

MENTORING AT WORK

MENTORING THAT WORKS



ASPIRA Association • National Office • 1444 I Street NW, Suite 800 • Washington, DC 20005
202/835-3600 • 202/835-3613 Facsimile • www.aspira.org

What is ASPIRA?

The ASPIRA Association, Inc. is a national non-profit organization which, since 1961, has served and advocated on behalf of Puerto Rican and other Latino youth. With major programmatic efforts in leadership development and education, ASPIRA also conducts research informs policymakers on issues critical to Latinos.¹ Its offices are located in six states, Puerto Rico, and the District of Columbia. ASPIRA is the oldest and largest Hispanic youth organization in the country. Its central mission is advancing the development of the Latino Community. To fulfill that mission, it provides over 17,000 youth annually with the emotional, intellectual, and practical resources they need to remain in school and contribute to their community. It also advocates with the community for equitable access to quality education.

¹ Throughout this document, we use Latino and Hispanic interchangeably. This is in consideration of the fact that many people prefer one or the other of these terms.

MENTORING AT WORK

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A Guide for Mentors of the
ASPIRA Public Policy Leadership Program

Written by
Jennifer Barr
Mirka Negroni
Arcadio Torres

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Introduction

This manual was designed to guide you, our mentor, through the necessary steps to make the mentoring experience valuable not only to the intern but also to yourself. Section 1 discusses mentors, mentees² and the mentoring relationship. Section 2 provides you with additional tools to help you better prepare for the mentoring experience. Section 3 examines strategies to facilitate that mentoring relationship. Section 4 addresses mentoring specifically to Puerto Rican and Latino youth.

Through mentoring we are providing Latino youth with much needed exposure to a variety of career and professional options and giving them the tools to learn how to be leaders. Ultimately, our goal is to motivate them to come back and use what they've learned for the benefit of the community.

In addition to the Public Policy Leadership Program, ASPIRA national programs include the National Health Careers Program and the Hispanic Community Mobilization for Drop Out Prevention. Mentoring relationships are an integral part of both.

We recognize that mentoring is an important piece of working with young people. However, the variety of needs that young people have requires more than access to and interaction with role models and mentors. The progress of poor minority urban youths requires a comprehensive set of services which addresses their needs to be motivated, to feel good about themselves, to acquire personal and intellectual skills, and to work for a goal larger than themselves.

So, throughout the program you should feel free, and are actually encouraged, to keep an open line of communication with the ASPIRA staff. We will continue to promote "holistic" approaches to youth development, including mentoring which is a key component.

Although the manual is geared towards the mentors in the ASPIRA Public Policy Leadership Program, we hope that others will find this document useful as they set out to mentor today's leaders for the world of tomorrow.

² Within this manual, we use the words mentee and intern interchangeably. For the purpose of the our program, the students are involved as interns at your office as well as participating in a mentee type relationship.

“I am a long-time enthusiastic supporter of the ASPIRA Public Policy Program, and was delighted that the Labor Department was one of the work sites selected by the program. The program gives Hispanic youths an added advantage in becoming part of the growing cadre of leaders in our communities.” – John Florez, Deputy Assistant Secretary of Labor for Employment and Training, and now Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans, National Mentor, 1990.

“The opportunity given to me by the ASPIRA National Internship has changed my options and set new priorities. The skills I recently acquired will help in our community's struggle for educational advancement. The mentors have given me insight and new ideas.” – Saulo Santiago, National Intern, 1991.

Section 1: Mentors, Mentees, and Mentoring

WHAT IS A MENTOR?

Origin and historical definition: In Greek mythology, Mentor was the name given to Athena (the goddess of wisdom) when she disguised herself as an old man in order to advise and counsel Odysseus' son Telemachus while Odysseus was away at the Trojan Wars.

Hence: a person usually older or more experienced who nurtures and guides, challenges and inspires a younger or less experienced individual.

