

Catherine Harper 4 Keepers



MENTORING PROGRAM GUIDE

for Mentors

"In order to be a mentor, and an effective one, one must care. You must care. You don't have to know how many square miles are in Idaho. You don't need to know the chemical makeup of chemistry or of blood or water. Know what you know and care about the person. Care about what you know and care about the person you're sharing with."

— Maya Angelou



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Introduction to Catherine Harper for Keepers (CH4K)

Overview

Catherine Harper for Keepers (CH4K) is a nonprofit organization which aligns with the goals of President Obama's My Brother's Keeper initiative. The organization has been formed in honor of Catherine Louise Harper.

Catherine Louise Harper

Catherine Louise Merchant was born the first of four children, on August 27, 1930. Her parents were John Henry Merchant and Catherine Sims. She had three younger siblings, brother, John Henry Merchant, Jr., brother, Clarence Eugene Merchant and sister, Elma Merchant. The Merchants were a Christian Catholic family dedicated to serving God.

In 1936 young Catherine attended Councill Elementary school, a historical school situated in Ensley, a small town west of downtown Birmingham, AL. Eight years later, after graduating from Councill Elementary school in 1944, Catherine attended Parker High School in Birmingham, AL. She graduated from Parker High School in 1948.

Parker High School was where the teenager, Catherine Merchant, met her soul-mate, Clyde Harper. She married her high school sweetheart on June 6, 1950 when she was just 19 years old. Between the years of 1951 and 1969, she and Clyde became the proud parents of 10 beautiful children. To read more please visit www.ch4k.net/clh

Purpose & Goal

The CH4K Mentoring Guide is intended to provide a basic understanding of our non-profit service organization's Mentoring Guidelines. This guide includes both suggested best practices and suggested approaches for providing mentoring support to our student scholars whom we refer throughout our program as our "Protégés."

This Guide further includes tools to be leveraged in creating, building and maintaining effective mentoring relationships between our Mentors and our Protégés, and the metrics used in measuring the success of these relationships.

The purpose of the Catherine Harper for Keepers (CH4K) Mentoring Program is to make positive contributions to the life experiences of young boys and girls, ensuring they are on a path to ultimately reshape their individual life-outcome. To achieve this, our Mentoring Program places heavy emphasis on

filling the social voids that all-to-often exist in the life of a disadvantaged child as a result of fatherlessness, social and (or) financial disparities.

CH4K's ultimate goal is create and strategically grow an ever-increasing pool of best-in-class adolescent talent, poised to enter adult life as confident, self-reliant, responsible individuals willing and able to contribute their time and talent in pursuit of living a wholesome, fulfilling life as a contributing member of society.

Mission

Catherine Harper for Keepers (CH4K) is advancing its mission to "prepare tomorrow's leaders today" by focusing on at-risk youth who dream of a better future but lack the resources to realize their full potential. In alignment with the goals of President Obama's My Brother's Keeper initiative, CH4K is working towards reshaping life-outcomes for underserved boys and girls over the next several generations with the year 2060 as a major assessment-milestone. The four pillars of CH4K are Family/Fatherhood, Mentoring, STEM, and Jobs.

CH4K's programs are focused on academics, college and career preparation, leadership, and entrepreneurship. Our strategies include tutoring, experiential learning, character education, parental involvement, and mentoring. CH4K participants are held to high standards as scholars, communicators, and student leaders. We instill in our participants the importance of perception and we push them towards being confidently prepared for opportunities. To reverse some of the disturbing trends in disadvantaged communities, CH4K programs emphasize the importance of the family institution as the bedrock of viable communities. We expect youth to emerge from our programs as critical thinkers who are not only committed to empowering themselves but also to improving their communities. Over time, we envision communities that are transformed one household at a time as our students achieve academic and career goals and become positive role models who invest in others in the same manner we invested in them. In this way, CH4K intends to create exponential impact for generations to come.



The CH4K Mentoring Program and Guidelines

Mentoring 101 - The case for mentoring

“As part of a strategy to help young people succeed in school, work and life, mentoring works.” These are the words of Tonya Wiley, Chief Administrative Office for the National Mentoring Partnership, an organization that for the past twenty-five years has dedicated itself to working with mentoring youth organizations to provide best-in-class, proven mentoring techniques for mentoring young people. In developing our guide and our guidelines we have fully aligned ourselves with those of the National Mentoring Partnership, and more specifically with the most recent edition of their publication “*Elements of Effective Practice for Mentoring.*”

Research implemented separately by the “My Brother’s Keeper” team and the CH4K team yielded similar results. The studies found that:

- Significant social disparities exist between young children from low income families and children from middle income and affluent families
- Young boys are at a greater risk than their female peers
- Young African American boys are dangerously at risk
- Fatherlessness is a major contributing factor to the plight of children

Risk factors Include:

- Higher school dropout rates
- Lower graduation rates
- Teen pregnancy
- Higher unemployment rates
- Higher incarceration rates

Understanding that students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class, CH4K is investing in a formal mentoring program. We commit to establishing a solid and sustainable REWARD mentoring program, recruiting a group of firmly committed well-trained mentors, creating a support system with research based guiding principles, and instituting a data driven mentoring plan focusing on proven analytical measures of success. These efforts combined with parent/guardian and protégé involvement will help thousands of students achieve success in their education, career and communities.

The stages of a mentoring relationship¹

Stage 1: Developing Rapport and Building Trust

The “getting to know you” phase is the most critical stage of the relationship. Things to expect and work on during Stage 1 include:

Predictability and consistency

During the first stage of the relationship, it is critical to be both predictable and consistent. If you schedule an appointment to meet your protégé at a certain time, it’s important to keep it. It is understandable that at times things come up and appointments cannot be kept. However, in order to speed up the trust-building process, consistency is necessary, even if the young person is not as consistent as you are. It’s very important to keep in mind some of our young protégés may have been abandoned by their biological fathers. Our Mentors should do everything in their power now to give the impression of potential abandonment.

Testing

Young people generally do not trust adults. As a result, they use testing as a coping or defense mechanism to determine whether they can trust you. They will test to see if you really care about them. A protégé might test the mentor by not showing up for a scheduled meeting to see how the mentor will react.

Establish confidentiality

During the first stage of the relationship, it’s important to establish confidentiality with your young person. This helps develop trust. The mentor should let the protégé know that whatever he or she wants to share with the mentor will remain confidential, as long as (and it’s important to stress this point) what the young person tells the mentor is not going to harm the young person or someone else. It’s helpful to stress this up front, within the first few meetings with the protégé. That way, later down the road, if a mentor needs to break the confidence because the information the protégé shared could be potentially harmful to him or her or someone else, the young person will not feel betrayed.

