Mentor-Cadet Agreement

The Wyoming Cowboy ChalleNGe Academy Mentor and Cadet, who sign below, agree to support each other in the following agreement.

Beginning Date ___________________ Completion Date ___________________

I, ___________________ and I, ___________________ agree to:
    Cadet (Printed Name)               Mentor (Printed Name)

♦ Commit to spend 14 months in consistent contact with each other.

♦ Agree to have four contacts together each month, face-to-face, by phone, e-mail, or letter. During the Post-Residential Phase, two of the four contacts must be face-to-face unless a long distance relationship prevails.

♦ Work together in development and completion of Cadet’s Life Plan (PRAP).

♦ Notify each other in advance if it is impossible to keep an appointment.

♦ Do our best to get to know, trust, respect, and communicate with each other.

♦ Contact the ChalleNGe Post-Residential staff if the match has to end early for any reason.

♦ At the end of our 14 month contract, consent to an exit interview with the Post-Residential staff.

Special Goals:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Cadet Signature ___________________ Mentor Signature ___________________
Mentor Interview Questionnaire

Today's Date: ____ / ____ / ____

Potential Mentor's Name: __________________________

Cadet's Name: __________________________

1. As the potential mentor, what are your plans for keeping this cadet on a positive path in order to insure success? ____________________________________________
   ____________________________________________
   ____________________________________________

2. What are your expectations in this relationship for both you and your cadet? ____________________________________________
   ____________________________________________
   ____________________________________________

3. How would you rate yourself (on a scale of 1 to 10...10 being great self-control) on your ability to deal with stress? _____ How would your peers rate you? _____

4. Are there any plans of relocating within the next 12 months? _____ If so, for what reason are you relocating? ____________________________________________

5. What is your prior work experience with youth? ____________________________________________
   ____________________________________________
   ____________________________________________

6. Should the program need to contact you for any reason, when would you prefer to be called and at what number can you be reached? ____________________________________________

7. Are there any questions or comments you would like to express? ____________________________________________
   ____________________________________________
   ____________________________________________
Mentor Eligibility Requirements

- Be 21 years of age or older
- Be a resident of Wyoming, or citizen of the United States, or legal resident
- Reside within a reasonable distance of the Cadet
- Be same gender as the Cadet
- Not immediate family & not living in the same household as the Cadet

"I have reviewed the eligibility requirements for mentoring and verify that I meet the requirements."

Mentor Signature: ___________________________ Date: _____ / _____ / _____

1) Best telephone number to contact: ( ) _______ - __________
2) Best day and time to contact: ______________________________
3) Please provide your E-Mail address: ______________________________
4) In the event we cannot reach you, please provide the name & phone number of someone who would be able to reach you to relay a message:
   Name: _______________________________ Tele. #: ( ) _______ - __________

Interviewer Comments

Applicant's initial impression:

Please rate the following and provide supporting comments:

Positive demeanor  1  2  3  4  5
Ability to answer questions  1  2  3  4  5
Enthusiasm/interest in helping youth  1  2  3  4  5
Does the applicant understand his/her role as a mentor?  □ Yes  □ No
Approved for a match (date scheduled)?  □ Yes  □ No  If no, why? ______________________

