

MENTORSHIP HANDBOOK

11th Grade Mentoring Program

2024-2025



NORTH KANSAS CITY SCHOOLS
MENTORSHIP PROGRAM

MENTOR NAME: _____

STUDENT NAMES: _____

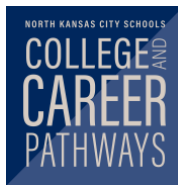


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REFERENCE SHEET AND CONTACT INFO FOR MENTORS

School Year Dates:

- First Day of School: Tuesday, August 20, 2024
- Last Day of School: Friday, May 23, 2025

Holidays for 2024-2025:

Sept. 2nd (Labor Day); Nov. 27th-29th (Thanksgiving Break); Dec. 23rd -Jan. 3rd (Winter Break); Jan. 20th (MLK Day); Feb. 17th (President's Day); March 24th-March 28th (Spring Break); May 26th (Memorial Day).

MENTOR PROGRAM COORDINATOR CONTACT INFORMATION:

North Kansas City School District Director: Shannon C. Shelton

Email: shannon.c.shelton@nkcschools.org

Cell: (816) 814-2619



North Kansas City High School

Address: 620 E 23rd Ave, North Kansas City, MO 64116

College and Career Facilitator: Dr. Jamie McSparin

Email: jamie.mcsparin@nkcschools.org

Cell: Provided in email



Oak Park High School

Address: 825 NE 79th Terrace, Kansas City, MO 64118

College and Career Facilitator: Kelly Rule

Email: kelly.rule@nkcschools.org

Cell: Provided in email



Staley High School

Address: 2800 NE Shoal Creek Pkwy, Kansas City, MO 64156

College and Career Facilitator: Jill Jackson

Email: jill.jackson@nkcschools.org

Cell: Provided in email



Winnetonka High School

Address: 5815 NE 48th St, Kansas City, MO 64119

College and Career Facilitator: Alayna Martin

Email: alayna.martin@nkcschools.org

Cell: Provided in email

STUDENT MENTEES CONTACT INFO (fill in from Students' Profile)

	Student 1	Student 2	Student 3	Student 4
Name				
Birthday				
E-mail:				
Cell/ Phone				
Parents				

NKC 2024-2025 ACADEMIC CALENDAR



2024-25 Academic Calendar

170 Student Attendance Days
186 Teacher Contract Days (183 + 2*+1)**
 2 days = 15 hours for family contact/1 days = Flex Day

0 July 2024 0	19 January 2025 19
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
1 2 3 4 5 6	5 6 7 8 9 10 11
7 8 9 10 11 12 13	12 13 14 15 16 17 18
14 15 16 17 18 19 20	19 20 21 22 23 24 25
21 22 23 24 25 26 27	26 27 28 29 30 31
28 29 30 31	
9 August 2024 15	18 February 2025 19
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
4 5 6 7 8 9 10	2 3 4 5 6 7
11 12 13 14 15 16 17	9 10 11 12 13 14 15
18 19 20 21 22 23 24	16 17 18 19 20 21 22
25 26 27 28 29 30 31	23 24 25 26 27 28
19 September 2024 20	15 March 2025 16
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
1 2 3 4 5 6 7	2 3 4 5 6 7 8
8 9 10 11 12 13 14	9 10 11 12 13 14 15
15 16 17 18 19 20 21	16 17 18 19 20 21 22
22 23 24 25 26 27 28	23 24 25 26 27 28 29
29 30	30 31
21 October 2024 22	21 April 2025 22
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
6 7 8 9 10 11 12	6 7 8 9 10 11 12
13 14 15 16 17 18 19	13 14 15 16 17 18 19
20 21 22 23 24 25 26	20 21 22 23 24 25 26
27 28 29 30 31	27 28 29 30
16 November 2024 18	17 May 2025 17
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
3 4 5 6 7 8 9	4 5 6 7 8 9 10
10 11 12 13 14 15 16	11 12 13 14 15 16 17
17 18 19 20 21 22 23	18 19 20 21 22 23 24
24 25 26 27 28 29 30	25 26 27 28 29 30 31
15 December 2024 15	0 June 2025 0
Su Mo Tu We Th Fr Sa	Su Mo Tu We Th Fr Sa
1 2 3 4 5 6 7	1 2 3 4 5 6 7
8 9 10 11 12 13 14	8 9 10 11 12 13 14
15 16 17 18 19 20 21	15 16 17 18 19 20 21
22 23 24 25 26 27 28	22 23 24 25 26 27 28
29	29 30
80 1st Semester Totals 90	90 2nd Semester Totals 93

July
 23-25 Summer Academy

August
 1 Leadership Team Workshops
 5-9 New & Beginning Teacher Orientation
 12 Teacher Workday (all day) - *Elementary and Secondary*
 13 Building Based Workshop (all day) - *Elementary*
 Prof. Development, District (AM)/Building (PM) - *Secondary*
 14 Prof. Development, District (AM)/Building (PM) - *Elementary*
 Building Based Workshop (all day) - *Secondary*
 15 Teacher Workday (all day)/Back to School Night
 16 Convocation/District Workshops (AM)
 Teacher Workday (PM)
 19 Teacher Workday, No School PK-12
 20 First Day of School PK-12

September
 2 Labor Day, No School PK-12
 20 Professional Development TBD, No School PK-12

October
 4 No School PK-12
 7 Professional Development TBD, No School PK-12

November
 25 Teacher Workday (AM)/Professional Development (PM), No School PK-12
 26 Teacher Workday, No School PK-12
 27-29 Thanksgiving Break, No School PK-12

December
 20 Half Day PK-12
 23-31 Winter Break, No School PK-12

January
 1-3 Winter Break, No School PK-12
 6 Second Semester Begins
 20 Martin Luther King, Jr. Day, No School PK-12

February
 14 Professional Development TBD, No School PK-12
 17 Presidents' Day, No School PK-12

March
 21 Teacher Workday, No School PK-12
 24-28 Spring Break, No School PK-12

April
 18 Professional Development TBD, No School PK-12

May
 23 Last Day of School, Half Day PK-12
 26 Memorial Day, No School PK-12
 27-29 Make Up Days, If Needed

Key

First/Last Day of School	No Student Attendance/Teacher Workday
Make Up Day	No Student or Teacher Attendance
	Student Half Day

Board Approved 1/16/2024

Updated 1/25/2024



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

Section I: Orientation Materials

- Overview & Objectives of Mentoring Program
- Defining the Mentor Experience
- Effective Mentoring Relationships
- Relationship Developmental Process
- Helpful Mentor Guidelines and Tips
- Mentoring Contract

SECTION I. OVERVIEW & OBJECTIVES OF MENTORING PROGRAM

I.1 - PROGRAM OVERVIEW:

11th Grade Mentorship Program participants are high school juniors from North Kansas City Schools, paired with adult mentors based on shared profiles. While matching based on personality type and career interests isn't always feasible, the program ensures students gain valuable insights into real-world careers, regardless of their future pursuits.

Mentors commit to a year-long program with monthly one-hour meetings covering goal setting, academic progress, career research, and resume building. Most meetings occur at one of the district's high schools, with one meeting featuring a job shadow field trip. Detailed meeting agendas are provided later in this handbook, including dates and times.

I.2 - PURPOSE AND OBJECTIVES OF THE NKCS D MENTORING PROGRAM:

U.S. Supreme Court Justice Thurgood Marshall famously remarked, "None of us has gotten where we are solely by pulling ourselves up from our bootstraps. We got here because somebody...bent down and helped us." The NKCS D Mentoring Program embodies this philosophy. Our district's students, like all adolescents, possess tremendous potential and benefit greatly from professional guidance to seize life's opportunities. The Mentor Program serves as a powerful avenue for students to interact with successful role models who can inspire and guide them along their career paths.

