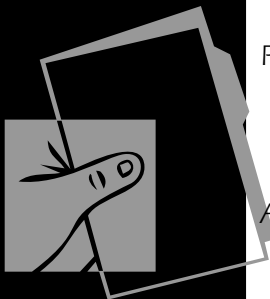
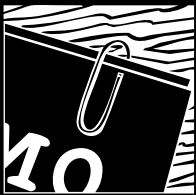
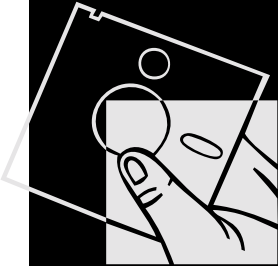
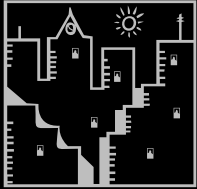


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Governor's Mentoring Initiative with Faith-Based Organizations

*Message from Arto Woodley, Jr.
President, Frontline Outreach*

Dear Faith-Based Organizations:

The Governor's Mentoring Initiative partnership with Frontline Outreach is designed to actively engage faith-based organizations throughout Florida in an effort to increase mentors in Florida public schools that received a failing grade in 2001. The project will educate and engage faith-based leaders and their organizations to help Florida's students excel as students and citizens. The focus of this program is to urge faith-based organization to commit to spending one hour per week providing academic mentoring of a child in the public schools for one year. The project is to encourage 50 faith-based organizations to connect with at-risk students in Florida's schools by December 2003.

Frontline Outreach is a faith-based community organization, serving over 1,000 children and families in Orlando annually. Its mission is to prepare tomorrow's leaders with a vision for success and service using early childhood education and leadership programs. A freestanding ministry, Frontline receives its support from fees for service, investments by local corporations, private individuals, churches, foundations and government. Noted over the past four decades as a leader in equipping people in urban Orlando, Frontline has received numerous awards including the Walt Disney World's 1999 Community Service Award and was named by former President George Bush as the 839th Point of Light.

This project will enlist faith organizations to participate in school-based mentoring. The leaders of those organizations and their designees will be targeted for the Governor's Mentoring Initiative collaborative effort with Frontline Outreach. Designees will include those involved in youth and education programs of the organization.

This program will begin in the following counties: Putnam, Marion, Hillsborough, Orange, Volusia, and Wakulla in hopes to recruit 200 mentors from the faith community. Mentor training will take place in each respective county, and then each district's school volunteer coordinator will make mentor/mentee matches. Organizations interested in engaging the academic success of students can acquire the Faith-based Mentor Toolkit along with other materials to get started in preparing Florida's students.

I am excited about the prospect of working together to prepare Florida's students. If you are interested in participating in this project, please e-mail Mark Nelson, program coordinator at mark@volunteerflorida.org or you may reach him by calling (850) 413-0909.

Thank you for your commitment to equipping students and to our great state.

With Sincere Gratitude,



Arto Woodley, Jr.
President, Frontline Outreach

Governor's Mentoring Initiative with Faith-Based Organizations Steering Committee Contact Information

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Governor's Mentoring Initiative

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Governor's Mentoring Initiative with Faith-Based Organizations



JEB BUSH
GOVERNOR

STATE OF FLORIDA
Office of the Governor
THE CAPITOL
TALLAHASSEE, FLORIDA 32399-0001

GOVERNOR BUSH ANNOUNCES 2ND ANNUAL NATIONAL MENTOR MONTH

~~Opening of the Teen Trendsetter Reading Mentor application process ~~

TALLAHASSEE - In celebration of the second annual National Mentoring Month, Governor Jeb Bush today announced a 20 percent increase in one-on-one mentoring for the 2002 school year. There are currently more than 135,000 adults serving as mentors to Florida's youth.

In 1999, when Governor Bush and Lt. Governor Frank Brogan announced the Mentoring Initiative, they set a goal to recruit 200,000 mentors in the state of Florida. According to this year's Governor's Mentoring Initiative Prevalence study, 90,552 adults are serving as mentors in a one-on-one mentoring relationship, with an additional 44,481 serving as mentors in a group-mentoring setting, through statewide programs such as Boys and Girls Clubs of America.

"Florida's students should know that their communities are committed to helping them succeed. Mentoring is an important way to show that commitment," said Governor Bush. "If every child in Florida knew that there was a caring adult with the highest of expectations at their side, I believe we would have children whose educational goals would skyrocket."

Governor Bush also announced the opening of the Teen Trendsetters Reading Mentor Program application process. Due to the success of the current Teen Trendsetters Reading Mentors, the Governor has called for the program's implementation in all of Florida's high schools over the next four years. Since the program began last June, the 30 students selected as Teen Trendsetters Reading Mentors have recruited more than 250 high school students to serve as reading mentors to third grade students in Florida's elementary schools. The Teen Trendsetters program is a partnership with the Governor's Office, Florida Trend and Florida Trend's NEXT magazine. Teen Trendsetters Reading Mentors are selected through a competitive essay process. Once selected, the Trendsetters will receive training from the Department of Education on using effective mentoring skills based on the newest research in reading. Students interested in becoming Teen Trendsetters should visit www.floridanext.com <<http://www.floridanext.com>> or www.flamentoring.org <<http://www.flamentoring.org>> for more information.

Governor's Mentoring Initiative with Faith-Based Organizations

Governor Bush was joined today by St. Petersburg Mayor Rick Baker, chairman of the Governor's Municipal Mentoring Initiative, which was kicked off last year at the first National Mentoring Month press conference. Mayor Baker announced that within the first year of operation, 60 of Florida's municipalities have joined the Mentoring Initiative and have implemented policies allowing their employees to take one hour per week administrative leave to serve as a mentor in a local school. The Governor's Municipal Mentoring Initiative is a partnership with the Florida League of Cities and the Florida Institute for Government, which held regional trainings throughout the state to promote and develop municipal involvement.

Governor Bush was also joined by Arto Woodley, president, Frontline Outreach, who discussed the newest aspect of the Governor's Mentoring Initiative: an effort to encourage faith-based institutions of all denominations to join the mentoring movement. Frontline Outreach will work with an advisory group made up of representatives from a variety of faiths and areas of the state to oversee the project. Strict guidelines will be put in place to ensure that the focus of the project is strictly to assist students with academic assistance. Faith-based organizations which become involved in the program and meet the criteria of at least ten mentors will be recognized as Faith-Based Organizations of Promise by America's Promise, General Colin Powell's national initiative to strengthen the character and competence of youth.

Joining the Governor for today's announcements were his mentee Burgess Brown, an eighth grader at Raa Middle School in Tallahassee, Mark Farr, senior director of Faith Partnerships for America's Promise, Lynda Keever, publisher, Florida Trend Magazine, Kevin Bakewell, senior vice-president, AAASouth, Maureen Cestari, marketing director, Comcast Cable, Scott Ellington, chairman, Governor's Family Literacy Initiative, Gwynn Virostek, senior vice-president, Washington Mutual, Sarah Cox, Leon County Teen Trendsetters, Marcus Christian, president, Take Stock in Children, Lois Gracey, director, Communities in Schools, Pam Woulard, director, Florida Association of Partners in Education, Margaret McGauley, director, Guardian Ad Litem, Jack Kane, president, Boys & Girls Clubs, Judi Miller, president, Big Brothers/Big Sisters, and other representatives from mentoring groups from across the state.