__________________________
Signature of Interviewer
Residential Phase Visits

- A mentor is only allowed to visit on weekdays and weekends 0800-1900 and be no longer than 2-4 hours depending on activities.
- Mentors will come to Room 115 RPM Office immediately upon arrival at Building 505 Camp Guernsey.
- The daily schedule will not be interrupted due to a mentor visit. Therefore, the available times will change depending on cadet availability.
- A mentor can visit his or her cadet a maximum of four times per month during the Residential Phase. All screening of the mentor must be completed prior to the first mentor visit.
- Mentors must contact the RPM staff at least 36 hours in advance to schedule the visit. Staff are only available Monday-Friday 0800-1700.
- RPM Coordinator Gross 307-836-7503
- Alpha RPM Case manager Harold 307-836-7524
- Bravo RPM Case manager Ducheneaux 307-836-7517
- Mentors who show up for a visit that has not been previously scheduled and approved will not be allowed to visit the cadet. Verification will be made with the Mentor Visit Google document.
- Mentors will remove any firearms you may keep in your vehicle as having any weapons will prevent you from passing through the security gate, even if you have a concealed carry permit.
- Mentors and any passengers in your vehicle will need a valid current ID to be admitted onto camp. Security staff also check for a current vehicle registration and auto insurance form so please note you may need to show these documents as well.
- Mentor can only visit if he or she is matched with the cadet.
- If matched by week 13, a mentor can take his or her cadet off Camp Guernsey for a mentor visit. There needs to be a written plan for the visit submitted to the RPM staff 36 hours before the requested visit. The plan needs to account for meals, activities, and etc. The off camp visit will not be longer than two hours. Approval will be given by the RPM Coordinator, Director, and Deputy. One of the three designees will sign the printed paper with the offsite agenda and put into the mentor file. If traveling in vehicle, valid driver’s license and insurance needs to give to RPM staff.
- Mentors are not allowed to bring any food or drink for the cadet, unless approved in the agenda. The cadet will be allowed dessert and soda in the DFAC if the mentor is visiting during a meal. Mentors can bring items from the WCCA packing list.
- Family members of the cadet will not be allowed to visit the cadet during the mentor visit.
- A mentor can bring his or her spouse and/or children to the visit, if approved by the RPM staff.
- Cadets will not have access to weapons or participate in any illegal or immoral activities.
- At the programs discretion, cadets will be searched and UA’d upon return to WCCA.
- During mentor training/visits cadets will not, use OTC medication, illegal drugs, tobacco products, alcoholic beverages, use any electronical device (cell phone, iPad, laptops, etc.), travel in vehicle, be given case, or visit camp store.
Monthly Mentor Report

Mentor’s Name: ___________________________ Phone Number: (_____) ______________________

Mentor’s E-Mail Address: ___________________________ Best time to call: ______________________

Mentee’s Name: ___________________________ Phone Number: (_____) ______________________

Mentee’s Mailing Address: ___________________________

__________________________________  ___________
City State Zip Code
☐ Check box if there are changes above

Date of Mentor Contact Type of Contact

<table>
<thead>
<tr>
<th>Date</th>
<th>Phone</th>
<th>Face-to-Face</th>
<th>Other</th>
<th>Specify (Where &amp; How)</th>
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<tbody>
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<td><strong>/</strong>/____</td>
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Review Action Plan/P-RAP - During one of the face-to-face meetings each month with your graduate, please review the P-RAP. Is your mentee on track? Have plans changed? Please indicate changes and answer the questions in the Remarks section on back.

Post-Residential Placement Activity

Please check at least one box in each of the four categories that best describes what your mentee has been doing during the current month not what he/she plans to be doing three months from now. Check all that apply.

Employment

___ Full-Time Job  ___ Part-Time Job  ___ Seeking Employment  ___ Self-Employed
Position: ___________________________ Start Date: ___________ Hourly Wage: _____
Position: ___________________________ Start Date: ___________ Hourly Wage: _____
Employer’s Name ___________________________ Address ___________________________
Supervisor’s Name ___________________________ Phone Number ___________________________
Verified by: ___________________________

Education

___ Vo Tech  ___ College  ___ Job Corps  ___ Adult Ed  ___ High School
Date of Enrollment: ___________ Name of Program: ___________________________ Full Time ___ Part Time___
Notes: ___________________________

Military Service

___ Active Military  ___ National Guard  ___ Reserves  Branch ___________
Enlistment date: ___________ Recruiter’s Name: ___________________________ Recruiter’s Number: ___________________________
Other (please explain in remarks)

___ Moved Out of State  ___ On the Job Training  ___ Law Violations
___ Caregiver  ___ Volunteer  ___ Disabled/Hospitalized
___ Incarcerated  ___ Other ____________

REMARKS

Are there specific changes in the P-RAP?

________________________________________________________________________

________________________________________________________________________

What is the cadet’s expected outcome as a result of the changes?

________________________________________________________________________

________________________________________________________________________

Why did the cadet make these changes?

________________________________________________________________________

________________________________________________________________________

What is the mentor’s position and rationale regarding these changes?

