

**Eda and Cliff Viner
Community Scholars Foundation, Inc.
Mentoring Program Policies and Procedures**

**Mentoring Program
Policies and Procedures**

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Description: The Eda and Cliff Viner Community Scholars Foundation was founded by Eda and Cliff Viner in 2015. It is a scholarship program that provides approximately 35 scholarships, annually, to South Palm Beach County High School students. Each student awarded a scholarship must be attending a Public University or College in the State of Florida. Scholars are chosen based on eligibility and financial need.

Mission Statement: Educating and inspiring compassionate young leaders to develop strong character with a vision for success.

Vision Statement: We are successful in leading accomplished graduates out into the world, who contribute to their families and communities.

Some of the materials included in this document were copied or adapted from resources available on the internet and in other materials developed by other people; some of the materials were found in multiple sources and identifying the original source was therefore difficult. Although when possible references are attributed to their sources, there is no claim of originality in this work and the materials publicly shared by other programs is appreciated!



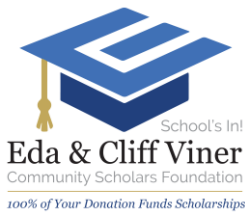
Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

Organization Overview:

Eda and Cliff Viner Community Scholars Foundation provides scholarships, mentoring, and community services for financially disadvantaged students. Each year, our program provides 4-year scholarships for approximately 35 financially disadvantaged students who will be attending colleges or universities in the State of Florida public educational system. We partner with the following high schools in Boca Raton and Delray Beach: American Heritage, Atlantic Community High School, Boca Raton Community High School, Donna Klein Jewish Academy, Katz Yeshiva High School, Olympic Heights Community High School, Saint John Paul II Academy, Spanish River Community High School, Village Academy Delray, and West Boca Community High School.

Each spring, the program accepts applications from students attending these partner high schools who meet all eligibility requirements and demonstrate significant financial need. To be eligible for the scholarship, a student must:

- Achieve at least a 3.0 unweighted GPA (Average acceptance is 3.56)
- Perform over 100 hours community service or has held a job for 100 hours during high school
- Attend a Florida public university or College
- Demonstrate the need for significant financial assistance, as determined by:
 - Free Application for Federal Student Aid (FAFSA) Student Aid Report (SAR)
 - Family size
 - Single Parent Household
 - Current tax return



Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

These scholarships are considered “last dollar” scholarships, meaning that a student must access all other potential sources of financial aid first before the scholarship is validated; it will not replace other sources of financial aid.

Students must apply for FAFSA; they also need to attempt to get other scholarships and grants. Once these are applied, the scholarship then endeavors to cover any remaining tuition, room & board, and daily living expenses that are not already covered by other financial aid.

Each student that applies goes through an interview process in which they are asked a series of questions pertaining to their desired major, future goals and more. Their answer and applications are then sent to a deciding committee comprised of interviewers and board members that decide which applicants will be awarded the scholarships. We then send official acceptance letters to all chosen scholars and invite the inductees, their families, as well as our mentors to an Awards Ceremony.

The most unique aspect about this scholarship program is that it incorporates a mentor network. Inbound college students cope with far more personal and social pressures than any other previous generation of youth. Early intervention through a structured mentor relationship gives young people the tools and support they need to deal effectively with these pressures. The Foundation’s mentor network exists in order to provide scholarship recipients with the guidance and support necessary to keep them on track as potential issues arise during their tenure at college and to ensure the highest possible college graduation rates.

Mentors are selected from qualified local volunteers, thoroughly trained and certified, then matched with a student (mentee). The training is administered by Program Director, Dr. Donna Holland, a distinguished child psychiatrist in Boca Raton, FL.

Why Youth Need Mentors

The young people of today must cope with far more personal and social pressures than any other previous generation of youth. Early intervention through a

Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

structured mentor relationship may be able to give young people the tools and support they need to deal effectively with these pressures.

