



# **BDEA 2.0 Handbook**

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# BDEA 2.0 Overview

## Program Vision

BDEA 2.0 students are like any other high school student in Boston– except that they haven't been given the chance, or the tools they need to be academically successful. As a result, all of our students–*all* of them– have attended previous schools where they have struggled academically, have been held back one or more times, or have felt lost, unsafe, or unengaged.

Once here, we find that students flourish, in large part because they are listened to, respected for who they are and for the gifts they possess, and because our method of teaching and assessment actually makes sense. As one student said, *I work at my own pace. Teachers make sure I 'understand' rather than 'know'.* And another: *I get a lot of support from people that believe in me even when I doubt myself.* And another: *I get taught as an individual so I can get help with what I need.*

We work diligently in providing young people with a number of wraparound supports to ensure our young people are set up for success in a nontraditional academic setting, that deals with curriculum that is designed specifically to reflect the lives and needs of our students. Our students also have the opportunity to gain valuable work experience in a number of different sectors, helping our young people network and get a foot in the door for many different opportunities. Students should not be leaving us without having mastered skills that will help them both academically and professionally.

## BDEA 2.0's Mission Statement

We are a student led community. We collaborate to create meaningful learning experiences where we grow academically, develop agency, learn about ourselves, and obtain the skills to achieve our visions for the future.

## BDEA 2.0's Core Values

In our community, consistently:

1. We have each other's back
2. We are authentic and open with each other
3. We value transparency, integrity, and trust
4. We demonstrate mutual respect
5. We challenge mediocrity by setting high expectations for ourselves
6. We honor self-growth and development
7. We hold each other accountable
8. We inspire and motivate each other
9. We build responsibility and independence through collaboration and shared leadership
10. We acknowledge the historical and present racial, cultural, and economic discrimination all around us, and we commit to leading change in creating equity
11. We help each other navigate and thrive in the world
12. We promote versatility and adaptability

## BDEA 2.0's Design Priorities

1. Interest-driven 'crews' are the organizing principle for the school; each crew has a teaching and support staff team.
2. Students build agency through self-directed learning by advocating for themselves, becoming more independent as learners and owning their learning
3. Curriculum is relevant to students' lives and taught through actual experiences
4. Active and hands-on learning throughout school
5. Multiple paths and opportunities to access curriculum such as through asynchronous learning
6. Equitable access to the curriculum, such as through 'no homework' policy
7. Students have scaffolded (supported) opportunities to explore interests, understand and prepare for careers, through internships and other authentic experiences
8. Financial literacy and employability skills and networking are taught through "earn and learn" opportunities
9. Students get post-graduate and transition support to take the next step on their pathways
10. Students' basic needs are met including: mental health, food, transportation, physical activity, health, child-care/parenting support, shelter, life skills development
11. Students get emotional support they need through multiple areas including but not limited to crew mtgs, classes, and individual counseling
12. Leaders and teachers reflect the student population in race and gender
13. The work of the staff is sustainable and liveable, and staff remain inspired

## BDEA 2.0's Instructional Vision/Guiding Principles

We use a variety of diverse pedagogical strategies, including competency based and project based learning, to provide our students with relevant and engaging experiences to accomplish our mission. Every project is comprised of at least one of our emancipatory and one of our core academic competencies to support our Black and Brown young men in gaining academic skills and learning to examine, critique, and act upon systems of oppression.

## BDEA 2.0's Guiding Principles

To provide students with relevant and engaging learning and life skills and experiences, we will consistently provide:

- Relevant curriculum and "learning that sticks"
- Out-of-school learning opportunities
- A balance between self-paced and social learning
- An environment that understands that relationships are central and integrated with student support
- Varied opportunities to meet competency assessments, i.e., service learning, project-based learning, internships
- A community that supports learning as transparent and consistent
- Opportunities to build student agency, leadership, empowerment, self-knowledge, and vision for the future
- A consistent expectation that all staff meet students where they are (emotionally & academically)

# CREW AT BDEA 2.0

## What to Expect:

In this section you'll find a detailed explanation of CREW; its purpose, impact, and influence within the BDEA 2.0 community.

Below you'll learn about how powerful space like CREW is, and how students can utilize it to not just empower themselves, but their peers, and community. CREW is not just a traditional 'advisory' period, it offers the opportunity for students to; develop closer relationships, receive announcements, be heard and seen, exercise advocacy, learn leadership and mentoring skills, and become informed of all of the events that occur during the academic year.

## Purpose of CREW

CREW is inviting, welcoming, and organic. A place where the main classroom teacher, student support professional, and students-peers get together to foster mutual accountability and support, and where older students mentor and advise new students. A place where students can ask important questions about their Road Map or the best place to grab lunch. A place where students can find someone to eat lunch with or throw around an idea they were thinking about. There is so much that can happen in CREW----- a loving place without limits or walls.

That is CREW at BDEA 2.0.

## Why is it essential for students to have agency and voice?

Students need to feel comfortable in school to do well at school. They need to know that in school they can trust their teachers and their peers. They need to know that their opinions matter. CREW is a place for students to exercise their agency (rights). The concept of CREW leans heavily on the potential of student leadership as well. There is always room for debate in CREW and CREW welcomes it! Students feel empowered to engage in the debate..comfortably.

Students need to feel comfortable when they graduate and move to the next phase of their lives. CREW will help students make that transition easier because in CREW students practice how they can interact in the real world.

## Why is CREW just another word for 'family'?

CREW is almost like a blank canvas that our students have access to. CREW offers a space that promotes creativity, growth, and connection. CREW serves as an opportunity for our students to share their passions, challenge each other, and empower one another. Our students are encouraged to debate and let their voices be heard in CREW, regardless of opinion, and at the end of the day, they come together as a family.

## What is the role of a CREW leader?

The CREW leader is also a member of that family who provides grounding and direction during CREW time. The role of a CREW leader is to create opportunities for students to connect with one another. A CREW leader also supports students who may be experiencing challenges with academics or personal conflicts.

# BDEA 2.0's Student Support

BDEA 2.0's Student Support team is comprised of the following positions.

Position	Role
Community Field Coordinator	
Social Worker	
Admissions Coordinator	
School Nurse	
Family Liaison	
Family Engagement Coordinator	

Our Student Support Team is a critical element of our programming at BDEA 2.0. Our SST team works to:

- Help students to develop an understanding of our virtues: Accountability, Discipline, Empathy, Hard Work and Integrity.
- Engage families through outreach efforts including home visits and hosting parent meetings.
- Connect students and families with resources throughout the Greater Boston community with wrap around services .
- Provide a trauma informed strength based approach and Social and Emotional informed care.
- Facilitate peer to peer Restorative Justice Circles with a focus on respect, responsibility, and relationships.
- Lead students through career research and readiness curriculum.
- Create safe spaces that allow students to build trust with adults through relationships and honest conversations.
- Provide court based advocacy
- Provide opportunities to help students recognize and meet their needs
- Provide a judgement free zone, where people help young people navigate difficult situations and challenges
- Provide a supportive environment through an open door policy guided by relationships and trust
- Provide support around healthy identity development
- Provide inspiration and tools to stay motivated to achieve future endeavors
- Serve as liaison between students and staff

# Curriculum and Instruction

We use a variety of diverse pedagogical strategies, including competency based and project based learning, to provide our students with relevant and engaging experiences to accomplish our mission. Every project is comprised of at least one of our emancipatory and one of our core academic competencies to support our Black and Brown young men in gaining academic skills and learning to examine, critique, and act upon systems of oppression.

