

California Council on Economic Education Mentoring Program

Mentor Training Manual

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Welcome Mentors!

Dear Mentor,

Thank you for agreeing to serve as a mentor to our high school students. We appreciate your willingness to use your talents to help our young people reach their potential.

The California Council on Economic Education (CCEE) is a nonprofit organization dedicated to preparing students to succeed in the global economy. Over the past 15 years, CCEE has successfully conducted a program called MoneyWiseTeen (MWT).

To facilitate the delivery of this curriculum, we enlisted the help of people to go into schools and lead students in interactive exercises. What we found was that these individuals became more than “curriculum facilitators.” Students saw them as guides and role models, and people with a true interest in their futures. You can’t begin to imagine the impact that you will have on our students. They are impressed by your selflessness and grateful for your presence in their lives.

The purpose of this handbook is to make your volunteer efforts as smooth and productive as possible. We welcome your feedback on both the handbook and the mentoring experience.

We appreciate your interest and we thank you for your commitment. Your help is invaluable in helping us bring economic and financial literacy to our youth.

Sincerely,

Jim Charkins, Ph.D.
Executive Director of the California Council on Economic Education

Chapter 1: Organization and Program Overview

Chapter Subjects

- **California Council of Economic Education**
- **CCEE Mentoring Program**
- **MoneyWise Teen Curriculum**

California Council of Economic Education

The California Council on Economic Education (CCEE) is a nonprofit organization dedicated to advancing the economic reasoning and financial literacy of California students so they will be prepared to succeed in the global economy.

The seven approaches that CCEE uses to enhance economic literacy in California include:

1. Influencing the national and state economic agenda by influencing standards and teacher credentialing requirements.
2. Teaching “economic reasoning skills” that can be applied to various aspects of students’ lives.
3. Reaching out to low and moderate income students and using economics to motivate them to complete high school.
4. Utilizing our statewide network of Centers for Economic Education as our delivery system.
5. Training teachers and volunteer mentors to present our curriculum to K-12 students throughout the state. (Last year we reached 300,000 students.)
6. Evaluating our programs so that we continually improve on what we do.
7. Sponsoring student contests to raise financial literacy awareness and reward students’ mastery of economic concepts.

CCEE teaches students to use decision making to prepare them for success in the 21st century global economy. Educating students as early as kindergarten about basic concepts, like choices and outcomes, is at the core of teaching economics.

We utilize our mentors and teachers to meet our mission to advance the economic literacy of the people of California. Every mentor and teacher team can influence up to 150 students annually.

Together, we can reduce the high school dropout rate, decrease bankruptcy and foreclosures, and break the cycle of poverty for disadvantaged students by teaching:

- Analytical and critical thinking skills
- The value of each student’s human capital

- The importance of staying in school
- Economic reasoning/sound decision-making skills to deal with financial realities
- “The Rules of the Game”—understanding the economy students are entering
- “Credit” and the power of compound interest

CCEE Mentoring Program

Although our volunteers have worked with students in the past , the CCEE Mentoring Program was formalized in the summer of 2011.

The CCEE Mentoring Program was developed so that trained mentors, in partnership with classroom teachers, could provide the MoneyWise Teen (MWT) curriculum to students. CCEE Mentors are financially-minded college students and volunteers from the financial community who provide guidance, support and inspiration to young people, so that students will go on to make positive decisions about their future.

Our mentors work with schoolteachers to facilitate two to ten MWT lessons to one or more classes of middle school or high school students. (The number of lessons mentors may present is optional, but two is the minimum requirement. Mentors may also choose to work with more than one classroom.)

Depending on availability and the preferences of each volunteer, some mentors may be matched with a co-mentor.

All mentors are asked to complete the initial mentor training. This workshop features an overview of the mentoring program and training on how to deliver the MWT curriculum.

MoneyWiseTeen Curriculum

Mentors and teachers use the MoneyWiseTeen (MWT) curriculum to help students develop the reasoning skills necessary for financial self-reliance. This award-winning, easy-to-use curriculum is web-based, and illustrates economic principles through real-world situations relevant to teenagers.

