

MENTOR COMPONENT UPWARD BOUND MATH/SCIENCE

When the Greek Odysseus (Ulysses in the Latin) set off to fight in the Trojan War, he entrusted the care, education, training and “parenting” of his son Telemachus to his loyal friend Mentor. The goddess Athena manifested herself in the body and person of Mentor to assist with Telemachus’ education and training. Mentor did not betray his friend’s trust. Since that time, Mentor’s name has come to mean a loyal adviser, teacher or coach.

The word “mentor” is used loosely to mean a trainer, positive role model, developer of talent, opener of doors, protector, sponsor, or successful leader. In the educational literature, the word “mentor” is generally used to refer to someone who performs a combination of these activities or who otherwise performs a “gate-keeping” function, assisting beginners’ access to a professional standing or role.

UBMS uses the term “mentor” in that sense also. The mentoring component of the UBMS program will help us achieve and monitor progress toward these program objectives:

- *Students will have a cumulative GPA of 2.5 or better at the end of the school year*
- *Students will achieve at the proficient level on state assessments in reading/language arts and math.*
- *Students will continue in school for the next academic year, at the next grade level, or will graduate from secondary school with a regular secondary school diploma.*
- *Students will complete a rigorous secondary school program of study.*
- *Students will enroll in post-secondary math and science degree programs after high school graduation.*
- *Students will graduate with a BA/BS or higher degree in math and science fields and will enter career fields in science, technology, engineering, or math.*

PURPOSE

The purpose of the mentoring component of UBMS is to provide the guidance students need to develop competence and character: competence in math and science, and competence and character as a student, as an adult, and, eventually, as a professional. This guidance may include assistance with tutoring, motivational talks, or resource references.

MENTOR RESPONSIBILITIES

The mentor is in a unique position to make a real difference in a student’s life. The mentor’s specific responsibilities include the following items. The mentor will:

- Meet with the student a couple of times each month **outside of the classroom setting** (at least 10 times throughout the academic year).
- Approve a student project and provide guidance/suggestions for completing it.
- Establish and maintain a positive, caring relationship with the student (protégé).
- Work with the student to develop a “plan” to provide for any needed educational or personal support (applying for college, what to expect in the desired major, etc.).
- Be alert to changing student needs.
- Respect the confidentiality of the interaction with the student, sharing only such information as is necessary for the plan to work.
- Complete UBMS reports regarding the interactions with the student.

STUDENT RESPONSIBILITIES

The student is also in a unique position to benefit from the mentor-protégé relationship. As a protégé, the student has certain responsibilities also. The student will:

- Make time available on a regular basis to ensure they can meet with the mentor a few times each month (at least 10 times throughout the academic year) **outside of class**.
- Establish and maintain a positive, caring, respectful relationship with mentor.
- Be open and honest with the mentor.
- Work with the mentor to develop a “plan” to provide for the mentor-protégé interaction.
- Keep the mentor informed about progress with the project and in school courses.
- Work, with guidance of the mentor, to become self-directing and independent.

POSSIBLE ACTIVITIES

Ideally, the mentor-protégé relationship would develop naturally and voluntarily over a period of time. We are attempting to “force” it to blossom and bear fruit in a limited time. In addition to the planning and completion of the student’s project, the following are suggested as **possible** activities to assist the mentor and protégé in working toward the program goals.

- Sit and talk.
- Discuss math/science requirements for mentor’s job or other math/science careers.
- Discuss professional ethics or ethical questions.
- Help student to explore different math or science-related careers
- Fill out college application materials together.
- Decide what kinds of classes he/she should take now to be ready for college
- Register and prepare for the ACT or SAT
- Help to decide what he/she really is interested in for a career.
- Discuss how to prepare for a specific career
- Apply for financial assistance
- Help to decide on a project, and “guiding” him/her through the project
- Discuss the project.

[This list is not meant to be exhaustive, but rather to provide a *starting point* from which the relationship may develop.]

Remember: In order to be successful, the mentor-protégé relationship requires that **both** participants invest a certain amount of energy and desire.

Under our current grant, active UBMS participants *and their mentors* will be paid a small stipend (up to \$50 per student per year). Payment of the stipend to the mentor will be in the spring and will be dependent upon UBMS receiving (a) timely reports regarding meetings between the mentor and the student (at least 10 meetings per school year), and, (b) the student's Final Project Report if one is being done. The Human Resources Department at Northwest requires some paperwork to be completed in order for payment of services (all document sent in a separate email).