Please take a look at our instructional Design Priorities below:

## ***Instructional Design Priorities with Clarifications***

- 1) Students build agency through self-directed learning by advocating for themselves, becoming more independent as learners and owning their learning by:
  - a) Creating individualized pathways in the launch phase of their roadmap, PGP/career classes, through project choice in individual projects where students provide input on project topics and how they demonstrate understanding of some benchmarks or competencies
  - b) Developing the habits of accountability, discipline, empathy, hard work and integrity
  - c) Exploring self by deepening self-knowledge and understanding self-worth
  - d) Creating structures to support self-directed learning: content is accessible online which promotes a format of self directed learning
  - e) Developing an understanding of our five (5) Emancipatory competencies:
    - i) Deconstruct personal apathy and desensitization learned through media
    - ii) Identify and analyze forms of oppression and its causes (capitalism, patriarchy, and white supremacy)
    - iii) Identify and reflect on one's position within systems of oppression and the individual and group actions that perpetuate these systems
    - iv) Problematize reality in order to critique and discover new ways to both individually and collectively work to change the status quo
    - v) Participate in social actions that promote peace, police accountability, immigration rights, workers rights, and/or educational equity
- 2) Curriculum is relevant to students' lives and taught through the following actual experiences:
  - a) Financial literacy
  - b) Students provide input on project ideas and students share their experiences with other students
  - c) Lessons are planned around what is currently going on in students' lives and their futures
  - d) Students learn content based on their interests and experiences and have the time and help to explore connections, even to material that may seem boring or irrelevant
  - e) Graduation requirements correlate to students' choice of path in life so not everyone follows the same path to graduation
  - f) Staff emphasize connecting with people who work in the fields and through research provide exposure to people in various careers and career fields
  - g) Students collaborate with public and private sector organizations or in school projects



- 3) Active and hands-on learning is present throughout school so:
  - a) "School" isn't limited to a classroom setting
  - b) Classrooms are designed in a manner where the space invites creativity
  - c) Staff collaborate off-site with partners, such as Harvard Med School, Hale Reservation, Madison Park Development Corporation
  - d) Projects done in the classroom reflect to real life experiences and solutions to problems
  - e) Students are given exposure to career pathways such as dual enrollment college courses, certificate program or apprenticeships to be successful in an effort to close economic disparities
  - f) Externships during launch count towards competencies and graduation
- 4) Multiple paths and opportunities to access curriculum such as through asynchronous learning exist in the following ways:
  - a) There are many organization in Boston that we connect & partner with or hope to in the future
  - b) Staff address the basic functions of reading, writing, numeracy and access community members and other resources such as Boston Plan for Excellence to provide tutoring and extra help
  - c) Allowing students to progress at their own pace yet also ensuring the sustainability of teachers and ensuring they have time to collaborate and have discourse
  - d) Content classes are tied to internship experiences
  - e) A BPS diploma is not enough so BDEA 2.0 students graduate with a resume from internship experience that shows what else they can do
- 5) Equitable access to the curriculum, such as through a 'no homework' policy whereby:
  - a) Courses can be completed during school time and out-of-school time is not required to complete the course
  - b) Access and equity is ensured
  - c) Students are given access to special education and ELL support
  - d) A competency based model that allows for starting things when ready, and finishing when ready is followed
  - e) Multiple supports are provided in the classroom such as co-teaching and interdisciplinary projects
  - f) BDEA 2.0s classrooms have a trauma sensitive foundation





# BDEA 2.0 Staffing

Boston Day and Evening Academy 2.0 prides ourselves in taking the extra step in assembling an extraordinary team that reflects the many identities that make up our student body. Connection is crucial in the work that we do because we hope to foster positive habits that lead our students towards their own successes. Serving a population that has been targeted by systemic oppression is difficult; what makes it easier for us at 2.0 is that we have teachers who are going above and beyond to establish both an anti-racist curriculum and an anti-racist school environment. BDEA 2.0 is an innovative in-district charter high school whose mission is to serve students who are overage for grade level, many of whom have experienced life challenges that have impeded their education.

BDEA 2.0 program designed specifically for our young men of color, who have not been successful in traditional schools and are disengaged with current pedagogical models. The best way to prove to them that they can escape the grasps of inner city struggles is by placing adults in the space that look like them and share some of the same plights.

We are looking to challenge the norm, to assist in building a new pathway for the city's most marginalized students, and to embrace our mission statement, core values and guiding principles for instruction.

## Staff Sustainability

BDEA 2.0 commits to making the work of the staff sustainable and liveable so that staff remain inspired. BDEA 2.0 staff will engage in professional development opportunities designed to support the mission and vision of the program. Staff and students use shared decision making practices within the community. Each year, members of the BDEA 2.0 staff will serve on the BDEA EWTA (Election to Work) committee and also the BDEA wellness committee to ensure the work of BDEA 2.0 staff is sustainable.

## Meet the BDEA 2.0 Staff Student Support Team

### Mr. Freeman, CFC and 2.0 Head of Student Support

*Cheuper joined BDEA in 2004 as the school's Safety Coordinator. He became a Community Field Coordinator for the Day program in 2007. Previously, Cheuper was a plant manager at Dial Corp. Cheuper is passionate about working with young adults, helping them build happy and healthy futures in successful careers and college. Cheuper participates in regular trainings with the Student Support Team, learning new ways for effective crisis intervention and prevention, including training at the Trauma Center, and completing a Sexual Exploitation prevention workshop. Cheuper holds an Associates degree in Business Management from Johnson and Wales University.*

### Mr. Lambright, Community Field Coordinator

*TBD*

#### Ms. Revis, 2.0 Social Worker

*Rachel has been a Licensed Certified Social Worker (LCSW) since 2016. She received her BSW in 2013 from Eastern Connecticut State University. She went on to Simmons University completing their Advanced Standing program and earned her MSW in 2014. During that time, she was fortunate enough to intern at Year Up in the Student Services department. It was there that she grew to love the young people of Boston. After earning her graduate degree, Rachel went on to become a clinician, working with young men ages 16-22 in a residential group home setting in Dorchester. While working in the group home, Rachel had the honor of working with young men from Boston, and immigrants and refugees from all over the world. Rachel supported young men in navigating through the foster care system, and helped them in successfully transitioning into adulthood. She joined BPS in 2020 as a social work substitute at Boston Arts Academy, and knew schools were where she wanted to be. When she's not working she loves everything Beyonce, the beach, good food, music and films.*

