RAW's Project Launch Mentor Manual
2019 - 2020

RAW's Mission

RAW Art Works mission is to ignite the desire to create and the confidence to succeed in our youth.
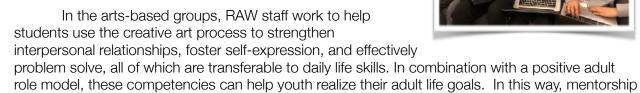
Mentoring @ RAW's Project Launch

Welcome to Project Launch, RAW's post-secondary career development program. Launch's primary concern is to help youth identify, pursue, and achieve their career goals after their high school experience. Keeping in line with RAW's mission to "ignite the desire to create and the confidence to succeed", Project Launch seeks to inspire RAW artists to ignite their ability to create a professional future that is aligned with the critical literacies developed through RAW's programs, which are rooted in art therapy. **The critical literacies we are going to leverage to help our students are identity, self-advocacy, social-agency, and critical dialogue (both internal and external).**

For some of our young adults, applying to college or finding a career is one of the most important developmental challenges that they have faced. Establishing a safe guiding relationship with a mentor can be of great support during this time. Still, while a youth may want to engage in a supportive relationship with an outside adult, they may find it difficult to envision what the experience will be like. Also, many of our RAW teens have been very disappointed in their relationships with adults in that they may have been hurt, betrayed, abused and/or abandoned. They may have come to believe that adults don't care and so trusting a new adult in their life may be full of uncertainty.

In the arts-based groups, RAW staff work to help students use the creative art process to strengthen interpersonal relationships, foster self-expression, and effectively problem solve, all of which are transferable to daily life skills. In combination with a positive adult role model, these competencies can help youth realize their adult life goals. In this way, mentorship is an invaluable experience for our youth.

In mentorship, it is important to remember to leave room for autonomy. Everyone's life trajectory is not the same; mentors support any avenue they choose. While Launch youth may have common goals no two students are alike in their backgrounds, needs and strengths which means a different approach for all. Mentors provide encouragement in this journey while simultaneously letting youth make their own choices, which can be a tricky balance. **Young people need to be active participants, not passive recipients, in the college/career access process. College/career access is not done to or for them but, rather, with them.**

A positive attitude is essential. Students need to believe that college and careers are acheivable and that success is possible. Keeping students focused and providing effort-oriented feedback is of great importance.

Remain aware of your actions and consider what the teen can do on their own and what he/she can do with assistance. When facing an obstacle or crossroad, you can provide them with

information about the choices available for developing a course of action. This helps to build intrinsic motivation and self-regulation. Self-regulation as in 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 our youth, the reciprocity of factors like trust and empathy can be terrifying. Many have developed behaviors based in the survival skill of trusting no one for anything. Relatedness can provide a foundation for intrinsic motivation – it makes the teen want to do "the right thing." Therefore, working with a student to develop his or her goals and the skills to achieve them helps to create relatedness.

As a mentor the number one goal is to foster this sense of relatedness while respecting the survival skills teens have learned. **The student needs to sense** *that you have something to offer him/her*. While it helps to be a credible source of information, it is also critical to be tuned in emotionally to what the teen needs.

As a RAW mentor your 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 *work for them*. It does not mean replacing their parents or becoming overbearing. It does mean to be a strong advocate, believe in their potential, adhere to the lists and goals, and listen to what they need. Mentors help teens navigate through their emotions, help them develop necessary planning skills, and help them recognize their resiliency.

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

The Project Launch Team

What's the most important thing that keeps teens motivated to come to RAW?

I CREATE. *Youth take risks and create*. Youth at RAW need to envision a future that is their own. At Project Launch, we strive to give them the opportunity to experiment with possible careers, challenge their pre-disposed assumptions about professional careers, and support them in their decision-making process. Students must take educated risks in creating a path to their professional calling. Mentors assist in this process by sharing their own experience, helping youth complete applications for colleges and/or professional organizations, being a motivator, assisting students to keep up with their deadlines, challenging student's pre-conceived notions of careers, and empowering student's social-agency and self-advocacy.

I AM. *Youth want to explore and express what is really going on.* The process of choosing a career reveals what is going on in the youth's mind, how they perceive the world around them, and what opportunities they believe they realistically have. The student's sense of identity is extremely important in the context of what they want to do after graduation. Getting to know your mentee will guide you in this process. What are RAW's artists expressing when they choose a career? Do they feel empowered enough to choose a career that reflects who they are? Are their goals strictly associated with financial success or do they express the youth's desire to make a difference in the world? Why? Have they been exposed to all careers in their field or fields of interest? These are a some of the questions that mentors should be asking themselves as they analyze the students career goals and choices.

WE CONNECT. *Youth want to belong and to connect*. The arts help our students to have critical dialogues with themselves and the world around them. This process allows them to connect with what is really going on in their lives and how they are dealing (or not dealing) with it. Reaching out to their community to honestly and critically engage the areas in which they can effectively change is empowering. When working with youth, try to align their aspirations with their community.

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 and by the works of Dr. Torie Weiston-Serdan in her book *Critical Mentoring, a Practical Guide*.

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.

Torie Weiston-Serdan is a scholar and practitioner with over eleven years of teaching and youth programming experience. She received her Ph.D. in Education from Claremont Graduate University at the age of 30 and has dedicated her life and career to teaching and mentoring young people in her community. She does extensive work with community-based organizations in support of their youth advocacy efforts, specializing in training mentors to work with diverse youth populations; i.e. Black, Latinx, LGBTQIA, First-Generation College Students and Low-Income Youth.

Stages of building a productive relationship with your mentee

Stage 1

Relationship Building - Getting to Know Each Other

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

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.

- Laying 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

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 she/he tells you is going to harm him/her or someone else.

2. What she/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.

Be understanding and patient with your mentee. She/he might be confused about when and how to talk to you about difficult issues she/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 that will benefit the student. For example, it is beneficial for youth to disclose disabilities 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. Always check with the Launch Manager whenever these challenges arise before disclosing the information to anyone.

Stage 5

Working with Parents/Guardians & Families

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.

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 long-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 getting 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.

(Adapted from: Mass Mentoring's Program Manual derived from United Way of America and The Enterprise Foundation, Source: Partnerships for Success: A Mentoring Program Manual, 1990.)

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 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 running low on a charge, 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. Additionally, monetary exchanges can create 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 a 24-hour notice if possible. Please also let the Launch Team know of any cancellations. Seniors are expected to give you the same notice of any cancelations 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

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

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 (Hebert and Kaitlyn). 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 2019-2020 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 Monday through Thursday from 10 am to 7 pm during the school year.

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.

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 2020). 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.

Mandated Reporting, 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, RAW's 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.

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.

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

Resources and Contact Information

CONTACTING RAW:

Erin Oliver, RAW Office Manager, Erin@rawartworks.org 781-593-5515 x215 On-site at RAW: M-F 9 - 5 pm

Lisa Furman, RAW Program Director, Lisa@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

Hebert Labbate, Project Launch Manager, Hebert@rawartworks.org 781 -593-5515 x228 On-site at RAW: M-F 10 - 6 pm

Kaitlyn Farmer, Project Launch Coordinator, Kaitlyn@rawartworks.org 781 -593-5515 x227 On-site at RAW: M-F 10 - 6 pm

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?

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO programs serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

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, personal support, cultural activities, leadership development, intensive summer college program tutoring, test preparation, Financial Aid, scholarship search assistance, and 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 Street (the "MBTA" building) and serves Lynn High School and Marshal Middle School Students.