________________________________________________________________________

________________________________________________________________________

Staff Contact - If you think your mentee could benefit from a contact from our staff this month (for a word of encouragement or to light a fire!), please indicate here: YES _____ Staff Name ____________

Mentor’s Signature __________________________ Date ___ / ___ / ____

INSTRUCTIONS FOR COMPLETING MONTHLY REPORT

• Timely Reports - We need your monthly report on time. We report to National Guard Bureau each month, and our report reflects your report. Please help us out! We must have your report by the end of each month to meet our reporting deadline.
• Changes - Please note any change/addition in your address under the Remarks section.

You may obtain a Monthly Mentor Report from our website at www.rgycp.org/state/wy
It can be returned by e-mail to the APM Department.


Send Reports to:
MAIL
Wyoming Cowboy ChalleNGe Academy
Attn: APM Department
P.O. Box 697
Guernsey, WY 82214

FAX
(307) 836-7525

RPM Department E-MAIL
Mrs. Harold, Sandra.harold@wyo.gov  Mr. Holloway, paul.holloway@wyo.gov
Mrs. Smith, theresa.smith@wyo.gov

Wyoming Cowboy ChalleNGe Academy
Latest Revision: February 7, 2019
Employment Verification Form

Cadet/Graduate Name

Employer's/Business Name

Physical Address

Mailing Address

City __________________________ State _______ ZIP __________

Point of Contact (Name)

Primary Telephone Number

Alternate Telephone Number

Hours Worked Per Week __________ Wage $ __________ /Hour/Week/Month

Work Status □ Full-Time □ Part-Time

□ Permanent □ Temporary

Date of Hire: ______________________

Starting Date: ______________________

Employer Signature: ____________________________________________

Title: __________________________________________________________

Date: __________________________________________________________

Please confirm if the WCCA graduate secured employment with your business or company. We track this young person’s employment & placement for 12 months after returning home from our program. Please return this completed form by faxing, mailing, or telephoning us the information. Your assistance in providing this information is appreciated.

P.O. Box 697, Guernsey, Wyoming 82214-0697
(307) 836-7503
FAX (307-836-7525
Wyoming Cowboy Challenge Academy
Recruiting/Placement/Mentoring Department

Here's How to Get in Contact with Us

Kayla Gross
RPM Coordinator
Office: (307) 836-7503
Cell: (307) 331-0815
E-Mail: kayla.gross@wyo.gov

Sandra Harold
RPM Assistant
Office: (307) 836-7524
Cell: (307) 331-7457
E-Mail: sandra.harold@wyo.gov

Susan Ducheneaux
RPM Assistant
Office: (307) 836-7517
Cell: (307) 331-3904
E-Mail: susan.ducheneaux1@wyo.gov

Website: http://www.wycowboychallenge.org
Like us on Facebook!
MENTOR BASIC TRAINING

Stages of a Relationship
Staff, mentors, and mentees need to be aware of the various stages that a mentoring relationship may go through. This understanding can help everyone to have more realistic expectations and be less likely to quit when problems arise. It is especially helpful for people to understand normal issues in any relationship and that many problems can be resolved.

Following are the five stages and brief descriptions:

1. **Forming.** In this first stage, there is a high degree of anxiety and uncertainty. It’s a get-acquainted time.

2. **Norming.** The mentor and mentee search for common ground, share experiences, and builds trust.

3. **Storming.** Relationship setbacks and failures become “teachable moments.”

4. **Performing.** Trust deepens and a comfort level in the relationship is reached.

5. **Mourning (morning).** This is the end of the formal mentoring commitment and the beginning of a more informal mentoring relationship and friendship.

The stages listed are not necessarily sequential. Sometimes an earlier stage that has been completed may be repeated. For example, after the Performing Stage, the Storming Stage might occur again or for the first time. This might mean emphasis needs to be placed on the Norming Stage or the Forming Stage.

The first three months of the mentoring relationship are important and need a lot of attention. Successful early stages of the relationship—Forming and Norming—are crucial to the long-term effectiveness of the match and the achievement of ChalleNGe goals.

