

MOSTe Motivating Our Student Through Experience

2017 – 2018 Mentor Handbook

“In order to be a mentor, and an effective one, one must care. You must care. You don’t have to know how many square miles are in Idaho, you don’t need to know what is the chemical makeup of chemistry, or of blood or water. Know what you know and care about the person, care about what you know and care about the person you’re sharing with.”

— *Maya Angelou*

“A mentor is someone who allows you to see the hope inside yourself.”

— *Oprah Winfrey*

This mentoring handbook belongs to:

A mentor at:

(school)

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About MOSTe

Our mission

The mission of MOSTe (Motivating Our Students Through Experience) is to empower girls from underserved neighborhoods of Los Angeles County to become the next generation of college-educated women.

Our vision

Our vision is to be an agent of positive change and successfully graduate all of our students from four-year colleges, preparing them for professional careers and positions of leadership within their communities.

Our history

MOSTe was the brainchild of Dr. Lois Frankel, author of best-selling books about women and leadership roles. In 1986, while researching families and education, Dr. Frankel found that young girls from underserved backgrounds were missing out on key information about higher educational and career opportunities.

Determined to remove the obstacles that held these girls back, Dr. Frankel gathered representatives from Paramount, First Interstate Bank, Southern California Gas Company, Southern California Edison, Women in Radio and Television, and the Black Women's Network to develop a format for what would become MOSTe. They envisioned a program that would encourage young women not just to stay in school, but to do well in school, educate them about the working world, and provide guidance about what it takes to become a successful woman.

MOSTe began based on one-on-one mentoring, in the belief that the relationship between a young girl and a successful, professional woman would best achieve the organization's objectives.

Staff members and roles

Executive Director: Alejandra Valenzuela (alejandra.valenzuela@moste.org)

The ED supervises the program, leads fundraising efforts, builds community partnerships, and seeks out networking and internship opportunities for scholars.

Program Manager: Beatriz Gomez (beatriz.gomez@moste.org)

The Program Manager plans the workshops, coordinates with Teacher Liaisons at our partner middle schools, communicates with scholars and their families, and tracks scholars' attendance and engagement.

Mentor/Alumnae/College Coordinator: Katie Merrill (katie.merrill@moste.org)

The M/A/C recruits and organizes mentors, leads mentor training, and keeps in contact with our college students and alumnae.

College Counselor: Joyce Smith (jsmith@moste.org)

The College Counselor develops relationships with colleges that meet full need and can be a good fit for our scholars. She tracks scholar grades, runs our College Boot Camp, leads college visits, and guides girls through the college application process, helping them get accepted to a school with the right academic and financial match so they can succeed.

Who we serve

MOSTe scholars are recruited from our 6 partner middle schools in Los Angeles County. Girls must have a GPA of at least 2.0 and want to go to college.

Our 6 partner middle schools

George Washington Carver Middle School	4410 McKinley Ave, Los Angeles, CA 90011
Samuel Gompers Middle School	234 E 112th St, Los Angeles, CA 90061
Johnnie L. Cochran, Jr. Middle School	4066 Johnnie Cochran Vista, LA, CA 90019
Edwin Markham Middle School	1650 E 104th St, Los Angeles, CA 90002
Los Angeles Leadership Academy	2670 Griffin Ave, Los Angeles, CA 90031
Wilson Middle School	300 Madre St, Pasadena, CA 91107

- Bus transportation for events will usually depart from these 6 schools.
- Scholars will be included as part of their school squad throughout their time in the program, no matter which high school they attend.

Expectations for mentors

Agreement and Live Scan

Upon joining the program, all mentors must sign a Mentor Agreement and undergo a background check through Live Scan.

Time commitment

In addition to training, mentors will attend at least 7 program events during the program/school year. Program events include:

- 7 workshops (College Symposium is the first workshop)
- College tours
- Lanterns Luncheon – April fundraiser
- Annual Retreat - May
- Culmination – June

Mentors must also serve as bus chaperones at least 1 time per year.

Mentoring roles

All new mentors will serve as group mentors to at least two scholars.

- Mentors may express preference for schools or grade levels, but agree to be assigned according to program needs.
- Mentors will be matched with schools and scholars at the College Symposium.