Mentors and teachers work together to guide students through the lessons that feature fun activities in which students learn by doing.

After learning real-life skills, students understand that their decisions have consequences. They alone are responsible for those consequences, and they can improve their outcomes by making better decisions.

The web-based lessons are:

- Scarcity and Alternatives: A popular high school couple gets married and loses control of their finances.
- Budget and Opportunity Cost: A young married couple does some careful planning.
- Credit and the Margin: A first-year college student gets into severe financial difficulty when he obtains a credit card.
- Benefit/Cost Analysis (Decision Making): A young woman buying a car uses a six-step process to help her make the best decision.
- The How and Why of Prices: A young consumer sees himself as a victim and learns how prices are determined in a competitive market economy.
- Benefit/Cost Analysis: A young couple talks about getting married and having a baby until they evaluate the benefits and cost of such a decision.
- Human Capital: Two friends learn that employers are interested in a worker's human capital, what he or she can contribute to the bottom line.
- Saving and Investing: A young woman spends all of her part-time job paycheck on clothes and entertainment. She learns the concept of "pay yourself first" and the power of compound interest.
- Summary: Miguel is unhappy because he feels that he does all of the work in his house. Miguel thinks that most of the time, things go wrong because his parents don't listen to him or make decisions based on incomplete or false claims.
- Paying for College: The child of non-English-speaking immigrant parents is unhappy. He thinks he can't go to college because of money. He learns about financial aid and realizes his dream.

After watching a short video of each scenario, mentors and teachers will lead the students through one or more exercises that will help to bring out important learning points.

Chapter 2: Mentoring Concepts and Practices

Chapter Subjects

- **Definition of a Mentor**
- **The CCEE Mentor**
- **Mentors in My Life (Exercise)**
- **Realistic and Unrealistic Mentor Expectations**
- **Building an Ideal Mentor (Exercise)**
- **Qualities of Good Mentors**

Definition of a Mentor

Most dictionaries define a mentor as an individual who is older and wiser and can become a trusted guide for a young person.

An organization called Public/Private Ventures conducted a study by asking the question, “What makes for a successful mentor?” After interviewing mentees, their parents, and program managers, they found that successful mentors focus on developing relationships of trust and respect.

This type of mentor’s goal is to advance the growth and development of the young people they were matched with, and they are called “supportive” or “developmental” mentors.

The Successful Mentor Attitude

“I wish to develop a relationship of trust and respect with my mentees.”

The same study branded the unsuccessful mentor as a “prescriptive” mentor. This person often pushes too hard, expects too much too soon, and tells their mentees what to do. Prescriptive mentors see the mentees’ functioning as a reflection of their own worth.

Part of the word mentor is from the Greek root “mens,” meaning “think.” In practice, a good mentor helps their mentees make up their minds, and they don’t make up their minds for them.

If you tell a mentee what to do, even if it works, it takes away their confidence and power. If it doesn’t work, then they can blame you—and this does not help them develop as a person.

The Unsuccessful Mentor Attitude (Prescriptive)

“I believe that I am the prescription or pill that will bring about immediate changes in the mentees.”

The CCEE Mentor

Many youth mentoring programs ask mentors to develop one-to-one or group mentoring relationships during consistent meetings over a period of months. CCEE's program structure is different, as mentors are only asked to meet with groups of mentees two to ten times.

Still, we believe that our volunteers are mentors, as they:

- Strive to develop trusting relationships
- Are concerned about the growth and development of the mentees
- Attempt to empower mentees by helping them make solid choices

While CCEE mentors do not develop long lasting relationship with each mentee, staff asks you to be on the alert for "teachable moments." These are spontaneous instances (often diversions from the planned curriculum) that arise when a mentor sees an opportunity to offer interesting insights to their students.

Teachable moments are intuitive; sometimes a mentor will witness the emotion or passion in a student's voice, or they sense the timing is right to tell the group about a powerful experience that they have had.

For CCEE mentors, some of the most powerful mentoring is accomplished during these teachable moments, but be cautious not to "over-interpret" a student's reaction.

Mentors in My Life (Exercise)

Take a moment and think of a person who was important to you at a critical time in your life. Who was this person, what were the traits and qualities they had, and what did they help you do?

