



Opportunity Partnership Pilot Program May 2009 Report

The Opportunity Partnership Pilot Program is funded through a grant of the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges.

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MEMORANDUM

TO: Madeleine Thompson, Policy Analyst, Legislative Liaison, Adult Team Leader

FROM: Wendy Barrett, Program Coordinator

DATE: March 4, 2008

SUBJECT: Quarterly Narrative Report 12-01-07 to 2-29-08

Opportunity Partnership Pilot Program PROGRAM QUARTERLY NARRATIVE REPORT

STATUS OF PROGRAM:

- The pool of potential participants has been identified as Opportunity Grant Students enrolled at Yakima Valley Community College (YVCC) in the Nurses Aide Certified (NAC) program; an I-BEST program. This is a two quarter program that is offered in the Fall at the Yakima Campus and at both Yakima and Grandview Campuses in Winter quarter. Students are being recruited from classes that began in Fall '07 and Winter '08; with plans to recruit from the Fall '08 and Winter '09 classes as well.
- The classes that began Fall '06 and Winter '07 have been identified as the control group. Carl Wolfhagen will gather data on these students accessing existing data available through the State Board for Community and Technical Colleges data banks.
- The Program Coordinator has an office on the Yakima Campus of YVCC and has access to shared office space on the Grandview YVCC campus. She splits her time between the two campuses and her office at the Workforce Council. She has also been invited to participate in the college's Opportunity Grant Committee meetings. She has developed working relationships with key Opportunity Grant program staff at the college.
- The following healthcare agencies have agreed to partner on this project by recruiting staff to act as mentors, as well as provide each mentee connected to their staff with either a 16 hour job shadow or a 40 hour internship.
 - Emerald Care
 - Garden Village
 - Landmark Care Center
 - Sunnyside Community Hospital
 - Toppenish Community Hospital
 - Yakima Regional Medical & Cardiac Center
 - Yakima Valley Farm Workers Clinic
 - Yakima Valley Memorial Hospital

- The Program Coordinator has briefed the WDC Board on the project. One of the Board members is the President and CEO of the Greater Yakima Chamber of Commerce; the Chamber included an article about the program, aimed at recruiting other healthcare agencies to participate in the program, in their newsletter.
- Mentorship guidelines have been developed, training curriculums for both mentors and mentees have been developed, and mentor manuals have been purchased. Hard copy samples of these documents as well as marketing materials that were developed are being mailed today March 4, 2008.
- Orientations sessions have been held for the Fall '07 and Winter '08 NAC students. At the completion of the orientation sessions students are completing a program application, and will await a match with a mentor. To date 26 students have attended the orientation sessions.
- 18 students have applied to the program; some of their demographics include:
 - All female
 - 10 Hispanic, 2 African American, and 6 Caucasian
 - 13 have HS diploma or GED
 - 4 plan to become employed as NACs, 6 want to become Medical Assistants, 1 plans to enter phlebotomy field, and 7 plan to become LPNs or RNs.
- The partnering healthcare organizations are experiencing difficulty recruiting staff to act as mentors. One of the partners discussed offering a 25 cent per hour mentoring differential for staff that will volunteer. The Program Coordinator is working with them to potentially offset some of these costs, as well as working with the other partners to institute some sort of incentive program for staff that volunteer. The goal is to develop an incentive program that all the partners are comfortable with.
- Once Mentors are identified orientation sessions will be held for them, hopefully within the next few weeks. This will enable the Program Coordinator to begin matching students and mentors.
- To date no supportive service dollars have been expended.

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MEMORANDUM

TO: Madeleine Thompson, Policy Analyst, Legislative Liaison, Adult Team Leader

FROM: Wendy Barrett, Program Coordinator

DATE: May 12, 2008

SUBJECT: Quarterly Narrative Report 03-01-08 to 4-30-08

Opportunity Partnership Pilot Program PROGRAM QUARTERLY NARRATIVE REPORT

STATUS OF PROGRAM:

- In addition to the Nurses Aide Certified students the candidate pool for this program now includes 14 new Opportunity Grant students enrolled in the following programs; Billing and Coding, Surgical Tech, Medical Assistant, Pre-Nursing, and Nursing programs. The college had available Opportunity Grant funds so they created a two week eligibility period for students from other Allied Health or Nursing programs to apply for funding.
- Of the 14 Opportunity Grant students mentioned above to date 5 students have enrolled in the Opportunity Partnership Pilot Program. The five new students have all received the orientation session and completed their enrollment paperwork.
- 24 students have applied to the program; some of their demographics include:
 - All female
 - 13 Hispanic, 3 African American, 1 Asian/Pacific Islander, and 7 Caucasian
 - 19 have HS diploma or GED
 - 16 are single, 8 are married
 - 5 have no children, 5 have 1 child, 6 have 2 children, 4 have 3 children, 3 have 4 children, and 1 has 5 children.
 - 19 are Certified Nurses Aid students, 2 are Billing and Coding students, 2, are Nursing students, and 1 is completing pre-requisites for the Surgical Tech program.
 - Many of the students have a goal of furthering their education after they complete their current educational program; these goals are outlined as follows:
 - Nurses Aid to Medical Assistant – 4
 - Nurses Aid to Nursing – 8
 - Nurses Aid to Phlebotomy – 1
 - Surgical Tech to Physicians Assistant - 1
 - Registered Nurse to Midwife - 1

- The average family size is 4 people, and in two thirds of the households there is only one income. The average wage for a Certified Nurses Aid is approximately \$10.50/hr. The self sufficiency wage for a family of 4 in Yakima, with one working adult, is \$13.23. This figure takes into account that there are no childcare costs; either because the parent will receive working connections childcare or their children are old enough to not require childcare. These parents, in addition to working at least part-time, will probably need to continue to receive food stamps and medical while they are furthering their education to achieve a self sufficiency wage.
 - Currently there are 16 students actively enrolled in the program. 8 students have either discontinued the program or were determined not to be Opportunity Grant eligible. The reasons they are no longer in the program are detailed as follows; 1 moved to California, 4 were determined not Opportunity Grant eligible, 2 got part-time work while still attending classes and didn't feel that they could also devote time to the mentoring sessions, and 1 student was dropped from the Nurses Aid program for attendance issues.
- The eight healthcare agencies listed in the previous progress report continue to partner on this project by recruiting staff to act as mentors, as well providing each mentee connected to their staff with either a 16 hour job shadow or a 40 hour internship. We also added a new partnering Agency Yakima Neighborhood Health Services; they are focusing their early mentor recruiting on Billing and Coding professionals as this is an unmet need of the Opportunity Partnership Pilot Program.
 - The Yakima Chamber of Commerce held an annual Business Expo in March; the program coordinator attended this event, networking with healthcare agencies or facilities that had purchased a booth. These marketing efforts led to Yakima Neighborhood Health Services becoming a partnering agency.
 - The decision was made to pay the mentors incentive pay commensurate with the pay for their job title, not to exceed \$20 per hour. Since implementing this strategy we have recruited, and trained 21 mentors. They hold the following credentials; 9 RNs, 1 Respiratory Therapist, 6 Certified Nurses Aides, 1 Certified Medical Technologist, 1 Cardiovascular Technologist, 2 Medical Assistants, and one who has a pre-med degree and is currently applying to medical school. The pay scale for the mentors breaks down as follows; 12 getting paid \$20/hr, 3 getting paid \$15/hr, and 6 getting paid \$12/hr.
 - Of the 16 students active in the program 14 are matched with a mentor and meeting with their mentor 4 hours per month. The other 2 students are in the Billing and Coding program; I currently have no Billing and Coding professionals available as mentors. All of the partnering healthcare facilities are aggressively recruiting from their Billing and Coding departments. Also there is a professional organization that Billing and Coding professionals can belong to locally; we are planning to market at their next general membership meeting if we still need mentors from this field. Hopefully these 2 students will be matched with a mentor in the next week or so.
 - Conversations with long term college staff and staff from the WDC regarding a research grant from a few years ago, called the Adult Education Coordination and Planning Project, which analyzed student data from Fall quarter 2006 and Winter quarter 2007 yielded interesting retention information. It was found that 34 students enrolled in the program, of which 19 completed the Nurses Aid program. Of the 19 who completed the class 11 were employed post completion in the health care field, 4 were employed in non health care positions, and 7 were

unemployed. As we discussed this and began to analyze why this might be we realized that many of these participants are on TANF or WorkFirst and are taken out of a Vocational Education status as soon as they complete their educational program and put into a Work Search status. The Nurses Aid students have to wait an average of 6 weeks to sit for their certification exam so that they can become employed as Certified Nurses Aids. The TANF/WorkFirst students may not feel that they can wait until they have gained their credential before obtaining employment. We plan to keep the Nurses Aid students that are on TANF/WorkFirst engaged 20 hours per week from the time that they graduate from their program until they can sit for their exam; this will meet their weekly participation requirement to continue receiving their benefits. We have attended area planning meetings that include staff from the college, DSHS, CBOs, and the WDC; we have briefed DSHS staff on our intention to keep these students engaged with the college and WDC staff until they have the opportunity to sit for their certification exam; DSHS staff support these efforts. During this time frame the students will participate in the following educational activities; Financial Literacy module, Work Ethic/Employability Skills module, Test prep for their exam, GED prep if this is needed, and the students will complete their 16 hour job shadow or their 40 hour internship that is part of the Opportunity Partnership Pilot Program model. The students who are not on TANF/WorkFirst will also be able to participate in these educational activities as well. Our hope with these retention efforts for 6 weeks after their graduation is that more of them will actually sit for the exam, pass the exam, and gain employment in their chosen profession.

- We have program expenses totaling \$19,316.68 through mid April; we will be submitting an invoice for reimbursement of these costs as soon as possible. We will be incurring higher expenditures over the remaining few months through June 30, 2008 due to mentor payments, student support, and increased costs for the additional training post graduation. We expect expenditures by June 30, 2008 to be \$55,000 - \$60,000. At this time we would like to request a conference to plan for the evaluation phase of the program since the majority of the students have been engaged in mentoring activities for a short period of time.

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MEMORANDUM

TO: Madeleine Thompson, Policy Analyst, Legislative Liaison, Adult Team Leader

FROM: Wendy Barrett, Program Coordinator

DATE: July 15, 2008

SUBJECT: Quarterly Narrative Report 05-01-08 to 06-30-08

Opportunity Partnership Pilot Program PROGRAM QUARTERLY NARRATIVE REPORT

STATUS OF PROGRAM:

- We have mentors that are matched with students, from the following partner agencies Yakima Valley Memorial Hospital, Yakima Valley Regional Hospital, Yakima Valley Farm Workers Clinic, Toppenish Hospital, and Sunnyside Hospital. These mentors are meeting with their students; assisting them with academics, test prep, skills practice, and educational planning to reach their career goals. We have 10 mentors who have signed up to mentor students that are waiting for the Fall '08 and Winter '09 classes to start.
- We currently have 13 students actively engaged in the program. Actively engaged means that they are meeting with their mentors as planned and have either completed their academic program at the college or are making satisfactory progress in it. We had two students who were dropped from the program for non-compliance; these students were not meeting with mentors or returning calls/emails from the program coordinator. Some of this can be attributed to initial difficulty recruiting mentors. One of the students who are not actively engaged did meet with her mentor once for a period of one hour; then she obtained employment. This short period with her mentor can also be attributed to initial start-up of the program.
- As planned we engaged the Nurses Aid students that are on TANF/WorkFirst 20 hours per week from the time that they graduated from their program until they could/can sit for their exam; this met their weekly participation requirement to continue receiving their benefits. During this time frame the students participated in Work Ethic/Employability Skills modules and test prep for their WA State certification exam, we had a total of 7 students participate in these activities, of which 5 were TANF/WorkFirst recipients. Five of these students sat for their certification exams on 6/27; this exam has two parts, a written and a skills demonstration portion. Of the five that tested at this time all five passed the written portion of the exam, 3 passed the skills portion. The two who did not pass the skills portion have already applied to retest at the earliest date available; probably August 1st here in Yakima. One of the two students who have not yet taken the exam will be taking it on July 18, 2008; the other student is pregnant and experiencing pre-term labor so when she will test remains to be seen. One of the students retesting on the skills

portion of the exam has had two interviews at an assisted living facility; as soon as she obtains her certification she will be hired.