Purpose of Mentoring Program:

- To create meaningful partnerships between school and community
- To help students purposely plan their lives
- To invest in the future of our community by investing in its youth
- To make a difference in the life of a young person and therefore the world

Objectives for the Student:

- Develop awareness of industry and career opportunities
- Improve self-esteem
- Practice effective goal setting
- Increase knowledge of relationship between school and work
- Establish professional relationship with a successful, working adult
- Increase ability to contribute to society

Objectives for the Mentor:

- Make a difference in a student's life and the school system, Feel personal satisfaction
- Share interests and hard-won wisdom
- Contribute to higher percentage of successful graduates
- Increase the number of successful citizens and employees in California
- Help develop responsible future employees

SECTION II. DEFINING THE MENTOR EXPERIENCE

Mentoring is exciting and rewarding, offering young people crucial support to develop skills and reach their potential. Mentors pass on valuable life lessons and social skills, despite the challenges of public high schools and adolescence. Both mentor and mentee experience growth and learning, making a meaningful difference.

II.1 - WHAT IS A MENTOR?

A mentor <u>is</u> ...	A mentor is <u>not</u> ...
• a responsible adult • a trusted guide • a good listener • a reliable role model • a professional advisor • an active sponsor • a “real-world” trainer • a teacher of life • an advocate for students • an opener of doors	• an evaluator • a disciplinarian • a savior • a therapist • a counselor • a social worker • a parent • a peer

II.2 - BENEFITS TO MENTEES:

Mentors often wonder: “Am I making an impact? What signs of progress indicate success in a mentor/mentee relationship?” Sometimes, it takes years for a mentee to reflect and recognize their mentor’s influence. Here are signs of success mentors and teachers may notice:

- Improved motivation and self-esteem
- Better eye contact and more smiles
- Increased classroom participation
- Enhanced communication and enthusiasm
- Improved peer interactions
- Happier demeanor at school

II.3 - BENEFITS TO MENTORS

Mentors significantly impact young lives. The one-on-one relationship with a student mentee also offers personal benefits to mentors:

- Increased workplace satisfaction
- Greater fulfillment as a community volunteer
- Enhanced understanding of the education system and related issues
- Satisfaction from influencing a student’s life

II.4 - WHO SHOULD BE A MENTOR?

Potential mentors are enthusiastic about making a difference in young lives. Effective mentors invest significant time and energy in supporting their mentees. Before committing, ensure the mentorship role aligns realistically with your life:

You should have no problem committing to mentor if:

- You can prioritize monthly meetings without conflicts.
- Punctuality is a priority for you at every scheduled meeting.

- Follow-through and exceeding meeting requirements come naturally to you.
- You have dedication and patience to foster open conversations.
- Regular communication via email or text with your mentee is feasible.
- You can commit to seeing the program through to completion.

You might reconsider committing to mentor if:

- You are currently changing careers.
- Anticipate major life changes this year (e.g., wedding, baby, extended vacation).
- Plan to move out of Kansas City within the next 9 months.
- Work demands unexpected long-term travel.
- Your schedule is highly unpredictable or inflexible.
- There are conflicts with two or more scheduled meeting times.

SECTION III. EFFECTIVE MENTORING RELATIONSHIPS

What is an effective mentoring relationship? The following are recommended strategies for interacting with youth:

1. **UNDERSTAND THE YOUTH'S RELUCTANCE TO TRUST.** Many young people have been let down by adults in the past, making trust-building a gradual process. Once trust is established, students will strive to excel under any mentor.
2. **VIEW THE PROGRAM'S PURPOSE AS GIVING.** Initially, the relationship may be one-sided.
3. **OFFER REASSURANCE, SUPPORT, AND KINDNESS.** Show genuine care and belief in the mentee, acknowledging their background and culture.
4. **SUGGEST POSITIVE APPROACHES TO PROBLEMS.** Build on the mentee's interests; for instance, start with enjoyable reading materials if reading is a challenge.
5. **LISTEN ATTENTIVELY AND OFFER SOLUTIONS WITHOUT JUDGMENT.** Relate through personal examples and focus on practical advice over criticism.
6. **HELP THE MENTEE CONNECT ACTIONS TODAY WITH FUTURE GOALS.** For example, illustrate how attending school regularly supports graduation aspirations, citing local role models.
7. **IDENTIFY AND NURTURE THE MENTEE'S INTERESTS.** Seize teaching moments and support even subtle interests, turning them into educational opportunities using your resources.
8. **AVOID PROBING INTO VERY PERSONAL ISSUES IMMEDIATELY.** Early focus should be on building trust; wait for appropriate moments to discuss sensitive topics like family or past challenges.
9. **BE PREPARED FOR UNSOLICITED SHARING.** Some mentees may open up quickly; understand their motives, offer guidance or simply listen as needed.
10. **SET REALISTIC EXPECTATIONS.** Mentors impact youth positively, but immediate transformation is unlikely. Appreciate progress without expecting overt gratitude.

SECTION IV. RELATIONSHIP DEVELOPMENTAL PROCESS

For additional resources or research on adolescent developmental processes, please use the link or QR code below to explore further. An outline for this section is also provided here.

- Stage 1: The Beginning- Building Trust
- Stage 2: The Middle- Reaching Goals
- Stage 3: The End- Completing the Mentorship

<https://tinyurl.com/5dacnhhs>



SECTION V. HELPFUL MENTOR GUIDELINES AND TIPS

Please refer to the helpful guidelines and tips provided in the outline below. Use the link or QR Code to explore further.

<https://tinyurl.com/3ud5euc2>



- Leading Scheduled Meetings
- Dealing with Communication Barriers
- “E-Mentoring:” Mentoring Through Email & Video Conferencing
- Suggestions for Optional Mentor-Student Activities (outside of scheduled meetings)
- E-Mail Etiquette: Why Is It Important?



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

MENTORING CONTRACT

IN ORDER TO PARTICIPATE IN THE NKC SCHOOLS MENTORSHIP PROGRAM, ALL MENTORS MUST AGREE TO THE GUIDELINES OUTLINED BELOW. PLEASE READ THIS CONTRACT CAREFULLY AND INITIAL EACH LINE ITEM. PLEASE SIGN AND DATE.

Mentor Name: _____ Company: _____ Year: _____

I. Mentor Code of Ethics:

_____ I agree to foster a professional mentoring relationship with my students by encouraging them to pursue higher learning and vocational goals while providing access to varying points of view. I agree to present information carefully, without distortion, and give every point of view a fair hearing.

_____ I agree to foster a professional mentoring relationship by respecting the uniqueness of my students' backgrounds. I agree to honor the integrity of my students and influence them with encouragement, constructive criticism, and positive feedback. I agree to empower my students to make decisions without deciding for him or her.

_____ I agree to foster a professional mentoring relationship with my students by protecting the health and safety of my students at all times. I will seek advice from the program coordinator if ever in doubt about the appropriateness of an event or activity. I will inform the program coordinator immediately about any persons, activities, or situations which could affect the safety or health of the student.

_____ I agree to foster a professional mentoring relationship with my students which shall not be used for private advantage or involve the students in schemes for commercial gain.

_____ I agree to foster a professional mentoring relationship with my students by conducting myself in a professional manner at all times. This includes dressing and speaking appropriately, avoiding inappropriate conversation topics, and following all school district volunteer rules.

II. Mentor Responsibilities:

_____ **I commit to mentoring my students for the full duration of this academic school year. I also commit to attending all mentor meetings (see Mentor Meeting Schedule).** In the event that a schedule conflict arises which cannot be rearranged, I agree to do my utmost to notify the program coordinator and my students *at least five days prior* to the scheduled meeting. I further agree to take full responsibility in rescheduling the missed meeting with my students during school hours on a day no later than one week after the original meeting date.

