

FY16

Raw Art Works - Project Launch Mentor Manual & Toolkit



Launch Mentoring Guidelines, Policies & Schedule

"The most critical piece of a successful mentoring relationship is establishing a good relationship between mentor and mentee."

Table of Contents

Project Launch: Why, How, What	3-4
Launch Mentoring: How do we do it?	5-9
Why does Project Launch Exist?How do we do it?	7
How do we do it?	8
What are our outcomes?	9
What to Expect in Your First Meeting	10-11
Mentor Qualities for Successful Relationships	12-13
Primary Tasks of a Project Launch Mentor	14
Confidentiality Policy	15
Contract for mentors and their mentees	16
Project Launch Policies and Procedures	17-19
Match Support and Supervision Policy	20
Closure Procedure and Future Contact	21
Other resources, supports and contacting RAW	22-24
Schedule for Spring, Summer & Early Fall	25-26



RAW ART WORKS

IGNITING THE DESIRE TO CREATE AND THE CONFIDENCE TO SUCCEED IN UNDERSERVED YOUTH



RAW has given me hope. Before coming here, I wasn't really motivated to do anything. Long story short, I was a quitter. RAW has taught me to be a better person and it influences me to keep learning. RAW is one of the reasons why I kept striving to improve my GPA in high school. I kept striving for success because I had RAW on my shoulder. – Charlie

PROJECT LAUNCH

History

In 1999, RAW's art therapy staff worked after-hours to help teens navigate the complexities of the college process. In a community where the dropout rates were almost double the state average, many of our teens did not see the possibility of a higher education.

RAW believed we could help to change that reality. We made a significant investment into building what is now a thriving and relevant college access and career development program.

17 years later, we are living the incredible results from our investment. Project Launch now includes two full-time staff, 20+ one-on-one mentor relationships and a robust curriculum that creates broad exposure, deep community engagement, and access with a high level of integrity and accountability.

WHY

We believe all youth deserve and are capable of maximizing their potential.

Challenges

- RAW's graduating class of 2015 consisted of 90% who lived in the city of Lynn. On average each Lynn Public School guidance staff member serves over 300 students a year with limited time available to serve high-need students on a one-on-one basis.
- 83% of Lynn Public School students are low-income and 84% of our seniors will be the first in their family to graduate from college.
- Over 50% of RAW teens surveyed felt that they had significant issues with depression and anxiety. 72% reported that they lacked the confidence that they needed to succeed with steps after high school.

Project Launch provides teens access to dedicated staff and reliable mentor relationships focused on meeting individual needs.

Process

Project Launch offers a continuum of programming with three developmental stages.

LAND: Our younger teens know that before launching from RAW, they need to *Land*. At RAW, teens engage in workshops that teach them how to improve their communication skills, make healthy living choices, and carry out financial planning. They broaden their view of what is possible. They go on college tours and are exposed to career development programs they did not know existed. With the guidance of Project Launch, youth begin to shape their future and understand the significance of their daily performance in high school.

LAUNCH: In their senior year, teens are submerged into our comprehensive college access and career development program, Project Launch. Each senior is matched with a volunteer mentor. RAW staff and mentors offer endless support/structure to ensure that all of our seniors write strong resumes and essays, as well as job, college, and scholarship applications. Youth will spend over 100 hours with their mentors in the course of a year. Parents are brought into the process from day one so they understand what Project Launch offers their family. The Launch team helps families understand college costs and the financial aid process. Project Launch assists students in finding career training opportunities for teens who may not be able to attend college directly out of high school. Teens feel the impact of staying focused, committed, and driven even when they are struggling. Young people learn to hold themselves accountable and how taking responsibility is critical to their success.

FLY: Our graduates need support as they *Fly* into their life after RAW. For many, this means navigating their freshman year in college. We know that to help our low-income students succeed it's not enough to address just their academic and financial obstacles. As a team, we offer weekly phone calls and advising meetings on local campuses to address their doubts, misconceptions, and fears. We help them adjust, increase their resiliency, and advocate for themselves. In these times of transition and uncertainty, we remind our alumni how to build relationships and access resources just as they did at RAW.

Project Launch provides teens the support to land, the confidence to launch, and the perseverance to fly into their future.

Impact

- **100% of our high school seniors in 2015 graduated high school and 92% are now attending college or career development programs.**
- 68% will be attending 4-year colleges, compared to only 37% of the general Lynn school district.
- 25 seniors submitted 184 applications to colleges. They received 82 acceptances to 53 different colleges and universities.
- Teens were paired up with 24 mentors who met with them weekly to complete college applications, college visits, financial aid and scholarship applications. **This effort resulted in \$752,177 private scholarship awards for our teens.**
- RAW alumni return to serve as volunteer mentors alongside board members and donors.
- In their final evaluations, 90% of our seniors reported that because of Project Launch they have increased their ability to plan for their future.

Project Launch Mentoring: How do we do it?

Raw Art Works truly believes in the **Power of Relationships**. We help motivate our RAW juniors and seniors to explore their options and to take responsibility through a relationship based on trust and proven commitment.

For some of these teens applying to college may be the riskiest thing they will have done and for others developing a safe guiding relationship with a mentor will be a very frightening endeavor.

While it may be something they think they want to do, it is often not a goal that they can easily visualize. Most seniors aren't really sure of what they want to do, and as you know, it is hard to achieve a goal that is not clearly defined. Also, many of these teens have been very disappointed in the relationships they have had with adults - relationships where they have been hurt, betrayed, abused and/or abandoned. Many have learned that "no one really cares" so "trusting" a stranger as a mentor can be an unnerving proposition.

RAW works very hard to help students explore their identities in our art therapy based groups, so that they can start to see themselves as "college material" and also provide them with adult role models that they begin to trust. Believing their goals and having someone believe wholeheartedly in them is HUGE! We want them to be able to picture themselves on the path, and we will help them through each step necessary to clarify and achieve their dreams.

Our goal this year is to focus on providing **high quality mentoring relationships** that will help **Launch** our youth into the futures of their choice. Whether that means 4-year college, Community College, military, trade school, helping them find a job to support their family or helping them prepare for a GAP year, we want to allow our teens as much information possible about all of the opportunities and choices that they will need to make by the end of their senior year.

The research has demonstrated that youth in high quality relationships improve academic performance, reduce the likelihood of dropping out, decrease incidence of high risk behaviors—substance abuse, carrying a weapon, unsafe sex and violence, and supports young people in their development-academic, emotional and social.