- Two Nurses Aid Certified students who graduated June 9, 2008, just like the students mentioned above, chose not to participate in the modules and test prep sessions. They will be testing in the next few weeks; one already has a job offer at Yakima Valley Memorial Hospital as soon as she passes her exam.
- The Nurses Aid Certified students that graduated in June '08 will soon begin their job shadows. Five of them will be completing their job shadows at Sunnyside Hospital; they attended an orientation session last week. As soon as their background clearances come back they will be scheduled for their job shadows. The remaining students will be completing the orientation process at Yakima Valley Regional Hospital and Yakima Valley Farm Workers clinic in the next few weeks so that they can begin their job shadows.
- We have program expenses totaling \$50,221.68 through June 30, 2008; an invoice was emailed today, a signed copy will be mailed as well. How the program evaluation will be carried out still needs to be decided; sooner than later. Most of the currently enrolled students were attending a short two quarter Nurses Aid Certified program at the college. These students have recently graduated, are beginning to take their State certification exams, and some of them have obtained employment in their chosen field. Our involvement with these students will very soon be coming to a natural end.

Applied to OPPP program	Enrolled in OPPP	Matched with mentor	Job Shadows completed	Graduated from YVCC	Attained professional credential	Employed	Enrolled in further education
24	15	14	0	11	5	2	1

cc: File



Opportunity Partnership Pilot Program

TO: Madeleine Thompson, Policy Analyst, Legislative Liaison, Adult Team Leader
FROM: A.K. Wintzer, Program Coordinator, Opportunity Partnership Pilot Program
DATE: September 29, 2008
RE: Program Status

- Fifteen students were originally enrolled in South Central Workforce Council's Opportunity Partnership Pilot Project.
- Fourteen students were matched with mentors.
- Eight students completed job shadowing.
 - Shadowing took place at Memorial Hospital, Yakima Valley Farmworkers' Clinic and Sunnyside Community Hospital.
- Eleven of the fifteen graduated from Yakima Valley Community College's Nurse Assistant course.
- Nine of the participants have received certification by Washington State's Department of Health. One student did not take the exams as she studied billing/coding. She is working part-time where she job-shadowed.
- Two of the participants have certification pending.
- Three students are currently working. One worked at a Clinic briefly before returning to school.
- Two students are continuing their education at Yakima Valley Community College.
- I am exploring the possibility of having those students who actively participated in the program meet with students new to the Program Fall Quarter 2008.
- The previous Program Manager reportedly met daily with the Grandview students for nearly two weeks as they practiced their nursing skills prior to taking their exams for State Certification.



Opportunity Partnership Pilot Program

To: Madeleine Thompson
Cc: Patrick Baldoz, David Gonzales, Kerrie Abb, Angel Reyna, Kathy DeGooyer, Connie Osborne
Regarding: Opportunity Grant Pilot Program
Date: January 12, 2009

Phase 1 – Fall 2007 Yakima, Winter 2008 Yakima/Grandview

- Fifteen Opportunity Grant students were originally enrolled in the Opportunity Partnership Pilot Program
- All fifteen graduated from their Health Careers program at YVCC.
- Thirteen participants received certification by the Department of Health.
- One participant graduated and is certified as a coder/biller.
- I am unable to contact one of the participants. Her cell message says that she is out of the area, however according to the YVCC counselor, she took 9 credits at YVCC Fall Quarter 2008.
- Employment/Education Status
 - Eleven of these Students were enrolled in continuing Health Career classes at YVCC in the Fall of 2008.
 - One was closed out of the program as she had reached the maximum of credits. She is studying for her GED at OIC while volunteering at Sunnyside Community Hospital. She will seek employment after receiving her GED.
 - One is working part-time at Memorial Hospital as a Biller/Coder while continuing her education.
- Participant Demographics
 - All of the participants in this group were female.
 - Ten of the participants were Hispanic.
 - Two of the participants were Black.
 - Three of the participants were Caucasian.
 - The average number of people in the household is 3.9.
 - Eight of the fifteen Opportunity Grant students were the heads of household.
- KNDO TV ran a positive story on the Mentoring Program in October. It featured one of the Mentors one of the Students from the Grandview class, and the YVCC Foundations Instructor.

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Phase II – Fall 2008 - Yakima

- Fifteen Opportunity Grant participants completed their initial paperwork at YVCC in Yakima. One dropped the program as she couldn't do the work. Ten are confirmed as Opportunity Grant recipients, three possibly are OG students and one is confirmed not to be an OG student.
- All fourteen of the remaining NAC students that completed paperwork have been matched with Mentors.
- One of this Group has been matched with a Mentor from the first group. Both have limited English skills and have been coached to speak English during their sessions.
- Mentors
 - Four are RNs at Yakima Regional Hospital
 - Four are RNs at Yakima Memorial Hospital
 - Two are CNAs at Yakima Farmworkers Clinic
 - One is an RN at Sunnyside Community Hospital
 - One is a CNA at Landmark Care Center
 - One is a Physician at Toppenish Community Hospital
- Participant Demographics
 - Five of the participants are Hispanic
 - Two of the participants are Native American
 - One of the participants is Black
 - Five of the participants are Caucasian
 - The average size of Group 2's household is 3.9
 - Nine of Group 2's Opportunity Grant participants are the head of the household.
- The SCWC plans to hold a hiring event after Winter Quarter and before this class is able to test for their certification by the Department of Health.

Phase III - Yakima and Grandview Winter 2009

- Eighteen students are enrolled and expected to begin NAC training in Yakima. Of that eighteen we anticipate that thirteen will be eligible for an Opportunity Grant and thus participation in the Mentoring program.
- Nineteen students are enrolled in the Grandview NAC Program. It is anticipated that there will be thirteen NAC students in the Opportunity Grant Pilot Program starting in Grandview in January.
- Accreditation
 - Discussions are underway with YVCC to make participation in the Mentoring Program a requirement of the NAC program. One credit would be awarded for participation. If this is pursued, it will require additional structure, a documented "curriculum" and bench-marks for achieving the credit.
 - Benefits – It will increase the active participation of the students. It will also mean that they will receive 15 credits for their NAC program. Statistics show that students who reach the 15 credit level are more likely to continue their education and become successfully employed in their chosen field.
 - Challenges – It would require a guaranteed pool of Mentors. We are currently in competition with limited Mentoring slots run for High School students enrolled in NAC programs sponsored by the Farmworkers Clinic. There is also a large Job Shadow Program run by the Chamber of Commerce. This means that our Mentoring pool is rapidly reaching capacity.

On-Going Challenges

Active Participation

During orientation students are introduced to the concept of mentoring relationships. They are told that this opportunity is one that will allow them to develop additional relationships with people in the medical community. Students are reminded that as they develop a good relationship with their Mentors they are also preparing to enter the workforce – possibly with the organization that employs their Mentor. At the least, a good relationship may lead to a good recommendation. Students are also reminded that the continued success of the program depends upon their active participation.

The students are told that they are expected to take an active role in the process and that they are expected to make the first contact with the Mentor with whom they've been matched. Understandably, given many of their backgrounds, this is indeed a challenge. Reaching out to someone they haven't met is difficult for some students. They can be matched with Mentors, but they cannot be forced to meet with them.

Some students move forward, successfully contacting their Mentors, meeting with them, and in some cases establishing on-going relationships. Others never take the first step. For those that establish a good rapport with their Mentor, a job or volunteer position may develop. Those that don't make contact often leave their Mentors with a poor impression of the program and reluctance to participate in the future. Student excuses frequently revolve around the "lack of time" or "family responsibilities". Regardless, this group presents the biggest challenge and threat to the continued success of the program.

Mentor Recruitment

We are currently in competition with limited Mentoring slots run for High School students enrolled in a NAC program sponsored by the Farmworkers Clinic. There is also a large Job Shadow Program run by the Chamber of Commerce. This means that our Mentoring/Job Shadowing pool is rapidly reaching capacity.

Likewise, with continued demands to shrink budgets and costs, medical institutions have less capacity to support employees that wish to Mentor or provide Job Shadow opportunities during working hours. The demand for healthcare workers continues to out-strip the supply, but the capacity to help provide training is shrinking.

Expenditures Versus Budget – See Attachment



Opportunity Partnership Pilot Program

To: Madeleine Thompson
Cc: Patrick Baldoz, David Gonzales, Kerrie Abb, Angel Reyna, Kathy DeGooyer, Connie Osborne, Michelle Bartholet
Regarding: Opportunity Grant Pilot Program
Date: March 31, 2009

Phase I – Fall 2007 Yakima, Winter 2008 Yakima/Grandview

- Fifteen Opportunity Grant students were originally enrolled in the Opportunity Partnership Pilot Program
- All fifteen graduated from their Health Careers program at YVCC.
- Thirteen participants received certification by the Department of Health.
- Employment/Education Status
 - Eleven of these Students were enrolled in continuing Health Career classes at YVCC in the Fall of 2008.
 - One participant graduated and is certified as a coder/biller. This participant is doing work-study at YVCC. She is also working part-time at Memorial Hospital as a Biller/Coder while continuing her education. This student agreed to be a Mentor to one of the Winter Quarter.

Phase II – Fall 2008 - Yakima

- Fifteen Opportunity Grant participants completed their initial paperwork at YVCC in Yakima. One dropped the program as she couldn't do the work. Ten are confirmed as Opportunity Grant recipients, three possibly are OG students and one is confirmed not to be an OG student.
- All fourteen of the remaining NAC students that completed paperwork have been matched with Mentors.
- SCWDC had planned to hold a hiring event after Winter Quarter and before this class is able to test for their certification by the Department of Health, however, all of the students that finished Winter Quarter had enrolled in Spring Quarter classes and none was seeking work.

Phase III - Yakima and Grandview Winter 2009

- Fourteen students began NAC training in Yakima. All NAC students attended orientation in January. Several indicated that they did not wish to be matched with Mentors due to family circumstances and time commitment.
 1. All of the students that wished to be matched with Mentors were given names and contact information for their Mentors.
- Nineteen NAC students attended orientation in Grandview.
 1. Four students have been matched with Mentors.
 2. Five individuals from Sunnyside Community Hospital have volunteered to be Mentors.

Mentor/Student Contact Log (for SCWDC Use)

Mentor Name:

Program: OPPP

Home Phone:

Work Phone:

E-Mail:

Cell Phone:

Student Name:

Student's Phone

Student's e-mail:

Date	Purpose/Notes



Opportunity Partnership pilot program

Benefits:

- Industry Mentors to:
 - Be a positive role model and example of success in your chosen career
 - Build self-esteem and motivation
 - Help set goals and work toward them
 - Possibly help with class tutoring
- 16 hour Job Shadowing or 40 hour Internship
- Ongoing support and assistance to eliminate barriers to program completion
- Limited funds for childcare, travel, professional clothing, etc.

Eligibility:

- Opportunity Grant Student at YVCC
- Enrolled in a Health Careers Pathway Program

For More Information Contact:

South Central Workforce Council
509-574-1950

Partnering Agencies

- Emerald Care
- Garden Village
- Landmark Care Center
- Sunnyside Community Hospital
- Toppenish Community Hospital
- Yakima Neighborhood Health Services
- Yakima Regional Medical & Cardiac Center
- Yakima Valley Community College
- Yakima Valley Farm Workers Clinic
- Yakima Valley Memorial Hospital

The Opportunity Partnership pilot program is funded through a grant of the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges.



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Opportunity Partnership Pilot Program

Student Orientation Manual

Student Orientation Outline

Session Title: Mentoring Works!

The objectives of this training are intended to help new Students:

- Develop a deeper understanding of their role
- Learn strategies for effective mentoring
- Understand clearly the program guidelines and policies that they must operate within

Agenda:

Icebreaker: Introductions (5 minutes)

What is Mentoring? (10 minutes)

See Handout – What is Mentoring

First Steps (10 minutes)

See Handout – First Steps

4 Pillars of Mentoring (20 minutes)

BREAK (15 minutes)

Important Program Guidelines (20 minutes)

Expectations of Students

Weekly/monthly time commitment

Attend Orientation session

Take an active role in the mentoring process

See Handout Common Mistakes Students Make

Reporting to Program Coordinator

Expectations of the Opportunity Partnership Program

Orientations for both Mentors and Students

Matching Mentors and Students with similar interests/values

Ongoing personal support and guidance

Match Closure

Ending the Formal Relationship (See Handout)

Student enters employment or enrolls in continuing education

Mentor or Student request

Student Exit Survey

Wrap-Up – What's Next? (10 minutes)

Matching Process

Questions

WHAT IS MENTORING?

1. What is the role of a mentor?
2. Who can be a mentor?
3. What personal qualities make a person a “good” mentor?
4. What personal qualities make a person a “good” mentee?
5. What do you think are the keys to successful mentoring relationships?

