



LASER

Mentoring Program Manual



THE OHIO STATE UNIVERSITY

OFFICE OF DIVERSITY AND INCLUSION



Vision Statement

LASER's vision is to create a complete mentoring system to open doors for Latinos from high school through college and professional schools.

Mission Statement

To promote and provide state-of-the art research and exchange in the field of Latino and Latin American studies for Latino students through our mentoring system.

Goals

To create a network of mentorships between community leaders, graduate students and Latino undergraduates as well as between undergraduates and Latino high school students.

To prepare Latino students (in 9th Grade through college) are prepared for successful entry into college then graduate and professional schools.



Founder and Director of LASER

Frederick Aldama is founder and director of LASER - a mentoring and research hub for Latinos 9th grades through college selected as a 2015 Bright Spot in Hispanic Education by the White House Initiative on Educational Excellence for Hispanics.

Contact information:

Frederick Aldama, LASER Coordinator
Aldama.1@osu.edu
510-367-9112

Mentoring Programs with LASER

LASER'S High School Mentoring Program
LASER'S Community College Mentorship—Pathways To A Four Year Degree
LASER'S Undergraduate/Graduate Mentorship Program

LASER

Latino and Latin American Space for Enrichment and Research



PART 1

LASER'S High School MENTORING PROGRAM

Chain of Command

- Dr. Aldama (aldama.1@osu.edu) - LASER Coordinator
- Hub Coordinators
- Mentors for each HUB

LASER Hub Coordinators

Whitehall

Luis Macias: macias.23@buckeyemail.osu.edu

Laura M. Fernandez: fernandez.259@buckeyemail.osu.edu

Wellington

Ashley Gonzalez: ashley.rafaela@gmail.com

Matthew Xin: mxin98@gmail.com

Westland I (43228)

Pamela Espinosa de los Monteros: espinosa@osu.edu

Mari Lerma: lerma.5@buckeyemail.osu.edu

Worthington I (43229)

Olivia Cosentino: oliviaccosentino@gmail.com

Monica D. Garcia Blizzard: garcia-blizzard.1@buckeyemail.osu.edu

Westland II (43204)

Rocio Prado: prado.13@buckeyemail.osu.edu

Paloma Arroyo: arroyo.30@osu.edu

LASER OSU

Miguel A. Valerio: valerio.22@buckeyemail.osu.edu

Jailyn Soto-Quintana: soto-quintana.1@buckeyemail.osu.edu

LASER Ohio Wesleyan

Doug Bush: dpbush@owu.edu

LASER Otterbein

Christopher Torres: torres.191@osu.edu



Background Checks

Background Checks are required prior to starting as a mentor. If you have not completed this, please make sure to contact Dr. Aldama @ LASER@osu.edu

What is Mentoring?

- Giving your time
- Attention
- Insights
- Advice
- Helping
- Providing knowledge
- Providing pathways to higher learning

Bridging

To be a good mentor, we must understand and acknowledge that each mentee have varied cultural and social experiences that makes him/her unique. As mentor, it is important to create a learning environment that can adapt to the mentee's various backgrounds and skill levels. As mentors we need to assess skill levels prior to starting the mentoring process.

Mentor Values*

Credibility: The better we are at what we do, the better mentors we will be.

Integrity: It is not enough to talk about integrity, one must live the example. Many students do not take it seriously. Mentors must.

Confidence: Many students start with little but can become outstanding when properly encouraged and appreciated.

Cooperation: Discourage aggressive competition among students. Encourage cooperative efforts and openness.

Chores and citizenship: Engage students in professional responsibilities: reviewing, proposal writing, presentations, mentoring. Give them the opportunity to learn all of the skills they will need later in their career.

Communication skills: Brilliant research is of little use if not clearly understood. Correct English with good style is critically important. Practice writing and speaking skills constantly.

**Adapted from: pathwaystoscience.org/mentorship.*



Examples of Phrases that Make an Impression

“That was great work.”

“Good idea!”

“I also struggled with that.”

“Based on the goals you’ve expressed, graduate school would a good next step.”

“You are definitely excellent graduate school material.”

“If you are not really sure, then working in industry for a couple of years may provide you that insight into graduate level work that motivates you.”

“Tell me what you think we should do next.”

These kinds of phrases and the interactions that support them show mentees that they are valued as thinkers, learners, and future practitioners.

What other ideas do you have?

What is a mentee?