For more information on becoming a mentor, contact the Governor's Mentoring Initiative at 1-800-825-3786 or visit www.flamentoring.org.



Why Mentor?

The Governor's Mentoring Initiative brings policy to practice. It is a hands-on opportunity to help change our schools and communities.

The Governor's Mentoring Initiative is built on the simple conviction that education is the most important opportunity that we can offer our children today.

Mentoring is as simple as a caring adult helping a child learn.

Why mentor? Because time is limited and what we choose to do with it is precious. Mentoring a child is a good use of our time. A mentored child is 52 percent less likely to skip school, 46 percent less likely to start using drugs, and 33 percent less likely to hit someone.

To the Faith Community . . .

Thank you for your interest in the Governor's Mentoring Initiative.

In cooperation with the Governor's Office, Frontline Outreach is pleased to promote the Governor's Mentoring Initiative with faith-based organizations, a statewide effort encouraging the faith community to take an active role in their local schools. There are many avenues through which this can be accomplished, and it is our hope that you will work with your school system to explore the opportunities available to your congregation. We should all work together to ensure that the children in our state are provided with the chance to excel.

This tool kit contains the basic information you will need when considering how and what type of mentoring initiative will be successful in your congregation:

Organizational Tools (pages 7-10)

Sample Policies and Forms (pages 11-28)

Recruitment Materials (pages 30-35)

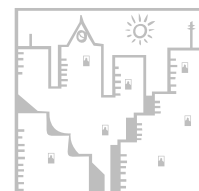
Public Relations for Your Mentoring Program (pages 36-40)

America's Promise - Congregations of Promise (pages 41-47)

Sample Overheads for Recruitment Presentation (pages 48-58)

Recognition of Mentors (pages 59-62)

Other Resources (page 63)



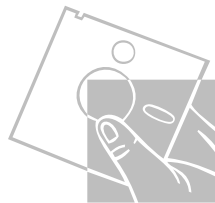
We know that this effort will prove both successful and rewarding, not only for your congregation, but also for the children in your community.

Organizational Tools

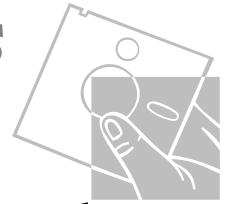
Before any mentors are recruited, your program needs to have structure. Knowing “who does what” is a big part of having a successful mentoring program. Each congregation must appoint a key person to develop its mentoring program and to work with the local schools. As you form your “mentoring policy,” you will also want to take a look at Florida law that speaks to volunteer liability and injury situations.

This section includes:

- ▶ Faith-Based Mentoring Coordinator Job Description (page 8)
- ▶ County/District School Volunteer Coordinator Job Description (page 9)
- ▶ 1999 Florida Statutes that address volunteer issues (page 10)



Organizational Tools

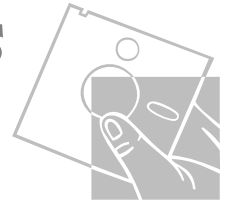


Faith-Based Mentoring Coordinator Job Description

The faith-based mentoring coordinator is the person who has been chosen to represent the congregation and is the point of contact for the mentoring program. This person is responsible for:

- ▶ Communicating and working closely with the county school volunteer coordinator. The faith-based mentoring coordinator is the point of contact with your partner school(s), and works closely with the school-based volunteer/mentor coordinator.
- ▶ Maintains records of the congregation's involvement with its school(s) or community projects.
- ▶ Contacts county school volunteer coordinator or school-based volunteer coordinator to arrange for volunteer training.
- ▶ Maintains the schedule of volunteer hours and activities.
- ▶ Assists with public relations by collecting and maintaining records of volunteer activities.

Organizational Tools



County/District School Volunteer Coordinator Job Description

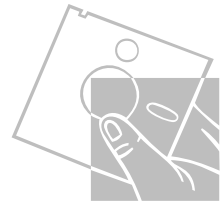
The first resource for the mentor coordinator is the school district volunteer coordinator. Every Florida school district has a volunteer coordinator.

The district school volunteer coordinator knows the programs and needs in your school district, and is the best resource to make your mentoring program a success. The coordinator can:

- ▶ Provide you with the information about individual schools, the school system, special programs and projects, and school and district goals.
- ▶ Assist you in finding a school(s) with whom to partner.
- ▶ Bring you and the school personnel together to plan mentoring activities.
- ▶ Assist you with large mentor-recruitment events.
- ▶ Train your volunteer mentors and help them understand what will be expected of them.
- ▶ Bring the needs of the school and the talents of the volunteers together for a successful mentoring program.
- ▶ Explain the district's requirements for volunteers. This may include criminal background checks and, in some instances, fingerprinting. Each school district has different requirements. Your district volunteer coordinator will know what is expected.
- ▶ Highlight partnerships in appreciation activities during State School Volunteer Month, and American Education Week.

Organizational Tools

1999 Florida Statutes



Florida Volunteer Protection Act.—

- 1) Any person who volunteers to perform any service for any nonprofit organization, including an officer or director of such organization, without compensation, except reimbursement for actual expenses, shall be considered an agent of such nonprofit organization when acting within the scope of any official duties performed under such volunteer services. Such person shall incur no civil liability for any act or omission by such person which results in personal injury or property damage if:
 - (a) Such person was acting in good faith within the scope of any official duties performed under such volunteer service and such person was acting as an ordinary reasonably prudent person would have acted under the same or similar circumstances; and
 - (b) The injury or damage was not caused by any wanton or willful misconduct on the part of such person in the performance of such duties.
 1. For purposes of this act, the term “nonprofit organization” means any organization which is exempt from taxation pursuant to 26 U.S.C. s. 501, or any federal, state, or local governmental entity.
 2. For purposes of this act, the term “compensation” does not include a stipend as provided by the Domestic Service Volunteer Act of 1973, as amended (Pub. L. No. 93-113), or other financial assistance, valued at less than two-thirds of the federal hourly minimum wage standard, paid to a person who would otherwise be financially unable to provide the volunteer service.
- (2) Except as otherwise provided by law, if a volunteer is determined to be not liable pursuant to subsection (1), the nonprofit organization for which the volunteer was performing services when the damages were caused shall be liable for such damages to the same extent as the nonprofit organization would have been liable if the liability limitation pursuant to subsection (1) had not been provided.
- (3) Members of elected or appointed boards, councils, and commissions of the state, counties, municipalities, authorities, and special districts shall incur no civil liability and shall have immunity from suit as provided in s. 768.28 for acts or omissions by members relating to members’ conduct of their official duties. It is the intent of the Legislature to encourage our best and brightest people to serve on elected and appointed boards, councils, and commissions.
- (4) This section may be cited as the “Florida Volunteer Protection Act.”

History— s. 1, ch. 93-139; s. 50, ch. 96-399.