FIRST STEPS

1. What is the principal purpose of the first meeting between a mentor and mentee?
2. What would you consider as appropriate “ground rules” for a mentoring relationship?
3. What are some questions you might want to ask your mentor/mentee at your first meeting?
4. What measures could you take to ensure the mentoring relationship is built on a solid foundation of trust?

4 PILLARS OF MENTORING

1) Inquire:

a) Active listening:

To be successful in a mentoring relationship, both the mentor and the mentee need to listen to what their partner is saying.

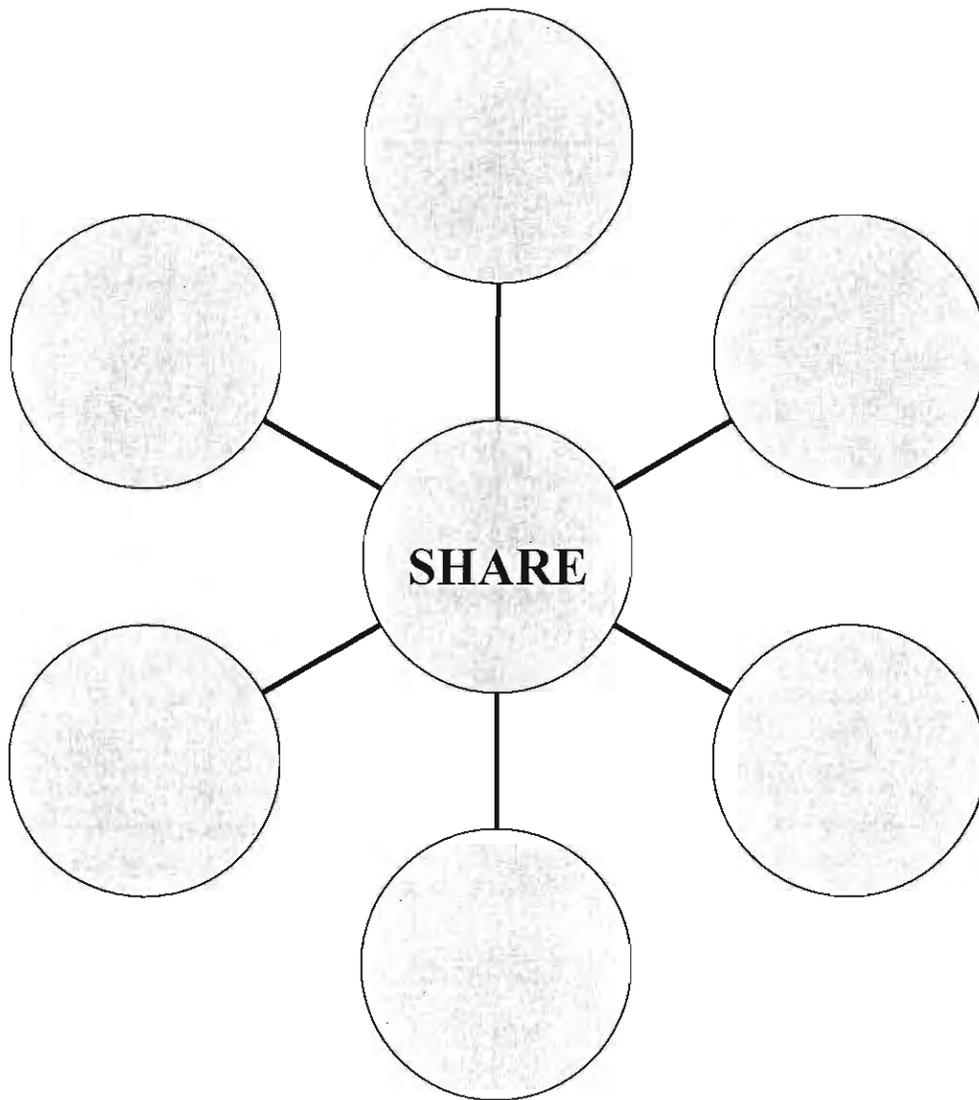
For the mentor – it is important to remember that this relationship is about supporting the mentee. The focus is on what the mentee needs, not on what the mentor knows or has experienced. The mentors do not play the role of sage dispensing wisdom, but rather use their knowledge and experience to respond compassionately and appropriately to the questions and needs of their mentees. Therefore a primary task for the mentor will be guiding the mentee to discover insights and answers for him or herself by asking probing open-ended questions and actively listening to the responses. The mentor will also honestly and candidly respond to inquiries from the mentee and share experiences and insights that may be helpful.

For the mentee – time spent with your mentor is valuable for both of you and should not be wasted. Don't hesitate to ask questions, including personal questions, which will help you learn what you need to know. Listen to the answers and seek additional clarification in areas where you need more information. Your job as a mentee is not to impress your mentor. Your priority is to learn.

b) Inquiry in a mentoring relationship can mean many things. List some ways that inquiry is central to successful mentoring?

c) How is mentoring an opportunity for learning by both parties?

2) Share:



- a) Use the "Share" diagram to suggest some of the ways in which sharing is critical to effective mentoring. Discuss the different aspects of "sharing" and how they apply to mentoring.
- b) Sharing of confidences and experiences that may be sensitive or embarrassing, is important in mentoring. Why?

3) Encourage:

- a) Why is it important for mentors to offer encouragement when their mentees try something new and difficult?

- b) How does the sharing of information encourage and help a mentee?

- c) List some other ways mentors can encourage their mentees to explore furthering their careers?

4) Care:

- a) How do you think "caring" improves mentoring relationships?

- b) What does a mentor do that demonstrates caring?

- c) What does a mentee do that demonstrates caring?

COMMUNICATION SKILLS

To be an effective communicator is a great asset to you in your mentoring relationship, as in any relationship. It is especially important at the beginning of the match as you and your mentor/mentee get to know each other.

Successful Communication Techniques:

- **Active Listening**

Active listening involves listening carefully to the words and the underlying feelings expressed. Active listening takes energy. It means “listening to” rather than just hearing. The listener suspends judgment and prejudice and focuses on the message. By listening actively, you show that you care about the person to whom you are listening. The following are some common active listening techniques:

I. Paraphrasing

The listener, in their own words, plays back what has just been said in order to verify or correct the message received.

Examples: “do I hear you saying.....?” “I believe you mean....is that right?”
“Sounds like.....”

II. Door Opening/Probing

With these tools you attempt to retrieve more information on the topic. The listener invites the speaker to elaborate. The listener shows interest, without allowing personal viewpoints or judgments to void the invitation. The listener raises a topic that is related to the speaker's statement and asks the speaker to elaborate on that topic.

Examples: “I'd like to hear more about this.” “Please tell me more about it.”
“I hear you saying that you are upset with your teacher. Tell me why you are feeling that way.”

III. Perception checking

The listener pays attention to what is *not* being said to reach new insights and hunches. Perception checking means paying attention to things like body language, eye contact, topics that are being systematically avoided, etc.

Examples: “Every time I've mentioned your teacher today, you've clenched your fists and become really quiet. Has something happened with her that you would like to talk about?”

- **Verbal Communication**

Word meaning can become complicated by cultural or age differences between the speaker and listener. If you don't understand a word or expression, it is best to make it known and talk about it. There is a good chance that your mentor/mentee will use words and phrases that you have never heard. It's okay to admit that you are not versed in their lingo. You do not have to talk down to your mentor/mentee or be condescending, but simply be aware that their vocabulary and understanding of semantic nuances may not be at your level.

- **Non Verbal Communication**

"Actions speak louder than words." It is important to realize that we are communicating non-verbally at all times. This means that a person can often send messages they do not intend to or know that they are sending. If you are aware of this you can be more careful both about sending and interpreting messages.

Also keep in mind that certain nonverbal messages can mean very different things in various cultures. If you are matched with a mentor/mentee from a different culture than your own, try to be aware of or learn the cultural differences that might affect non-verbal communication.

- **Open-Ended Questions**

Questions which require more than a "yes/no" or "good/bad" response are helpful in getting your mentor/mentee to open up, especially if you have a shy mentor/mentee. They also indicate a genuine interest in engaging in a meaningful conversation.

- **"I" Versus "You" Statements**

"You statements" put responsibility for your feelings on the other person. "I statements," on the other hand, let you express your feelings and thoughts directly. They allow you to effectively communicate your feelings or make suggestions without implying blame.

Student Contract

Name: _____

Date: _____

By choosing to participate in the Opportunity Partnership pilot program, I agree to:

- Follow all rules and guidelines as outlined by the program coordinator, student training, program policies, and this contract
- Have a positive attitude and be respectful of my mentor
- Make a commitment, to work with my mentor through June 30, 2009 or until I enter employment or enroll in continuing education
- Meet at least four hours per month with my mentor
- Make at least weekly contact with my mentor
- Be on time for scheduled meetings or call my mentor at least 24 hours beforehand if I am unable to make a meeting
- Submit monthly Student Report Logs to the program coordinator, and regularly and openly communicate with the program coordinator as requested
- Attend student orientation session
- Inform the program coordinator of any difficulties or areas of concern that may arise in the mentor/student relationship
- If changes in me personal situation and / or health could impact my job readiness, I will contact the program coordinator.
- Notify the program coordinator of any change to my contact information to include address, telephone, or email
- Participate in a closure process when that time comes; to include providing the following employment information through June 30, 2009

Employers Name	Wages
Employers Address	Hours per week
Employers Phone Number	Start Date
Job Title	
- I understand that I will be contacted at least quarterly to verify employment and determine if there is a need for further services. I agree to provide the necessary information through June 30, 2009

NOTE: In the case that my counselor is unable to contact me, I authorize the Opportunity Partnership pilot program coordinator to contact my employer to obtain the above information and I authorize the release of such information.

_____ (please initial) I understand that upon match closure, future contact with my mentor is beyond the scope of the Opportunity Partnership pilot program and can happen only by the mutual consensus of the mentor and the student.

I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the program coordinator at this time or in the future.

(Signature)

(Date)

Student Report Log

Name: _____

Month: _____

Contact Date	Meeting Dates	Activities	Comments and/or Areas of Concern

ENDING THE FORMAL RELATIONSHIP

1. What do you see as the difference between a formal mentoring relationship and an informal one?
2. How would you handle a situation where you are a mentor and think it is time to end the formal mentoring relationship with your mentee? How would you handle a similar situation if you are the mentee and want to bring the relationship to a close?

Mentor Exit Survey

Thank you for serving as a mentor in the Opportunity Partnership pilot program. Your efforts are greatly appreciated. We are always looking for ways to improve our program and appreciate your feedback. Please complete the following.

Name: _____ Date: _____

Name of Student: _____

Length of Match: ____years ____months

Check what best describes your relationship with your student. Then please explain your answers below:

- | | | |
|--|-------------------------------------|--|
| <input type="checkbox"/> Very close | <input type="checkbox"/> Close | <input type="checkbox"/> Not very close |
| <input type="checkbox"/> Very successful | <input type="checkbox"/> Successful | <input type="checkbox"/> Not very successful |

Why is your match ending?

Do you feel like you made a difference in your student's life? Yes No
Please explain below:

Did you feel you received adequate support and supervision from program staff?

What aspects of the Opportunity Partnership pilot program did you like the best?

What aspects of the Opportunity Partnership pilot program did you like the least?

What could we have done to make our program a better experience for you and/or your student?

Would you like to be re-matched? Yes No

Please provide any additional comments:

Student Orientation Evaluation

Name (optional): _____ Date: _____

1. What did you find to be *most* useful in this workshop?
2. What did you find to be *least* useful?
3. Was there anything you felt was missing from this session that you would have liked to learn more about?
4. In what other ways could we improve this session?

5. Please rate the following:

	Poor		Average		Excellent
Effectiveness of trainer	1	2	3	4	5
Training room	1	2	3	4	5
Training content	1	2	3	4	5
Training materials	1	2	3	4	5
Overall rating	1	2	3	4	5

6. List other topics or concerns you would like to have addressed in future training sessions.

1. Other comments:

The Opportunity Partnership pilot program is funded through a grant of the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges.

Student Orientation Completion Worksheet

Congratulations on completing your orientation and we look forward to working with you as an Opportunity Partnership pilot program student!

List three things you learned during this session that will help you when you begin your new role as a mentored student. They can be skills, attitudes, or anything else. Then explain *how* you plan to use these in working with your mentor.

1.

2.

3.

This certifies that I have completed my initial orientation and that I fully understand and am agreeing to follow the guidelines and requirements of being a student in the Opportunity Partnership pilot program.

Mentor Signature

Date

Print Name



Opportunity Partnership
Pilot Program

Job Shadowing and the Mentoring Program

An opportunity to spend an extended time (16 – 40 hours) with a professional who is working in a job that you think you'd like to perform.

