

High School Mentorship Curriculum

Junior Year

Month	Mentor's Meeting Agenda	PCF's Responsibilities
September: What College Means to Me	<ol style="list-style-type: none"> 1. Icebreaker 2. How mentor chose their college, what they like and dislike about it 3. Why is the student interested in college? What does college mean to them? 4. Mentor explains what their education means to them and the hurdles they've faced 5. What do the mentor and student like to do for fun outside of school? <p>Homework/Reflection Questions for Student:</p> <ul style="list-style-type: none"> • What is one thing that will help you get a college education? • What are the most important things you are looking for in a college? 	<ol style="list-style-type: none"> 1. Communicate program goals and plans for first two months to families
October: Overcoming Obstacles	<ol style="list-style-type: none"> 1. Mentor shares a recent college experience that would be educational for student, about facing some sort of obstacle or difficulty (eg: adapting after a tough grade, getting help from professors or other campus resources, maintaining boundaries with a roommate, etc) 2. How does the student envision what college will be like? Are the student's parents supportive of college? 3. Mentor will talk about getting the most out of high school and give advice about not losing sight of the things they really like to do 4. Mentor will talk to student about their grades and responsibilities, to determine how they can best support the student through weekly check-ins (grades and assignments, college search tips, stepping outside of comfort zone to make the most out of high school, etc.) 5. Review student responses to Reflection 	<ol style="list-style-type: none"> 1. Meet with mentors to review progress

	<p>Questions to offer guidance on creating an initial college list</p> <p>Homework for Student:</p> <ul style="list-style-type: none"> Put together an initial college list. The goal here is for students to start to explore colleges on their own before getting more detailed guidance from their mentors, so that it's a student-driven quest rather than a counselor-driven activity. 	
<p>November: The College Search</p>	<ol style="list-style-type: none"> Mentor will review student's progress on the goals they set last month; they will also review the efficacy of the weekly check-ins Mentor will share what they had to overcome in high school in order to get to college Mentor will give the student advice about staying focused on their education Mentor and student will review the initial college list (mentor may encourage the student to expand or refine the list based on how well student has thought each college out, and they will start to create comparison lists for the schools) Mentor will ask more probing questions about what the student wants in a college (size, location, programs, activities, sports, financial aid, travel/commuting, housing, etc) <p>Homework for Student:</p> <ul style="list-style-type: none"> Research remaining unknowns and questions about schools on the list 	<ol style="list-style-type: none"> Communicate program updates and goals for next two months to families
<p>December: Celebrating Progress and Setting Goals</p>	<ol style="list-style-type: none"> Mentor will share their milestones of the semester (what they're proud of accomplishing, challenges they overcame, and what they're looking forward to next semester now that they're registered for new courses) What is the student proud of accomplishing this semester? What goals do they have for the next semester? Mentor will ask student about anything getting in the way of their studies or meeting their new goals for next semester (including staying on track to be ready for college) 	<ol style="list-style-type: none"> Meet with mentors to review progress

	<ol style="list-style-type: none"> 4. Mentor and student will review updated college list, start to prioritize schools in order of preference, and identify remaining questions that need to be researched 5. Mentor will give student an overview of the application process and talk about the importance of each piece of the application (test scores, transcript, activity list, essay, recommendations), as well as explain application strategy regarding Reach, Match, and Safety schools <p>Homework for Student</p> <ul style="list-style-type: none"> • Make an appointment with school counselor to update them on the progress you've made • Determine whether each school on your list is a Reach, Match, or Safety 	
<p>January: Support Networks and Summer Plans</p>	<ol style="list-style-type: none"> 1. Mentor will talk about the support network and community that have helped them to succeed in high school and make it in college 2. Mentor will ask student about relationship-building, community, and the support network that the student has in place 3. Mentor will talk to the student about their summer plans and the importance of volunteering, internships, and extracurricular activities in preparation for college 4. Mentor and student will review the Reach, Match, and Safety schools the student has identified; mentor will talk to students about their grades and about the test prep they will start receiving this month so the student is clear on what test score they need to aim for 5. Mentor will ask student what they know about college interviews, share their experience and common questions that could be asked, and give the student advice about approaching college interviews <p>Homework for Student</p> <ul style="list-style-type: none"> • Identify 3-5 things they could do over the summer to give them valuable experience before college, and that aligns with their interests 	<ol style="list-style-type: none"> 1. Communicate program updates and goals for next two months to families (seek approval from families for a campus visit next month) 2. Begin SAT prep course for students