Sample Policies and Forms

Most new initiatives require policy adjustments and new forms to be developed. To assist you in getting your mentor program established quickly, pages 12 through 29 include memos, policies, forms and press releases that can be used by congregations in their mentoring and school-based volunteer efforts. A general sample mentor/volunteer agreement form and the state's attendance and leave mentoring rule are also included.

- ▶ Mentor/Volunteer Procedures (pages 12-13)
- ▶ Mentor/Volunteer Ground Rules (page 14)
- ▶ Parent Permission Letter (page 15)
- ▶ Parent/Guardian Consent Form (page 16)
- ▶ Volunteer Mentor Application (pages 17-20)
- ▶ Volunteer Mentor Contact Information (page 21)
- ▶ Mentee/Student Application (pages 22-23)
- ▶ Mentee/Student Contract (page 24)
- ▶ Mentor & Mentee/Student Weekly Journal (page 25)
- ▶ Leave Policy for State of Florida Employees (page 26)
- ▶ Sample Application for Participation in Volunteer Opportunities (page 27)
- ▶ General Sample Mentor/Volunteer Agreement Form (page 28)
- ▶ Sample Mentor/Volunteer Certificate of Participation (page 29)



Sample Policies and Forms

Mentor/Volunteer Procedures

In order to participate in the _____ Mentor Program, you must adhere to these procedures at all times.

SCHOOL RULES

The school has rules to ensure compliance with a myriad of federal, state, and local laws and regulations and school board policy. The rules also are designed to protect and enhance the safety and well being of all individuals on the school campus. Follow the school rules at all times, no matter what your opinion of them.

MEETING WITH STUDENTS

1. All meetings and/or activities with students MUST take place on the school campus, or as a part of a _____ sponsored activity/field trip.
2. All activities with a student must take place in a room with an open door or on the school grounds in sight of school staff representatives.
3. Off campus contact is strictly prohibited unless it is under the direct supervision of _____ or with the student's parent(s).
4. Each time you visit the school, check in with the school's administration office.

TRANSPORTATION

Transporting a student in your personal car is strictly prohibited. Students must be transported in their parent or legal guardian's vehicle. Do not put yourself in the position of being alone with any student in any vehicle.

PHYSICAL CONTACT

Many of the children we work with have a strong need and desire for positive physical contact with caring adults. You are encouraged to be a positive role model, however, your physical contacts should be limited to holding a hand, giving a soft pat on the back, or the sharing of a hug in full view of other adults. Remember that what you see as simple, friendly affection between the student and yourself may be viewed as something entirely different by someone else.

Sample Policies and Forms

Mentor/Volunteer Procedures

CONFIDENTIALITY

All information you are told about your student is confidential and sharing that information with others is prohibited. Do not allow yourself to make a promise to a student that you will keep confidential information secret. Tell the student that they are free to share confidential information with you, however, there are certain things that you are required to report. There are exceptions to this requirement of confidentiality, and it is critical, not only for the welfare of the student, but also to protect yourself, that you adhere to these exceptions:

1. If a student confides that he or she is the victim of sexual, emotional, or physical abuse you **MUST** notify _____ immediately.

Make a note on your calendar of when this information was reported and to whom it was given. Remember this information is extremely personal and capable of damaging lives, so **DO NOT** share it with anyone except the appropriate authorities.

2. If a student tells you of their involvement in any illegal activity you must tell _____ immediately. Again, make a note on your calendar of when this information was reported and to whom it was given.

SUMMARY

These procedures are designed to protect the students from harm and to prevent even the appearance of impropriety on the part of _____ and the individual mentors, volunteers, and students participating in the _____ Mentoring program. One accusation could, at the very least, seriously damage the reputation of all of those participating and endanger our entire _____ Mentoring program.

Please know that we appreciate your participation in the _____ Mentoring program, and that we appreciate your adhering to these procedures. If you have any questions, please call _____ - at _____.

I have read, understand, and agree to strictly abide by the _____ Mentor/Volunteer Procedures. I understand that failure to adhere to these procedures may result in my removal from participation in the program.

Signature: _____

Print Name: _____

Date: _____

Sample Policies and Forms

Mentor/Volunteer Ground Rules

- ▶ I understand that seeing _____ consistently is one of the most important things I can do as a mentor. Therefore, I will see my mentee/student a minimum of thirty minutes each week
- ▶ I understand that all contact with my mentee/student is restricted to school ground (except for telephone).
- ▶ I understand that the relationship between my mentee/student and me is a one-on-one relationship.
- ▶ I understand that I might be privy to personal information about my mentee/student and family members that I will keep confidential.
- ▶ I will maintain regular contact with the _____ mentoring coordinator by responding to calls and letters.
- ▶ If a problem arises in my match relationship, or if my place of employment, residence, or telephone number changes, I will notify _____ immediately.
- ▶ I understand that I may be asked to participate in a program evaluation.
- ▶ I will contact my mentee/student if I am unable to meet with him/her.
- ▶ I will follow the school procedures while mentoring my mentee/student at school.

Mentor Signature: _____ **Date:** _____

Coordinator: _____ **Date:** _____

Sample Policies and Forms

Parent Permission Letter

Dear Parent:

Your child has been chosen to participate in the _____ program offered by _____. In the program, your child will be matched with an adult volunteer mentor who will meet with them on the school grounds. The volunteer will act as a tutor in reading, as well as an adult role model and source of friendship and encouragement. The activities between your child and the mentor will be closely monitored and structured by _____. _____ believes that your child will greatly benefit from having another positive adult role model in their life and hopes that the relationship will lead to increased academic performance, self esteem, and emotional development.

The mentors who have volunteered for our program have been thoroughly screened. We respect your role as a parent and will provide you with the opportunity to meet the mentor.

As your child goes through the program, _____ will monitor academic performance. All information gathered about the effect of the mentoring relationship on your child's school performance is strictly for the purposes of evaluating the program and will be kept confidential.

We feel that this caring adult volunteer will make an excellent contribution to the quality of education for your child. If you would like for your child to participate in the program, talk to him/her about it. If your child is comfortable with the idea of having a mentor, please grant your permission by signing below. _____ will contact you about your child's new mentor and arrange a meeting between you and the mentor.

Thank you for your time. We hope this program will be of great benefit to everyone involved.

Sincerely,

I give permission for my child, _____, to participate in the _____ mentoring program. I understand the nature of the mentoring efforts and reserve the right to withdraw from the program at any time.

Parent/Guardian _____ Date _____

Sample Policies and Forms

Parent/Guardian Consent Form

Your permission is needed for your child's general participation in the program and the release of information for monitoring your child's grades, attendance, and behavior. Please sign this form below granting permission for your child's participation in the program.

A. I, _____, hereby grant permission for my child _____,

to participate in programs delivered by [organization name]. I specifically authorize the following:

1. Interviews, tests, attendance reports, and questionnaires for student or project evaluation purposes.
2. Release of confidential information to [organization name] (i.e. interviews, tests, grades, and questionnaires).
3. Media coverage (published photographs or interviews in newspapers, television, or radio).
4. Travel authorization for child to be transported to field trips, appointments, meetings, and other activities (Parent will be notified beforehand of transportation taking place).
5. Participation in activities specified in the student contract such as instruction, tutoring, and enrichment.
6. Emergency medical or surgical treatment from a local hospital, or by any licensed health care professional in the event of illness, accident, or other emergency.

