



Alberta
Mentoring
Partnership

Framework for Building Mentoring Relationships in Schools



Alberta

Freedom To Create. Spirit To Achieve.



Framework For Building Mentoring Relationships In Schools

This publication is intended to provide foundational information, implementation strategies and resource references to assist jurisdiction and school personnel in establishing and/or enhancing mentoring programs in Alberta schools.

The resource is intended for:

- Jurisdiction Personnel
- School Administrators
- School Leadership Teams
- Teachers and Support Staff
- School Counselors and Learning Coaches
- Parent Councils
- Community Partners

This publication is available to view online or download as a PDF file from the Alberta Mentoring Partnership website: www.albertamentors.ca.

For additional information and/or enquiries contact: questions@albertamentors.ca

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*We relish news of our heros,
forgetting that we can be
extraordinary to someone too.*

Helen Hayes

TABLE OF CONTENTS

- 1 **Introduction**
- 1 **A Framework for Building Mentoring Relationships in Schools**
- 1 **The Alberta Mentoring Partnership (AMP)**
- 2 **Mentoring Overview**
- 2 **What Is Mentoring?**
 - Traditional Community-Based Formal Mentoring Program
 - School Based Formal Mentoring Program
 - School Based Informal Mentoring
- 3 **Why Is Mentoring Important?**
- 4 **Who Should We Target?**
- 5 **Building Success For Students and School Communities**
- 5 **Alberta Education Initiatives and Projects with Connections for Mentoring**
- 6 **Strength-Based Practice to Build Resilience**
- 8 **School Culture and Student Connectedness: Building Relationships and Capacity**
- 9 **Mentoring: Types, Program Models and Partners**
- 9 **Program Types**
 - Formal and Informal Mentoring
- 11 **Program Organization**
- 12 **Program Models**
 - School-Based Mentoring
 - Teen Mentoring (including Alberta Education CTS mentoring courses)
 - Transition and Career Planning Practices
 - After School Programs
 - E-Mentoring
- 23 **Partnerships and Support Networks**
 - Formal Partnership with a Mentoring Agency
 - Collaborative Partnership with an Organization Involved In Mentoring Activities
 - School and/or Jurisdiction Initiated Program
 - Network and Partnership Sources
- 25 **Design and Implement a Mentoring Program**
- 26 **Getting Started - The Exploration**
 - Leadership: Who's directing the exploration?
 - Vision: What do we want to happen in our school?
 - Profile: What do we know about our school, jurisdiction and community?
 - Resources: What is available in our school, jurisdiction and community?
 - Roadmap: What direction do we go next?
- 28 **Next Steps - The Action Plan**
 - Target: What is our goal? What? Who? When? How?
 - Leadership: Are roles and responsibilities defined?
 - Players: Who's part of the team?
 - Resources: What do we need to have in place?
 - Due diligence: Do we have the bases covered?
 - Blueprint
- 29 **Full Cycle – Celebrate, Reflect, Evaluate**
- 29 **Program Sustainability and Growth**



30 **A Final Word**

32 **Resources**

32 **Alberta Mentoring Partnership (AMP)**

32 **Alberta Education**

33 **Additional Alberta Resources**

34 **Mentoring – General (Research, Program Components, Toolkits and Templates)**

34 **Mentoring – School Based**

Available through Alberta Mentoring Partnership (AMP)
Additional Sources for School-Based Mentoring

35 **Resiliency and Strength-Based Assets**

36 **School Culture and Student Connectedness**

37 **Source References**

38 **Appendix List**

Section A

39 **Appendix A-1:** Mentoring Terms Worksheet

40 **Appendix A-2:** Alberta Education (CTS) Mentoring Courses

Section B

42 **Appendix B-1:** General Contact List

44 **Appendix B-2:** Big Brothers Big Sisters Of Alberta

45 **Appendix B-3:** Boys and Girls Clubs Of Alberta

46 **Appendix B-4:** Post-Secondary Sites

Section C

47 **Appendix C-1:** Starting Questions

49 **Appendix C-2:** Program Design and Implementation Worksheet

51 **Appendix C-3:** Program Planning: Vision, Goals, Objectives

53 **Appendix C-4:** Build A School Profile

54 **Appendix C-5:** Resource Matrix

55 **Appendix C-6:** Coordinator Tasks

55 **Appendix C-7:** Program Planning Checklist

57 **Appendix C-8:** Due Diligence Application and Screening Checklist

*Mentoring is more like the slow
accumulation of pebbles that sets
off an avalanche
than the baseball bat that propels
a ball from the stadium.*

Nancy Darling

INTRODUCTION

A Framework for Building Mentoring Relationships in Schools

The intended purpose of this document is to provide a resource for schools that want to implement a mentoring program for all children and youth who could benefit from being involved in a mentoring relationship. The information in this resource provides:

- An overview of program types, possible models and the characteristics of mentoring relationships in schools.
- A strategy outline for planning a formal mentoring program.
- The identification of community networks and resources to support school initiatives.
- Resources for further investigation of mentoring programs in the school environment.

*At times our own
light goes out and
is rekindled by a
spark from another
person. Each of us
has cause to think
with deep gratitude
of those who have
ignited the flame
within us.*

Albert Schweitzer

The Alberta Mentoring Partnership (AMP)

The AMP initiative to build mentoring opportunities across the province launched in April 2007. That same year, Alberta's Crime Reduction and Safe Communities Task Force submitted a recommendation to the Alberta government that schools, communities and the provincial government should work together to expand mentoring programs for children and youth. A number of Alberta government ministries including, but nonexclusive to Education, Aboriginal Relations, Advanced Education and Technology, Agriculture and Rural Development, Children and Youth Services, Health and Wellness and Solicitor General and Public Security were also establishing strategies targeted at children and youth. AMP connected 29 partners from a wide range of government ministries, non-profit community agencies, service organizations and a youth representative to work together to develop and implement strategies in support of strength-based mentoring practices across the province.

**The vision of AMP is that every
child or youth who needs a mentor
has access to a mentor.**

www.albertamentors.ca



MENTORING OVERVIEW

What Is Mentoring?

Most of us can think back and remember someone in our life who acted as a cheerleader, advocate, advisor or role model. Organizations, including schools, support new employees by matching them with a more experienced colleague (mentor); teams and clubs identify experienced members to guide (mentor) new recruits; and if we look to aboriginal and cultural communities we see reference to elders and cultural leaders guiding (mentoring) their community in traditional customs, traditions and practices. If we examine activities like coaching, scouting and community service projects we see examples of informal mentoring relationships. Many of us are also familiar with formal community-based programs such as those managed by mentoring organizations like Big Brothers Big Sisters.

Many Alberta schools are involved in some combination of mentoring approaches:

Traditional Community-Based Formal Mentoring Program

- Designed and managed by an organization with mentoring as its' core business.
- Matches volunteers with children and youth for a relationship over a period of time.
- Mentoring activities can occur at a variety of locations outside the regular school day.

School Based Formal Mentoring Program

- Schools enter into a formal partnership with a mentoring organization.
- Volunteers are selected, trained and supported by the mentoring organization.
- Occurs 1 hour /week during the school day for the duration of the school year.
- Teachers and/or school personnel refer students.
- Growing popularity of Teen Mentoring Programs.

School Based Informal Mentoring

- Character education and social skills programs/activities,
- Career path awareness/exploration.
- School transition practices, cross-age projects and leadership programs.
- Ethnic and cultural activities.
- Athletic teams, coaching, sports activities.
- Parents/community volunteers provide literacy and homework support.
- After-school programs with groups such as Boys & Girls, 4-H or Junior Achievement.

Mentoring is defined as the presence of a caring individual who provides a young person with support, advice, friendship, reinforcement and constructive role-modelling over time.

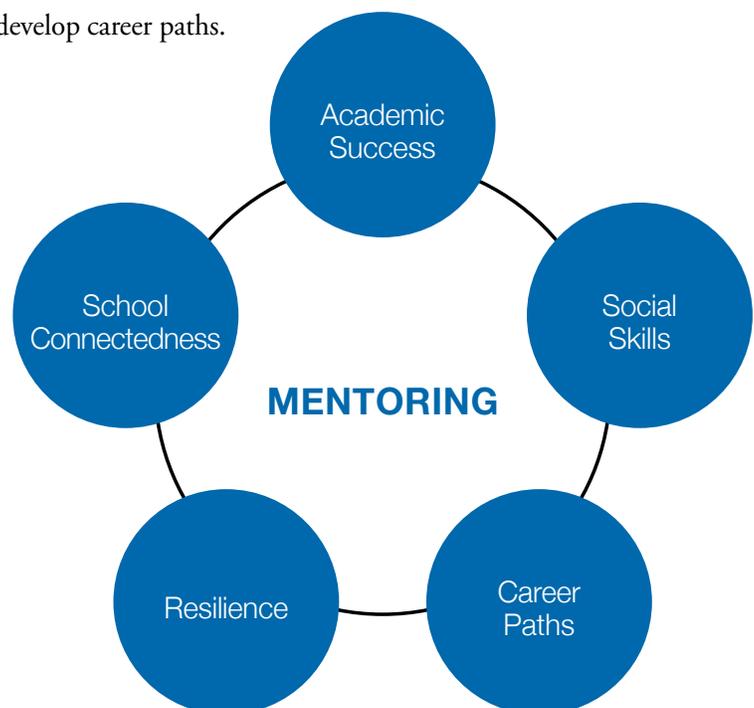
Whether formal, informal, community based or school based, mentoring provides an opportunity for children and youth to make connections and develop positive relationships. While we clearly recognize formal mentoring programs we often overlook more informal situations where a mentoring relationship is taking place. It is important to recognize the existence and value of the informal mentoring activities that exist in schools across Alberta. It is also important to examine ways to develop existing activities into stronger, more defined mentoring programs that can provide the guidance and role-models to support the children and youth of Alberta to become healthy, well-educated and resilient members of society.

All kids need is a little help, a little hope and somebody who believes in them.
Earvin Johnson

Why Is Mentoring Important?

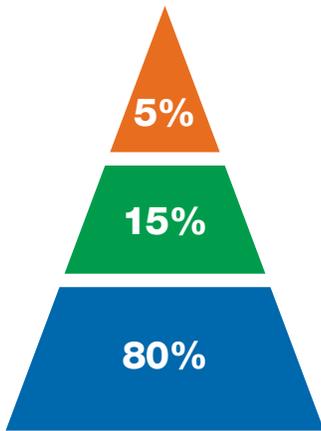
Mentoring is increasingly recognized as a powerful course of action in the positive development of children and youth. Research supports the position that children and youth who participate in a mentoring program experience a number of benefits including the relationship that is developed over time. School based mentoring programs can impact positive outcomes for children and youth including:

- Improved attitudes about staying in school.
- Increased school connectedness.
- Increased high school completion rates.
- Improved social skills and behaviour.
- Strengthened peer, school and family relationships.
- Reduced risk of involvement in drugs and alcohol.
- Enhanced academic motivation and achievement.
- Increased opportunity to develop career paths.
- Increased resiliency.



Who Should We Target?

Our learning from many fields, including education, health and child development support that being involved in a mentoring experience that develops a positive relationship enhances a child's or youth's strengths, resources and ability to thrive in the face of life's inevitable challenges. All students will benefit from positive connections and supportive relationships. However, it is sensible to consider where particular mentoring efforts will have the most significant impact. A review of the literature on resilience indicates that 5% of students may be highly vulnerable to adversity and stress and another 15% at-risk of not meeting with success. These students require formal, structured and specific supports. 80% of children and youth possess many of the internal characteristics and external supports related to healthy development and can be supported with less formal relationships.



Strategic Mentoring: a collaborative-based approach; intense and comprehensive with a long-term focus that provides sustained help.

Purposeful Mentoring: provides one-on-one mentoring and emotional support to address challenges and stresses.

Strength-Based Mentoring: relationships that promote positive development in children and youth to enhance well-being and academic success.

Each school will have its' own unique population and will need to identify the goals and objectives of implementing a mentoring program in relation to the target population and desired outcome. Mentoring can be used as a strategy within the variety of programs and initiatives that schools offer to support student growth and success.

At the core mentoring is about building connections and developing positive relationships.

At times our own light goes out and is rekindled by a spark from another person. Each of us has cause to think with deep gratitude of those who have ignited the flame within us.