<p>February:</p> <p>The College Campus (and its Hidden Resources)</p>	<ol style="list-style-type: none"> 1. If approved by family, student will visit the mentor’s college campus and receive a tour of the most important campus features 2. Mentor will point out their favorite things about their campus, as well as things they didn’t know to look for or places they didn’t know to go to before they started college 3. Mentor will ask student what resources and support they think college students would need the most, and then share their own experience around getting support when needed 4. Mentor will check in with student about how school is going, how they’re doing in the SAT prep course, whether they’ve met with their school counselor yet, and what support they still need this semester 5. Mentor and student will discuss job/internship/volunteering opportunities that would be valuable to the student over the summer, and how the student can get started. Mentor will share what they did over the summers in high school. <p>Homework for Student:</p> <ul style="list-style-type: none"> • Determine what supports are available for first-gen, low-income students at each of the schools on their list 	<ol style="list-style-type: none"> 1. Continue SAT prep course for students 2. Meet with mentors to review progress
<p>March:</p> <p>Getting Ready for College Applications</p>	<ol style="list-style-type: none"> 1. Mentor will check in with student about their schoolwork, their progress in the SAT class / taking the SAT, and how they’re doing socially/emotionally/mentally 2. Mentor will share with the student the most important things they learned from their college application experience, and what they wished they’d known before they started 3. Mentor will ask student if they’ve thought about their college essay topic, and the mentor and student will look at the Common App essay prompts together to start brainstorming ideas 4. Mentor will ask student if they’ve thought about who they will ask for recommendations, and brainstorm the best options together 	<ol style="list-style-type: none"> 1. Communicate program updates and goals for next two months to families 2. Finish SAT prep course for students

	<p>5. Mentor will talk to student about college visits and help student develop a list of questions to ask and things to look out for on a college tour; mentor will talk to student about attending the NACAC college fair (virtually or in-person)</p> <p>Homework for Student:</p> <ul style="list-style-type: none"> Decide what/how many college visits are possible and start to make plans about which schools they will visit and when 	
<p>April:</p> <p>Making the Most of College Life</p>	<ol style="list-style-type: none"> Student is invited to meet on college campus to see something that's of interest (sporting event, cultural event, lecture, movie, etc.) Mentor will share with student about the activities, opportunities, and events they didn't know/think about before they started college but that they have really enjoyed Mentor will ask student for updates about their summer plans, and help to adjust student plans as needed Mentor will ask student about their plans for college visits and ask student what specific things they'll be looking for at each school they go to (mentor will also give advice about how to get answers and learn as much as possible about schools where a campus visit is not possible); mentor will ask student some common interview questions to help them practice for potential interviews Mentor will ask student what qualities they think colleges are looking for, and what qualities the student wants to display in their college applications, giving advice on how they can best demonstrate their strengths and history <p>Homework for Student:</p> <ul style="list-style-type: none"> Research and get more information about schools that they can't visit, based on mentor's advice 	<ol style="list-style-type: none"> Begin college essay tutoring Review test scores to determine if students need to retake the SAT in August Meet with mentors to review progress
<p>May:</p>	<ol style="list-style-type: none"> Mentor will share with student any regrets they have from high school, and what they loved 	<ol style="list-style-type: none"> Communicate program