B. I further state that I will not hold any organization, or agency liable for medical and/or surgical treatment in case of illness, accident or any other emergency situation.

C. To further my child's academic, personal, and vocational development, I state that I will participate in parent-involved activities or programs provided by [organization name] when appropriate.

D. Indicated below are any specific activities in which I do not wish my child to participate:

Date _____ Name of Child _____

Parent or Legal Guardian's Name _____

Parent or Legal Guardian's Signature _____

Mailing Address _____

City, State, Zip Code _____

Home Telephone _____ Work Telephone _____

Name of Insurance Carrier or Medicaid Number _____

Please return this form to: _____

Sample Policies and Forms

Volunteer Mentor Application

I. GENERAL INFORMATION

Name: _____
First Middle Last

Address: _____
Street or P.O. Box

_____ *City State Zip code*

Home phone: (____) _____ E-mail address: (optional) _____

Do you currently work? _____ Place of occupation: _____

Are you considered to be employed by the State of Florida (State employed mentors are entitled to receive one hour of paid time each week)? _____

Work address: _____
Street or P.O. Box City

_____ *State/Zip Code*

Work phone: () _____

II. Personal Information

Social Security Number: _____

Date of Birth: ____/____/____ Place of birth: _____
City State

Ethnic background: African American American Indian Asian
 Caucasian Hispanic Other: (please specify) _____

Highest Level of Education: _____

Faith-Based Affiliation: _____

Marital status: Single Married Widowed

Do you have children? Yes No How many? _____

Sons (ages) _____ Daughters (ages) _____

Sample Policies and Forms

Volunteer Mentor Application

III. MENTOR INFORMATION

As a child, did you have a mentor? Yes No

If yes, please describe your mentor: _____

Have you participated in a mentoring program before? Yes No

If yes, what program/organization? _____

When? _____

Why did you decide to become a mentor? _____

PLEASE LIST TIMES THAT YOU ARE AVAILABLE TO MENTOR

(MENTORING SESSIONS ARE IN ONE HOUR INCREMENTS, DURING SCHOOL HOURS)

MONDAY	<input type="checkbox"/> A.M. ONLY	<input type="checkbox"/> P.M. ONLY	<input type="checkbox"/> EITHER A.M. OR P.M.
TUESDAY	<input type="checkbox"/> A.M. ONLY	<input type="checkbox"/> P.M. ONLY	<input type="checkbox"/> EITHER A.M. OR P.M.
WEDNESDAY	<input type="checkbox"/> A.M. ONLY	<input type="checkbox"/> P.M. ONLY	<input type="checkbox"/> EITHER A.M. OR P.M.
THURSDAY	<input type="checkbox"/> A.M. ONLY	<input type="checkbox"/> P.M. ONLY	<input type="checkbox"/> EITHER A.M. OR P.M.
FRIDAY	<input type="checkbox"/> A.M. ONLY	<input type="checkbox"/> P.M. ONLY	<input type="checkbox"/> EITHER A.M. OR P.M.

ADDITIONAL AVAILABILITY: _____

PLEASE PRIORITIZE THE FOLLOWING CRITERIA YOU WOULD PREFER IN A MENTEE/STUDENT?

Gender:	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
Ethic Background:	<input type="checkbox"/> African American	<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian
	<input type="checkbox"/> Caucasian	<input type="checkbox"/> Hispanic	<input type="checkbox"/> Other: _____
Grade Level:	<input type="checkbox"/> Elementary	<input type="checkbox"/> Middle	<input type="checkbox"/> High

Other Criteria: _____

How comfortable would you be in counseling your mentee/student regarding his or her use of poor judgment? Very comfortable Somewhat Not at all

Please indicate how comfortable you would be talking to a mentee/student about the following:

Goal setting	<input type="checkbox"/> Very comfortable	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Not at all
Career planning	<input type="checkbox"/> Very comfortable	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Not at all
College planning	<input type="checkbox"/> Very comfortable	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Not at all
Personal problems	<input type="checkbox"/> Very comfortable	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Not at all
Drug awareness	<input type="checkbox"/> Very comfortable	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Not at all

Sample Policies and Forms

Volunteer Mentor Application

III. MENTOR INFORMATION

Please list any topics that you wish not to discuss with your mentee/student: _____

Would you have any objection to a background check before being accepted as a mentor?

Yes No

If yes, please explain: _____

If there is anything else that you would like for us to know about you, please include it here:

IV. REFERENCES

Please provide the following information on three persons other than members of your family or personal friends

1) Name: _____

First

Middle

Last

Address: _____

Street or P.O. Box

City

State

Zip code

Home phone: () _____ Work phone: () _____

Relationship to applicant: _____

Sample Policies and Forms

Volunteer Mentor Application

IV. REFERENCES

Please provide the following information on three persons other than members of your family or personal friends

1) Name: _____
First Middle Last

Address: _____
Street or P.O. Box

City State Zip code

Home phone: () _____ Work phone: () _____

Relationship to applicant: _____

.....

1) Name: _____
First Middle Last

Address: _____
Street or P.O. Box

City State Zip code

Home phone: () _____ Work phone: () _____

Relationship to applicant: _____

I agree that all of the statements made in this application are true, complete and correct to the best of my knowledge.

Applicant's Signature Date

Please mail application to: _____

If you have questions, please call: _____

Sample Policies and Forms

Volunteer Mentor Contact Information

January 2003

Mentor's Name: _____
First Middle Last

Address: _____
Mailing Physical (If different from mailing)

City State Zip code

Home phone: () _____ Email: _____

Work phone: (Optional): _____ Work phone: () _____

Personal Information:

Favorite Subject(s): _____

Favorite sport(s): _____

Favorite sports team (s): _____

Favorite food(s): _____

Favorite color(s): _____

Favorite TV Show(s): _____

Extra Curricular Activities/Hobbies: _____

Do you have any pets? _____ If yes, what kind? _____

Anything else you want to tell about yourself? _____

Sample Policies and Forms

MENTEE/STUDENT APPLICATION

I. GENERAL INFORMATION

Name: _____
First Middle Last

Address: _____
Street or P.O. Box

City State Zip code

Home phone: (____) _____ E-mail address: (optional) _____

Date of birth: _____ Social Security Number: _____

Ethnic background: African American American Indian Asian
 Caucasian Hispanic Other: (please specify) _____

II. HOUSEHOLD INFORMATION

Applicant lives with:
 Mother Stepmother Grandmother
 Father Stepfather Grandfather
 Other (Please specify) _____

Names of parents/guardians that applicant lives with: _____

Number of brothers: _____ Ages: _____

Number of sisters: _____ Ages: _____

III. "GETTING TO KNOW ME"

Sample Policies and Forms

MENTEE/STUDENT APPLICATION

Name: _____

School: _____

Grade: _____ Age: _____

Favorite Subject(s): _____

Favorite sport(s): _____

Favorite sports team(s): _____

Favorite food(s): _____

Favorite color(s): _____

Favorite cartoon(s): _____

Hobbies: _____

Do you have any pets? _____ If yes, what kind? _____

Is there anything else you would like to share about yourself?