Everyone's path may not be the same but as mentors we will give them the tools necessary for any of these paths. We are here to support and challenge them but we can't do it for them, which is a large part of the tricky balance of being a mentor.

Teen programs strive to develop initiative and commitment in participants by offering opportunities to explore interests and skills, an area in which RAW excels. Teens also need chances for experiencing autonomy and responsibility and students need to form some strong relationships with adults and peers. Most programs provide one or two of these but rarely all three. We will help RAW provide all three with Project Launch.

These students face a number of obstacles (not barriers) on the path to college or a successful career. Essentially, our job is to get the students to take action and support them in dealing with these obstacles. How do we motivate a teen to take action? As you probably know, motivation comes from different places within and outside of the individual. In fact it is a bit of a cyclical process involving the **KINDS** of goals people set, the **REASONS** they set them and the **ACTIONS** they take to achieve them. The question is not whether people are motivated but what they are motivated for and why.

While we will have common goals and schedules, we will have to differentiate our approaches to the differences in the kids' backgrounds, needs and strengths. **Young people need to be active participants, not passive recipients, in the college application process. College access is not done to or for them, but with them.**

The student has to be an active participant in constructing the goals, seeing the support, and interpreting the effects of experiences and abilities, and understanding how they influence likelihood of success. This is called adaptive motivation - the ability to form beliefs, goals and behaviors that are conducive to success and well-being.

Here's where the issue of internal versus external motivation comes in. People value and pursue activities they believe will help them reach their goals. This leads to internalized regulation of behavior. Focusing exclusively on external rewards for attending college, such as financial reasons, is dangerous and not a good long-term strategy for maintaining motivation. Likewise, focusing strictly on trying to meet others' expectations can cause college-bound students to lose their way.

Students need to believe that going to college is possible and that success is controllable. Keeping them focused on each step needed and then giving them effort-oriented feedback is important as challenges arise. Helping them develop the skills of self-advocacy and agency (taking action) is critical. We need to avoid making choices for them.

Remain aware of your actions and consider what the teen can do on their own and what they can do with assistance. Instead, when facing an obstacle or crossroad you can provide them with information about the choices available for developing a course of action. This helps build intrinsic motivation and the skill of self-regulation. This is the ability to manage one's thoughts, emotions and behaviors in service of attaining goals

Adolescents develop intrinsic motivation when they experience relatedness.

However, for some of these youth, that caring, that relatedness can be terrifying. Many also develop an intrinsic motivation based in survival skills of trusting no one for anything. Relatedness can provide a foundation for intrinsic motivation - it makes the teen want to do "the right thing." You can see how important it is to be working with the student to develop his or her goals and the skills to take agency to achieve them.

As a mentor the number one goal is to foster this sense of relatedness while respecting the survival skills teens have learned that might require a distance of relating. **The students need to sense that you have something to offer them**, and while it helps to be a credible source of information, it is also critical to be tuned in emotionally to what the teen needs.

This may be emotional support, becoming a real cheerleader, or simply listening without trying to solve anything. It is built into their developmental stage that they are going to try on different perspectives, be unstable or in transition or just plain overwhelmed. . Mentors help teens navigate through their emotions, help them develop necessary planning skills, and help them recognize their skills of resiliency.

As a RAW mentor you're job is to be there for them consistently. They may challenge or test your commitment to them. Trust in adults does not come easily and while good manners are mandatory, real respect comes over time. Respond promptly and let them know you will keep persistently helping them with this process. Remember that does not mean doing the process *for them*. It does not mean replacing their parents or being a helicopter foster parent. Just be a pit-bull in spirit for them, adhere to the lists and goals, and listen to what they need.

We repeat...listening is more important than giving advice. Also, you are NOT ALONE in this. Please ask for help/advice/a listening ear **from the Project Launch Director or Project Launch Youth Coordinator** and other RAW Staff with whom your RAW rising senior is connected. Remembering that we may have more access to your teen than you may have because we are can go to their groups weekly and physically check on them, so use us as much as you need to!

Sincerely,
The RAW & Project Launch staff

WHY does Project Launch exist?

We believe all youth deserve and are capable of maximizing their potential.

RAW's landmark mentor-based college access and career exploration program changes every teen's experience at RAW. In a city where only 76% of the 2014 Lynn Public High School seniors graduated high school in four years, RAW is proud that for the past eight years, 98% of our high school seniors have graduated and 92% have applied, were accepted into, and have attended a college. RAW teens have asked us to dig deeper and offer even more support. We have met their challenge by providing workshops and mentoring in both the freshman and sophomore years of high school.

The graduating RAW class of 2015 consisted of:

90% who lived in the city of Lynn

84% will be the first in their family to graduate from college.

88% of our graduating youth will be going to college or attending career development programs that earn college credit.

This class was surveyed at the beginning of the program. Here are our results:

72% reported that they lacked the confidence that they needed

56% were overwhelmed thinking about next steps after high school

33% did not think positively about their future

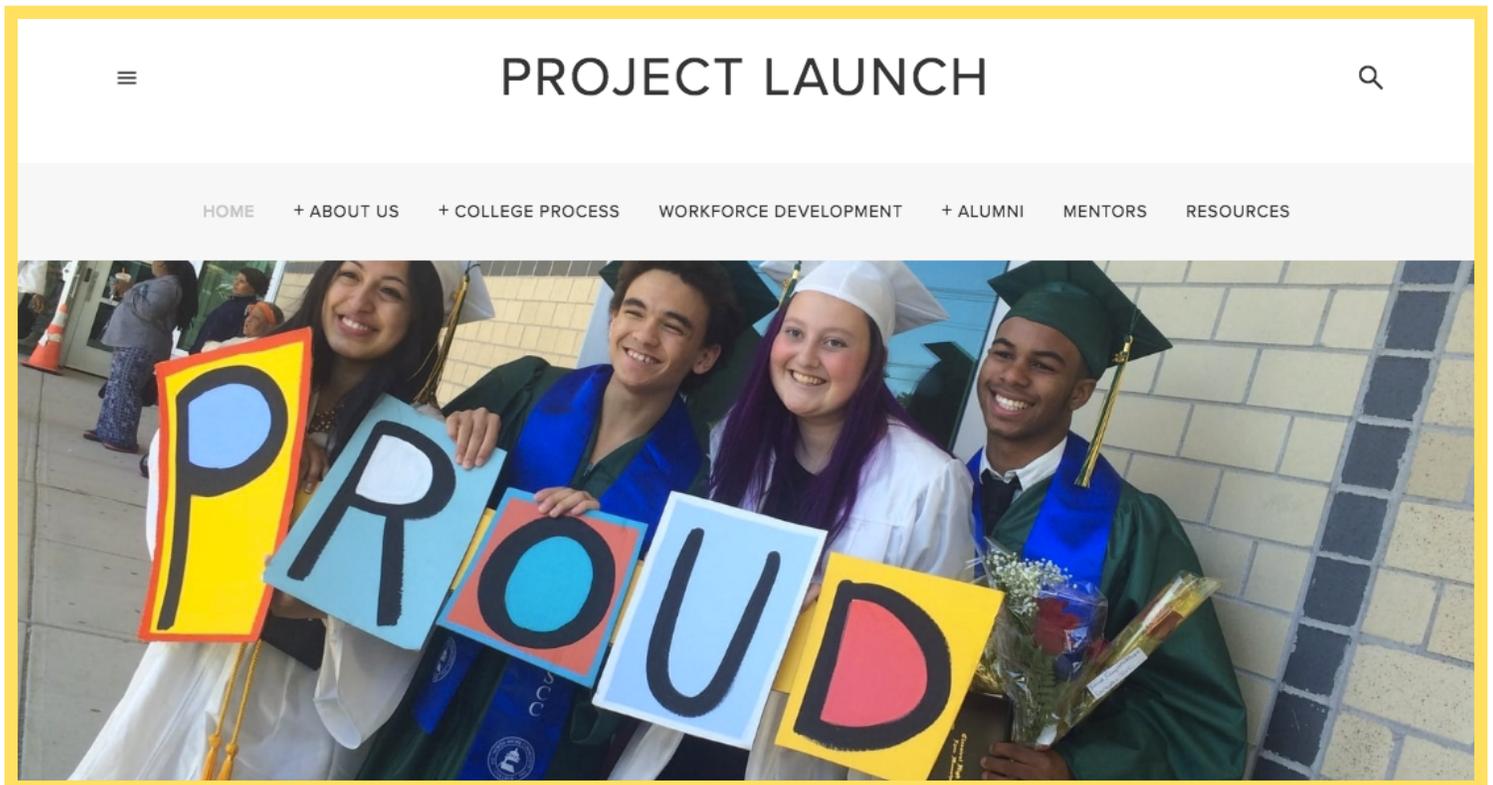
Only **28%** had a solid plan for next steps after high school

Over **50%** felt that they had significant issues with depression and anxiety

HOW do we do it?

Project Launch provides access to dedicated staff, a safe environment, and mentor relationships focused on post-secondary life skills.

In 2015, we created a college and career website to help parents, students, and mentors easily access information for college and career readiness and to plan for the year ahead. This site also includes FAQ's and enables everyone to stay up-to-date with the activities RAW provides.



With the expansion, Launch hosted **15 formal workshops**, with 6 for mentors and 3 for parents. 25 seniors were paired up with 24 mentors and met weekly to complete college applications, financial aid, scholarships, and planning for steps after high school. By the end of the each senior's year, they will have attended 15 Launch workshops and will have participated in many drop-in sessions and weekly meetings with their mentors.

WHAT are our outcomes?

Project Launch provides RAW youth a space to land the confidence to launch and the perseverance to fly into their future.

In FY15
seniors received
82 acceptances to
53 different colleges
and universities

In
FY15 Launch
established a new
FREE Kaplan-run
SAT prep class for 21
students and
universities

In
FY16 Launch
designed the **FLY**
program to better prepare
incoming freshmen to
succeed in college and
address RAW's long-term
outcomes of resiliency,
self-efficacy, and
community

Grand Total for all scholarships: \$752, 177

Total aid from outside scholarships for the first year: **\$106,120**

Students received four-year recurring scholarships that totaled: **\$280,140**

Total aid from colleges: **\$358,417**

One student received the coveted Posse Scholarship (a four-year tuition paid scholarship)

What to Expect in the First Meeting Between Mentor & Mentee

Project Launch mentoring is informed by *The Elements of Effective Practice* (EEP) developed by Mass Mentoring Partnership. Based in Boston, Mass Mentoring Partnership (MMP) is fueling the movement to expand **quality mentoring** for youth to meet the needs of communities across Massachusetts.

MMP serves more than **200 mentoring programs** statewide supporting more than 33,000 youth in mentoring relationships. MMP assesses programmatic needs and organizational capacity, as well as provides customized strategies that empower youth, families and communities.

Stage **1** Relationship Building - Getting to Know Each Other

1

The mentoring relationship begins with a “getting to know you” phase. Here are some things to keep in mind during this stage:

- **Be predictable and consistent**

During the first stage of the relationship, it is critical to be both predictable and consistent. Keeping scheduled appointments with your mentee is important. Understandably, things come up at times, and appointments cannot be kept. However, in order to speed up the trust-building process, remaining consistent is necessary even if the young person is less consistent than you are.

- **Anticipate testing**

Some young people may not trust adults. As a result, they use testing as a coping or defense mechanism to determine whether they can trust you. Your mentee might test you by not showing up to a scheduled meeting just to see how you will react.

Patience is very important as you work through this together, but be “real” when needed and discuss how their absence affected you. This will help your mentee to understand when his/her behavior is inappropriate and hurtful.

Stage **2** Defining ground rules of the mentoring relationship

2

Right from the beginning, take some time together to set clear expectations for the relationship:

- Talk about the best way to communicate (by telephone or e-mail) and how often you will each commit to being in contact. This is also a good time to talk about the types of activities you will do together.
- Lay out the responsibilities of each party is important so both partners feel they are doing their share of the work.
- Plan and create an environment in which you and your mentee have dedicated, uninterrupted time set aside to meet. This will contribute to a sense of safety and comfort for your mentee.

Stage **3** Establish confidentiality

3

Establishing confidentiality helps to instill a sense of trust between you and your mentee. Let your mentee know that whatever s/he wants to share with you will remain confidential unless:

1. What s/he tells you is going to harm him/her or someone else.
2. What s/he tells you is that he or she is, has been, or will be harmed or in danger.

Emphasizing these points in the first meeting with your mentee is needed for this relationship.

Stage

4

Listening and Disclosure

Many young people are not sure how to talk about certain issues in their lives. Youth with disabilities may be apprehensive about disclosing the nature of their disabilities. Young people in foster care may be embarrassed to talk about where they live and why they are not living with their birth parents.

During the early stages of the relationship, be understanding and patient with your mentee. S/he might be confused about when and how to talk to you about difficult issues s/he is facing. Remember, it is up to your mentee to decide whether and when to disclose personal information.