Albert Schweitzer

BUILDING SUCCESS FOR STUDENTS AND SCHOOL COMMUNITIES

Alberta Education Initiatives and Projects with Connections for Mentoring

Alberta schools reflect the communities they serve and present a kaleidoscope of Alberta's diverse population. Individual communities have unique characteristics, challenges and resources but every community looks for ways to support healthy and well educated children and youth who will achieve success and fulfillment in a changing world. Jurisdictions and schools working collaboratively with families, communities and government, play a key role in providing meaningful and relevant learning opportunities for students. Alberta Education, working in partnership with school jurisdictions and schools, is continually exploring and implementing strategies and programs that will support students to develop the knowledge, skills and talents to achieve success and become confident, competent members of society.

A review of jurisdiction and school Education Plan cycles would be an effective step to identify areas of planning and operation that currently include mentoring related activities, or areas where mentoring strategies would be a beneficial addition. Many jurisdictions and schools will recognize they are involved in a number of initiatives and practices that include formal or informal mentoring strategies that could provide a starting point for developing mentoring programs.

- The **Alberta Initiative for School Improvement (AISI)**, has provided an opportunity for jurisdictions and schools to establish individual initiatives to support student success and staff growth. The AISI Best Practices document presents a number of projects that provide a direct link to the inclusion of mentoring strategies to meet school improvement goals and greater success for students.
- The revised (September 2010) High School **Career and Technology Studies (CTS)** organization and course offerings provide many opportunities to incorporate mentoring into student programs with specific mentoring courses available. Several additional CTS courses provide an opportunity for schools and students to build combinations of related courses. Refer to the Teen Mentoring section for information about the CTS Mentoring courses available as of September 2010.
- The **High School Completion** initiative provides a direct link to mentoring strategies and practices that will be of value for all grade levels. The target to increase Alberta's high school completion rate is an obvious course of action for high schools but the strategies to support success for all students and reach the target begins in elementary school. The issue of student disengagement from school and learning needs to be a focus as early as possible with the collective involvement of jurisdictions, schools, parents, and community partners. Developing strategies and programs that provide opportunities for students to make positive connections and build supportive relationships within their school environment has demonstrated increased resilience and school connectedness, which in turn leads to a greater chance that students will complete high school



successfully.

- The **First Nations, Métis and Inuit Education (FNMI)** service branch is focused on raising awareness of the unique educational needs of FNMI communities and developing culturally relevant resources and program opportunities to support students, schools, jurisdictions and communities. The branch, working collaboratively with FNMI stakeholders, provides support to provincial school jurisdictions, First Nations Education Authorities, Métis settlements, other government departments and education organizations on issues related to FNMI education including professional development, school governance and the development of relevant curriculum and supporting resources. The FNMI homepage provides access to best practice projects, enhancing high school completion, addressing language and culture and available resources through FNMI, Alberta Education and Alberta Advanced Education and Technology.

In addition, the majority of Alberta schools are involved in projects, activities and curricular strands related to “**caring, respectful and safe communities**”. Creating school environments that provide physical safety, nurture mental wellness and encourage a positive school culture is beneficial to all members in the school community, including students and staff. Most significantly, students are provided the opportunity to make positive connections with peers and adults and develop relationships that make them feel more connected to their learning environment. A review of programs and practices within individual schools will reveal opportunities to enhance and/or implement more formal mentoring strategies as a component of a safe and caring school.

Schools will also find it useful to access **Alberta’s Approach to Collaborative Practices** through the Alberta Education Cross-Ministries website @ www.education.alberta.ca/admin/crossministry.aspx for information about collaborative practices and direct access to relevant initiatives currently in place with Alberta Education.

Strength-Based Practice to Build Resilience

Resilience refers to the capacity of individuals to cope successfully with stress-related situations, overcome adversity, or adapt positively to change. It is often compared to a rubber band with the capacity to stretch almost to a breaking point and spring back into shape.

The question is why some individuals have the ability to bounce back from difficult or negative experiences and demonstrate the confidence to explore new experiences with a positive mind set. Why are some individuals more resilient than others? Resilient individuals are identified as having protective factors that help them handle situations without being overwhelmed. In turn, protective factors are identified through the classification of two broad sets of developmental assets or developmental strengths:

- External factors (supports) impacted by relationships with family, peers, school and community to develop assets of support, empowerment, boundaries, expectations and use of time.
- Internal factors (characteristics) focused on personal values, social competencies including cultural sensitivity, a commitment to learning and building a positive identity.

▶ **RESOURCE REFERENCE:**
Resources Section
Alberta Education

▶ **RESOURCE REFERENCE:**
Resources Section
Resilience and
Strength-Based
Assets

**RESOURCE
REFERENCE:
Resources Section
School Culture
and Student
Connectedness**

*Life's challenges
are not supposed to
paralyze you; they're
supposed to help
you discover who
you are.*

Bernice Johnson
Reagon

The correlation between assets and school based mentoring is based on the concept that having a significant relationship with a mentor or supportive adult influence will enhance a young person's strengths, resources and ability to be more successful in school and life in spite of challenges and adversity. Research on several fronts demonstrates a direct relationship between strong developmental assets and the desired outcomes of promoting academic success, decreasing negative behaviours and building capacity in our youth. The foundation of the most effective relationship is a strength-based focus by mentors while building a caring, respectful relationship with their mentee. More specifically the mentor provides the support for positive growth through activities and interactions that are mutually enjoyable, meaningful, challenging and success oriented.

All students, regardless of gender, race/ethnicity, family, environment or economic status are empowered by relationships that promote developmental assets. While the relationship between student and teacher is a primary and significant one teachers cannot be the single connection for students. Schools need to explore ways to provide opportunities that will impact resilience factors for students and for schools as a whole. In Alberta schools we find a range of approaches: strategic engagement strategies through the Mental Health Capacity Building Project; targeted mentoring programs with agencies such as Big Brothers Big Sisters; and the more informal mentoring that occurs through coaching, cultural influences and special interest activities. Building a strength-based school culture is a process that moves from awareness to comprehensive and intentional change. The long-term benefit will be a school environment where all stakeholders feel respected and supported and student connectedness to school is the norm.

Resources for mentoring with strength-based practice are available on the Alberta Mentoring Partnership website. The following will be of particular interest for schools:

- Creating Strength-Based Classrooms and Schools: A Practice Guide
- Strength-Based Mentoring: A Practice Guide for Mentors

School Culture and Student Connectedness: Building Relationships and Capacity

The strength of mentoring is in the relationship and relationships are at the heart of school connectedness. School connectedness is defined **as the belief by students that adults and peers in the school care about their learning and about them as individuals.**

A growing body of research in the fields of education, health and resiliency indicates that students who feel connected to their school are more likely to engage in healthy behaviours and succeed academically. Student who are engaged with school demonstrate:

- Increased academic benefits as a result of improved attendance, better achievement rates, completion of high school and the pursuit of post-secondary education.
- Reduction of risky behaviours including alcohol and substance abuse and suicide attempts.
- Enhanced mental well-being related to an increase of resilience factors.

School culture, often referred to as school climate or environment, coupled with student engagement in school, can have a substantial impact on the measures of student achievement for which schools are held accountable. Most schools are activity engaged in providing safe and caring school environments to support student well-being and involvement. Activities such as those that target citizenship, leadership, athletics, fine arts and various extra-curricular areas provide opportunities for students to build relationships in areas of personal interest and abilities. Programs centered on character education and cultural identity provide knowledge and skills for students to develop individually and as members of their community.

The adults in the learning community play a most significant role in school culture. They set the expectations, create opportunities and provide the guidance and direction that are at the heart of a healthy school environment. However, the process of building school culture is a significant and ongoing undertaking that requires the efforts of not only those within school buildings, but also includes the people and organizations outside of schools. Engaging mentoring strategies to build a strength-based school culture can promote school engagement and support student success.



MENTORING: TYPES, PROGRAM MODELS AND PARTNERS

Program Types

Formal and Informal Mentoring

Connections are made in a number of ways that can provide opportunities for mentoring relationships to develop. Research in the mentoring field supports that a formal program with mentoring sustained over a period of time will have the most positive and significant impact. However, in school communities there will often be a number of informal activities happening that embrace a mentoring culture. A greater awareness about the types and approaches for mentoring can be a useful tool to identify possible strategies for the development of more formal programs with specific targets and proven best practices.

FORMAL

Planned and intentional.

Established goals and measurable outcomes.

Mentoring relationship lasts for a sustained period of time (target 1 year) with a regular cycle of interaction.

Relationship is structured with a formal match and monitor process.

Screening, training and support is provided based on best practice with risk-management (due-diligence) routines in place.

Example: Big Brothers Big Sisters In-School Mentoring Programs

INFORMAL

Happen naturally and spontaneously.

Unspecified goals and unknown outcomes.

Unspecified time period. Relationship often linked to a specific activity and/or availability of mentors.

Less structured relationship. Often self-selection of mentors and mentees.

No specific screening, training or support. Skills, knowledge and support are often provided but without targeted intention.

Examples: Classroom reading volunteers, career orientations, transition practices.

The following chart identifies the most commonly recognized types of mentoring relationships. School based relationships may be reflected in any one or in a combination of the categories.

PROGRAM VARIATION	
One-on-One Mentoring	Matches one mentor in a relationship with one child or youth.
Group Mentoring	Matches one mentor in a relationship with a small group of children or young people.
Team Mentoring	Matches several mentors working with small groups of children or young people.
Teen Mentoring	Matches high school and upper middle school teens as mentors with younger students. Matches could be one-on-one, one teen with 2 or 3 younger students, 2 or 3 teens with a small group of younger students or a configuration that works for both school situations.
E-Mentoring	Matches one mentor with one youth on the Internet, by telephone or through social networks. Risk management (due diligence) is a critical component.

PROGRAM FOCUS	
Academic Mentoring	Focus is directly or indirectly aimed at improving the academic performance of the child, youth or group being mentored, or for teaching specific information or skills.
Career Mentoring	Focus is to assist the child, youth or group being mentored in acquiring the skills and knowledge needed to advance to, or begin on a career path.
Cultural Mentoring	Focus is to share the customs, values and practices of a specific culture, tradition or group with the child, youth or group being mentored.
Social Skills or Personal Mentoring	Focus is aimed at supporting a particular population to address issues common to that group (ie single parent family, young offenders, ethnic group), or at building particular behaviours and practices (character education programs), or at supporting an individual or group through a critical time of change development.



Program Organization

Defining a specific mentoring model must take into account a number of factors with significant consideration about whether the program is a partnership with a formal mentoring agency, a formal or informal collaboration, or a school-based independent venture. A partnership arrangement with a formal mentoring agency will prescribe the organization and structures of a program; however, in a collaborative or independent model a variety of factors will impact the degree of organization and structure.

THE ORGANIZATION OF PROGRAMS IN SCHOOLS

A formal partnership

with a mentoring agency or organization that can provide the organization, best practices and mentors for a program. The mentoring organization will be involved in the matching process and support supervision throughout the program. The most common example would be programs through Big Brothers Big Sisters agencies.

A collaboration

with an organization or group that operates an activity based program such as a noon-hour sports club or an after-school homework club. Some examples of this partnership would be with the Boys and Girls Club, 4-H Clubs and Junior Achievement.

A school or jurisdiction initiated program

where the school and/or jurisdiction personnel are responsible for the organization of the program including the recruitment of volunteer mentors. This structure would work well in a school with a span of grades, such as Grades 1 to 9, Grades 4 to 9 and Grades 1 to 12 where all students are governed by the policies and practices within one jurisdiction.

IDEAS

A mentoring co-ordinator could be:

- a school or jurisdiction volunteer co-ordinator.
- a retired teacher who remains connected to the school.
- an individual or group from the Parent Council.
- a teacher who takes this on as an extra-curricular activity.

A school or jurisdiction co-ordinator would be a key role to act as the liaison with an agency in a formal partnership and would take a leadership role to facilitate program components in a collaborative partnership or independent school-based program.

Reminders:

- Schools should be aware of jurisdiction and school policies and/or accepted practice in relation to areas such as, but not exclusive to volunteers in schools, student transportation and supervision and out-of school activities. Regardless of when or where mentoring sessions occur it will be important to practice appropriate due diligence.
- School principals should be consulted in regards to Alberta Education regulations for off-campus activities and jurisdictional legal requirements pertaining to off-campus activity.

Program Models

The following program models have been organized to best reflect the most common types of activities and practices that occur in schools. This approach will hopefully provide an opportunity for a greater understanding of the mentoring culture that is occurring in schools and provide the encouragement for schools to implement more formal and intentional programs to support their school culture, student connectedness to school and student success.

School-Based Mentoring

School-based mentoring relationships occur within a school setting, structured around the school year, with students most often referred by school staff. Examples of a program could include activities with a focus on:

- Academic improvement with a literacy or mathematics target, specific social skills development, or a combination of both.
- Post-secondary education, career path skills and knowledge, or on developing leadership skills.
- Cultural customs, traditions, skills and language with the assistance of elders, cultural leaders and community members.