Please return application to: _____

Sample Policies and Forms

MENTEE/STUDENT/PARENT CONTRACT

I, _____, agree to participate in the
_____ Mentoring Program and agree to:

- ◆ **Meet with my mentor once a week.**
- ◆ **Notify my mentor if I cannot meet with him/her for any reason.**
- ◆ **Attend all required program activities.**
- ◆ **Participate in _____ community service projects.**
- ◆ **Communicate with the mentoring coordinator if I feel uncomfortable or experience problems during the program.**
- ◆ **Abide by the rules and regulations of the school and the program.**

Student Signature: _____

Parent Signature: _____

Date: _____



Sample Policies and Forms

MENTOR & MENTEE/STUDENT WEEKLY JOURNAL

Mentor Name: _____

Student Name: _____

School Name: _____

Please take time to jot down what you and your mentee/student discussed this week and your activities. What are your thoughts on your discussion with the mentee/student this week?

Week 1 - Date: _____

Week 2 - Date: _____

Week 3 - Date: _____

Week 4 - Date: _____

Week 5 - Date: _____

Sample Policies and Forms

Leave Policy for State of Florida Employees

The state adopted a rule to allow one hour per week to mentor to support the Governor's Mentoring Initiative.

The rule follows:

New Rule Allows State Employees One-Hour Per Week To Mentor

CHAPTER 60K-5

ATTENDANCE AND LEAVE

60K-5.032

(m) Mentoring:

1. Each employee may be granted up to one hour of administrative leave per week, not to exceed five hours per calendar month, to participate in the Governor's Mentoring Initiative, including the following school or community voluntary activities:
 - ▶ Mentoring, tutoring, guest speaking and, when participating in an established mentoring program serving a school district, providing any related services at the direction of the program or volunteer coordinator.
 - ▶ Participating in community service programs that meet child, elder, or human needs, including Guardian Ad Litem, Big-Brother/Big Sister, Senior Corps, and Adult Literacy.
2. The supervisor may approve the aggregated use of up to four hours in any calendar month, provided the agency head or the agency head's designee deems such usage appropriate for the delivery of services under sub-subparagraphs a. and b. In such cases, no further administrative leave shall be granted pursuant to sub-subparagraphs a. or b. until one week has elapsed for every additional hour taken in the aggregate.
3. In granting administrative leave for any purpose under this section, the supervisor shall take into consideration the impact of such leave on the employees' work unit.
4. If an employee does not use administrative leave as authorized in this section, the employee shall not accrue or be paid for such leave.

Specific Authority 110.201, 110.219(5) FS. Law Implemented 110.219, 110.118 FS.

History.— *New 10-24-94, 11-25-99.*

Sample Policies and Forms

Sample Application for Participation in Volunteer Opportunities

Name _____ Title _____
Division/Bureau Section _____ Building/Room # _____
Work Phone _____ Fax # _____ E-mail Address _____

Days and times I am available to volunteer: MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Grade Level(s) Preferred: _____ (K-1) _____ (2-3) _____ (4-5)

I wish to participate in the following opportunities (please check all that apply).

Once a Week Time Commitment

_____ **Reading Buddies.** Volunteers see the same two students every week with two goals in mind.

1. Mentor: Be a friend to the student, provide encouragement and praise.

2. Tutor: Provide these students with one-on-one assistance, using structured tutorial materials ("Great Leaps") to increase these students mastery of reading concepts. Volunteers will form teams so that these students are seen 4 - 5 times a week. *Note: Volunteers must agree to attend a two-hour training session before participating in this opportunity.*

_____ **Computer Lab Helpers.** Volunteers will assist students with the basic concepts of computer literacy as well as helping them with academic projects and some Internet experiences.

_____ **Kindergarten Class Helpers.** Volunteers will work with small groups of students as they work on basic concepts such as letter recognition, colors, number recognition, beginning sounds, etc. Volunteers may form teams so that the identified students are assisted at least twice a week.

Less Frequent Time Commitment

_____ **Special school-wide projects and events.** Volunteers will assist at large student functions, such as special awards & recognition events, academic competitions or Fall/Spring Festivals, etc.

_____ **Assistance for economically disadvantaged students.** Volunteers will help provide school supplies, clothing or Holiday food baskets for needy families.

NOTE: Time spent in these programs is to be considered time worked when participation is approved by your immediate supervisor. Employees in mentoring and tutoring programs are allowed one hour per week. Special events and programs are approved on an as needed basis.

Please return this form to _____ in the Office of _____

Room _____ no later than _____

Participation in the activities selected above is approved.

Supervisor's Signature _____ Date _____

Sample Policies and Forms

General Sample Mentor/Volunteer Agreement Form

This agreement is a partnership between you and _____
as part of the Governor's Mentoring Initiative.

Return signed form to:

Name _____

Division/Bureau/Section _____

Building/Room Number _____

Work Telephone Number _____

Suncom Number _____

Fax Number _____

Name of School/Community Program _____

Activity at School/Community Program _____

Note: Employees volunteering for the Mentoring Program may be subject to a background check conducted by FDLE if required by the school or community organization.

I understand and agree that mentoring activities are not performed in the course and scope of my employment with, that my participation is not in any way required by, and that my mentoring activities are for the benefit of the person/entity for whom I am providing services. I further understand that any injury suffered while traveling to or from mentoring activities and while on leave for mentoring activities is not eligible for workers' compensation benefits. It is my responsibility to determine if the organization for which I volunteer provides workers' compensation coverage for me.

When your participation in the Mentoring Program is approved by your supervisor and bureau chief, you will be granted up to one hour of administrative leave per week to participate in the Governor's Mentoring Initiative. In order to volunteer for special events and programs at the school, the employee/volunteer also must receive prior approval.

Signature of Volunteer _____

Signature of Immediate Supervisor _____

Date _____ Title _____

Signature of Bureau Chief/Division Director _____

Date _____ Title _____

Sample Policies and Forms

Sample Mentor/Volunteer Certificate of Participation



This certificate is presented to

Mentor Name

Years of Service 2002-2003

for your continued commitment and dedication to mentoring
Florida's young people, on this day, September 30, 2003.

Jeb Bush, Governor
State of Florida



Toni Jennings, Lieutenant Governor
State of Florida

Recruitment Materials

Once your policies are in place and you have worked closely with your district volunteer coordinator, you are ready to begin recruiting mentors!

In this section, you will find examples of materials that will ensure your recruitment effort is a success. To assist you with this process you will find:

- ▶ “Lunch & Learn” recruitment event (page 31)
- ▶ Mentor recruitment tips for congregations (page 32)
- ▶ A sample job description of a school-based mentor (page 33)
- ▶ Sample “school bios” that describe the details of specific mentor programs at two schools (pages 34-35)

Note:

It is important to remember that most schools “customize” their mentor programs to fit their needs and time schedules. A recruitment flyer should contain all the essential information about a school’s mentor programs and let the volunteer mentor know when to report to the school for training.