Goal setting (transitions into Stage 2)

It’s helpful during Stage 1 to take the time to set at least one achievable goal together for the relationship. What do the two of you want to get out of this relationship? It’s also good to help your protégé set personal goals. Young people often do not learn how to set goals, and this will provide them with the opportunity to set goals and work toward achieving them.

Stage 2: The Middle—Reaching Goals

Once trust has been established, the relationship moves into Stage 2. During this stage, the mentor and protégé can begin to start working toward the goals they set during the first stage of the relationship. Things to expect during Stage 2 include:

¹ Courtesy of Mass Mentoring Partnership, Mentoring 101 Train the Trainer Curriculum.

Closeness:

Generally, during the second stage the mentor and protégé can sense a genuine closeness in the relationship.

Affirming the uniqueness of the relationship:

Once the relationship has reached this stage, it's helpful to do something special or different from what the mentor and protégé did during the first stage, which helps affirm the uniqueness of the relationship. For example, go to a museum, sporting event, special restaurant, etc.

The relationship may be rocky or smooth:

All relationships have their ups and downs. Once the relationship has reached the second stage, there will still be some rough periods. Mentors should be prepared and not assume that something is wrong with the relationship if this happens.

Rely on staff support**Stage 3: Closure**

If the rough period continues or if a mentor feels that the pair has not reached the second stage, he or she shouldn't hesitate to seek support from the mentoring program coordinator. Sometimes two people, no matter how they look on paper, just don't "click." Some mentor/protégé pairs don't need to worry about this stage until farther down the road. However, at some point all relationships will come to an end—whether it's because the program is over, the mentor is moving or for some other reason. When this happens, it's critical that the closure stage not be overlooked. Many young people today have already had adults come and go in their lives and are very rarely provided the opportunity to say a proper goodbye.

Identify natural emotions, such as grief, denial and resentment:

In order to help protégés express emotions about the relationship ending, mentors should model appropriate behavior. The mentor should first express his or her feelings and emotions about the end of the relationship and then let the protégé do the same.

Provide opportunities for saying goodbye in a healthy, respectful and affirming way:

Mentors shouldn't wait for the very last meeting with their protégés to say goodbye. The mentor should slowly bring it up as soon as he or she becomes aware that the relationship will be coming to a close.

Address appropriate situations for staying in touch:

Mentors should check with the mentoring program coordinator to find out the policy for staying in touch with their protégés once the program has come to an end. This is especially important if the program is school-based and mentors and protégés meet during the school year but the program officially ends before the summer starts. If mentors and protégés are mutually interested in continuing to meet over the summer, they may be allowed to, but with the understanding that school personnel may not be available should an emergency arise. Each mentoring program may have its own policy for future contact between mentors and protégés. That's why it's best for mentors to check with program personnel during this stage.

CH4K REWARD Mentoring Program

Overview

CH4K Mentoring Program follows the "Elements of Effective Practices for Mentoring" provided by Mentor(r). The CH4K Mentoring Program focuses on three types of Mentoring:

Type of Mentoring	Description
One-to One	<p>One-to-one mentoring places one adult in a relationship with one youth. At a minimum, the mentor and protégé should meet regularly at least four hours per month for at least a year. There are exceptions—such as in school-based mentoring, which coincides with the school year—and other types of special mentoring initiatives. In such special circumstances, protégés need to know from the outset how long they can expect the relationship to last so they can adjust their expectations accordingly.</p> <p>Matches meet at various locations such as workplace, faith-based organization, in the community, etc. based on parent approval.</p>
Group	<p>Group mentoring involves one adult mentor forming a relationship with a group of up to four young people. The mentor assumes the role of leader and makes a commitment to meet regularly with the group over a long period of time. Most interaction is guided by the session structure, which includes time for personal sharing. The sponsoring mentoring program might specify certain activities that the group must participate in, or in some cases the mentor may choose or design appropriate activities. Some group mentoring activities may be intended as teaching exercises, while others may simply be for fun.</p> <p>Matches meet at schools, workplaces, faith-based organizations, sporting events, after school program, etc.</p>
E-Mentoring	<p>E-mentoring connects one adult with one youth. The pair communicates via the Internet at least once a week over a period of six months to a year. Some programs arrange two or three face-to-face meetings, one of which is a kick-off event. Often the mentor serves as a guide or advisor in school- or career-related areas; for example, helping the protégé complete a school project or discussing future education and career options. During the summer months, e-mentoring can serve as a bridge for mentors and protégés in traditional one-to-one relationships.</p> <p>Matches meet via online platforms like Skype or by phone.</p>

The primary nature of the CH4K mentoring session will focus on the Protégé's "Inalienable Rights" from the United States Declaration of Independence "Life, Liberty and the Pursuit of Happiness" These Rights will be inspired within the context of the CH4K R E W A R D Principles:

Reading – **E**ducation (including STEM) – **W**ork – **A**ccountability – **R**espect – **D**oing for Others

The Mentor will lead the discussion related to the CH4K Reward Principles listed below.

The Mentoring REWARDS Principles

Reading – “to look at carefully so as to understand the meaning of something (written printed, etc.): to read a book.”

The mentor will engage in open and candid conversations with the Protégé about the importance of reading on a regular basis. The mentor will verbally test the Protégé on the subject of the book the Protégé agrees to read by asking open-ended question about certain outcomes from each book the Protégé reads or asking general question about what happened or how the story ended.

- **CH4K encourages all of our protégés to start reading as early as possible**
- **The Protégés' ability to read will contribute to his or her life-long social and professional success**
- **The protégés' ability to read will enhance his or her ability to learn**
- **Reading in general and on a regular basis will ultimately improve the Protégé articulation of his or her views and significantly contribute to expanding the Protégé's' vocabulary.**

The Protégé will commit to reading a minimum of one book per month and engage in random discussion about the content of the book(s) he or she has read.

Education – “the act or process of imparting or acquiring particular knowledge or skills, as for a profession.

The mentor will consistently express the need for the Protégé to make his or her education his or her absolute number one priority while instilling in the Protégé's value-system the need to graduate from college and (ideally) obtain a Master's and or Doctorates degree.

The Protégé will make a commitment to minimally graduate from college or establish a solid and meaningful plan to start a business. In either case, the Protégé will have a very clear understanding that as long as he or she is less than 21 years of age his or her education will be his or her “number one priority.”