Characteristics of the ideal mentee include:

- Eagerness to learn
- Team player
- Patience
- Not afraid to take risks
- Positive attitude



Communication guidelines

In general, the following is recommended:

Use **e-mail** for:

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

Use **phone** for:

- Clarification to follow up a previous discussion or e-mail.
- An issue that needs to be resolved that may be difficult, but there is no time for a face to face meeting.

Face-to-face interaction:

- Always preferred – this provides an opportunity for details to be shared and discussed as well as additional follow-up conversations.
- Social media, e-mail, texting, are all very convenient, but also fraught with danger:
 - ◊ Misunderstandings resulting from not communicating clearly an accurate sense of mood.
 - ◊ Conversely, there are times, when a well composed e-mail can be much more constructive than having a face-to-face meeting when frustration about the work progress or having pressures from outside of the program work is dominating a person's thoughts. So consider the purpose of the interaction and your mood.

Remember, that with any electronic communication it is best to assume that the intended person has not received it until there is confirmation. Similarly, when you receive electronic communication, respond as quickly as possible, even if only to indicate that the communication was received and to provide a time line for when you plan to act on it.

First Meeting New Mentee

- At your first meeting, get to know your mentee.
- This is the beginning of building the trust, rapport and relationship with mentor/mentee relationship.
- At this first meeting, make sure to fill out the, **NEW MENTEE INTAKE**.



Communicating with your mentee if you will be away

Planning your communication with your mentee during your absence is crucial. When you discover that you will be away, **inform your HUB Coordinator** who can assist your mentee when you are absent.

Inability to Contact Mentees

- Inform your HUB Coordinators when you are unable to contact your mentees.
- Make sure to document, the number of times you have attempted to contact your mentee.

Mentee Cancels

- When the mentee cancels a meeting, make sure to document this on the progress note.
- Document the reason for the cancellation.
- Arrange another time to meet with the mentee.

Exiting Mentees

There will be times when mentees have achieved their goals or no longer want to continue the mentorship. If so, make sure to fill out the **EXIT MENTEE SURVEY**.

Continuing Mentorship

For those mentees, who want to continue with their mentorship after the semester, make sure to fill out the **CONTINUING MENTEE FORM**.

Exiting Mentors

For those mentors who wish to exit the program, make sure to inform your **HUB COORDINATORS** and fill out the **EXITING MENTOR SURVEYS**.



LASER MENTORING PROGRAM FORMS AND SAMPLES

1. **New Mentee Intake (Sample)**
New Mentee Intake
2. **LASER High School Mentorship Program Mentor’s Progress Notes (Sample)**
LASER High School Mentorship Program Mentor’s Progress Notes
3. **End of Semester Report (Sample)**
End of Semester Report
4. **Continuing Mentee Form**
5. **LASER High School Mentorship Program Exit Plan (Mentor to fill out)**
6. **LASER High School Mentorship Program Exit Plan (Mentee to fill out)**
7. **LASER High School Mentorship Program Exit Plan**
(For mentors who no longer want to participate)



NEW MENTEE INTAKE: Sample

Mentee's name Jane Smith	Mentor's Name John Doe	Date 1/19/2015
School Westland High	Counselor Mrs. LaGuardia	LASER Hub Westland I
Current GPA 3.17	Current year at school 10th grade	Graduation year 2017
List of current Math courses Algebra 1 Algebra 2 Geometry	List of current English courses English 1 English 2 Comp. Lit	List of current Science and Social Studies courses Chem 1 Chem 2 Bio 1 Bio 2
ACT/PSAT/SAT? Have not taken. Plan to take June 2014	Other college prep None but want to take one	

List 3 TOP Goals & Objectives

Make sure these are measurable goals and objectives. For example: Improve test-taking skills. GOAL is to improve SAT score by 500 points.

1. To improve SAT score by 500 points.
2. To improve English grade from a C to a B or even an A.

Continued on next page.



NEW MENTEE INTAKE: Sample (page 2)

Mentor & Mentees Strategic Plan

Used to meet the goals and objectives: (Include target date to accomplish the Goals and Objectives.)

1. **GOAL** To improve SAT score by 500 points.
OBJECTIVE: Improve test-taking skills
Target Date: March 30th, 2014
2. **GOAL:** To improve English grade from a C to a B or even an "A".
OBJECTIVE 2: Improve writing skills, reading & comprehension.
Target Date: April 1, 2014

Meeting Dates for Mentoring

List all of the meeting dates. Make sure to plan this out for the semester and where to meet.

Weekly Meeting: 1/26/14, 2/3/14, 2/10/14; 2/17/2014, Meetings will be held @ Westland Library.