Recruitment Materials

Lunch & Learn Recruitment

Main Goals

1. To provide people with the information they need to decide *if* they have the personality, commitment and time to mentor a child.
2. To provide your audience with a clear definition of mentoring for each program presented (there are many different ones).
3. To give the attendees information about where and when they can mentor in your area.
4. To give the attendees a list of when they can attend an official mentor training.
5. To explain criminal background check policies.
6. To explain your organization's leave policies and paperwork procedures.

Keys to a Successful Recruitment Event

1. If possible, make sure your "adopted schools" are ready to train and place mentors within two weeks of your recruitment session.
2. Make sure someone from *management* (the higher, the better) opens the recruitment session and explains the support the employees will receive.
3. Invite the mentor coordinators from your adopted schools to attend and meet your attendees.
4. Invite guests from several types of mentoring programs to speak.
5. Give employees plenty of notice so they can put it on their calendar.
6. Keep it to *one hour*.
7. Have food! (In lieu of lunch, coffee, sodas and light snacks are fine.)
8. Invite an experienced mentor to be on the agenda. They are often the best "sales people" for the program.
9. Keep extra handouts for those who could not attend but still may be interested.

Note: If you would like to schedule a "Lunch & Learn" recruitment event to place mentors in your local schools, please contact your county school volunteer coordinator.

Recruitment Materials

Mentor Recruitment Tips for Congregations

As in any mentor program, recruitment of mentors from your congregation is *the key to success*. It is imperative and critical that you outline for prospective mentors what they can expect as a mentor and what their responsibilities will be.

Recruitment can take the form of presentations, flyers, newsletters, etc. Make sure that you get the word out!

As a mentor recruiter you *must*:

1. Delineate the time expected from the mentor, i.e., one hour per week, two hours per week, etc.
2. Stress that once an individual signs up to mentor, he or she needs to stick with the program. Many of the young people they come into contact with have a great need for a relationship with someone that will be there over time.
3. Clarify the “job/mentor” expectations and the responsibilities the mentor will have. These should be written out and provided to the mentor (see sample provided on page 33). The job description should outline the mentor’s title, responsibilities, goals, training and supervision, time commitment, progress reports, qualifications and benefits.
4. Let individuals know what volunteer opportunities there are beyond mentoring, as not all people want to or should be mentors. There are more than enough needs to go around at a school or in a community. Make sure that your staff have a choice of opportunities.
5. Explain to the volunteers that if they mentor, most school districts will conduct a background check.
6. Provide a calendar so that mentors know significant dates, such as school holidays, teacher workshops, etc., and can plan accordingly.
7. Let the recruiting begin!

Recruitment Materials

Sample Mentor Job Description

Purpose: To increase student success and reduce the potential of a student dropping out of school.

Commitment: The mentor will be matched one-on-one with a student. The mentor will meet with the student at least once a week for 30 minutes to one hour, and will work on school grounds during the school day for at least 12 weeks.

Responsibilities:

1. **Set Goals.** The mentor will work with the student to develop long-range goals for the student's academic and personal life. The success of this relationship will depend on the mentor helping the student reduce these goals to short-term, manageable weekly activities.

2. **Be a Friend.** The mentor will listen to the student, understand the obstacles the youth perceives, and help him/her find solutions. The mentor will work with the student to use existing services in the school community. The mentor can help with homework or missed class work and encourage attendance.

3. **Assist with Academic Assignments.** The mentor can check homework, assist with test preparation, make suggestions about research, check the student's assignment list regularly, and tutor the student, if materials are provided by the teacher or staff person at the school.

4. **Be a Role Model.** The mentor will be a role model for the student, demonstrating values of punctuality, dependability and reliability.

5. **Encourage the Student to Set Goals and Stay in School.** The mentor will help the student appreciate the importance of education, both personally and professionally.

6. **Accept the Student.** The student may be of a different race, religion, culture or economic circumstance than the volunteer. A mentor is expected to respect the student for "who they are."

Supervisor: Dropout prevention coordinator, guidance counselor or classroom teacher.

Training: All mentors must attend a training session provided by their chosen school. When necessary, additional individual preparation can be arranged. School personnel will be available to give on-the-job advice.

Recruitment Materials

Sample School Bio (1)

Mentoring Opportunities at American Elementary

Address: 123 Patriotic Road

Phone: (850) 123-1234

Fax: (850) 123-1234

Student Information: Serves students in grades K-5

School Operation Times: 8:05 A.M. - 2:25 P.M..

Principal: _____

Mentor/Tutor Coordinator: _____

Email: _____

HOWDY PARTNERS!

You are invited to become a part of our **Reading Roundup Program!**

This tutor program is designed to enhance reading skills for “high-risk” second and third grade students. Volunteers work one-on-one with a child for approximately 30 minutes one time a week. Specific reading skills are identified by the classroom teacher and materials are provided by the school. We ‘Roundup’ our students for reading tutors on **Tuesday, Wednesday or Thursday, 10:00 A.M.-11:00 A.M.** Tutors select the day. Tutors are given a brief orientation session and are then ready to “hit the old corral.”

Volunteer Training Days and Times

Tuesday, September 25, 10:00 A.M. - 11:00 A.M.

Wednesday, September 26, 10:00 A.M. - 11:00 A.M.

Thursday, September 27, 10:00 A.M. - 11:00 A.M.

Recruitment Materials

Sample School Bio (2)

Mentor Opportunities at Smith Middle School

Address: 915 Anywhere Street

Phone: (850) 000-0000

Fax: (850) 111-1111

Student Information: Serves students in grades 6-8

School Operation Times: 7:35 A.M. - 1:55 P.M.

Mentor/Tutor Coordinator: _____

Email: _____

Job Description: Mentor/Tutor: Volunteers will work one-on-one with a student for about one hour a week. Students selected need academic help, time management and goal-setting skills, career exploration activities, extra attention, encouragement and a friend.

Special information about Smith Middle School:

Number of Students = 675

"A" designation from the Department of Education

7-8 minutes from most downtown state offices

Smith Mentor Training Days and Times

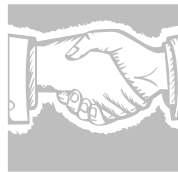
Tuesday, September 25, 10:00 A.M.

Wednesday, October 3, 1:00 P.M.

Public Relations

All new initiatives and programs need good publicity to establish a firm foundation. Included in this section are materials that will assist you in developing your public relations plan for implementing and maintaining your mentor program:

- ▶ Sample talking points for you to edit and provide to your congregation as you launch your mentor program (p. 37)
- ▶ Publicity tactics for your mentoring program (p. 38-39)
- ▶ A sample press release/bulletin for you to edit and use (p. 40)



Public Relations

Generic Talking Points

Introduction to Mentor Training Session

At this time, I ask (name of child) to join me to introduce his mentor.

Right now, there are thousands of children in Florida who are waiting for a mentor. They are starving to learn. They are yearning to make a new friend.

The waiting lists are long.

Governor Jeb Bush has responded to this need by encouraging state employees to donate one hour a week to mentor a student.

Now it's our turn.

The Governor, in partnership with Frontline Outreach is now turning to congregations to lend a hand and help a child learn.

And he challenged the faith communities to take the initiative to institute a local mentoring program.

I am proud to say that I, and our congregation _____, have answered that challenge with a firm, "Yes, we will."

We will give one hour a week to you, the children of _____.