_____ **I commit to arriving prepared and on time for every meeting.** I agree to contact the program coordinator by phone if a situation arises which may cause me to arrive later than the scheduled meet time.

_____ **I commit to communicating with my students via email to confirm meetings and follow up.** I agree to reply to emails in a timely manner and encourage my students to use professional email etiquette. I further agree to notify the program coordinator if a student does not respond to my emails in a timely manner.

Mentor Signature: _____ Date: _____



**NORTH KANSAS CITY SCHOOLS
MENTORSHIP PROGRAM**

Session Materials

- Scheduled Dates & Times
- Mentor-Student Session Agendas
- Materials & Worksheets

SCHEDULED MENTOR SESSIONS 2024-2025

Mentor-student meetings are scheduled (with one exception) on the 2nd or 3rd Monday of each month. On-campus sessions are 60 minutes including the mentor announcements prior to student meeting. If there is a conflict, mentors must reschedule on an alternate day with their students within one week and should be arranged prior to missed meeting. Reschedules may adversely affect student classes.

MONTH	MEETING TOPIC	DATE/TIME	LOCATION	DESCRIPTION & DETAILS
August/September	Mentor Orientation A, B, C (Required for all new mentors; choose one date) *Deadline to register is August 30 th .	Thurs. Aug. 22 nd @ 1:00 p.m. Wed. Aug. 28 th @ 9:00 a.m. Wed. Sept. 4 th @ 10:30 a.m.	NKC Schools Central Office (Zoom optional available)	A 45-minute orientation is mandatory for all mentors and covers mentor program paperwork, session agendas, mentoring tips, and Q&A. Mentors choose one from dates left.
September	Mentor/Student Matchup Mingle	Monday, September 9 th , 2024 @ 10:30am **Highly suggested meeting	North Kansas City Oak Park Staley Winnetonka	This will be a 45-minute informal meet-and-greet for students and mentors to meet each other in order to provide placements for the school year.
September	Mentor-Students Session 1: Match Up, Introduction, and Communication	Monday, September 23 rd , 2024 •10:30 a.m.- 11:30 a.m.	North Kansas City Oak Park Staley Winnetonka	Mentors will meet student matches, do an all-group introduction, and then complete an activity about communication styles and plan out a Team Communication Agreement for the year.
October	Mentor-Students Session 2: Self-Esteem, SMART Goals & Action Planning	Monday, October 21, 2024 •10:30 a.m.- 11:30 a.m.	North Kansas City Oak Park Staley Winnetonka	Mentors and students will do an activity about self-esteem then set SMART goals and an action plan for the year.
November	Mentor-Students Session 3: Job Shadow Fieldtrip Day/s	WINDOW: November 1 – 22nd, 2024 *Mentors must have completed background checks and fingerprints in order to chaperone this trip.	Job Shadowing Sessions Preselected Dates and Sites: Mentors and students choose from predetermined options. Mentor Participation: Mentors accompany mentees to these locations. Location Details: Provided in September/October.	Note: Mentors are welcome to schedule additional job shadow days outside of the predetermined locations, allowing students to visit their place of work or other career-related sites. The duration of these experiences will depend on the mentor's availability.
January	Mentor-Students Session 4: Resume' & Interview Skills	Monday, January 27, 2025 •10:30 a.m.- 11:30 a.m.	North Kansas City Oak Park Staley Winnetonka	Students will each bring their Mentors a draft of their resume for review and revision. Mentors will also go over interview tips with students.
February	Mentor-Students Session 5: Post-Secondary, Career, and Training Q & A Panel	Monday, February 24, 2025 •10:30 a.m.- 11:30 a.m.	North Kansas City Oak Park Staley Winnetonka	Mentors will act as panelists and share about their college/post-secondary education, career, and training experiences. Students will ask questions and reflect on their own options for education after high school.
March	Mentor-Students Session 6: Future & Financial Planning	Monday, March 17, 2025 •10:30 a.m.- 11:30 a.m.	North Kansas City Oak Park Staley Winnetonka	Mentors guide students through discussions on Future and Financial Planning, offering insights and answering questions about preparing for the future and managing finances.
April	Mentor-Students Session 7: Future Planning/Closing Celebration	Monday, April 21, 2025 •10:30 a.m.- 11:30 a.m.	North Kansas City Oak Park Staley Winnetonka	Mentors will guide students through a "Future Plan" template to promote discussion of student plans for summer, grade 12, and college applications. Mentors and students will also celebrate achievements of the mentoring experience with positive reinforcement, recognition, and refreshments.
May	Mentor Mingle: Networking & Sharing (No Students)	Monday, May 12, 2025 •10:30 a.m.- 11:30 a.m.	NKC Central Office (Professional Development Center) 6465 N. Prospect Ave. Gladstone, MO 64119	Mentors will meet to mingle, plan job shadows, and share about their mentoring experience this far. (No students).



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Mentor/Student Meet & Greet **(**Highly suggested meeting*)**

This is an informal meet-and-greet for students and mentors to meet each other in order to provide placements for the school year.

Monday, September 9, 2024:

10:30 a.m.- 11:30 a.m.

Location: Assigned High School

The Meet and Greet activity will be assigned on the day of the experience (i.e., ice breakers and goals questions).



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

SESSION #1 OUTLINE/AGENDA

Monday, September 23, 2024: Introduction & Communication

Mentors meet student matches, do an all-group intro, and then complete an activity about communication styles and plan out a Team Communication Agreement for the year.

10:30 a.m.- 11:30 a.m.

Location: Assigned High School



Mentor Program Session #1 Agenda

MATCH UP, INTRODUCTION, AND COMMUNICATION

Monday, September 23, 2024 @ Assigned High School

1. **Get to Know Each Other (10-15 minutes)**: Mentor and Student Directions: Now, you will all sit down and spend some time getting to know one another. Mentors: spend 2-3 minutes introducing yourself. Discussion items can include, but are not limited to: contact info, current career, other careers or job positions you are familiar with, education, where you grew up, hobbies, family, etc.

One fun addition is to show students 3 important photos that reflect something significant in your life. Give students your introduction letter. Students: spend 2-3 minutes each introducing yourself. Feel free to refer to the Student Profile Form. Discussion items can include, but are not limited to: family, elementary and middle school, your high school, classes, extracurricular activities, work, interests, favorites. Students are also encouraged to show 2-3 important photos.

2. **Communication Styles and Results (15 minutes)**: Mentor and Student Directions: The success of any relationship or team is dependent upon good communication! Therefore, we will start the year off by doing a quick activity which reveals what type of communicator we each are. Teams can either use their phones to do a free online survey here: <https://communication-styles.com/> (just click the orange “Get Started” button). OR teams can choose to do the quick paper version Communication Style Inventory Survey.

Activity and What’s the Verdict? (Included in this booklet). After completing, each member should take turns sharing their results. This will help the team be aware of the types of communicators that are participating on the team this year.

3. **Team Communication Etiquette, Contact Info and Contract Agreement (15-20 minutes) Mentor and Student**
Directions: Now that you have a better understanding of how each team member communicates and contributes to your team, you will discuss how to have a successful experience this year by agreeing upon some common “rules” or protocols about how you will interact during meetings and between meetings. Discuss the etiquette of communication when it comes to face-to-face meetings. Refer back to the E-Mentoring/Email Etiquette pages in your handbooks/workbooks (from orientation) and discuss the importance of learning professional email. Now, together, complete the Team Communication Contact Sheet and Team Communication Contract Agreement. These are the foundations of your experience this year, so be sure to take this seriously and get all team members’ input!



