

# HAZLO Foundation Mentoring Program

## Mentor Information and Guidelines

### Mission of the HAZLO Foundation

To provide students with an opportunity to carry out a project of interest to them with the assistance of a mentor, focused on the goal of students developing academic and life skills through the process.

### History of HAZLO Foundation and Scope and Limits of the Mentor Role

The HAZLO Foundation Mentoring Program was conceived by Jack Soules, a retired educator, who was a great mentor to students that he taught at New Mexico State University and later at Cleveland State University where he served as the Dean of the College of Arts and Sciences. He remembers the days when he was assisted by mentors in earning merit badges in the Boy Scouts of America as he grew from a young person to an adult. He found it an exciting experience to engage in projects which he chose and designed with the assistance of a mentor. Looking back, he recognizes that he learned how to use his math, science and language skills to research and develop a plan to carry out a project that was important and interesting to him.

The HAZLO Foundation was established by Jack to provide funds for young people in the Las Cruces area to carry out a project they want to do with the help of a mentor. So this kind of mentorship is somewhat different than the traditional mentor-mentee relationship where a young person is looking for a mentor to provide a caring relationship to help the young person navigate the pressures of adolescence. However, some of the same mentor skills will be helpful in assisting a student or a small group of students in carrying out a student proposed project. The role of a HAZLO Mentor is to serve as a role model in offering support to a student for completing a particular project proposed by the student and thus creating an opportunity for the student to develop academic and life skills.

### Skills and Attitudes Needed to Perform Role

Good listening, feedback and problem solving skills are needed by mentors to achieve a productive relationship in guiding a student(s) in developing and carrying out a project. The mentor needs to -

- Listen carefully and respectfully. Acknowledge what the student says even though you may not agree. Students need to feel that they are being listened to and that their ideas are recognized as worthy contributions to solving problems during the accomplishment of the project.
- Maintain eye contact with the student as he or she speaks. Monitor your own nonverbal signals as well as your comments.
- Respond by guiding, not imposing. Be nonjudgmental. Address key points that student is struggling with in carrying out the project.
- If working with a small group of students, help them develop collaborative problem solving skills by involving them in answering their own questions and helping them work together to develop solutions to problems along the way.

- Keep in mind that people remember about 20% of what they hear, 40% percent of what they hear and see, and 80% of what they discover for themselves.
- If working with a small group, have the students summarize the key points of a project planning discussion.
- If working with an individual student, encourage them to make notes as the student progresses in the planning process and development of a budget for the project.
- Structure the mentoring sessions so the student ends with a sense of accomplishment each time. People learn and grow when they experience even small successes along the way to achieving a larger goal.
- Be yourself, know your limitations, and be honest if you don't know the answer to a student's questions. You can model how you go about finding answers together with the student.
- Above all, have a sense of humor as you work together and experience challenges in assisting the student plan and carry out the project.

### **Positive Youth Development**

“Developmental assets” are factors – both internal and external – that decrease the likelihood that youth will engage in risky behavior and increase the chances they will grow up healthy, caring and responsible adults. As you work with your mentee(s) on the project, it will be helpful to keep in mind the assets that lead to positive outcomes as you encourage the student/mentee in accomplishing the project goals. Many of these assets cannot reasonably be provided by the mentor, but it is helpful to know these assets, or the lack thereof, can deeply influence how well the student is able to function. Following are some of the important assets, grouped by categories, that enhance student success in education and life.

#### External Assets:

1. Support – Young people need to experience support, care, and love from families, neighbors and other significant adults. They need organizations and institutions that provide positive, supportive environments. The developmental assets in this category include: family support, positive family communication, other adult relationships, caring neighborhoods, caring school climate, and parent involvement in schooling.
2. Empowerment – Young people need to be valued by their community and have opportunities to contribute to others. For this to occur they must feel safe and secure. The developmental assets in this category include: adults in the community show they value youth; opportunities for youth to serve useful roles in the community and engage in service to others; and youth feel safe at home, school, and in the neighborhood.
3. Boundaries and Expectations – Young people need to know what is expected of them and whether activities and behaviors are “in bounds” or “out of bounds.” The developmental assets in this category include: family boundaries, school boundaries, neighborhood boundaries, adult role models (e.g. mentors), positive peer influences, and encouragement of high expectations from parents, teachers, and other adults.
4. Constructive Use of Time – Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home. This category of assets includes: 3 or 4 hours per week engagement with music, theater or the arts;

3 to 4 hours per week in sports, clubs, or school and community organizations; one hour or more per week in a religious institution; and quality time at home with no more than two or fewer nights per week “hanging out” with friends “with nothing special to do”.