#### **Teachers**

#### Ms. Ashraf, Science Teacher

#### Mr. Capo, Humanities Teacher

*Jose Capo is a humanities teacher that grew up in the Boston Public Schools system. Jose is a Posse Boston Alum, he graduated from Denison University with a B.A. in both Sociology and Communication. After finishing his bachelors, Jose worked in his community of Roxbury as a Program Coordinator, at The Center of Teen Empowerment, helping the young people that reside in the neighborhood to become not just community organizers, but agents of social change. Jose then decided to take a break to figure out his next step, which was joining the Boston Teachers Residency and working to attain a M.A. in Education at UMASS Boston. Outside of the world of education, Jose is super interested in science fiction, Marvel Comics, Anime/Manga, collecting sneakers, playing basketball, traveling, and Star Wars.*

#### Mr. Jones, Humanities Teacher

*David Jones is a humanities teacher that has been with BDEA since 2015. His primary focus has been History, but he has also taught Research, Capstone, and Hip Hop Nation. David graduated from University of Kansas with his B.A. in Political Science in 2009. After finishing his bachelors, David worked at the state house in Kansas in the governor's office under Lt. Governor Mark Parkinson, and in the House of Representatives with Dennis Moore (KS-3). David then moved to Boston to work with an education non-profit. His work at City Year influenced his desire to be in the classroom. David earned his M.A. in Education with the Boston Teachers Residency in 2012, and has taught in BPS since then. In the 2017/18 school year he was elected as building representative for Boston Teacher Union. As a Teach Plus Alumni, his interest in education outside of the classroom focuses on education policy. Outside of the realm of education he enjoys creating visual arts, music, writing, traveling, and outdoor activities.*

#### Ms. Manning, Math Teacher and Instructional Team Leader

*Benadette is a math teacher at the BDEA/Pilot. She has been teaching for over a quarter of a century as an English teacher (Saint Ann's Catholic School Houston, TX), a Math teacher (Fenway High School, Timilty and TechBoston Academy ), and a high school dean (Cambridge Rindge and Latin). She received a bachelor's degree in Banking and Finance from the University of Wisconsin and a masters degree in Education from Harvard University. She has been National Board Certified since 1998 and twice runner up for the Presidential Award for Math and Science Teaching. She is the co-founder of Classroomhives.org, a non-profit that installs beehives in elementary-high schools and colleges. She believes that all students can learn math and that students need the support of their teacher, a tutor, and their family in order to become competent. In her spare time, she is a triathlete, tinkers with microcontrollers and microprocessors, mother of four, and a grandmother of one.*

## **Post Graduate Support**

### Mr. Solis, 2.0 Pathways Coordinator

*Zachary Solis is the new Pathway Coordinator at BDEA 2.0. He was previously employed at UMass Boston as an Educational Outreach Counselor, where he worked in partnership with Jeremiah Burke and Madison Park High School, serving students in post-secondary planning. Zachary thoroughly enjoyed working with the high school students and having the ability to be versatile in my experiences. Additionally, he brings a unique perspective to BDEA 2.0, being that his background is in business. He obtained his Bachelor's in Marketing from the University of Hartford and his M.B.A. from UMass Boston. In closing, Zachary is excited to work with the amazing students and staff of BDEA 2.0 and looking forward to a successful school year.*

### TBD, Ambassador of Mentoring

### Ms. Level, Program Leader

*Adrianne joined the math department in 2011. She completed the Boston Teacher Residency Program, teaching 7th grade mathematics at Dever-McCormick K-8 school in Boston. Adrianne has volunteered for many organizations including the Steppingstone Foundation, and various Amateur Athletic Union clubs where she focused on building relationships with youth, provided enriching experiences, and helped them make healthy decisions to build successful lives for themselves. She is currently an American Red Cross disaster volunteer and continues to volunteer with numerous community organizations. Adrianne holds a B.S in Business Management from Bentley University, and a M.Ed. from the University of Massachusetts, Boston.*



## **2.0 Onboarding Expectations**

### **Info Sessions**

BDEA 2.0 will have two informational sessions about the program each term. The information sessions will be made available to current BDEA students as well any students, parents, guidance counselors, or organizations with potential BDEA 2.0 scholars.

At the information session, individuals present will receive a copy of the BDEA 2.0 Handbook, meet BDEA 2.0 staff, and have the opportunity to ask questions about the BDEA 2.0 program.

### **Student Application Process**

Any student interested in joining BDEA 2.0 must complete an application for the program. Applications are given to BDEA 2.0 prospects during the BDEA orientation, during an information session, or during a 1:1 meeting with a member of the BDEA 2.0 Student Support Team.

### **Orientation**

Prospective BDEA 2.0 students must successfully complete the BDEA orientation and they must also attend an orientation with a member of the BDEA 2.0 Student Support Team. The BDEA 2.0 orientation will consist of reading and understanding the BDEA 2.0 Handbook.



# Appendix

Mentoring Handbook

Internship Handbook



# BDEA 2.0's Internship Handbook

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## **Introduction**

### **BDEA 2.0 Basic Overview**

BDEA 2.0 is specifically designed to help our Black and Latino young men who have had less positive outcomes in our flagship school. Though the program is designed for young men, it is not exclusive to males. When talking to these students to design the program, the students realized that in comparison to their more affluent peers, many of our students do not have the industry exposure or the networking skills to envision themselves as valid contributors to Boston's growing economy. Therefore, BDEA 2.0's competency based educational approach allows our students to progress based on their ability to master a skill or competency at their own pace, regardless of the environment. The program is structured to connect alternative education students in Boston to upwardly mobile career pathways. We are in the process of aligning our resources to create a mentorship program, build strong industry partnerships, and manage early college access for students to create a vision for the future.

### **BDEA 2.0 Internship Program**

The BDEA 2.0 internship program provides our diverse group of students with exposure and opportunity to gain real-world, hands-on work experience in a professional setting. This experience will be related to our student academic and career interests, which will prepare them for future jobs. Additionally, this program will allow employers the opportunity to guide and evaluate a diverse pool of future talent.

### **Student Benefit**

There are many benefits to working in an internship. Statistics show that employers generally hire employees that have gained relevant work experience through internships. As a student intern, you will.

- Gain industry knowledge and explore career options in a field of interest.
- Strengthen knowledge of the job search process including developing a resume, cover letter, and networking and interviewing skills
- Enhance professional skills necessary for success in the workplace Explore career opportunities in a challenging economic environment
- Make valuable contacts and grow professional networks

## **Student Experience**

### **Hook**

- Students will take career exploration and readiness prerequisite courses.
- Students have scaffolded (supported) opportunities to explore interests, understand and prepare for careers, through internships and other authentic experiences
  - Students are aware of what opportunities are out there
  - Chance to see different ways of doing life, pursue goals
  - School provides these opportunities
  - Staff have to have information available to allow students to explore
  - Acknowledge that different students are in different places
- Students will be introduced to various career options based upon their personalities and interests.
- Students will begin to build their confidence and basic career readiness skills as they participate in community-based internships.