Person	Trait / Quality	How They Helped You

--	--	--

Unrealistic and Realistic Mentor Expectations

Before you enter the classroom, it is helpful to look at your preconceptions about how the program might be received by the students. You might become frustrated if you expect things to go perfectly, but if you foster realistic expectations it will help you to navigate any bumps in the road that may arise.

Unrealistic: I will be able to immediately develop a rapport with all students.

Realistic: It may take a little time for the students to become comfortable with me and buy into what I am trying to do. In fact, at some schools, students might not be very motivated to engage in the program. If this happens, I will try to remain patient.

* * *

Unrealistic: All students will always be respectful and well-behaved.

Realistic: I hope that all students will act in this manner, but there is no guarantee that they will do so. A teacher will be in the classroom, so if there are any disruptions (s)he should be able to help me with discipline.

* * *

Unrealistic: All mentees will understand the concepts I am trying to get across to them.

Realistic: Some students may catch on right away, but others may be slow to understand. I won't get frustrated with those that "don't get it"; instead, I will have patience, and I will try to present the information in a variety of ways.

* * *

Unrealistic: Mentees will be thankful that I am working with them and they will express their gratitude to me.

Realistic: This age group doesn't always have refined social skills, and so they may or may not indicate their thanks. Whether they say thanks or not, I will maintain a good attitude and I will continue to provide them with a quality experience.

* *

Build an Ideal Mentor (Exercise)

1. Break up into groups by following the instructions today's trainer gives you.
2. On the flip charts, draw an outline of a person with no details (imagine tracing the outline of a gingerbread cookie—don't add any nose, mouth, clothes, etc.)
3. One at a time, go to the drawing and with colored markers, draw a trait of an *ideal* Mentor on near part of the body where that trait may exist.
Example: If mentor is "well-traveled," you might want to draw one of the following: a shoe with a hole in it, a shoe with wings, footprints, a path, a suitcase, airline tickets, etc.
4. When all the groups are finished, your trainer will let you know how you are to share your great work of art with the larger group.

Qualities of Good Mentors:

List the top three qualities that you believe to be the most important to *you*.

- 1.
- 2.
- 3.

Now list the *one* quality that *you* might have to watch or monitor yourself in order to make sure you use it while working with the students.

Chapter 3: Program Rules and Guidelines

Chapter Subjects

- **Mentor Participation Agreement**
- **Confidentiality and Child Abuse Reporting**
- **Boundary Issues**
- **When to Ask for Help**

Mentor Participation Agreement

Before being assigned to a school, volunteers are asked to sign Participation Agreements. This document clarifies the commitments and expectations for mentors involved with the CCEE Mentoring Program

As a Mentor in the CCEE Mentoring Program, I agree to:

- Make a commitment to work together with a teacher to provide the MoneyWiseTeen (MWT) lessons to students.
- Focus on increasing the students' financial literacy and their ability to make informed economic choices by being a supportive, encouraging, and positive mentor.
- Take the initiative to contact the teacher of my assigned class to plan for the initial session, and each subsequent mentoring session. (See detailed instructions in Chapter 5.)
- Complete the initial mentor training, which includes the training on the MWT curriculum.
- Never come to a session under the influence of drugs or alcohol, and never talk about intoxicants, including alcohol, tobacco or other drugs, or other negative behaviors in a positive way.
- Never talk about any individual's race, creed, color, national origin, religious beliefs, political views, or sexual orientation in a negative way.
- Never use sexual innuendo or tell "off color" jokes.
- Not attempt to call a student or meet with them outside of the classroom, or to give gifts or provide favors to any student.
- Report any suspicion of child abuse or neglect to the program coordinator, immediately after first learning about these suspicions.

- Adhere to the program's "touching policies" and to "confidentiality and child abuse reporting policies and procedures" as outlined in the manual and the initial mentor training.
- Contact the program coordinator or other designated staff should I experience any difficulties with students, teachers or administrators.
- Complete an evaluation of the curriculum, the program, and my overall experience, so that CCEE can make improvements based on my feedback.

(Staff will ask you to sign an identical copy of this form at the end of this training.)