#### Internal Assets:

1. Commitment to learning – Young people need to develop a lifelong commitment to education and learning. The developmental assets in this category include: motivation for achievement, engagement in learning at school, at least one hour of homework each school day, bonding to school (i.e. cares about his or her school), and reading for pleasure.
2. Positive Values – Youth need to develop strong values that guide their choices. The developmental assets in this category include youth placing a high value on: caring for other people, promoting equity and social justice, integrity to act on convictions and stand up for beliefs, telling the truth when it is not easy, and the restraint to not be sexually active or use alcohol or drugs.
3. Social Competence – Young people need skills and competencies to make positive choices, to build relationships, and to succeed in life. The developmental assets in this category include knowing how to: plan ahead and make choices; show empathy, sensitivity, and friendship; feel comfort with different cultural/racial/ethnic backgrounds; resist negative peer pressure and dangerous situations; and resolve conflict nonviolently.
4. Positive Identity – Young people need a strong sense of their own power, purpose, worth, and promise. The developmental assets in this category include the young person demonstrating: a feeling of control over things that happen to him or her, a sense of having high self-esteem, a belief that “my life has purpose,” and optimism about his or her personal future.

#### **Program Requirements and Supports for Mentors**

A HAZLO Mentor is required to meet the following conditions to become a mentor to a student(s):

1. Fill out an application and participate in a brief interview at the school site or Cruces Creatives
2. Pass a background check through the Las Cruces Public School System
3. Attend a brief (3 hour) preservice training on the mentoring process
4. Sign a contract (volunteer contract required by the Las Cruces Public Schools)
5. Assist the student in setting goals and preparing a one-page proposal for the project, including a budget, for his or her proposed project.
6. Assist the student in executing the project and preparing a one-page report on the outcomes of the project and, in some cases, help the student prepare for an oral presentation on the project or demonstration to a group of people.

It is important to set boundaries for yourself and the student as noted in the information on positive youth development on page 2 of this information. In the following table, you will find a **list of important things to do** in order to have a good experience with your mentee and also a **list of things to NOT do** in order to avoid issues of liability for yourself and the school.

<b>Do:</b>	<b>Don't:</b>
Meet with the mentee at least once a week to work on the project	Do not interact with the student using social media
Teach skills that support the project	Do not interact with student outside the project site (e.g., Cruces Creatives or school).
Limit interaction to the project	Do not interact with the family outside the project site
Be fully present when working with the student	Physical touching is <u>not</u> appropriate
Listen respectfully to what the mentee has to say	
Be kind, but honest and authentic, with the student as you provide words of encouragement	
Talk about your life and work experiences related to the project (How have project skills been useful to you?)	
Report to Child Protective Services (1-855-333-7233) any report from the mentee that <ul style="list-style-type: none"> <li>1) He/she intends to harm self or others, or</li> <li>2) Someone is hurting them</li> </ul>	

Supports Provided to the Mentor:

HAZLO will provide the following supports as you work with the mentor:

1. Pay for the mentor’s background check
2. Provide the money to cover the project budget if proposal is approved by the HAZLO Board
3. Provide a preservice training
4. If the project site is not on the premises of the school grounds, bus passes will be provided to the students to ride to the project site (for instances Cruces Creatives).
5. Check in on how things are going after four weeks
6. Provide for a feedback system for the mentor to ask questions and advice as they assist the student

The following people can be contacted if you have any questions or concerns:

David Greenberg LCPS Coordinator for Community Schools <a href="mailto:dgreenberg@lcps.net">dgreenberg@lcps.net</a> Mobile: 410-236-7978 (best for quick response) Office: 575-527-6089	Sylvia Chavez Community School Administrator <a href="mailto:schavez@lcps.net">schavez@lcps.net</a> Mobile: 575-636-4076 Office: 575-527-9445
---	---