Dear AmeriCorps CalPREP Fellow,

Welcome to the CalPREP Curriculum Handbook! Here you will find everything that you need to get your mentors ready for their mentoring sessions, including: full lesson plans, mentoring coaching tips, required materials for each session, tips on how to make successful mentor-mentee matches, standard mentor screening procedures, and mentor training suggestions.

CalPREP is a unique mentoring program that emphasizes college and career readiness in all of our mentoring sessions. All of our programs utilize a comprehensive and age-appropriate curriculum designed to meet our goals of increasing college attendance rates and academic success in our students.

The current version of the Curriculum was created by child development experts and former CalPREP Fellows. Much of the curriculum was adapted from college and career readiness programs across the country, including lesson plans, activities, and best practices from UC Berkeley, UC Santa Cruz, and the National Mentoring Partnership: MENTOR. Many of the activities and lesson plans also come directly from former CalPREP Fellows, who made creative adjustments to meet the needs and personalities of their mentees and mentors.

The Curriculum is designed to be flexible and adaptable. While you can follow it directly and utilize all or any of the activities in this Handbook, we also encourage you to research, apply, and create other activities that might better fit the needs of your students. You are free to make any adjustments necessary to meet the needs of your students, so long as the lesson plan still meets the objectives of the original curriculum. Many alternative activities and lesson plans can be found in the CalPREP Online Resource: http://calserves.org/resources/. You are also more than welcome to utilize your own creativity and experiences with your students and mentors to create new lesson plans.

So, get out there: meet your students; recruit, screen, match, and train those mentors; and *create the program that meets the needs of your students at your site!*

Getting things done with you,

Liz Foster-Shaner
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What's in your Curriculum Handbook?

- CalPREP Program Overview
- The Principles Behind the CalPREP Program Curriculum
  - Mindset
  - Habits of Mind
  - College Knowledge
- CalPREP Data Collection
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- Getting Students Started in the Program
- Getting Mentors Started in the Program
- Additional Materials:
  - Sample Mentor Orientation Agenda
  - Mentor/Mentee Logs
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  - Questionnaire for one-on-one meetings with students
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CalPREP Program Overview

CALPREP PROGRAM GOALS:

- **40 CalPREP Members will engage 600 volunteer mentors mentoring 1,200 students statewide.**
- **CalPREP Fellows will be responsible for recruiting, screening, training, and supporting 15 volunteer mentors.**
- **Participants of the CalPREP program will meet regularly one-on-one with a volunteer mentor over a minimum of a 6-month period.**
- **Each volunteer mentor will be paired with 1-2 students for a minimum of 12 hours over 6 months.**
- **CalPREP Fellows will engage a minimum of 30 students in the CalPREP program over at least 6 months.**
- **Mentoring sessions will include the following:**
    - **3 meetings about paying for college**
    - **3 meetings about finding the right college**
    - **2 meetings about planning for success in college**
    - **1 celebration meeting at the end of the year**

Note: *You will notice that each lesson plan in the CalPREP Curriculum includes a subtitle referring to the above topics. We designed the Curriculum to meet these requirements, as stipulated in our grant. While we encourage you to adapt the lesson plans to meet the needs of your mentors and mentees, you must make sure that you are still addressing the specified subject referenced in the subtitle.*

The Principles Behind the CalPREP Curriculum

All levels of the CalPREP Curriculum – grades 5-12 – incorporate **three foundational approaches** to life-long learning that are intended to increase college and career readiness in our students. These three approaches are: the concept of **Growth Mindset** and other research-based messages about learning; **Habits of Mind** and developing core study skills; and key information about higher education, or, "**college knowledge**."

These approaches show up in the Curriculum as individual lesson plans, grounding philosophies, and creative activities. This Handbook includes some introductory materials to these approaches. We also encourage you to use some of your training or mentoring support hours to familiarize yourselves fully with these concepts and/or develop new activities/lesson plans around them.

Mindset

Stanford University professor Carol Dweck developed the concept of Mindset after years of research into learning and teaching styles, and fundamental, psychological approaches to intelligence and skill building.

According to Dweck, most people approach learning and achievement with either a *fixed* or a *growth* mindset. A person with a fixed mindset believes that intelligence, talent, and the ability to learn something new is an innate quality; i.e., a person is either born smart, or not. A person with a growth mindset believes that learning is a life-long process and, while some activities or subjects might be easier for others *at first*, people are capable of "catching up" through hard work and dedication.