Confidentiality and Child Abuse Reporting

In most mentoring programs, mentors are required to keep confidential the conversations any mentee shares with a mentor, and this is no different in the CCEE mentoring program. But because this is not a one-to-one mentoring program, and because mentors meet with mentees so few times, confidentiality will not likely become a big issue. Still, in order to build and maintain trust, we ask you to keep confidential conversations you may have with students. There are three exceptions where you can break confidentiality.

Exception 1 -- Talking to program personnel: Mentors can talk to program personnel about anything going on with the students they are serving, as program staff is there to support mentors and to help solve any problems that may arise.

Exception 2 -- Group Work: In support groups or trainings, mentors can also talk about their relationship with their mentees; if mentors couldn't discuss what's going on, then wouldn't make sense to come together. The mentoring program maintains what is called "group confidentiality." That is, if mentors hear something during a group about a mentee in another group, they must hold this material in confidence, as if it were their own mentee.

Exception 3 --Child Abuse, Neglect, Endangerment / Child Abuse Reporting
If you hear or *suspect* that a child is being or has been abused neglected, or endangered, you must tell program staff immediately. The key here is *suspicion*. If you *suspect* that anything might be going on, you must report to staff right away. Also, if you believe that any mentee may do harm to him/herself or others, this needs to be reported immediately.

My CCEE staff contact is _____, and he may be reached at _____.

If a mentee or any other minor is in immediate danger, contact law enforcement immediately by calling 911.

What constitutes possible abuse, neglect, and endangerment? In the A partial description is provided below:

Physical Abuse: Any striking of a child where it leaves marks, bruises, welts, etc. In addition, any intentional and cruel exposure to water, heat, or any other unusual or painful punishments.

Physical Neglect and Endangerment: This is where the child's basic needs are not being met. Basic needs include food, shelter, hygiene, safety and health care. Physical neglect may include leaving young children either alone, or leaving them with other young children.

Sexual Abuse: Any sexual conduct / relationship where a minor is being manipulated and exploited is reportable.

Emotional Abuse: This type of abuse may include a lack of care and attention, humiliation, terror, intimidation and character assassination. Also, domestic violence may be a form of emotional abuse, as it can lead to assault and also physical damage property. Domestic violence can also leave caregivers unable to tend to their children. If you are considering not reporting emotional abuse or domestic violence, remember these are usually not isolated events.

How About Abuse in the Past, or in the Future? Suspected abuse must be reported past, present or future. For example, someone may have abused a mentee or other minor in the past and even though they are not currently around this individual they may be currently abusing other children elsewhere.

How About Danger to Someone Besides My Mentees? Suspicion is also reportable even if it doesn't concern your mentees directly. Example: If a mentee says, "My cousin has a gun and he is thinking about robbing a convenient store," this is reportable to program staff.

What if I Don't Want to Report Because of Embarrassment, Potential Trouble with Parents, or Because I Might Lose the Trust of the Mentees? We empathize with you because reporting is harder than just letting things slide by. But we implore you—a mentee's safety must take precedent over any concerns. Many times the act of reporting can help to break the cycle of abuse, neglect or endangerment that might otherwise continue on for years.

Boundary Issues

About Boundaries In General

Boundaries are the healthy physical and emotional dividing lines between two or more individuals. Establishing good boundaries is necessary when working with mentees, as it lets them know what behaviors are and are not acceptable.

Loaning Money, Gift Giving

Providing gifts or money to any mentee or their family members is not allowed. Alert program staff if you discover that a mentee, or one or more of their family members, are experiencing a dire need. It is possible that the program will be able to locate resources. Please do not provide students or their family members with gifts or favors.

Outside Contact with Students is Prohibited

The CCEE program does not allow mentors to meet any student offsite. Additionally, mentors are not allowed to connect with any student through phone calls, text, email, or via social media (such as Facebook).

Touching Policies

A student may want to initiate touching or hugging, but the program asks that you refrain from any kind of physical contact with mentees.

Depth of Sharing

The depth you choose to share your personal life mentees is also a boundary issue. Try not to go deep into your own personal issues as doing so can take the focus off of the mentees, and it will sometimes make mentees lose confidence in you.