If your mentee chooses to share personal information, you may be able to assist in finding ways to disclose this information to other people in his/her life. For example, your mentee may want to think about disclosing information to employers, friends, and colleges.

Also, it can be beneficial for youth to disclose disabilities or other sensitive information to colleges and employers so they can have access to accommodations that will increase their chances for success. As a mentor, you can help your mentee decide when, how, why, and whether to disclose information.

Please check with the Launch Director and/or Program Staff with issues that may arise.

Stage

5

Working with Parents/Guardians & Families

- 1.) Research has demonstrated that mentoring relationships are more likely to have positive outcomes for youth when there is a connection and sense of mutual support between parents/guardians and mentors.
- 2.) As a mentor, you may be apprehensive about how you will be received by your mentee's family. Remember that your role as a mentor is to provide mentorship and guidance.

The role of the mentee's parent or guardian is to act as caregiver. Remember, too, that you are a new adult entering their child's life, so it may take time and patience to build trust with parents/guardians. The effort is well worthwhile!

Mentor Qualities that Contribute to a Successful Relationship

A mentoring relationship has a longer-lasting positive impact on a young person when the mentor demonstrates the following qualities:

Active Listening:

Most people can find someone who will give advice or express opinions. Finding someone who will suspend his/her own judgment and really listen is much harder. Mentors often help simply by listening, asking thoughtful questions, and giving mentees an opportunity to explore their own thoughts with a minimum of interference. Very often, youth with disabilities and other challenges are “spoken for” by parents, teachers, and other adults in their lives. Mentors who demonstrate they value mentees’ thoughts and feelings can help build confidence and self-esteem as well as model how young people can communicate with other adults.

Respect:

Mentors who show respect for individuals—their abilities and the right to make their own choices—win the trust of their mentees and the privilege of providing guidance and advice. Mentors should not approach mentees with the attitude that their way is better, or that the mentees need to be “rescued.” Especially important to remember is that youth with disabilities do not want things done for them. Like other young people, they want to be part of all decisions that affect them.

Empathy:

“Empathy has been described as being able to listen with not only eyes and ears but also with hearts and minds.” (Jean Rhodes, Stand by Me). Effective mentors can feel with their mentees without feeling pity for them. Even without having had the same life experiences, mentors can empathize with their mentees’ feelings and experiences.

You need to be able to empathize with another person’s struggles.

Patience:

Mentoring is a challenging experience. Mentors who are able to be patient—even when feeling frustrated—will be most successful and will be able to work with their mentees get through difficult times.

Mentors who are able to be patient—even when feeling frustrated—will be most successful and will be able to figure out with their mentees how to make the relationship work.

Commitment:

Successful mentors have a genuine desire to be part of young people’s lives, help them with tough decisions, and see them fulfill their potential. They must be willing and able to be invested in the mentoring relationship for the full term of the program’s designated duration. Research has documented that a mentoring relationship that ends abruptly, or before the designated term expected by the mentee, is more harmful than if the mentee were never in a mentoring relationship at all.

Resourcefulness:

The ability to see solutions and opportunities as well as barriers leads to successful mentoring.

Effective mentors balance respect for the real and serious problems faced by their mentees with optimism about finding realistic solutions. They are practical, sharing their insights and personal experiences to encourage mentees to keep on task and to set goals and priorities. Mentors use their personal experience and knowledge of resources to help mentees identify and fulfill their aspirations.

As a mentor, you don't have to have all the answers. One of the roles of a mentor is to seek out help, first from program staff, when needed. Sharing and demonstrating the importance of seeking out help and resources when needed can provide a valuable learning experience for your mentee.

Flexibility & Openness:

Effective mentors recognize that relationships take time to develop and that communication is a two-way street. They are willing to take time to get to know their mentees, to learn new things that are important to their mentees (music, styles, philosophies, etc.), and even to be changed by the relationship.

You need to be persistent and consistent, but you must also be flexible.

Open-mindedness:

Mentors and mentees can be very different from each other. The most important characteristics for a successful mentoring relationship include a willingness by the mentor to appreciate differences and the ability to help mentee do the same.

Maybe you grew up in different countries, or maybe you come from different socio-economic backgrounds. Maybe your mentee has a disability and you do not. Or maybe you just do not seem to have any interests in common.

Persistence & Consistency:

As with all relationships, the mentoring relationship goes through stages. Often in the early stages, mentees will do some testing, perhaps to make sure their mentors are really going to stay around. Young people may be used to seeing adults come in and out of their lives.

You need to be persistent when you set up ground rules for the relationship and when you talk to your mentee about the commitment you have both made. If you keep your commitment, your mentee is more likely to keep his/hers.

Value Driven:

At various points throughout the mentoring relationship, mentors need to encourage and support mentees to think about their own values. To do this successfully, mentors must model their willingness to reflect on their own values and the capacity to show respect for others' values.

Think about how you can use what you discover about each other's values as a learning experience with your mentee.

Primary Tasks of a Project Launch Mentor

1

Establish a positive, personal relationship with mentee

- Establish mutual trust and respect
- Maintain regular interaction
- Provide consistent support
- Make your meetings enjoyable and fun

2

Help mentee with development of life skills

- Work with your mentee to accomplish this mentoring program's goals of fostering positive attitude towards learning and school
- Begin to provide a framework for developing broader life-management skills, such as decision-making, goal setting, and conflict resolution
- Make transparent steps that helped you be successful in post-secondary education

3

Help mentee access resources

- Provide awareness of community and educational resources available to this young adult and ways to access these resources (.i.e. ETS advisors, local scholarships, etc.)
- Create a space for your mentee to explore and develop competency for navigating the higher education process.
- Act as a guide, advocate, "coach" and supportive friend

4

Increase mentee's ability to interact with diverse people

- Respect and explore differences among people and groups from various background
- Provide an introduction to different environments, i.e. workplace vs. school setting; discuss differences in behavior, attitude, and style of dress

Project Launch Confidentiality Policy

Regarding mentor/mentee information

This document is to inform all participants of the scope and limitations of confidentiality for the Project Launch Program. Additionally, mentors are required to keep information about their mentee and his/her family confidential.

In order for **Raw Art Works** to provide a responsible and professional service to participants, it is necessary to ask mentors, mentees, parents/guardians, and other outside sources to not divulge extensive personal information about the prospective participants and their families, including:

1. Information gained from mentors and mentees, written or otherwise, about themselves and/or their families, in application to and during program participation.
2. Participant's names and images gained from participants themselves, program meetings, training sessions, and other events. Exceptions may be made for end of the year graduations.
3. Information gained about participants from outside sources including confidential references, school staff, employers.