Often, the difference between a fixed and growth mindset comes down to how a person views the learning process while engaging with other students, teachers, and other members of their learning communities. A person with a fixed mindset is more likely to focus on *looking smart* which will then lead to them avoiding challenges or situations where they might be "wrong." Having a growth mindset, on the other hand, leads to a personal desire to learn, and therefore a tendency to face challenges head-on and *learn* from criticism, rather than take it personally.

This is a very important concept for our CalPREP students, many of whom might not be at the top of the class or are struggling to do well in school. If we can impart the importance of a growth mindset in our students, we give them the potential to grow and succeed in and out of school. We also want to instill in our students a sense of perseverance and a self-motivated approach to learning that is not necessarily connected to outside feedback (both positive and negative).

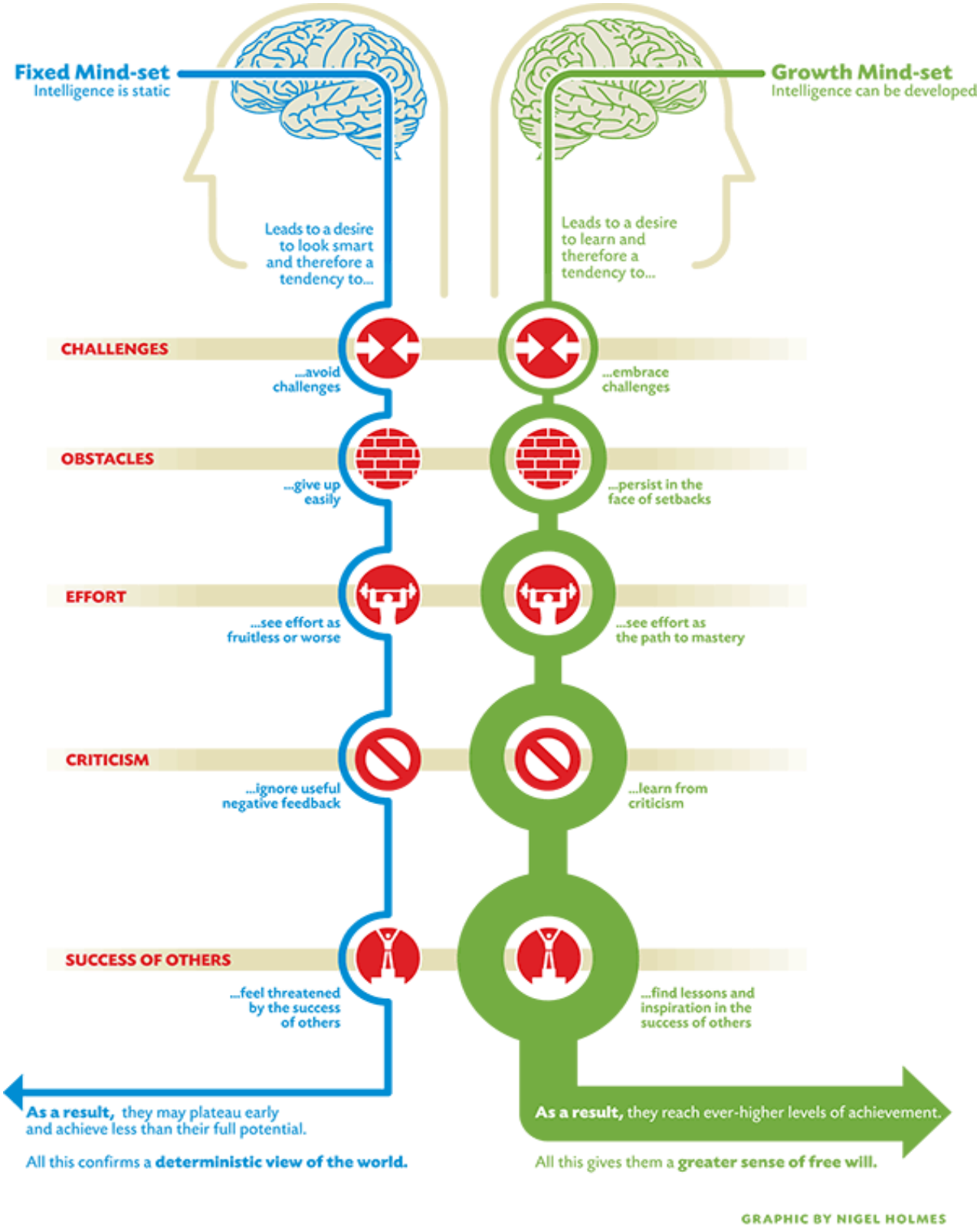


Figure 1 Image from: http://gedfoundation.org/fixed-vs-growth-mindsets/

THE FOLLOWING PAGES INCLUDE THE FIRST CHAPTER OF CAROL DWECK'S GROUNDBREAKING BOOK: *MINDSET: THE NEW PSYCHOLOGY OF SUCCESS*