Team Communication Contact Info Sheet

Throughout this mentor program, communication between mentor and students will be very important. Now that you each have a better understanding of how you communicate with others, as a team, you need to exchange contact info and then come to some agreements about how you will interact in a positive way during and between meeting sessions. The next two pages will help you. Everyone should be sure to fill in their own handbook or workbook!

Contact Info for Student Mentee 1:

Student Name First and Last: _____

Student's Email Address: _____

Student's Phone: _____ Other Phone _____

Other Contact Info (social media?) _____

Preferred/ Best Way to Contact: _____

Contact Info for Student Mentee 2:

Student Name First and Last: _____

Student's Email Address: _____

Student's Phone: _____ Other Phone _____

Other Contact Info (social media?) _____

Preferred/ Best Way to Contact: _____

Contact Info for Student Mentee 3:

Student Name First and Last: _____

Student's Email Address: _____

Student's Phone: _____ Other Phone _____

Other Contact Info (social media?) _____

Preferred/ Best Way to Contact: _____

Contact Info for Student Mentee 4:

Student Name First and Last: _____

Student's Email Address: _____

Student's Phone: _____ Other Phone _____

Other Contact Info (social media?) _____

Preferred/ Best Way to Contact: _____



Team Communication Contract Agreement

Now you will agree on some common protocols and practices for the year!

Agreements DURING Team Meetings

What are the most important communication “rules” you want to set for your team during the mentor meeting sessions this year? For example, you may want to list common courtesies such as these examples:

- We agree not to be on our cell phones during meetings.
- We agree not to interrupt each other.
- We agree to make sure everyone has equal time to share in our discussions.
- We agree not to discuss our group conversations outside of this team.
- We agree to make good eye contact with each other while speaking.

Your below statements should be ones that the whole team agrees to unanimously to help build trust and communication during each meeting.

1. We agree: _____
2. We agree: _____
3. We agree: _____
4. We agree: _____
5. We agree: _____

Agreements BETWEEN (Before & After) Team Meetings

What are the most important communication “rules” you want to set for your team **between** mentor sessions this year? Communication in between meetings will be important for keeping up with each other, communicating if someone has to miss a meeting, scheduling job shadows or make-ups, etc. Examples:

- We agree to use text messaging/phone/email (pick one) as our primary form of communications. **IF YOU DECIDE TO USE TEXT MESSAGING AS A FORM OF COMMUNICATIONS, you will need to only text in a group setting and ensure that the college and career facilitator is included on ALL messages.**
- We agree to check our emails/messages daily and reply within 24 hours out of courtesy to each other.
- We agree to inform the team at least 2 days in advance if we have to miss a meeting.

Your below statements should be ones that the whole team agrees to unanimously to help build trust and communication during each meeting.

6. We agree: _____
7. We agree: _____
8. We agree: _____
9. We agree: _____
10. We agree: _____



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

SESSION #2 OUTLINE/AGENDA

Monday, October 21, 2024: SMART Goals & Shadow Prep

(We will complete a Job Shadow Interest Form this month for the November experience.)

Mentors and students will do an activity about self-esteem, set SMART goals, and create/select a job shadowing plan for November.

10:30 a.m.- 11:30 a.m.

Location: Assigned High School



Mentor Program Session #2 Agenda

SMART Goals & Shadow Prep

Monday, October 21, 2024 @ Assigned High School

Preparation/Materials: Before meeting: (1) Consider your own strengths and goals in life and how they have impacted you. (2) Preview the *Self Esteem Activity* and *Values Clarification Sheet* for the icebreaker (3) Preview the *Goal-Setting the SMART Way Sheet*, *Writing SMART Goals Worksheet*, *Action Words*, and *SMART Student Goal Sheet* which you will refer to and help the students complete as part of this session.

1. Self-Esteem Icebreaker Activity (15 minutes)

Mentor and Student Directions: Use the included *Self-Esteem Activity Sheet* and *Values Clarifications Sheet* to take turns discussing and writing about perspective, personal strengths, and values. This activity is for mentor and students to get to know each other on a deeper level and build each other up as individuals, allowing trust to develop.

2. What are SMART Goals? What is an Action Plan? (10 minutes)

Mentor and Student Directions: Take some time as a team to read through the following handout called *Goal-Setting the SMART Way*. Discuss each letter of the acronym and why each is important for crafting a meaningful, attainable goal. Practice writing a SMART Goal example together, following the guidelines on the next page. It is often harder than people think it is! Now, discuss what it means to put a goal into action. Practice breaking down your example goal into manageable steps and benchmarks towards the end goal. Mentors may have to take the lead here to show how to do this effectively.

3. Create SMART Goals (15 minutes)

Mentor and Student Directions: Now, students should use the included resources to try writing four of their own goals in different areas: personal future, academics, financial goals, and any other. Students should come up with four goals (academic or personal) that they would like to accomplish by the end of the mentor program. Included resources to use: *Writing SMART Goals Worksheet*, *Action Words*, and *SMART Student Goal Sheet* which will guide all through the process.

4. Share SMART Goals and Build Action Steps Together (15-20 minutes) Mentor

and Student Directions:

To close, each student should be given five minutes to share their goals and then receive help and feedback from the rest of the group on specific action steps they can write down. We recommend that mentor and students each take a photo or make a copy of each others' goals, as you will refer back to these and check progress throughout the rest of this year's meetings.

5. To begin early planning for a job shadowing experience, we are asking for students and mentors to select their job shadowing site for November (if this wasn't already completed in September's meeting). If needed, please check with the high school college and career facilitator for full details.

Self-Esteem Mentor-Student Activity



Directions: Use this activity during Meeting 2; the goal is to help mentor and students get to know each other, develop trust, and build each other up as individuals. Mentor and students should take a few minutes to individually read over and fill out their own answers to the questions below. When each has had enough time to complete, take turns sharing out loud with one another. Be sure to give each other feedback and encouragement while sharing.

1. What do you think is your greatest accomplishment/personal achievement to date? Why?

2. List at least three things you are good at:

3. What do your friends like most about you? Do you agree with them? Why or why not?

4. What do you like most about your family? Why?

5. Who do you most admire? Why?

6. If your house caught on fire, what material possession would you try to save first? Why?

7. What values are most important to you? (see the "Values Clarification Sheet" right after this page)

8. What is one thing you would like to be remembered for in life?

9. List one or two things about yourself you'd most like to improve.



Values Clarification Sheet

Directions: Use this sheet to help you with question 7 on the previous Self-Esteem Activity during Meeting 2. Study the values below carefully. Be sure to read through all of them. Then, circle the five most important to you. Next, put an X next to the five least important.

I think it is valuable to...

1. Achieve – get things done successfully
2. Help your fellow man
3. Be creative – invent new ideas and things
4. Be healthy
5. Be honest
6. Be fair and just
7. Be educated – self-betterment
8. Love
9. Be loyal to people, ideas, and things
10. Have a strong sense of right and wrong
11. Look good – physical attractiveness
12. Be powerful – in control of others
13. Have fun and pleasure
14. Feel important
15. Obey and respect God/ religion
16. Be wise – use good judgment
17. Honor your parents
18. Work hard
19. Achieve wealth – make money & live comfortably
20. Stand up for what is right
21. Fit in with others
22. Take care of your family
23. Be kind to animals
24. Give back to your community

Writing SMART Goals Worksheet

Use the worksheet to get started on forming your goals. Remember, though, that in its completed stage, a goal should be able to be clearly stated in just one or two short lines.