And we will help you grow into the fine, upstanding citizens this congregation will be proud of.

I thank all of you here today for rising to this challenge—and for recognizing that there is a need out there that you can help fill.

I thank you for becoming a mentor.

But it is not enough. We need more. We need more volunteers. These kids need more help.

And that is where we, the congregation of _____, come in.

Public Relations

Publicity Tactics for Your Mentoring Program

Setting Goals

First you must set your publicity goals. Are you trying to recruit more mentor volunteers? Are you trying to gain support from your congregation? Are you trying to promote the program itself? Each goal has different publicity tactics in the sense of where you direct the story. However, any media coverage of the program is better than none—and inevitably will work to satisfy many goals simultaneously.

High-Profile Participants

Enlisting leaders and high-profile individuals will garner more interest from the press and the community at large. Your kick-off event should be packed with name-recognition, and these individuals should be prepared to speak on behalf of the program at this and other events.

Establishing Relationships with the Press

Identify the reporters for your local news station and newspapers, both daily and weekly, who cover education and community projects. Introduce yourself and your program to them. Send them a packet of information on your local mentoring initiative. Include a list of participating individuals who are available for comment, and schools they can contact for interviews. Invite them to participate in a mentoring exercise or watch a high-profile mentor.

The Press Release

Included on page 40 is a standard press release for the launching of your mentoring program. You must add the necessary information specific to your program and should adjust the press release to accommodate any additional points of interest. The release should be faxed and/or e-mailed to your local news stations and newspapers to the attention of *both* the city/assignment desk and the education reporters. The release should be followed up with a call encouraging their attendance to the event and offering any assistance to further the placement of the story.

Public Relations

Publicity Tactics for Your Mentoring Program

(Continued)

Setting Goals - The Kick-Off Event

The launching of your mentoring program is your main opportunity for full press coverage. It is the moment when you are saying to the press and the public, "Here we are and this is what we are doing." However, do not let the momentum from the kick-off die down. Follow up with reporters who covered the event and thank them for their stories. Pick one or two students and offer the reporters a chance to track them through the year and write features on their progress. Host other events to draw attention to your program, such as mentor appreciation day or kids mentoring kids, where high school students are invited to mentor a kid for the day. All of these are news hooks that will draw additional attention to your ongoing program.

Letter Writing Campaign

Letters to the editor are an easy and effective media tactic. Encourage your mentors to write letters praising the program and speaking about their experience. Encourage parents of students to write letters thanking the program and describing the success their children have had due to mentoring. Also encourage teachers and principals to write letters touting the success of the mentoring program. Many times, letters to the editors peak the interest of a feature writer who will follow up on a person's experience with an in-depth article.

Photo-Opportunities

A photo says a thousand words. Never overlook a good picture and an opportunity to invite a camera crew or still photographer from the local paper to capture a moment on film. For example, invite a photographer to see mentors reading with the children.

Public Relations

Sample Bulletin

NEWS

FOR IMMEDIATE RELEASE

CONTACT:

Date:

[Congregation] Launches New Mentoring Initiative

_____ join the Governor in helping children learn

[CITY] – Responding to the governor’s challenge – [congregation] will launch a new mentoring initiative at _____ school. Joined by _____, and [faith-based leader] will encourage the faith community to take one hour a week to help a child with their three Rs.

“There are thousands of children across this state who are starving for help. The governor has made tremendous strides in encouraging Floridians to do their part. Now its our turn,” said [faith-based leader].

Schools already in line for mentors include:

Mentors signed up to help students include:

_____’s Mentor Kick-off will be at : [give details of event]

###

America's Promise

Congregations of Promise

In 2003 Florida's Governor Jeb Bush announce his mentoring initiative with faith-based Organizations in Florida. In partnership with America's Promise congregations are invited to become a Congregation of Promise.

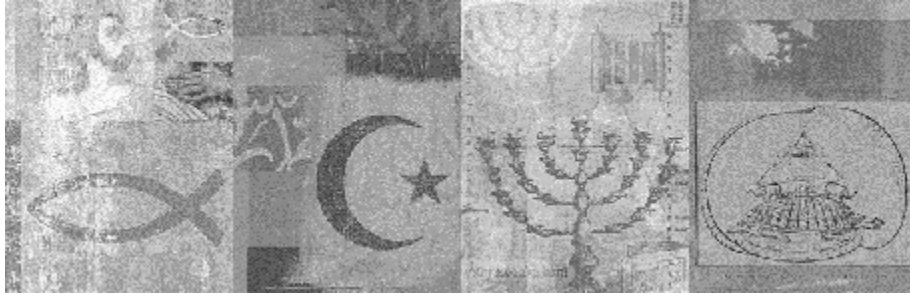
- ▶ Overview - Congregations of Promise and Faith Communities (page 42)
- ▶ Creating a Congregation of Promise (pages 43-44)
- ▶ Faith Community Partnership Form (pages 45-46)
- ▶ Frequently asked questions (page 47)

AMERICA'S PROMISE
The Alliance for Youth



America's Promise

Congregations of Promise and Faith Communities



People of faith are a powerful force in American life. They are compassionate and action-oriented, living out their faith in very practical ways. Whether through local congregations, national organizations or individual denominations, they are reaching out to their communities and helping children and youth in need.

Across the nation, houses of worship are working with America's Promise to connect young people to the Five Promises needed for them to succeed in life: caring adults, safe places, a healthy start, marketable skills and opportunities to serve.

America's Promise is a collaborative network that asks every community, organization and individual in the nation to help fulfill the Five Promises for every young person in local partnerships called [Communities of Promise](#). Faith is a vital and growing part of the network, along with businesses, non-profits, elected officials, schools and others. At the heart of the America's Promise faith sector are our many Congregations of Promise, who are partners with [Communities of Promise](#) across the country.

We want your congregation to become part of this network.

Why should faith communities join with America's Promise?

Because you will meet and benefit from the resources of other partners, raise your own profile, expand into the community in new ways and grow. America's Promise has a wealth of nationally-recognized tools and resources available. There is no fee to join, and all the tools are free.

How can my congregation become involved?

Become a **Congregation of Promise**. A Congregation of Promise is a local, faith-based site that makes a commitment to fulfill all Five Promises for a specific number of children and young people within the congregation's membership and/or the wider community. The [Five Promises](#) offer a unique, proven framework around which to structure youth work. This is **not** another program to add to your plate. It is to provide a framework to improve and expand your current efforts and plans for young people. America's Promise strongly believes in the importance of faith communities in the lives of youth, as well as in the overall fabric of local communities.

America's Promise

Creating a Congregation of Promise

Five Principles and Six Quick Ideas

You are probably embarking on a journey to explore how your congregation might more effectively fulfill a sacred mission – the healthy development of the lives of your children. A wealth of America's Promise faith materials exist to help you, and at the end of this sheet is a way to receive much more detailed information than is possible on this brief sheet. Good luck!

There is an infinite number of ways adults in faith groups can benefit the lives of children. Let five principles guide you:

1. REMEMBER THE MISSION

Though there are a lot of fancy ideas swirling around “faith-based initiatives,” this is about the engagement of healthy adult lives in the lives of children. It may or may not be about mentoring, playing games or anything else! So don't be put off by technical sounding words or ideas. How can your congregation members get more involved in the lives of the children you know?