Understanding the many social, psychological, and physical demands that youth face is extremely important for any individual about to undertake the task of being a mentor. Following is a list of some of these issues:

1. **Peer Pressure**: One of the greatest forces on adolescents is the power and influence of their peers, especially when they are separated from their home and community.
2. **Substance Abuse**: The curiosity to experiment with alcohol, tobacco, and drugs is a constant threat to college students.
3. **Sexuality**: Many young people turn to sexual relationships for a variety of reasons.
4. **Abuse and Violence**: Physical and psychological abuse, within the family or in any environment, will have both an immediate effect on the youth and create long-lasting, negative attitudes and behaviors.
5. **Depression and Suicide**: Serious depression is common when young people are overwhelmed with issues and situations they cannot resolve.
6. **Nutrition and Health Care**: Many young people feel they are immortal and are either ignorant of or tend to ignore good health practices.
7. **Faith and Religion**: This issue is usually within the domain of the family. However, this may be an area of great concern for some young people.
8. **Social and Time Management**: How to manage leisure time, schoolwork, extracurricular activities, family chores, and other social demands is often very difficult for young people.
9. **Career Exploration and Part-Time Work**: Many young people struggle with the subjects of work and career. They often don't know what they want to do or be, how they can contribute to society, what their strengths are, or what steps to take in exploring workplace opportunities. Making money is important to most kids, but knowing how to go about securing satisfying employment is something they usually learn through trial and error.

What a Mentor Does for a Student

The overall objective is to improve the quality of life for the student. This assistance should guide the mentee to academic and social integration, increased self-esteem, higher grades, and greater self-perceived intellectual growth. Research indicates mentored college students have better academic performance

Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

and higher retention rates (rates of staying in school) than college students without mentors.

Goals of Viner Scholarship Foundation Mentoring Program

1. To ease students' transitional experience from high school to college.
2. To help students make connections academically, socially, and in extracurricular activities.
3. To provide students direct support and encouragement from a non-judgmental adult.
4. To help the student take responsibility for his/her skills and behavior
5. To increase student academic success, retention and graduation rates
6. To assist students in achieving career goals (goal setting, exploring career options, interviewing practice, etc.)
7. To assist in guiding students in dealing with difficult issues should issues arise in the mentee's academic, social or family life.

It should be noted however that the student mentee should take the lead in setting goals; the mentor's main focus should be on building the relationship.

General Expectations of The Mentoring Relationship

Studies document that the frequency of contacts is more important than the length of contacts when establishing a relationship between a mentor and a student mentee. Therefore, it is required that during the first semester, the Mentee takes responsibility for scheduling and completing a minimum of weekly contacts with their mentor. The length of these contacts is not specified; it will vary depending

Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

upon the Mentee's needs and at times may be just a brief check-in. The required contacts must be face-to-face (video chat or in person) as this is also helpful in establishing a relationship. Additional contacts which occur on an as-needed basis are not required to be face-to-face and can be via text or email.

At the completion of the first semester, if the Mentee student has had a successful semester, the face-to-face contacts requirement is reduced to twice a month.

At the successful completion of 2 years in the program, if the Mentee desires to decrease the frequency of required face-to-face contact further, the Mentee can discuss this with their Mentor. If the Mentor agrees, then they may further decrease these face-to-face contacts to monthly.

Mentees in their fourth year of the scholarship are no longer required to contact their mentor in a face-to-face manner, but monthly contact is still required.

The mentee will submit a brief report detailing their contacts and the mode of communication once a month. The purpose of monthly reports is to assist the Scholarship Foundation in identifying special needs/concerns of students.

Please remember that participation in the Mentoring program is an essential part of the Viner Scholarship Program. Deviations from the requirements, outlined above, may jeopardize remaining in the program and continuing to receive scholarship support. Mentors Are responsible for notifying the Executive Director of the Viner Scholarship Program of any deviations.

If the communication ceases, the mentor should contact our office immediately, so we can intervene. (561) 544-4436

General Guidelines of Confidentiality

The mentee may be unsure whether the feelings and information they disclose to their mentors will be passed on to faculty, parents, etc. Early in the relationship, mentors must provide reassurance:

1. Nothing that the mentee tells the mentor will be discussed with anyone else. except program staff for the purpose of supervision if necessary.
2. If the mentor feels it is important to involve another adult, it will be discussed first with the mentee.
3. If there is threat of physical harm to the mentee or to others, the mentor will discuss with the mentee the need to break confidentiality to seek protection

Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

for the endangered person (including the threat of suicide).

