordinator will match the prospective mentor with an appropriate student and help schedule a mutually convenient meeting time. The Mentor Coordinator will be available for the first visit. Each campus will be assigned a campus point of contact. This contact person will become a very helpful person for the mentor.

Meeting space for Mentor Manor is provided at the majority of our campuses.

The school will provide mentors with helpful school information such as special rules/policies, school calendar, and student schedules and grades.

The school will provide information and support to the mentor as needed and appropriate.

What steps do I take to become a mentor?

Attend an Information and training session

Complete a Mentor Application and Criminal Background Check

How do students benefit?

Increased self-esteem
Increased career choice awareness
Improved skills of setting and achieving goals
Improved academic achievement
and school attendance

How do mentors benefit?

Enhanced personal satisfaction by helping others
Establish new friendships
Recognize that a mentor can make a difference
Established new friendships

Your First Meeting With Your Mentor:

As a new mentee you are about to enter into a rewarding experience. This mentoring relationship will bring you many exciting opportunities, skills, and knowledge. During your first meeting, you will have a chance to begin getting to know your new mentor. By the time this first meeting ends please make sure that you agree on a time and place for your mentoring relationship to take place. Make sure you provide your mentor with a school tour as well as introduce him//her to your teacher/teachers, school counselor and principal. The Mentor Coordinator will assist with introductions and the tour during your first visit, so need to be nervous.

As with all new relationships, you may find moments when things feel awkward until you have had a chance to find out what the other person is all about. After a while this will pass and the time you spend together will feel more natural and comfortable. In the meantime, here are some tips that may make it easier to start the relationship.

How to spend my time with my mentor:

10 minutes: Eat lunch and ask a question about a goal or interest that both of you have.

10 minutes: Share at least 2 things that you have done since the last meeting.

10 minutes: Work on or review your homework.

20 minutes: Play a game; either a table game or some sport activity.

10 minutes: Plan for your next meeting and wrap up. (Make sure you clean up and pack all games and toys).

Tips for Effective Communication

Communicating is more than just talking. There are things we can do to make conversations work. Here are a few ideas that you can practice that contribute to successful communications:

- **Listen Well-** Listen to what the other person says and make an effort to understand what they mean. Ask questions if you are not sure what was meant.
- **Body Language:** The way a person sits or stands often says as much or more as the words they speak. Watch the way people act when they are speaking to another person. Many times you can tell a lot about the conversations even if you can't hear the words they are saying just by watching body language. Body language also sends a message to the other person that you are or are not listening. Be aware of what your body language is saying to your mentor when you meet.
- **Answer with more than a "Yes" or "No"**- Those are dead-end answers and they lead the conversation nowhere. More important, they don't really say that much. Be clear and open with your mentor. You'll be glad you did.

A mentor is:

- A mentor is a caring guide, a wise advisor, a partner on a journey, a trusted friend.
- A mentor can serve as a mirror for the youth. They can show youth who they are and all they can become.
- A mentor is one who can help the youth feel comfortable in their own skin and appreciate their gifts while at the same time exposing them to new opportunities and modes of thinking.
- What makes a mentor a "Mentor" is not that they are perfect or always know exactly what to say, but rather that they are able to form a strong connection with their mentee. This connection can serve as a catalyst for positive change and growth.

A mentor is not:

- A teacher
- A parent
- A psychiatrist
- An ATM

(From: Designing and Customizing Mentor Training, EMT, p. 96.)

Things You Can Discuss With Your Mentor:

- What culture are you from?
- What are your favorite activities?
- What were you like when you were my age?
- What did you have to do to prepare for and get your job?
- What can this mentoring relationship do for me?
- What games do you like to play?
- What were your favorite subjects in school?
- What kind of (movies, books, music) do you like?
- How do you think I should handle this situation?
- What do you think are the most important skills to have for a career in (add your area of interest)?
- What do you think about (add current news event)?
- How do I raise the subject of (add your subject) with my parents?
- Do you know any funny stories?
- What was your most important decision in life?
- Where can I find out more about (add your area of interest)?
- What would you do differently if you could?
- What would you like to talk about?
- Who mentored you?
- How do you spend your time?
- Add some questions of your own:

Ways of Showing Appreciation:

When someone does something nice for you, what do you do? You say “thank you!” of course. When it’s your mentor, there are lots of ways to do that. Here are a few you can use once in a while and you can add your own:

- Write a note or make a thank-you card
- Draw a picture
- Take a photo and make a frame
- Say “thanks”
- Mention your mentor in an article in the program’s newsletter
- Make cookies or a snack and bring some to your mentor
- Send a “thank you” e-mail
- Others:

Your mentor is a real live person, with thoughts and feelings just like you. It is important to remember that and to be aware of how you treat your mentor. Think about his or her feelings and notice the efforts made on your behalf.