A mentor is a “talented and able person who takes the time and trouble to work with others in a comprehensive and constructive way.” He or she is someone with perceived talent, status and competence who invests effort in another individual -- a junior associate, colleague, student, or friend who wishes to play the role of mentee.³

In Spanish there is a saying, “*Quien no tiene padrino/madrina no se bautiza.*” A figurative translation of this saying would suggest that we all need guidance and help from others who have “been there” before us and have achieved goals similar to ours. Almost every one of us can look back on our lives and remember someone who took the time to offer us some words of advice or allowed us to learn from his or her experience in other aspects. Some mentoring relationships are on-going and last many years, while others are for a specified period of time and serve a particular purpose.

The mentor can fulfill many roles: model, sponsor, advisor, teacher, and counselor. Good mentors will at one time or another serve in many if not all of these roles, while at the same time refraining from taking the place of other positive adult models in the youth's life. A mentor, by encompassing any number of these roles, can stimulate more positive growth in his or her mentee than any individual who is acting within only one of them. Youth with mentors have an advantage over those who have no mentor at all, and are more likely to “get ahead” in life. Let's take a closer look at what a mentor can do as he or she takes on each particular role:

³ Gordon K. Klopff, Dean of Center for Leadership Development, Bank Street College of Education and Joan S. Harrison, Associate Dean of Studies, Sarah Lawrence College.

Mentors serve as **models**, that is, people who exhibit certain qualities that are admired and imitated by a mentee. For our Puerto Rican and Latino youth, having access to a role model is critical; your existence validates the possibility that they can “make it”. Encouraging your mentee to shadow your activities during the course of her or his internship is invaluable, providing this young person the opportunity to learn from you and your work.

Mentors can be **sponsors**. A mentor in this role works as a “gate opener,” or as they say in Puerto Rico, a “pala”. As such, mentors help their mentees gain access to people and places that would otherwise be beyond the mentee's reach. Opening doors is an integral part of many cultures. This process increases the mentee's awareness of the importance of networking.

Mentors can also serve as **advisors**, conveying to youth the wisdom they have gained through their own practical experience. The stakes are too high to allow each generation of youth the indulgence of making the same mistakes over again. Your experiences and knowledge are infinitely valuable to your mentee. Sharing the story of your successes, along with the obstacles you had to overcome and the failures you endured, may be the most important gift you have to offer. In this role you have the unique opportunity to help a young person see that it is possible to achieve what you have achieved.

Mentors can take on the role of **teachers** by passing on to their mentees concrete skills that they have learned. Mentors can teach their mentee ways of approaching a problem and the appropriate questions to ask to get the information one needs. Skills that are broad and easily transferable to a number of different situations will be of the greatest significance, while knowledge specific to the mentor's area of expertise is also valuable. Overall, teaching is fundamental to the mentoring relationship.

Mentors as **counselors** is one of the most difficult roles to take on. As a counselor, mentors encourage the mentee to gain insight into their own behavior. The important factor here is to ensure that the relationship with the mentee is enabling and empowering. The mentee ought to feel that he or she has learned something about him or herself that will be of help in the future.

Here it is important to note that the APPLP program is structured so that both mentors and mentees have another mentor in the person of the Leadership Facilitator. Mentors and mentees are encouraged to maintain a relationship with the Facilitator, who will serve as a mentor in all the ways we have described above and will also “trouble-shoot” during the program's duration.

Either the mentor or the mentee can initiate the mentoring relationship. In the case of formalized programs, the program becomes the catalyst that both encourages and nurtures the mentoring relationship. This relationship may progress and strengthen for a number of years, or it may terminate within a scheduled time period or upon the accomplishment of a particular objective. Mentoring relationships, like other kinds of interpersonal dealings, vary in terms of intensity, duration, and purpose. And, while there are more than likely to be some surprises occurring during the relationship, experts in the field have determined that mentoring relationships pass through a number of phases or stages. In projects such as ASPIRA's Public Policy Leadership Program, the phases in a mentoring relationship are defined by specified time limits. However, nothing precludes the mentor/mentee from continuing the relationship beyond the allotted time.

“Through the years ASPIRA has helped many students go through high school and college successfully. Now I feel that the doors have been opened for me, so it's my turn to take advantage of the great opportunities ASPIRA has to offer. The internship has given us unforgettable experiences that help us build our self esteem, leadership skills, and sense of independence and responsibility.” – Cynthia Calderón, National Intern, 1990.

