

How the Mentoring Initiative Works

Potential **mentors** will be asked to complete an application and will receive basic training about expectations, roles, and responsibilities. Mentors matched with mentees may receive monetary compensation for time devoted to the mentoring relationship.

Individuals interested in having a mentor (**mentees**) will complete an application and receive consultation to assist them in connecting with a mentor through the program.

Once the mentee and mentor are paired, they will create a mentoring plan to meet the professional goals of the mentee. The process to implement this plan is then formalized in a contract between the mentor and mentee by EOT&TA. The mentoring relationship can be as flexible as necessary to meet the schedules of both mentor and mentee. Contract goals may be met by site visits, meeting for lunch or after work,, having discussions over phone or by email, or through activities developed by the mentee and mentor.

Approximately 6-10 hours of contact time between the mentor and mentee could occur.



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Thank you to North Carolina's Early Intervention Mentoring Program of the Family Support Network for their permission to use their resources, guidance, forms, and expertise.

Mentoring Initiative For *Early On*[®] Coordinators

An
Opportunity for
Professional
Growth in Early
Intervention



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The EOT&TA Mentoring Initiative

is a professional development opportunity that matches *Early On* Coordinators with more experienced Coordinators for ongoing professional growth and support.

Program Objectives

- To provide a personalized, convenient, and flexible educational opportunity to promote growth and learning in early intervention.
- To encourage, support, and retain early intervention professionals.
- To provide opportunities for new *Early On* Coordinators to understand the diverse and unique roles, responsibilities, and expectations of their work by partnering and consulting with more experienced Coordinators.
- To strengthen the skills of collaboration and knowledge of systems.
- To increase the sense of professionalism and validate the contributions of early intervention providers.
- To provide agencies with another resource for personnel development.

Mentors with others (at least three years as an *Early On* Coordinator).

- Has an understanding of the unique challenges and rewards associated with working within a local early intervention system.
- Has the time, desire, and commitment to be a mentor.
- Is invested in his or her own professional development.

Mentees

A mentee is an *Early On* Coordinator who:

- Wants to grow professionally through working one-on-one with a mentor in an individualized learning experience.
- Wants to learn more about the unique roles and responsibilities of an *Early On* Coordinator.
- Wants to increase skills and knowledge.
- Is invested in his or her own professional development.



For more information, contact:

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