General Responsibilities of Mentors

1. Schedule at least one contact with mentee per week for the fall semester.
2. Provide guidance and support to the student by creating an atmosphere of openness, caring and concern where meaningful communication and trust can exist.
3. Encourage mentees to take advantage of other support services within the university. Mentees are provided resource materials during College Orientation on most campuses.
4. Be on time for the scheduled contacts with your mentee and call to cancel meetings if emergencies arise. A commitment for a contact with your mentee should be a mentor's first priority, barring emergencies. This consistent accountability has several benefits:
 - Sets a good example for mentee to see and emulate
 - Cements trust between mentor and mentee.
 - Creates mutual expectations that can be met.
5. Follow through with appropriate action, if any, after meeting with your mentee.
6. Encourage mentees to meet with their professors early in the semester to identify any potential weaknesses in their academic performance.
7. Encourage mentee to keep you informed about his/her academic progress.
8. Assist the mentee in identifying academic goals and objectives.
9. Participate in periodic evaluations of the Mentoring program.

General Responsibilities of Mentees

1. Schedule the weekly contacts with your mentor and call to cancel meetings if emergencies arise. Please provide a minimum of one day(s) notice if able.
2. Keep accurate records of each contact with mentor (date/type of contact). Submit the reports at the end of each month to the Viner Scholarship Foundation office.
3. Work with your mentor to identify your goals and objectives for the mentoring relationship.
4. Address with your mentor and/or the Mentoring Coordinator any concerns



Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

about the mentoring relationship.

5. Participate in periodic evaluations of the Mentoring program.

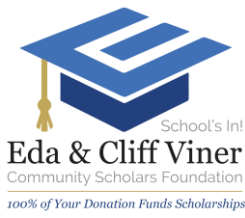
POLICIES, PROCEDURES & FORMS

MENTOR ELIGIBILITY POLICY

Each mentor must meet the defined eligibility criteria. Extenuating circumstances may be reviewed at the discretion of the Mentoring Program Coordinator and the Executive Director when all eligibility requirements are not clearly met. These instances are expected to be rare.

Mentor Eligibility Requirements:

- Be a graduate of an accredited 4-year university or college.
- Be willing to adhere to all Mentoring Program policies and procedures.



Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

- Agree to mentor 1-2 mentees for the duration of their bachelor's programs
- Be willing to communicate with the mentee regularly as outlined in program.
- Complete the screening procedure.
- Agree to attend mentor trainings as required.
- Be willing to communicate regularly with the Viner Scholars Foundation.
- Have a clean criminal history.
- Not be currently in treatment for substance abuse. If a substance abuse problem has occurred in the past the applicant must have completed a non-addictive period of at least five years.
- Not currently be under treatment for a mental disorder that would adversely impact capacity to mentor a college student.
- Not have falsified information during the course of the screening process.

MATCHING POLICY

It is the policy of the Mentoring Program that the Mentoring Program Director will follow the guidelines outlined in the match procedure prior to creating a mentor/mentee match. The Program Director should use the factors outlined in the matching procedure to determine the suitability of a mentor/mentee match.

Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

The Mentoring Program Director will determine the suitability based on the following criteria:

- Preferences of the mentor and mentee.
- Common personal background, interests, and career goals.
- Similar personalities.
- Gender.

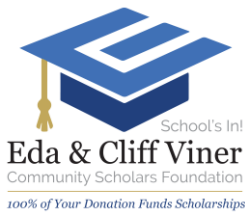
MATCH SUPPORT AND SUPERVISION POLICY

It is the policy of the Mentoring Program that mentees will be responsible for completing a log of their contacts and submitting the log to the office on a monthly basis. In addition, both mentors and mentees will be contacted by telephone or in person at the midpoint and completion of the academic year by the Mentoring Program Director to further assess the success of the match from all party's perspectives. In the case of match difficulties, discord, or concerns, a discussion must be had involving the Program Director and Executive Director to find potential solutions. If no remedies are found the Program Director and Executive Director will rematch the mentor and mentee.

Other efforts that support participants, such as regular group activities for matches, ongoing training events, and a formal support structure for mentors, will be developed.

CONFIDENTIALITY POLICY

It is the policy of the Mentoring Program to protect the confidentiality of its participants and their families. With the exception of the limitations listed below, program staff will only share information about mentors, mentees, and their families with other Viner Foundation staff and the Board of Directors. Further, all prospective mentors, mentees, and legal guardians should be informed of the scope and limitations of confidentiality. Additionally, mentors are required to keep information about their mentee and his/her family confidential.



Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

In order for the Eda & Cliff Viner Community Scholars Foundation to provide a responsible and professional service to participants, it is necessary to ask mentors, mentees, parents/guardians, and other outside sources to divulge extensive personal information about the prospective participants and their families, including:

- Information gained from mentors and mentees, written or otherwise, about themselves and/or their families, in application to and during program participation.
- Participants' names and images gained from participants themselves, program meetings, training sessions, and other events.
- Information gained about participants from outside sources including confidential references, school staff, employers.

Records are, therefore, considered the property of the foundation, not the foundation workers, and are not available for review by mentors, mentees, or parents/guardians for mentees under age 18.

Limits of Confidentiality

Information from mentor and mentee records may be shared with individuals or organizations as specified below under the following conditions:

1. Identifying information (including names, photographs, videos, etc.) of program participants may be used in foundation publications or promotional materials only upon written consent of the mentor, mentee, and/or legal guardian.
2. Information may only be provided to law enforcement officials or the courts pursuant to a valid and enforceable subpoena.
3. Information may be provided to legal counsel in the event of litigation or potential litigation involving the foundation. Such information is considered privileged, and its confidentiality is protected by law.
4. Program staff and volunteers are mandatory reporters and as such must disclose information indicating that a mentor or mentee may be dangerous to or intends to harm him/herself or others



Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

Safekeeping of Confidential Records

The executive director is considered the custodian of confidential records. It is his/her responsibility to supervise the management of confidential information in order to ensure safekeeping, accuracy, accountability, and compliance with Board policies.

Requesting Confidential Information from Other Agencies

A mentees or volunteer's right to privacy shall be respected by the Foundation. Requests for confidential information from other organizations or persons shall be accompanied by a signed release from the mentor, mentee, and/or legal guardian.

Violations of Confidentiality

A known violation of the foundation's policy on confidentiality by a program participant may result in a written warning or disciplinary action such as suspension or termination from the program.

Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

CLOSURE POLICY

It is the policy of the Mentoring Program that all mentors and mentees must participate in closure procedures when their match ends. Closure is defined as the ending of a formal match relationship regardless of the circumstances of the match ending or whether they intend to have future contact informally beyond the match duration. While no party is expected to continue the relationship beyond the formal end of a match, matches may continue in the program beyond the contract period (one year for matches) and receive ongoing support and supervision.

Closure can occur for any number of reasons including: the contracted match duration has ended, one or both participants do not want to continue the match, there are changes in life circumstances of either the mentor or mentee, or an individual no longer meets the requirements for program participation. Hence, the match may end at the discretion of the mentor, mentee, parent/guardian, and/or Mentoring Program Director. It is left to the discretion of the Mentoring Program Director whether an individual will be reassigned to another match in the future based upon past participation performance and current goals and needs of the program.

Future contact will be at the mutual and informal agreement of the mentor, the mentee, and the parent/guardian. If future contact is agreed upon, the Mentoring Program will not be responsible for monitoring and supporting the match after the match has ended. The Mentoring Program Director will verbally and in writing inform all parties—the mentor, mentee, and parent/guardian—that the formal match has ended and that Viner Community Scholars Foundation will not be liable for any incidents that occur after the match has closed.



Eda and Cliff Viner Community Scholars Foundation, Inc. Mentoring Program Policies and Procedures

EVALUATION POLICY

It is the policy of the Mentoring Program that evaluation will be a key component in measuring the success of its mentoring program and for making continuous improvements in the effectiveness and delivery of mentoring services. Evaluation data will be collected at the end of each semester for mentees in the program.

Monitoring the Matches

The Viner Scholarship Foundation will monitor the matches in order to help resolve issues, and provide training and resources as needed. The monitoring process is also part of monitoring compliance with the scholarship terms.

An evaluation will be distributed to all Mentors at the end of each semester and should be completed and sent to the Executive Director to record activity in the prior semester:

Niki Knopf
Executive Director
Eda & Cliff Viner Community Scholars Foundation
777 Yamato Rd., Suite 300
Boca Raton, FL 33431
foundation@vinerscholars.org
561.544.4436

Mentors and mentees may also contact the Mentoring Program Director on an as-needed basis:

Donna Holland, MD
561-702-0486 (mobile)
dsholland@gmail.com