“I would like to thank you for providing my office with the opportunity to participate in your most worthwhile program.” –Treasurer of the U.S., The Honorable Catalina Villalpando, National Mentor, 1991.

Section 2: You and the ASPIRA Public Policy Leadership Program

The ASPIRA Public Policy Leadership Program works with Puerto Rican and Latino youth in ASPIRA Associate Offices throughout the country by helping young people learn about the process of public policy formulation and developing leadership skills that will facilitate their entry into the public policy arena at the local, regional, and national levels.

The ASPIRA Public Policy Leadership Program is coordinated at the national level and is designed as a comprehensive program that includes leadership orientation, community service experience, and national internships. Participants are high school juniors and seniors who benefit from the program during after-school hours. The community service experience and the national internships provide opportunities for Puerto Rican and Latino youth to associate with and learn from role models who are responsibly and effectively working in positions of leadership within their own communities. These components of the ASPIRA Public Policy Leadership Program allow students to obtain hands-on, practical experience in the development of public policy. The students also engage in a community service project that provides them with the opportunity to begin to contribute to their community.

Leadership Seminars: During the initial training, youth receive instruction from ASPIRA staff and volunteers in policy development. Students define public policy and study policy-making structures, explore and become more acquainted with their community, its history, current leadership, and the issues affecting it, and participate in activities designed to provide direct leadership experience. Learning activities include six basic content modules that reinforce personal and social skills as well as skills in research, critical thinking, problem identification and solution, and language arts. Local leaders and policy makers participate in group meetings and discussions. This program component lasts fifteen weeks during the fall semester.

Community Service Internships: During the second program component, students are involved in community leadership activities by observing, working, and interacting with local role models who hold public policy leadership positions. Internship sites include state legislatures, city councils, city and state boards and commissions, government offices, chambers of commerce, educational institutions, and advocacy centers. The interns observe their volunteer mentors in their daily activities, participate in meetings, and perform specific tasks that reinforce the content learned in the Leadership Seminars. The internships last eight weeks during the

spring semester, and serve to enhance the community service project conducted at each site.

National Internships: The final component of the program involves full time, paid internships in Washington, D.C. Outstanding program participants work closely with volunteer national policy makers in the research and development of issue papers, and explore areas for increased community involvement and participation. They also attend meetings, seminars, and training sessions on policy issues and organizational functioning. Internship sites include congressional and other governmental offices, nonprofit organizations, businesses, and the media.

The four-to-six week internship is designed to challenge the youth's intellect and to promote an exchange of knowledge and ideas while integrating the leadership skills learned in previous components. It also provides an opportunity for students from all the sites to come together and learn about activities at the other ASPIRA offices.

Each program component is self-contained to give participants a sense of accomplishment. After completion of the program, and as youth leaders, participants are expected to identify a public policy issue that affects their community and to become active in a group or institution working on this issue. Participants are also expected to become associated with the ASPIRA Club structure.

Over seven hundred students have been served through the ASPIRA Public Policy Leadership Program. These students have learned about public policy structures and processes at the local, state and national levels, and explored means of citizen participation in the development of public policy. By becoming a mentor in the ASPIRA Public Policy Leadership Program, you join more than three hundred volunteers who have become involved with the program as mentors, speakers, and workshop facilitators.

The program benefits the Puerto Rican and Latino community and the nation in vital ways. Your role in the ASPIRA Public Policy Leadership Program reaches well beyond your relationship with your particular mentee and impacts on an ever-widening circle of Puerto Ricans and Latinos, as that mentee goes on to share the information and knowledge he or she has gained with others. Through the program, you can further enhance our capacity to develop a strong group of young leaders, capable not only of speaking out on behalf of the Puerto Rican and Latino community, but also of creating opportunities for further Puerto Rican and Latino participation in all levels of our society. We are also providing these youth with much needed exposure to a variety of career and professional options, thus motivating them to achieve higher levels of education.

“I think it helped us to see Latinos in positions of power and to see that changes are being made. I think that seeing all these people who have made it helps each one of us push harder toward our goals so that eventually we will also succeed.” – Tamara Rivera, National Intern, 1991.

