Check & Connect core components: Self-evaluating progress and fidelity

DATE:

	Not happening	Not yet started but plans are in place	Beginning to be implemented	In place and we have evidence it is occurring
MENTOR				
Relationship building Mentors' relationships with students and whānau are based on mutual trust and open communication and focused on promoting the students' educational success.	☐	☐	☐	☐
Long-term commitment Mentors make a two-year commitment to students and whānau.	☐	☐	☐	☐
Persistence Mentors are a persistent source of academic motivation and consistently provide the message that 'education is important for your future'.	☐	☐	☐	☐
CHECK				
Systematic monitoring Students' attendance, behaviour, and educational progress are monitored weekly.	☐	☐	☐	☐
Focusing on alterable risk factors Data on indicators of disengagement that can be readily altered is collected and available to mentors.	☐	☐	☐	☐
CONNECT				
Problem solving A cognitive-behavioural approach is used to promote the acquisition of skills to resolve conflicts constructively and encourage searching for solutions.	☐	☐	☐	☐
Capacity building Mentors foster productive coping, self-regulation, self-advocacy skills, and social and academic competencies, and work to reduce dependency on themselves.	☐	☐	☐	☐
Personalised, data-based responses Timely responses, driven by data, are implemented to re-establish and maintain the student's connection to school and learning.	☐	☐	☐	☐
Promoting participation and affiliation with the school Mentors facilitate students' access to and active participation in school-related activities and events, and promote students' identity as learners.	☐	☐	☐	☐
ENGAGEMENT WITH WHĀNAU				
Connecting and partnering with whānau Mentors engage with whānau and strive to foster their active participation in their children's education. They work to establish relationships and routine communications with whānau.	☐	☐	☐	☐

Adapted from Christenson et al. (2012), p. 87