<p>Finishing Strong and Requesting Recommendations</p>	<p>and enjoyed most about their senior year</p> <ol style="list-style-type: none"> 2. Mentor will ask student about the relationships and activities they think are most important to invest in during their senior year, and what support network they will need to rely on when they're in college 3. Mentor will check in with student about their schoolwork and make sure they have a good plan for finishing the school year strong and for starting their summer job/internship 4. Mentor and student will talk through the student's plan for requesting recommendations from teachers/coaches (including writing thank you notes) 5. Mentor and student will look through college list to finalize which colleges the student will apply to and review with their school counselor, determine what the application deadlines are, and check whether each college has any additional or separate application requirements from the Common App <p>Homework for Student:</p> <ul style="list-style-type: none"> • Ask teachers/coaches for recommendations • Create a detailed college application checklist (with deadlines) 	<p>updates and goals for next two months to families</p> <ol style="list-style-type: none"> 2. Continue college essay tutoring
<p>June: Summer Plans and Setting Goals</p>	<ol style="list-style-type: none"> 1. Mentor will check in with student about finishing the school year and about their summer plans 2. Mentor will share with student what they've done over the summers to help gain experience in a field they're interested in, as well as to make and save money 3. Mentor and student will review the college application checklist and make sure student is on track and knows everything they need to do over the summer and fall 4. Mentor will share with student about their experience with college interviews and how to prepare for them, including the kind of questions they will be asked and what schools are looking for 5. Mentor will talk to student about applications for financial aid, including FAFSA and 	<ol style="list-style-type: none"> 1. Meet with mentors to review progress 2. Continue college essay tutoring over summer as needed

	<p style="text-align: center;">scholarship applications</p> <p>Homework for Student:</p> <ul style="list-style-type: none">• Establish a study plan if they need to retake SAT• Search for and identify potential scholarships• Write a list of goals and priorities for making the most of senior year	
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Summer

Month	PCF Check-Ins with Students
June	<ul style="list-style-type: none"> ● What is your study plan for retaking the SAT? ● When are you starting your volunteer work, internship, and/or job? ● What colleges are you visiting over the summer and are you prepared to interview with them? ● How is the college essay coming along?
July	<ul style="list-style-type: none"> ● What scholarships are you going to apply for and have you started those applications? ● How is your volunteer work, internship, and/or job going? ● How is your test prep going for the August SAT? ● Have there been any new developments in your college application list / are you rethinking any options? ● Have you started filling out the Common App? ● Have you shared your college essay with family and others to review it?
August	<ul style="list-style-type: none"> ● How have your college visits and interviews gone so far? ● How is your volunteer work, internship, and/or job going? ● How is your test prep going for the August SAT? ● How far have you progressed on the Common App? ● Can you share your revised essay with us?

Senior Year

Month	Mentor's Meeting Agenda	PCF's Responsibilities
<p>September:</p> <p>Filling out College Apps</p>	<ol style="list-style-type: none"> 1. Mentor will tell student about their summer jobs/internships and what they learned about their field of interest 2. Mentor will ask student about their summer activities and the progress they've made on their college application checklist 3. Mentor will ask student about their extracurricular plans for the year and how they can continue to pursue the interests they explored over the summer 4. Mentor and student will go over Common App together to discuss the Activity List and review what the student has completed so far 5. Mentor and student will review the goals that the student set for their senior year back in June, make changes if needed, and make a plan to achieve those goals <p>Homework for Student:</p> <ul style="list-style-type: none"> ● Fill out whatever parts of the Common App they haven't completed yet ● Meet with school counselor 	<ol style="list-style-type: none"> 1. Communicate program updates and goals for next two months to families
<p>October:</p> <p>The FAFSA and Submitting Applications</p>	<ol style="list-style-type: none"> 1. Mentor will check in with student about how their classes are going and whether or not they finished filling out the Common App 2. Mentor will share with student about financial aid options for college including Pell grants and subsidized student loans, and explain the importance of the FAFSA 3. Mentor will tell student what they wish they'd known about paying for college when they were still applying 4. Mentor and student will look at the FAFSA together and make sure the student knows where to find all the information they need to fill it out, and who to ask about any questions they have 5. Mentor and student will review Common App 	<ol style="list-style-type: none"> 1. Meet with mentors to review progress