They are matched with the following age cohorts of MOSTe scholars:

- 7th & 8th grades
- 9th & 10th
- 11th & 12th

Communication with scholars

Each group mentor will be assigned several scholars to mentor and stay in contact with during the year. She will contact these scholars at least once a month to:

- Build relationship and trust
- Encourage and track workshop attendance
- Reinforce requests from Program Manager to turn in grades, permission slips, or other assignments
- Plan enrichment excursions

Participation at workshops

- Mentors will be asked to lead or support workshop activities (based on their indication on the Mentor Agreement) and trained
- Mentors will be encouraged to participate in workshop activities with their scholars
- Evaluations are gathered after each workshop to meet the needs and track the success of our mentor training

Support for mentors

Mentor/Alumnae/College Coordinator

Every month, the M/A/C will contact lead mentors to:

- Provide event details for that month
- Any extra details (RSVP or permissions needed, transport, etc.)
- Any extra info they need back from mentors

Mentors are always welcome to contact the M/A/C with any questions or issues.

Lead mentors

1-2 mentors on each school squad will serve as Lead Mentors. They will:

- Facilitate communication between the M/A/C and their group mentors
- Support their group mentors in choosing and planning enrichment excursions

Mentors are always welcome to contact their lead mentor with any questions or issues.

Lead Mentors will also offer a mentor check-in session at each workshop.

Ground rules and policies

Confidentiality

Mentors are required to keep information about their mentee and her family confidential (between you and MOSTe staff) unless it conflicts with the Mandatory Reporting Policy.

Mandatory reporting

Mentors are mandated reporters and as such must report any suspected child abuse and/or neglect of scholars immediately to the M/A/C coordinator. Program staff will then follow the mandatory reporting of child abuse and neglect procedure.

Transportation

Mentors are allowed and encouraged to transport mentees in their own vehicles, provided they meet the following criteria prior to transporting the mentee:

- All mentors must own a car or have access to reliable insured transportation
- All mentors must possess a valid driver's license and present proof of auto insurance
- All mentors must have a clean driving record

If an accident occurs while the mentor is engaged in mentoring, it should be reported to the M/A/C coordinator as soon as possible.

The mentor must carry a copy of the mentee's **medical release, permission slip** and **parent waiver** in the transporting automobile at all times in case of emergency.

Use of alcohol, drugs, tobacco, and firearms

Mentors are prohibited from using drugs, alcohol, or tobacco or possessing firearms while engaged in the mentoring relationship. Any suspected violations should be reported to the M/A/C coordinator.

Unacceptable behavior and activities

Unacceptable behaviors will not be tolerated on the part of mentors while participating in the program.

As a MOSTe mentor, I agree not to:

- Engage in unwelcome physical contact.
- Discriminate on the basis of ethnicity, national origin, physical or mental disabilities, sexual orientation, or any other characteristic.
- Use foul language in front of the scholars.
- Employ, compensate, or contract with the scholar or scholar's family for goods or services.
- Relinquish responsibility of a scholar to any third party except a MOSTe mentor, board, or staff member who has passed a Live Scan Background check.

- Consume alcohol/use tobacco products in the presence of any scholars.
- Communicate independently with scholars on social networking sites such as Facebook, Twitter, Instagram, etc.

Tips for mentoring

The National Mentoring Center describes 10 important features of successful mentors' attitudes and styles:

1. Be a friend.
2. Have realistic goals and expectations.
3. Have fun together.
 - a. Focusing on "fun" activities early on can lead to "serious" ones later.
4. Give your scholar voice and choice in deciding on activities.
 - a. It might seem easy to include your scholar in the decision-making process, but often it's not. She might be shy about suggesting activities because she doesn't want to seem rude.
5. Be positive.
6. Let your scholar have much of the control over what the two of you talk about—and how you talk about it.
7. Listen.
8. Respect the trust your scholar places in you.
9. Remember that your relationship is with the scholar, not the scholar's parent.
10. Remember that you are responsible for building the relationship.

For further resources on mentoring, communication, and building the mentor-scholar relationship, please refer to the For Mentors tab on our MOSTe.org website.

Children Learn What They Live

by **Dorothy Law Nolte**

*If children live with criticism,
They learn to condemn.
If children live with hostility,
They learn to fight.
If children live with ridicule,
They learn to be shy.
If children live with shame,
They learn to feel guilty.
If children live with encouragement,
They learn confidence.
If children live with tolerance,
They learn to be patient.
If children live with praise,
They learn to appreciate.
If children live with acceptance,
They learn to love.
If children live with approval,
They learn to like themselves.
If children live with honesty,
They learn truthfulness.
If children live with security,
They learn to have faith in themselves and others.
If children live with friendliness,
They learn the world is a nice place in which to live.*

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Dorothy Law Nolte, Ph.D.
This is the author-approved short version.