Mentors: Information may be shared with Mentees and RAW Staff about age, sex, race, religion, interests, hobbies, employment, marriage or family status, living situation, reasons for applying to the program, and a summary of why the individual was chosen for the particular match.

Mentees: Information may be shared with Mentors about mentees' age, sex, race, religion, interests, hobbies, family situation, living situation, a summary of the mentees needs assessment, and expectations for match participation.

Limits of Confidentiality

Information from mentor and mentee records may be shared with individuals or organizations as specified below under the following conditions:

1. At the time a mentor or mentee is considered as a match candidate, information is shared between the prospective match parties. Full names are shared with match mates only after the involved parties have met and agree to be formally matched. Each party shall have the right to refuse the proposed match based on the information provided to them.
2. Information may be gathered about Launch participants and shared with other participants, individuals, or RAW Program staff and partner organizations only upon receipt of signed Launch Permission Packet from mentors, mentees, and/or parents/guardians.
3. Identifying information (including names, photographs, videos, etc.) of program participants may be used in agency publications or promotional materials.
4. Information may be provided to legal counsel in the event of litigation or potential litigation involving the agency. Such information is considered privileged information, and its confidentiality is protected by law.
5. If program staff receive information at any point in the match process that a volunteer is using illegal substances, there is a criminal history of any kind, or is inappropriately using alcohol or other controlled substances, the information will be shared with the RAW Staff and parents. We will take the appropriate steps to close the existing match.
6. **Program staff and mentors are mandatory reporters and as such must disclose information indicating that a mentee may be being harmed or intends to harm him/herself or others.**

Safekeeping of Confidential Records

The Launch Program Director is considered the custodian of confidential records. It is the Director's responsibility to supervise the management of confidential information in order to ensure safekeeping, accuracy, accountability, and compliance with Board policies.

Violations of Confidentiality A known violation of the agency policy on confidentiality by a program participant may result in a written warning or disciplinary action such as suspension or termination from the program.

PRINT YOUR NAME BELOW:

Name of Mentor
Name of Mentee
Name of Parent

2016-17 CONTRACT FOR LAUNCH MENTEES AND MENTORS

Striving for Responsibility, Communication and Appreciation

Please check off and initial each section with your mentee:

1. It probably will work best for us to meet: weekly every two weeks once a month.
2. If we're meeting at RAW, the most convenient date/time to meet will be _____.
(This helps RAW know when you need the space)
3. I agree to show up on time. ___ ___
4. I agree to respond to my emails, my phone messages and texts as soon as possible - within 24 hours.
 ___ ___
5. I agree to state my needs as clearly and as soon as possible. ___ ___
6. I agree to work on completing assigned tasks in a timely manner. ___ ___
7. I agree to talk with Masiel or Ryan if issues arise. ___ ___
8. If I cannot show up for a scheduled meeting (phone or in person), I agree to CALL and EMAIL or TEXT to let that person know. I will try to do this 24 hours (or more) before the scheduled meeting. ___ ___
9. If my email or phone is changed or disconnected, I agree to inform Mentor/Mentee and Masiel or Ryan ASAP about the change. ___ ___
10. One last thing I want to say is.....

11. The very best way to reach me is:

Mentor
Cell Number:
Email:
I communicate best by:
 phone email text

Mentee
Cell Number:
Email:
I communicate best by:
 phone email text

By writing my name here I agree to all the above:

Mentor Name/Signature

Mentee Name/Signature

Project Launch Contact Information:

Kaitlyn Farmer Project Launch Coordinator – kaitlyn@rawartworks.org or 781-593-5515 ext 227
Ryan Donnelly-Brelling, Director of Project Launch – ryan@rawartworks.org or 781-593-5515 ext. 228

PROJECT LAUNCH POLICIES & PROCEDURES

Computer and Internet Access

RAW provides seniors access to laptops while they are in the space. We have 15 Chromebooks and 2 Windows laptops available to student. If you have any questions or difficulties logging on to the Internet please let the Launch team know and we will assist you.

Each senior must log in to the Chromebooks with their Gmail account information. Chromebooks store all information onto a "cloud". If the student does not have a Gmail, we encourage them to create one. This Gmail account will allow you and your senior to interact via the Internet and work on the same documents simultaneously.

When your senior is using a Chromebook, please remind them that the chargers should not be taken out of the charging cart. If their laptop is dying they can plug it in and switch over to another fully charged Chromebook.

If you or your mentee are working on a personal laptop, we can also help you get connected to the Internet via RAW's Wi-Fi system.

***If you're in the building here's how you sign in - Username: RAW-Guest Password: love4art**

Conference Calls with Project Launch Team

Beginning in September, once a month each mentor will be required to schedule a 15-minute conference call with the Project Launch team. The calls will be from 12pm - 1:45 every Monday and Wednesday of each week. To RSVP your spot you must RSVP via the Google Docs sign-in.

Gifts and Financial Support by Mentors

Mentors should not be providing financial support to their seniors. This is not what Project Launch is about. Plus, it creates a disparity between mentoring pairs. We also discourage purchased gifts between mentors and seniors. Handmade gifts and letters are often exchanged at the end of the year at the mentor/senior celebration.

Importance of a "Professional" Email Address

You will probably be communicating with your senior via email. Your senior may have a "fun" but somewhat inappropriate personal email address (i.e. Hottie06@hotmail.com). Please encourage him/her to create a new "professional" email address to use for all college related communications. (i.e. AndrewSchur@gmail.com).

Many of our seniors are not used to checking their email accounts on a regular basis. It's a good idea to remind your senior to do so. Your senior might need a few reminders!

Issues or Concerns

Please let the Launch Team know if you have ANY questions or concerns about your senior or about any aspect of Project Launch. If you are uncomfortable about anything, or are unsure about how to handle a situation, please contact us. We are here to help and support you in any way we can.

Location of mentor/senior Meetings and the Project Launch space

In-person meetings with seniors should take place at RAW or in public places (e.g. library, Panera Bread, D'Amici's Downtown Lynn Bakery etc.). The Launch space is available to all mentors and their students during the hours of 9am-6pm on most Mondays through Thursdays, and until 5pm on Fridays. If you would like to use the Launch space at the same time every week please schedule them with the team and we will set up the space for you.