Another critical time in the mentoring relationship is the first three months after graduation. This can become another Forming Stage. Storming is common during this period as well.
Post-Residential Action Plan

(P-RAP)

What is the Post-Residential Action Plan; also know as the P-RAP? Why is it so important????

WHAT:

The P-RAP is a living document that each ChalleNGe cadet develops, starting with arrival at Camp Guernsey and continuing long after program graduation. Cadets evaluate and make changes as they grow as individuals and gain a deeper understanding of themselves.

All staff members participate in helping these young people find direction in their lives while helping them set goals for success. Cadets establish personal goals in areas including housing, education, career, military and healthy living. They also determine the various steps that must be taken to achieve their goals.

WHY:

The P-RAP is a written document that encompasses the whole purpose of the ChalleNGe Academy. It helps your mentee identify the necessary changes to reach their full potential. It also gives tremendous insight to the mentors on what their mentees may be facing and how they can make the most of their mentoring relationship.

The P-RAP is crucial to the continued success of graduates from the Wyoming Cowboy ChalleNGe Academy. It is a reminder of their achievements and goals they set while in residence. It also helps them remain aware of possible barriers they may have to overcome after leaving Camp Guernsey. These plans provide written reference points for mentees to follow.

What is the Mentor’s Role?

Mentors are key players in their mentees’ lives. Each mentor should be familiar with his/her mentee’s P-RAP and will receive a copy of the final plan which has to be completed prior to finishing the residential program. As a mentor, it’s important to give prudent advice and guidance while holding cadets accountable to making and keeping realistic, obtainable goals. Remember, the P-RAP can evolve as needed, if conditions change and require an alternative. They are the decision makers and you can be instrumental in helping your mentee when this occurs. Being a non-judgmental, caring adult that a youth can trust is one of life’s greatest rewards.
Mentor Basic Training

Basic Needs of Youth
According to Larry Brendtro, an expert on youth at risk, young people have four basic needs, in addition to physical needs. They are:

Belonging. The need to be accepted and loved by others, rather than be alienated from them. Youth seek to gain the acceptance, attention, and affection of others.

Mastery. The need to be good at something, rather than stay caught in a cycle of failure. Youth seek to master their environment and achieve their goals.

Independence. The need to gain control of one’s destiny, rather than be at the mercy of others. Youth seek to control their world and gain the respect of others.

Generosity. The need to give to others, rather than to be always receiving. Youth need to be needed in the lives of others, to contribute to someone else’s life and to be worth something to that person or culture.

Beneath all four needs lies the search for meaning. Youth strive to meet their basic needs because they want their lives to have meaning and importance. The drive to meet these needs becomes even more urgent when environment is unsafe or inadequate.

Acting Out/Dropping Out
When the four basic needs of youth are unmet, certain behaviors result. Some youth act out in negative ways. Some turn negative feelings inward becoming passive and failing to act on opportunities. As basic needs are met, youth will resort less and less to negative behaviors in seeking to get their needs met.

<table>
<thead>
<tr>
<th>BELONGING</th>
<th>ACTING OUT</th>
<th>DROPPING OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Join gangs</td>
<td>Unattached</td>
<td>Rejected</td>
</tr>
<tr>
<td>Crave affection</td>
<td>Guarded</td>
<td>Loneliness</td>
</tr>
<tr>
<td>Crave acceptance</td>
<td>Lonely</td>
<td>Aloof</td>
</tr>
<tr>
<td>Promiscuous</td>
<td>Isolated</td>
<td></td>
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<tr>
<td>Overly dependent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open to cults</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MASTERY</th>
<th>Arrogant</th>
<th>Failure oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk taker</td>
<td></td>
<td>Risk avoider</td>
</tr>
<tr>
<td>Cheater</td>
<td></td>
<td>Fearful</td>
</tr>
<tr>
<td>Delinquent</td>
<td></td>
<td>Unmotivated</td>
</tr>
<tr>
<td>Overachiever</td>
<td></td>
<td>Gives up easily</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDEPENDENCE</th>
<th>Bully others</th>
<th>Submissive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Misuse sex</td>
<td>Feel inferior</td>
</tr>
<tr>
<td></td>
<td>Manipulative</td>
<td>Helpless</td>
</tr>
<tr>
<td></td>
<td>Rebellious</td>
<td>Irresponsible</td>
</tr>
<tr>
<td></td>
<td>Reckless/Macho</td>
<td>Lack confidence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENEROSITY</th>
<th>Martyr attitude</th>
<th>Anti-social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-dependent</td>
<td></td>
<td>Narcissist</td>
</tr>
<tr>
<td>Over involved</td>
<td></td>
<td>Disloyal</td>
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<tr>
<td>Servitude</td>
<td></td>
<td>Hardened</td>
</tr>
<tr>
<td>Bondage</td>
<td></td>
<td>Exploitative</td>
</tr>
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</table>
Keys to Mentoring Success