SCHOOL-BASED MENTORING			
	Formal Mentoring Partnership with a Mentoring Agency <hr/> Partnership in a Jurisdiction or School with Approved Volunteers Parent Volunteers Teen Mentors School Alumni Service Clubs Corporate Volunteers Local Business Volunteers others as available	Informal Mentoring Activity Partners School Staff Student & Alumni Parent Volunteers Local Police Services Services Clubs Corporate Volunteers Local Business Volunteers Elders & Cultural Leaders Cultural Community others as available	Activity Types Cross Age Activity Literacy Initiative Leadership Activity Cultural Activity Anti-Bullying Initiative Homework Club Sports Activity Character Education Program After School Program others by school choice
One-to-One			
Group			
Teen			
E-Mentoring			

Benefits of School-Based Mentoring

- Provides direct and meaningful support for students.
- Provides an effective strategy to support student connectedness to school.
- Reinforces the importance of relationships.
- Supports resilience.
- Transcends age, gender, ethnicity, academic ability, and social norms.

Teen Mentoring

This model, whether a formally structured program or a more informal organization within a school setting, offers an opportunity for a win-win situation. Research has shown that teens can be powerful and effective mentors for younger children. The impact of mentoring is equally powerful for teens. The younger students (mentees) benefit from the support and role-modelling. The teen mentors in existing programs indicate they have gained confidence, self-awareness and respect. As of September 2010 high school teen mentors can earn credits for Alberta Education Career and Technology Studies (CTS) mentoring courses. The consideration to develop formal teen mentoring programs with consistent training and support practices can only be seen as a positive step for schools.

Elementary school students and teen mentors are matched and meet in a supervised setting for one hour a week. They generally engage in class or homework related activities but could also play games, do art or computer related projects and share skill-building activities. The most common goal is to improve reading and literacy skills and to build self-confidence through the relationship.

TEEN MENTORING			
<p>Teens in a senior or junior high school</p> <p>Teen mentors screened and trained</p> <p>Teens matched with younger students</p> <p>Occurs in school setting</p> <p>Occurs over a period of time</p> <p>Occurs during the school year</p>	<p>Matches</p> <p>ONE-to-One: 1 teen mentor with 1 child/youth mentee for the duration of the match</p> <p>Group: 2 to 3 teen mentors with a single child/youth</p> <p>Group: 2 to 3 teen mentors with a group of children/youth</p>	<p>Program Structure</p> <p>A partnership with a mentoring agency</p> <p>A collaboration with a community organization</p> <p>School initiated, organized and managed</p> <p>Location</p> <p>At teen mentor or student mentee school site</p> <p>At the site of an after-school program/activity</p>	<p>Teen Involvement</p> <p>Independent Volunteer</p> <p>Class-based Activity</p> <p>Leadership activity or class</p> <p>Team or club commitment</p> <p>Alberta Education Career and Technology Studies (CTS) mentoring course</p>



Building Teen Mentoring Into School Schedules

School schedules can involve constraints and barriers to new practices. However, each school has a unique set of characteristics that can offer the opportunity to develop mentoring programs including, but not exclusive to:

- An after-school program for elementary students as a component of a Sport Academy or Leadership program, with individual student volunteers or to implement the practicum portion of the CTS mentoring courses.
- A noon-hour program in a multi-grade school with a focus on reading, math skills or cultural traditions as a component of a leadership program, with individual student volunteers, or to implement the practicum portion of the CTS mentoring courses.
- A flex-block in high school or an option block in junior high that provides the time for teen mentors to travel to an elementary school for a community service component.
- A class partnership based on curricular links during the regular day's schedule. Traditional cross-age activities are often a natural occurrence in elementary schools. Extending this concept between teen mentors and peer groups within a school could lead to exciting results for individual student support and for building school connectedness.
- A team of mentors linked with mentees at an elementary school on a rotation basis. While one student is absent for the weekly mentoring session the partners are responsible to ensure the mentor is ready for the next day and develops the element of peer support for teen mentors.
- Credit courses are available in Career and Technology Studies (CTS) at the senior high school level that provide an opportunity for students to pursue interests in many areas as part of their high school program. As of September 2010 five new mentoring courses and several related courses are available. Additional information is available at the end of the Teen Mentoring section and Appendix A-2.

Benefits for Teen Mentors

- Improved communication and problem solving skills.
- Increased self-confidence, self-esteem, social responsibility and in some situations increased cultural sensitivity.
- Increased feeling of school connectedness that impacts attendance and engagement at school that in turn impacts academic performance.
- Provides volunteer experiences for scholarship and employment applications.
- Provides access to post-secondary and career path planning information and resources.
- Builds awareness of the valuable contribution teens can make in their community and fosters a future generation of volunteers.

Our students had such a great opportunity to practice positive citizenship by being involved in mentoring and giving back to their community. We're very proud of them.

School Principal
Teen Mentoring

I never thought I could make such a difference for someone else - it's like magic!

Teen Mentor

Benefits for Elementary Students

- Promotes healthy and positive relationships between teens and younger students.
- Provides role-models for socially appropriate behaviour and language.
- Supports literacy and other academic growth.
- Promotes feeling of connectedness, self-esteem and confidence.

A few reminders for teen mentoring:

- The possibilities for teen mentoring programs are endless and the opportunities for teen mentors are priceless.
- Teen mentoring programs provide a great option for multi-grade schools.
- Some high school schedules are built with flex-time blocks that would allow for mentoring sessions to occur during the school day. Mentoring sessions could also occur during noon hour blocks and others may need to take place after the regular school day. Regardless of when the mentoring sessions occur it is important to apply appropriate due diligence practice in relation to travel and supervision.
- School principals should be consulted in regards to Alberta Education regulations for off-campus activities and jurisdictional legal requirements pertaining to off-campus activity.
- Several resources are available through the Alberta Mentoring Partnership and Alberta Education that schools may find useful for any mentoring program. Resources of particular interest would include CTS course resources, career and post-secondary planning resources available on the ALIS website and the Handbook for Aboriginal Mentoring available on AMP website. The High School Teen Mentoring Handbook, Activity Book and Bin Resources set is available from both AMP and Alberta Education.

Teen mentoring programs and CTS mentoring courses both offer opportunities for all school levels to work together to develop partnerships that will benefit teens and elementary schools.

IDEAS

- **If there are multiple grades at one school site there would be minimal management issues in addition to the benefit of having student involvement in strengthening school culture and school connectedness. Considerations for due diligence practice would be less involved as all students and activities are governed by the same jurisdiction regulations and practices and are supervised by jurisdiction staff.**
- **If there is a high school or junior high school in close proximity to an elementary school the program management and due diligence practice in a partnership would be at a minimal level. Of note: if the schools are in different jurisdictions it will be important to check all jurisdiction policies and practices to ensure that all requirements are met.**
- **If there is a high school or junior high school at a reasonable distance from an elementary school the mentoring program could take place at either school. Consider accessing support network partners to explore if a community organization or service club might cover transportation costs.**

RESOURCE REFERENCE:
Resources Sections

General Mentoring

School-Based Mentoring.

Alberta Education Career and Technology Studies (CTS) Mentoring Courses

Mentoring courses will be available for high school students as of September 2010. These courses are one-credit choices within Alberta Education Career and Technology Studies (CTS).

NOTE: The on-line version of the CTS mentoring courses is projected to be available after September 2011.

The vision of the new CTS Program area is to engage students in learning opportunities that will help them discover and explore their interests in practical and purposeful ways.

- The CTS curriculum is now organized into 5 clusters to facilitate related occupation areas that align with the National Occupational Classification (NOC) from the federal government.
- Within each cluster are occupational areas that contain related courses in specific areas.
- Students can explore their interests by creating individual pathways.
- A pathway is a selection of CTS courses that are connected to competencies specific to an occupational designation or desired career path.
- Individual student pathway choices can provide an opportunity to pursue an interest and/or to build skills and knowledge in preparation for post-secondary education, apprentice training or moving directly into the workforce.

There are 5 mentoring courses (one-credit each course) in the Human and Social Services (HSS) occupational area and HSS falls within the Health, Recreation and Human Services (HRH) cluster:

Course HSS 1050 Introduction to Mentorship

Course HSS 2050 Becoming a Mentor

Course HSS 3060 Extending the Mentoring Relationship

Course HSS 3070 Peer Mentoring

Course HSS 3050 Becoming a Mentee

NOTE: Completion of HSS3060 enables students to apply for a certificate of completion for the Foundations of Mentoring. For additional information access:

www.education.alberta.ca/media/1238954/pathways.pdf

www.albertamentors.ca

Refer to Appendix A-2 for direct links to Alberta Education CTS website sections for:

- Course outlines for the 5 mentoring courses.
- Information about complimentary CTS courses.
- General information and planning assistance for schools and students.
- Resources to support CTS courses content.
- CTS Pathways Booklet.

IDEAS

How will students complete the practical component of the course?

Some options could include:

- A mentoring course student, or group of students taking the same course, connects with a neighbouring elementary or junior high school.
- A mentoring course student, or group of students taking the same course, connects with a teacher or learning coach to work with other students in their home school.
- A mentoring course student connects with a local hospital to explore the possibilities of working with a child in long-term care.
- A mentoring course student connects with a community organization such as 4-H or the Boys and Girls Club to volunteer as a mentor in an after-school program.

▶ **APPENDIX REFERENCE:**
Appendix A-2:
Alberta Education CTS Mentoring Courses

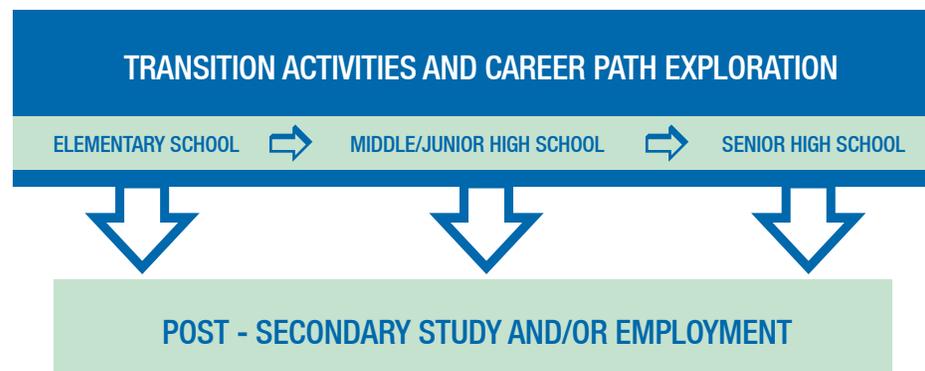
Transition and Career Planning Practices

Most schools have programs and activities in place to help students advance through the school levels and to support students as they advance to post secondary study, careers and employment. A few examples of school practices would include orientation events between school levels, career counseling, school liaison workers, student engagement projects, school resource officers and teachers who move with students through sequential grades.

Transition activities are not generally viewed as mentoring activities and do not often fall within the parameters of formal mentoring. However, these activities do provide valuable support for students by providing:

- Positive connections with others in a more experienced position.
- Information and experiences to support readiness for next steps.
- Encouragement, motivation and confidence through times of change.
- Access to the skills and knowledge of a more experienced person.
- Knowledge and support in planning post-secondary education and career possibilities.

Transition activities can be formal or informal relationships dependent on the type and duration of the activity or program. They can take place in a school setting or in other locations dependent on the activity. It is important to remember that if an activity is not directly supervised by school personnel there will be need for additional considerations in regards to due diligence practices. The scope of activities in any individual school or jurisdiction at large will be tied to school and/or jurisdiction operations, school and community culture and the philosophy and practices of school leadership, staff and parents. Alberta schools are engaged in a variety of activities, all of which support school connectedness. Consider a partnership between students at linked schools or across grades, over a period of time, to facilitate the opportunity to develop a mentoring relationship.



A review of the current activities in a school or jurisdiction could provide the starting point for developing more purposeful connections and for developing a more defined mentoring program. An added benefit is the opportunity for students to make meaningful connections, build relationships and feel more connected to their school community at large.