When to Ask For Help

CCEE Mentors should ask for help from program staff anytime they have a concern or question about an student, teacher or administrator, the curriculum, or anything else going on in the program.

Chapter 4: Communication Skills: Making the Connection

Chapter Subjects:

- **Four Communication Skills**
 - **Active Listening**
 - **Non-directive Approach**
 - **Open Questions**
 - **Paraphrasing**
- **Ten Tips for Connecting with Students in the CCEE Program**
- **Good Conversations / Bad Conversations (Exercise)**

Four Communication Skills

The four following communication tools—active listening, non-directive approach, open questions, and paraphrasing—will help you establish a sound foundation for your relationships with

Active Listening

Active listening means that you make a special effort to genuinely hear what a mentee is saying. Good mentors know that it's better to “receive” (listen) than to constantly “transmit” (talk). Remember that this program is about the mentees, not about you. Do not be like the narcissistic character that Bette Midler played in the movie *Beaches*, who only slowed down enough to say to her friend, “That’s enough about me. What do *you* think about me?”

Non-Directive Approach

*Real motivation comes from within.
People have to be given the freedom to succeed or fail.
- Gordon Forward, CEO Chaparral Steel*

In the non-directive approach, you do a great deal of listening and asking questions, and you spend minimal time giving advice. Remember that a successful mentor places the growth and development of the mentee above helping them solve a particular problem.

If you continually tell the mentee what to do, you are failing to create an environment where the mentee can feel empowered. The mentor must have faith that the mentee will eventually make the right decision, even though the “right” answers to a problem may not be immediately apparent.

Open Questions

Using open questions is a good way to get mentees to talk, and when they do, they are more likely to come up with their own solutions.

Open questions have nice soft beginnings:

“Please tell me how you came up with that thought...”

“Could you tell me more about _____?”

“Does anybody have any ideas about the question I just asked...?”

Open questions help mentees to respond without having to be defensive. Using a style that encourages the mentee to speak freely helps in generating ideas, as well as in building relationships.

Paraphrasing

“It seems to me...”

“It sounds like...”

“I wonder if what you’re are saying is...”

“Correct me if I’m wrong, but...”

The above are some of the lead-ins to paraphrasing. Paraphrasing is the process of repeating what you just heard the mentee say, but in a little different wording:

“What I think I’m hearing you say is that you are not sure if you would buy a car, or put a down payment on a house. Is that true?”

The act of paraphrasing is a demonstration of your respect for a mentee. Paraphrasing shows the mentee that you are taking the time and effort to understand exactly what they are trying to get across.

Ten Tips for Connecting with Students in the CCEE Program

The following represent strategies for presenting to student groups:

1) Give Respect

Hold back on making snap judgments about students that appear tired, apathetic, or uninterested. It's impossible to know what's going on with these individuals—it could be that they are lacking sleep or food, or they may be preoccupied with a major conflict going on in their life. The word “respect” actually means “to see again”—so instead of reacting negatively to students, be patient, and try to understand them.

2) Be Yourself

Youth have great “radar,” and can sense when an adult is trying too hard to relate to them. Don't attempt to be cool by using their vernacular or by telling inappropriate jokes.

3) Avoid Discussing Your Personal Issues

Although the intention may be good, think twice before divulging any deep personal life issues with the class. Stories about former drug use, divorces, or psychological therapy might leave the students wondering if it is *you* that need mentoring.

4) If Paired with a Co-mentor, Utilize Each Other's Strengths

If you are paired with another mentor, each of you will bring unique strengths to the classroom. Some mentors are better at delivering the curriculum, while others have a knack for sharing lessons through storytelling. Early in the program, assess your strengths and decide the best way to work together with your co-mentor to deliver the lessons.

5) Praise Your Co-mentor

If paired with a co-mentor, let students know that you admire your co-mentor by acknowledging their strengths. For example, “I bet you didn't know that Mary not only has been in the banking business for 10 years, but she previously had her own successful business, and she had twelve employees.”

6) Be Positive

You are not an athletic coach, teacher or parent to these mentees, so don't feel the need to correct them. Instead, stay positive. Notice what they are doing correctly, and praise them.