	SMART Questions (First, think through your goal by answering these questions)	SMART Starters (Use any of these helpful starters to begin to phrase your goal)
Specific:	-What: What do I want to accomplish? -Why/Purpose: What are some reasons for accomplishing the goal? How will reaching this goal benefit you, your team, or your organization? -Who: Who is involved?	I want ... <i>To accomplish...</i> (what) <i>So that...</i> / <i>Because...</i> / <i>In order to...</i> (why) <i>With...</i> / <i>For...</i> / <i>To...</i> (who)
Measurable	-How will I measure this? -How much? -How many? -How will I know when it is accomplished? -What will be the result?	I will measure by... (Try to attach a number, percent or amount to your result) <i>Complete</i> _____ # or % <i>Meet</i> _____ # or % <i>Increase by</i> _____ #, %, or amt. <i>Earn</i> _____ # or amt. <i>Create</i> _____ # or %
Achievable	-What action(s) must I take to achieve my goal? -What are the steps?	Carefully choose an action verb (see Action Verb chart on next page; the main verb usually goes at the beginning of your goal statement and you can include others, if necessary for major steps)
Relevant	-Is my goal important? -Is my goal worthwhile? -Does it match the vision & mission? -Can the goal be realistically accomplished?	My goal is important because ... My goal is realistic because ... (Answer these, but you may not need to actually write out answers in your goal statement. Just check yourself!)
Time-Bound	-When will I do this? -What can I do six months from now? -What can I do six weeks from now? -When can I fully achieve it?	I will accomplish this by (when? time?)... <i>By a certain date</i> _____ <i>Within a set amount of time</i> _____ <i>By an event</i> _____ <i>By a certain test/evaluation</i> _____

Now put it all together with this formula! Usually, this is the order in which we write our goal statement:

SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (timeframe)

EXAMPLE: "Save \$650 to buy a new iPad by the time I enroll in college by putting 20% of my paycheck each month into my savings account and not touching it until June 30th."

Additional Resources for SMART Goals:

<https://tinyurl.com/4a246vmu>



SMART Goal Sheet for Students

Name: _____

Directions: You will write out three SMART goals relating to academics that you want to accomplish this year. Remember to start by reading about SMART Goals, using the worksheet, and referencing the action verbs list. Then, write the final draft of your SMART Goals, using the formula below. The Action Plan should list out several specific steps you will take, in order to break down your goal into smaller pieces you can check off and assess progress.

SMART GOAL = (action verb) + (specifics) + (measurement of result) + (steps to achieve) + (time-frame)

Goal	Action Steps:
Goal 1. (Personal future)	<i>specific steps</i>
Goal 2. (current academic)	<i>specific steps</i>
Goal 3. (financial goal)	<i>specific steps</i>
Goal 4. (other)	<i>specific steps</i>



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

SESSION #3 OUTLINE/AGENDA

November 1st- November 22nd, 2024: Job Shadow Window

Job Shadowing Sessions

- **Preselected Dates and Sites:** Mentors and students choose from predetermined options.
- **Mentor Participation:** Mentors accompany mentees to these locations.
- **Location Details:** School will provide locations in September/October.
- **Transportation:** School Buses will be provided.
- **Lunch:** Will be provided to the student/s upon return.

(Pick up from high schools at 9:30am)

10:00 a.m.- 11:30 a.m.

Location: Assigned High School

Please Note: Mentors are welcome to schedule additional job shadow days outside of the predetermined locations, allowing students to visit their place of work or other career-related sites. The duration of these experiences will depend on the mentor's availability.



Program Session #3 Agenda

DRAFT

Student Job Shadowing Interest Form

Friday, November 1st- November 22nd, 2024 @ Predetermined Job Shadowing Sites

Name: _____

High School: _____

Email: _____

Phone Number: _____

Electronic version of form provided here:

<https://forms.gle/P1eW2mJjTJsFjGzq5>



1. Please tell us about yourself and your interests (e.g., hobbies, extracurricular activities, career goals, etc.).
2. We cannot guarantee an exact job shadowing in your interested career field, but we are wanting to know your interest in a specific career, companies, professionals, and industry in exploring through job shadowing. Please provide details as this may help the district/mentor align an opportunity if available. If not, you will still be able to explore your mentor's site accordingly.
3. What do you hope to gain or learn from the job shadowing experience?
4. Not guaranteeing the exact day and time, please indicate your best availability for job shadowing:
 - a. Monday
 - b. Tuesday
 - c. Wednesday
 - d. Thursday
 - e. Friday
 - f. Weekends (Saturday and Sunday)
5. Please indicate your preferred timeframe for job shadowing:
 - a. Half-day (morning)
 - b. Half-day (afternoon)
 - c. Full day
6. **TRANSPORTATION:** How do you plan to get to a job shadowing experience?
 - a. Ride with a peer (with liability and permission slip signed).
 - b. Drive to the experience (with permission slip signed).
 - c. Will have parent/guardian take me to the experience.
 - d. Will ride with mentor (with permission slip signed).
7. If you have specific dates in mind for job shadowing, please provide them here. Otherwise, leave this section blank, and we will work with you to find suitable dates.
8. Have you participated in job shadowing or career exploration activities before? If yes, please share your experience.
9. Do you have any specific accommodations or requirements we should be aware of to ensure a successful job shadowing experience for you.

For additional job shadowing planning outside of scheduled dates/times, use the forms available here.

<https://tinyurl.com/2b3dnj9h>



Please submit this form by _____. You can email it to your high school college and career facilitator at _____ or drop it off at _____. We value your preferences and will do our best to match you with a job shadowing opportunity that aligns with your interests and availability.

Mentor Volunteer Use of Vehicle on School Business Form

Mentors, if student/s will be riding to a location in your vehicle/company support, please complete the form below by either filling in the questions below and/or submitting copies of the forms requested.

Student/s Mentoring: _____

School: _____ Date _____

Name of Driver: _____

Registered Owner of Automobile: _____

Here copies can be provided and/or completion of information.

(1) Auto Insured by (Company): _____

Minimum Liability Insurance

Bodily Injury - \$50,000/\$100,000 yes _____ no _____ amt. _____

Property Damage - \$25,000 yes _____ no _____ amt. _____

Medical - \$2,000 per person yes _____ no _____ amt. _____

(2) Driver's License #: _____ Expiration date _____

Make/Model of Vehicle: _____ License no. _____

Please ensure that the information above is fully completed and/or all documents are attached (a photocopy of driver's license, current insurance, and current registration to this form).

Mentor Volunteer Signature: _____

Address: _____

Telephone No.: _____

Please submit this form back to the High School College and Career Facilitator or to Shannon C. Shelton (shannon.c.shelton@nkcschools.org).



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

SESSION #4 OUTLINE/AGENDA

Monday, January 27, 2025: Resume' & Interview Skills

Students will each bring mentors' a draft of their resume' for review and revision. Mentors will also go over interview tips and follow up with any mentees that attended the district mock interviews last month.

10:30 a.m.- 11:30 a.m.

Location: Assigned High School



Mentor Program Session #4 Agenda

Resume' & Interview Skills

Monday, January 27, 2025 @ Assigned High School

Purpose: To prepare students for an internship or job opportunity by reviewing and revising student resumes and practicing effective interview techniques to sample job interview questions. (Student should come with prepared with a draft of a resume to this meeting).

Preparation/ Materials: (1) Prior to meeting: print out and bring a copy of your own personal resume and any other various resume examples. (2) Preview the provided reference materials that you may wish to use during this meeting including the: *Resume Checklist**, *Commonly Asked Interview Questions*, and *Interview Technique Tips & Tricks* resources located in the pages following today's agenda in your handbook. *It may also be useful to refer back to the *Action Words Bank* from the SMART Goals Session when revising resumes.