We have computers, laptops, a printer and a fax machine at RAW available to all students. Office supplies are available and will be replenished as needed. We are also continuing to build our print library of donated and purchased books, including SAT prep and College Research Guides. We are open to suggestions for any materials or resources that we should have in our Launch space – let us know!

Meeting Cancellations

If you need to cancel a scheduled meeting with your senior, please give him/her at least 24 hours notice if possible. Please also let the Launch Team know of any cancellations. Seniors are expected to give you the same notice of any cancellations by phone AND email or text. Please inform us if your senior cancels or is a no-show for any scheduled meetings.

Meeting the Youth's Family

During our Project Launch Kick-Off in June, we gave parents/guardians and mentors the chance to connect via art making and a meeting that followed which addressed the role of the mentor and Launch in their seniors' life this year.

If you or the parent/guardian was not able to attend you will still have more opportunities to meet families throughout the year. The Launch team will be scheduling small Family meetings throughout the fall to make sure parents are on board with the process and can have any/all questions answered at RAW.

Office Hours

Launch will have office hours in which students and mentors will need to sign up with us in order to secure the space. The office hours will be on Mondays and Wednesdays from 3:00 – 8pm. These office hours are set up to make communicating with your senior and setting up appointments more convenient and predictable during the school year. We know that it may not be possible for all matches to meet on those days/times but we encourage matches to try their best in scheduling their meetings within the office hours provided if possible.

For your meetings with your senior at RAW, please let Project Launch know what time/date you would like to reserve. Once you notify us of your meeting, we will send you and your student a Google Calendar Invite which will confirm your meeting.

Separate office hours will be available specifically for 1-on-1's with all teens at RAW on throughout the year. Please encourage teens to check availability of 1-on-1 times on www.projectlaunch.org

*RAW is also open on Saturdays from 9-5pm.

Other Modes of Communication

If you are comfortable with sharing your cell phone, home, or work number with your senior, feel free to do so. If you are uncomfortable giving out your personal numbers, the Launch Team can serve as a liaison between mentors and seniors.

Preparation for Meetings

Mentors have found it very helpful to contact their mentees (via email or phone) 24 hours before a scheduled meeting to check in about assigned tasks for the week and to decide on priorities for when they meet. If a mentee comes to a meeting unprepared or does not show up for a meeting, please notify the Launch Team (Masiel and Ryan). If this happens more than once, the senior's group leader and the Launch Team will talk with the senior and help the both of you set up helpful ways to keep the senior engaged and accountable.

Renting Computers

We also have Laptops available for students to check out if they need to work from home. Please contact the Project Launch team if your mentee would like to sign out a Launch laptop.

Requirement for End-of- Year Celebration

Each year we have the tradition of a celebration dinner for our seniors, mentors and staff. It has become such a high point of our year. Each senior works on creating a special piece that they will present to their mentor that night as a gesture of gratitude.

Requirement for Evaluations

Our mid-year and end-of-year mentor evaluations help our development team in grant writing and fundraising for Project Launch. The surveys are also used to assess the match or mentee progress and are typically brief (10 questions or less.) The Project Launch team will also use your responses to further improve our programming.

Schedule for Meeting with seniors

Together with your senior, you should set a weekly, bi-weekly, or monthly meeting at RAW. Each senior expects to be meeting with his/her mentor by phone or in person for about an hour per week or bi-weekly. You may, however, decide with your senior that you only need to meet in-person bi-weekly or once a month.

Each pairing is given (and must sign) a copy of the 2016-2017 Contract for Mentees and Mentors. This allows for both parties to agree on what the terms of the relationship will be. Once you set the time and date, you should try to keep to this arrangement as much as possible. It is sometimes helpful to have the same dates/times repeated all year. Our students have had the most positive responses with consistently scheduled meetings on the same date and time(s).

RAW is open everyday after school until 8pm, Monday through Thursday during the school year and on Friday, RAW closes at 6pm.

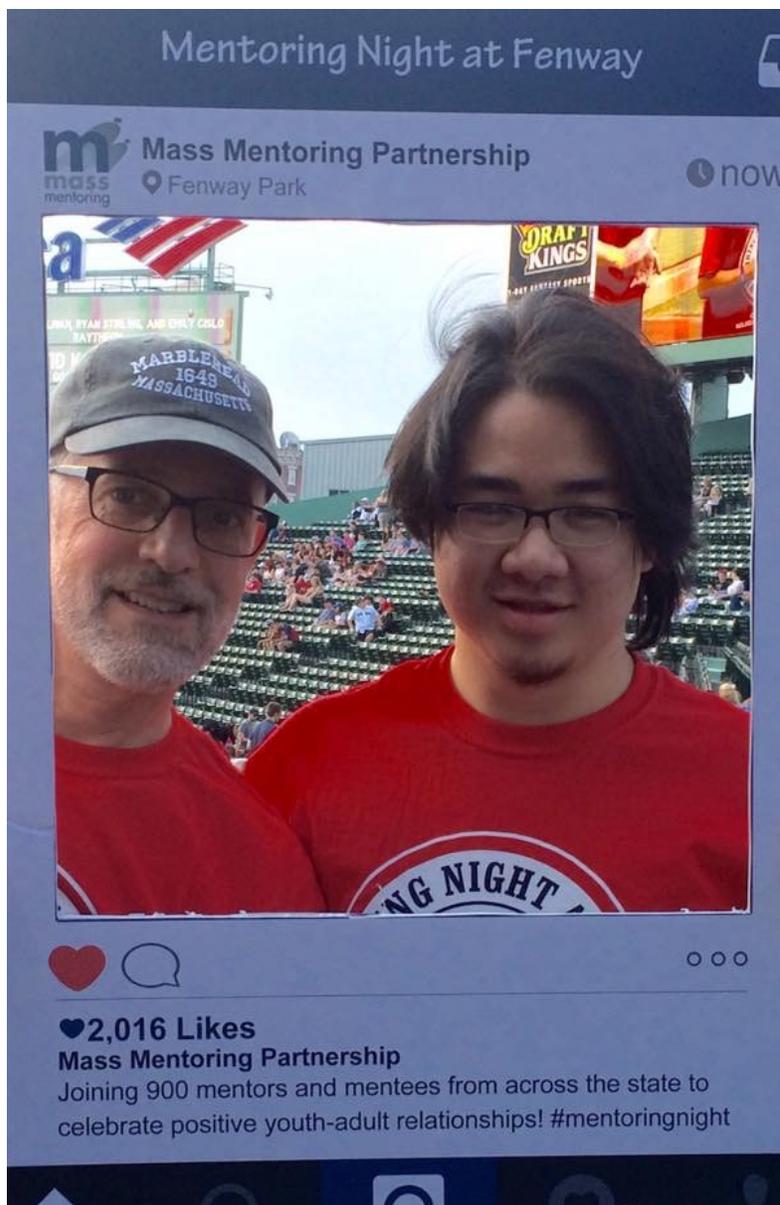
When scheduling meetings with your senior please let me know the day and time that so that we can make sure there is a space available for you.