Habits of Mind

Professor of Education, Arthur L. Costa, developed the “16 Habits of Mind” as a set of learnable behaviors that can positively influence our ability to learn new subjects and skills.

The Habits of Mind are important for our students to learn because they serve as “building blocks for success” that they can take with them for all of their endeavors in and out of school. See below for an overview:

Figure 2 Image from: http://www.bremertonschools.org/domain/897

THE FOLLOWING PAGES INCLUDE AN INTRODUCTORY ARTICLE OUTLINING THE 16 HABITS OF MIND BY ARTHUR L. COSTA, AVAILABLE THROUGH MINDFUL BY DESIGN.

College Knowledge

As you might suspect for a program focused on college and career readiness, college knowledge is a major part of the CalPREP Curriculum. There is so much information that students need to know when preparing for college, including: the different types of colleges, ways to pay for college, majors, required GPAs, required tests, types of degrees, the list goes on and on. It can be hard to know where to start in sharing all of this information with students, especially those in the earlier grades.

One of the questions that we get asked most often by volunteer mentors who are working with students in elementary and middle school is, "doesn't it seem a little early to be talking to these kids about college? Will they even remember this when they're older?" It might seem early, but we know that many of our students, especially those who will be 1st generation college goers, have a lot of catching up to do when it comes to information about college. While many students who have family members with college degrees are exposed to information about college practically from birth (it might even be taken for granted that they will attend college after high school), the students in the CalPREP Program have likely had very limited exposure to college in any form.

Your task, and the task of your mentors, is to provide the "insider" knowledge about college in order to decrease the gap between our students and those from more privileged backgrounds. We work to keep the college knowledge information appropriate for each grade level, but we also believe that the sooner we can expose students to the various opportunities available to them after high school, the better prepared they will be to take advantage of them.

Here are some sample questions that demonstrate the depth of the college knowledge information our students will learn, depending on their grade level:

Elementary School: What do you do at college? Who can attend? How do you get in? Why would you go?

Middle School: What's the difference between a community college and a university? What is the relationship between educational level and job/income opportunities?

High School: What classes/tests do I need to take? How much does college cost and how can I get financial aid? How do I choose the right college? What other options are available to me besides a four-year college experience?

THE FOLLOWING PAGES INCLUDE A SCHOLARLY ARTICLE HIGHLIGHTING THE IMPORTANCE OF MENTORING IN CREATING A COLLEGE-GOING CULTURE FOR AT-RISK STUDENTS. IT ALSO HAS SPECIFIC INFORMATION ABOUT HOW TO BREAK DOWN SOME OF THE INFORMATION ABOUT, AND EXPOSURE TO COLLEGE BY GRADE LEVEL.

CalPREP Data Collection

As stated in the CalPREP Member Handbook, the CalPREP Fellow is responsible for collecting and submitting the following information and documentation during their term of service:

- Monthly Reporting:
    - Mentor/mentee logs and other volunteer records
    - Volunteer capacity progress
    - Great stories and pictures
    - Monthly Data Workbook
- Timesheets
- College Knowledge Inventories (CKIs)

We will go into more detail regarding the mentor/mentee logs and CKIs, as they relate to mentoring, in the following sections.

MENTOR/MENTEE LOGS

Mentor/Mentee logs are the primary way that we track mentoring hours; they also can help you track the progress of mentoring sessions and of students.

Logs must include the following information (as demonstrated in the Sample Log, included in the appendix): Partner Site name, mentor/mentee names, student grade level, the date of the mentoring session, and the amount of time spent in the mentoring session. We recommend that you also include the following information for your records and for the mentors and mentees to track their progress in the program: session number and name and some comments about the session.

Mentors and mentees must be in the habit of filling out these logs at the end of mentoring sessions. Be sure to talk about this requirement in your orientations with volunteer mentors, and make filling out the logs a part of all sessions starting on day one.