1. Commitment. Youth-at-risk feel like failures and often resist forming deep relationships. Often this is because the adults in their lives have disappointed them repeatedly. They may try to undermine the relationship with you. They may test you to see if you are truly committed. Sometimes they will reject you as a protective device, thinking, “I’ll reject them before they can reject me”. Their experience with adults may have been hurtful rejection.

Remember: View you commitment as a long-term investment, a commitment not linked to the youth’s responses.

2. Invest Time. Mentoring is a slow process. It does not try to get a lot done in small bursts or a short amount of time. Like all healthy relationships, mentoring involves frequent contact and long-term commitments from both mentor and mentee.

3. Build Trust. Trust builds slowly over time. Don’t over extend yourself. Don’t pressure the youth. Once information is shared with you, be careful how you use it.

Generally, anything you are told in confidence, you keep in confidence. Exceptions are when there is a crime planned or committed or when a youth plans or commits destructive acts on him/herself or others. The mentees should have been trained about this.

Don’t make promises you can’t keep. Do what you say you will do. This is especially important in relationships with young people. Failing to follow through is a quick way to destroy trust, which is hard to regain.

4. Accept the Youth. Actions speak louder than words. It is important that the youth understands that what he or she does will not cause you to reject him or her. Be prepared for the youth to test you on this.

Mentors should offer unconditional support that is not based on performance. That does not mean you approve of behavior or agree with decisions. Try to separate the person from the behavior.

5. Be Accountable. The other side of unconditional acceptance and trust is accountability. Effective mentoring relationships are marked by mutual accountability in areas of personal growth.

Model this accountability before you ask it of your youth. Are you faithfully following the standards for contacts and reporting? Do you do what you say you will do?
6. Let Them Talk. We learned something very surprising when we conducted a lengthy assessment of ChalleNGe. We wanted to learn the mentees’ favorite activity with mentors. Their favorite reported activity was to “just talk” with their mentor.

Overwhelmingly, they chose the word “friend” over “coach” or “teacher” to describe their relationship with their mentors. Youth at this age (16 to 18 years old) did not prefer recreation or instruction.

7. Create Shared Experiences. It can be challenging to have a relationship with someone who has little in common with you and who comes from a completely different culture. One way to meet this challenge and build understanding is by creating shared experiences with your mentee.

Plan activities of interest to them that will engage you both. The activities need not be expensive, but many should reflect their interests.

It’s also good for you to expose them to your interests - to new things. This will further their education and broaden their horizons, especially when you talk in depth about the shared experience. However, keep in mind that one of the most important things you can do together is “just talk”.

8. Earn the Right to Be Heard. Trust needs to develop before your advice is likely to be received and appreciated. It’s best to have a good relationship before you make many suggestions and give a lot of advice.

9. Be Yourself. Don’t try to be perfect or someone you’re not. You’re not the answer-giver or all-wise one. You should feel comfortable saying, “I don’t know”. Honesty is best; when practical, try to steer the mentee toward a solution or answer.

Remember what these youth are looking for - someone who supports them unconditionally and values them as worthwhile human beings. Yes, they need answers and advice, but first, they need a relationship with someone who respects them—you. The relationship is valuable in itself.

10. Know Your Mentee. Get to know them. Pay close attention to what he or she says and does. Notice cultural cues. Try to understand their music (including lyrics), clothes, friends, use of time, etc. These are indications of their values and beliefs. Learn what they like and dislike and why.