“Tamara (National Intern) has been an inspiration to the entire OFCCP management team. Her energy, enthusiasm, talent and thirst for constant improvement set an example for all of us. It was a joy and a privilege to have her with us. No doubt she will be among the future leaders.” – Cari Domínguez, Assistant Secretary for the Office of Federal Contracts Compliance Program (OFCCP), US Department of Labor, National Mentor, 1991.

Section 3: Approach to Mentoring

At this point, you may have some concerns about the responsibilities and tasks associated with being a mentor. You may, in fact, be wondering whether this is something you have the time to do. Relax; this whole process is probably less complicated than you think. You have probably been mentoring for years and have never been aware of it. As happens frequently, when old ideas become new ideas and processes that have been working become formalized, the activity becomes mystified in its new cycle, in which the older generation passes on information to the younger generation, while at the same time learning something from those who are being instructed.

MENTORING AT THE COMMUNITY INTERNSHIP LEVEL

ASPIRA interns have spent a number of weeks in Leadership Seminars studying various policy issues and policy-making structures of particular concern to Puerto Ricans and other Hispanics in the United States. In addition to learning about important issues, which affect their community, they have worked at refining their research and writing skills. It would be beneficial both to the student and to you if he or she could be involved in any research activities such as developing bibliographies, looking for statistical data, reviewing newspapers, and other tasks that are important to your office's functioning. Interns can also be helpful by aiding in the development of oral and written presentations.

MENTORING AT THE NATIONAL INTERNSHIP LEVEL

Students in ASPIRA's national internship program will assume greater job responsibility as they are now totally immersed in the work environment. These students will continue to exercise the leadership skills that they have been taught in the initial stages of the program and, in addition, participate more actively in the exchange of knowledge and ideas. Significant interaction between mentor and mentee is encouraged. The mentee will be responsible for writing a paper on a topic relating to the internship experience. He or she should have access to any materials needed to undertake this project, as it is an integral part of the internship.

There are, however, a number of strategies that can help facilitate the establishment of any mentoring relationship and which will ensure that the relationship is an enriching experience for all parties involved.

MENTORING STRATEGIES

By now you have probably had your initial meeting with the ASPIRA program facilitator in order to learn more about the goals, objectives, and structure of the program, and to explore your willingness to participate as a mentor. You may also have discussed possible internship activities. Now is a good time to remind you of what activities are sought and to give you some previous examples of program participation.

The first step is to meet with the intern and facilitator to discuss each individual's expectations of the internship. Once the student has been appointed to a particular assignment, you will receive a Memorandum of Understanding specifying student responsibilities and activities. We would appreciate a written response. Like any other member of your office, the intern should be briefed on office policy with regard to dress code, protocol, time flexibility, sick leave, and holidays. The intern will be expected to fully adhere to these policies. ASPIRA staff will meet with you and the intern throughout the internship experience to monitor its development and to assist in the solution of any problems that may arise.

PLANNING ACTIVITIES

It is always helpful to have at least some of the intern's duties and experiences settled two weeks before the internship. (See Appendix 1 for a sample and copy of the PRELIMINARY SCHEDULE OF INTERNSHIP ACTIVITIES.) If possible, a workspace for the intern should be assigned. This will add legitimacy to the intern's experience and limit the disruptions caused by constant desk shuffling. You will probably find it useful to devote your first several sessions with the intern to a general orientation. For example:

- Explain your job and how the office works.
- Discuss the organizational structure and your interactions with other units within the structure.
- Address the role your organization plays in policy-making, as it will be of particular interest to our interns.
- Talk about your organization's communications and activities with the public.
- Finally, be sure to introduce the intern to others in the office who can be of assistance. If you will not always be available, it may be necessary to appoint a liaison between yourself and the intern so that he or she has a supervisor in your absence.

WORK ASSIGNMENTS

Provide as many varied work assignments as possible, thus giving the intern a better idea of the kind of undertakings your organization works with and exposing the intern to several occupational areas. Some mentors use an "in basket" assignment for a portion of the internship, in which the intern monitors incoming mail and drafts responses for selected correspondence. This activity is most useful when used as a starting point for discussion.