- **Education will always be a priority over social activities, games and sleepovers**
- **Homework first**

- **Learning technical and engineering skill will enhance the Protégé’s chances of landing a good-paying job**
- **Stress the fact that it’s cool to be smart**

Work – “employment, as in some form of industry, especially as a means of earning one’s livelihood.”

The mentor will teach and coach the Protégé on the value of working and doing his or her part to support him or herself while contributing to the support of the entire family.

The Protégé will agree to aggressive seeking work-opportunities and/or starting small and simple businesses like washing cars or walking pets or selling lemonade. When the Protégé is old enough to legally work for a company, the Protégé aggressively seek out opportunities to work part-time while school is in and full time during school breaks and closings.

- **Stress the fact there is nothing more fulfilling than to work and earn money to pay your own way. It’s better for the Protégé to pay his or her way than to ask for things**
- **By working the Protégé can help with family bills and new projects at home**
- **Working will allow the Protégé to save money for college and buy things and to do fun activities**
- **Working will position the Protégé to have money to do things for others who are less-fortunate**

Accountability – “the state of being accountable, liable or answerable.”

The mentor will provide leadership as part of a bigger-picture plan to ensure the Protégé know right from wrong and the consequences of making bad choices. The mentor will also have open discussions about the notion of testing one's limits of his or liberties in the United States of America. The mentor will play a significant role stressing the importance of the Protégé being accountable for his or her actions and inactions related to participating in the Ch4K Mentoring Program. The mentor will stress the profound importance of the Protégé taking his involvement in the CH4K program very seriously by doing and delivering on all of the Protégé’s expected deliverables i.e. reading a book per month. The mentor will stress the importance of his Protégé placing strict focus on his or her career aspirations and short and long-term goals.

The Protégé will pledge to and do his part to mitigate chances for getting in trouble by breaking local, city, state and federal laws. The Protégé will also pledge to do the things necessary to continue his or her involvement in the CH4K Mentoring Program. The Protégé will gain a broad understanding of his or her responsibility to preserve his or her Inalienable Right to “Life, Liberty and The Pursuit of Happiness” in the United States. The Protégé will use the original notion of Inalienable Rights as a basis for driving his or career plans forward and to fruition.

- **The Protégé should be taught that overall his or her choices will ultimately shape his or her life-outcome**
- **Bad choices usually lead to really bad outcomes i.e. incarceration**
- **Felony convictions will impact a child’s life for the rest of his or her life (can’t find a job, can’t vote)**
- **Examples:**
 - **Making education “the” number one priority is a really good and smart choice**
 - **Steeling is a really dumb and bad choice**

Respect - “the condition of being esteemed or honored: to be held in respect.

The mentor will guide the Protégé by setting good examples of being respectful to yourself and others. These discussions should center on specific concerns related to how the Protégé dresses, speaks, and behaves in the presence of other adults and so on. Mentors should encourage Protégés to speak proper English and explain to the Protégé why speaking English is important as he or she grows into adulthood.

The Protégé will pledge to follow the examples provided by his or her mentor. The Protégé will be firmly committed to being respectful of himself or herself and others by demonstrating appropriate behaviors aligned with CH4K values (i.e. never using the N-word, dressing well, and speaking properly and so on). For instance, male CH4K Protégés should never wear his pants in a way that does not cover his entire backside).

- **In order for the Protégé to respect others, he or she must (first) respect himself or herself**
- **The protégé’s appearance makes a huge difference in terms others viewing the protégé in high esteem or honor or low-esteem and/or disrespect**
- **The way the Protégé speaks will also drive the way others view him or her. Profanity is unnecessary. The use of profanity and disparaging language is disrespectful to all people. NO ONE SHOULD EVER APOLOGIZE TO THEIR PEERS OR ANYONE FOR SPEAKING ENGLISH**
- **The Protégé should look, dress and speak in ways that absolutely command respect from others.**

Doing for others (philanthropy) - “altruistic concern for human welfare and advancement, usually manifested by donations of money, property, or work to needy persons...”

The mentor will use his particular experience serving as a mentor to his Protégé as a good example of doing for others. The mentors will use other examples of people supporting others in need. In addition, the mentor will use some of his event mentoring time to have his Protégé join him or her as they volunteer at food-banks or homeless shelters and so.

The Protégé will willfully do his or her best to gain full appreciation for why it’s important to help and support others in need. The Protégé will pledge to and participate in at least three events that involve helping others in need.

- **Tell the story of the tee shirts that were sent to villages in Africa – not for any sports activities or anything like that – but to provide dresses to young children whose parents could not afford to buy dresses for their little girls**
- **Tell the story of the man who collects used soap to send to children around the world – children who would otherwise not have a basic toiletry like soap to clean themselves**
- **Discuss with the Protégé how good it makes one feel inside to help someone else in need**

Saving – “to set aside, reserve or layby: to save money”

The Mentor will play an active role coaching and teaching his Protégé the concepts of saving money to be used in the future. The Mentor will continuously stress the profound importance of saving money and share with the protégé ways in which money that is saved can be used in the future i.e. to purchase a car, to pay for college or to take care of a loved-one to name a few.

The Protégé will aggressively learn and appreciate the concepts and value of saving money. In addition, the Protégé will pledge to save a percentage of all the money he or she earns over a lifetime.

- Provide meaningful examples of how money saved have been used.
- Show example of how small amounts saved every day can grow to large amounts of money in future i.e. if a protégé saves \$2.00 per day for five days every week, they will have saved \$520.00 at the end of a year.
- Teach the Protégé examples of how interest works
- Teach the protégé examples of how investing in the stock market works
- Teach the Protégé how investing in a business works

Eligibility to Participate

The CH4K Mentoring Program will primarily target young children ages 8 to 24 from low income² families. However, due to significant disparities related to low income families, it is anticipated the majority of CH4K participants will come from African American and Hispanic families.

The ideal CH4k Mentor will be employed and in a career; he or she will have strong verbal and written communication skills and present him or herself in a professional manner. The Mentor will be able to share stories of success of people who come from similar backgrounds as the Protégé. The mentor will have a passion for helping children (including their own) get on and stay on a path to success.