IDEAS

- **Programs offered by organizations such as Junior Achievement, Toastmasters, Heroes, local service clubs and cultural organizations - consider ways to promote these opportunities for students and explore ways to develop further partnerships with the organization and its' members.**
- **Community cultural events to pass on traditions and practices to youth - consider how a teen mentoring program could model cultural awareness and practices for younger students. Teens might develop a project to collect the stories of their community from elders, cultural leaders and community members and then work with elementary students to illustrate the stories.**
- **Activities to address safe and caring school strategies, for career awareness, cultural traditions and special interests - consider how student partnerships could be organized to promote ongoing relationships between students and schools within a jurisdiction. Examples could include a group of high school students in a leadership program might connect with students at a neighbouring junior high, on a regular schedule over a school year, to provide friendship, role-modelling and guidance in planning ahead for high school; or a group of students in a sport academy program developing and offering a skills program for junior high or elementary students through a sequence of activity modules during the year.**
- **Information and planning activities to prepare for post secondary study explore career paths or employment opportunities - consider ways to facilitate mentoring relationships with post secondary students and local business personnel.**
- **Alberta Education CTS courses that provide opportunities to build awareness and skills related to leadership, building relationships and mentoring – consider the transition activities that could be linked with CTS courses such as, but not limited to, HSS 3050 Becoming a Mentee, HSS 1100 Nature & Wellness, HSS 2030 Perspectives on Interpersonal Relationships and CCS 1080 Community Volunteerism.**

► **RESOURCE REFERENCE:**
Resources Sections:
Alberta Education
Additional Alberta References
School-Based Mentoring

A few reminders:

- Regardless of when and where mentoring sessions occur it is important to apply appropriate due diligence practice in relation to travel and supervision.
- School principals should be consulted in regards to Alberta Education regulations for off-campus activities and jurisdictional legal requirements pertaining to off-campus activity.
- Several resources are available through the Alberta Mentoring Partnership and Alberta Education that schools may find useful. Some resources of particular interest are available through Alberta Education including AISI Promising Practices, Safe and Caring Schools and the publication Managing School Transitions: Promising Practices in Alberta's Schools.

Being involved as a mentor with the Grade 8 students gave me the opportunity to give something back to the community and invest in the future of our children.

Mentor from a
Community Business

After School Programs

A number of factors are impacting the growth of after-school programs including student needs and interests, volunteer availability and the opportunity to access school facilities. Many communities offer programs through organizations such as the Boys and Girls Club, YMCA/ YWCA, 4-H or a local community organization. Schools might consider ways to partner with an existing program. Schools might also consider ways to implement a mentoring program in an after-school setting to provide academic support, build athletic skills, provide cultural activities or develop social skills through a variety of activities. Schools interested in establishing an after-school program should consider the following questions carefully:

- Is an appropriate location available in the school to provide the proposed program?
- How will transportation home after the activity be provided, if required?
- How will sessions be organized to ensure constant supervision by appropriate staff?
- Will there be any financial requirements to run the program and how will they be covered?
- How will parents be informed of opportunities and support participation with the required permissions?
- Will mentor screening be required?
- Will matches be one-on-one or involve small groups or teams of mentors?
- Will mentoring be the primary activity?
- Can the activity provide the opportunity to build relationships over a sustained period of time?

Benefits of After-School Programs

Any mentoring program, designed with appropriate parameters in relation to developing a regular and sustained relationship, will provide benefits for children and youth. After-school programs provide an additional time frame to create opportunities for children and youth to be engaged in activities that make sense for them with people who are invested in knowing and supporting them. The consideration for school-based after-school programs might be more significant by examining the following questions:

- Are any programs available in the community for after-school time?
- What barriers exclude participation in community programs? Transportation? Fees?
- Are programs available that address academic needs and special interest areas for students?

An after-school program could provide positive benefits including:

- Reinforcing a sense of belonging to the school community.
- Providing a familiar environment where parents support student participation.
- Taking advantage of the potential use of school facilities for a range of activity requirements.
- Providing a time that is more available for volunteer participation.
- Uniting school and community resources.
- Providing a structured activity time to reinforce classroom learning themes.

After-school programs can provide an opportunity to support mentoring relationships with a range of mentors including university/college students, senior citizens, community members, corporate employees and teen mentors. Program targets could include academic improvement, career exploration, specific skill development and friendship/socialization.

IDEAS

- **A high school sport academy or athletic program might partner with a junior high school or elementary school and provide a sequence of activity modules during the year. This would provide both leadership and coaching roles for the high school students and provide an activity session each week for the younger students. A planning consideration would include how to develop a consistent relationship over a period of time.**
- **A group of students in a leadership program could partner with students at a neighbouring junior high, on a regular schedule over a school year, to provide friendship, role-modelling and guidance in planning ahead for high school. Mentoring sessions could take place at either school and include a variety of activities.**
- **After-school scheduling might provide the opportunity for a partnership with a career or special interest mentor from the community over a sustained period of time.**
- **Graduating high school seniors could be matched with a younger high school student to create a connection through E-mentoring with after-school help and activity sessions.**
- **Volunteers from post-secondary institutions and community organizations may be more readily available to provide support for after-school homework programs.**
- **Artists, musicians and/or cultural elders in a community could partner with schools to provide an after-school program with a focus on sharing cultural traditions and practices.**
- **Teen mentors might develop a project to model cultural awareness and practices with younger students. They could collect stories of their community from elders, cultural leaders and community members and use the stories as a base for language and culture development with elementary students. The program would complete a full circle if the teens prepared the content and worked with the elementary students to illustrate the stories which could be presented back to the community.**
- **Investigate ways to build or enhance partnerships with existing programs through organizations such as 4-H and Junior Achievement that might make programs more accessible for students.**

A few reminders:

- Schools should review jurisdiction and school policies in relation to supervision standards, transportation issues, the use of school facilities and parental permissions for participation.
- School principals should be consulted in regards to Alberta Education regulations and jurisdiction legal requirements for off-campus activities.
- After-school programs require the same attention to screening and monitoring of volunteers as is required for programs that occur in the regular school schedule.

▶ RESOURCE REFERENCE:

Resources Sections:

Alberta Education

General Mentoring

School-Based Mentoring

*People will forget
what you said and
people will forget
what you did, but
they will never
forget how you
made them feel.*

Maya Angelou

E-mentoring

E-mentoring, also known as online mentoring or telementoring is a means of providing a guided mentoring relationship via the internet. Programs may use any of the electronic communications available including e-mail, secure websites or custom communications software. The e-communication could be the exclusive connection between mentors and mentees or could be an additional communication tool integrated into a more traditional face-to-face relationship. Regardless of whether it is used as a singular or integrated approach the primary goal of e-mentoring is to provide an opportunity for children and youth to develop positive connections with an older individual in a safe and positive relationship

E-mentoring connects one mentor with one child or youth and the pair communicates electronically on a regular schedule over a period time during the school year. It is understandable that adding the use of technology into a mentoring program adds responsibility for ensuring that safeguards are in place to protect everyone involved in the program and to ensure the safety and privacy of participants. Schools interested in establishing an e-mentoring program should consider the following questions carefully:

- Does the jurisdiction or school have an existing policy related to computer use by students?
- Will parents support an e-mentoring program?
- Are the necessary human and physical resources available to offer and support e-mentoring?
- Does the available system provide for safe, secure connections between the mentoring parties?
- How will mentors and mentees be screened, matched and monitored?
- How will e-mentoring sessions be organized to ensure constant supervision of the activity?

Linked to the emergence and growth of the internet e-mentoring first began to gain popularity around 1993. The initial programs were designed to connect school children with business mentors. However, current e-mentoring programs connect children and youth with a range of mentors including university/college students, senior citizens, corporate employees and teen mentors. Program targets could include academic improvement, career exploration, specific skill development and friendship/socialization. Some examples include:

- University/college students paired with junior and senior high school students to support educational goals and transitional activities.
- University/college students paired with elementary students to support academic improvement goals.
- Junior and senior high school teen mentors paired with elementary students to support academic improvement goals and provide friendship and socialization.
- Senior citizens paired with students to provide friendship and socialization for both parties.
- Corporate employees paired with junior and senior high school students to provide career explorations.

Benefits of E-mentoring

An examination of mentoring in general has indicated that a regular and on-going relationship between a mentor and a mentee can impact attitudes towards school, learning and achievement while providing friendship and supporting positive youth development. In addition, an e-mentoring program could provide specific benefits to mentees and mentors including:

- An approach to develop reading comprehension and writing skills. This could provide an option for immigrant students to develop skills and confidence in their English language development.
- An approach to develop computer skills and a positive attitude in regards to online communications.
- A program option when face-to-face mentoring isn't available. E-mentoring could provide an option for rural and remote school communities.
- A solution to recruiting mentors who face challenges such as time constraints associated with traditional face-to-face mentoring.
- A leadership opportunity for teen volunteers mentors.
- An exploration of career and educational opportunities with a mentor in a particular career field.
- A method to explore curricular areas such as social studies and science.
- An alternative model that allows mentors and mentees time to give considered responses. This could be of particular benefit for shy students who experience difficulty with face-to-face communication.

A few reminders:

- Schools should review jurisdiction and school policies in relation to technology and acceptable practices for computer use by students.
- Parents need to be fully aware of the e-mentoring activity and provide consent for students to participate.
- Mentors and mentees should be required to log into a secure online environment.
- Mentees need to be closely monitored in a supervised environment when they share any communications with their mentor.

▶ **RESOURCE REFERENCE:**
Reference Sections:
Alberta Education
General Mentoring
School-Based Mentoring



▶ **APPENDIX
REFERENCES:
Appendix B-1:
General Contact List**

**Appendix B-2: Big
Brothers Big Sisters
(with communities
served and
contacts)**

**Appendix B-3:
Boys and Girls Club
(contact and
communities served)**

**Appendix B-4:
Post-Secondary
Institutions (with
location and
website)**

Partnerships and Support Networks

There is no one-size fits all approach to forming a partnership. Each jurisdiction, school and community will have unique characteristics and strengths, areas of need and available resources. Schools or jurisdictions interested in implementing a new mentoring program or enhancing an existing mentoring activity should explore what is needed, what is available and what approach will be most successful.

A school or jurisdiction could form a partnership or collaboration based on the following models:

Formal Partnership with a Mentoring Agency

The mentoring agency would bring their program structures, best practice procedures and in many cases a pool of mentors. The most recognized mentoring agency is Big Brothers Big Sisters (BBBS) with most agencies involved in schools, generally at the elementary level. Many community BBBS agencies are also involved in Teen Mentoring Programs.

Mentoring agencies practice a high level of risk-management practice but schools will need to practice due diligence in regards to jurisdiction policies and regulations.

Collaborative Partnership with an Organization Involved In Mentoring Activities

The organization could provide variables such as planning assistance, activity based programs, instruction-orientated programs and specific diversity knowledge and expertise. Organizations such as Family and Community Support Services (FCSS), Friendship Centres and Community Centres would be a starting point for assistance in setting up a program. Organizations such as the Boys and Girls Club and YMCA/YWCA are involved in activity based programs and programs through Junior Achievement, 4-H Alberta and HEROS focus on instruction oriented programs. Schools will need to consider due diligent practice in relation to jurisdiction policies.

School and/or Jurisdiction Initiated Program

This option could be as simple as a cross-age project or organizing a group of parents as reading buddies within a single school. Or it could be as complex as a teen mentoring program between school sites and different jurisdictions or bringing volunteers into schools for particular programs. The nature, type and scope of the program will dictate the degree of planning and coordination needed. A school or jurisdiction might access the community support network for volunteer mentors, financial assistance and specific content expertise. Schools will need to consider due diligent practice in relation to jurisdiction policies and regulations.

The following chart will provide a starting point to explore possible support sources. This provides a fairly comprehensive list of support sources but should not be considered exhaustive. Each community will have unique opportunities for partnerships and support network sources in addition to the services and support available through a number of government ministries.