Comments:

Mentee and Mentor agree to the above plans and meeting dates to ensure that the mentee can meet all of his/her goals and objectives.

Mentee's Signature: Jane Smith

Date: 1/19/2014

Mentor's Signature: John Doe

Date: 1/19/2014



NEW MENTEE INTAKE

Mentee's name	Mentor's Name	Date
School	Counselor	LASER Hub
Current GPA	Current year at school	Graduation year
List of current Math courses	List of current English courses	List of current Science and Social Studies courses
ACT/PSAT/SAT?	Other college prep	

List 3 TOP Goals & Objectives

Make sure these are measurable goals and objectives. For example: Improve test-taking skills. GOAL is to improve SAT score by 500 points.

- 1.
- 2.
- 3.

Continued on next page.



NEW MENTEE INTAKE *(page 2)*

Mentor & Mentees Strategic Plan

Used to meet the goals and objectives: (Include target date to accomplish the Goals and Objectives.)

Meeting Dates for Mentoring

List all of the meeting dates. Make sure to plan this out for the semester and where to meet.

Comments:

Mentee and Mentor agree to the above plans and meeting dates to ensure that the mentee can meet all of his/her goals and objectives.

Mentee's Signature: _____

Date: _____

Mentor's Signature: _____

Date: _____

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Update Reports

Update reports are an important tool for the mentors, students, and program director. While they may be more formal than is typical for a short term program such as a summer research experience, using an update report is an important skill that a student will find useful in their future education and professional life.

When writing the progress note:

- Clearly state the goals of the report.
- Clearly state the actions that you want the reader to take - ask for a meeting, indicate needed materials, pose questions ...

Work Accomplished

- Summarize your accomplishments since the previous report.
- Include supporting data.

Barriers

- Identify work not completed as planned and the reason.

Work Plans

- Describe the planned work for the upcoming period - decide on this with a mentor.
- Address barriers and resource needs - if you know what will be done to overcome barriers, then state the plan.
- Express your needs - if you need something, for example a meeting with the mentor to discuss the work, then state this.



LASER HIGH SCHOOL MENTORSHIP PROGRAM MENTOR'S PROGRESS NOTES: Sample

Mentee's Name: Jane Santiago

Mentor's Name: John Lopez

Date: October 24, 2014

Meeting Place: 256 Hagerty Hall

Describe activities completed for today. What activities did you do to help student achieve this objective?

GOAL 1: To improve SAT score by 500 points.

OBJECTIVE 1: Improve test-taking skills.

1. Reviewed test taking strategies
2. Completed 2 sets of 15 sample SAT questions
3. Gave student a handout (see attached) to review for next meeting.

GOAL 2: To improve English grade from a C to a B or even an A.

OBJECTIVE 2: Improve writing skills, reading & comprehension.

We did not have enough time today to work on this goal.

Next Meeting: Oct. 30, 2014 5PM @ 256 Hagerty Hall.

Plan: Conduct quick review of Goal #1 and focus on Goal #2.

Mentor's Signature: John Lopez, 10/24/2014



LASER HIGH SCHOOL MENTORSHIP PROGRAM MENTOR'S PROGRESS NOTES

Mentee's Name: _____

Mentor's Name: _____

Date: _____

Meeting Place: _____

Describe activities completed for today. What activities did you do to help student achieve this objective?

GOAL 1:

OBJECTIVE 1:

GOAL 2:

OBJECTIVE 2:

**Next Meeting:
Plan:**

Mentor's Signature: _____



END OF THE SEMESTER REPORT: Sample

Mentee's Name: Jane Santiago

Mentor's Name: John Lopez

Date: December 22, 2014

Meeting Place: 256 Hagerty Hall

Goals and Objectives

Rewrite all the goals and objectives from initial intake. Summarize if the student met them. If not, provide a reason.

1. **GOAL** To improve SAT score by 500 points.
OBJECTIVE: Improve test-taking skills.

1. Jane has taken at least 3 practice exams with the mentor.
2. She has been able to apply the strategies for test taking skill.
3. She is still having difficulty in the math areas--algebra and geometry.
4. Final practice test improved her overall score from 1800 to 2200.

Recommendations

1. Continue to practice test taking with online free websites. Instructed student to log on to KHAN academy to continue with practice.
2. Continue tutoring areas in algebra and geometry.

Continued on next page.

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END OF THE SEMESTER REPORT: Sample (page 2)

2. **GOAL** is to improve grade from a C to a B or even an A.

OBJECTIVE 2: Improve writing skills.