² “Low-income status in the United States varies significantly by race and ethnicity. Of the more than 13.4 million families with children living on incomes less than 200 percent of the federal poverty level, 30 percent are Hispanic, 22 percent are black or African American, and 6 percent are other nonwhites. This fact sheet provides statistics on racial and ethnic differences in family structure, work effort, nativity or immigration status, earnings, and education.” “Racial and Ethnic Disparities Among Low Income Families” Margret Sims, Katrina Fortuny and Everett Henderson - 2013

Roles & Responsibilities/Mentor and Protégé Relationship

CH4K will be very strategic and deliberate in its quest to identify Mentors willing to act as champions and examples for the Protégés they are assigned to support. The expectation is that Mentors will be instrumental in rapidly increasing Protégés' overall sense of worth and his or her confidence-level.

Mentors provide coaching and development to Protégés in all aspects of "Life, Liberty and the Pursuit of Happiness:"

Listening

- Ensure open and honest communication
- Serve as a sounding board
- Fully understand the issues and concerns of your Protégé – ask questions – get clarity
- Be a confidential resource to the Protégés

Guidance

- Be a role model – speak and talk the part
- Provide Protégé with insight into new or unknown areas
- Provide information
- Address questions or issues that the Protégé may have – prevent or derail issues

Coaching

- Assist Protégé in resolving issues by helping them figure out solutions and providing advice
- Provide feedback on strengths and opportunities
- Mentors **commit to hold a minimum of two meeting in the first month and a minimum of one meeting per month going forward and for one year**

Best Practices

- Mentor drives the relationship
- Schedules meetings & provides first agenda topic
- Solicits feedback for subsequent topics
- Share your background and experiences
- Discuss expectations of the relationship and what you can provide
- Get to know each Protégé and their strengths and opportunities
- Maintain confidentiality
- Extend professional network and facilitate appropriate introductions

Mentor Guidelines³

As a mentor, you are now about to begin one of life's most rewarding and fulfilling experiences. Your commitment indicates that you believe in young people. You recognize the magnitude of the responsibility that you accepted in choosing to work with youth and agree to interact appropriately with your protégé according to the highest ethical standards at all times.

Be yourself! Please read the following guidelines carefully.

- At the initial stages of the match, your protégé may appear to be hesitant, unresponsive, and unappreciative of the mentor relationship. This guarded attitude is simply a manifestation of his/her insecurity about the relationship. The protégé's attitude will gradually take a positive turn as he/she realizes your sincerity about being a friend. *Be patient!* Don't try to speed up the process by going out of your way to accommodate your protégé, such as seeing your protégé more than the prescribed one hour per week.
- Remember that the mentor–protégé relationship has an initial phase. During this phase the protégé is more interested in getting to know how “real” you are and how much he/she can trust you. Establish how you can reach your protégé: by phone, e-mail, or at a designated meeting location. Experience proves that calling or e-mailing your protégé at school is usually the best way to make contact. Establish a time and phone number where you can usually answer calls or make contact. Protégés need encouragement to leave messages on your voicemail to confirm meetings as well as to cancel them.
- Don't try to be teacher, parent, disciplinarian, therapist, Santa Claus or babysitter. Experience demonstrates it is counterproductive to assume roles other than a dependable, consistent friend. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Don't criticize or preach. Think of ways to problem solve together rather than lecturing or telling the protégé what to do. Never “should of” your protégé.
- Respect the uniqueness and honor the integrity of your protégé and influence him/her through constructive feedback. The mentor empowers the protégé to make right decisions without actually deciding for the protégé. Identify the protégé's interests and take them seriously. Be alert for opportunities and teaching moments. Explore positive and negative consequences.

³ Courtesy of California Governor's Mentoring Partnership.

- Set realistic expectations and goals for your protégé and make achievement for them fun. Remember there is a big difference between *encouraging* and *demanding*. Encourage your protégé to complete his/her secondary education and pursue higher learning or vocational goals; provide access to varying points of view. Assist in making the connection between his/her actions of today and the dreams and goals of tomorrow. Don't get discouraged if the protégé isn't turning his/her life around or making great improvements. Mentors have a great deal of impact; it's not always immediately evident. Look for signs such as increased school attendance, improved grades, showing up for meetings and expressing appreciation.

- As a friend you can share and advise, but know your limitations. Problems that your protégé may share with you regarding substance abuse, molestation and physical abuse are best handled by professionals. If you have any concerns, *contact the mentor coordinator immediately*.

- Be supportive of the parent, even when you may disagree. Don't take sides or make judgments concerning any family conflict or situation. Leave the parenting to the parent.

Discipline:

There may be instances when your protégé's behavior is unacceptable. Again, remember the parent is responsible for the child's discipline. The following guidelines are to be used if the parent is not around to assume the responsibility for the child's behavior. Don't forget to inform the parent about the steps you took and why you took them.

- Never physically discipline.
- Never use abusive language.
- Don't use ultimatums.
- Most children will listen and respond to reason. Explain to your protégé why you find his/her behavior unacceptable.
- Don't give your protégé the silent treatment to solve the problem. Discuss your concerns.
- On very rare occasions, your child may need to be taken back home because of unacceptable behavior. Before taking this action, tell him/her what you are doing and why you made the decision. Taking your protégé back home because of his/her behavior doesn't necessarily mean the match (relationship) has ended. Before you leave make sure the child understands he/she will see you again and that you are not using his/her behavior as a pretext to abandon the relationship.

Health and Safety:

Protect the health and safety of your protégé and seek advice from school faculty or program staff whenever in doubt about the appropriateness of an event or activity and inform school or program staff of any persons, situations or activities that could affect the health and safety of the child.

- Do not use alcohol, tobacco or drugs when with your protégé.
- Do not have firearms or weapons present while with your protégé.
- Always wear seat belts while in the car.
- Have adequate personal liability and automobile insurance coverage.
- Ensure your protégé has all the necessary protective items and is well supervised on outings.
- Do not leave your protégé alone or with strangers.
- If you have become aware that your protégé's safety or the safety of another is in jeopardy through disclosure (e.g., child abuse, sexual abuse), report your concern to the mentor coordinator or teacher immediately. Let your protégé know that you are required to do so. This requirement should always be discussed at the beginning of the relationship to inform the protégé of your obligation to report safety concerns.

Activities and Money:

- Taking the first step in planning activities is primarily your responsibility; however, ask your protégé to help make decisions or have him/her plan an activity.
- The mentor–protégé match is a one-on-one relationship that takes time to build. Try to avoid bringing someone else when you are with your protégé. However, you may include others (e.g., spouse, friends, other protégés/mentors and relatives) from time to time.
- Whereas this program is mainly to assist your protégé with career exploration, tutoring, and self-esteem, there may be activities that you want to attend that cost money. Consult with your protégé about cost and find out how he/she will pay. You can assist him/her in paying his/her share, but we encourage you to discuss costs of activities with the parents.
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- Entertainment is not the focal point of your relationship. Do not spend an exorbitant amount of money for activities, birthday presents, and so on.
- Always call your protégé before your scheduled meeting or appointment to remind him/her. Be sure you have parental approval for activities that take place away from school premises.
- Return your protégé home at the agreed-upon time. If you are unable to or there is a change in plans, always call the parent to let him/her know.