Ways to spend time with your friend

Talking and listening

- Take turns describing yourselves and your interests
- Talk about...likes and dislikes, career options, friendship/friends, TV shows, family, pets, travels hobbies, school, sports, heroes, games, pets, favorite movies, and special occasions.
- Set goals together
- Fill out a simple job application
- Practice problem-solving together
- Plan to watch a TV show and talk about it-the characters, the values, the story
- Discuss reality versus fiction—use examples from books, TV, movies
- Remember special occasions (cards). Emphasize how much you value the student
- Discuss “future” plans. Imagine your future

Reading together

- Go to the school library together
- Find out the child’s special interest and check out books on that subject
- Open a dictionary to any page and read new words. Make up new word games
- Read:
 - ♣ a book, each reading a paragraph or page
 - ♣ the same book and share your thoughts about it
 - ♣ books on job finding, interviewing, self-confidence
 - ♣ poetry and talk about why you like different kinds
 - ♣ newspapers and look for special features-comics, sports, current events
 - ♣ magazines (bring one from home, if you like) and discuss

Writing

- Write a journal together and add to it every time you visit throughout the year
- Write short stories or your autobiographies
- Compile a wish list; a “Things to Do” list
- Describe “What I Want to Be When I Grow Up....”
- Write letters to each other. Being a pen pal gives the child practice in writing; if asking child to mail anything to you, provide stamps

Improve academic skills

- Play Memory, Sequence, Chess, and other games to enhance concentration skills
- Play Hangman and other word games to improve your vocabulary
- Make up your own crossword puzzles with spelling words

Just for fun

- Do arts and crafts (draw, color, cut and paste, use clay)
- Take a tour inside the school; Act out a story
- Sing a song or play an instrument
- Play word games, e.g., “I’m going on a trip and I’m going to take...” or I spy....”
- Play board games-for fun, not just to win.
- Draw and play mazes. Put puzzles together.
- Collect and share stamps or postcards or pictures
- Take photos and keep an album
- Attend special school functions with student, e.g., “aware” assemblies, field trips
- Design and do a project together. Give recognition of effort or improvement

Outdoor Fun

Eat lunch at a picnic table in an area of the school when tables are available.

Play catch on the playground with a softball or baseball.

Adapted from material submitted by Allison Elementary, Austin ISD, Austin, Texas

Confidentiality and Boundaries of the Relationship:

Your relationship with your mentor is built on trust and confidentiality. These things are crucial in any friendship. You should feel free to share any information that you like with your mentor. Your mentor will know our policies on confidentiality and agrees to keep your information in trust.

There are limits to confidentiality. You and your mentor should know and agree to these limits. If a mentee discloses information of immediate concern, such as suspected physical or sexual abuse, self-harm, or violence toward another person, the mentor is obligated and has agreed to report this information to the program. This does not mean that you should not share this information with your mentor. Just know that, for your own welfare and the welfare of those affected by the situation, action must and will be taken.

Invitation to/Role of the Parents:

Mentor Manor invites parents to be a part of the mentoring program. We have special activities that parents can join. For more information please reach out to Mentor Coordinator Mayra Hernandez, mayra.hernandez@manorisd.net or 512-278-4257.

Stages in a Relationship:

Think back to the first time you met your best friend. Did you know at that first moment that you would be so close? Probably not. The reason you didn't know it from the start is because it takes time for friendships to develop; they go through stages. The first stage is a time when you get to know each other, a time to see what you have in common and what you like about each other. Is this a person you can trust? After this beginning stage you begin to be more relaxed about a friendship. The relationship becomes less formal and more comfortable because you know more about each other.

Your relationship with your mentor may be very much like this. At first it will seem new and unfamiliar. But if you are open to exploring who this person is and what you like about them, you will have a valuable friend. You will have the opportunity to do a lot of things together that will be rewarding for you and for your mentor.