	<p>and all application materials to go over any last questions, edits, or concerns before student submits them</p> <p>Homework for Student:</p> <ul style="list-style-type: none"> • Submit college applications • Start filling out the FAFSA 	
<p>November:</p> <p>Getting Ready for College Courses</p>	<ol style="list-style-type: none"> 1. Mentor will check in with students about the status of their FAFSA and college apps, and address any questions or problems keeping those from getting turned in 2. Mentor will share with student what they experienced in their first year when they transitioned from high school to college academics; mentors will identify what they consider to be the key differences between high school and college classes 3. Mentor will give advice about how students can change practices now to help them do better in college classes (getting more comfortable asking teachers for help, paying closer attention to grade breakdowns and syllabi, keeping deadlines and tasks in a digital calendar, organizing their documents and files into Google Drive folders) 4. Mentors will ask students what their biggest strengths and weaknesses are academically (what types of assignments they tend to do better on, how they manage their time, how well they pay attention in class, how thorough their notes are, etc) and point out how to use those benefits and address those drawbacks in a college setting 5. Mentor and student will pick two or three study skills to strengthen over the rest of senior year and make a plan to do it <p>Homework for Student:</p> <ul style="list-style-type: none"> • Finish submitting college applications and FAFSA 	<ol style="list-style-type: none"> 1. Communicate program updates and goals for next two months to families
<p>December:</p> <p>Senioritis and</p>	<ol style="list-style-type: none"> 1. Mentor will check in with student to make sure the FAFSA and Common App have been submitted and that students are on track to 	<ol style="list-style-type: none"> 1. Meet with mentors to review

<p>How Much These Grades Matter</p>	<p>finish the semester strong</p> <ol style="list-style-type: none"> 2. Mentor will tell student what they are proud of accomplishing this semester, what obstacles they have overcome, and what their goals are for next semester 3. Mentor will ask student to reflect on the fall and their goals for senior year: Has the student achieved their goals so far? What is the student proud of? What goals do they still need to pursue in their final semester of high school? 4. Mentor will share with student the importance of staying engaged in schoolwork and extracurriculars even after submitting their college applications, and will check in with students about the study skills goals they set last month 5. Mentor will ask student to identify the relationships and support network that they want to continue to build and rely on in college <p>Homework for Student:</p> <ul style="list-style-type: none"> • Write an updated list of goals and priorities for final semester of college, including relationships to build and invest in 	<p>progress</p>
<p>January: Weighing the Options and Choosing a College</p>	<ol style="list-style-type: none"> 1. Mentor will check in with student about the study skills they decided to prioritize last semester, and to review the student's updated goals for this semester 2. Mentor will tell student about how they decided what college to choose and give student advice on how to approach their decision 3. Mentor will help student update school preference rankings if needed 4. Mentor will talk student through the steps that follow once they choose a college and the timeline of when each step happens (paying a deposit, securing housing/finding a roommate, sending final transcripts, completing important paperwork regarding immunizations and health insurance, registering for classes, and attending 	<ol style="list-style-type: none"> 1. Communicate program updates and goals for next two months to families

	<p>orientation)</p> <p>5. Mentor will ask student to think about their plans for the summer leading up to orientation and starting college; will the student do the same thing or a similar thing to what they did last summer? Do they want to try something different?</p> <p>Homework for Student:</p> <ul style="list-style-type: none"> Identify 3-5 opportunities that student could do over the summer that align with their interests 	
<p>February: Paying for College</p>	<ol style="list-style-type: none"> Mentor will check in with student about the study skills they've been working on, their schoolwork, and the status of their college applications Mentor will talk to student about the different costs of college (tuition, room and board, fees, textbooks, and student health insurance if needed), as well as the different kinds of financial aid available (loans, grants, scholarships from the university and from other organizations, work-study, etc) Mentor will ask student what their plan to pay for college is so far, answer any questions the student has, and determine what financial aid information the student will need from each school in order to make their final decision Mentor will remind student that the FAFSA they filled out in the fall is a yearly application; the student will need to complete it again next fall for the following school year, and the earlier it is submitted the better Mentor and student will review the summer opportunities that the student identified and decide on next steps to make those jobs and/or internships happen <p>Homework for Student:</p> <ul style="list-style-type: none"> Make a plan to connect (if you haven't yet) with all of the people on your list of relationships to invest in this semester; how are you going to make the most of your time with friends, family, and mentors before 	<ol style="list-style-type: none"> Meet with mentors to review progress