If you choose to include a section in the logs for mentors and mentees to reflect on the session (and we encourage you to do so), consider the ages of the mentees when crafting questions. Keep it simple and creative for younger grades. Some students might have a hard time reflecting on the session (it will feel like pulling teeth). You might offer them an alternative, such as an artistic response or one-word answers (challenge them to come up with words besides “fun” or “good”). Also consider *why* you are asking these questions: what information will help you in developing curriculum, and help the mentor in providing relevant information during the sessions? As with any kind of program evaluation, we want to make sure that it is benefiting the program, rather than burdening it with lengthy and unnecessarily difficult assessment.

College Knowledge Inventories

The College Knowledge Inventories (CKIs) track student progress during the course of the CalPREP Mentoring Program.
The College Knowledge Inventory is a 4-page document that measures 28 performance characteristics divided into 4 (four) categories. In the first three categories, students are given a series of statements and asked to indicate the extent to which they agree or disagree with them, on a numeric scale of 1 (very strongly disagree) to 5 (very strongly agree). In the last category, students are asked specific questions about their college and career goals and their experiences with the CalPREP program.

When to complete it: CKIs will be completed 3 times during the course of mentoring by the CalPREP Fellow who will meet individually with each student. The **pre CKI** must be completed the week before the first mentoring session with the volunteer, the **mid CKI** must be completed after the 6th mentoring session with the volunteer, and the **post CKI** must be completed after the last formal mentoring session but before the final celebration with the volunteer.

How to complete it: College Knowledge Inventories should be conducted by you (the CalPREP Fellow) with students in individual sessions outside of those with volunteer mentors.
Please carefully instruct the students on how to complete the CKI, while remaining unbiased and neutral on the types of answers that they should give. You will find specific lesson plans built around the completion of the CKIs in the pages that follow. We recommend that you also use this one-on-one time to: prepare them for their first mentoring sessions (pre CKI); check in and assess their satisfaction with the mentoring sessions thus far (mid CKI); and, reflect on the mentoring program as a whole while possibly writing thank you letters/cards to their volunteer mentor (post CKI).

What it measures: The College Knowledge Inventory assesses students in three main categories: Mindset, Habits of Mind, and College Knowledge, all of which are key concepts in the mentoring curriculum. Students are assessed in these categories by indicating the extent to which they agree or disagree with a series of statements.
Students are also asked to answer a series of “Additional Questions,” which measure: their specific career/college goals; progress towards these goals; their support systems and willingness/ability to speak with parents, teachers, and friends about college and career; and their experience in the CalPREP Program in general.

Helpful Tips:
The College Knowledge Inventory measures a comprehensive series of indicators to assess student development in the program; however, the surveys are not necessarily easy for students to complete. Here are some tips to keep in mind when completing the surveys with students:

- Remind students that this is not a test! *They don't need to have all of the answers.* The goal is to demonstrate growth over the course of the program. If the student has all of the answers, then they probably don't need mentoring in college and career readiness to begin with. You should have a fair understanding of a student's attitude towards school and knowledge of college by the time of the pre CKI, if it seems that they are scoring themselves too high, encourage them to be more honest with the rest of their answers. This is a particular issue with students in younger grades. Students will complete this survey *3 times* over the course of the school year and we hope that they will demonstrate improvement with every assessment.
- Students should answer as truthfully as possible. It's okay if they don't know what something means, if they don't think we'll like the answer, or if they don't have plans after high school: the point is not perfection. They can always mark Neutral or Undecided if that is the most appropriate answer.
- Give students as much time as they need. Depending on their age and attention levels, students will require differing amounts of time to complete this assessment. Allow for this time without overburdening the student with the importance of the survey. In other words, coach the student to be honest with their responses and to reflect upon them, but encourage them to move on without dwelling on the outcomes of their responses.
- Help with confusing language, but avoid giving them all of the answers. It is a natural reaction to want to help our students as much as possible; however, the College Knowledge Inventories should not be used as another mentoring session or as a teaching opportunity to learn more about college and career. We want these surveys to provide objective assessments of our students over the course of the year – avoid coaching or leading students into a particular answer. Again, it's *okay* if they don't know what everything means! That's what mentoring is for.

