

COMMUNITY CONNECTORS

Success Stories • Period 2

Building Strong Mentee-Mentor Relationships



Mentee-Mentor Social

February 3, 2017

Mentees and their families were invited to break bread with mentors and teacher liaisons at a tailgate social before the Barberton City School high school boy's basketball game!

Period 2 Highlights

December - February

- 94 mentors
- 152 mentees
- 189 hours of 1:1 mentoring
- 440 hours of group mentoring

THANK YOU TO OUR PARTNERS!

The
University
of Akron



Johnson United Methodist Church RAYMOND JAMES®



Mentorship Focused on the Five Core Principles

289 mentorship sessions were reported on in period 2

97% of the sessions focused on one or more of the Community Connector core principles



Community Mentors Share Success Stories and Exchange Advice

Community mentors were invited to a roundtable discussion held at Johnson United Methodist Church.

The roundtable discussion started with the mentors drawing how they see their mentees and three words that describe their mentees.

The mentors shared with the group about their mentee and how their mentee has changed since the start of their relationship last year for those in their second year of

MENTORS DESCRIBE THEIR MENTEES



Community mentors reflected on period 2 and exchanged strategies for how to build strong mentor-mentee relationships.

Community mentors discussed areas for continuous improvement with teacher liaisons and the leadership team.

Mentors in their second year of mentoring shared their struggles and success stories

Mentors' Success Story Corner

Experienced Mentors Share Lessons Learned with First-Year Mentors

A Story of Persistence

"I am thankful that I didn't give up."

A second year mentor shared that last year his mentees did not show up for a majority of their sessions. He started to feel "frustrated" and "depressed" because he felt he wasn't able to help his mentees. He almost gave up as a mentor...until a breakthrough this year.

The mentor realized that the mentees weren't showing up not because they didn't want to have a mentor but for other reasons. He focused for a year on getting to know his mentees to develop their relationship and build a sense of trust. The mentor now emails a teacher liaison regularly to check in on his mentees and even attended his first student-led conference to meet the mentees' families.

The mentees now show up regularly. They work on college recovery together and planning for the future. The mentor found a "big difference this year" in his impact on his mentees and the strength of their relationship. Reflecting back the mentor shared that he "can see the steps in how the relationships grew" stronger over time.

He is "thankful that [he] didn't give up."

Be accommodating –
Sometimes you just need to sit alongside them in silence to support them like when they need to do their schoolwork

Engage in opportunities to connect with your mentee's parents

Use incentives for attendance

Be consistent in showing up

Be flexible with your schedule

Communicate with the teacher liaisons

Be aware of the school calendar and academic opportunities available for your mentee

Don't give up even if your mentee has low attendance or you feel like you are not making progress

A Story of Impact

A second year mentor shared that her mentee was feeling down last year and she wasn't sure if they were really connecting. In summer '16 her mentee found her email contact at the school she works at and invited her to watch him play soccer and meet his family. It was at this moment that she realized the strong relationship they built – the mentee wanted her to be part of this moment and be proud of him.

The mentor and teachers shared that this year the mentee seems happier and is more involved with extracurricular activities like playing music.