SUPPORT NETWORKS AND PARTNERSHIPS

Connect With	Support For
Schools within a jurisdiction	<ul style="list-style-type: none"> • Shared planning • Teen Mentors
School Levels in a Common School Site	<ul style="list-style-type: none"> • Shared planning • Teen Mentors
Parent Council	<ul style="list-style-type: none"> • Shared planning and/or community support • Mentors
School Fundraising Society	<ul style="list-style-type: none"> • Resources (financial, supplies, recognition)
Mentoring Organization (mentoring as their core business)	<ul style="list-style-type: none"> • Expertise and organization for Mentoring Programs (In-School, Teen Mentoring, After-School Programs) • May or may not provide mentors • Example: Big Brothers Big Sisters Agencies
Cultural Society or Friendship Centre	<ul style="list-style-type: none"> • Mentors • Support with program organization in relation to traditions and cultural components. • Presenters, specific programs or activity content
Family & Community Support Services (FCSS)	<ul style="list-style-type: none"> • Support with program organization • Links to provincial, regional and community resources
Community Centre	<ul style="list-style-type: none"> • Mentors • Links to community resources
Community Organization	<ul style="list-style-type: none"> • Mentors • Presenters, specific programs or activity content (particularly for transition and career building programs) • Examples: Junior Achievement, Toastmasters, YMCA/YWCA
Seniors Organization or Centre	<ul style="list-style-type: none"> • Mentors
Volunteer Centers (Volunteer Alberta Network)	<ul style="list-style-type: none"> • Support with program organization • Link to volunteers
Community Service Club	<ul style="list-style-type: none"> • Mentors • Resources (financial, supplies, recognition) • Presenters, specific programs or activity content (particularly for transition and career building programs) • Examples: Lions Clubs, Optimist Club, Rotary,
Community Business	<ul style="list-style-type: none"> • Mentors • Resources (financial, supplies, recognition) • Presenters, specific programs or activity content (particularly for transition and career building programs)
Community RCMP or Police	<ul style="list-style-type: none"> • Mentors • School Resource Officer (SRO) where the program exists • Assistance with Police Checks and safety issues • Presenters, specific programs or activity content (particularly for transition and career building programs)
Community College or University	<ul style="list-style-type: none"> • Mentors • Presenters for transition and career building programs
Corporate Companies (located in region or involved in supporting youth programs)	<ul style="list-style-type: none"> • Mentors • Resources (financial, supplies, recognition) • Presenters for specific topics
Government Ministries	<ul style="list-style-type: none"> • Programs and Grants • Presenters, specific programs or activity content • Links to provincial, regional and community resources

None of us is as smart as all of us..

Ken Blanchard

DESIGN AND IMPLEMENT A MENTORING PROGRAM

Have a bias toward action - let's see something happen now. You can break that big plan into small steps and take the first step right away.

Indira Gandhi

In previous sections you may have recognized an activity or program that currently exists in your school or considered one of the following questions:

- Could we enhance an existing activity to include a more formal mentoring focus?
- Are there connections between a mentoring strategy and other school goals?
- Would our students benefit from building positive relationships and being more engaged in the school community?
- Is there a community program we could partner with?

Moving ahead to develop a mentoring program will require consideration of several factors including type of program, target audience (student mentees), desired outcome, source of mentors, possible partnerships and support networks, required resources and coordination of the program. A sound and reliable plan may take time and effort but will provide the foundation for a positive mentoring experience. The degree of planning will vary on the situation:

- A less complex program directed by a classroom teacher with a single classroom of students may not take much formal planning and could move to implementation quite quickly.
- The scope of a program could involve a more diverse group of students, a school wide approach, or partner students from different school locations. This planning process will be more complex.

Be patient. Plan purposefully. Better well-planned than on the wrong road.

The design and implementation outline is meant only to provide a roadmap. Each school or jurisdiction should consider the process necessary and most effective for their particular learning community. Different approaches could include:

- Start at the beginning and work through each phase methodically.
- Identify and work through a particular phase.
- Review a particular component to evaluate current program status and practice.

PLAN AND IMPLEMENT

Getting Started – The Exploration

- **Leadership:** who's directing the exploration?
- **Vision:** what do we want to happen in our school?
- **Profile:** what do we know about our school, jurisdiction, and community?
- **Resources:** what is available in our school, jurisdiction, and community?
- **Roadmap:** what direction do we go next?

Next Steps – The Action Plan

- **Target:** what is our goal? What? Who? When? How?
- **Leadership:** Are roles and responsibilities defined?
- **Players:** who's part of the team?
- **Resources:** what do we need to have in place?
- **Due diligence:** do we have the bases covered?
- **Blueprint:** congratulations!

Full Cycle – Celebrate, Reflect, Evaluate Program Sustainability and Growth

▶ **APPENDIX
REFERENCE:
Appendix C-2:
Design and
Implement
Worksheet**

Getting Started - The Exploration

The idea to implement a mentoring program might originate in a number of ways:

- Classroom teachers using cross-age reading partners.
- School staff engaged in building school connectedness for students.
- School administration setting targets to improve attendance and increase high school completion rates.
- Counselors and staff involved in career planning for students.
- Parents and community partners interested in building cultural awareness and understanding.
- A mentoring agency or community organization interested in a partnership with schools.
- Staff involved in leadership and athletic programs.

Regardless of the starting point it will be important to consider all stakeholders in the school community and what involvement they might have during various phases of development and dependent on the type and scope of the projected program.

▶ **APPENDIX
REFERENCE:
Appendix C-1:
Starting Questions**

▶ **APPENDIX
REFERENCES:
Appendix C-1:
Starting Questions**

**Appendix A-1:
Mentoring Terms
and Concepts**

▶ **APPENDIX
REFERENCE:
Appendix C-3:
Program Planning
Vision, Goals and
Objectives**

▶ **APPENDIX
REFERENCE:
Appendix C-4:
Building a Profile**

▶ **APPENDIX
REFERENCE:
Appendix C-5:
Resource Matrix**

Leadership: Who's directing the exploration?

Initial leadership will depend on the original motivation and scope for the program.

Examples could include:

- Jurisdiction or school planning goals might lead to using mentoring as a strategy to meet educational targets. The leadership could begin as a jurisdiction level initiative or as a school initiative with school administrators.
- The school administration and/or leadership team might present the concept for discussion at a staff meeting or professional development session.
- A teacher, counselor or group of staff members might present a proposal to the school administration for support and discussion around next steps.
- A community organization or formal mentoring organization might request to partner with a school through contact with the school administration.
- Individual jurisdictions and schools may have personnel in various roles who could provide a leadership role to establish a working group for the initial exploration phase.

Vision: What do we want to happen in our school?

Establishing a vision, along with goals and objectives will provide direction and clarity for all participants during the planning process.

Profile: What do we know about our school, jurisdiction and community?

Resources: What is available in our school, jurisdiction and community?

Roadmap: What direction do we go next?

The planning team will review and analyse the findings from the initial exploration and present a recommendation to the appropriate school or jurisdiction personnel.

Next Steps - The Action Plan

Congratulations on taking the next step to build a mentoring program that will provide opportunities for students and staff to make connections and develop relationships to enhance connectedness and enhance school culture. The Action Plan phase will use the information collected during the exploration phase to focus on the specific dimensions of the projected mentoring initiative.

Target: What is our goal? What? Who? When? How?

Using your original Vision, Goals and Objectives worksheet (Appendix C-3) you can now develop more specific parameters for the program; who the program will benefit; and how the program model will develop. A word of caution: start small, take time to build and test the program. Build a strong foundation for a successful program and for future steps.

Leadership: Are roles and responsibilities defined?

The role and responsibilities will be impacted by the type of partnership. If there is a partnership with a formal mentoring agency the main role will be as a program liaison. If the program is an independent school or jurisdiction initiative the role will be a more comprehensive one and best managed by a coordinator.

Players: Who's part of the team?

Some of the players are already in the game and involved in the planning process as project team members or as members of a steering committee. Who else should be invited to join the team and what will their role be? It's time to tap into the support network for human resources.

Resources: What do we need to have in place?

Your program goals and details have been identified. This step should identify any gaps or red flags and provide the opportunity to explore solutions.

Due Diligence: Do we have the bases covered?

Practicing due diligence is a familiar process in jurisdictions and schools and thoughtful attention to the safety and well-being of all stakeholders will occur spontaneously throughout planning steps. However, it will be necessary to be knowledgeable about jurisdiction policies and regulations in relation to components such as, but not exclusive to, cultural sensitivity, supervision, volunteer screening and transportation.

Blueprint

Congratulations on working through the process to develop a solid foundation for a successful program. The blueprint will serve as your operations manual and will also provide a helpful guide to monitor the program components and evaluate the outcomes.

*Small things
done consistently
in strategic places
make change
happen.*

Cile Chavez

▶ **APPENDIX
REFERENCE:
Appendix C-6:
Co-ordinator Tasks**

▶ **APPENDIX
REFERENCES:
Appendix C-7:
Planning Initial
Steps Checklist**

**Appendix C-8:
Due Diligence
Checklist**

*Do not let what
you cannot do
interfere with what
you can do.*

John Wooden

**RESOURCE
REFERENCE:
Reference Sections:**

General Mentoring

**School-Based
Mentoring**

**School Culture
and Student
Connectedness**

**Resiliency and
Strength-Based
Assets**

Full Cycle – Celebrate, Reflect, Evaluate

Remember to acknowledge accomplishments and celebrate success during the process. Simple tasks that highlight your program and the value of volunteer mentors might include a thank-you note to volunteers, a profile in the school newsletter/website or an article in a local paper. The end of a program cycle might include a group activity with all mentors and mentees sharing their stories with other jurisdiction staff.

It is also important for members of the planning team, including steering committee members and agency personnel if applicable, to take the time to review program components and evaluate the strengths of the program and address any weaknesses for future cycles.

Program Sustainability and Growth

One of the components to address during the evaluation process will be the question of how to maintain a program to provide sustained and consistent mentoring experiences for children and youth in your school community. Being able to identify the outcomes of positive mentoring connections and build on the strengths of your initial program will certainly result in a successful cycle during the next school year.



A Final Word

We continually observe the benefits that result from supporting children and youth as they build connections and develop positive relationships in their school community. Mentoring activities can offer a valuable strategy for developing connections and relationships that support school engagement, develop resilience and provide hope for a future of confident, well-educated and motivated young adults. Mentoring research and related evaluations provide evidence that involvement in a consistent, caring, long-term relationship supports positive outcomes for children and youth.

The possibilities to develop strong and vibrant mentoring relationships within the school context are only limited by initiative and commitment. The focus could be academic support, literacy, social skills, transitions, career path development or cultural awareness. The program structure could be a simple classroom pairing to a more complex program in partnership with a mentoring agency. One fact is common - positive relationships can make a difference in the lives of children and youth. We encourage you to explore ways to expand current practices to include a mentoring focus or implement new mentoring programs.

SHARE YOUR STORY

Do you have a mentoring program in your school or jurisdiction you would like to share as a program model or best practice?

The Alberta Mentoring Partnership would like to hear from you.

Access [TELL US YOUR STORY](#) on the AMP website homepage.

We look forward to hearing from you.

*Small things done
consistently in
strategic places
make change
happen.*

Cile Chavez

NOTES & IDEAS

RESOURCES

The following section provides a selection of available sources for mentoring information and support. Resources, publications and websites are organized into their most relevant topic sections.

Many of the identified resources have been developed from a community mentoring agency prospective but will provide pertinent and useful information for schools.

Alberta Mentoring Partnership

www.albertamentors.ca

The AMP website provides access to information and resources to support mentoring initiatives, programs and organizations with a dedicated section for schools and educators. Visit the website to access research, best practices, resources, profiles and presentation items as they are developed and posted. Refer to School-Based Section for some specific resources developed in Alberta for schools.

A Mentoring Resource Support

**toll-free 1-888-342-6514 or at
questions@albertamentors.ca**

On-Line Training for Mentors

Access on AMP website home-page.

Alberta Education

Alberta Education Homepage

www.education.alberta.ca

Links are provided below to facilitate direct access to specific areas.

Alberta Learning (ALIS)

www.alis.alberta.ca

Post-secondary education, career planning and work related information, tip sheets, links and resources.

Alberta Initiative for School Improvement (AISI)

www.education.alberta.ca/admin/aisi.aspx

Research, literature, provincial reports, and project summaries for AISI cycles.

NOTE: Projects and Promising Practices

www.education.alberta.ca/admin/aisi/chouse.aspx

Alberta's Approach to Collaborative Practices

www.education.alberta.ca/admin/crossministry.aspx

Career & Technology Studies (CTS)

www.education.alberta.ca/teachers/program/cts.aspx

Information about CTS complementary program for Alberta high schools including access to CTS planning, resources and the CTS mentoring courses.

Collaborative Practices

First Nations, Métis and Inuit Education (FMNI)

www.education.alberta.ca/teachers/fnmi.aspx

Research, FNMI services, best practice reports and curriculum areas including languages and cultures.

High School Completion

www.education.alberta.ca/department/ipr/highschoolcompletion.aspx

Research, literature and current data relating to high school completion. Access to the framework brochure (PDF) outlining the five core strategies with supporting initiatives and projects. Mentoring is particularly reflected within the Positive Connections strategy.

Managing School Transitions

www.education.alberta.ca/admin/resources.aspx

Search by title: Promising Practices in Alberta's Schools - Resource 2000

Off-Campus Education Handbook

www.education.alberta.ca/teachers/program/off-campus.aspx

Guidance for school authorities in relation to off-campus education that occurs outside the school classroom environment. The new Off-campus

Education Handbook is optional for the 2010/2011 school year and provincially mandatory as of September 1, 2011.