Student Profiles & Mentor Procedures

We want to keep everyone on the same page. To do this, we've created Launch Profile's for every student via Google Docs. In this document you will be able to see your student's GPA, SAT scores and other helpful information about your senior. The profile also lists the contact information of your students' parents/guardian(s) and their program staff.

On the second and third tabs, we have created a tracking system for meetings your senior and a general notes and interest section. After each meeting with your student please update the notes tabs, college

Match Support and Supervision Policy



From both research and first-hand experience we know that mentoring matches who receive consistent, ongoing program interaction and support are more likely to experience satisfying and effective relationships.[i]

We believe consistent monitoring and support involves connecting with all relevant parties involved in a mentoring relationship on a regular basis to understand the perspectives of the youth, mentor, and parent.

Furthermore, we know that these interactions prove most informative when conducted in-person or over the phone, so that program staff can hear the tone and inferences of participants and ask poignant follow-up questions.

It is therefore the policy of **Project Launch** to

check in with the parent, youth, and mentor involved in each mentoring relationship at least once per month to provide consistent, responsive, on-going relationship development support. These interactions with program participants are to be documented in the child's file using our case note management system.

Closure Procedure & Future Contact: How to Close a Mentor Match

Research Informed Practice: Research in the field of youth mentoring demonstrates that youth involved in mentoring relationships that end prematurely show increases in problem behavior. This research informs a program best practice of emphasizing expectations for both adult and youth participants around the expected length of the relationship, frequency of interactions, and process for healthy closure.

These practices are particularly important for programs supporting youth who may have been let down by their relationships with adults in the past, as these children are more likely to become vulnerable to negative feelings resulting from poor relationship endings.

RAW has adopted a consistent policy and process for managing both anticipated and unanticipated relationship closure among mentoring program participants. Regardless of the reason for relationship closure, it is the policy of our agency that all mentors and mentees participate in a closure process when their match ends to help them debrief their experience and attain healthy relationship closure.

Neither the youth nor mentor is expected to continue the relationship beyond Project Launch's commitment of one year. If a match decides to continue with their relationship beyond the defined program period, they will not receive ongoing supervision. The nature of programming would change due to the student being phased out of our programming.

Project Launch will follow the closure procedure outlined below as closely as possible; however, this process may vary depending on the circumstances surrounding the match ending.

Different closure potentials for seniors

Planned Closing: End of Year

All RAW seniors, mentors and staff will be invited to attend our closing ceremony and mentor dinner. The dinner is a very special night in which our students get to thank their mentors in truly meaningful ways. Each teen works on a creative project to present to their mentor on the night of as a token of gratitude and appreciation. Seniors look forward to this night and RAW provides all students with transportation to the event.

The match will formally end the day your student graduates from high school (in June 2017). Project Launch will no longer assume responsibility for monitoring or supervising the match and your file will be placed on an inactive status. Any future contact between match partners is at the sole discretion of all parties involved (mentor, mentee, and caretaker/guardian).

Extenuating

Extenuating circumstances for match closure are usually more sudden in nature, and beyond the control of the program and/or its participants, i.e., relocation or moving away, or an unexpected personal crisis.

Difficult

A difficult match closure is due to relationship or behavioral difficulties, i.e., lack of cooperation or contact, parental disapproval, irreconcilable issues, lack of compatibility, and/or violations of program policies. In this case, the Mentor and mentee will meet with the Program Director and Youth Coordinator if, for any reason, one or the other cannot continue with the program. The goal is to keep the match together for the entire school year and support the mentee through the program.

Other Resources, Support, & Contacting RAW Staff

All support and supervision of students by the Launch Team is recorded on our Google drive. If there is a clinical issue, Jason Cruz who is our clinical supervisor will be on hand to assist with any issues.

Mandating Reporting

Massachusetts statute requires citizens to take responsibility for protecting individuals who cannot protect themselves. Referred to as Mandatory Reporting, this legislation requires individuals working with vulnerable populations, such as youth and the elderly, to make a report to the Department of Health and Human Services if they have reasonable cause to believe that a vulnerable person has been subjected to suspected abuse, neglect or threat of harm.

Historically, mandatory reporters include medical personnel, school and childcare personnel, public employees, law enforcement, and licensed helping professionals such as psychologists, clinicians, social workers and counselors.

RAW Staff are Mandated Reporters

According to the Ombudsman's Office of the Department of Social Services, mentoring program staff are mandated reporters in the Commonwealth of Massachusetts and required to follow the procedures outlined in Chapter 119, sections 51 A-E of Massachusetts law. Only paid employees are mandated reporters.[1] Although there is no legal obligation for volunteers to report suspected abuse or neglect of children, mentoring programs are encouraged to familiarize their volunteers with the reporting procedure in their organization and encourage them to fulfill their moral responsibility to care for and protect youth.

Massachusetts law requires mandated reporters to immediately make an oral report to the Department of Social Services when, in their professional capacity, they have reasonable cause to believe that a child under the age of 18 years is suffering from abuse or neglect. A written report must be submitted to DSS within 48 hours after the oral report has been made. During the screening and investigation, mandated reporters are required, upon request by DSS, to disclose relevant information to the Department. Failure to make a report can be punished by a fine of up to \$1,000. Under the law, mandated reporters are protected from liability in any civil or criminal action and from any discriminatory or retaliatory action by an employer.

How Are Abuse and Neglect Defined by Law?

Abuse means: The non-accidental commission of any act by a caretaker that causes or creates a substantial risk of physical or emotional injury or constitutes a sexual offense; or any sexual contact between a caretaker and a child under the care of the individual.

Neglect means: Failure by a caretaker, either deliberately or through negligence or inability, to take actions necessary to provide a child with minimally adequate food, clothing, shelter, medical care, supervision, emotional stability and growth or other essential care.

What Does This Mean for Mentors?

As a volunteer mentor, you are not mandated by law to report suspected abuse or neglect. However, you do have a moral responsibility to care for and protect the young person you are mentoring.

If you suspect your mentee is being abused or neglected, your response is to immediately report to the director of Project Launch. If you cannot contact the program, i.e. at night, on a weekend, or another time when the program is closed, you will contact RAW's Program Director and/or Clinical Supervisor.