Match Closure:

Over a lifetime, relationships end for many reasons; because circumstances change, people move, interests change, etc. The program that you have joined is set up to last for one year. At that time, your formal relationship with your mentor will draw to a close. When good relationships end, people often feel a sense of loss or sadness. This is normal. But as a relationship ends it can also be a time to celebrate and appreciate the valuable and fun things you did together. This program will build in a chance for your to celebrate your friendship together before the one-year time period ends. All mentors and mentees will be informed 1-2 months in advance so that a special celebration between the mentor and mentee can be planned.

Mentee Agreement

Mentee Responsibilities:

A person takes a lot of responsibility when he or she agrees to be a mentor. As a mentee in this program, you will have responsibilities as well. Please commit to these requirements. If you have any questions please ask any member of the program staff.

As a Mentee in the Mentor Manor Program, I agree:

Be teachable:

Be willing to learn new things, be responsive to suggestions and feedback. Learn not only from what your mentor says but from what your mentor does. Your mentor is a role model. Notice how your mentor handles different situations.

Prepare yourself for your mentor meetings:

When you signed up for the program you were provided with information about Mentor Manor. You were also provided with a Mentee Training Manual. Please read through this material. It will help you get the most out of your mentoring experience.

Respond to request for information and feedback from Mentor Manor Coordinator (Ms. Mayra)

Occasionally, you will receive information from Mentor Manor staff. This information is important and helps the program to serve you better. Please give it your attention and if you have not heard from your mentor in a while, please let Mentor Manor staff know. Most importantly, if a problem arises with your mentor, please let Mentor Manor staff know immediately or someone on your campus such as the School Counselor and/or Principal.

Participate in mentor-mentee events:

As you know, throughout the year there will be a few events and meetings that have been planned for your information and enjoyment. Please attend all events and meetings, unless you have made arrangements not to attend with the program and your mentor. Examples of these events, include but are not limited to, holiday activities, field trips with your mentor, end of year celebrations, among others.

Participate in mentor-mentee meeting times:

Please be on time for your scheduled meeting with your mentor. If you know that you will be testing or out of school, please let the Mentor Manor staff know, so that he/she can inform your mentor. You can also help the mentor staff by communicating any changes on your meeting arrangements to your mentor.

Ask Questions:

Ask any questions you have and expect an answer. If you do not get an answer, go on to the next staff person and continue asking. Mentor Manor wants to hear what you have to say.

Confidentiality:

I understand that there are limits to the confidentiality of my relationship with my mentor and agree to these limits. If I disclose information of immediate concern, such as suspected physical or sexual abuse, self-harm, or violence toward another person, the mentor is obligated and has agreed to report this information to the program staff. This policy exists for the protection of the mentees and the protection of those affected by the situation.

THE STORY OF THE ODYSSEY

Most of us have had at least one mentor in our lives, although maybe not in the sense that mentoring programs provide today. Just the same, we can recall at least one person who served that purpose for us.

In fact, the concept of mentoring has been around for a long time. The term “mentor” comes from the classic piece of Greek literature, Homer’s *Odyssey*. This epic adventure tells the story of Odysseus, who was leaving home for an unknown length of time. In his absence he left his son, Telemachus, in the care of a trusted friend, Mentor.

As Telemachus completed his education, the goddess Athena disguised herself as Mentor in order to guide Telemachus in his search to find out about his father. The term today has come to mean trusted guide and friend.

MENTEE QUIZ

1. The word MENTOR comes from:

- A chocolate candy that has a minty flavor
- Homer's Odyssey
- A group of men that formed a musical group and named it MENTor
- A group of men that went on a tour

2. Mentoring has come to mean:

- A substitute parent
- A teacher
- A trusted guide or friend
- A random person that visits with you whenever he/she feels like it

3. A Mentor will:

- Help with homework, do recreational activities, and hang out
- Give you money
- Spend lots of hours with you outside of your school
- Take you swimming every weekend

4. The most important thing you can do as a Mentee is:

- Be there
- Actively participate
- Give it a chance
- All of the above

5. If you have any questions

- Click your heels three times and think about your favorite meal
- Send me a telepathic message
- Keep the questions to yourself
- Reach out to Mentor Manor staff

Developmental Stages of Children and Youth

A Child's development is an individual and continual process. The following pages outline typical developmental characteristics of four age groups. Knowing these characteristics can help in designing appropriate training sessions and activities. Keep in mind that not all youth may fall into one specific stage.

FIVE-TO-SEVEN-YEAR-OLDS

General Characteristics

1. Eager to learn, easily fatigued, short periods of interest.
2. Learn best when they are active while learning.
3. Self assertive, boastful, less cooperative, more competitive.