	<p>graduation? What are those relationships going to look like once you start college?</p>	
<p>March: Getting to Know Your Program</p>	<ol style="list-style-type: none"> 1. Mentor will check in with student about the study skills they're working on, their schoolwork, and the status of their applications 2. Mentor will share with student how they came to decide on their major, and if they changed their major after they started college (if they did, explain if/how that put them behind schedule and what they had to do to make the change); mentor will outline generally how college credits, general education courses, and courses towards their major work (what qualifies as a full vs part time course load, when you get to start taking classes for your major, whether you can fit in a minor or a double major, etc) 3. Mentor and student will look at the program(s) the student is interested in at their schools (or the program the student will start in the fall if the student has already chosen a school) to understand the course sequence, general education requirements, and graduation requirements; mentor will help student look for answers to any questions they have 4. Mentor and student will look at the school website(s) for the academic supports that are available to students in different classes (writing centers, quantitative learning centers, supplemental instruction classes, tutoring, etc) 5. Mentor and student will look at extracurricular opportunities and student organizations at the school(s) the student is still considering, and identify several that the student might be interested in; mentor will explain the importance of campus activities fairs and trying new things <p>Homework for Student:</p> <ul style="list-style-type: none"> • Make final college decision and pay deposit (if they haven't yet) 	<ol style="list-style-type: none"> 1. Communicate program updates and goals for next two months to families

<p>April:</p> <p>Organization and How College is Different</p>	<ol style="list-style-type: none"> 1. Mentor will check in with student about the study skills they've been practicing, their schoolwork, and whether they are meeting their goals and priorities that they set for the semester 2. Mentor will share with the student what they learned from their first semester of college, and what they wish they'd known or done differently; mentor will explain how their first semester impacted the choices they made later and how they manage the demands of college now 3. Mentor will ask student what they have learned in high school about managing classes and responsibilities, and how they've grown as a student since middle and elementary school; mentor will ask student what they are proudest of in their growth as a student, and what they are most looking forward to about becoming a college student 4. Mentor will ask student how they plan to keep organized in college based on what they've learned this year and in high school overall; mentor and student will develop a rough time management plan and discuss the apps and organizational systems that the student will use 5. Mentor will ask student about their progress toward making plans for the summer and getting the jobs and/or internships the student previously identified; mentor will check in with student about next steps with their chosen college <p>Homework for Student:</p> <ul style="list-style-type: none"> ● Follow up with next steps for summer jobs and college 	<ol style="list-style-type: none"> 1. Meet with mentors to review progress
<p>May:</p> <p>Support Networks and Relationship Building</p>	<ol style="list-style-type: none"> 1. Mentor will focus on how student is preparing for upcoming exams and make certain grades are where they need to be for college. 2. Mentor will ask if there is anyone in the school that they would like to thank for being so supportive; mentor will highlight the importance of maintaining existing support 	<ol style="list-style-type: none"> 1. Communicate program updates and goals for next two months to families

	<p>networks and developing new ones at college (building relationships with professors and advisors, connecting with classmates, joining clubs and organizations, etc)</p> <ol style="list-style-type: none"> 3. Mentor will share the difficulties they encountered freshman year and how they overcame them; mentor will explain how the support networks they had helped them overcome obstacles, or what supports they wish they had in place to help them at the beginning 4. Mentor will review the College Success program and how it helps students to graduate college in four years and be career ready. 5. Mentor will help student to visualize what college will look like and the steps students should take to assure they have a successful first semester. <p>Homework for Student:</p> <ul style="list-style-type: none"> • Write thank you notes to all of the teachers/coaches/other adults who mentored you in high school and helped you get to where you are now; you might also want to ask for advice for college, update them on where you're going and what you're going to study, etc. 	
<p>June: Taking Inventory</p>	<ol style="list-style-type: none"> 1. Mentor will celebrate the end of two years of working with student. 2. Mentor will check to make sure final grades are where they need to be. 3. Mentor will tell the student why they are confident that the student can succeed in college and graduate in four years and be career ready. 4. Mentor will offer the student five points based on what was observed over the last two years that student needs to adhere to succeed in college 5. Mentor will review the College Success program again and encourage them to start that program. 6. Mentor will review what they can anticipate 	<ol style="list-style-type: none"> 1. Meet with mentors to review progress

	taking place during the first semester and remind student of the resources on campus to help students through those patches.	
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