



Student Mentorship and Partnerships Mentoring Framework

Student Mentorship and Partnerships
Division of Access and Opportunity

Table of Contents

Introduction

Mission and Vision

Guiding Principles

Desired Outcomes

Alignment to DCSD's Strategic Plan

Target Population, Recruitment, Matching Process

Program Model

Training & Orientation

Program Activities

Monitoring & Support

Evaluation & Feedback

Sustainability and Recognition

Introduction

Mentoring is a structured, intentional, and sustained relationship in which mentors (trained educators, community/corporate partners, volunteers over the age of twenty-one) support DeKalb County School District (DCSD) students (mentees) in achieving personal, academic, and social-emotional growth.

DCSD's mentoring framework is a structured system that provides a roadmap for successful mentoring relationships and programs by:

- defining the roles and responsibilities of mentors and mentees
- facilitating the selection and matching process
- providing a structure for related activities and evaluation

SMP Mission & Vision

Mission: To foster the academic, social, and emotional growth of students in our community by creating meaningful connections to cultivate resilient leaders for tomorrow.

Vision: To be a nurturing community where every student thrives academically, socially, and emotionally, emerging as confident, compassionate leaders prepared to shape a better tomorrow.

Guiding Principles

- **Access and Opportunity First** – provide direct resources to close opportunity gaps for underserved student populations
- **Positive Relationships** – cultivate relationships based on trust, consistent engagement, and culturally responsive interactions
- **Holistic Approach** – focus on academic, socio-emotional learning (SEL), and leadership skills
- **Evidence-Based Practices** – engage with strategies and approaches that have been proven effective in creating and sustaining meaningful, impactful mentorships
- **Data-Driven Accountability** – monitor program effectiveness by tracking student behavior, attendance, and grades (Securing the B.A.G.), as well as post-secondary enrollment (The 4 E's – enrollment, enlistment, employment, and entrepreneurship)
- **Continuous Improvement** – conduct a quarterly review of program implementation and outcomes

Desired Outcomes

- Improve engagement, behavior, attendance, and academic performance (Securing the B.A.G.)
- Increase self-efficacy, self-awareness, and self-regulation
- Facilitate awareness and transitions towards post-secondary options (4 E's)
- Reduce access and opportunity gaps, especially among marginalized groups



Alignment with DCSD's Strategic Plan

Goal 1: Student Academic Success, Equity & Access	Mentoring directly supports equitable access, engagement, and proficiency.
Goal 2: Family & Community Engagement	Involves parents, community partners, FACE Advocates
Goal 3: Talent Development	Mentor training enriches staff capacity.
Goal 4: Culture & Climate	Restorative mentoring enhances positive climate.
Goal 5: Mental Health & Wellness	SEL-informed mentoring supports student wellness
Goal 6: Organizational Excellence	Quality control via internal audit ensures compliance and efficiency

Target Audience, Recruitment, and Selection

- SMP partners with organizations that support DCSD's mission to remove systemic barriers and help students gain the confidence, clarity, and skills needed for college, careers, and lifelong citizenship.
- DCSD's mentoring recruitment plan uses multiple strategies to attract high-quality mentors, with clear, publicly accessible eligibility criteria and a transparent process.
- SMP recruits mentors and programs aligned with DCSD's mission and student needs, using inclusive methods that reflect community diversity and ensure all participants feel welcome and valued.

PROGRAM MODELS

DCSD uses a tiered mentoring model that aligns resources and activities with measurable goals. Programs are selected based on needs assessments and district priorities.

Mentoring can be delivered in-person or virtually. Recommended ratios are 1:1 for intensive support and up to 1:6 for targeted group programs.

Type	Description	Example
Tier 1: Universal	Grade or schoolwide peer or teacher mentoring	Leader in Me
Tier 2: Targeted	Identified emerging groups by academics, behavior, or access and opportunity flags	My Brother's Keeper (MBK), My Sister's Keeper (MSK), Beyond School Walls
Tier 3: Intensive	Individual mentoring with weekly check-ins and SMART goal tracking	Communities in Schools, FACE Advocates, Level Up

Training and Orientation

- Mentors must complete multi-hour training before working with mentees, with ongoing training provided that equips mentors with knowledge, builds their confidence, and foster collaboration with staff.
- Partnering mentoring organizations must show proof of robust mentor training programs prior to MOU execution.
- Training should:
 - be accessible, multimodal (verbal, print, visuals, activities), and inclusive of all learning styles and disabilities.
 - include role plays and scenarios to help mentors practice and apply new skills.
 - include an assessment of mentor knowledge and skills to gauge their effectiveness.
 - be evaluated for potential areas of improvement by soliciting feedback from participating mentors.

Training

- Pre-Match Training (in person or hybrid lasting a minimum of two hours) features topics such as:
 - Program requirements, rules, participation expectations, and expected outcomes
 - Program values, beliefs, and ethical principles
 - Student orientation, safety, red flags, and mandatory reporting obligations
- On-Going Training features topics such as:
 - Mentor roles, activities and experiences students will engage in
 - Hallmarks of Strong Mentor–Mentee Relationships
 - How mentors can positively engage with families
 - How to foster inclusiveness
 - Active listening, expressing empathy
 - Growing social capital and advocacy
 - Supporting student goal setting
 - Crucial conversations regarding behavioral change and/or societal issues

Program Activities

Mentoring activity toolkits are provided by the SMP office and include SEL-aligned lesson guides.

Category	Examples
Academic Support	Homework help, tutoring, study skills, progress monitoring
SEL Development	Goal setting, identity building, reflection journals, mindfulness, restorative practices
Career/College Exposure	Guest speakers, resume assistance, college/campus visits
Wellness	Mental health support, prevention and education, strengthen social wellness, physical fitness, stress management
Life Skills	Financial literacy, interpersonal skills, career and employability skills, advocacy, civic/community engagement

Monitoring & Support

- Programs must provide regular check-ins and support for mentors to reduce risk and enhance impact. SMP uses this data to assess relationship quality twice a year.
 - Quick, documented, monthly check-ins (emails, texts, social media communication, written logs, brief interactions) are conducted to offer support as needed
 - Quick check-in topic examples:
 - Are program expectations being met?
 - Celebrate milestones
 - Monitoring for risk management concerns
 - Are you having any challenges?
 - Gathering data relevant to program reporting and evaluation efforts
 - Quarterly, in-depth support meetings throughout the program cycle
 - A standardized protocol is in place for in-depth support meetings to ensure consistent information is gathered and appropriate support is provided.

Evaluation & Feedback

- SMP has a formal evaluation plan to track fidelity, mentor relationship quality, outcomes, cost, and return on investment.
- Examples of data collection instruments include:
 - Mentoring Session Logs
 - Pre/Post SEL Surveys
 - Behavior, Attendance, Grades (Securing the Bag)
 - Mentor/Mentee Feedback Forms
 - Family Engagement Logs
- The evaluation plan ensures summary findings are shared with stakeholders and provides timely opportunities for participants to reflect on and support continuous improvement.

Sustainability & Recognition

Resource development and financial management

- SMP adheres to DCSD policies and practices regarding annual program budgeting and formal accounting systems.
- The resource development plan details how operating funds will be sourced and maintained over time.

Marketing and Communication

- SMP has a communication and marketing plan that educates and engages the community and participants about mentoring and partnership opportunities.
- Communication materials accurately portray the demographic of the served community.

Information Management

- SMP has written policy and procedures for storing and managing participant information and records.
- A formal MOU process is in place partnering with corporate/community mentoring program.
- Milestones are celebrated publicly (graduations, student showcases).