Physical characteristics

1. Very active, need frequent breaks from task to do things that are energetic and fun for them.
2. Need rest periods-good quiet activities include reading books together or doing simple art projects.
3. Large muscles are well developed. Activities involving small muscles (for example, building models that have small pieces) are difficult.
4. May tend to be accident-prone.

Social characteristics

1. Enjoy organized games and are very concerned about following rules.
2. Can be very competitive- this may lead them to cheat at games.
3. Very imaginative and involved in fantasy playing.
4. Self-assertive, aggressive, boastful, want to be first, becoming less cooperative.

Emotional characteristics

1. Alert to feelings of others but unaware of how their own actions affect others.
2. Very sensitive to praise and recognition; feelings are easily hurt.
3. Inconsistent in level of maturity, regress when tired, often less mature at home than with outsiders.

Mental Characteristic

1. Very eager to learn.
2. Like to talk.
3. Can be inflexible about their idea of fairness.
4. Difficulty making decisions.

Developmental Stages of Children and Youth

EIGHT-TO-TEN-YEAR-OLDS

General Characteristics

1. Interested in people, aware of differences, willing to give more to others but also expect more.
2. Busy, active, full of enthusiasm, may try too much, accident prone, interested in money and its value.
3. Sensitive to criticism, recognize failure, have capacity for self-evaluation.
4. Capable of prolonged interest, may make plans on their own.
5. Decisive, dependable, reasonable, strong sense of right and wrong.
6. Spend a great deal of time in talk and discussion, often outspoken and critical of adults, although still dependent on adult approval.

Physical characteristics

1. Very active and need frequent breaks from task to do things that are energetic and fun for them.
2. Early-maturing youth may be upset about their size. As their adult supporter, you can help by listening and explaining.
3. May tend to be accident prone.

Social characteristics

1. Can be very competitive.
2. Are choosy about their friends.
3. Acceptance by friends becomes very important.
4. Teen games become popular.
5. Often idolize heroes, television stars, and sports figures.

Emotional characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Because friends are very important, there can be conflict between adults' roles and friends' rules. Your honesty and consistency can be very helpful.

Mental Characteristic

1. Can be inflexible about their idea of fairness.
2. Eager to answer questions.
3. Very curious, collectors of everything, but may jump to other objects of interest after a short time.
4. Want more independence while knowing they need guidance and support.
5. Wide discrepancies in reading ability.

Developmental Stages of Children and Youth

ELEVEN-TO-THIRTEEN-YEAR-OLDS

General Characteristics

1. Testing limits; a "know it all" attitude.
2. Vulnerable, emotionally insecure, fear of rejection, mood swings.
3. Identification with admired adults.
4. Bodies going through physical changes that affect personal appearance.

Physical characteristics

1. Good coordination of small muscles, interest in art, crabs, models, and music.
2. Early-maturing youth may be upset about their size. As their adult supporter, you can help by listening and explaining.
3. Very concerned with their appearance; very self-conscious about their physical changes.
4. May have a bad diet and sleep habits and, as a result, low energy levels.

Social characteristics

1. Acceptance by friends becomes very important.
2. Cliques start to develop.
3. Teen games become popular.
4. Often have "crushes" on other people.
5. Friends set the general rules of behavior.
6. Feel a strong need to conform, dress and behave like a peers in order to "belong."
7. Very concerned with what other say and think about them.
8. Have a tendency to try to manipulate others to get what they want.
9. Interested in earning their own money.

Emotional characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Because friends are very important, there can be conflict between adults' roles and friends' rules.
3. Caught between being a child and being an adult.
4. Loud behavior may hide their lack of self-confidence.
5. Look at the world more objectively; look at adults more subjectively, and are critical of them.

Mental Characteristic

1. Tend to be perfectionist; if they attempt too much, they may feel frustrated.
2. Want more independence but know they need guidance and support.
3. May have lengthy attention span.

Developmental Stages of Children and Youth

FOURTEEN-TO-SIXEEN-YEAR-OLDS

General Characteristics

1. Testing limits, a "know it all" attitude.
2. Vulnerable, emotionally insecure, fear of rejection, mood swings.
3. Identification with admired adults.
4. Body's going through physical changes that affect personal appearance.

Physical characteristics

1. Very concerned with their appearance, very self-conscious about their physical changes.
2. May have bad diet and sleep habits and, as a result, low energy levels.
3. Often a rapid weight gain at beginning of adolescence; enormous appetite.