Interns should participate in tasks that are relevant to the goals and purposes of the ASPIRA Public Policy Leadership Program, i.e. enhancing leadership skills and knowledge of public policy is-

sues. The tasks that the intern undertakes should rarely be routine or busywork; although it is important for him or her to understand that much un-glamorous activity is a necessary part of administration. **The majority of projects or tasks should generally be of mutual interest, some significance to the office, and capable of being completed within the duration of the internship.**

It is generally helpful for you and the intern to develop a work schedule including probable deadlines for projects or project stages, and time to be spent in the office. However, the schedule should be flexible enough for the intern to take advantage of new developments.

SCHEDULING

Scheduling a regular time to meet with the intern will enhance both his or her experience and yours. This will provide a time to answer questions and doubts and to help the intern reflect upon the activities in which he or she is participating. These sessions are most useful when you, the mentor, assist your mentee to generalize experiences and develop an analytical approach to understanding human and organizational behavior.

SHADOWING

We hope you will be able to allow your intern to “shadow” you as you go through your day, observing you in the performance of your daily activities and discussing these with you as you proceed. The intern should be able to accompany you to decision-making and policy-determination meetings. Time should be made available beforehand to discuss your strategy and other background information about the meeting, and a time for de-briefing should be provided after the meeting. The intern should also attend special events with you that you feel would allow him or her to learn more about the diverse and dynamic life of a policy maker.

As you can see, a certain amount of observation should be expected of the intern, particularly regarding exposure to decision-making and policy-determination. You may want to consider taking the intern to meetings, luncheons or dinners. (Remember that ASPIRA must be notified and must approve of all extracurricular activities occurring beyond the usual working hours while a student is participating at the national level.)

FINAL WORDS

Interns may approach their work with greater inquisitiveness than would be expected of regular staff. Their concern with the implications and broader meaning of the office’s activities is part of the internship experience. We hope that you will be able to satisfy as much of this curiosity as is appropriate.

Flexibility is probably the key word in this entire experience: flexibility in your schedule, flexibility in your attitude, and flexibility on the part of the intern.

The APPLP Facilitator is available to discuss progress, problems, and experiences of the internship. Meet with the Facilitator on a regular basis and include the intern in some of these meetings to further discuss the benefits of the internship.

You are providing a unique and valuable experience to our students. We hope that, in turn, our interns will provide you with a different point of view and a fresh outlook on your work. Mentoring benefits not only the mentee but also the mentor. It is an opportunity to pay one's debts because, although we rarely get to mentor those who mentored us, we can mentor others. Most importantly, it gives us a chance to ensure that the work the Puerto Rican and other Latino communities have done for its own socioeconomic advancement will continue.

“The ASPIRA Public Policy Leadership Program is a vehicle for exposing participants to a variety of individuals and activities, as well as for promoting increased representation of Hispanics in national government institutions.” – William González, Staff Director, US Commission on Civil Rights, National Mentor, 1990 & 1991.

“In Florida, all students who participate in the ASPIRA Public Policy Leadership Program remain in school and go on to graduate from high school; the overwhelming majority go on to college.” – William Ramos, Director, ASPIRA of Florida, Inc.

Section 4: Mentoring Puerto Rican and Other Latino Youth

One of the most controversial issues encompassing mentor programs is mentor/mentee matching and inter-ethnicity. There is disagreement among those who believe that similarities in cultural background enhance the possibility for establishing a model relationship and those who assert that race and gender characteristics usually do not affect the success of mentoring relationships. Although disagreement exists regarding this issue, one thing is certain, recognizing and understanding ethnic and cultural differences will be beneficial to the mentor in helping to establish a successful relationship.

MENTEES AND DIVERSITY IN THE WORKPLACE

It is essential that mentors recognize and accept that racial/cultural/socioeconomic diversity is not a disadvantage or limitation: the intern is actually contributing his or her view of the world from a diverse perspective, and therefore may bring new approaches to tasks and issues. Recognize and accept the diversity of values, attitudes, and behaviors.