Program Rules:

- No overnight stays.

- Discussions between you and your protégé are considered confidential. Be careful about sensitive personal issues. The protégé’s personal or family life may be difficult to discuss, particularly early in the relationship. Your protégé may be ashamed of poor school performance, family culture and religion, financial problems and so on. It is important not to measure the success of the relationship by the extent of the protégé’s disclosure.
- If you have a concern you feel is beyond your ability to handle, call the mentor coordinator even if it seems trivial. There is no reason to feel helpless or hopeless.

Your Measure of Success:

- Your success is measured by many milestones.

Your protégé may realize for the first time that he/she . . .	Good indications:
<ul style="list-style-type: none"> ○ has potential 	<ul style="list-style-type: none"> ○ setting goals ○ developing new skills ○ aware of time management
<ul style="list-style-type: none"> ○ is confident and self-assured 	<ul style="list-style-type: none"> ○ increased cooperation with parents, teachers and peers ○ behavioral changes
<ul style="list-style-type: none"> ○ values education and the learning process 	<ul style="list-style-type: none"> ○ increase in school attendance ○ improved grades ○ respect for teachers
<ul style="list-style-type: none"> ○ is a capable young person 	<ul style="list-style-type: none"> ○ a willingness to help others ○ ability to see the future ○ ability to plan for college

- Your protégé will reward you through notes, e-mails or simply conversation. He/she may tell you how “great” you are, how you might have helped him/her with a specific problem and so much more. It may be big or small. Whatever the compliment, know that what you are doing has had a significant impact on the future of this child.
- You will work with your protégé to establish mutual respect, friendship, motivation and measurable goals. Please don’t hesitate to ask questions if you find any part of the guidelines unclear or confusing. The mentor coordinator is available to assist you in any way possible.

Your commitment and dedication to your protégé may be the most profound opportunity that you experience. The quality of the relationship you build directly influences the life and future of the child. Please exert every effort to maintain professional standards, improve your mentor skills, and exercise good judgment when engaged in any activity involving your protégé.

Mentoring is not a panacea for all the problems/decisions facing your protégé and his/her family. The essence of mentoring is the sustained human relationship: a one-on-one relationship that shows a child that he/she is valued as a person and is important to society.

YOU ARE A:

POSITIVE ROLE MODEL

FRIEND

COACH

ADVISOR

SELF-ESTEEM BUILDER

CAREER COUNSELOR

ADVOCATE

Evaluations

The CH4K program is an evidence-based mentoring program. Therefore, CH4K will evaluate the success of the mentoring relationship utilizing pre and post program surveys given to mentors, parents and protégés. Throughout the mentoring year, mentors will be monitored and participate in informal conversations about what is working well and what needs improvement. Please be sure to complete these surveys and provide honest and clear feedback.

Benefits and Rewards⁴

Mentoring is often one component of a program that involves other elements, such as tutoring or life skills training and coaching. The supportive, healthy relationships formed between mentors and mentees are both immediate and long-term and contribute to a host of benefits for mentors and mentees.

Benefits for protégés:

- Increased high school graduation rates
- Lower high school dropout rates
- Healthier relationships and lifestyle choices

⁴ <http://youth.gov/youth-topics/mentoring/benefits-mentoring-young-people#sthash.s6n7i3Yo.dpuf>

- Better attitude about school
- Higher college enrollment rates and higher educational aspirations
- Enhanced self-esteem and self-confidence
- Improved behavior, both at home and at school
- Stronger relationships with parents, teachers, and peers
- Improved interpersonal skills
- Decreased likelihood of initiating drug and alcohol use

Benefits for mentors:

- Increased self-esteem
- A sense of accomplishment
- Creation of networks of volunteers
- Insight into childhood, adolescence, and young adulthood
- Increased patience and improved supervisory skills (U.S. Department of Labor, n.d.)

Mentoring can help youth as they go through challenging life transitions, including dealing with stressful changes at home or transitioning to adulthood. Close, healthy, supportive relationships between mentors and mentees that last for a significant portion of time (i.e., more than one year) are central to success. Without this, mentoring programs run the risk of harming young people who are paired with mentors ill-equipped to meet the mentees' needs. Specifically, relationships with mentors that last less than three months; where there is irregular and inconsistent contact; where there is a disconnect between the personalities, interests, and expectations of the mentors and mentees; where mentors are unprepared and lack skills to relate to youth; and where there is no emotional bond between the mentor and mentee have been found to be harmful to youth

Tools & Resources

Tips for Building a Mentoring Relationship⁵

Be there.

When you show up for every meeting with your protégé and strive to make things work out you send your protégé a strong message that you care and that he or she is worth caring about.

Be a friend, not an all-knowing authority.

Be the adult in your protégé's life who is just there without having to fix him or her. Hanging out and talking is surprisingly helpful to a young person's healthy development. Young people learn more conversing with adults than they do just listening to them. In the words of a protégé:

"My parents lecture me all the time. Why would I want my mentor to be the same way? I have the best mentor in the program, but sometimes he tries too hard to be a mentor instead of just being himself. What I mean is that he thinks he always has to share some wisdom or advice, when sometimes I would rather just kick it and joke around."

Of course, when your protégé comes to you for help or advice, it is appropriate to help them develop solutions. It's also okay to check in with them if you suspect that they are struggling with something. They just don't want non-stop advice. So, take the pressure off of yourself and just enjoy your protégé's company.

Be a role model.

The best that you can do is to lead by example. By becoming a mentor, you've already modeled the most important thing a human being can do: caring about another. Here are some other ways you can be a positive role model for your protégé:

- Keep your word: Call when you say you will. Do what you say you will. Be there when you say you will;
- Return phone calls and e-mails promptly;
- Have a positive outlook;
- If your program has group sessions, participate fully;
- If you enter a competitive activity with your protégé, keep it in perspective and by all means do not cheat (or even fudge a little) to help your protégé win, get a better place in line at an event, etc.; and
- Let your protégé see you going out of your way to help others.

⁵ Courtesy of California Governor's Mentoring Partnership and Los Angeles Youth Mentoring Connection.