- While CalSERVES requires these surveys for our own purposes, we also recommend that CalPREP Fellows study and utilize the results themselves in order to assess student progress and adjust the curriculum to the needs of each student. For example:
  - If the student does not "have a positive attitude toward school" can you reframe the purpose of school to get them more engaged?
  - If the student does not know how to organize their time, what activities can you incorporate into the curriculum to focus on this?
  - If the student has not discussed their college/career plans with an adult, what kinds of coaching will encourage them to do so?
  - Pay attention to student responses and use them to provide the mentoring and support that they need to accomplish their goals in and out of school.

Getting Students Started in the Program

Every Partner Site will have a different set of circumstances affecting the start of the program. For example, many sites at schools or after school programs will have students who can participate in the program from day one. Others, such as those at community centers or other programs outside of schools, might need to invest some time in recruiting students into the CalPREP Program.

Whatever your circumstance may be, you will want to get to know the students in your program as best you can to make appropriate mentor-mentee matches. Getting to know your students and allowing them to get to know you also builds trust, which in turn creates buy-in and a sense of personal investment from the students. You can also develop a sense of excitement around the CalPREP Program and around meeting their mentors – this will contribute to more interactive and positive mentoring sessions for all involved.

Below is a suggested step-by-step process for getting students involved in the CalPREP Program. These steps are not mandatory, but they will likely help you to get to know your students, engage the larger community, and ensure that you complete the necessary data collection before the required deadlines.

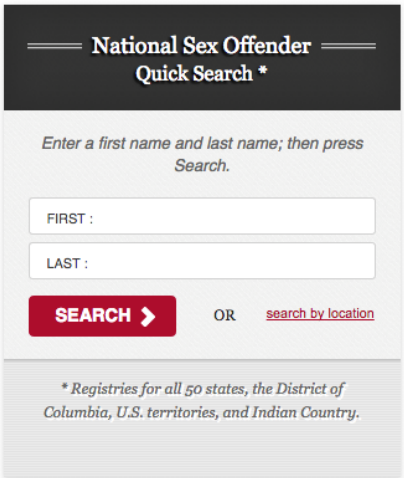
Step 1:	• Interact with the students who will/may receive mentoring as often as possible: help out during classes, during recess, snack, etc. Volunteer recruitment will be a primary focus as the program begins, but be sure to make time to get to know students. • Learn the names of your students. • If you need to recruit students into the program, reach out to your supervisor for guidance on how/where to begin. At schools, this might mean that you are given a list of potential students who you will reach out to; for non-profits, you may need to use more conventional recruitment techniques such as informational pamphlets, flyering, and other forms of community outreach.
Step 2:	• Begin to talk to students, teachers, and parents (if possible) about the CalPREP Mentoring Program. • Develop buy-in from the local community (both in and out of school). *You might even be able to recruit a few mentors during this process!*
Step 3:	• Distribute and collect informational sheets about the program and/or permission slips for students to give to their parents. Some sites will require permission slips. We recommend that you err on the side of caution and get permission from parents prior to the start of mentoring. This will also engage parents directly in the program.
Step 4:	• Conduct informal, one-on-one meetings with students in order to get to know them better (for those recruiting students, this may be Step 1 as you are giving information about the program and/or deciding who is a good fit for mentoring). These can take no more than 15 min, but they will be vital in getting to know your students outside of the group. *Sample one-on-one questionnaire included on page 20.*

Step 5:	• Meet with teachers, counselors, and/or Partner Site staff to learn more about students and their history at the site (again, for those recruiting students, this will be Step 1 as you learning where to start your recruitment efforts). This will help you learn more about student needs and make appropriate mentor-mentee matches.
Step 6:	• Develop and facilitate pre-mentoring lesson plans about college and career opportunities. These can serve as additional flex sessions, and will also create excitement and buy-in from the students.
Step 7:	• Hopefully, by this step you will have mentors and can begin the mentoring sessions!

Getting Mentors Started in the Program

The safety of our students is our number one priority. We require that all volunteer mentors be rigorously screened and trained before they begin the mentoring process.

Partner Sites will have different specific screening requirements for volunteers: many will require a current tuberculosis (TB) test and/or a background check and fingerprinting. It is your responsibility to find out what the requirements are at your site and ensure that all of your mentors meet them before starting with the program.



We require that all CalPREP Fellows conduct a National Sex Offender Screening of potential volunteers as the first step in the screening process.

This is a very quick and easy process. Simply go to http://www.nsopw.gov/ and enter in the name of the potential volunteer. Print a copy of the results of the search for your and your site's records.