7) Accept Responsibility-Do Not Make Excuses

If you are late to the class or are having a bad day, or you become overly critical of a student in front of the class—apologize. If you do, students will see your human side, and they will gain a greater respect for you.

8) Remember What You're There For

Mentoring isn't about sharing the right solution to every problem—even if you know it. But it is about empowering young people by allowing them to come up with the correct answers. If you give students the answer, they will have the facts. However, if they come up with the answer, they will feel more confident, competent, and empowered! So don't think about your role as providing a blueprint for success. Instead, let them know that by being informed they'll have the tools to map their own course.

9) Find Something Right About a Wrong Answer

Refrain from criticism when students attempt to answer questions. For example, if a student is way off target, instead of saying, "WRONG!" soften your feedback: "Good try, and I can kind of see what you are getting at, but what might happen if you tried it that way?" (And this technique also uses the benefit/cost analysis.)

10) Have Fun!

Mentees do not want to see that your efforts with them are a burden to you. So, lose the seriousness! Be playful, smile, tell jokes and riddles, share funny stories, and have fun! There is no rubric for success so be lighthearted and play to your strengths.

Good Conversations / Bad Conversations (Exercise)

Interview your partner. Ask them to name someone they have **good conversations** with and why. Take notes below.

-
-
-
-

Now ask them about someone they have **bad conversations** with and why.
Take notes below.

-
-
-
-

Chapter 5: Steps for Beginning the Program

Mentor Checklist

STEP 1

Contact teacher(s) to;

- Introduce yourself
- Provide your contact info
- Provide teacher(s) with information about availability, and to inquire about potential dates and times
- Ask about desired lesson(s) to be taught, i.e. Lesson 1: *Scarcity and Alternatives*, Lesson 7: *Human Capital*, etc.
- Notify teacher(s) that all lessons take 40-50 minutes
- Notify teacher(s) of AV needs, such as computer with Internet linked to overhead projector, document camera, or TV
- Notify teacher of supply needs, such as construction paper, markers, etc.

STEP 2

Reply to teacher(s) with confirmation of date and time

STEP 3

Email teacher(s) two days prior to visiting school with a final confirmation and reiterate list of needed materials

STEP 4

Arrive at school office 15 minutes early to check in: be prepared to deliver lesson(s)

STEP 5

Email or call CCEE staff following visit(s) for wrap-up

*Mentors must “CC” Director of Teacher Relations, John Foletta, on all teacher email correspondence at: jfoletta@ccee.org

General Information Provided to Teachers about Mentor Visits

- Mentor visits typically last 40-50 minutes. The mentor will arrive at your school's main office 15 minutes prior to their assigned time.
- Once class begins, your mentor will introduce himself/herself and provide a 5-10 minute explanation of what they do (college student, banker, etc.), and the purpose of the program.
- The mentor's opening remarks will be followed by a brief overview of the *MoneyWiseTeen* video.
- After the 8 to 10 minute video is played, the mentor will lead a brief discussion of the video's message.
- Students are then broken up into groups for an exercise. After the students have time to complete the exercise, the larger group will reconvene to hear each groups' findings.
- The mentor summarize and affirm each groups' presentation,, and then they will facilitate questions and comments from the students.

In order to ensure that all goes smoothly, please review the checklist below. Also, please “CC” Director of Teacher Relations, John Foletta, on all mentor email correspondence at: jfoletta@ccee.org

Teacher Checklist

Upon being contacted by a mentor, teachers are asked to;

Step 1

- Reply to the mentor with the proposed date(s) for the mentor visit (based on class and mentor availability)
- Confirm ability to meet AV and supply needs
- Provide a brief summary of where your students are in the MWT curriculum. (In other words, let the mentor know if students have been exposed to MWT, and if so, which lessons have been covered.)
- Let the mentor know which lesson(s) you want presented to the students

Step 2

Reply to the mentor’s confirmation in a similar fashion *I’m not sure what this means?*

Step 3

Notify the school administration of the mentor’s pending visit

Step 4

Have materials ready for use, and be present in the classroom during the entire mentor visit. If the teacher is not present the mentor will be required leave.