Remember that, although you may be aware of ethnic distinctions, there are many other non-racial factors that should be considered when entering into the mentoring relationship. Other cultural diversities may be attributed to religion, socioeconomic background, educational background of parents, and age differences. All these factors need to be taken into account in order to develop a successful relationship with your mentee. Remember, however, that all cultures have some behaviors that may be inappropriate in the context of the workplace. Support the positive behaviors and explain the inappropriateness of other behaviors. As mentors you are trying to create some understanding in the mentee of what will be necessary to operate successfully in the professional world.

Your ability to serve as a bridge between the worlds of school and work should not be underestimated. You are in a unique position to begin the school-to-work transition that some researchers agree is key to a student's success in the workplace. By spending time with you and working in your office, the student can begin to see the applications of skills learned in the classroom to their future work.

DEMOGRAPHICS, LANGUAGE AND RACE

Knowing the demographics of the Latino community is also important in establishing a relationship with the youth. Latinos are currently the second largest minority group in the United States.

Unlike other minority groups in the country, Latinos are not linked by nationality or race, but rather by linguistic heritage. Puerto Ricans, for example, can be of European, African, and, occasionally, indigenous descent. Cubans can be of European, African or Asian descent. Mexican Americans tend to be of European and indigenous descent. Other Hispanics share this multiplicity of racial backgrounds.

Among Latinos, nationality and race are determining factors. "Latino" is in many ways a construct of the immigration and migration of Spanish-speaking people to the United States. That is, when asked, Latinos are more likely to identify themselves with their country or their parents' country of origin than they are to identify themselves as Latinos.⁴

Race tends to correlate with socioeconomic status. Latino groups that have significant black and indigenous ancestry parallel those groups on socioeconomic indicators, while Latino groups that have more white ancestry compare more closely with white Americans.

Language is a unifier across Latin American national boundaries, but is less so among US Latinos. Even though the United States has one of the largest Spanish-speaking populations in the world, many third and fourth generation Latinos are unable to read or write Spanish.

In the United States, the Latino community is represented by migrants and immigrants from every Latin American country. Four groups, however, constitute the majority of Latinos in the US. Throughout the West the vast majority of Latinos are Mexican American. Starting with Pennsylvania, the population trend changes to Puerto Ricans, who are the majority on the East Coast. Cubans, the third largest group, are largely concentrated in Florida. Most recently, Central American and Dominican communities have settled in large cities such as Chicago, Houston, Los Angeles, New York, and Washington DC.

The grouping of all of these nationalities under the common rubric "Hispanic" has unfortunately resulted in a number of misconceptions and generalizations about this community. Many non-Latinos may not know that Puerto Ricans have been United States citizens since the early 1900s and that many Mexican Americans have lived in the Southwest for hundreds of years before the area became a part of the United States. Many believe that Tex-Mex cuisine, which developed out of a combination of Mexican cooking and foods of the Southwest, is what all Latinos eat. In reality, Latino cuisine is as diverse as Latinos themselves.

The best way that all mentors, Latinos and non-Latinos alike, can ensure that the relationship is successful is to be themselves. Respect your mentee, but do not over-identify with him or her. Remember that even if you are both Puerto Ricans who grew up in South Bronx, the South Bronx has changed over the years.

YOUTH IN THE 1990s AND BEYOND

All youth, but particularly low-income Latino youth, live in a world we could not have imaged ten years ago. In their world, AIDS is a fact of life and crack cocaine throws much of what we know about treating addictions out of the window. Therefore, remember that listening and showing concern and interest in your mentee may be the best thing you can give him or her.

⁴ Comes from [Pass It On](#), a manual for Big Brothers of America.

Finally, flexibility, honesty, and communication are key. Asking about uncertainties is the best way to clear doubts and to ensure that the mentoring relationship runs smoothly. No two students are alike and there is no substitute for frank conversation. Recognize that we have more similarities than differences but do not be afraid of the differences. Look for the teachable moments when you can talk about differences in an honest way – but do not allow those differences to be used to justify negative behaviors. If you feel that there are repeated miscommunications, feel free to talk these over with the Facilitator as he or she will be more than willing to assist you and your mentee.