Safe and Caring Communities

www.education.alberta.ca/teachers/safeschools.aspx

History, research, literature and resources relating to Character and Citizenship Education, Bullying, Effective Behaviour Supports and Safe and Caring Schools Resources.

Success in School for Children and Youth in Care: Provincial Protocol:

www.education.alberta.ca/admin/crossministry/ppf.aspx

History and development presentations for the Provincial Protocol including tip sheets (PDF). Engaging with Young People in Care, Tips for Educators and Tips for Working Together will be of particular interest to schools.

Additional Alberta Resources

Alberta Aboriginal Relations

www.aboriginal.alberta.ca/818.cfm

Select **RESOURCES** tab to access **USEFUL LINKS** and **PUBLICATIONS**

Alberta Advanced Education and Technology

www.advancededandtech.alberta.ca/home.aspx

Information relating to post-secondary education, apprentice programs, and planning resources for careers and higher education.

Alberta Agriculture and Rural Development

www.agric.gov.ab.ca

Select **PROGRAMS** and **SERVICES** tab with audience set as **STUDENTS** and **EDUCATORS**.

NOTE: Rural Alberta's Development Fund www.ruralalbertasfund.com

Alberta Coalition for Healthy School Communities

www.achsc.org

Select **PUBLICATIONS** tab and **WELLNESS FUND** tabs

NOTE: The **Other Granting Opportunities for Alberta** document at the bottom of the Wellness Fund screen provides a comprehensive listing of available grant opportunities.

Alberta Culture and Community Spirit

www.culture.alberta.ca

Select **HUMAN RIGHTS & DIVERSITY** tab

Family and Community Support Services (FCSS)

www.fcssaa.ab.ca

Select **PROGRAM** tab for programs information and contacts.

Select **TOOLS** tab and **Information Resources** to access **FCSS STORYBOOKS**. Editions of particular interest: 2008, 2009 and 2010.

Mentoring – General (Research, Program Components, Toolkits And Templates)

Alberta Mentoring Partnership (AMP) On-Line Training for Mentors

www.albertamentors.ca

Access the **MENTOR TRAINING** site on AMP home-page.

Mentoring Canada

www.mentoringcanada.ca

Select TRAINING tab and scroll to **Building Blocks of Quality Mentoring Programs**.

Mentoring Partnership of Minnesota

www.mpmn.org

Select RESOURCES tab to access information on mentoring programs, mentors and special topic areas.

Mentoring for Youth with Disabilities

www.pyd.org

Select RESOURCES tab and PROGRAM PROFILE tab.

National Mentoring Center

www.nwrel.org/mentoring

Select RESOURCES tab for access to a great variety of topics and to the **Foundations of Successful Youth Mentoring guide**. (This guide is designed for a community-based model but easily adaptable for the school setting.)

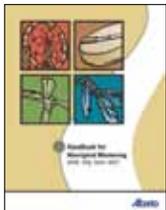
National Mentoring Partnership

www.mentoring.org

Select START A PROGRAM and PROGRAM RESOURCES tabs for access to toolkits, guides and templates.

Mentoring – School Based

Available on Alberta Mentoring Partnership (AMP) www.albertamentors.ca



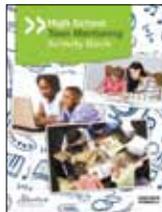
Aboriginal Mentoring Handbook: What? Why? How? Who?

The what, why, how and who for mentoring programs with an aboriginal focus. A suitable resource for aboriginal and non-aboriginal programs.



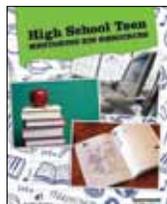
High School Teen Mentoring Handbook

Provides information on building a mentoring relationship, surprises and myths about mentoring, developing conversation and listening skills, determining learning styles and protecting your mentee. Designed for use with the Activity Book and Bin Resources. Publication is also available to order through Alberta Education publications.



High School Teen Mentoring Activity Book

Provides activities to assist mentees in relation to interests and talents, learning patterns, possible career pathways and learning after high school. Designed for use with the Handbook and Bin Resources. Publication is also available to order through Alberta Education publications.



High School Teen Mentoring Bin Resources

Provides information on preparation of resources for elementary mentees and high school student mentors. Designed for use with the Handbook and Activity Book.



Making Positive Connections (Brochure)

A useful resource to promote mentoring with school stakeholders and community support groups.

Strength-Based Practice

Information is available to support Strength-Based Practice including strength-based practice guidebooks. Schools will be most interested in **A Practice Guide for Mentors** and **A Practice Guide for Classrooms and Schools**.

Pilot Programs for Aboriginal and Immigrant Children and Youth

Information is available regarding two programs, Full Circle Mentoring Program and HRHS Aboriginal Mentorship Program, developed as mentoring models.

Additional Sources for School-Based Mentoring

The ABCs of School-Based Mentoring

www.educationnorthwest.org/webfm_send/177

Excellent resource for building a program in a school setting - provides a starting point for schools or jurisdictions thinking about adding on-site youth mentoring.

Beyond the Bell/Learning Point Associates

www.beyondthebell.org

Access to Start-up Guide (PDF) for after-school program organization including planning templates. Additional resources available for purchase.

Making the Grade

www.educationnorthwest.org/webfm_send/205

Provides guidance on designing and implementing a school-based mentoring program grounded in research and best practices with advice for mentoring relationships in school settings.

Mentoring For Meaningful Results

(book) ISBN 1574828754 Author: Kristie Probst

Asset-building tips, tools and activities including reproducible handouts for mentees, mentors and families. Available through THRIVE Canada website (item #SE302) and commercial bookstores.

Reclaiming Youth at Risk, Our Hope for the Future

(book) ISBN 1879639866 Authors: Drs. Martin Brokenleg, Larry Bredtro & Steve Van Bockern. Available through commercial bookstores.

Resiliency And Strength-Based Assets

Alberta Mentoring Partnership (AMP)

www.albertamentors.ca

Research, Information and Guidebooks including three of particular interest to schools: Creating Strength-Based Classrooms and Schools; A Strength-Based Perspective; and Strength-Based Mentoring: A Practical Guide for Mentors.

Resiliency Initiatives

www.resiliencyinitiatives.ca

An independent consulting organization whose mission is to provide training, consultation and contextualized community and treatment based intervention, prevention and evaluation protocols based on a research informed resiliency framework and strength-based principles of practice.

Search Institute

www.search-institute.org

Resources for developmental assets. A range of publications available including staff development, asset building, school climate, leadership and character education and strategies for classrooms.

Thrive: The Canadian Centre for Positive Youth Development

www.thrivecanada.ca

Resources, programs and presentation sessions for developmental assets.

Resiliency In Action

www.resiliency.com

Resources and professional development with an emphasis on school culture.

Traditional Advice Leads To Knowledge – A guide for youth

(Book) www.anfca.com

Aboriginal Elders from across Alberta share their stories, thoughts and wisdom on many issues and offer a meaningful guide to youth. Aboriginal Youth interviewed and documented the stories for the publication.

School Culture And Student Connectedness

Act For Youth (Assets Coming Together For Youth)

www.actforyouth.net

Resources for positive youth development with significant information on school connectedness.

The Principals' Partnership

www.principalspartnership.com

Research briefs related to school culture, youth development and special populations.

Safe And Caring Schools And Communities

www.sacsc.ca

Programs, projects and resources to promote safe and caring school environments.

Shaping School Culture Fieldbook

(book) ISBN 0-7879-5680-5/paperback. Authors: Terrence E. Deal and Kent D. Peterson. Available through commercial bookstores.

Source References

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- Whitlock, J., (2003). **Fostering School connectedness. Research Facts and Findings,** ACY for Youth Upstate Center of Excellence, Cornell University.
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APPENDIX LIST

38 Appendix List

Section A

- 39 **Appendix A-1:** Mentoring Terms Worksheet
- 40 **Appendix A-2:** Alberta Education (CTS) Mentoring Courses

Section B

- 42 **Appendix B-1:** General Contact List
- 44 **Appendix B-2:** Big Brothers Big Sisters Of Alberta
- 45 **Appendix B-3:** Boys and Girls Clubs Of Alberta
- 46 **Appendix B-4:** Post-Secondary Sites

Section C

- 47 **Appendix C-1:** Starting Questions
- 49 **Appendix C-2:** Program Design And Implementation Worksheet
- 51 **Appendix C-3:** Program Planning: Vision, Goals, Objectives
- 53 **Appendix C-4:** Build A School Profile
- 54 **Appendix C-5:** Resource Matrix
- 55 **Appendix C-6:** Coordinator Tasks
- 55 **Appendix C-7:** Program Planning Checklist
- 57 **Appendix C-8:** Due Diligence Application and Screening Checklist

Mentoring Terms and Concepts Worksheet

It would be beneficial to develop a list of common terms and concepts for stakeholders in an individual school or across a jurisdiction. Having a common language base will facilitate discussions, presentations and program design in addition to providing a unified voice for all participants involved in or supporting mentoring initiatives.

The following list provides a starting point to develop an individual and relevant glossary.

- Mentoring** _____
- Mentor** _____
- Mentee** _____
- Formal Mentoring** _____
- Informal Mentoring** _____
- Community Based Mentoring** _____
- School Based Mentoring** _____
- In-School Mentoring** _____
- Teen Mentoring** _____
- Transition Mentoring** _____
- After-School Program** _____
- E-mentoring** _____
- Partnership** _____
- Resilience** _____
- Strength Based Practice** _____
- Student Engagement** _____
- Developmental Assets** _____
- School Connectedness** _____
- School Culture (Climate)** _____
- Due Diligence** _____
- Screening** _____
- Matching** _____

Alberta Education Career and Technology (CTS) Mentoring Courses

Course HSS1050: Introduction To Mentorship

Level: Introductory

Prerequisite: None

Description: Students learn about the characteristics of positive mentoring relationships in their personal lives and society; students prepare to engage in a mentoring relationship; students apply basic mentoring skills to a mentoring relationship and explore considerations for safety related to mentoring.

Supporting Courses: HSS1030 Communicating Skills for Health Professionals; HSS1040 Developing Maturity and Independence; HSS2020 Nurturing Children.

Course HSS2050: Becoming A Mentor

Level: Intermediate

Prerequisite: HSS1050 Introduction to Mentorship

Description: Students analyze the relationship between mentoring and the wellness of individuals and communities; students build a personal profile to prepare for their role as a mentor and demonstrate mentoring skills.

Supporting Courses: HSS1030 Communication Skills for Health Professionals; HSS2030 Perspectives on Interpersonal Relationships; HSS3050 Becoming a Mentee.

Course HSS3050: Becoming A Mentee

Level: Advanced

Prerequisite: none

Description: Students build a personal profile to engage as a mentee in a successful mentoring relationship to explore career and/or personal goals for citizenship or volunteering in their community.

Supporting Courses: HSS1030 Communicating Skills for Health Professionals; HSS1050 Introduction to Mentoring.

Course HSS3060: Extending The Mentoring Relationship

Level: Advanced

Prerequisite: HSS2050: Becoming A Mentor

Description: Students demonstrate effective strategies for enhancing resiliency in the context of a mentoring relationship. Students examine unique populations that commonly occur in communities and adapt mentoring activities to meet the needs of supported populations and cultural differences, including differences related to a First Nations, Metis and Inuit (FNMI) perspective.

Note: Successful completion of this course enables the student to apply for a certificate of completion for Foundations of Mentoring issued by the Alberta Mentoring Partnership, in collaboration with Big Brothers Big Sisters, when they meet the standards and requirements specified.

Supporting Courses: HSS1030 Communication skills for Health Professionals; HSS2030 Perspectives on Interpersonal Relationships; HSS3050 Becoming a Mentee; HSS3070 Peer Mentoring.

Course HSS3070: Peer Mentoring

Level: Advanced

Prerequisites: HSS1080 Leadership Fundamentals 1; HSS3050 Becoming a Mentee; HSS3060 Extending the Mentoring Relationship.

Description: Students examine the Positive Youth Development Model and assist in the planning, facilitation and assessment of a peer mentoring program for a specific community.

Parameters: Access to an existing Peer Mentoring Program, or a Peer Mentoring Program can be initiated.

Supporting Courses: CCS 3080 Community Enhancement; HSS1030 Communicating Skills for Health Professionals; HSS1040 Developing Maturity and Independence; HSS2030 Perspectives on Interpersonal Relationships; HSS2080 Fundamentals of Leadership 2.