1. Mentor worked with Jane on improving her writing skills. She provided drafts of her assigned essays. She has received B+ and an A- on her last two essays.
2. She is in 10th grade and continues to be at an average comprehension level. She needs to continue working on reading passages and comprehension skills. This will also help her improve her SAT scores.

Recommendations

1. Continue to practice writing and reading. Recommend to read novels/short text at Lexile level 960-1120L. Goal is to push Jane to read closer to a Lexile level 1200 with a 90-95% comprehension.

Will the student continue with the mentorship program?

If YES:

1. Identify if the mentor will continue working with the student. If not, **contact HUB COORDINATOR** to match the student with another mentor.
2. Revise the goals and objectives so that student may achieve them.
3. Create a Mentor & Mentees Strategic Plans to meet the goals and objectives.
4. Fill out **CONTINUING MENTEE FORM**.

If NO:

1. Provide reasons for not continuing with mentorship
1. Fill out the **EXIT PLAN** for the mentee.



END OF THE SEMESTER REPORT

Mentee's Name: _____

Mentor's Name: _____

Date: _____

Meeting Place: _____

Goals and Objectives

Rewrite all the goals and objectives from initial intake. Summarize if the student met them. If not, provide a reason.

1. GOAL

OBJECTIVE:

Recommendations

Continued on next page.



END OF THE SEMESTER REPORT *(page 2)*

2. GOAL

OBJECTIVE:

Recommendations

Will the student continue with the mentorship program?

If YES:

1. Identify if the mentor will continue working with the student. If not, **contact HUB COORDINATOR** to match the student with another mentor.
2. Revise the goals and objectives so that student may achieve them.
3. Create a Mentor & Mentees Strategic Plans to meet the goals and objectives.
4. Fill out **CONTINUING MENTEE FORM**.

If NO:

1. Provide reasons for not continuing with mentorship
1. Fill out the **EXIT PLAN** for the mentee.



CONTINUING MENTEE FORM

Mentee's name	Mentor's Name	Date
School	Counselor	LASER Hub
Current GPA	Current year at school	Graduation year
List of current Math courses	List of current English courses	List of current Science and Social Studies courses
ACT/PSAT/SAT?	Other college prep	

Previous GOALS/OBJECTIVES	Current GOALS/OBJECTIVES



CONTINUING MENTEE FORM *(page 2)*

Mentor & Mentees Strategic Plan to meet the goals and objectives:
(Target date to accomplish the Goals and Objectives.)

MEETING DATES for Mentoring

(List all of the meeting dates. Make sure to plan this out for the semester and where to meet.)

Comments:

Mentee and Mentor agree to the above plans and meeting dates to ensure that the mentee can meet all of his/her goals and objectives.

Mentee's Signature: _____

Date: _____

Mentor's Signature: _____

Date: _____



**LASER HIGH SCHOOL MENTORSHIP PROGRAM EXIT PLAN
(Mentor to fill out)**

Mentee's name	Mentor's Name	Date
School	Counselor	LASER Hub
Current GPA	Current year at school	Graduation year
ACT/PSAT/SAT?	Other college prep	

1. GOALS & OBJECTIVES (Rewrite all the goals and objectives from initial intake. Summarize if the student met them. If not, provide a reason.)

2. List the reasons for exiting the LASER HS Mentorship Program:



LASER HIGH SCHOOL MENTORSHIP PROGRAM EXIT PLAN (Mentee to fill out)

Mentee's Name: _____

Mentor's Name: _____

LASER Hub: _____

This questionnaire requests information to assist LASER in understanding your experiences as a HIGH SCHOOL STUDENT MENTEE and to determine how the services and programs can be improved. The information you supply on this questionnaire will be kept completely confidential.

1. What was the reason for ending the mentoring relationship?

2. How would you rate your experience in the mentoring program?

1 – Poor 2 – Fair 3 – Good 4 – Very good 5 – Excellent

3. How has your relationship with your mentor been beneficial?



LASER HIGH SCHOOL MENTORSHIP PROGRAM EXIT PLAN (To be filled out by mentors who no longer want to participate)

Please use the following questions as a baseline for your exit interview. Include any additional questions you believe relate to your program.

1. What was the reason for ending the mentoring relationship?

2. Are there any additional resources or support that the program could provide to allow the match to continue?

3. How would you rate your experience in the mentoring program?

1 – Poor 2 – Fair 3 – Good 4 – Very good 5 – Excellent

4. What was your favorite moment during your mentoring relationship?

5. How has the mentoring relationship been meaningful/beneficial?

6. Have you felt support from the mentoring program staff?