

Refugee Student List and General Mentor Coordinator Process:

Dobie, International, Northeast, and Webb Only

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AISD Refugee Student Priority List

Student Referrals: AISD's Refugee Support Team provides a list of high priority refugee students to connect with mentors.

- APIE will share the list of priority refugee students with you.
- Please ask students on this list if they are interested in mentoring. We will connect them with a UT mentor who can help them with English language practice and/or social, emotional, and academic support. We may connect two students with the same mentor if they share the same native language.
- If possible, please review the student interest form and mentee agreement with them.

Mentor Information:

1. APIE will decide which UT mentor will be placed with students based on their availability, gender, and language skills if applicable. We will also consider mentor's information about their skills, interests, experience supporting youth, background, languages, availability, etc.
2. APIE will introduce the mentor to you by email and we'll schedule the first mentor session.
3. You will need to introduce the student(s) to their new mentor at the first mentor session. Please show them where they can meet for mentoring each week.

Parent Consent: Request signed parent consent before students meet with their mentor. APIE can contact parents if you share the parent's name, email, and phone number. Two options to request consent:

- APIE can contact parents through AISD's Language Line to explain the mentoring program and request verbal consent. We'll send the electronic consent form for parents to sign on their phone or computer. APIE will receive the signed form and forward it to you.
- Print the consent form and send it home with the student to have signed. Suggestions to have returned promptly:
 - Students set a reminder on their phone to ask parents to sign after school.
 - Contact parents to notify them about the form to sign after school.

Scheduling and Introductions:

- Determine the best day/time for students to meet with mentors each week. (lunch/advisory)
- Determine the location of weekly mentor sessions (library, courtyard, counseling office).
- Create a pass for the student to use each week or notify teachers to allow the student to leave class early to meet with their mentor.
- Introduce students and mentors during the first meeting. Show them the areas they can meet and provide any additional important information.

Mentee Check-in: Check in with students at least once a month to ensure mentoring is going well for them.

Schedule Changes and Ongoing Communication: Update mentors and students when sessions must be rescheduled or canceled. Mentors may reach out to you with questions or concerns about students.

General Mentor Coordination

Mentor Information:

4. I will notify you once a mentor is available and share their profile. The mentor profile is information about their skills, interests, experience supporting youth, background, languages, availability, etc.
5. After reviewing the mentor profile, if you'd like to connect a student with this mentor, I'll send an introduction email.
6. You and the mentor will communicate to review which student they will mentor and when the first mentor session will occur.
7. Please update APIE with the student's name and ID and when the first session is scheduled. I will share an online spreadsheet with mentor and student info that we can both update throughout the year.

Student Referrals: Find students who could benefit from mentorship and are interested in participation. Each campus can determine the most effective way to do this. For example:

- Share the student referral form with staff.
- Ask students directly if they are interested in mentoring. Interested students need to complete the Student Interest Form and sign the Mentee Agreement Form.
- Tell parents about this mentoring opportunity. If a parent wants their child to have a mentor, meet with the student to ensure they are interested.

Parent Consent: Request signed parent consent before students meet with their mentor. APIE can contact parents if you share the student's information in advance.

- Send parents the electronic consent form to sign on their phone or computer. APIE will receive a notification and forward the signed form to you.
- Print the consent form and send it home with the student to have signed. Suggestions to have returned promptly:
 - Students set a reminder on their phone to ask parents to sign after school.
 - Contact parents to notify them about the form to sign after school.

Scheduling and Introductions:

- Determine the best day/time for students to meet with mentors each week. (i.e.lunch/advisory)
- Determine the location of weekly mentor sessions (i.e.library, courtyard, counseling office, etc).
- Create a pass for the student to use each week or notify teachers to allow the student to leave class early to meet with their mentor.
- Schedule the first meeting with the mentor and update the student. Please include APIE in the calendar invite.
- Introduce students and mentors during the first meeting. Show them the areas they can meet and provide any additional important information.

Mentee Check-in: Check in with students at least once a month to ensure mentoring is going well for them.

Schedule Changes and Ongoing Communication: Update mentors and students when sessions must be rescheduled or canceled. Mentors may reach out to you with questions or concerns about students.

Questions: APIE Mentor Program manager: Wen Nguyen, wnguyen@austinpartners.org, 512-640-9095