Help your protégé have a say in your activities.

Some protégés will have a lot of suggestions about what you can do together, but most will need a little guidance on your part. If your protégé doesn't have any preferences, start by giving them a range of choices. "Here are some things we can do. Which ones sound good to you?"

Be ready to help out.

When your protégé lets you know that he or she is struggling with a problem, you can help out by following these tips:

- Be there for your protégé and make it clear that you want to help;
- Be a friend, not an all-knowing authority: Don't fix a problem. Ask questions and help your protégé figure out how to come up with answers;
- Model ways to solve problems. You can also be a role model by describing how you overcame a similar problem in your life. Metaphor is a great teacher;
- Give your protégé a say: Once he or she comes up with a solution, don't try to come up with a better one, but help explore all the possibilities and offer support; and
- Be ready to help out by checking back and seeing how things worked out.

Guidelines for Mentors⁶ Do's and Don'ts

It's not possible to anticipate every situation and the appropriate behavior to apply when one is mentoring. However, here are a few suggestions to use as general guidelines:

Do:

- Get to know your protégé. Try to really understand how things are for him or her now.
- Be positive, patient, dependable, honest and sincere.
- Be consistent, but flexible. Expect changes in plans.
- Encourage, praise and compliment – even the smallest of accomplishments.
- Be an active listener. Use language that's easy to understand.
- Give concrete explanations.
- Be straight, honest and sincere (people pick up on falseness and shallowness).
- Ask for opinions and participation in decision-making.
- Work with your protégé. Share your knowledge rather than giving advice.
- Be enthusiastic – it's contagious.
- Stress the positive.
- Be firm. Have your protégé assume responsibilities and hold him or her accountable.

⁶ Adapted from materials provided by The Mentoring Partnership of New York, *Mentoring In the Faith Community: An Operations Manual for Program Coordinators* and from Virginia Mentoring Partnership

- Help your protégé use mistakes as learning experiences.
- Be fair – they’ll notice if you’re not.
- Help identify your protégé’s talents, strengths and assets.
- Tell your protégé about yourself, especially what you remember from your high school years.
- Help them identify the significance for their own lives of the information you are discussing (e.g., possible future profession, similar experiences, etc.) – tell them how they can use the information.
- Have activities planned in advance.
- Take the initiative. A protégé who fails to call or attend must be pursued and the coordinator notified of the situation so that issues can be resolved and sessions can begin again, if applicable.
- If you’re going to miss a mentoring session, call the coordinator and leave a message for the protégé. It is important to let the protégé know you did not forget about your mentoring session.
- Learn to appreciate your protégé’s cultural and ethnic background. Strive toward cultural reciprocity.
- Be open to what your protégé can teach you or share with you.
- **Honor Your Commitment – This is extremely important! You’ll hear this over and over again!**
- **HAVE FUN!**

Don’t:

- Expect to have instant rapport with your protégé.
- Be lenient in order to be liked – it won’t earn their respect, and they need consistency and structure.
- Lecture, moralize or preach.
- Tell them what to do (instead, you should suggest, invite, encourage).
- Share personal problems unless it is to explain your current disposition (e.g., tired or irritable).
- Make promises you can’t keep.
- Be convinced that what protégés say is always what they mean.
- Pry into the young person’s life. If a protégé pries into your affairs, it is okay to say that some things in your life are private just as they are in his or her life.
- Be afraid to admit that you do not know an answer or that you have made a mistake. Find the correct answer and learn together. It helps the protégé to see that you are learning too.
- Interpret lack of enthusiasm as a personal rejection or reaction to you.
- Be sarcastic or use excessive teasing.
- Refer to youths that reside in public housing as being from “the projects.”
- Lend money.
- Violate confidences, with the single *exception of crisis intervention situations*, in which case you must contact the coordinator privately and immediately.

- Forget your own adolescence. What do you wish an adult had said to you or done for you at that time in your life?
- Attempt to become a surrogate parent to a child

Characteristics of Children & Youth

8- to 10-Year-Olds

General Characteristics

- Interested in people: aware of differences, willing to give more to others, but also expect more.
- Busy, active, full of enthusiasm, may try too much, interested in money and its value.
- Sensitive to criticism, recognize failure, capacity for self-evaluation.
- Capable of prolonged interest.
- Decisive, dependable, reasonable, strong sense of right and wrong.
- Spend a great deal of time in discussion. Often outspoken and critical of adults although still dependent on adult approval.

Physical Characteristics

- Very active: need frequent breaks from tasks to do fun and energetic things.
- Bone growth is not yet complete.
- Some may mature early, may be insecure about their appearance or size.
- Often accident-prone.

Social Characteristics

- Start to develop close ties with friends outside of the family and start to seek independence.
- Very choosy about friends; acceptance by them is important.
- Can be competitive.
- Team games become popular.
- May try to emulate popular sports heroes and TV and movie stars.

Emotional Characteristics

- Very sensitive to praise and recognition; feelings are hurt easily.
- Because friends are so important during this time, there can be conflicts between adults' rules and friends' rules. Mentors can help with honesty and consistency.

Mental Characteristics

- Fairness is very important to them.
- Eager to answer questions and look for a positive response to their ideas.
- Very curious; like to collect things but may jump to other objects of interest after a short time.
- Want more independence but look for guidance and support.

- Reading abilities vary widely.

Developmental Tasks

- Social cooperation.
- Self-evaluation.
- Skill learning.
- Team play.

Suggested Volunteer Strategies

- Recognize allegiance to friends and heroes.
- Help them understand responsibilities in a two-way relationship.
- Acknowledge and praise performance and affirm often.
- Offer enjoyable learning experiences; share ideas about different cultures and fun facts about geography to broaden their sense of the world around them.
- Provide frank answers to questions.

Suggested Activities

- Introduce new games that will broaden their concepts of different cultures.
- Video games.
- Board games.
- Craft projects and drawing; remember to display their work.
- Get to know who and what they are interested in and who they are trying to emulate in pop culture.
- Engage in educational games that allow them to see the fun in learning.

11- to 13-Year-Olds

General Characteristics

- Testing limits, “know-it-all” attitude.
- Identify with an admired adult; may reflect examples of that adult.
- Vulnerable, emotionally insecure, fear of rejection, mood swings.
- Bodies are going through physical changes that affect personal appearance.

Physical Characteristics

- Small-muscle coordination is good.
- Bone growth is not yet complete.
- Are very concerned with their appearance and very self-conscious about growth.
- Diet and sleep habits can be bad or inconsistent, which may result in low energy levels.
- Girls may begin menstruation.