LINKS

Alberta Education CTS homepage

www.education.alberta.ca/teachers/program/cts.aspx

Health, Recreation & Human Services (HRH) cluster course list with Human & Social Services

Access **Human & Social Services (HSS)** section for mentoring and support courses.

www.education.alberta.ca/teachers/program/cts/program-of-studies/hrh.aspx

CTS Pathways Planner

www.education.alberta.ca/media/1238866/pathwayplanner.pdf

CTS Resources

www.education.alberta.ca/teachers/program/cts/resources.aspx

Alberta Regional Consortia CTS Training and Support

www.ctspd.ca (note Webinar Presentations www.carcpd.ab.ca/index.htm)

General Contact List

Alberta Association of Immigrant Serving Agencies - www.aaisa.ca

AAISA is comprised of 19 member agencies in 11 communities across Alberta to provide networking, information sharing and resources in support of immigrants, refugees and the communities that welcome them.

Alberta National Friendship Centres Association - www.anfca.com

ANFCA represents 20 Friendship Centres across Alberta to provide services, supports and programs that respond to the distinct needs of urban Aboriginal people in their communities. Individual centres with contact information available.

Alberta 4-H Clubs - www.4h.ab.ca

4-H is young people and adults learning project and life skills, cooperating and having fun together, sharing leadership and learning to do by doing.

Big Brothers Big Sisters Alberta: Refer to Appendix B-2 - www.bigbrothersbigsisters.ca

Refer to Appendix B-2 for Alberta contact information.

Boys and Girls Clubs Alberta: Refer to Appendix B-3 - www.bgccan.com

Refer to Appendix B-3 for Alberta locations.

Family and Community Support Services (FCSS) - www.fcssaa.ab.ca

FCSS can often provide a valuable link with other community resources. FSCC offices are available in 320 single community or regional groups across Alberta and provide a range of programs and services to assist communities identify and meet needs, including services to promote and support volunteer work in the community.

Service Clubs and Organizations

Junior Achievement – Northern Alberta - www.janorthalberta.org

Junior Achievement – Southern Alberta - www.jasouthalberta.org

JA offers business education programs in the areas of work readiness, entrepreneurship and financial literacy with programs available for elementary, middle and high school levels.

Lions Clubs - www.lionsclubs.org

Leo clubs are sponsored by Lions clubs to inspire volunteerism and leadership in young people ages 12 and up.

Kin Canada - www.kincanada.ca

(select ABOUT US tab and locate a club)

The Association of Kinsmen, Kinettes and Kin clubs serve individual community needs where clubs exist.

Optimist Clubs - www.amsnwoptimist.org

(select ZONE/CLUBS TAB & ONLINE DIRECTORY for zones 3,5 & 6)

Individual clubs operate independently with services based on the needs of the community.

Rotary Alberta - www.aboutrotaryalberta.ca/clublist

Individual clubs work at a local or regional level to address the international project goals of Rotary International.

YMCA - www.ymca.ca/en/find-your-ymca.aspx

Branches: Calgary, Edmonton, Exshaw, fort McMurray, Lethbridge and Medicine Hat

YWCA - www.ywcacanada.ca/en

Branches: Banff, Calgary, Edmonton and Lethbridge & District) Services are tailored to each community's needs with a focus on helping children and youth build character and resilience. Available programs could include after school programs and tutoring in addition to stay-in school and leadership programs.

Police Agencies (criminal record checks)

Alberta RCMP - www.rcmp-grc-gc.ca/detach/index-eng.htm

Community detachments with phone numbers for all communities outside Edmonton and Calgary. Connect for information on available resources for schools and procedure to complete a criminal records check if required.

Edmonton Police Service - www.edmontonpolice.ca

Locate police stations in each community division for contact information. Connect for information on available resources for schools and procedure to complete a police records check if required.

Calgary Police Service - www.calgarypolice.ca

Locate police stations in each community division for contact information. Connect for information on available resources for schools and procedure to complete a police records check if required.

Post-Secondary Institutions

Refer to Appendix B-4

Individual communities present a variety of support organizations dependent on the demographic profile and organizational structure of the community. Contact with the local council office, chamber of commerce or community volunteer centre should provide information and contacts for the resources in a particular community.

Big Brothers Big Sisters Of Alberta

Big Brothers Big Sisters of Canada (Including access to Alberta agencies)

www.bigbrothersbigsisters.ca

AGENCY & WEBSITE	PHONE & EMAIL	COMMUNITIES SERVED
Calgary & Area www.bbbscalgary.com	(403) 777-3535 bbbs@bbbscalgary.com	Calgary, Airdrie, High River
Cold Lake www.bigbrothersbigsisters.ca/coldlake	(780) 639-4170 bbbsofcl@telus.net	Cold Lake North, Cold Lake South, Ardmore, Cold Lake First Nations Reserve, Elizabeth Settlement Metis Reserve, Medley 4-Wing Air Force Bases
Edmonton & Area www.bbbsedmonton.org	(780) 424-8181 bbbs@bigbrothersbigsisters.ca.	Edmonton, Beaumont, Bon Accord, Devon, Fort Saskatchewan, Gibbons, Leduc, Legal, Nisku, Sturgeon County, Stony Plain, Spruce Grove, Sherwood Park and Satellites: Camrose, Lac le Biche, Morinville, Parkland, Strathcona, Vegreville, Cold Lake
Grande Prairie & Area www.bigbrothersbigsisters.ca/grandeprairie	(780) 532-0620 bbbsp@telus.net	Grande Prairie, Beaverlodge, Bezanson, Clairmont, Fairview, Grovedale, Hythe, Rycroft, Sexsmith, Valleyview, Wembley
Innisfail www.bigbrothersbigsisters.ca/innisfail	(403) 227-6766	Innisfail, Bowden, Caroline, Penhold bbbsinnis@aol.com Spruceview
Lacombe & District www.bigbrothersbigsisters.ca/lacombe	(403) 782-7870 lacombebbbs@yahoo.com	Lacombe, Alix, Bentley, Blackfalds, Clive, Mirror
Lethbridge & District www.bbbslethbridge.ca	(403) 328-9355 info@bbbslethbridge.ca	Lethbridge, Coaldale, Colhurst, MacGrath Picturebutte, Raymond, Taber
Ponoka www.bigbrothersbigsisters.ca/ponoka	(403) 783-3112 ponokabbbs@aol.com	Ponoka
Medicine Hat & District www.bbbsmedhat.ca	(403) 527-6640 execdir@bbbsmedhat.ca	Medicine Hat, Bow Island, Dunmore, Etzikom, Redcliff
Red Deer & District www.yvc.ca	(403) 342-6500 lesw@yvc.ca	Red Deer, Blackfalds, Dalbern, Elnora, Lacombe, Sylvan Lake
Stettler www.bigbrothersbigsisters.ca/stettler	(403) 742-5437 hycstett@telus.net	Stettler, Big Valley, Botha, Byemoor, Donaldo, Erskine, Gatsby, Halkirk, Nevis, Rochon Sands
Wetaskiwin www.wetaskiwinyouth.ca	(780) 352-4643 kelsy@wetaskiwinyouth.com	Wetaskiwin, Millet
Wood Buffalo (Fort McMurray) www.bigbrothersbigsisters.ca/woodbuffalo	(780) 791-2447 bbftmc1@telusplanet.net	Fort McMurray, Anzac

Boys and Girls Clubs Of Alberta

www.bgccan.com

Access CLUB tab for contact information for regional office and local community clubs.

Communities Served By Boys And Girls Clubs (As Of July 2010)

AIRDRIE	Boys and Girls Club of Airdrie
BASHAW & AREA	Boys and Girls Clubs of Bashaw & Area
BONNYVILLE	Boys and Girls Club of Bonnyville
BROOKS & DISTRICT	Boys and Girls Club of Brooks and District
CALGARY	Boys & Girls Clubs of Calgary
CAMROSE & DISTRICT	Camrose and District Boys and Girls Club
CLEARWATER	Clearwater Boys and Girls Club (Rocky Mountain House)
COCHRANE & AREA	Boys and Girls Club of Cochrane and Area
CROWSNEST PASS	Boys and Girls Club of Crowsnest Pass (Bellevue)
DIAMOND VALLEY & DISTRICT	Diamond Valley and District Boys and Girls Club (Black Diamond)
EDMONTON	Boys and Girls Clubs of Edmonton
EDSON & DISTRICT	Edson and District Boys and Girls Club
FORT McMURRAY	Fort McMurray Boys and Girls Club
FORT SASKATCHEWAN	Boys and Girls Club of Fort Saskatchewan
LEDUC	Boys and Girls Club of Leduc
LETHBRIDGE & DISTRICT	Boys and Girls Club of Lethbridge & District
OLDS & AREA	Boys and Girls Club of Olds & Area
PLAMONDON & WANDERING RIVER	Boys and Girls Club of Plamondon & Wandering River (Wandering River)
PONOKA	Boys and Girls Club of Ponoka
RED DEER & DISTRICT	Boys and Girls Club of Red Deer and District
SADDLE LAKE	Saddle Lake Boys and Girls Club
SLAVE LAKE	Boys and Girls Club of Slave Lake
ST. PAUL & DISTRICT	Boys and Girls Club of St. Paul & District
STETTLER & DISTRICT	Stettler & District Boys and Girls Club
STRATHCONA	Boys & Girls Club of Strathcona County (Sherwood Park)
WETASKIWIN	Boys and Girls Club of Wetaskiwin
WHITECOURT & DISTRICT	Boys and Girls Club of Whitecourt & District

Post-Secondary Sites

Additional information at Canada's Higher Education and Career Guide www.canadian-universities.net and First Nations Post-Secondary information www.education.alberta.ca/teachers/fnmi/links/postsecondary.aspx

The list below does not include private vocational colleges or private colleges with religious affiliations.

Main Campus Community (satellite campus)	Institution	Website
ATHABASCA (Calgary, Edmonton)	Athabasca University (on-line)	www.askau.ca
CALGARY (sites across southeastern Alberta)	Bow Valley College	www.bowvalleycollege.ca
CALGARY	Mount Royal University	www.mtroyal.ca
CALGARY	SAIT Polytechnic	www.sait.ca
CALGARY	University of Calgary	www.ucalgary.ca
CARDSTON	Red Crow Community College	www.redcrowcollege.com
EDMONTON	Concordia University College	www.concordia.ab.ca
EDMONTON	Grant MacEwan University	www.macewan.ca
EDMONTON	King's University College	www.kingsu.ca
EDMONTON (Camrose)	University of Alberta (With Campus Saint-Jean In Edmonton)	www.ualberta.ca
EDMONTON (Stony Plain, Wetaskiwin & several community learning sites)	Norquest College	www.norquest.ab.ca
EDMONTON (Fairview, Grande Prairie, High Level, Peace river, St. Albert)	Northern Alberta Institute of Technology (NAIT)	www.nait.ca
EDMONTON	Yellowhead Tribal College	www.ytced.ab.ca
FORT McMURRAY (Conklin, Fort Chipewyan, Fort MacKay, Gregoire Lake, Janvier)	Keyano College	www.keyano.ca
GRANDE PRAIRIE	Grande Prairie Regional College	www.gprc.ab.ca
GROUARD (several sites across northern Alberta)	Northern Lakes College	www.northernlakescollege.ca
HOBBEWA	Maskwachees Cultural College	www.maskwachees.ca
LAC LA BICHE (Bonnyville, Cold Lake, Frog Lake, Goodfish Lake, Saddle Lake, St. Paul, Vegreville, Wainwright)	Portage College	www.portagecollege.ca
LETHBRIDGE	Lethbridge Community College	www.lethbridgecollege.ab.ca
LETHBRIDGE (Calgary, Edmonton)	University of Lethbridge	www.uleth.ca
MEDICINE HAT (Brooks)	Medicine Hat College	www.mhc.ab.ca
OLDS	Olds College	www.oldscollege.ca
RED DEER	Red Deer College	www.rdc.ab.ca
ST. PAUL	Blue Quills First Nations College	www.bluequills.ca
VERMILLION	Lakeland College	www.lakelandcollege.ca

Starting Questions

The following questions could be useful during an initial discussion to determine whether the development of mentoring opportunities would be a positive activity for your school. It might also be helpful to identify where you need to collect more information, request presentations and/or designate someone for a follow-up action.