Watch body language. Pay attention to details. Seek first to understand, then to be understood. Listen for feelings, not just words. Ask lots of open-ended questions that carefully probe values and beliefs that underlie words and actions.

11. Develop Empathy. Empathy requires us to hear the feelings - not just the words - of a troubled young person. This leads us to understanding and compassion. Empathy enables us to be effective when we need to confront inappropriate behavior or unrealistic decisions.
It is crucial to be an effective, responsive, perceptive listener. Until we really know the person—the unmet needs, the hurts, and the desires—it’s difficult to have sufficient empathy.

12. Be Prepared for Teachable Moments. Convert crisis to opportunity by being available to listen and offer support. Do this when they are ready to receive it, not when it is convenient for you.

**Remember:** To change, they need both the pain of failure and rejection, as well as hope in the form of a caring relationship and useful information. Look for teachable moments in everything you and the youth talk about and do together. Effective teachable moments come out of a natural shared experience or conversation.

**Example:** The mentee is working on getting his driver’s license. This is a great opportunity to talk about driving safety, drunken driving, insurance, responsibility, costs, and budgeting.

13. Measure Success by Your Actions—Not Your Mentee’s Response. Effective mentors are long-term investors. Financial experts will tell you that long-term investors can become wealthy. The same principle works in mentoring. Mentors need to commit to making deposits of unconditional support and acceptance regardless of how unlovable they seem.

Mentoring is a long-term commitment. The payoff may not be recognizable for months or years, and the mentor may never see any payoff.

To be a successful mentor means answering yes to these questions: Was I faithful in my commitment? Did I do what I said I would do? Did I try hard and care deeply?

If you can answer yes to those questions, you are a successful mentor, regardless of how the youth responded or what he or she did or became.
A Year's Worth of Mentoring Activities

52 ideas, one for each week of the year

1. Set your mentoring goals together
2. Tackle some homework.
3. Make dinner together.
4. Go out for dinner together.
5. Make popcorn and talk.
6. Go to a movie.
7. Go to a concert.
8. Shoot some hoops.
9. Go to the library together.
10. Just hang out.
11. Figure out how to program your VCR.
12. Learn about pop music.
13. Talk about life.
14. Give a tour of your current job.
15. Talk about your very first job.
16. Talk about planning a career.
17. Plan a career.
18. Get together with friends from work.
19. Take tours of friends' jobs.
20. Visit a local technical school.
21. Visit a community college.
22. Talk about college.
23. Have your friends talk about college.
24. Sit in on some evening classes.
25. Work on applications together.
27. Work on a resume.
28. Talk about dressing for success.
29. Do a pretend job interview.
30. Talk about how to look for a job.
31. Talk about where to find a job.
32. Find a summer job.
33. Set up a work internship.
34. Talk about networking.
35. Talk about what it takes to get ahead.
36. Talk about health insurance.
37. Talk about taxes.
38. Talk about balancing work and life.
39. Talk about balancing a checkbook.
40. Talk about balancing a budget.
41. Talk about living with one's means.
42. Talk about credit cards.
43. Go bargain hunting.
44. Plan a week's worth of meals.
45. Do a week's grocery shopping together.
46. Go holiday shopping.
47. Write thank-you notes.
48. Go to a house of worship.
49. Celebrate a friend's religious holiday.
50. Talk about relationships.
51. Talk about personal values.
52. Talk about the future.

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1 From the National Mentoring Partnership Website, www.mentoring.org and used by permission
Confidentiality: carried out or revealed in the expectation that anything done or revealed will be kept private; entrusted with somebody's personal or private matters

4 Exceptions to Confidentiality:

- Intent to Harm Self – suicide, illegal drugs, cutting
- Intent to Harm Others – assault, battery, vandalism, property destruction
- Allegation of Child Abuse/Neglect – as defined by Wyoming Statute
- Written Permission Given – only necessary for communication with persons outside WCCA