Social characteristics

1. Friends it the general rules of behavior.
2. Feel a strong need to conform; dress and behave like your peers in order to "belong."
3. Very concerned with what others say and think about them.
4. Have a tendency to try to manipulate others to get what they want.
5. Go to extremes; often appear to be unstable emotionally, while having a "know it all" attitude.
6. Fear of ridicule and of being unpopular.
7. Strong identification with admired adults.

Emotional characteristics

1. Very sensitive to praise and recognition; feelings are easily hurt.
2. Caught between being a child and being an adult.
3. Loud behavior may hide their lack of self-confidence.
4. Look at the world more objectively; look at adults more subjectively, and are critical of them.

Mental Characteristic

1. Can better understand moral principles.
2. May have a lengthy attention span.

(This resource has been adopted, with permission, from " Child Development Seminar," Volunteer Education and Development Manual.1991. Big Brothers Big Sisters of America.)

Final Year Elementary School Student Evaluation (EXAMPLE)

Campus:

Date:

Student Name:

Mentor Name:

1. Do you like spending time with your mentor?

Not at all/It's ok/It's the best

2. Does your mentor help you do better in school?

Not at all/It's ok/It's the best

3. How easy is it to talk to your mentor?

Really hard/It's ok/Really easy

4. Do you want to continue with your mentor?

No/Maybe/For sure

1. What is one thing your mentor helped you do better (at school or at home)?

2. Could a mentor help one of your friends? What is your friend's name? What grade is your friend in?

3. What kinds of things do you wish you could have done more with your mentor?

4. If you could go on field trips with your mentor, where would you go?

Final Year Middle and High School Student Evaluation (EXAMPLE)

Mentee Name: _____ **Date:** _____

Campus: _____ **Name of your Mentor:** _____

Thank you for your participation with Mentor Manor. Your feedback will help us maintain a quality program.

1. What has been your overall experience with the mentoring program?
2. How easy was it for you to talk to your mentor?
3. What is one thing that your mentor helped you do better (at home or at school)?
4. Please share any special or successful experiences that you have had with your mentor.
5. Can you suggest one friend who could benefit from having a mentor?
6. Would you like to continue with your/(a) mentor next school year?
7. What kinds of things did you enjoy doing with your mentor?
8. What kinds of field trips or activities do you wish you could have done with your mentor?

THANK YOU

Mayra A. Hernandez, LCSW, SEP
Mentor Manor Coordinator
8500 Decker Lane
Austin, TX 78724
512-278-4257
mayra.hernandez@manorisd.net

Final Year Parent Evaluation (EXAMPLE)

Campus:

Date:

Student Name:

Parent/Guardian Name:

1. What did the Mentoring Program (Mentor Manor) offer you or your child that was helpful?
2. What has changed since your child was matched with a Mentor?
3. Is there anything that you want Mayra Hernandez and the Mentoring program to do more of or differently?

4. What is your overall satisfaction with the Mentor Manor Program?

Not at all
Satisfied

It's
ok

Very
Satisfied

THANK YOU

Mayra A. Hernandez, LCSW, SEP
Mentor Manor Coordinator
8500 Decker Lane
Austin, TX 78724
512-278-4257
mayra.hernandez@manorisd.net

Important Mentor Information

Name: _____ **Job:** _____

Meeting day: _____ **Meeting Time:** _____

Who I Can Introduce My Mentor To:

Principal: _____ **Phone:** _____

School Point of Contact: _____ **Phone:** _____

E-mail: _____

Counselor: _____ **Phone:** _____

School Attendance Clerk: _____ **Phone:** _____

Other: _____ **Phone:** _____

Who to call if I am not able to see my mentor: _____

School Procedures

Lunch Hours: _____

Specials Schedule: _____

Recess Schedule: _____

Other Schedule: _____

MENTOR TRAINING MANUAL

Connecting Hearts & Minds

You have reached the end of the Mentor Manor Mentee Training Manual. Hope that the information in this handbook helps you in building a strong and positive relationship with your mentor. I am looking forward to taking lots of pictures of you and your mentor. Have fun, laugh, play and have some awesome conversations with your mentor.

Mayra A. Hernandez, Mentor Coordinator

512-278-4257

mayra.hernandez@manorisd.net

MENTOR MANOR-

MENTOR MANOR-

MENTOR MANOR-