1. Catch-Up & Revisit Goals (10 minutes)

Mentor & Student Directions: Spend a few quick minutes catching up. How is everyone doing in his or her classes? What's going well? What's a struggle? What kind of progress has been made on the SMART goals set at the beginning of the year? What grades did he or she receive at the last progress report?

2. Resume Review & Revision (20 minutes)

Mentor & Student Directions: Mentors should share a sample of their own resume (or other examples) to show and discuss with students. Students should have brought a copy of their first-ever resume! Please look over student resumes together and discuss as a team how to strengthen each. Attention should be given to: correcting any grammatical errors, adding information that helps market the student's skills, and discussing how to make the formatting unique and professional. Refer to the *Resume Checklist* and *Great Action Words* pages (included in this handbook) to double-check that resumes are presentable. Students may use these for real jobs or internships in the very near future!

3. Interview Questions Tips & Practice (30 minutes)

Mentor & Student Directions: Before practicing with the sample interview questions, mentors can share about their own interview experiences, and give students some interview tips. Students usually struggle most with giving thorough answers to interview questions. As a team, help each other by referring to the list of *Commonly Asked Interview Questions* (included in this handbook) and preparing/ practicing some good answers. It would be most beneficial to practice by randomly selecting a question or two and then asking an individual to respond as if they were in a real interview.

*Please Note: Many students in the mentor program participated in a mock interview experience with some of our business partners who interviewed them as 10th graders. If anyone in the group did this last year, they can share about it and anything they learned from it.



Resume Checklist

Use this checklist during (as needed) as a resource to make sure your student has a paid attention to detail in their working resume.

Appearance

A resume's appearance should be professional, appealing to the eye, and easy-to-read. Check:

- ☐ My resume fits onto one page only (tip: play with margins, font size, etc. to get it right).
- ☐ My resume fills the entire page (tip: if not, it makes you look under-qualified; add more detail to each topic, change font, use of bullets, etc. to help fill page with your information)
- ☐ My bullet points match, line up, and my font is the same with minor variations throughout
- ☐ All of my indented information lines up vertically
- ☐ All of my information is spaced in an easy-to-read manner; categories are clearly divided
- ☐ My resume formatting is original and creative (Stands out! Doesn't look like all the others!)

Organization and Content

A resume should have specific information that is grouped neatly by category. Check:

- ☐ In my "Education" section, I have listed several courses, especially including electives applicable to the job I am applying for, like Business Management.
- ☐ In my "Work Experience" section, I have put my present or most recent job first
- ☐ In my "Work Experience" section, I have given the date, location, company name, job position title, and duties. **I have made sure to give detailed descriptions of skills or duties I used while working.**
- ☐ In my "Qualifications or Skills" section, I have listed items that are good descriptors of my personality; I have used powerful one-liners with adjectives and action words and included examples of each.
- ☐ In my "Qualifications" section, I have made sure to include information about skills that are useful in any workplace such as: knowledge of computer programs, typing speed, bilingual ability, etc.

Mechanics and Word-Choice

A resume should be completely free of errors in punctuation, capitalization, and spelling. Check:

- ☐ My address and phone number are punctuated correctly.
- ☐ All of my titles and proper nouns (names of school, club, workplace, etc.) are capitalized.
- ☐ All of my dates include the full year (not '17, but 2017).
- ☐ I have used formal language in my resume, not slang terms or unexplained abbreviations.
- ☐ I have used strong, vocabulary that is original and not repetitive
- ☐ I have not used "I" or "me" anywhere in my resume.
- ☐ I have avoided broad, overused terms like: "good worker," "nice."
- ☐ I have spell-checked and proofread my resume at least 3 times!

**Additional Resume'
Checklist, Questions, and
Tips**



<https://tinyurl.com/3cja6pnh>



**NORTH KANSAS CITY SCHOOLS
MENTORSHIP PROGRAM**

SESSION #5 OUTLINE/AGENDA

Monday, February 24, 2025: Post-Secondary, Career and Training Q & A Panel

Mentors sit as panelists and students rotate around to ask them questions about college, career, life experiences.

**10:30 a.m.- 11:30 a.m.
Location: Assigned High School**



Mentor Program Session #5 Agenda

Post-Secondary, Career and Training Q & A Panel

Monday, February 24, 2025 @ Assigned High School

Purpose: To energize students to think seriously about their options after high school by participating in an interactive panel activity full of multiple first-hand stories from mentors about their own college, career, and training experiences.

Preparation/Materials: Before meeting: (1) Think about some of your own family traditions to share about in the icebreaker (2) Consider your own “after high school” path and college experiences (3) Preview the resource pages for this session including the *Junior Year College Checklist*, *Early College Academy Requirements*, and *Student Panel Notes & Reflection*. Preview the Panel Rotation Topics below and consider which topic you would most like to speak about. (4) Look over materials for this session. (5) Mentors are encouraged to wear college gear to this meeting!

1. Junior Year College Checklist (5 minutes)

Mentor & Student Directions: Spend a few minutes as a team reviewing the *High School Checklist: Your JUNIOR Year* included in this handbook. How do students feel about this list? What steps have they already completed? What items are they most anxious about? Have questions about? Where can they go for resources?

2. Panel Q & A Rotation (40 minutes)

Mentor & Student Directions: Now mentors will have the opportunity to share some of their college and post-secondary experiences with groups of students in a panel Q&A format. Each mentor will participate in one of the panel rotation topics below, and then we will divide into four separate panels around the room. There will be approximately 4-6 mentors on each panel with a group of about 15-20 students. Each panel will have 20 minutes to share and answer student questions. Mentors will start with a short introduction about their own post-secondary experiences before opening to Q&A. Teachers will help facilitate each panel. Students will choose two of the panel rotation topics below to attend and will come ready with some questions. After 20 minutes, students will “rotate” to a new panel, so they have an opportunity to hear from a new panel of mentors on a new topic. Mentors will again have 20 minutes with their new group to share and answer questions.

Mentor Panel Rotation Topics (Each mentor will choose one panel to sit on. Students will rotate to two.)

A. Choosing a Career or College/Major	C. Getting Involved: Campus Life & Extracurricular or Getting Involved in Professional Organizations
B. Paying for Training Programs or Paying for College	D. How College Paves the Way for a Career or How Alternative Programs are available for students

3. Wrap Up Reflection (10 minutes)

Mentor & Student Directions: Students and mentors will now return to their small “home” teams to debrief the panel experience. Each student should answer: (1) What are two important “take-aways” you learned today? What is one “action item” you could follow up on based on the info you heard today?



High School Checklist: Your JUNIOR Year

From: <https://collegesofdistinction.com/advice/freshmen-through-senior-year-high-school-checklist/>

Junior year of high school is usually the most difficult. Not only is it the year in which you take your toughest classes, but it's also the year in which talk about college prep is the most intense. But don't worry; you still have time to do what you need to do. Continue to meet with your counselor and ask questions to make sure you're academically secure to graduate high school. You can also make sure you know the academic requirements for the colleges and universities you might want to attend and see if you are academically secure for those, too. By the end of the year, you should have a pretty good idea of your top colleges of choice and maybe an idea of your desired career. Your junior year can be stressful, but these steps can help:

- ☐ Meet with your school counselor at the beginning of each semester
- ☐ During the first meeting, review your grades from the previous year
- ☐ Find out what your current GPA is
- ☐ Ask if you're on track to graduate on time
- ☐ Inquire about local scholarships
- ☐ Decide when to take the SAT/ACT
- ☐ Re-visit (or create) your college list and try and narrow it down to a top 10
- ☐ Attend college fairs
- ☐ Consider job-shadowing a few professionals working in your dream career
- ☐ Apply for some scholarships
- ☐ Visit colleges from your list and start reaching out to admission counselors for more information
- ☐ Take the SAT and/or ACT (each more than once)
- ☐ Sit down with your parents to talk about finances and commitments
- ☐ Enroll in test prep (look for Free Test Prep Resources)
- ☐ Update your activity résumé at the end of the year
- ☐ Make summer plans
- ☐ Re-assess and review your chosen career path
- ☐ Visit colleges (How to Plan & Prepare for Your College Visit)
- ☐ Consider getting a summer job
- ☐ Earn community service hours by volunteering
- ☐ Job shadow a professional
- ☐ At the end of the year narrow down your college list to top 7 schools
- ☐ Brainstorm college essay topics and create outlines (What Makes a Great College Application Essay)

Have you done any of these items above? Can you pick three items above to do in the next month?