**Commit (Job Shadowing)**

- Students will begin to refine their career goals
- Student become aware of Financial literacy and employability skills and networking are taught through “earn and learn” (we need to decide what this will look like)
  - e.g., Real jobs with real money that students can learn to manage in school
  - Being in class and learning what to do with your paycheck that you earned in your Wed/Fri internship
- Students will co-create their own pathway based upon the education requirements of that chosen field.
- Students will be given access to a dedicated industry mentor, job shadowing opportunities, college experience courses, and participate in career aligned internships.

**Launch**

- Students will be ready to choose an individualized launch track
  - Early College
  - Vocational Apprenticeship
  - Certification Program.
- While completing their final academic coursework, students will have the freedom to flex their schedules in order to access these opportunities, depending upon their individual goals.
- Post-Graduate / Transition support: students get post-graduate support to take the next step on their path, and support after graduation
  - Also support in developing a post-graduate plan

## **BDEA 2.0 Partnership Onboarding**

### **Agreement**

Thank you for agreeing to provide an internship experience for a Boston Day & Evening 2.0 student. Our internship program is an example of how business across all industries, community, and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow. We believe mentoring, job shadowing, and internships are critical elements that ensure our students' success in their career exploration.

By participating in an internship, partners & students understand the following:

- Internship is similar to training which would be given in an educational environment.
- Internship experience is for the benefit of the intern.
- Intern does not replace regular employees, but works under close supervision of existing staff.
- intern is not entitled to a job at the conclusion of the internship

### **Employer Benefits**

An internship program is an excellent way to broaden and diversify your workforce. As an employer, a student internship program will provide:

- Pipeline of quality candidates to fill entry-level positions.
- Source of unique and diverse talent for new insight, ideas, and focus
- An opportunity to select, train and influence the best and brightest prospective talent
- Programs that support diversity and inclusion and include training and development opportunities for managers and mentors who have never worked with our demographic of students.

### **Employer Criteria**

BDEA 2.0 seeks to partner with organizations that:

- Engage work through a race and gender lens
  - A racial equity lens should be a priority while analyzing problems, looking for solutions, and defining success. The race and gender lens goes a step farther, realizing that Black people experience their lives as Black and male/female at the same time.
- Acknowledge the injustice of unequal race and gender outcomes
  - To be effective in this, organizations must understand the bleak outcomes our students face in nearly every category of analysis and assert that such disparities are not commensurate with a just and equitable society.
- Seek to address the injustice of race, gender, and socioeconomic disparities
  - To close the gaps between the success of young Black and Latinx students and their white male and female peers, it is important that organizations implement strategies tailored to the unique situation of the students in our program.
- Employ targeted strategies
  - Universal programs often do not effectively aid our students. We look for organizations to find alternative ways to target our students and to have a positive impact on Black and Latinx males/females specifically.

## **BDEA 2.0 Student Internship Process**

### **Student Application Process**

BDEA 2.0 students or soon to be graduates that are looking for an internship will need to first complete an internal application, which includes their resume and a cover letter. Representatives from companies looking to host interns review resumes, interview candidates, and select interns with the qualifications that are most suited to their needs.

### **Internship & Compensation**

Internships are paid and last 15 weeks for 12 - 15 hours a week.

### **Interview & Selection Process**

Companies will take part in the interviewing process and our team will support students and organizations to ensure a mutually beneficial partnership.

### **Pre Employment Requirements**

Once an internship offer is accepted, students may be required to complete pre-employment paperwork, including an I-9 form which verifies identity and provides employment verification. Students need to be prepared to provide documentation including a driver's license, an ID card issued by the State, or a passport, as well as a Social Security card. Companies may also ask students to complete a drug/alcohol screen and a background check.

(Rewording Employer Expectation )

### **Employer Feedback:**

Upon accepting the internship, companies meet with students to orient them to the company including reviewing company policies and procedures, discussing behavior/performance expectations, projects, work and training schedule, and meetings with supervisors.

For students to receive the maximum educational value and exploration from internships, supervisors should provide feedback on students' performance. Supervisors will be asked to provide students with verbal and written evaluations. Students will be asked to complete a self-appraisal as part of the evaluation process.

## Internship Evaluation

### Internship Criteria Rubric & Criteria

The purpose of this assessment is to provide the student intern with constructive feedback on his/her internship experience. Use the evaluation rubric to assess the student's performance on each dimension by specifying a score based on the performance ratings and descriptors delineated in the rubric form.

- **Quality of Work:** The degree to which the student's work is thorough, accurate, and completed in a timely manner.
- **Ability to Learn:** The extent to which the student asks relevant questions, seeks out additional information from appropriate sources, understands new concepts/ideas/work assignments, and is willing to make needed changes and improvements.
- **Initiative and Creativity:** The degree to which the student is self-motivated, seeks out challenges, approaches and solves problems on his/her own, and develops innovative and creative ideas/solutions/options.
- **Dependability:** The degree to which the student is reliable, follows instructions and appropriate procedures, is attentive to detail, and requires supervision.
- **Attendance and Punctuality:** The degree to which the student reports to work as scheduled and on-time.
- **Organizational Fit:** The extent to which the student understands and supports the organization's mission, vision, and goals; adapts to organizational norms, expectations, and culture; and functions within appropriate authority and decision-making channels.
- **Response to Supervision:** The degree to which the student seeks supervision when necessary, is receptive to constructive criticism and advice from his/her supervisor, implements suggestions from his/her supervisor, and is willing to explore personal strengths and areas for improvement.

## Evaluation Rubric

Supervisor Evaluation of Internship – Grading Rubric							
Evaluation Dimensions	Performance Rating						Score
	Needs Improvement		Meets Expectations		Excellent		
	1	2	3	4	5	6	
Internship Evaluation Dimensions – Grading Criteria							
Quality of Work	Work was done in a careless manner and was of erratic quality; work assignments were usually late and required review; made numerous errors		With a few minor exceptions, adequately performed most work requirements; most work assignments submitted in a timely manner; made occasional errors		Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made few if any errors		
Score	Comments						
Ability to Learn	Asked few if any questions and rarely sought out additional information from appropriate sources; was unable or slow to understand new concepts, ideas, and work assignments; was unable or unwilling to recognize mistakes and was not receptive to making needed changes and improvements		In most cases, asked relevant questions and sought out additional information from appropriate sources; exhibited acceptable understanding of new concepts, ideas, and work assignments; was usually willing to take responsibility for mistakes and to make needed changes and improvements		Consistently asked relevant questions and sought out additional information from appropriate sources; very quickly understood new concepts, ideas, and work assignments; was always willing to take responsibility for mistakes and to make needed changes and improvement		
Score	Comments						
Initiative and Creativity	Had little observable drive and required close supervision; showed little if any interest in meeting standards; did not seek		Worked without extensive supervision; in some cases, found problems to solve and sometimes asked for additional work		Was a self-starter; consistently sought new challenges and asked for additional work assignments; regularly		