"Abuse" means inflicting or causing physical or mental injury, harm or imminent danger to the physical or mental health or welfare of a child other than by accidental means, including abandonment, unless the abandonment is a relinquishment substantially in accordance with W.S. 14-11-101 through 14-11-109, excessive or unreasonable corporal punishment, malnutrition or substantial risk thereof by reason of intentional or unintentional neglect, and the commission or allowing the commission of a sexual offense against a child as defined by law; §W.S.14-3-202(a)(ii)

"Neglect" means a failure or refusal by those responsible for the child's welfare to provide adequate care, maintenance, supervision, education or medical, surgical or any other care necessary for the child's well being. Treatment given in good faith by spiritual means alone, through prayer, by a duly accredited practitioner in accordance with the tenets and practices of a recognized church or religious denomination is not child neglect for that reason alone; §W.S.14-3-202(a)(vii)

Any person who knows or has reasonable cause to believe or suspect that a child has been abused or neglected or who observes any child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, shall immediately report it to the child protective agency or local law enforcement agency or cause a report to be made. §W.S.14-3-205(a)
Steps in Problem Solving
Following are some steps that usually help in solving problems with mentors:

1. **Be honest and open.** No “beating around the bush” if you want to solve a problem. This is an important relationship and deserves honesty and openness.

2. **Don’t attack. Be kind.** There is no need to be mean even if you are right and the mentor is wrong. And the problem could be just a misunderstanding.

3. **State how you are feeling.** This is part of being honest and open. “I am feeling hurt.” “I am disappointed.” “I am angry.” “I am confused.”

4. **Focus on what the mentor did. Not on the person.** Not: “You break your promises.” Not: “You are a liar. You said you would phone me on Thursday and you didn’t.” Instead say something like: “I felt disappointed that you did not phone me on Thursday as you said you would.”

5. **Use “I” statements more than “You” statements.** Not, “You did __________________.” Instead, “I am concerned about __________________.”

6. **Try to see the situation from the mentor’s point of view.** This is hard when you are upset but it is very helpful. Try to see through his/her eyes. Walk in his/her shoes.

7. **Be understanding.** A sign of maturity is to seek to understand another person. The mentor may have good reasons for what happened.

8. **Ask questions.** Questions can help clear up matters. Don’t keep them to yourself.

9. **Allow time for the mentor to answer.** If you’re mad and doing all the talking, you won’t get the problem resolved.

10. **Don’t interrupt each other.** Agree that you won’t do that. Interruptions prevent communication.

11. **Together, look at the stages of a relationship.** Maybe you’re in a Storming Stage that will soon pass. (Refer to Stages of a Relationship again if you covered it.)

12. **Together, seek to learn from problems.** A problem does not mean the relationship is over or even in big trouble.

13. **Together, see problems as opportunities.** A problem calls for an adjustment and recommitment. Then, the relationship can grow and become stronger.

14. **Learn to forgive.** No one is perfect. We all make mistakes. It’s wonderful when we can admit them and ask for and get forgiveness. Be quick to ask for forgiveness when needed. And be quick to give it.

15. **Contact the Case Manager as a last resort.** If you have consistently tried to resolve a problem with no success, then contact the Case Manager.
Activity Ideas for Mentors

In the beginning:

- Share your personal story about your education, career and occupational decisions.
- Talk about your experiences with your own mentors at various stages in your life.
- Learn as much as you can about your mentee’s aspirations, plans, and concerns for the future.
- Work with the mentee on establishing short-term and long-term goals.
- Attend an event your mentee may be participating in; for example, a sports event, debate, concert, play, etc.
- Spend time with your mentee, such as having lunch together, etc. This will give you a picture of their world.

Optional activities you may want to consider:

- Describe your job. Help the mentee be aware of the multiple career possibilities in a firm or organization like yours.
- Connect the mentee with someone in his/her field of interest.
- Invite the mentee to a business meeting or luncheon.
- Explore with your mentee educational requirements of careers of interest, for example, to be an advertising executive in 10 years, what kind of degree program is best?
- Encourage starting the college/technical school application process early. Help the mentee write to colleges or technical schools for information, catalogues or brochures.
- Review the pros and cons of various post-secondary options, for example, four-year liberal arts college, community colleges, vo-tech, and full-time work.
- Encourage application for financial aid, scholarships, grants and community awards.