Social Characteristics

- Acceptance by friends becomes quite important.
- Cliques start to develop.
- Team games are popular.
- Crushes on members of the opposite sex are common.
- Friends set the general rule of behavior.
- Feel a real need to conform; may dress and behave alike in order to belong.
- Very concerned about what others say and think of them.
- Have a tendency to manipulate others. (“Mary’s mother said she could go. Why can’t I?”)
- Interested in earning own money.
- Starting to develop ideas of their future.

Emotional Characteristics

- Very sensitive to praise and recognition; feelings are hurt easily.
- Can be hard to balance adults’ rules and friends’ rules.
- Are caught between being a child and being an adult.
- Need praise as an individual to distinguish themselves from the group.
- Loud behavior hides lack of self-confidence.
- Look at the world more objectively, adults subjectively, critical.

Mental Characteristics

- Perfectionists. Don’t know their own limitations; may try to do too much and may feel frustrated and guilty.
- Want more independence, but often still need guidance and support, which they might reject.
- Attention span can be lengthy.
- Are exploring boundaries and discovering consequences of behavior.
- May seek guidance and advice from a trusted friend.

Developmental Tasks

- Social cooperation.
- Self-evaluation.
- Skill learning.
- Team play.

Suggested Volunteer Strategies

- Offer alternative opinions without being insistent.
- Be accepting of different physical states and emotional changes.
- Give frank answers to questions.
- Share aspects of professional life and rewards of achieving in work.
- Do not tease about appearance, clothes, boy/girlfriends, or sexuality. Affirm often.

Suggested Activities

- Trivial Pursuit.
- Help with homework.
- Creative writing; this can get them to express their thoughts and ideas in a very beneficial and positive way.
- Watch educational videos about the changes they might experience in adolescence (peer pressure, physical changes, new responsibility).
- Have discussions with them, and actually listen, letting them know that how they feel is important.
- Read plays with them; broaden their horizons while letting them know that learning can be fun.

14- to 16-Year-Olds

General Characteristics

- Testing limits, “know-it-all” attitude.
- Facing challenges of developing mentally and physically.
- Vulnerable, emotionally insecure, fear of rejection, mood swings.
- Often project competence while lacking full ability.
- Identify with an admired adult, or often reject adults in exchange for friends.

Physical Characteristics

- Very concerned and self-conscious with their appearance and growth.
- Diet and sleep habits can be uneven, which may result in low energy levels.
- May experience rapid weight gain at beginning of adolescence. Enormous appetite.
- Important to learn good personal hygiene and grooming.

Social Characteristics

- Friends set the general rules of behavior.
- Feel a real need to conform. They dress and behave alike in order to “belong.”
- Are very concerned about what others say and think of them.
- Go to extremes; emotional instability with “know-it-all” attitude.
- Fear of ridicule and of being unpopular.
- Often facing the duality in adolescence between childhood and adulthood.
- Girls are usually more interested in boys than vice versa, because of earlier maturing.

Emotional Characteristics

- Are very sensitive to praise and recognition; feelings are easily hurt.
- Are caught between being a child and being an adult.
- Self-confidence is a very important factor in going against peer pressure and concern for success.

- Loud behavior hides their lack of self-confidence.
- Look at the world more objectively, but look at adults subjectively, and may be critical.

Mental Characteristics

- Can better understand moral principles.
- Thought processes are starting to involve more of their own personal voice.
- Attention span can be lengthy.
- Argumentative behavior may be part of “trying out” an opinion.

Developmental Tasks

- Physical maturation.
- Abstract thinking.
- Strong sense of responsibility and consequences.
- Membership in their peer group.
- Developing more defined relationships among their peers.

Suggested Volunteer Strategies

- Give choices and don't be afraid to confront inappropriate behavior.
- Use humor to diffuse testy situations.
- Give positive feedback, and let protégé know affection is for them and not for accomplishments.
- Be available and be yourself with strengths, weaknesses and emotions.
- Be honest and disclose appropriate personal information to build trust.
- Apologize when appropriate.

Suggested Activities

- Shared community service projects such as volunteering to do a canned food drive before the holidays.
- Help with homework, while stressing the importance of homework as a priority.
- Creative writing and development of poetry.
- Discussion: tap into how they view things and let them know that their points of view are important.

Program Contacts & Emergency Information

For the purpose of implementing CH4K Mentoring programs and any emergencies in select cities in the US, please contact the CH4K interim corporate office at:

Email: CH4K@DPLOYIT.com
Phone: 214-295-9259
Fax: 214-550-6123

Address: CH4K Mentoring Program
P. O. Box 659
Addison, TX 75001

Please keep in mind, as CH4K continues to build its national organizational structure, contacts will change as addition resources will be hired and more volunteers will engage.

Forms

CH4K Mentor Application & Screening Checklist

Once a prospective mentor is recruited, the formal application process begins. Prior to acceptance in the program, it is critical that all applicants be properly screened. While we recognize volunteers have the best of intentions, it is our responsibility to ensure maximum protection for the mentoring experience.

Steps in the application/screening process include the following:

- Completed Mentor Application
- Read and sign the Photo/Video Release Form
- Read and sign the Mentor Confidentiality Acknowledgement
- Complete the Mentor Survey
- Read and sign the Criminal Background Check Consent Form

CH4K - MENTOR APPLICATION

5. Within the past 10 years, have you been convicted of any felony or misdemeanor classified as an offense against a person or family, or an offense of public indecency or a violation involving a state/federally controlled substance? Yes No

6. Are you under current indictment or has a district/county attorney accepted an official complaint for any of the offenses in question #5? Yes No

7. If the answer is YES to questions 5 or 6, please explain below:

8. Educational Background (mark one):

- | | |
|------------------------------|------------------------------|
| Some high school | Some college |
| High school graduate | College graduate |
| Technical school | Graduate/professional school |
| Other (please specify) _____ | |

9. Why do you want to become a mentor? _____

10. What days of the week are you available to volunteer? (check all that apply):

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

11. What is the best time for you to volunteer? (check all that apply):

Mornings Afternoons Evenings Weekends

CH4K - MENTOR APPLICATION

12. Please list four references (please include at least one family member, one personal friend and one work reference):

Name _____

Address _____ City _____ State/ZIP _____

Phone number _____ Relationship _____

Name _____

Address _____ City _____ State/ZIP _____

Phone number _____ Relationship _____

Name _____

Address _____ City _____ State/ZIP _____

Phone number _____ Relationship _____

Name _____

Address _____ City _____ State/ZIP _____

Phone number _____ Relationship _____

CH4K - MENTOR APPLICATION

In making this application to be a volunteer, I understand that the Catherine Harper 4 Keepers Mentoring Program routinely performs criminal and driving record checks of all volunteers for the position of mentor for which I am applying. This check may be done on me if I sign below. If I fail to sign, it may be grounds for rejecting me as a mentor.