	out additional work and frequently procrastinated in completing assignments; suggested no new ideas or options	assignments; normally set his/her own goals and, in a few cases, tried to exceed requirements; offered some creative ideas	approached and solved problems independently; frequently proposed innovative and creative ideas, solutions, and/or options
<b>Score</b>	<b>Comments</b>		
<b>Dependability</b>	Was generally unreliable in completing work assignments; did not follow instructions and procedures promptly or accurately; was careless, and work needed constant follow-up; required close supervision	Was generally reliable in completing tasks; normally followed instructions and procedures; was usually attentive to detail, but work had to be reviewed occasionally; functioned with only moderate supervision	Was consistently reliable in completing work assignments; always followed instructions and procedures well; was careful and extremely attentive to detail; required little or
<b>Score</b>	<b>Comments</b>		
<b>Attendance &amp; Punctuality</b>	Was absent excessively and/or was almost always late for work	Was never absent and almost always on time; or usually reported to work as scheduled, but was always on time; or usually reported to work as scheduled and was almost always on-time	Always reported to work as scheduled with no absences and was always on-time
<b>Score</b>	<b>Comments</b>		

<b>Organizational Fit</b>	Was unwilling or unable to understand and support the organization's mission, vision, and goals; exhibited difficulty in adapting to organizational norms, expectations, and culture; frequently seemed to disregard appropriate authority and decision-making channels	Adequately understood and supported the organization's mission, vision, and goals; satisfactorily adapted to organizational norms, expectations, and culture; generally functioned within appropriate authority and decision-making channels	Completely understood and fully supported the organization's mission, vision, and goals; readily and successfully adapted to organizational norms, expectations, and culture; consistently functioned within appropriate authority and decision-making channels
<b>Score</b>	<b>Comments</b>		
<b>Response to Supervision</b>	Rarely sought supervision when necessary; was unwilling to accept constructive criticism and advice; seldom if ever implemented supervisor suggestions; was usually unwilling to explore personal strengths and areas for improvement	On occasion, sought supervision when necessary; was generally receptive to constructive criticism and advice; implemented supervisor suggestions in most cases; was usually willing to explore personal strengths and areas for improvement	Actively sought supervision when necessary; was always receptive to constructive criticism and advice; successfully implemented supervisor suggestions when offered; was always willing to explore personal strengths and areas for improvement

### **Evaluation Summary**

<b>Summary Evaluation Criteria:</b>	<b>Overall Score</b>
Quality of Work	
Ability to Learn	
Initiative and Creativity	
Dependability Attendance and Punctuality	
Organizational Fit	
Response to Supervision	
<b>Total Score</b>	