High School Checklist: Your SENIOR Year

From: <https://collegesofdistinction.com/advice/freshmen-through-senior-year-high-school-checklist/>

THIS IS your last year of high school! Congratulations are in order, but don't relax just yet. It's important that you finish strong without giving in to senioritis. During your senior year, you can now apply to the colleges you narrowed your choices down to. You can also continue to retake the SAT or ACT. And, of course, make sure you keep in touch with your advisor to ensure you're on track for graduation.

- ☐ Meet with your school counselor to review your current academic standing and learn if there are any new scholarships available
- ☐ Retake the SAT/ACT, if needed
- ☐ Research deadlines for the FAFSA and State Financial Aid
- ☐ Complete the Free Application for Federal Student Aid (FAFSA®) in October
- ☐ Narrow your college list down to top 5 and find their application forms, deadlines, and enrollment requirements
- ☐ Begin applying to colleges. Apply for State Financial Aid Before the Deadline
- ☐ Ask for letters of recommendation
- ☐ Write college application essays
- ☐ Finalize your activities resume to submit to colleges (How to Write an Activities Resume for College Applications)
- ☐ Complete college applications
- ☐ Find and apply for local and national scholarships
- ☐ Submit college applications
- ☐ Review financial aid packages offered by the schools who accepted your application (How to Evaluate Your Financial Aid Award Letter)
- ☐ Revisit your top colleges before accepting if needed
- ☐ Make your final college choice and enroll (Accepted to Multiple Colleges? Here's How to Confirm—and Reject—Your Admission)
- ☐ Finish high school strong (avoid senioritis)

High school can be the fastest four years of your life, so a clear plan to prepare for college can keep you from rushing through your college search and applications. Good luck!



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

SESSION #6 OUTLINE/AGENDA

Monday, March 17, 2025:

Future & Financial Planning

Mentors guide students through discussions on Future and Financial Planning, offering insights and answering questions about preparing for the future and managing finances.

10:30 a.m.- 11:30 a.m.

Location: Assigned High School



Mentor Program Session #6 Agenda

Future & Financial Planning

Monday, March 17, 2025 @ Assigned High School

Purpose: To encourage students to look ahead, think about college, plan meaningful activities for the summer, and set goals for senior year that will prepare him or her for life after graduation.

Important Background for this Meeting:

In spring of junior year, students take several important tests (SAT & ACT College Entrance Exams, State Common Core Exams) and participate in a college unit that will get them thinking about where they might want to apply next year. The remainder of this year, spring break, and summer will be a critical transitional time for students, as they are preparing to take the next steps toward graduation and post-graduation. NKCS encourages students to plan ahead and make good use of “break time.” It is important that students understand that the end of the junior year is the most critical juncture for academic grades: students who plan to apply to a university next year will do so in November *with the cumulative GPA and grades they earn at the end of this school year*. Therefore, this meeting is an opportunity to map out the important time ahead.

Preparation/ Materials: Preview the *Future Planning Worksheet*. Consider any resources (people, pamphlets, website, etc.) you might want to bring for your students.

1. Revisit Student Goals (10 minutes)

Mentor & Student Directions: Student should each share about any of the steps they have taken towards the SMART goals that were set earlier in this year. How are they doing? What grades did they receive on their last progress report? Refer back to the Student Goal Sheet. Discuss progress. Check off any steps that have been completed. Have any of the goals been accomplished? What else needs to be done to reach the goals that are left? At the end of this meeting, make any adjustments or suggestions necessary to prompt students to continue pursuing the goals that were set.

2. Future & Financial Plans (45 minutes)

Mentor & Student Directions: Use the *Future Planning Worksheet* (two pages) and/or financial planning as a discussion guide to talk about and answer each question with your students. As a team, put some careful thought into how each student can effectively use their time and resources over the next year to prepare for the major life changes to come!



Future Planning Worksheet – Page 1

Students should use this planning tool to put some thought into how they can start preparing for next year and, ultimately, graduation. Discuss at mentor session and write down answers to the questions below.

Part 1: Spring & Summer Break Plans & Goals

1A. How is the student planning to spend his or her time this spring break? Summer? Explain.

1B. What additional or enriching activities could the student participate in to help prepare for senior year, college, or the “real world”? Brainstorm. (Example activities: do community service, get an internship, work a job, visit colleges, take a summer course, study for the SAT, do a summer program, etc.). List ideas here:

1C. What steps should the student take immediately (before summer begins) and later (during the summer) to successfully follow through and complete the activities listed above in question 2?



Future Planning Worksheet - Page 2

Part 2: Looking Ahead to Senior Year & Graduation

2A. What is the student thinking about doing when they graduate? (Community college? University? Job force? Vocational school? Military? Other?) **What brought him/her to this decision? What factors will affect the final decision?**

2B. What resources are available to the student, or should the student seek out in order to prepare him or herself for their post-graduation goals above? Where/how can students take advantage of these resources?

2C. What specific goals (academic or personal) can the student set for senior year to help him/her graduate and meet their post-graduation goals? List below:

Budgeting 101

Getting a paycheck is exciting! There are so many possibilities for that money; new clothes, saving for a car, eating at your favorite restaurant. But if you aren't careful, that money will be spent as soon as it gets in your hot little hand. That is why we build a **budget**!

Budget = Spending plan

The word budget sounds official and feels like a big responsibility. In reality, a budget is just a plan on how you will spend your money. A budget will help you make those paychecks last until your next one, and even save some money along the way!

How do you make a budget?

A budget is made in 5 steps:

1. **Record income**— Any money you receive is considered income. That can include babysitting money, allowance, a paycheck, birthday money and any other money you receive.
2. **Track your spending**— Before you build your budget, you need to know where you typically spend your money. Take some time to track your spending on any bills and other purchases. Track from one pay period to the next.
3. **Set goals**— When you have a goal you are trying to reach, such as saving for an item or paying off debt, you are more likely to follow your budget.
4. **Put together your budget**— At the top of a piece of paper, write your total income, then list your expenses. Subtract your expenses from your income to see how much you have left at the end of your pay period.
5. **Make adjustments**— if you are spending too much, go through your expenses and start cutting expenses you can live without.



Creating a savings goal

Having a goal will make you more committed to sticking to your budget.

When you set your goal, make sure it is a **S.M.A.R.T.** one:

- **Specific:** Know EXACTLY what your goal is, nothing vague
- **Measurable:** Set benchmarks so you can evaluate your progress along the way
- **Attainable:** Your goal should be something you can achieve with the income you receive
- **Relevant:** No crazy, out of this world goals, like saving 2 million dollars in 1 week
- **Timely:** Set a due date for your goal



Short and long term savings goals

A **short term savings goal** is a goal that will take less than 1 year to achieve. Using the S.M.A.R.T. goal setting method, write down one short term financial goal you would like to achieve in the next year:

A **long term savings goal** is a goal that will take over a year to achieve. Using the S.M.A.R.T. goal setting method, write down one long term financial goal you have for yourself:

Emergency savings

You never know when a financial emergency may occur; you need to pay for car repairs, a medical bill, college text books, etc. Make it a habit to put money in your savings account every time you get paid. You can also set up automatic transfers, as soon as your paycheck gets deposited into the banks, a set amount will transfer straight over to your savings account.