Step 5

Provide face-to face, phone or email feedback to the mentor, if so inclined. Also know that you may contact CCEE with any questions, comments, or concerns. Your contact at CCEE is: John Foletta, jfoletta@ccee.org

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Addendum

- **Mentor Participation Agreement (Signature Version)**
- **Testimonials**

Mentor Participation Agreement

Before being assigned to a school, volunteers are asked to sign Participation Agreements. This document clarifies the commitments and expectations for mentors involved with the CCEE Mentoring Program

As a Mentor in the CCEE Mentoring Program, I agree to:

- Make a commitment to work together with a teacher to provide the MoneyWiseTeen (MWT) lessons to students.
- Focus on increasing the mentees' financial literacy and their ability to make good economic choices by being a supportive, encouraging, and positive mentor.
- Take the initiative to contact the teacher of my assigned class(es) to plan for the initial session, and each subsequent mentoring session. (See detailed instructions in Chapter 5.)
- Should I need to miss a session because of an emergency, I will contact the teacher and CCEE Program Coordinator as soon as possible about rescheduling.
- Complete the initial mentor training, which includes training on the MWT curriculum.
- Never come to a session under the influence of drugs or alcohol, and never talk about intoxicants, including alcohol, tobacco or other drugs, or other negative behaviors in a positive way.
- Never talk about any individual's race, creed, color, national origin, religious beliefs, political views, or sexual orientation in a negative way.
- Never use sexual innuendo or tell "off color" jokes.
- Not attempt to call a student or meet with them outside of the classroom, or to give gifts or provide favors to any student.
- Report any suspicion of child abuse or neglect to the program coordinator, immediately after first learning about these suspicions.
- Adhere to the program's "touching policies" and to "confidentiality and child abuse reporting policies and procedures" as outlined in the manual and the initial mentor training.
- Complete my commitment to the program. But, in the case of an unforeseen emergency, I will notify the program coordinator as soon as I learn of anything that would prevent me from fulfilling my commitment.

- Contact the program coordinator or other designated staff should I experience any difficulties with students, teachers or administrators.
- Complete an evaluation of the curriculum, the program, and my overall experience, so that CCEE can make improvements based on my feedback.

Please Print Name

Signed

Date

Testimonials

CCEE's MoneyWise Teen contest really enriched my economics curriculum this year. It became a creative tool that allowed me to teach financial literacy and classical economics. My students were engaged with the content and took ownership of their own learning. The process they underwent developed critical skills such as research, problem solving, making presentations, peer group collaboration, and utilizing technology. They also gained a deeper understanding of economics (i.e., human capital, opportunity costs, benefit-cost analysis, etc.) and how it directly affects their daily and personal lives. Lastly, they had fun which makes learning enjoyable and unforgettable.

-Teacher

The classroom has limitations. Its only when you bring the world into the classroom or leave it altogether and go out into the community, that real learning takes place. The contest and events that you provided for my students took their learning to a new level as content was internalized, marketable skills were sharpened, and important life forming experiences took place."

-Teacher

My students were extremely "turned on" by having real business people in the classroom. It was a wake up to realize how the real world may be the ticket to making our students excited to learn. I will welcome the participation of the mentors at any time in my classroom.

-Teacher

I agree that the mentor visit was very rewarding and educational. The mentors presented very practical information for the students when they enter "the real world." Reality checks are great!

-Teacher

Had an amazing session with these students. I really think we were able to have an influence on them.

-Mentor

I believe that financial literacy is more important today than ever. Being a mentor was a great way to directly share my passion and experiences with young adults so that they can make better choices. The MoneyWiseTeen curriculum is a great way to teach these valuable life lessons in the classroom and I can't wait to do it again.

-Mentor

The contest allowed me to open my eyes and fully grasp the concept of what human capital truly is; the skills and knowledge that will help one succeed in the future.

-Student

The contest helped motivate me to invest in myself so I can better my future. It showed me how many successful people are willing to help kids that may not see that anything is possible. I now know that anyone can succeed as long as they have knowledge, skills, motivation, and confidence in themselves.

-Student