Why Participate?

- Learn up-to-date facts about the occupation.
- Find out what skills are required for the job.
- Develop valuable networking contacts.
- Further develop your communication skills.
- Gain confidence in talking with professionals.
- Expose you to “buzzwords” or terminology specific to the job.

What's in it for Them?

- People like to talk about themselves and their jobs.
- Sometimes you can learn a great deal about yourself by sharing experiences.
- Sometimes you actually discover that there are aspects about your job that you need to learn.

Questions You Can Ask

- What job did you prepare for and expect to enter originally?
- How did you get where you are in your field?
- If you needed to leave this field, where else could you apply your skills?
- What advice would you give someone wanting to enter your career field?
- What would you have done differently in your career?
- What do you like most about your job?
- What would you say are your top two personal rewards from the work you do?
- Ask for a copy of a job description for the person you are shadowing.
- Ask what they think is the most important aspect of their job.
- Ask them about their education.
- Ask what other jobs they have performed.
- Find out who to contact if you want to apply for a job with their employer.

COMMUNICATION SKILLS

To be an effective communicator is a great asset to you in your mentoring relationship, as in any relationship. It is especially important at the beginning of the match as you and your mentor/mentee get to know each other.

Successful Communication Techniques:

- **Active Listening**

Active listening involves listening carefully to the words and the underlying feelings expressed. Active listening takes energy. It means "listening to" rather than just hearing. The listener suspends judgment and prejudice and focuses on the message. By listening actively, you show that you care about the person to whom you are listening. The following are some common active listening techniques:

I. Paraphrasing

The listener, in their own words, plays back what has just been said in order to verify or correct the message received.

Examples: "do I hear you saying.....?" "I believe you mean.....is that right?"
"Sounds like....."

II. Door Opening/Probing

With these tools you attempt to retrieve more information on the topic. The listener invites the speaker to elaborate. The listener shows interest, without allowing personal viewpoints or judgments to void the invitation. The listener raises a topic that is related to the speaker's statement and asks the speaker to elaborate on that topic.

Examples: "I'd like to hear more about this." "Please tell me more about it."
"I hear you saying that you are upset with your teacher. Tell me why you are feeling that way."

III. Perception checking

The listener pays attention to what is *not* being said to reach new insights and hunches. Perception checking means paying attention to things like body language, eye contact, topics that are being systematically avoided, etc.

Examples: "Every time I've mentioned your teacher today, you've clenched your fists and become really quiet. Has something happened with her that you would like to talk about?"

- **Verbal Communication**

Word meaning can become complicated by cultural or age differences between the speaker and listener. If you don't understand a word or expression, it is best to make it known and talk about it. There is a good chance that your mentor/mentee will use words and phrases that you have never heard. It's okay to admit that you are not versed in their lingo. You do not have to talk down to your mentor/mentee or be condescending, but simply be aware that their vocabulary and understanding of semantic nuances may not be at your level.

- **Non Verbal Communication**

"Actions speak louder than words." It is important to realize that we are communicating non-verbally at all times. This means that a person can often send messages they do not intend to or know that they are sending. If you are aware of this you can be more careful both about sending and interpreting messages.

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Mistakes Students Make

by Dr. Linda Phillips-Jones



It's all right to make a mistake as a mentored Student. You want to take risks and try new behaviors. No two mentors are the same, so you can never be sure that your approach will be totally acceptable and satisfying to any one mentor.

Having said all that, if you're like most students, you want to make as few *serious* mistakes as possible!

Let's look at the errors that *others* have made...and provide some strategies to help you prevent or at least recover from them.

1. Act too passively.

Some students expect to find a mentor who will literally take care of them: tell them what career or position to pursue, set the student's goals, protect them from making any mistakes, introduce them to the mentors' key contacts, and in general ensure the student's success. The new trend in adult-to-adult mentoring is for the student (not the mentor) to own his/her own development and to manage mentoring relationships.

This means approaching potential mentors, proposing get-together's and goals, suggesting learning activities, monitoring the relationships to be sure mentors are satisfied, and suggesting closings or transitions when the relationships have met their goals. Mentors will be frustrated if you leave the process all up to them. Most will be highly motivated if you show interest, enthusiasm, a willingness to learn, and genuine appreciation.

2. Act too aggressively.

Some students, in an effort to be assertive and responsible, come on too strongly. They give the appearance that the mentor owes them his/her time and state what they want in a tone that seems demanding. Many prospective mentors don't know about the shift in mentor-student roles and so are shocked when prospective students seem pushy and too sure of themselves.

The key is to manage the "dance" of mentoring. That means leading at times, following at others, being willing to change steps when needed. When in doubt, have a discussion with your mentor about how much initiative you should show. Just asking will demonstrate that you want to learn and make it a good experience for both of you.

3. Ignore the Awe Factor.

The Awe Factor is the dynamic that often occurs between a student and a mentor who has considerable experience and expertise, an important position, or a stellar reputation. Mentors, like other authority figures, can make students feel awkward and even a little inadequate, even without trying to do so.

Experiencing the Awe Factor in mentoring is normal and actually a good thing to a point. students *should* show respect and admiration for their mentors. Whenever possible, you want to honor your mentors' schedules and listen to their advice. Ignoring the Awe Factor completely can make you seem too assertive (see number 1 above) and even naïve about the process of mentoring. Recognize the factor, note how you're feeling about the person and situation, and talk about how you'll best work together as mentor and student.

4. Leave future contact vague.

Partly because of the Awe Factor mentioned above, many students say they don't want to bother their busy mentors. So, when a mentoring meeting is finished, the students just say thanks and leave. At most they say, "I'll call you," hoping the mentors will speak up and propose another time to meet.

Effective students make a point of *scheduling at least two or three meetings in advance*.

Starting early in the relationship, they invite their mentors to bring out calendars and schedule actual days, times, and places. They also clarify what to do about emails and phone conversations between meetings, including what to expect in the way of response times. It may feel a little pushy to bring up these topics, but your mentors will appreciate how serious you are about working with them. If they've agreed to participate, you won't be bothering them at all.

5. Say "Yes, but..."

Your mentors will no doubt offer suggestions, give advice, suggest new options, and sometimes even tell you what to do. Some of this intended help you'll recognize as useful; some could also seem inappropriate. It's tempting to say thanks and run with the ideas that intuitively feel valuable and decline the rest. You'll feel the urge to set your mentor straight by saying, "Yes, but that won't work for me because of this reason." Nothing will turn a mentor off more quickly than hearing you say this. The word "but" is a red flag that signals your mentor (rightly or wrongly) that you're stubborn and unwilling to learn or try.

Even if the suggestion doesn't feel right or you know it to be inappropriate, force yourself to listen to the complete idea and consider it very carefully. Drop "but" from your responses, and see item number 6 for more ideas. If this becomes a pattern and your relationship clearly isn't working for you, talk with your mentoring coordinator or have a closing conversation with your mentor and agree to part amicably for now.

6. Don't report learning.

A key skill of students is called Learning Quickly, and one of its components is the so-called Learning Loop. This means learning something from your mentor, trying it out as soon as possible, and reporting back to your mentor about what happened, what worked, what you still need to learn, etc. Not reporting that process and its results is a mistake and will make your mentor think: a) you didn't hear the information or b) it wasn't important enough to test out. Either way, your mentor is likely to be discouraged and resist helping you next time. Always let him/her know what you did, what you learned, and how much you appreciated your mentor's efforts.

7. Don't follow through.

This error is not doing what you committed to do such as not showing up for meetings, not completing your learning activities to meet your goals, or not getting back to your mentor with information you were supposed to provide. Mentors value student follow through because it proves the student's dedication and desire to succeed. If you ever can't complete a task or keep a promise, let your mentor know as quickly as possible and arrange a later due date. No doubt you expect your mentor to do the same!

Student Application

Personal Information

Your Name: _____ Date: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home phone: _____ Work phone: _____ Cell: _____

Email address: _____

Gender: Male ___ Female ___ Highest grade completed prior to enrolling in YVCC ___

Date of birth: _____ Disabilities: _____

Ethnicity: Caucasian: ___ Hispanic: ___ African American: ___

Asian/Pacific Islander: ___ American Indian/Alaskan Native: ___

Other (please specify): _____

Emergency Contact Name: _____ Phone Number: _____

What is your current employment status: _____

Please list all members of your household:

Name	Sex	Age	Relationship to Applicant

Application Questions

Please answer all of the following questions as completely as possible. If more space is needed, use an extra sheet of paper or write on the back of this page.

1. Why do you want to participate in a mentoring program?

2. Briefly describe your expectations for the Opportunity Partnership pilot program:

3. Are you available to meet with a mentor four hours per month and have contact at least once a week for a minimum of 18 months, or until you enter employment, enroll in continuing education? Please explain any particular scheduling issues.

4. Describe your school performance including grades, homework, attendance, barriers, etc.:

5. Do you have secure, reliable childcare?

6. Do you have reliable transportation to get to mentoring meetings, job shadowing, or internship opportunities? _____ Yes _____ No
- 7.
8. What is your goal upon completion of this program; do you plan to become employed as an NAC, continue with your education, or other?

What are the most convenient times for you to meet with your mentor? Please check all that apply.

Weekdays: ___ Lunchtime: ___ After school: ___ Evenings: ___ Weekends: ___

Do you speak any languages other than English? If so, which languages?

If you could learn more about the job/career you are training for or about careers that you could advance into, what would it be?

What is one goal you have set for the future?

Please check all activities you are interested in:

<input type="checkbox"/>	Biking	<input type="checkbox"/>	Camping	<input type="checkbox"/>	Science	<input type="checkbox"/>	Cooking	<input type="checkbox"/>	Library
<input type="checkbox"/>	Hiking	<input type="checkbox"/>	Boating	<input type="checkbox"/>	Music	<input type="checkbox"/>	Sports	<input type="checkbox"/>	Yoga
<input type="checkbox"/>	Golf	<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Gardening	<input type="checkbox"/>	Parks	<input type="checkbox"/>	Movies
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Animals	<input type="checkbox"/>	Eating	<input type="checkbox"/>	Board Games	<input type="checkbox"/>	Shopping

List any other areas of special interest:

Authorization for Release of Information
Opportunity Partnership Pilot Program
South Central Workforce Council
120 S. 3rd Street, Suite 200-A
Yakima, WA 98901
(509) 574-1950
FAX (509) 574-1951

Applicant/Participant Name: _____

Student ID: _____

I, _____ authorize employers and Yakima Valley Community College to release information to the South Central Workforce Council in order to assist them in providing me with services from the Opportunity Partnership Pilot Program.

I further authorize the South Central Workforce Council to provide information about me to the Washington State Workforce Training and Education Coordinating Board. The information the South Central Workforce Council will share includes the personal information I provide, such as my name, address, phone number, e-mail address, educational activities, opportunity grant status and work history.

I authorize the South Central Workforce Council and the Workforce Training and Education Coordinating Board to have access to wage and employment information from my employers and through the Unemployment Insurance System. The use of this information shall be for the purpose of planning and providing me with services and meeting program standards.

The release takes effect upon the date of the signature below, and will remain in effect for up to one year after my exit from the program. I understand that this information will be kept confidential as defined by federal, state and local regulations. I also understand that I can withdraw this release of information at any time by submitting a written request to the South Central Workforce Council or their contractor.

Participant Signature

Date

SELF-ASSESSMENT

Instructions: Read the statements below and score each one according to how true or false you believe it is about you. To get an accurate picture of yourself, consider what IS true about you (not what you want to be true). Obviously there are no right or wrong answers. Assign each statement a number from zero to ten, as follows:

Totally False 0 1 2 3 4 5 6 7 8 9 10 Totally True

1. ___ I control how successful I will be.
2. ___ I'm not sure why I'm in college.
3. ___ I spend most of my time doing important things.
4. ___ When I encounter a challenging problem, I try to solve it by myself.
5. ___ When I get off course from my goals and dreams, I realize it right away.
6. ___ I'm not sure how I learn best.
7. ___ Whether I'm happy or not depends mostly on me.
8. ___ I'll truly accept myself only after I eliminate my faults and weaknesses.
9. ___ Forces out of my control (like poor teaching) are the cause of low grades I receive in school.
10. ___ If I lose my motivation in college, I know how to get it back.
11. ___ I don't need to write things down because I can remember what I need to do.
12. ___ I have a network of people in my life that I can count on for help.
13. ___ If I have habits that hinder my success, I'm not sure what they are.
14. ___ When I don't like the way an instructor teaches, I know how to learn the subject anyway.
15. ___ When I get very angry, sad, or afraid, I do or say things that create a problem for me.
16. ___ When I think about performing an upcoming challenge (like taking a test), I usually see myself doing well.
17. ___ When I have a problem, I take positive actions to find a solution.
18. ___ I don't know how to set effective short-term and long-term goals.
19. ___ I remember to do important things.
20. ___ When I have a difficult course in school, I study alone.
21. ___ I'm aware of beliefs I have that hinder my success.
22. ___ I don't know how to study effectively.
23. ___ When choosing between doing an important school assignment or something really fun, I usually do the school assignment.
24. ___ I break promises that I make to myself or to others.
25. ___ I make poor choices that keep me from getting what I really want in life.
26. ___ I have a written plan that includes both my short-term and long-term goals.
27. ___ I lack self-discipline.
28. ___ I listen carefully when other people are talking.
29. ___ I'm stuck with any habits of mine that hinder my success.
30. ___ When I face a disappointment (like failing a test), I ask myself, "What lesson can I learn here?"
31. ___ I often feel bored, anxious, or depressed.
32. ___ I feel just as worthwhile as any other person.