	Y	N	FOLLOW-UP
Does the school jurisdiction support creating a positive school climate in schools?			
How is this reflected in jurisdiction goals and priorities?			
What jurisdiction supports are in place to assist school initiatives?			
Is our school actively engaged in creating a positive school culture? (How?)			
Do all stakeholders in our school support the importance of school culture? (principal, office staff, teaching and support staff)			
Do all stakeholders in our school support the value of student connectedness to school?			
Would mentoring provide a strategy to support student connectedness?			
Is our school culture (environment/climate) conducive for mentoring relationships?			
Would mentoring fit into our school plan priorities and goals? How?			
Do we need more information about how mentoring opportunities can occur?			
Do we need more information about the value of mentoring?			
Are there resources in our school, jurisdiction or community to help us explore mentoring?			
Is there a formal mentoring program currently in place in our school? (consider a presentation of the program)			
What activities are currently happening in classrooms, with particular students or school-wide that have a mentoring-based component?			
Are there mentoring activities or programs in other schools in the jurisdiction that we could use as a model or for direction?			
What mentoring activities or programs currently exist in the community?			
Are any of our students being served by other programs or agencies?			
Could we partner or collaborate with another program to implement or enhance mentoring?			

APPENDIX C-1 QUESTIONS (continued)

	Y	N	FOLLOW-UP
What relationships could the school or jurisdiction develop to support mentoring programs with organization, resources and/or volunteer mentors?			
• Parents?			
• Community organizations and agencies?			
• Local businesses or regional corporations?			
• Local or regional post-secondary institutions?			
• Other?			
Which students in our school could benefit from a mentoring program?			
What would the goals of the program be?			
What type of mentoring should we consider?			
• Academic performance including literacy-based program			
• Social skills			
• Career path development			
Who could be the source for volunteer mentors?			
• Parents?			
• Community groups or individuals?			
• Business or institutions?			
• Teen Mentors?			
• Other			

Who will take a leadership role to move the exploration ahead?

Do we require any specific support and/or approval at jurisdiction or school level? (School Board, Superintendent, jurisdiction leadership, school administration, teachers, councillors and support staff, parent council and others as relevant in your jurisdiction)

Will we need to host presentations to familiarize key jurisdiction and/or school stakeholders about the concept of mentoring, mentoring programs as a strategy to support our students and specific programs being considered?

Build A School Profile

Mapping the total school environment can provide a starting point to celebrate strengths and identify target areas for growth and development. A review of the profile can highlight existing groups, programs or activities that provide opportunities to implement or enhance mentoring relationships. Areas to include in the profile are indicated below.

Grade Levels

(with number/grade)

Cultural Diversity

Location

- Urban
 Rural
 Remote
 Transportation Impact

Programs Types

- Regular Program
 Gifted Program
 Knowledge & Employability (High School)
- Culture/Ethnic Focus
 Special Education
 Advanced Placement (High School)
- Language Program
 Sport Academy
 International Baccalaureate PY/MY/DY
- Other _____

Complimentary Programs and Activities

- Cross-Age & Buddies
 Leadership
 Safe and Caring Schools
- Citizenship
 Locally Developed
 School Culture
- Developmental Assets
 Reading Club
 Traditions in Cultures
- Other _____

Parent Involvement

- Parent Council
 Fundraising Society
 In-School Volunteers
- Other _____

Existing Partnerships

- Cultural Association
 Community Business
 Community Service Club Or Group
- Mentoring Agency
 Post-Secondary Institute
 Provincial Health Initiative
- Corporation
 Sport Association
 Provincial or National Program
- Other Schools
 Other _____

School Schedule Components

- Class Blocks
 Semesters
 Before & After School Blocks
- Option Blocks
 Flex Blocks
 Noon Block
- Other _____

Human Resources

- Jurisdiction Level
 Teaching Staff
 Coaches
- School Administration
 Support Staff
 Health Program Staff
- Counsellor
 Parents
 Success Coach
- Curriculum Specialist
 Other _____

Student Profile

Attendance Patterns

- Full Time
 Part-Time
 On-Line Courses
 Other _____

Participation Trends

- Extracurricular Activities
 Student Leadership
 School Teams
- Fine Arts
 Recreational Athletics
 Competitive Athletics
- Special Interest Clubs
 Other _____

Future Path Trends

- Apprenticeship
 Technical Institute
 Workforce
- Community College
 University
 Undecided
- Other _____

Strength/s

Target/s for Growth

School Target Areas

Academic (i.e. reading, spelling, oral language, writing, math skills, other curriculum areas)

Social (i.e. attitudes towards learning & school, self-confidence, interaction with others, involvement in activities)

Resource Matrix

	AVAILABLE AT SCHOOL SITE	AVAILABLE WITHIN JURISDICTION	AVAILABLE IN COMMUNITY	AVAILABLE FROM OTHER SOURCES
VOLUNTEERS / MENTORS				
EXISTING PROGRAM/S				
CULTURAL / ETHNIC ADVISORS				
HIGH SCHOOL (CTS) MENTORING and COMPLEMENTARY COURSES				
COORDINATOR OR LIAISON				
MATCHING, SCREENING & TRAINING PROCEDURES FOR VOLUNTEERS				
FACILITY / SPACE				
TRANSPORTATION				
FINANCIAL SUPPORT				
OTHER				

Co-ordinator Tasks

The scope of responsibilities and specific tasks will depend on the type and structure of the mentoring program:

- A mentor/mentee program at a single school site will require only limited co-ordination but should have a specific project leader in place to facilitate operations.
- A collaboration involving a number of schools in a single jurisdiction, or with other jurisdictions, will require a more significant amount of co-ordination.
- A collaboration with a community-based group will involve shared planning and operations with a significant degree of co-ordination.
- A partnership with a formal mentoring agency will most likely require a school liaison role.

The following list defines a range of possible tasks areas to consider.

	Y	N	FOLLOW-UP
Act as the school lead to investigate mentoring possibilities, develop the program scope and identify possible mentees or mentors.			
Work with high school administration and staff to develop mentoring opportunities in collaboration with Alberta Education CTS courses.			
Act as the liaison with organizations/agencies: establish program parameters and expectations; define respective roles and responsibilities; ensure jurisdiction/school policies and practices are applied; keep jurisdiction/school personnel aware of program operations; and ensure communication between the school and other organization/agency.			
Organize a working space for mentoring sessions and provide a check-in station with required procedures for mentors.			
Plan for appropriate supervision of mentees by school personnel as required by jurisdiction policy and practices.			
Arrange transportation for mentees / mentors if required with attention to jurisdiction policy and practices for transportation and supervision of students.			
Organize orientation sessions for school personnel, parents and mentees to outline the program, procedures and events.			
Process and/or collect mentee or mentor applications, parent consent forms and other required documents. Ensure documentation is filed as required.			
Assist with preparation of training events and materials for mentors as required.			
Oversee and/or assist with mentor screening, training, matching and support.			
Monitor and manage the program on-site: ensure matches provide positive experiences for mentors and mentees; trouble-shoot and communicate with appropriate personnel; plan and/or assist with recognition and closure activities for mentors and mentees; monitor use of facilities and equipment; and maintain records of attendance and program outcomes.			
Initiate/assist with community engagement to explore community collaborations, recruit mentoring volunteers, and create awareness to promote mentoring within the school jurisdiction and community at large.			
Manage and/or assist with the production and distribution of public relation and advertizing items to recognize and promote mentoring activities at the school, in the jurisdiction and in the community at large. (newsletters, press releases, media contact, program profiles, etc.)			
Initiate evaluation procedures to monitor program progress, success indicators and growth.			

Planning A Mentoring Program - Checklist For Initial Steps

Opening discussion about the needs and benefits of implementing a mentoring program

- include links to current goals for jurisdiction and school Education Plans
- include links to current resiliency and strength-based practices/programs
- include links to current school culture & student connectedness status

Follow-up with more formal needs assessment in a particular school

- target students - age / grade / group
- mentoring focus - academic / social skills / cultural / career
- type of mentoring - one-to-one / group

Build a school profile and a checklist for supporting resources in jurisdiction and community

An overview of school demographics, student population, academic and transition trends and possible sources for human, financial and physical resources. A useful tool to identify a specific target group, the mentoring target and to identify potential barriers that should be addressed.

Review policies and standard practices (Jurisdiction, School and Alberta Education)

Requirements for volunteers in schools

- Is there a standard application? Screening process? Interview? Police Check?
- Standard for teen mentors? Parents? Outside volunteers?
- Sign-in/out Process / Identification

Requirements for Transportation (if required)

- Process for booking? Budget?
- Field trip procedures / Parent Notices / Supervision?

Parent Notice and/or Permission

- Provide program overview with details about operations and contacts
- FOIP process? Publication release form for pictures, use of work, etc?
- Consider an information session with parents and other stakeholders.

Requirements for Supervision

- In-school sessions/ out-of-school sessions/ during transportation
- Alberta Education standards for off-campus activities (relevant for high schools)
- Refer to Alberta Education Off-Campus Handbook

Consider program operations

- Is there an opportunity to partner with an existing mentoring program in the jurisdiction or community?
- Is there a formal mentoring agency available in the community to implement a program in the school?
- Is there an opportunity to build a mentoring component into an existing school activity or program?
- Are staff resources available to organize and/or support a mentoring program?
- Are the required human, financial and physical resources available?
- How can a mentoring program fit into the school schedule?

Due Diligence – Application and Screening Overview

There is a responsibility for any mentoring program to ensure the safety and well-being of all parties involved in the mentoring activities. A formal mentoring organization will generally refer to this within **risk management** practice while educational institutions, including schools, refer to practicing **due diligence**.

Note that schools planning a program using mentors from within the school or jurisdiction, such as teen mentors or parent volunteers, may not need to incorporate the full rigor of the application and screening process but will need to meet jurisdiction/school standards. Schools will need to review jurisdiction and school policies including, but not exclusive to volunteers in schools, field trips, off-campus activities, transportation and supervision of students. Programs in partnership with an organization, agency or group outside the specific school jurisdiction will need to work collaboratively to meet the requirements of all stakeholder group standards.

Steps in the application and screening process to consider:

1. APPLICATION:

- a. Demographic Information.
- b. Include if applicable to situation:
 - Choice of days and times and the preferred grade level, age, gender of mentee.
 - Cultural and ethnic group associations.
 - Languages spoken might be useful information in some situations.
- c. Include as required by jurisdiction policy and/or organization/agency policy:
 - Statement of applicant's expectations.
 - Special interests that might be helpful in the match.
 - List of personal references
 - Employment history.
 - Release statement agreeing to a background check/criminal record check.
 - Release statement agreeing to rules and regulations of the program.
 - Medical information in specific situations (i.e. T.B test, influenza vaccination, etc).
- d. Include a section for applicants to sign agreement to the expectations for mentors:
 - Commitment for the duration of the program (i.e. one year, school year, etc).
 - Attending training sessions as required.
 - Being on time for mentoring sessions and any scheduled meetings.
 - Engaging in the relationship with the appropriately supportive attitude.
 - Keeping discussions with the mentee confidential, except where safety or well-being of mentee is at risk.
 - Asking for help when needed and accepting guidance from program staff and teachers.
 - Notifying program coordinator / school liaison ASAP if unable to keep the weekly mentoring session.

APPENDIX C-8 DUE DILLIGENCE CHECKLIST (continued)

- Notifying program coordinator / mentee's teacher if there is a significant change in or concern with mentee.
- Refrain from contact with mentee outside the established parameters and supervised locations of the program.

2. INTERVIEW:

This may or may not be a requirement but provides an opportunity for program staff to be more knowledgeable about the applicant. The discussion could include:

- Family history and relationships: attitudes and belief system; use of alcohol and drugs. (note of caution)
- Interests, leisure time activities, education, cultural associations.
- Experiences working with children; knowledge of child and youth development stages.
- Level of flexibility, time commitments and mobility (transportation requirements).
- Strengths and weaknesses.

3. PROCESSING:

The mentoring program coordinator/staff complete the following steps as appropriate for the situation and retain all information in a confidential manner:

- Review application and interview.
- Conduct a check on employment and personal references.
- Collect completed criminal background check.

4. NOTIFICATION:

Applicants are notified of acceptance and next steps for orientation, training and program sessions.

Applicant Information completed	Application Status	Date and Initial when
Mentor Name:	<input type="checkbox"/> Application complete	
	<input type="checkbox"/> Interview completed	
Phone:	<input type="checkbox"/> References contacted	
	<input type="checkbox"/> Criminal check received	
Email:	<input type="checkbox"/> Attended orientation	
	<input type="checkbox"/> Attended training	
	<input type="checkbox"/> Other as required	
	<input type="checkbox"/> Contacted & letter sent	
<input type="checkbox"/> Matched		
<input type="checkbox"/> Rejected	<input type="checkbox"/> Contacted & letter sent	

NOTES & IDEAS

FORMAL leadership
cultural. awareness
Impacts School Success community. links
life. skills
Promotes Positive Relationships
SCHOOL-BASED MENTORING
teen. mentoring
Fosters Resilience reading. partners
Provides Positive Role Models
Promotes understanding
INFORMAL career. orientation
cross. age
Builds Confidence