I certify to the best of my ability that the information provided on this application is true and accurate. I also understand that misinformation knowingly provided here, and on subsequent mentor application forms, is grounds for dismissal.

Signature

Date



Photo Release

Catherine Harper 4 Keepers (CH4K) or various other media may choose to take pictures or videotape participants in CH4K activities. These images may be used for CH4K displays, brochures, newsletters, archives, news releases, publicity, social media and websites.

I hereby grant permission to CH4K to take and reproduce photographs and videotapes for publication, including publication by news sources and other sources for all educational, trade, advertising and other purposes as determined by CH4K.

Print Name

Signature

Date

Address

City

State

Zip



Mentor Confidentiality Acknowledgement

All the information you are told about your student is confidential and sharing that information with others is prohibited. **However, you are required to report certain things.** Do promise a student that you will keep confidential information secret. Tell the student that he/she is free to share confidential information with you but that you are required to report certain things. It is critical, not only for the welfare of the student, but also to protect yourself that you adhere to these exceptions:

1. If a student confides that he or she is the victim of sexual, emotional or physical abuse, you *must* notify **Ralph Harper** immediately.

Note on your calendar when this information was reported and to whom it was given. Remember this information is extremely personal and capable of damaging lives, so *do not* share it with anyone except the appropriate authorities.

2. If a student tells you of his/her involvement in any illegal activity you *must* tell **Ralph Harper (interim)** immediately. Again, note on your calendar when this information was reported and to whom it was given.

Summary

These procedures are designed to protect the students from harm and to prevent even the appearance of impropriety on the part of **CH4K** and its participating mentors, volunteers and students. One accusation could, at the very least, seriously damage the reputation of all those participating and endanger **CH4K**.

Please know that we appreciate your participation in the **CH4K Mentoring Program** and that we appreciate your adherence to these procedures. If you have any questions, please call **CH4K** at 214-295-9259.

I have read, understand and agree to strictly abide by the CH4K Mentor/Volunteer Procedures. I understand that failure to adhere to these procedures may result in my removal from participation in the program.

Signature

Print Name

Date



Mentor Match Survey

Name: _____

Occupation: _____

Employer: _____

Ethnic Background(s): Anglo African American Asian Hispanic Native American
Other _____

Please list your hobbies: _____

Check any of the words below that you think describe your personality.

Quiet Shy Nervous Withdrawn Outgoing Talkative Friendly Insecure
Inquisitive Adventuresome Confident Spiritual Sensitive Happy Moody

Write a sentence about what you were like in junior high:

As you think about mentoring now, are you interested in helping a student in the areas of

Business only

Business and Education only

Business, Education, and Social Skills

CH4K - MENTOR MATCH SURVEY

Why are you interested in being a mentor? _____

What would you like to get out of being a mentor? _____

Do you sincerely feel you are able to make at least a one-year commitment
Please write your initials next to your answer. _____ Yes _____ No

Are you planning to be a mentor until the student graduates?
Please write your initials next to your answer. _____ Yes _____ No

Do you sincerely feel you will be able to meet the *minimum* commitment of spending one to three
hours per month with a student?
Please write your initials next to your answer. _____ Yes _____ No

Identify an important Mentor from your life. _____

Describe your relationship with that person. _____

CH4K - MENTOR MATCH SURVEY

In what specific ways did you grow as a result of the mentoring, both personally and professionally?

What were the gifts you took away from the relationship? _____

In what ways did you challenge your mentor and help them to grow in the process?

What did you understand or appreciate about the relationship that only became apparent after the fact? _____

What was your biggest learning about yourself as a result of that relationship? _____

What facet of that prior mentoring relationship do you want to be sure to carry into this new relationship? _____



BACKGROUND RELEASE AND AUTHORIZATION

In connection with this application for my service at Catherine Harper 4 Keepers (CH4K), I understand that an investigative consumer report will be requested now by CH4K, and in the future as terms of my continued service. This report may include information pertaining to my character, education, work history, credit history, motor vehicle records, and criminal information contained within any government agency, Federal, State, or Local. This information shall include, but not be limited to, verifying any statements made on my application.

I hereby authorize all corporations, companies, credit agencies, educational institutions, persons, law enforcement agencies, military services, and former employers to release information they may have about me to CH4K or its agents, and do forever release them from any liability or responsibility for doing so to the fullest extent allowed by law from any claims arising from the requested information.

I recognize and agree that a copy, facsimile, and electronically signed copies of this document shall be as valid as the original and agree that this release shall be valid for this and any future update reports requested.

According to the Fair Credit Reporting Act, I am entitled to know if my service is denied based on information contained in this report, and to receive, upon written request, a disclosure of the public record information as well as the nature and scope of the investigative report.

CONFIDENTIAL INFORMATION USED FOR BACKGROUND CHECKING PURPOSES ONLY

PRINT FIRST NAME	MIDDLE INITIAL	LAST	SOCIAL SECURITY NUMBER	DATE OF BIRTH
DRIVER'S LICENSE NUMBER	STATE OF ISSUANCE	PHONE	EMAIL	
PRESENT ADDRESS		CITY, STATE, ZIP		COUNTY

Highest Level of Completed Education

NAME OF SCHOOL, CITY, STATE	NAME AT TIME OF GRADUATION	YEAR OF GRADUATION
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Please list any previous addresses you have had in the past 7 years:

STREET ADDRESS, CITY, STATE, ZIP	COUNTY	DATES (FROM / TO)
STREET ADDRESS, CITY, STATE, ZIP	COUNTY	DATES (FROM / TO)
STREET ADDRESS, CITY, STATE, ZIP	COUNTY	DATES (FROM / TO)

Please list any former names (i.e. maiden or otherwise) you have used in the past 7 years (including years used):

[1] FORMER NAME	[2] FORMER NAME	[3] FORMER NAME	[4] FORMER NAME
[1] DATES USED (FROM/TO)	[2] DATES USED (FROM/TO)	[3] DATES USED (FROM/TO)	[4] DATES USED (FROM/TO)

SIGNATURE	DATE
-----------	------