Totally False 0 1 3 4 5 6 7 8 9 10 Totally True

33. ___ Forces outside of me (like luck or other people) control how successful I will be.
34. ___ College is an important step on the way to accomplishing my goals and dreams.
35. ___ I spend most of my time doing unimportant things.
36. ___ When I encounter a challenging problem, I ask for help.
37. ___ I can be off course from my goals and dreams for quite a while without realizing it.
38. ___ I know how I learn best.
39. ___ My happiness depends mostly on what's happened to me lately.
40. ___ I accept myself just as I am, even with my faults and weaknesses.
41. ___ I am the cause of low grades I receive in school.
42. ___ If I lose my motivation in college, I don't know how I'll get it back.
43. ___ I use self-management tools (like calendars and to-do lists) that help me remember to do important things.
44. ___ I know very few people whom I can count on for help.
45. ___ I'm aware of the habits I have that hinder my success.
46. ___ If I don't like the way an instructor teaches, I'll probably do poorly in the course.
47. ___ When I'm very angry, sad, or afraid, I know how to manage my emotions so I don't do anything I'll regret later.
48. ___ When I think about performing an upcoming challenge (like taking a test), I usually see myself doing poorly.
49. ___ When I have a problem I complain, blame others, or make excuses.
50. ___ I know how to set effective short-term and long-term goals.
51. ___ I forget to do important things.
52. ___ When I have a difficult course in school, I find a study partner or join a study group.
53. ___ I'm unaware of beliefs I have that hinder my success.
54. ___ I've learned to use specific study skills that work effectively for me.
55. ___ I often feel happy and fully alive.
56. ___ I keep promises that I make to myself or to others.
57. ___ I make wise choices that help me get what I really want in life.
58. ___ I live day to day, without much of a plan for the future.
59. ___ I am a self-disciplined person.
60. ___ I get distracted easily when other people are talking.
61. ___ I know how to change habits of mine that hinder my success.
62. ___ When I face a disappointment (like failing a test), I feel pretty helpless.
63. ___ When choosing between doing an important school assignment or something really fun, I usually do something fun.
64. ___ I feel less worthy than other people.

Transfer your scores to the scoring sheets on the next page. For each of the eight areas, total your scores in columns A and B. Then total your final scores as shown in the sample.

Self-Assessment Scoring Sheet

<p>SAMPLE</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A</td> <td style="width: 50%;">B</td> </tr> <tr> <td>6. <u>8</u></td> <td>29. <u>3</u></td> </tr> <tr> <td>14. <u>5</u></td> <td>35. <u>3</u></td> </tr> <tr> <td>21. <u>6</u></td> <td>50. <u>6</u></td> </tr> <tr> <td>73. <u>9</u></td> <td>56. <u>2</u></td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 20px;"> $\underline{28} + 40 - \underline{14} = 54$ </td> </tr> </table>	A	B	6. <u>8</u>	29. <u>3</u>	14. <u>5</u>	35. <u>3</u>	21. <u>6</u>	50. <u>6</u>	73. <u>9</u>	56. <u>2</u>	$\underline{28} + 40 - \underline{14} = 54$		<p>SCORE #1: Accepting Personal Responsibility</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A</td> <td style="width: 50%;">B</td> </tr> <tr> <td>1. _____</td> <td>9. _____</td> </tr> <tr> <td>17. _____</td> <td>25. _____</td> </tr> <tr> <td>41. _____</td> <td>33. _____</td> </tr> <tr> <td>57. _____</td> <td>49. _____</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 20px;"> $\underline{\quad\quad} + 40 - \underline{\quad\quad} = \underline{\quad\quad}$ </td> </tr> </table>	A	B	1. _____	9. _____	17. _____	25. _____	41. _____	33. _____	57. _____	49. _____	$\underline{\quad\quad} + 40 - \underline{\quad\quad} = \underline{\quad\quad}$		<p>SCORE #2: Discovering Self-Motivation</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A</td> <td style="width: 50%;">B</td> </tr> <tr> <td>10. _____</td> <td>2. _____</td> </tr> <tr> <td>26. _____</td> <td>18. _____</td> </tr> <tr> <td>34. _____</td> <td>42. _____</td> </tr> <tr> <td>50. _____</td> <td>58. _____</td> </tr> <tr> <td colspan="2" style="text-align: center; padding-top: 20px;"> $\underline{\quad\quad} + 40 - \underline{\quad\quad} = \underline{\quad\quad}$ </td> </tr> </table>	A	B	10. _____	2. _____	26. _____	18. _____	34. _____	42. _____	50. _____	58. _____	$\underline{\quad\quad} + 40 - \underline{\quad\quad} = \underline{\quad\quad}$	
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Carry these scores to the corresponding boxes in the chart on the next page, writing them in the "Your Score" column.

Your Score	Successful Students	Struggling students
Score _____	Accept self-responsibility , Seeing themselves as the primary cause of their outcomes and experiences.	See themselves as Victims, believing that what happens to them is determined primarily by external forces such as fate, luck, and powerful others.
Score _____	Discover self-motivation , finding purpose in their lives by discovering personally meaningful goals and dreams.	Have difficulty sustaining motivation, often feeling depressed, frustrated, and/or resentful about a lack of direction in their lives.
Score _____	Master self-management , consistently planning and taking purposeful actions in pursuit of their goals and dreams.	Seldom identify specific actions needed to accomplish a desired outcome. And when they do, they tend to procrastinate.
Score _____	Employ interdependence , building mutually supportive relationships that help them achieves their goals and dreams (while helping others do the same).	Are solitary, seldom requesting, even rejecting, offers of assistance from those who could help.
Score _____	Gain self-awareness , consciously employing behaviors, beliefs, and attitudes that keep them on course.	Make important choices unconsciously, being directed by self-sabotaging habits and outdated life scripts.
Score _____	Adopt lifelong learning , finding valuable lessons and wisdom in nearly every experience they have.	Resist learning new ideas and skills, viewing learning as fearful or boring rather than as mental play.
Score _____	Develop emotional intelligence , effectively managing their emotions in support of their goals and dreams.	Live at the mercy of strong emotions, such as anger, depression, anxiety, or a need for instant gratification.
Score _____	Believe in themselves , seeing themselves as capable, lovable, and unconditionally worthy human beings.	Doubt their competence and personal value, feeling inadequate to create their desired outcomes and experiences.

Interpreting your scores: A score of

0-39 Indicates an area where your choices will **seldom** keep you on course.

40-63 Indicates an area where your choices will **sometimes** keep you on course.

64-80 Indicates an area where your choices will **usually** keep you on course.



Wendy Barrett
Program Coordinator
Opportunity Partnership pilot program
South Central Workforce Council

Dear Wendy;
May28, 2008

Thank you for taking your time with us to discuss ways we can be of service to your students who are participating the Opportunities Grant. As per our discussion, we can customize our current curriculum to meet the needs of these students as they transition into health careers. Our proposed services and cost are outlined below for your review.

Proposal to Provide Soft Skills/Pre Employment Skills for Opportunities Grant Students in Grandview.

Statement of Work:

People for People will provide 24 hours of soft skill/Pre-employment training to Opportunity Grant students in Grandview.

Total Cost: \$1,250.

Includes: Instruction, travel, course preparation and instructional materials.

Proposed curriculum and content hours

Pre-Employment/Job Search 12 hours

Self-Esteem Exploration:

- Inventories and ideas on how to develop healthy self-esteem.
"DREAM IT, WALK IT, BELIEVE IT"

Master Application

- Students will complete a master application using a template or hand-written form.

Resume

- Students will provide verbs and adjectives provided from the self assessment/analysis activities and exercises to use on their resume. (DSAP*)
- Students will complete the resume worksheets including the reference sheets.
- Students will choose a style of resume to best suit their immediate goal, and discuss ways to adapt their resume as necessary in the future to meet their short, intermediate, and long-term goals.

Interviewing

Students will become familiar with the steps to interviewing and follow the interview preparation checklist.

- Students will use the adjectives, verbs, and self assessment/analysis information to prepare a variety of written responses to interview questions.
- Students will practice and rehearse their responses with a variety of people, and situations.
- Students will be critiqued using the following criterion:
- Attitude, Attire, Hygiene, Communication Skills, Promptness, Greeting, Handshake, Ease/fluidness of answers, Thoroughness of answers, Non-verbal cues, Identification and recognition of skills and personal attributes, Confidence.

Workin It Out: Communication and Problem Solving in the Workplace

12 hours

- | | |
|-----------------------------------|---------------------------------|
| ▪ Understand Conflict | ▪ Dealing with Other's Feelings |
| ▪ Power of Personal Beliefs | ▪ Choices and Consequences |
| ▪ Unspoken Rules of the Workplace | ▪ Problem and Goal |
| ▪ Stop and Think | ▪ Information and Insight |
| ▪ Expressing your Feelings | |

Additional topics can be selected from a menu of workshops to supplement the above curriculum if time permits. A menu of topics can be provided upon request.



Opportunity Partnership Pilot Program

December 22, 2008

Helen Jensen
Yakima Valley Memorial Hospital
2811 Tieton Drive
Yakima, WA 98902

Helen,

I am enclosing information that you may find helpful as you start the Mentoring or Job Shadow process. You will first need to establish a schedule with your student that is acceptable to each of you. It doesn't have to be at the same time each week. FYI - Classes begin on the 5th of January. The students will be in class until 4:30 pm Monday through Thursday. The students won't be matched with Mentors until mid-February.

I'm also enclosing the following:

1. Mentoring Guidebook
2. Mentor Contract
3. Mentor Application
4. Mentoring Log – to be completed by Student. You initial & date to indicate that you agree with the topics and times. The student should have this....but just in case they don't you'll have it you can give it to them.
5. A W-9 Form
6. Mentoring Agreement
7. Mentoring Billing Forms

Call me when you've completed the forms and I'll come to get them. My cell number is below.

Sincerely

A.K. Wintzer
Opportunity Partnership Pilot Project Coordinator
509.388.4361



Opportunity Partnership Pilot Program

The Opportunity Partnership Pilot Program is funded through a grant of the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges.

The South Central WDC is an equal opportunity employer and provider of employment and training services. Auxiliary aids and services are available upon request to persons with disabilities.



The **Opportunity Partnership Pilot Program** helps to empower students in the Allied Health and Nursing Pathway at Yakima Valley Community College. The mentoring program uses industry volunteers to commit to supporting, guiding, and providing job shadowing or internship opportunities for the student until they finish their program or enter employment. By becoming part of the social network of industry leaders and community members who care about the success of these students, the mentor can help students develop and reach positive academic, career, and personal goals.

Mentor Job Description

Mentor Role

- Take the lead in supporting a student through an ongoing, one-to-one relationship
- Serve as a positive role model and example of success in their chosen career
- Build the relationship by planning and participating in activities together
- Strive for mutual respect
- Build self-esteem and motivation
- Help set goals and work toward accomplishing them
- Possible tutoring help with classes

Time Commitment

- Make a time commitment for four months, or until the student enters employment or enrolls in continuing education.
- Spend a minimum of four hours per month one-to-one with a student
- Communicate with the student weekly

Participation Requirements

- Be interested in working with students entering your medical field
- Be willing to adhere to all program policies and procedures
- Be willing to complete the application and screening process
- Be dependable and consistent in meeting the time commitments
- Attend mentor orientation session as prescribed
- Be willing to communicate regularly with program staff, submit monthly activity logs, and take constructive feedback regarding mentoring activities

Desirable Qualities

- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual differences
-

Benefits

- Personal fulfillment through contribution to community and individual
- Satisfaction in helping someone mature, progress, and achieve goals
- Personal ongoing support and supervision to help the match succeed
- Helping to build the pipeline of trained medical personnel for the community

Six Reasons to Be a Mentor

You may be considering acting as a mentor and yet hesitating. Is it worth the investment? Will I make a difference in this person's life?