Potential Volunteer Mentors should also be interviewed and given comprehensive information about the program and level of commitment *prior to meeting their mentees*. This is also tied in with student safety – we want to ensure that the mentors in our program are committed and willing/able to mentor for at least six months in order to develop trust and a sense of consistency for our students. *The appendix includes a sample interview questionnaire and rubric.*

After the volunteer mentor has made the commitment to the program for at least a six-month period and you successfully screen them according to the requirements of your site, you will need to provide an orientation and initial training to prepare them for the first mentoring session. Topics to address in this first orientation might include:

- The rules and policies of the Partner Site (dress code, appropriate behavior and interactions with students and other adults, etc.). Speak to your Site Supervisor for more information about these policies.
- A basic introduction to behavior management strategies.
- A tour of the site, including the areas where mentoring will take place, where the mentor will check in and out with you each day, restrooms, etc.
- An overview of the CalPREP Curriculum, including an introduction to Mindset, Habits of Mind, and College Knowledge.
- An introduction and discussion regarding the role of a mentor in contributing to college and career readiness in students.
- An introduction and discussion about the importance of college and career readiness – this discussion might also include the mentor's own experience with college and their understanding of life after high school when they were the same age as their mentee.
- An overview of the CalPREP Schedule: when will mentoring occur, important dates such as holiday breaks, etc.
- An overview of the first 1-3 mentoring sessions.
- Information and/or a discussion of how the mentor will prepare for each mentoring session; i.e., when will they receive the curriculum from you? Will they arrive early or stay late to prepare for the upcoming session? What other trainings will you offer during the course of mentoring?

CalPREP upholds a **"Rule of Three"** for all mentoring sessions: mentoring sessions must be monitored by the CalPREP Fellow or a site staff person at all times.

Depending on the logistics of each mentor's availability and your site needs, you may be able to present this information in one training session, or you may spread it out over multiple meetings. However you structure it, the Orientation should give the mentor the tools and information that they need to be successful in the first few mentoring sessions. *A sample Mentor Orientation is included on the following pages.*

Ongoing volunteer management: Once the mentoring sessions begin, you will need to develop an evaluation/check in process for your mentors. Because you, or a site staff member, must be in the room during all of the mentoring sessions, you can easily monitor mentor progress and performance. Avoid micromanaging mentors by developing a consistent structure for providing feedback.

This issue will be covered in more detail in future CalPREP trainings.

CalPREP: Volunteer Mentor Orientation

TIME OF YEAR: *Before the first mentoring session, after the mentor is fully screened*
TRAINING LENGTH: *60-90 minutes*
SPACE NEEDS: *Includes tour of space, also requires space to sit and go over materials.*
MATERIAL NEEDS: (we recommend that you compile these resources – minus the full curriculum – into a Volunteer Mentor Handbook to give to the mentor to reference as needed)

- Volunteer mentor log
- CalPREP Curriculum
- Orientation agenda
- CalPREP Fellow contact info
- Mentoring schedule availability or overview

GOALS: After this session, participants will:

- Be familiar with site policies
- Understand their role as a CalPREP mentor
- Know the logistics behind their role as a CalPREP mentor

Orientation Overview

AGENDA OVERVIEW		
Time	**Activity/Section**	**Materials**
5 min	**Introductions** CalPREP Fellow and mentors will introduce themselves	
5 min	**What is CalPREP?** Discuss the history and goals of the CalPREP program	
10 min	**Why is College and Career Readiness Important?** Discuss site demographics (who are the students at your school, what is the community like, etc.?) and student needs. Ask mentors how they first learned about college and what "college" means to them. Discuss the importance of filling in the "knowledge gap" for first generation college goers. CalPREP encourages students to explore various college and career paths that incorporate their interests, skills, and talents.	
10 min	**The Role of the Mentor** Ask mentors to reflect on the people in their own lives who had a positive influence on who and where they are now. Discuss the role of the mentor – someone who is both a teacher, friend, and advisor.	