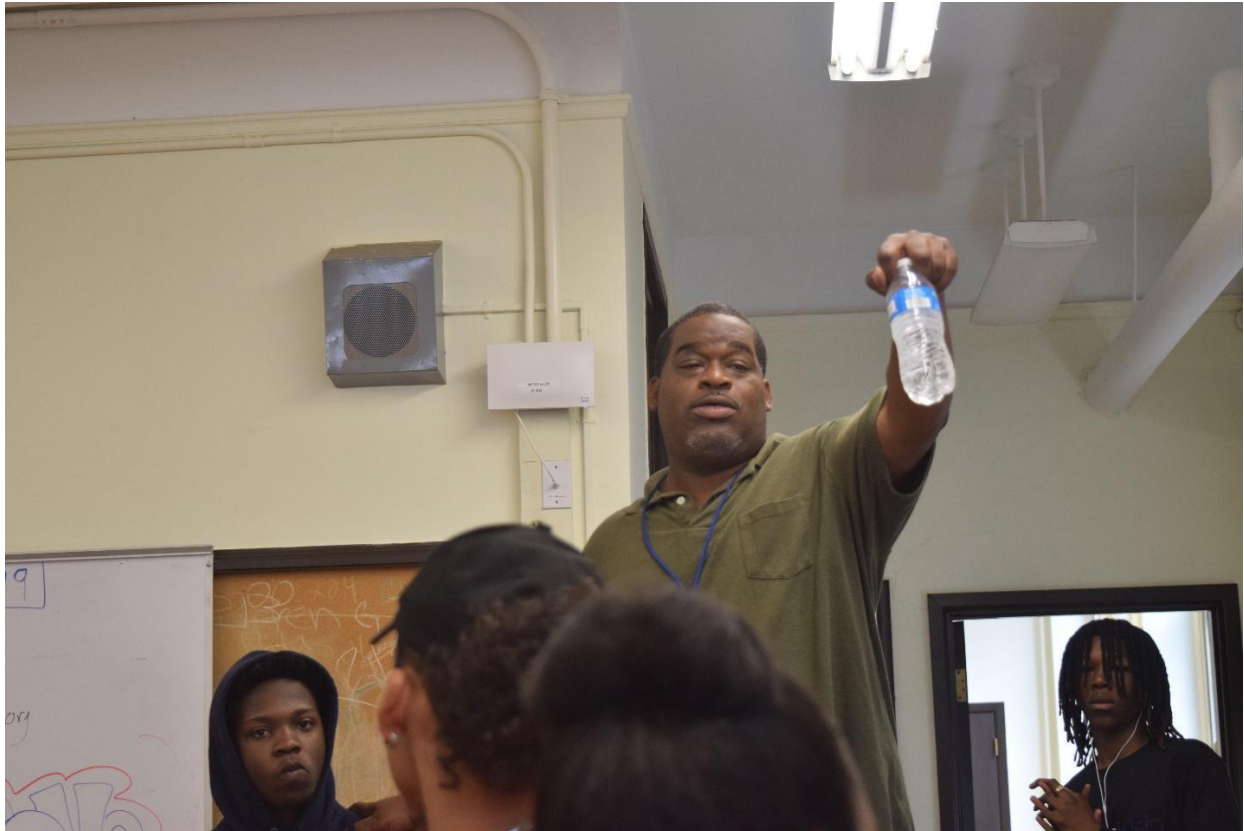
## Interviewing 101

Types of Interviews	Common Interview Questions
<p><b><i>Informal or Networking Interview:</i></b></p> <ul style="list-style-type: none"><li>• The objective of this interview is to ask for advice and learn more about a particular career field, employer or particular job. Interviewing experts in their field is one more way to become more occupationally literate. The knowledge that you gain here will make you sharper and more informed. You will also make a contact and further develop your network.</li></ul> <p><b><i>Screening or Telephone Interview</i></b></p> <ul style="list-style-type: none"><li>• A phone interview is a very cost effective way to screen candidates. These can last anywhere from 10 to 30 minutes. It is recommended that you have in front of you your resume, the job description, a list of references, some prepared answers to challenging questions and perhaps something about the company. It is extremely important to have positive and polished answers with an energetic tone. Be sure to ask what the next step is</li></ul> <p><b><i>In person formal interview</i></b></p> <ul style="list-style-type: none"><li>• It is typically a one-on-one exchange at the organizations' offices. In order to best prepare you will want to know the length of the interview which can usually range from 30 to 90 minutes. If the interview is 30 minutes you have to be concise and have a high impact with your answers. If it is 60 or 90 minutes you will want to go into much more depth and use specific examples to support your generalizations.</li></ul>	<ul style="list-style-type: none"><li>• Why are you interested in working for us?</li><li>• What would you like to gain from your internship experience? What are your top 3 strengths? (Be prepared to share an example of each of your strengths)</li><li>• Give me an example of a presentation you made. What kind of feedback did you receive? How do you plan, organize and prioritize your work?</li><li>• Give me an example of a time when you were really disappointed. How did you handle this?</li><li>• Tell me about a time that you worked with a difficult/challenging school or work project.</li><li>• Give me an example of a time where you went beyond the call of duty at school or at work. What did you do? What was the final outcome? How did you feel about this?</li><li>• Give me an example of a problem you did not know how to solve. How did you solve the problem? What was the end result?</li><li>• Tell me about a technical skill you learned on your own.</li><li>• Tell me about a time you had to meet a tight deadline. How did you handle this? What was the fi</li></ul> <p><b><i>Questions to ask during an interview</i></b></p> <ul style="list-style-type: none"><li>• Can you tell me about the team I would be a part of? What types of projects would I be working on?</li><li>• What are the traits and skills of a successful intern in your company?</li></ul>

**Best Practices:**

Student Internship Best Practices	Internship Checklist
<ul style="list-style-type: none"><li>• Wear appropriate business attire, based on the company's dress code policy</li><li>• Be professional when talking with your supervisor and other employees Report to work on time</li><li>• Be a good, active listener</li><li>• Ask for and be receptive to feedback Be open to instruction and advice</li><li>• Ask questions and engage with your supervisor to gain knowledge about your job, company, industry, and professions of interest</li><li>• Be a problem-solver</li><li>• Support and collaborate with other team members</li><li>• Be eager to learn and show initiative</li><li>• Follow through on your commitments, completing projects within assigned timeframes</li><li>• Present needs in an articulate way</li><li>• Exhibit a professional attitude</li></ul>	<ul style="list-style-type: none"><li>• Read the BDEA 2.0 Internship Handbook</li><li>• Have your resume and cover letter(s) reviewed by a BDEA 2.0 pathway coordinator</li><li>• Conduct research on organization. Think about your pitch for short encounters with potential employers</li><li>• Identify three individuals to serve as references</li><li>• Work on interview skills and practice responses to typical questions in a mock interview</li><li>• Have a professional-sounding voice mail in case an employer calls</li><li>• Send thank y after each interview Internship</li><li>• Give your Supervisor a copy of your schedule</li></ul>

# **BDEA 2.0's Mentoring Manual**



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## **BDEA 2.0**

BDEA 2.0 is a pilot program designed to meet the needs of the young Black Latinx youth, predominantly young men. Roughly ~50 students in the 2.0 program come from varying difficult circumstances such as challenging financial insecurity and social/behavioral difficulties. This, coupled with the disproportionate impact of systemic racism and the failures on the behalf of traditional learning, have led these amazing young students here, at 2.0. We are a student-led community and as such, we are dedicated to centering our initiatives around the real-life experiences of our young people. The program seeks to provide work-based curriculum, intentional guidance, and the professional and personal skills that will equip them to meet the challenges of today and the future.

For more specifics regarding the program's overall vision, core values, and guiding principles please refer to the link below:

<https://bdea.com/bdea-2-0/>

## **About 2.0 Mentoring**

The 2.0 mentoring program is designed to facilitate and support mentoring relationships between students (mentees) and adults (mentors). The goal of this program is to support our young men and women at 2.0 and match them with an adult in their field of interest or simply someone they see themselves in. The mentoring program is an opportunity for our young people to receive that additional and even more intentional guidance outside of the classroom. The program will be centered on several imperative components, such as identity, interpersonal skills, and critical consciousness.<sup>1</sup>

## **Vision**

The vision of 2.0's Mentoring Program is to match our young people with mentors who are dedicated to supporting their personal and professional success.

Mentors see our students for who they are and engage them with purpose. By centering the humanity of our young people, our mentors can engage in a critical dialogue that is both impactful and transformative.

## **Basics**

### **Mentoring Overview**

#### **What is Mentoring/Mentorship?**

Mentoring is an opportunity to utilize one's lived experiences, tools, and knowledge to provide support to younger individuals who would benefit from additional guidance and support. A mentoring relationship also provides mentors the opportunity to obtain new insight and perspectives through the relationships they foster with mentees.

## **Mentoring BIPOC**

For young BIPOC (Black, Indigenous, People of Color), strength-based and critical-conscious approaches are necessary frameworks in mentorship. Through these lenses, along with guidance from their mentors, mentees can engage, discuss, and reflect deeply about the oppression(s) they experience, become more familiar with their identities, and challenge the status quo. Critical

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<sup>1</sup> Critical consciousness focuses on achieving an in-depth understanding of the world, allowing for the perception and exposure of social and political contradictions. Critical consciousness also includes taking action against the oppressive elements in one's life that are illuminated by that understanding.



mentoring<sup>2</sup> allows young BIPOC to understand the institutional challenges of racism, discrimination, and racial bias, while also finding themselves in their pursuit of personal and community success.

### **What is a Mentee?**

A mentee is a student or young person who is seeking guidance and support from a more experienced, typically older individual.

### **What is a Mentor?**

A mentor is someone willing to offer their time, share their lived experiences, and resources to a younger individual seeking guidance and support. A mentor fulfills the specific needs of a mentee through approaches that center on intentional listening, understanding, and compassion. For 2.0 students, these qualities are especially significant due to the varying obstacles many of our students navigate that impede their ability to pursue enriching experiences.

### **Best Practices**

#### **Recruitment and Selection**

Before a mentoring relationship is formed, the recruitment and selection process must occur to identify whether potential participants align with the readiness indicators, values, and purpose of the Mentoring Program. Interviews, background checks, and other screening methods are opportunities for participants to share some of their experiences, needs, and why they are interested in the Mentoring Program.

#### **Mentee/Mentor Readiness Indicators**

These indicators are referenced by staff/faculty and mentors to determine how ready a mentee or a mentor is for mentoring. Indicators utilize BDEA 2.0's competency-based framework to help identify the qualities or experiences that are critical to an effective mentoring relationship. They're typically used during interview processes but are accessible in other instances.

#### [Mentor Readiness Indicators](#)

#### [Mentee Readiness Indicators](#)

### **Recruitment Fair (preliminary introductions)**

Events such as these allow mentees to meet possible mentors before they are paired based on preference. This could be the opportunity for students to connect with potential mentors they may have clicked with right off the bat.

### **Screening: Background Checks, Interviews, etc**

#### **Screening:**

#### **Interview**

During this process, a 2.0 staff member will ask questions inquiring of an applicant about their experiences and why they have decided to become a mentor.