These are good questions to ask you. You want your time and effort to count, because you have other priorities to juggle. You should never serve as a mentor if you don't want to do so.

Here for your consideration are some potential benefits of mentoring. Maybe they will help with your decision.

1. Students need your expertise.

You have a wealth of life experience no matter what your age. You know how to provide a listening ear, plan a project, make things happen, study and evaluate situations, talk to individuals and groups, influence others to take steps, bargain, write documents, parent, handle aging parents, express your feelings, telecommute and/or hundreds of other abilities. Thousands of individuals could benefit from grasping at least one thing that you know.

2. Students need *your particular slant* on your expertise.

Students don't just need the general expertise you own; they need your particular version of it. How you do it differently than others. The unwritten rules you've learned on how to do it better, faster, more enjoyably, or with more sensitivity. No one but you knows this, and it will end with you if you don't pass it on to others.

3. Mentoring is less time-intensive and mentor-managed than it used to be.

Remember when mentoring was a lengthy, very involved one-way process? Mentors did all the choosing, pushed students to reach goals the mentors had in mind, and kept students under their wings sometimes for years and decades. The good news is that mentoring has changed drastically in the past 10 years. Students are now expected to help manage the relationships, or at least take a major share of the responsibility of setting goals, making sure the meetings happen, monitoring their progress, and asking for and providing feedback. A little mentoring goes a long way. Even one or two hours per month of focused contact time with a student over four – six months can make a large positive difference in the student's life, career and self-confidence.

4. It's a way to leave a legacy.

Are you a parent or guardian? If so, you have a natural way to leave a legacy to the world through your children. You can also leave an important legacy through the work you do, what you create, improve, and influence that makes the world and the people in it better for having you in it. Mentoring at least one person well is *another* powerful legacy that you can leave. A part of you, your experience, and your character will be a part of that person's journey, which in turn is likely to be a part of someone else's. Mentors really can change the world one person at a time.

5. You'll learn from your students.

We hear a lot of buzz these days about "reverse mentoring". This means that the person normally thought of as a mentor is the receiver of guidance and learning from the person normally thought of as the student. An example of reverse mentoring is the corporate world in which older mentors are learning computer tips and tricks from their younger counterparts. No matter what your students know and can do, you'll learn something from their worlds and experiences.

6. It's satisfying to see someone shine.

Nothing is quite as exhilarating as seeing a person get beyond a difficulty and become better than she/he ever thought possible. It truly is a high! This doesn't *always* happen in front of your eyes. But we can help them start the process and pass them on in time to another mentor who takes them further. If we're fortunate, we'll see at least one person flourish. That, quite frankly, is the best payoff of mentoring.

Communication Skills

To be an effective communicator is a great asset to you in your mentoring relationship, as in any relationship. It is especially important at the beginning of the match as you and your mentor/mentee get to know each other.

Successful Communication Techniques:

1. Active Listening

Active listening involves listening carefully to the words and the underlying feelings expressed. Active listening takes energy. It means "listening to" rather than just hearing. The listener suspends judgment and prejudice and focuses on the message. By listening actively, you show that you care about the person to whom you are listening. The following are some common active listening techniques:

2. Paraphrasing

The listener, in their own words, plays back what has just been said in order to verify or correct the message received.

Examples: "do I hear you saying.....?" "I believe you mean.....right"? "Sounds like....."

3. Door Opening/Probing

With these tools you attempt to retrieve more information on the topic. The listener invites the speaker to elaborate. The listener shows interest, without allowing personal viewpoints or judgments to void the invitation. The listener raises a topic that is related to the speaker's statement and asks the speaker to elaborate on that topic.

Examples: "I'd like to hear more about this". "Please tell me more about it". "I hear you saying that you are upset with your teacher. Tell me why you are feeling that way".

4. Perception Checking

The listener pays attention to what is *not* being said to reach new insights and hunches. Perception checking means paying attention to things like body language, eye contact, topics that are systematically avoided, etc.

Examples: "Every time I've mentioned your teacher today, you've clenched your fists and become really quite. Has something happened with her that you would like to talk about"?

5. Verbal Communication

Word meaning can become complicated by cultural or age differences between the speaker and the listener. If you don't understand a word or expression, it is best to make it known and talk about it. There is a good chance that your mentor/mentee will use words and phrases that you have never heard. It's okay to admit that you are not versed in their lingo. You do not have to talk down to your mentor/mentee or be condescending, but simply be aware that their vocabulary and understanding of semantic nuances may not be at your level.

6. Non Verbal Communication

“Actions speak louder than words”. It is important to realize that we are communicating non-verbally at all times. This means that a person can often send messages they do not intend to or know that they are sending. If you are aware of this you can be more careful both about sending and interpreting messages.

Also keep in mind that certain nonverbal messages can mean very different things in various cultures. If you are matched with a mentor/mentee from a different culture than your own, try to be aware of or learn the cultural differences that might affect non-verbal communication.

7. Open-Ended Questions

Questions which require more than a “yes/no” or “good/bad” response are helpful in getting your mentor/mentee to open up, especially if you have a shy mentor/mentee. They also indicate a genuine interest in engaging in a meaningful conversation.

Inquire:

Active listening:

To be successful in a mentoring relationship, both the mentor and mentee need to listen to what their partner is saying.

For the mentor – it is important to remember that this relationship is about supporting the mentee. The focus is on what the mentee needs, not on what the mentor knows or has experienced. The mentors do not play the role of a sage dispensing wisdom, but rather use their knowledge and experience to respond compassionately and appropriately to the questions and needs of their mentee. Therefore a primary task for the mentor will be guiding the mentee to discover insights and answers for him or herself by asking probing open-ended questions and actively listening to the responses. The mentor will also honestly and candidly respond to inquiries from the mentee and share experiences and insights that may be helpful.

For the mentee – time spent with your mentor is valuable to both of you and should not be wasted. Don't hesitate to ask questions, including personal questions, which will help you learn what you need to know. Listen to the answers and seek additional clarification in areas where you need more information. Your job as a mentee is not to impress your mentor. Your priority is to learn.

8. “I” Versus “You” Statements

“You statements” put responsibility for your feelings on the other person. “I statements” on the other hand, let you express your feelings and thoughts directly. They allow you to effectively communicate your feelings or make suggestions without implying blame.

Mentoring Suggestions

1. First Session –

- Get to know each other
- Discuss confidentiality.
- Ask probing questions about the student's background.
- Ask why they are seeking to continue their education.
- Find out about their educational goals.
 - i. Ask what obstacles might get in the way.
 - ii. Ask what else they need to reach their goals.
- Ask about their goals for their personal life.
- Share information regarding your own background and education.
- Ask them to come to the next session with goals and/or topics for future sessions.
- Discuss meeting logistics and expectations – both theirs and yours.

2. Second Session

- Encourage them to provide feedback.
- Review student's goals and topics. Agree upon a plan.
 - Set goals that are:
 - Realistic/Feasible/Doable
 - Specific
 - Measurable
 - Written
 - Consider helping them to break their goals down into smaller objectives or even a plan of action.
 - Ask what barriers may prevent them from achieving their goals.
 - Remind them that their goals and topics can be changed or adjusted.
- Ask them when they will know that their Mentoring Sessions have been successful.
- Find out what they believe are their strengths & ask what they think could be improved upon.
- Leave on a positive note.

3. Third Session

- Review their progress in reaching their goals
 - Celebrate progress.
 - Ask how you can help.
 - Ask if they want to change any of their goals.

4. Forth Session

- Consider meeting with a recent NAC graduate.
 - Let them do the mentoring at this session or help the NAC graduate to mentor the session.
- Review goals and progress toward meeting their goals.
- Ask if they want to adjust or change their goals.

Possible Topics for Discussion

- Classes
- How do they relate to their instructors?
- Job Shadowing
 - What it involves.
 - What type of work they'd like to shadow.

Mentor Contract

Name: _____ Date: _____

By choosing to participate in the Opportunity Partnership pilot program, I agree to:

- Follow all rules and guidelines as outlined by the program coordinator, mentor training, program policies, and this contract
- Be flexible and provide the necessary support and advice to help my student succeed
- Make a commitment to work with my student until my student enters employment, enrolls in continuing education or we have met for 16 hours.
- Meet at least four hours per month with my student
- Make at least weekly contact with my student
- Be on time for scheduled meetings or call my student at least 24 hours beforehand if I am unable to make a meeting
- Meet or talk openly with the program coordinator as requested
- Inform the program coordinator of any difficulties or areas of concern that may arise in the relationship
- Keep any information that my student tells me confidential except if it may cause him or others harm
- Participate in a closure process when that time comes
- Notify the program coordinator if I have any changes in address, phone number, or employment status

_____ (please initial) I understand that upon match closure, future contact with my student is beyond the scope of the Opportunity Partnership pilot program and may happen only by the mutual consensus of the mentor and the student.

I agree to follow all the above stipulations.

(Signature)

(Date)

The Opportunity Partnership Pilot Program is funded through a grant of the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges.

Mentor Application

Personal Information (Complete as Much as You Feel Comfortable)

Name: _____ Date: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Home Phone: _____ Work Phone: _____

Cell Phone: _____ E-mail: _____

Best Time/Place to Contact : _____ / _____

Gender: _____ Male _____ Female

Ethnicity:

_____ African American _____ American Indian/Native American

_____ Hispanic _____ Asian/Pacific Islander _____ Caucasian

Other: _____ (Please Identify)

Employment History (Complete as Much as You Feel Comfortable)

Employer: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Position Held: _____ Dates of Employment: _____ - _____

Supervisor's Name: _____ Title: _____

Supervisor's Phone: _____

(over)

Employer: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Position Held: _____ Dates of Employment: _____ - _____

Supervisor's Name: _____ Title: _____

Supervisor's Phone: _____

Employer: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Position Held: _____ Dates of Employment: _____ - _____

Supervisor's Name: _____ Title: _____

Supervisor's Phone: _____

Application Questions:

Please answer all of the following questions as completely as possible. If more space is needed, use an extra sheet of paper or write in the back of the next page. This information will be used to match you with a student.

1. Why do you want to become a mentor?
2. Do you have any previous experience volunteering or mentoring?
3. What qualities, skills, or other attributes do you feel you have that would benefit a student looking to enter your field? Please explain.

4. Can you commit to participate in the Opportunity Partnership Pilot Program for a minimum of 4 months?
5. Are you available to meet with a student four hours per month and have contact at least once per week? Please explain any particular scheduling issues.
6. Are you willing to communicate openly with program staff, help the student complete their mentoring log, and contact the program staff if any difficulties arise?

What are the most convenient times for you to meet with your student? Please check all that apply.

Weekdays Lunchtime Evenings Weekends

Other: _____

Do you speak any languages other than English?

If so, what language(s): _____

How did you choose your field?

What is one goal that you have for the future?

Please check all activities that interest you.

<input type="checkbox"/>	Biking	<input type="checkbox"/>	Camping	<input type="checkbox"/>	Science	<input type="checkbox"/>	Cooking	<input type="checkbox"/>	Library
<input type="checkbox"/>	Hiking	<input type="checkbox"/>	Boating	<input type="checkbox"/>	Music	<input type="checkbox"/>	Sports	<input type="checkbox"/>	Yoga
<input type="checkbox"/>	Golf	<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Gardening	<input type="checkbox"/>	Parks	<input type="checkbox"/>	Movies
<input type="checkbox"/>	Fishing	<input type="checkbox"/>	Animals	<input type="checkbox"/>	Eating	<input type="checkbox"/>	Board Games	<input type="checkbox"/>	Shopping

List any other areas of strong interest..

Specific Instructions

Name. If you are an individual, you must generally enter the name shown on your social security card. However, if you have changed your last name, for instance, due to marriage without informing the Social Security Administration of the name change, enter your first name, the last name shown on your social security card, and your new last name.

If the account is in joint names, list first and then circle the name of the person or entity whose number you enter in Part I of the form.

Sole proprietor. Enter your individual name as shown on your social security card on the "Name" line. You may enter your business, trade, or "doing business as (DBA)" name on the "Business name" line.

Limited liability company (LLC). If you are a single-member LLC (including a foreign LLC with a domestic owner) that is disregarded as an entity separate from its owner under Treasury regulations section 301.7701-3, enter the owner's name on the "Name" line. Enter the LLC's name on the "Business name" line.