[1] Conversation with Ombudsman's Office, Department of Social Services, Commonwealth of Massachusetts, March 2, 2007.

If mentors have a serious concern with their student they are always first asked to immediately alert the youth coordinator/director of the program. We'll then work together to alert RAW's Clinical Supervisor and/or Program Director and submit a report to DCF.

Resources and Contact Information

CONTACTING RAW:

Alex Ashley, RAW Office Manager, alex@rawartworks.org 781-593-5515 x215 On-site at RAW: M-F

Käthe Swaback, RAW Program Director, Kathe@rawartworks.org 781-593-5515 x202 On-site at RAW: M-F

Jason Cruz, RAW Clinical Supervisor, Jason@rawartworks.org 781-593-5515 x206 On-site at RAW: M, W-F

Ryan Brelling, Project Launch Director, Ryan@rawartworks.org 781 -593-5515 x228 On-site at RAW: M-F

Kaitlyn Farmer, Project Launch Coordinator, kaitlyn@rawartworks.org 781 -593-5515 x227 On-site at RAW: M-F

www.projectlaunch.org - Will have the most up to date information, schedule, and resources for supporting you through the mentoring process. Check back often as things will update!

What is TRIO? TRIO programs that provide the following services:

Career advising - career interest assessment, personality tests, career exploration, choice and planning.

Educational advising - Individual education plans, pre-college curriculum information, assistance with college search and selection.

Financial aid advising and application assistance - Information on grants, Scholarships and loans, Financial Aid application assistance, Scholarship search and application assistance, Financial aid workshops for families.

Tutoring and test preparation, Admissions application assistance and free college visits

North Shore Community College in Lynn has four different TRIO programs that offer services to our students:

1) Educational Opportunity Center (EOC) at NSCC

The Lynn EOC office is located near the Lynn campus at 204 Market st. (The "MBTA" building) and serves adults and high school seniors throughout the north shore region.

EOC provides:

College application and enrollment assistance, Financial aid advising and application assistance, Educational information and advising, Career Advising and Transfer Assistance

2.) Student Support Services (TRIO SSS) at NSCC

Trio SSS serves NSCC students and is located at both the Lynn CAMPUS (LW 165) and Dancers (DB -104).

SSS Provides:

Academic Counseling, career planning and personal support
College transfer assistance and college visits
Financial aid and scholarship search assistance
Trio linked learning classes providing small, supportive learning community
Free individual tutoring: cultural activities; and community service opportunities

3.) Upward Bound Program (TRIO UB)

The Upward Bound Program is located at the Lynn Campus in Room LE 330 and serves High school students. UB Provides:

Academic enrichment and personal support
Cultural activities and leadership development
Intensive summer college program
tutoring and test Prep
Financial aid and scholarship search assistance
College visits

4.) Educational Talent Search Program (TRIO ETS)

NSCC's Educational Talent Search (ETS) is a federally funded TRIO program designed to motivate and support selected 7th-12th-grade students to complete high school and enroll in a college or other postsecondary education program.

To be eligible, applicants must be attending or have recently attended school in Lynn. They must be US citizens or have permanent resident status or be in the process of becoming a permanent resident of the United States. Applicant must complete an application and parents must submit income information. Program guidelines require that two-thirds of all participants meet federal income guidelines and come from first-generation college families (in which parents lack four-year degree.)

The Lynn ETS program is staffed by educational advisors who have offices located in Lynn Classical High, Lynn English High and Lynn Vocational Technical Institute. The ETS Program is located near the Lynn Campus at 204 Market Steet (the "MBTA" building) and serves Lynn High School and Marshal Middle School Students.

MENTOR SPRING, SUMMER & EARLY FALL

**Please RSVP to each training as soon as possible on the Launch website: ProjectLaunch.org*



Wednesday, March 30th (6:00-8:00PM) - Junior & Mentor Mix-up

Join us for games, dinner and a chance to mingle with RAW's rising senior class! No prep necessary. This night you'll: Hear from a recent Alumni who's now attending Year Up and current seniors about their experience as artists at RAW Learn more about Project Launch: RAW's college access and career exploration program

Connect with new and returning mentors

Meet our rising seniors and make art

Monday, April 11th (6:00-8:00PM) - Mentor Mix-up & Intro to Cultural Awareness

Join us for an official on boarding into the new year! Michael A. Smith will facilitate this interactive workshop that will help mentors explore personal dynamics of power and privilege that will increase cultural awareness in their relationships with students and the overall RAW community.

Thursday, May 26th (6:00-8:00PM) - Cultural Competency Training

This interactive workshop provides participants with the opportunity to recognize and explore dynamics of power and privilege in their communities and begin to develop skills to more effectively work cross culturally. Mentors will learn how to take the first steps towards a higher level of personal cultural competency and then work towards applying new perspectives when working with their mentee.

You'll walk away with the ability to:

Understand your own culture and identity

Wednesday, June 15th (6:00-8:30pm) Mentor Orientation

The training provides information about the Launch program goals, the basic responsibilities they assume as a mentor of students, and some tips on how to start the mentoring process.

We will review how to :

- Establish strong mentoring relationships with RAW seniors
- Breaking down the website
- Navigate the college application process
- Find the colleges that fit students best
- Learn about the Community College options and alternative tracks
- Get the low down on Financial Aid.

This training will include a portion facilitated by RAW's Clinical supervisor, Jason Cruz in collaboration with the Launch team focused on how to establish strong mentoring relationships with seniors and how to work with youth who have experienced trauma. The presentation and training will include studies and data on the RAW Philosophy around our outcome areas and our approach to mentoring.

*This is a required training for all new volunteers. Although this is a required training, it can be done after a volunteer begins meeting with students. 5. Wednesday, July 13th (6:00-8:00pm) College Essay Writing - extended workshop

(Fall- Date TBD) Individual meetings with parent(s)/guardian(s), seniors, mentors & RAW staff

The parents/guardians of our seniors are an important part of the puzzle when it comes to making critical decisions about their futures and we hope that they leave the night feeling that we understand and value their importance in the stressful complicated college access and career exploration process. As the year goes on we will organize meetings with families here at RAW to make sure everyone is on the same page.

(Fall - Date TBD) Senior Kick-Off/ Team Building

The Launch Kick-Off is an opportunity for mentors to connect with their mentee's again and join us for a fun activity at RAW! -

*Mentor Focus groups will be hosted quarterly during the school year