Build your own budget

Income: _____	
Expenses:	Amount:
Move to Savings	
Needs:	
	Total Cost of Needs:
Wants:	
	Total Cost of Wants:
Long Term Goals:	
Short Term Goals:	
Total cost of expenses	
Income – Expenses =	



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

SESSION #7 OUTLINE/AGENDA

Monday, April 21, 2025:

Closing Celebration (Final meeting with mentees)

Mentors will guide students through a “Future Plan” template to promote discussion of student plans for summer, grade 12, and financial planning. In addition, mentors and students will celebrate achievements of the year with recognition, and refreshments.

10:30 a.m.- 11:30 a.m.

Location: Assigned High School



Mentor Program Session #7 Agenda

Closing Celebration (Final Meeting with Mentees)

Monday, April 21, 2025 @ Assigned High School

Purpose: To recognize mentor and students, celebrate this year's progress, and affirm each other!

Preparation/ Materials: Please take a few minutes to give us some valuable feedback by filling out the *Mentorship Program Feedback Form* either before or after your closing meeting.

1. Thank-You Mentor and Student Recognition

This last formal meeting will begin with some refreshments, and students and mentors will have the chance to reflect on the progress made this school year. Mentors and students will be recognized and awarded for completing the mentor program.

2. Assessment of Year's Progress & Affirmations

Mentor & Student Directions: Spend some time wrapping up. How is the year ending? Revisit students' SMART goal sheets from the beginning of the year. Have any of these goals been accomplished? Why or why not? Check off goals that have been met. Celebrate any accomplishments students be proud of as this year closes.

3. Closing: Goodbye and Future Contact

Mentor & Student Directions: Discuss your participation in the mentorship program. How have each of you benefited from knowing each other? How might you stay in contact in the future (keeping in mind that the official mentorship has ended.) May the students contact the mentor in the future if they need a lead someday finding a job or internship? Sign and exchange: certificates, pictures, business cards, etc. Say goodbye!

4. Obtaining Letters of Reference (5 minutes)

Mentor & Student Directions: One great thing students can do before summer is obtain recommendation letters from various teachers, coaches, employers, etc. Discuss the best methods and strategies for going about this. NKCS also encourages mentors to consider writing a letter of reference or participation for their student mentees, if mentors feel it is appropriate and are willing. If so, mentors can follow the *Mentor Reference Letter Template Sheet*, included in this handbook. Feel free to discuss specifics with students; this is optional.

Note: 11th grade students will be looking for an internship next year, in their senior year. If mentors have any useful contacts that might lead to an internship in a professional setting (especially in a field or company where the student has expressed an interest), please notify your student and exchange any relevant contact info! You can also contact the mentor program coordinator if you have potential contacts, you would like us to follow up with. You can find more information about our Internship Program on our district's website.

Mentor Reference Letter Template Sheet (Optional)

[If possible, please print recommendation letter on official company letterhead.
Otherwise, be sure to include your return address.]

Date

Dear Sir or Madam:

The **first paragraph** of this reference letter template explains the connection to the student you are recommending, including: how you know them, why you are qualified to write a reference letter to comment on their character, and a description of the mentorship relationship you had with them.

Sample first paragraph beginning: "I have had the great pleasure of acting as a mentor for [student name]. As a volunteer community business mentor in the North Kansas City School District's Mentorship Program, I have met regularly with [student] throughout the _____ academic school year to give them personal and professional guidance on their future. [Student] has also accompanied me on a formal job shadow at [place of work]..."

The **second paragraph** of this reference letter template contains information on the **character** of the student you are writing about. Choose two to three specific qualities that you observed in your student. In discussing those qualities, support statements with examples of how he or she demonstrated those attributes either in your presence or in activities you know they have been involved in (consult their resume). Be as concrete and detailed as possible. *Sample second paragraph beginning: "During the course of this mentoring relationship, I have found [student] to be [energetic], [honest], and [future-driven]..."*

The **third paragraph** of this reference letter template contains information on the **transferable skills** (qualities that employers value) that you have observed in your student. Here you might discuss two or three skills that could be useful in a job, internship, or college. In discussing those skills, support statements with examples of how he or she demonstrated those attributes either in your presence or in activities you know they have been involved in. Be as concrete and detailed as possible. *Sample third paragraph beginning: "[Student] is not only an excellent communicator, but also shows an immense potential for leadership..."*

The **concluding paragraph** of this reference letter template contains an offer to provide more information. Include a phone number within the paragraph, and end with a positive remark about student's prospects.

Sincerely, Writer's Signature

Writer

Name Title



NORTH KANSAS CITY SCHOOLS MENTORSHIP PROGRAM

Mentor Only Final Meeting (Central Office)

This is an informal meet-and-greet for mentors to meet each other as well as celebrate and provide feedback from the school year.

Monday, May 12, 2025:

10:30 a.m.- 11:30 a.m.

Location: Central Office



Mentor Program Session #8 Agenda
Final Mentor Meeting
Monday, May 12, 2025 @ Central Office

Purpose: To recognize mentor and students, celebrate this year's progress, and affirm each other!

Preparation/ Materials: Please take a few minutes to give us some valuable feedback by filling out the *Mentorship Program Feedback Form* either before or after your closing meeting.

1. Thank-You Mentor Recognition

This last formal meeting will begin with some refreshments, and mentors will have the chance to eat together and reflect on the progress made this school year. Mentors will be recognized and awarded certificates for completing the mentor program.

2. Mentorship Program Feedback Form (5 minutes)

Mentor Directions: If you haven't already, please take a few minutes to give us some valuable feedback by filling out the Mentorship Program Feedback Form.

North Kansas City School 11th Grade Mentoring Program

Mentor Feedback Form

North Kansas City Schools thanks you for your participation in our Mentorship Program. You have provided an outstanding experience for our students this year! We value your feedback and ask that you take a few moments to comment on several aspects of the program (2 pages):

Mentor Name: _____ Student Name: _____

Business / Company: _____

Contact Phone: _____ Email: _____

1. What was your overall reaction to participating in the NKC Schools Mentorship Program?

2. Do you feel you and your student mentees were well-matched? Please explain.

3. Were your students polite, respectful, and dependable at all times? Please explain:

4. Which of the on-campus meetings agendas were, in your opinion, the most meaningful or beneficial for your student? Explain. Which meeting agenda seemed least meaningful or beneficial? Please explain.

5. Please give us your feedback on the job shadow day (how day went, was it clearly organized, etc.):

6. Please take a minute to give us any recommendations for alternative meeting topics or ways to better approach any of the current meeting topics.

7. Please comment on the communication and correspondence you received throughout the program from the coordinator and students (was communication helpful, adequate for planning, etc.):

8. Please tell us how you believe we could improve the structure of the program for the future. Feel free to honestly address any aspect of the following: choosing mentees, organizing communication, preparing students, number of meetings, mentor interaction, etc.

9. Next year, we will have a new class of eleventh graders who will need mentors. Would you like us to contact you next year to place future mentees? Please check one and feel free to comment:

• *Yes. Please contact me. I definitely want to participate again. Comments:*

• *Maybe. Please contact me in September and I will decide then. Comments:*

• *No. Please do not contact me in September. Comments:*

• *I have a co-worker/friend who may want to participate. Please contact me regarding them.*

Notes

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Notes

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