Caution: A disregarded domestic entity that has a foreign owner must use the appropriate Form W-8.

Other entities. Enter your business name as shown on required Federal tax documents on the "Name" line. This name should match the name shown on the charter or other legal document creating the entity. You may enter any business, trade, or DBA name on the "Business name" line.

Part I—Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box.

If you are a resident alien and you do not have and are not eligible to get an SSN, your TIN is your IRS individual taxpayer identification number (ITIN). Enter it in the social security number box. If you do not have an ITIN, see How to get a TIN below.

If you are a sole proprietor and you have an EIN, you may enter either your SSN or EIN. However, the IRS prefers that you use your SSN.

If you are an LLC that is disregarded as an entity separate from its owner (see *Limited liability company (LLC)* above), and are owned by an individual, enter your SSN (or "pre-LLC" EIN, if desired). If the owner of a disregarded LLC is a corporation, partnership, etc., enter the owner's EIN.

Note: See the chart on this page for further clarification of name and TIN combinations.

How to get a TIN. If you do not have a TIN, apply for one immediately. To apply for an SSN, get Form SS-5, Application for a Social Security Card, from your local Social Security Administration office. Get Form W-7, Application for IRS Individual Taxpayer Identification Number, to apply for an ITIN or Form SS-4, Application for Employer Identification Number, to apply for an EIN. You can get Forms W-7 and SS-4 from the IRS by calling 1-800-TAX-FORM (1-800-829-3676) or from the IRS's Internet Web Site at www.irs.gov.

If you do not have a TIN, write "Applied For" in the space for the TIN, sign and date the form, and give it to the requester. For interest and dividend payments, and certain payments made with respect to readily tradable instruments, generally you will have 60 days to get a TIN and give it to the requester before you are subject to backup withholding on payments. The 60-day rule does not apply to other types of payments. You will be subject to

backup withholding on all such payments until you provide your TIN to the requester.

Note: Writing "Applied For" means that you have already applied for a TIN or that you intend to apply for one soon.

Part II—For U.S. Payees Exempt From Backup Withholding

Individuals (including sole proprietors) are not exempt from backup withholding. Corporations are exempt from backup withholding for certain payments, such as interest and dividends. For more information on exempt payees, see the separate Instructions for the Requester of Form W-9.

If you are exempt from backup withholding, you should still complete this form to avoid possible erroneous backup withholding. Enter your correct TIN in Part I, write "Exempt" in Part II, and sign and date the form.

If you are a nonresident alien or a foreign entity not subject to backup withholding, give the requester the appropriate completed Form W-8.

Part III—Certification

To establish to the withholding agent that you are a U.S. person, or resident alien, sign Form W-9. You may be requested to sign by the withholding agent even if items 1, 3, and 5 below indicate otherwise.

For a joint account, only the person whose TIN is shown in Part I should sign (when required).

1. Interest, dividend, and barter exchange accounts opened before 1984 and broker accounts considered active during 1983. You must give your correct TIN, but you do not have to sign the certification.

2. Interest, dividend, broker, and barter exchange accounts opened after 1983 and broker accounts considered inactive during 1983. You must sign the certification or backup withholding will apply. If you are subject to backup withholding and you are merely providing your correct TIN to the requester, you must cross out item 2 in the certification before signing the form.

3. Real estate transactions. You must sign the certification. You may cross out item 2 of the certification.

4. Other payments. You must give your correct TIN, but you do not have to sign the certification unless you have been notified that you have previously given an incorrect TIN. "Other payments" include payments made in the course of the requester's trade or business for rents, royalties, goods (other than bills for merchandise), medical and health care services (including payments to corporations), payments to a non-employee for services, payments to certain fishing boat crew members and fishermen, and gross proceeds paid to attorneys (including payments to corporations).

5. Mortgage interest paid by you, acquisition or abandonment of secured property, cancellation of debt, qualified state tuition program payments, IRA or MSA contributions or distributions, and pension distributions. You must give your correct TIN, but you do not have to sign the certification.

Privacy Act Notice

Section 6109 of the Internal Revenue Code requires you to give your correct TIN to persons who must file information returns with

the IRS to report interest, dividends, and certain other income paid to you, mortgage interest you paid, the acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA or MSA. The IRS uses the numbers for identification purposes and to help verify the accuracy of your tax return. The IRS may also provide this information to the Department of Justice for civil and criminal litigation, and to cities, states, and the District of Columbia to carry out their tax laws.

You must provide your TIN whether or not you are required to file a tax return. Payers must generally withhold 31% of taxable interest, dividend, and certain other payments to a payee who does not give a TIN to a payer. Certain penalties may also apply.

What Name and Number To Give the Requestor

For this type of account:	Give name and SSN of:
1. Individual	The individual The actual owner of the account or, if combined funds, the first individual on the account ¹ The Minor ²
2. Two or more individuals (joint account)	
3. Custodian account of a minor (Uniform Gift to Minors Act)	The grantor-trustee ¹ The actual owner ¹
4. a. The usual revocable savings trust (grantor is also trustee) b. So-called trust account that is not a legal or valid trust under state law	
5. Sole proprietorship	The owner ³
For this type of account:	Give name and EIN of:
6. Sole Proprietorship	The owner ³ Legal entity ⁴
7. A valid trust, estate, or pension trust	
8. Corporate	The corporation The organization
9. Association, club, religious, charitable, educational, or other tax-exempt organization	
10. Partnership	The partnership The broker or nominee
11. A broker or registered nominee	
12. Account with the Department of Agriculture in the name of a public entity (such as a state or local government, school district, or prison) that receives agricultural program payments	The public entity

¹ List first and circle the name of the person whose number you furnish. If only one person on a joint account has an SSN, that person's number must be furnished.

² Circle the minor's name and furnish the minor's SSN.

³ You must show your individual name, but you may also enter your business or "DBA" name. You may use either your SSN or your EIN (if you have one).

⁴ List first and circle the name of the legal trust, estate, or pension trust. (Do not furnish the TIN of the personal representative or trustee unless the legal entity itself is not designated in the account title.)

Note: If no name is circled when more than one name is listed, the number will be considered to be that of the first name listed.



Mentoring Agreement
South Central Workforce Council
Opportunity Partnership Pilot Program

Participant Name

Mentor Name

Address

Phone

City

State Zip Code

Partnering Agency

Start Date End Date

Hours Per Month Max. Number Hours

\$ /Hour
Rate

I agree to mentor the above named participant according to a schedule determined by mutual consent between myself and the student. I understand that for payment I must submit a completed and signed Mentor Billing Form, on a quarterly basis, to the address below and that payment can be expected within 30 days after submission of said billing form.

Mentor Signature

Date

Submit Bills and Forms to:

Opportunity Partnership Pilot Program
SCWFC
120 South 3rd St., Suite 200A
Yakima, WA 98901

Program Coordinator Signature

Date

MENTOR BILLING FORM

Opportunity Partnership Pilot Project

Participant Name

Mentor Name

Phone Number

e-mail

Address

City, State

Zip Code

DATE	# of Hours	DATE	# of Hours	DATE	# of HOURS
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

I, the undersigned, do hereby certify under penalty of perjury, that the materials have been furnished, the services rendered, and/or the labor performed as described herein.

Mentor Signature

Date

FOR OFFICE USE ONLY

Total Hours X Hourly rate \$ _____ = _____

TOTAL DUE: _____

Obligated amount per Mentoring Agreement: \$ _____

YTD expended : \$ _____
(including this billing)

Program Coordinator's Signature

Date



Opportunity Partnership Pilot Program

Benefits:

- Industry Mentors to:
 - Be a positive role model and example of success in your chosen career
 - Provide motivation
 - Help set goals and work toward them
 - Possibly help with class tutoring
- 16 hour Job Shadowing &/or Mentoring
- Ongoing support and assistance to eliminate barriers to program completion
- Limited funds for childcare, travel, professional clothing, etc.

Eligibility:

- Opportunity Grant Student at YVCC
- Enrolled in a Health Careers Pathway Program

For More Information Contact:

A.K. Wintzer

Program Coordinator

South Central Workforce Council

509-574-1950

Partnering Agencies

- Emerald Care
- Garden Village
- Landmark Care Center
- Sunnyside Community Hospital
- Toppenish Community Hospital
- Yakima Neighborhood Health Services
- Yakima Regional Medical & Cardiac Center
- Yakima Valley Community College
- Yakima Valley Farm Workers Clinic
- Yakima Valley Memorial Hospital

The Opportunity Partnership pilot program is funded through a grant of the Workforce Training and Education Coordinating Board and the State Board for Community and Technical Colleges.

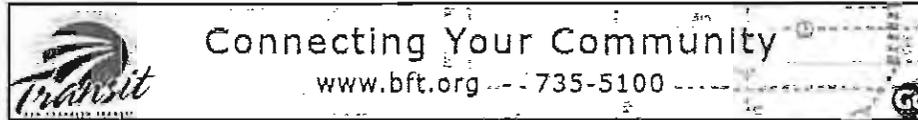


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Opportunity Partnership Program Helps Yakima Valley Students Graduate

Posted: Oct 29, 2008 03:55 PM PDT

Updated: Oct 30, 2008 03:28 PM PDT

YAKIMA--What's working in Yakima to keep traditionally unsuccessful students from dropping out

At Yakima Valley Community College there is the Opportunity Partnership Program. The pilot program's one of only two right now in the state. It helps students who may start, but typically not finish college, giving them what they need to become certified nursing assistants.

"They get the funding they get the support," YVCC nursing instructor Michelle Bartholet said. "[It's really important] especially for single mothers or people who have been out of school for 21 years, and now they're coming back."

The opportunities program matches students up with mentors in the medical field. Their advice is crucial in and out of the classroom.

"We're kind of the cheerleaders to go to and keep them in school and help them with anything we can from suggestions on papers to things that they've come through in their studies," student mentor Donna Dill said. "Most of these students have other things outside of their studies [to worry about.]"

One of Donna Dill's former patients, Rosemary Andrade, got her involved as a mentor. Now, Andrade has her nursing assistant certificate. She said Dill's help made the difference.

"Sometimes I can make a bad decision and she can tell me well that you can do this [instead], this is a better idea than if you do that," Andrade said.

Grants made it possible for Andrade to buy scrubs and an outfit for interviews. The program gives students something worth more than money: confidence.

"[They're] realizing, 'Hey, I can do this, I can go to college to be successful,'" Bartholet said. "When they have those difficulties, with all the support that they get from the college they're able to make it through and continue on."

Ten students graduated from the program last spring.

The Opportunities Partnership Program is looking for mentors for about 40 students who start classes in January.

If you are interested in mentoring, contact A.K. Wintzer at the South Central Workforce Council at 509-574-1950.



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(Powered by JS-kit)
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Thanks for the coverage! Hopefully we'll get a few mentors from this story.

A.K. Wintze
Monday, November 03, 2009

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Opportunity Partnership Program Helps Yakima Valley St...

Summary of Program and Services

Student Recruitment, Orientation and Interaction

Students were recruited through Yakima Valley Community College's NAC class. Access was given to the students during class time. Orientation for the students explained the program, its benefits and the expectations. Students completed the following forms during this session:

- o applications asking for demographic information and interests,
- o releases acknowledging the some information about them would be given to the Workforce Training and Education Board and or WorkSource,
- o a contract specifying their commitment to the program,
- o a self-assessment form.

Sample questions that they could ask their Mentor were reviewed. Do's and don't of Mentoring/job shadowing were discussed. In addition appropriate dress was emphasized. Communication skills were reviewed.

It was pointed out that if they formed a good relationship with their Mentor, they not only would benefit from the Mentor's knowledge, but might have an opportunity for employment where their Mentor worked. If nothing less they might get a good recommendation.

During the next session, the Program Coordinator met with each student separately to discuss their interests and answer any additional questions that they might have.

Students were matched with Mentors by comparing interests. Home addresses were also considered as transportation could be an issue for some students. Application information for matched Students and Mentors was provided to each. This included contact information.

Periodically throughout the school year the Program Coordinator met with students individually, usually on-site at Yakima Valley Community College and outside of the classroom. This was cleared with the Instructor in advance to assure that pulling the student out of the classroom would not create a problem. All Instructors were very cooperative.

The first group of students, Fall '07 – Winter '08 participated in Pre-Employment skills training. Workplace etiquette, ethics and interviewing skills reviewed. Resumes were developed.

In addition, e-mails were exchanged with students who had access to the internet.

Files were kept for each student. These include the forms completed by the students, information about contacts with the student and/or Mentor.