### **Background Checks**

This is a standard procedure for mentoring which is simply an inquiry into your personal history to ensure the safety of our students/mentees.

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<sup>2</sup> [Critical Mentoring—Because Young People Deserve the Best of Us | Torie Weiston-Serdan | TEDxKGI - YouTube](#) - Critical Mentoring—Because Young People Deserve the Best of Us | Torie Weiston-Serdan | TEDxKGI

## **Mentor Agreement**

An agreement between the mentor and the 2.0 mentoring program serves as an understanding of what is to be expected from the mentoring experience.

## **Matchmaking**

Collecting information from both Mentee(s) and possible Mentor(s) help identify ideal matches. Information such as area(s) of interest, age, and lived experiences are examples of what is considered when beginning the mentee/mentor pairing.

Using this data, students will have the opportunity to specify what type of mentor they would like support and guidance from.

Additionally, students will have the option to unpair from their initial mentor(s) if the match is not the right fit or for other reasons.

Once all the necessary information and requirements are completed matching will occur and mentor relationships will begin.

## **Mentor Values**

Below is a list of the values that we hope our Mentors apply to the ways in which they engage and support our students. These values demonstrate the type of respect and compassion our students need and deserve.

- Cultural Competency
- Active Listening
- Flexibility
- Commitment
- Feedback-oriented (receiving and offering)
- Reflective
- 

## **Transparent and Honest Communication**

These two qualities are paramount to the mentoring relationship. If these areas are lacking, then mentoring pairs will prove to be difficult to maintain. A successful mentoring relationship will require both mentors and mentees to be their truest selves (to the best of their abilities) while identifying interests, areas of focus, etc.

## **Expectations**

The expectations, along with the aforementioned transparency and honesty, are that both mentees and mentors subscribe to the following;

- Meet regularly (weekly, bi-weekly, monthly) depending on preference and availability.
- Pursue opportunities that have the potential for mentee growth such as internships, vocational programs, higher education.
- Abide by the values outlined by the program.
- Regularly give and receive feedback to strengthen the experience of the overall program.

## **Mentoring Database**

The BDEA 2.0 Mentoring Program will utilize Innovative Mentoring. This database will be an online platform that will make the selection process much easier. The software collects all the data pulled from mentees and students so that pairing can be done much more efficiently, especially if initial matches do not work out. This database will be accessible to students on both desktop and mobile devices.

## **For Mentors**

### **Establishing Expectations**

Establishing expectations, boundaries, needs, and other ground rules can provide a lot of structure and direction within a Mentoring relationship. The first few meetings are incredibly important spaces for these to be expressed and heard by both mentee and mentor. As a mentor, it is important that accountability and patience are centered when revisiting previously established expectations.

### **Meeting Guide**

A “productive meeting,” can take many different forms. For example(s), a productive meeting could look like a thorough planning session, an opportunity to discuss heavy topics, or even to coax out an idea.

Setting goals and creating agendas are especially useful tools to ensure that a meeting has both structure and a clear direction. Examples of these may include; developing actions plans, outlining long-term accomplishments, and constructing a nuanced schedule. Cultivating a mentoring relationship that highlights discipline and accountability may result in a focused and driven mentoring dynamic.

### **Developing and Responding to Questions**

Questions posed by mentees may be unclear due to challenges with articulation or simply due to excitement for a given subject/topic. As a mentor, it is important to keep this in mind when responding to a mentee’s question(s) as well as asking clarifying questions to offer a more helpful response. This opportunity will also allow mentors to better understand key points that may prove useful when providing specific support to the mentee.

### **Making Adjustments**

The type of support mentees may need depends on their personality and preference. Some young folx might need a “hands-off” approach while others may need extra follow-up to make sure they are meeting their target goals. Additionally, the frequency of communication and meetings are totally up to the mentee as well as the mentor but are subject to change. It is important that any changes be agreed to in a clear documented agreement between the mentee, mentor, and 2.0 staff.

### **Virtual mentoring**

Virtual mentoring has become the norm! It is okay if your mentee prefers to only meet virtually. To be best prepared for virtual mentoring, please make sure you are familiarized with the platform(s) such as Zoom, Google Meets, and others so that the facilitation of meetings is as seamless as possible. Furthermore, learning the different features of a particular online platform may prove to be incredibly useful as it will allow both a mentor and mentee to participate in activities or learning exercises.

### **Communication Guidelines**

The following modes of communication are recommended:

#### **Email:**

- Sending a document or information for review.
- Quick communication – e.g. scheduling a meeting.

#### **Phone:**

- Clarification to follow up a previous discussion or email.

#### **Zoom/Video Call:**

- The standard (for now) during the pandemic but can be used efficiently to schedule regular check-ins and engage with online exercises.

#### **Socially Distanced Face-to-Face:**

- This provides an opportunity for details to be shared and discussed as well as additional follow-up conversations.

- Face-to-Face meetings are not mandatory, but given the current times we are in, if they are preferred - then appropriate safety measures must be followed and 2.0 staff must be informed prior.

### **Beyond BDEA (2.0) Mentoring**

There will come a time where our students graduate and their position in the BDEA family changes. They will move on to another chapter of their life that entails a life that is outside of the 2.0 framework, however that does not mean their connection to the 2.0 family and its network come to an end. This includes the Mentoring program and the relationship(s) they establish while a participant in it. Although our young people conclude their career as a 2.0 student, that does not mean that the need for a mentor goes with them. Mentorship can be a life-long relationship that transforms through time and it is critical that our young people understand that when they transition to a life beyond BDEA 2.0 mentoring.

### **For Mentees**

#### **Establishing Expectations**

To truly have a fruitful mentoring experience, it is important to identify what you wish to get out of a mentoring relationship. To meet those goals to the best of your ability, be clear to your mentor what you'd like support on, what challenges you may be experiencing in either a professional or personal capacity, and work with them to develop a game plan to assess those challenges. Keeping yourself as well as your mentor accountable to this game-plan is key to acquiring the type of mentoring experience you envisioned.

#### **Meeting Guide**

A "productive meeting," can take many different forms. For example(s), a productive meeting could look like a thorough planning session, an opportunity to hold heavy topics, or even to coax out an idea.

Setting goals and creating agendas are especially useful tools to ensure that a meeting has both structure and a clear direction.

#### **Developing and Responding to Questions**

Asking questions can be the most useful tool to identify a need or something you are curious about. Developing helpful ways to flush out ideas or thoughts can help in creating a more specific set of questions. As a mentee, there will be moments where you are trying to figure something out, whether it be in the pursuit of a personal or professional opportunity, where you may struggle to articulate what you are trying to convey. Spending a bit of time asking yourself what it is you are trying to understand before presenting it to your mentor can be helpful. The time between meetings with your mentor is a perfect opportunity to develop those questions so when you do meet, your mentor has a clearer idea of how to respond to you.