Conclusion

The ASPIRA Public Policy Leadership Program is interested in building and shaping today's youth leaders into tomorrow's local, state, national and international leaders. We provide an opportunity for young Latinos and Latinas to come together and learn about each other, as well as other cultures and races. They can then begin to see how public policy affects their everyday lives and how in turn, they can mold public policy that is attentive to the needs of the Latino community and the nation at-large. We hope that through their mentoring experience, our youth will be able to change some of the pervasive negative stereotypes that abound about Latinos.

The stakes are high. We are honored that you have chosen to join us in these activities and hope that through your contact with ASPIRANTES, you will learn some of the reasons why we are committed to our work. To be with an ASPIRA student is to know that Latino youth can and will succeed and that they have much to offer by way of knowledge and experience.

Appendix 1

ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM

Preliminary Schedule of Internship Activities

SAMPLE

- Week 1:** General introduction to the office and office policy, including discussion of organizational structure. (Remember to tell Anne in personnel to arrange for identification for the intern, if needed.)
- Week 2:** Introduce the student to Claudia and Jaime. Discuss the project with the intern. Tour of the office. Be sure to indicate other people who might serve as resources.
- Week 3:** Have intern work on project. Attend district meeting with the intern. (Tell Jaime to be sure to brief the intern prior to the meeting.)
- Week 4:** Discuss the district meeting. Have the intern continue project work.

Appendix 2

ASPIRA PUBLIC POLICY LEADERSHIP PROGRAM

Preliminary Schedule of Internship Activities
(To be completed by Mentor)

Week 1:

Week 2:

Week 3:

Week 4:

Week 5:

Week 6:

Week 7:

Week 8:

Appendix 3

RESOURCES

Mentoring

Flaxman, Erwins; Ascher, Carol, and Charles Harrington. Youth Mentoring: Programs and Practices. New York, NY: ERIC Clearinghouse on Urban Education (1988).

Hispanic Students

Nine-Curt, Carmen J. Characteristics of Hispanic Students and their Learning Styles. Adiestramiento para el Personal de Programas Especiales, Washington DC Office of Education (1987).

----. "Attitudes of Hispanic Youth in School", Hispanic Culture Awareness. Washington DC: Meridian House International (1984).

Mentoring Latinos/as

"A Special Report on Mentoring." Project Literacy US (PLUS) in partnership with the ASPIRA Association, Inc. Washington DC: ASPIRA Association, Inc. (1990).*

Petrovich, Janice. "La que no tiene madrina no se bautiza." Keynote speech delivered November 11, 1989 at the National Conference of Puerto Rican women.*

Torres, Arcadio. "Padrinos/Madrinas: La experiencia de ASPIRA." Workshop presentation delivered October 26, 1990 at the Puerto Rican Congress of New Jersey Annual Convention.*

Videos

"Mentoring Hispanic Youth." One of four short segments of "Diversity in Mentoring." National Media Outreach Center, 1990.**

"Milestones in Mentoring." Series of three video programs: "Dealing with Diversity," "Making It Work," and "Troubled Families." National Media Outreach Center, 1990.**

* Copies available from ASPIRA Association, Inc., Washington DC.

** Available from Project Plus, Pittsburgh, PA.

The ASPIRA Association, Inc.

ASPIRA of Connecticut, Inc.

1600 State Street
Bridgeport, CT 06605
203/336-5762

ASPIRA of Florida, Inc.

3650 North Miami Avenue
Miami, FL 33137
305/576-1512

ASPIRA, Inc., of Illinois

2435 North Western Avenue
Chicago, IL 60647
773/252-0970

ASPIRA, Inc., of New Jersey

390 Broad Street
Newark, NJ 07104
973/484-7554
973/484-0184 FAX

ASPIRA of New York, Inc.

470 7th Avenue, 3rd Floor
New York, NY 10018
212/564-6880

ASPIRA of Pennsylvania, Inc.

4322 North 5th Street
Philadelphia, PA 19140
215/455-1300

ASPIRA of Puerto Rico, Inc.

Apartado 29132
Estación 65 de Infantería
Río Piedras, PR 00929
787/768-1985

Your Mentee is:

Name

Telephone Number

Your Leadership Facilitator is:

Name

Telephone Number