Demographic data was collected using the application. Certification of NACs was verified using the Department of Health's database. Graduation from the NAC program was verified by Yakima Valley Community College.

Mentor Recruitment, Orientation and Interaction

Mentors were recruited by contacting human resource personnel or volunteer services at the following medical institutions: Emerald Care, Garden Village, Landmark Care Center, Sunnyside Community Hospital, Toppenish Community Hospital, Yakima regional Medical & Cardiac Center, Yakima Valley Farmworkers Clinic and Yakima Valley Memorial Hospital.

The Program Coordinator met individually with the Mentors and discussed the materials that were provided.

- Mentor job description
- Mentoring suggestions
- Application
- Contract
- Student mentoring log (to be completed by student)
- Mentoring agreement (if paying Mentor)
- Mentor billing form

Problems and How They Were Handled

Four problems arose during the course of this pilot project. I have broken them out separately.

Difficulty Recruiting Mentors

Fall '07 and Winter '08

Mentors were difficult to recruit. The previous Program Coordinator offered to pay Mentors as an incentive and this was successful. Mentors were difficult to find in Grandview. Two Mentors volunteered and mentored all of the Students.

Fall '08 Winter '09 Spring '09

Recruiting for the Fall '08 and Winter '09 class was also a problem. One of the Yakima area hospitals has a formal Mentoring program for high school students. I was told that they were overwhelmed with this commitment already and to take on more students was difficult. However, several individuals volunteered to Mentor from that hospital as they had seen the marketing flier.

All students in Yakima's Fall '08 and Winter '09 NAC classes were matched with Mentors.

Winter/Spring '09

All of the Winter/Spring '09 Students that wished to participate were matched with Mentors.

Grandview's class size was large for the Grandview/Sunnyside Community. Seven people volunteered to Mentor students. One operated a nursing home and took four students. Two students recruited their own Mentors. One of these Mentors worked with 3 students.

Student Participation

Some students participated fully – taking advantage of the opportunity to meet with their Mentor and learn from the experience. Some did Job Shadows as well as the Mentoring sessions. However, some either never made contact with their Mentors or did not return phone calls. At least three did not show up for pre-arranged meetings.

Mentor Issues

We had one incidence where a Mentor did not make two pre-arranged meetings. One meeting she missed entirely, the second she cancelled at the last minute. This was very unfortunate as she had agreed to take two sisters who commuted thirty miles for the first meeting. It was doubly unfortunate as these sisters really wanted to be mentored and we had spoken several times regarding finding them a Mentor. When the Mentor missed the second pre-arranged meeting I contacted someone who had Mentored before and asked if she would do this. It has been a successful match with the Mentor saying that she is going to Mentor them throughout the summer. When asked about the difference between a nursing home and assisted living the Mentor took the girls to observe – telling them that they don't need to limit themselves to nursing homes or assisted living.

Student Family Lives

Many of the students come from family lives that are different than those of their Mentors. Several told me some pretty sad stories about their recent experiences. I received a call from a Mentor one day telling me that she thought the Student was being physically abused. She described that she had observed bruising and that the Student's behavior had gone from bright and enthusiastic to reserved. The Mentor asked the student about the bruises but got an evasive answer.

I took that information and asked some very open questions of the Instructor regarding the Student. I was told that she had missed several days of class but was back. I then went to the YVCC counselor's office, closed the door and verified that everything said in that office was confidential. That was confirmed. I had a discussion with her regarding the Student and the call that I had gotten. She said that she was aware of it and had discussed it with the student.

The next phone call was to a classmate asking how the class was going and how the Student was doing. She told me that the Student in question was back in classes and doing well. The Student under discussion's NAC license is pending.

Summary of Student Information

- 1) Number of Students participating in Orientation Session – 73
- 2) Number of Students Matched with Mentors - 51
- 3) Demographics of Students Mentored
 - a) Race
 - i) Hispanic - 40
 - ii) Caucasian – 20
 - iii) Native American – 4
 - iv) Black – 3
 - b) Single Head of Household – 37
 - c) Gender
 - i) Female – 69
 - ii) Male – 4
 - d) Disability - 4
- 4) All of the South Central Workforce Council's Students were in the NAC program. Two also studied Coding/Billing. Two continued on to take phlebotomy classes.
- 5) At this time I can only give outcomes of Students who have graduated.
 - a) Fall '07/Winter '08
 - i) 13 of 15 participants received their NAC certificates
 - ii) One is a Coder Biller working part time at Memorial and Yakima Valley Community College
 - b) Fall '08/Winter '09 –
 - i) 5 received their NAC certificates
 - ii) 1 is still continuing her education to be a Nurse Administrator and is going to do 4 Job Shadows with Nurse Administrators
 - iii) 6 were dropped from YVCC
 - c) Winter '08/Spring '09
 - i) Classes have not graduated
- 6) Number of Students participating in work-based programs as part of the program
 - a) This information needs to be gathered by the State
- 7) Number of Students participating in other services as part of the program
 - a) 15 Students received Pre-Employment Skills training
 - b) Students received support to purchase scrubs, shoes and/or blood pressure cuffs

Mentor Information

- 1) Number of Mentor Volunteers – 40
- 2) Number of Mentors who participated in the program – 35
- 3) Number of Mentors who participated in an orientation (group or one on one) – 35
- 4) Demographics of Mentors
 - a) Gender
 - i) Male – 7
 - ii) Female – 35
 - b) Race
 - i) Caucasian – 28
 - ii) Hispanic – 13
 - iii) Cacasian/Hispanic – 1
- 5) Mentors came from the following occupations

Same Day Recovery Emergency Room Physician Obstetrics Physician Director of Perinatal Resperatory Therapy Billing/Coding Neonatal Nurse ICU RN RN – Staff Nurse Charge Nurse/RN Same Day Surgery Cardiovascular Technician RN	Quality Management NAC RN Supervisor Cardiac Care NAS/Asthma Counselor Risk Management Medical Assistant RN & Educator Pulmonary Function Therapist Resperatory Therapist Nursing Home Owner/Manager Director of Social Services Medical Technologist Clinical Resourse Nurse
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- 6) Retention of Mentors
 - a) One Mentor mentored more than one class.
- 7) Two Mentors mentored four students each.
- 8) Three Mentors met with more than one student at a time.

Details of Perceived and/or Tangible Benefits

Perspective of Students

Positive

Those Students who participated by meeting with their Mentors on a regular basis and/or Job Shadowing were enthusiastic about the program. They were pleased about the opportunity to meet with a medical professional and see or hear about their chosen profession. One Student took her opportunity to work with her Mentor at a local hospital to leverage it into four additional Job Shadows. Another is working part time as a Coder/Biller at her Mentor's place of work. One enjoyed her "Mentorship" so much that she was willing to do a news story for the local TV station.

"It helps that I have people like you, Michelle, Connie and Kathy in my corner. I'm not used to people wanting to see others succeed and it feels great! I will email you after I recover, maybe we can meet sometime over the summer? Let me know. Thanks for caring and I will be in touch soon."

"Hi AK., I'm doing great.
Yes I am going to school while looking for a job.
I did pass my exams for my CNA,
Thank you for the help,
Nice to here from you"

Negative

Those students who were assigned a Mentor and didn't meet with them said they didn't have time. Two students were not happy with their Mentors. One asked to be reassigned the other just didn't meet with their Mentor again. Another met with her Mentor only one time.

"My Mentor wasn't very good."

"I met with my Mentor and I got all my questions answered so I'm not meeting again."

Perspective of Mentors

Positive

When the Students participated and were enthusiastic about the opportunity to Mentor, the experience was rewarding. They see this Program as an opportunity to help shape a Student's life and serve as a role model. Some see it as an opportunity to screen for recruitment.

"A.K., this is xxxxxxx and I just wanted to say I am so sorry for having to make our phone call short at work a few weeks ago. I meant to get back to you before now but have been out of town. I got your survey request this weekend also. I will fill that out ASAP (before the 4th) and get it back to you. As for becoming a mentor, I would love that but need to wait until after March to the middle of April. Please send me the dates of the next group at your earliest convenience. You also said something about job shadowing? Thank you so much for contacting me. I also got call from the gal thank was head of this program prior to you and she was asking if I would be willing to be a guest speaker at a forum, I believe it was when I would be in Guatemala with my son on a mission trip. If you have her contact information I would love to get back to her also. I changed phone providers in the last week so all saved messages were lost when we went from charter to quest...sorry. Thank you so much again for your time."

"Most of these students have other things outside of their studies. We're kind of the cheerleaders to go to and keep them in school and help them with anything we can from suggestions on papers to things that they've come through in their studies," student mentor XXX said. "Most of these students have other things outside of their studies."

"These sisters have led a very sheltered life. They asked me the difference between a Nursing Home and Assisted living. I started to tell them, then instead took them to see. I told them that their skills and knowledge meant they could do better than that."

Negative

When the Students didn't return phone calls or missed meetings, it was negative.

"I'm not terribly surprised. XXXX is a nice kid as far as I can see. We met 2 times and had nice visits. He is a bit of a disaster though. Missed appointments... never called when he said he would. He has high aspirations and I really hope all his dreams come true. I admire his vision. But I sense he has more to learn than chemistry and biology... he has real problems with organization. Anyway, let me know what this season's class looks like. I would be happy to talk about taking on another."

"My Student was not consistent and didn't even show up for her job shadowing with me. XXXXX wasn't interested in a diabetic nurse's experience. I don't want to be a Mentor again."

Perspective of Administrators

Positive

The primary benefit is that Students get to work with a role model that is successful in their field. Additionally they frequently get to see what it would be like to work in a medical setting. If the match is successful they can ask their Mentor for a recommendation. Finally – they might actually get a job.

This Program has potential with a few twists – see recommendations section. Students who had good Mentor relationships and participated fully should succeed. In most cases like this it's the attitude of the participants that makes the difference.

"It's very rewarding when a Student and Mentor have a positive relationship. It's also very rewarding when the Student shows appreciation for the help that they've received. It's also rewarding to see a student continue with their education and become pro-active in their lives."

Negative

It's very difficult to recruit Mentors, particularly in the Grandview/Sunnyside area. Students who are assigned Mentors and don't follow through create problems for the future of any other NAC Mentoring Program. Unfortunately this happened frequently.

"When a Student fails to make contact with the Mentor it creates a bad taste in the Mentor's mouth. While it may be their prerogative as this is not a compulsory program, it creates a bad reputation for the Program. That makes it even more difficult to recruit Mentors."

Perceived and or Tangible Benefits Outline

Perspective of Student

- Opportunity to see what it's like to work as a nurse or in the medical profession
- Additional time to learn more about nursing
- Possible recommendation for a job
- Possible ability to work at the same medical institution as their Mentor

Perspective of Mentor

- Gives Student opportunity to see what it would be like to work in the medical field
- Helps to keep Students engaged, complete their coursework and get a new NAC certificate.
- Helps Students see other opportunities in the health field that they may wish to pursue
- Opportunity to "try the Student on" before possibly trying to recruit them.

Perspective of Administrator

- Gives Student opportunity to see what it would be like to work in the medical field
- Helps to keep Students engaged, complete their coursework and get a new NAC certificate.
- Helps Students see other opportunities in the health field that they may wish to pursue
- Helps to fill the pipeline for the many jobs in the Health Care field

Suggestions for Improvement to the Opportunity Grant Mentoring Program

Students should be qualified for Opportunity Grants earlier in their program of study. In order to assure that Students have sufficient time to meet with their Mentors, all Students in the NAC class were matched with Mentors. When it's hard to recruit Mentors that means that a truly qualified student might not get a Mentor or might be matched with someone who isn't the best fit.

Make participation in the Mentoring Program compulsory. This can be accomplished by making it a credit that is required for them to graduate. Again, when a student is matched with a Mentor and doesn't follow-through, it creates a poor image of the Mentoring Program.

Create curriculum that needs to be completed as part of the Mentoring or Job Shadowing activities. This helps to eliminate the "I got all my questions answered" kind of scenarios.

Form solid agreements with medical facilities to provide Mentors and/or Job Shadowing opportunities. This would make recruitment of Mentors a non-issue.

Suggestions for Improvement to the Opportunity Grant Mentoring Program

- Qualify Students for Opportunity Grant earlier in their program of study.
- Make participation by Students mandatory as part of the Opportunity Grant
- Make participation in the Mentoring Program an accredited activity and a requirement for participation
- Create curriculum that needs to be completed as part of the Mentoring or Job Shadowing activities
- Form solid agreements with medical facilities to provide Mentors and/or Job Shadowing opportunities.