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**Staff/Faculty**

The staff and faculty at BDEA 2.0 are integral to not just the learning experience of our students but their personal growth. The mentoring program is an extension of the growth our students are seeking. Students that pursue the mentoring program will need constant and intentional support from the 2.0's staff and faculty in the form of check-ins, encouragement, and additional guidance as they navigate their mentoring relationship.

**Strategies**

There are several practices or methods that staff and faculty utilize to ensure that 2.0 students (or mentees) are fully engaged in the mentoring program. Many of our students are impacted by circumstances at home or challenges with trauma and mental health. Exercising strategies that speak to the realities of our students are integral to the staff/faculty role in supporting the 2.0 Mentoring Program.

**Balancing work and life**

Finding a balance between working a job, or even several jobs, and academics can prove to be a difficult challenge for students. Time management, establishing priorities, and being mindful of one's mental health, are all examples of what can impact a student's ability to strike that balance. Staff/faculty sharing helpful tools or resources assist students that do in fact struggle to identify methods of balancing both academics and their personal life. Finding or establishing a balance allows students to have clear goals while in a mentoring match as well as the ability to meet those goals in tandem with their mentor.

**Centering identity**

BDEA 2.0 is designed to take an intentional approach to teach and support for young black and Latinx youth. The intersectionality of their identity plays a significant role within the framework of

a mentoring initiative. When students begin to think about what they want to pursue, their identity and experiences often are a huge influence. When encouraging students to pursue a particular avenue, whether it be personal or career-orientated, it is important to center their lived experiences and identity. The instructional team and student support staff dedicate their approaches to humanizing our young people and by doing so, promote a culture of compassion-informed practices.

### **Age and youth**

For many of the students at 2.0, age (16-21, ~18.5) is a common insecurity that impacts their level of engagement, motivation, and participation. The internalization of 'being too old for high school' is often a deterrent for our students to push themselves and to center their path without the influence of what they perceive to be the 'typical' age timeline for a high school student. To circumvent this narrative, staff and faculty can exercise a counter-narrative that centers the story and experiences of our students, one that can help our students understand that it is never too late to right the ship.

### **Parents/Guardians/Caretakers**

As a community, it is critical that our parents/guardians/caretakers (PGC) are as involved in the experiences that their students have as a member of the 2.0 family. PGC's play a vital role in the success of their students' mentoring relationship.

### **How are matches made?**

Matches are made following the selection process. After screening methods and interviews, accepted Mentors' information is uploaded to the database we use for the program, Innovative Mentoring. Students who are also committed to the program also submit the information that will help in the matchmaking process. Information such as career interests, academic support, and personal goals are examples of what is considered when matches are created.

### **Where does mentoring take place?**

Mentoring takes place through whatever platform is accessible to both the student and mentor. Mentees and mentors determine how they communicate, meet, and what goals they are working towards. Meetings can take place virtually or (safely) in person.

### **What do matches do when they meet?**

Matches determine what goals or aspirations the student is striving toward. The mentor is there to support and provide resources or insight on the approaches the student can take to achieve those goals while centering the needs of the student such as accessibility, mental health, and identity.

### **How do matches end?**

Matches can end in a few ways. One example would be if a student or a mentor determines that their match has not worked out. This could be due to an error in the match-making process or the match itself was not the right fit for either the student, mentor, or both. Alternatively, a match can end when a student or mentor determines that the student no longer needs or wants the support of a mentor and that they are choosing to remove themselves from the mentoring program.

### **What is my role in a mentoring relationship?**

#### **Mentee**

Mentees (or students) benefit a lot from the support their parents provide them. Encourage them to be accountable as best as they can to the goals or milestones that they agreed upon with their mentor. Additionally, remind them (if necessary) that they need to meet with their mentor at the frequency they agreed on. Another helpful approach would be to ask them about the progress of the



mentorship. Lastly, be patient, compassionate, and ready to meet the potential needs of your student as they navigate this mentoring relationship.

### **Mentor**

Friendly reminder that the mentor supporting your student is there solely for your student and their growth. They are not expected to do anything beyond providing direct need-based support to their mentee. To ensure that your mentor is informed, please feel free to let them know of any possible restrictions or limitations with food, availability, or other obligations that may conflict with meetings between your student and their mentor. If you have any concerns regarding the match, please contact the Mentoring Coordinator or anyone else on the BDEA 2.0 staff.

### **2.0 Faculty/Staff**

The 2.0 staff is committed to meeting the needs of both student and parent(s)/guardians/caretakers, so If there is any information about your student that you believe we are not aware of, please let us know. We want your students to be as safe and supported as possible in their mentoring experience. If you would like to be involved in the interview process or regular check-ins on the progress of the mentoring relationship, please feel free to express that. If any changes occur regarding your student and their involvement in the program, that is also something we would like to know from you. This program is for the betterment of your student and if their needs are not being met then we want to work with you to determine the next steps.

### **Common Concerns for Parents/Guardians/Caretakers**

#### **What if I, or my student, have an issue with my students' mentor?**

If you have concerns over the compatibility of your students' mentor, please do not hesitate to reach out to the 2.0 staff. The Mentoring Coordinator will respond accordingly and assess the situation. If you have an issue with a mentor that cannot be resolved, then your student will be unmatched with their mentor. If this occurs, then we will work with you to determine whether seeking another mentor is appropriate at that time or if you would like to remove your student from the mentoring program entirely.

#### **What if my students' mentor wants to do an activity that I do not want my student participating in?**

If you have an issue with a specific activity that your students' mentor proposes, we strongly encourage you to communicate that with them. A mentoring relationship is not simply a mentee and a mentor, PGC's are also a part of that dynamic. Establishing a line of communication with your student's mentor is a critical component of a healthy and effective mentoring relationship for your student. Feel free to also reach out to the 2.0 staff with these concerns if they are too pressing to mediate with their mentor. Your students' well being and safety is our primary concern.

#### **I am worried about gifts/money being spent on my student on behalf of their mentor, should I be concerned?**

It is not an expectation that your student's mentor spend money on your student during their mentoring relationship, however, we encourage our mentors to limit expenses to things such as small tokens, occasional outings, or educational/professional opportunities. If you are uncomfortable with the amount of spending on behalf of your students' mentor, please let the 2.0 staff know and we will follow up accordingly.

#### **Who do I contact if I have questions or concerns?**

If you have any general or specific questions or concerns regarding the mentoring match your student is committed to, do not hesitate to reach out to anyone on the 2.0 staff you feel comfortable

with expressing them to. The staff/faculty at 2.0 are well connected with one another so your questions/concerns will be addressed accordingly. If you need to contact someone directly involved with the Mentoring Program, we encourage you to communicate with the Mentoring Coordinator or 2.0 Program Leader.

#### **Forms/Evaluations**

1. [Mentor – Application](#)
2. [Mentor – Program Evaluation](#)
3. [Mentee – Application](#)
4. [Mentee – Program Evaluation](#)
5. Parent – Program Evaluation (*pending*)
6. Staff/Faculty – Program Evaluation (*pending*)