AGENDA OVERVIEW		
Time	**Activity/Section**	**Materials**
10 min	**CalPREP Curriculum** Go through the curriculum session overview, highlighting important themes and sessions. Go over a sample session so that mentors become familiar with the curriculum structure. (If time, ask mentors to explain a concept from the curriculum to each other or to you. Offer feedback as necessary)	CalPREP Curriculum
10 min	**CalPREP Logistics** Explain the mentor/mentee log in process (at the end of every session) Go over the mentoring schedule and discuss communication process if mentor is late or absent. (Mentor should select consistent time for sessions, if they haven't already done so) Explain process for checking in at site and any other site specific logistics (name badge, sign in at office, etc.)	Mentor/Mentee log Mentoring schedule Other materials as determined by site
10 min	**Site Specific Policies** Go over the policies required of all visitors/staff at your site (i.e., dress codes, anti-smoking environment, positive discipline, etc.)	List of policies
10-15 min	**Tour of the Site** Take the volunteers on a tour of the relevant areas of the site, including where they will mentor the student, adult restrooms, office, etc.	
5-10 min	**Q&A and Next Steps** Answer any questions that the mentors might have and make sure that you outline the next steps (i.e., "See you on Wednesday for your first mentoring session!")	

CalPREP SAMPLE Mentee Log: PARTNER SITE NAME

Mentee Name:

Mentor Name:

Grade Level:

Session Number and Name	Today's Date	Amount of time spent with mentors (in minutes)	What do you think you need to work on the most the next time? What will you take away from your session?
1			
2			
3			
4			
5			
6			
7			

CalPREP SAMPLE Mentee Log: PARTNER SITE NAME

Mentee Name:

Mentor Name:

Grade Level:

Session Number and Name	Today's Date	Amount of time spent with mentors (in minutes)	What do you think you need to work on the most the next time? What will you take away from your session?
8			
9			
10			
11			
12			

Start and End Date:

Total Time Mentored:

CalPREP Sample Mentoring Log: PARTNER SITE NAME

Mentor Name:

Student Name: Grade Level:

	Date Completed	Start & End Time	Total minutes	Notes for next time (where you left off, things to discuss, etc)
Session 1				
Session 2				
Session 3				
Session 4				
Session 5				
Session 6				

CalPREP Sample Mentoring Log: PARTNER SITE NAME

Mentor Name:

Student Name: Grade Level:

	Date Completed	Start & End Time	Total minutes	Notes for next time (where you left off, things to discuss, etc)
Session 7				
Session 8				
Session 9				
Session 10				
Session 11				
Session 12				

Start & End Date:

Total Time Mentored:

Sample Questionnaire for Initial One-on-One Meetings with Students

Where were you born? _____

What makes you smile? _____

Tell me about any pets you have. _____

What are some of your favorite:

Foods? _____

Places? _____

Sports? _____

Indoor activities? _____

Do you like collecting things (baseball cards, etc)? _____

What do you collect?_____

What's your favorite season of the year?
_____

What do you like to read (or have read to you)?
_____

What are some of the things you'd like to know more about? _____

_____

Tell me about your teacher.
_____

What do you enjoy about school?
_____

What do you not enjoy about school?
_____

Tell me about a time you helped someone.
_____

What can I do for you to make sure you have a good time while we're together?

_____

From: http://www.americalearns.net/index.cfm?event=theviewfile&filename=strats/gettingtoknow/introductory_interview.pdf

Sample Interview Questions and Rubric for Potential Volunteers

Welcome and Introductions

Brief Review of the CalPREP Program

1 Tell us a little about yourself.
Please include relevant education and work experience.
(Criteria A, B)

2 Please share a moment when you may have formally or informally mentored a child, youth or peer in the past.
(Criteria B)

3 Tell us of a challenge you experienced with a child. How was it resolved?
(Criteria D)

4 What were your favorite subjects in school?
(Criteria A)

5 Please tell us about your hobbies and interests.
(Criteria B,D)

6 Where do you see yourself in 5 - 10 years?
(Criteria C,E)

7 What is your greatest strength?
(Criteria E)

8 Why should we select you as a CalPREP Mentor?
Criteria A,B,C,D, E)

9 Do you have any questions for us?

*The successful candidate will be given information to obtain a TB test and cleared fingerprints.

Criteria for the CalSERVES CalPREP Mentor

(Low) 1-------2-------3-------4-------5--------6-------7-------8-------9-------10 (High)

NOTE: The higher the score, the more qualified the applicant's interviewed is rated.

A Relevant Education _____

B Relevant Experience _____

C Passion for Higher Ed _____

D Enjoys Children _____

E Demonstrates
Life Long Learning _____

TOTAL SCORE _____

DEVELOPED BY NANSIE ROGERS, CALPREP FELLOW IN 2013/2014