2. BE IMAGINATIVE

Just let your imagination guide you as to what might be possible with your particular group. What appeals to you? What do you think will draw people in your congregation to get involved? The most wonderful program is useless if there are no volunteers.

3. BE STRUCTURED

Remember that **structured** activities are those that America's Promise supports. Find ways in which children get involved with adults as groups, or in circumstances which are clearly supervised, rather than alone.

4. KEEP IT SIMPLE

Whatever you are planning, it is more likely to work if it is clear, simple, limited and fun-sounding. The most wonderful program won't work if no-one understands it.

5. AVOID “BUYERS REMORSE”

There are always new and better programs out there to begin. But sometime, after reasonable thought, you have to do something! Many churches never begin a program because they are too busy getting the idea perfect. It's always much easier to plan than to take the leap of faith. Yours won't be perfect. But be prepared to set a deadline and get going. The perfect is always the enemy of the good.

America's Promise

Creating a Congregation of Promise

Some Brief Ideas

1. SPIRIT OF THE GAME

Create a series of games between the congregations. The game might be softball, monopoly or a Bible quiz, or host of other ideas. But at every stage — from designing the schedule, training together, to playing the game, pair an adult with a child to implement the program. This offers a structured way for an adult to engage in the life of a young person, and provides a natural way for church members to offer themselves as mentors.

2. LUNCH BUDDIES

Perhaps the simplest way for a congregation to engage its members is through a lunch buddy-type program. In partnership with a local school, adults from the congregation take a brown bag lunch and share it with an individual student during the lunch hour at school. This simple, limited program demonstrates care and an adult engagement in the child's life. This program benefits the children most of all, but it also helps the congregation do outreach and the school have more community involvement.

3. SERVICE OPPORTUNITIES

In Lakewood, WA, Congregations teamed with schools to provide tutoring during the school year. Over the summer, the schools provided meals, activities and the space for a retreat and a Summer Mission Program which involved a teen-led creek clean up, community beautification and home repairs for seniors. Instead of going on a mission trip abroad, or to a particularly needy area of the country such as Appalachia, 5 Congregations of Promise decided to focus their mission on the needs within their own community, to much success over the past two years.

4. Exposure to Marketable Skills

There are many ways to help children see the value of marketable skills-building. The simplest is a regular or occasional job-shadowing day, using the real lives of members of the congregations. These activities can build in complexity. In Kansas City, MO, Second Missionary Baptist Church/Touch of Grace Ministries offers many programs for the youth in their community, including Bold Christians In The Marketplace. This unique program offers orientation, mentoring, and exposure of youth to the business arena, helping the youth develop marketable skills through a mentoring relationship. Moreover, the program develops from simply learning about the business world to taking part in it.

5. Innovative Mentoring Opportunities

In South Hampton Roads, VA, congregation members, volunteers and partner organizations have transformed Brighton Rock A.M.E. Church into a safe place for children, especially the children who wait for the bus across the street. Each morning, the "Bus Stop Bible Study" provides a chance for teens to sit with Rev. Clifford Barnett and discuss school, summer jobs, and plans for the future. Another daily program matches older students with younger ones and volunteers to provide much-needed tutoring and homework help. As one volunteer, Jewel Jones, puts it, "When the kids get off the bus, it's like, 'Come on in here, and this is a nice, safe haven.'" Look for opportunities to reach out to kids in your daily routine - you may be surprised at how quickly an outreach opportunity presents itself!

6. Literacy Programs

In Wheeling, WV, Bethlehem Apostolic Temple congregation members volunteer at a children's after-school program specifically created by the local Promise effort. Bethlehem Temple has also recently installed a Library of Promise for children in this facility in response to community needs for a safe place for children to read and learn marketable skills. It is the third Ohio County's Promise Children's Library.

America's Promise

Congregations of Promise



Faith-Based Community Partnership Form

Initial pledge

Yes! We accept the challenge to become a Congregation of Promise _____ (check here)

General details

YOUR NAME: _____ TITLE: _____

YOUR ADDRESS: _____

CITY: _____ STATE/ZIP: _____

PHONE (with area code): _____ FAX: _____

EMAIL: _____

THE NAME OF YOUR GROUP: _____

ADDRESS: _____

CITY: _____ STATE/ZIP: _____

PASTOR/LEADER: _____ EMAIL: _____

Team Roster

The Team Roster should be comprised of members of the congregation who are actively prepared to make the commitment real in the life of the congregation, and have the time to be able to make a contribution. It is specially valuable to have adults already engaged in the lives of young people, although you may also want to include those who have less experience working with youth. It is advisable to have at least one young person on the team. (Please see the Faith Guide for more details on the make-up of the Team).

(Minimum 3 - Maximum 6)

1. Name _____ 2. Name _____

3. Name _____ 4. Name _____

5. Name _____ 6. Name _____

America's Promise

Congregations of Promise



Faith-Based Community Partnership Form

Commitment

This is the actual pledge you will make on behalf of your congregation. It is divided into three parts: the commitment itself, where it will be located (a neighborhood, or even facility, etc.) and the general nature of the activity, showing both what you will be doing, and the other partners with whom you will be sharing the activity.

1. Commitment:

The goal of _____ Congregation of Promise is to reach _____ (# of young people) _____ (ages) from (our congregation's membership, from the community-at-large, or from our congregation and the community) with all Five Promises over a period of _____ (years). We will fulfill the Five Promises for these young people through the following activities:

2. Location of Project: _____

Project Name: _____

3. Activities and Partners (use the chart below to map what you will do and who may help you)

Promises	Activity	Other Partners
Caring Adult	e.g. mentoring initiative	
Safe Place	e.g. kids van (transportation to Boys and Girls Club)	Boys and Girls Club
Healthy Start	e.g. give kids a healthy snack or meal	Local Food Bank
Marketable Skills	e.g. hold a college night for youth	Local College or University
Opportunities to Serve	e.g. serve in congregation's soup kitchen	

Please return your completed form to the Volunteer Florida Foundation, Elliot Building, 401 South Monroe Street, Tallahassee, Florida 32301

If you have any questions, please contact Mark Nelson at 850-413-0909 or by email at mark@volunteerflorida.org.

America's Promise

Congregations of Promise



Frequently Asked Questions

- **Some congregations may feel that they are already doing a lot for children, and wonder why they should get involved with America's Promise. They ask, "What will we gain?"**

America's Promise offers a way to grow and develop youth ministry and potentially welcome new members. By reaching out to children, often those children's families will be more inclined to attend, and later join the congregation. Moreover, America's Promise offers a national network committed to the Five Promises. This network opens doors to other groups, as well as making your congregation known to them. Further, the Five Promises framework offers an effective youth strategy to reach kids. Finally, such a commitment gives individual congregations something new to report to their own network, to their regional and/or national faith community.

- **We are already reaching kids. Why should we commit ourselves?**

We believe everyone can improve their youth work. As with everything else, in order to be the best that we can be, we need to constantly prod ourselves to improve. America's Promise has literally hundreds of examples of congregations working in new ways with youth. You can take these examples and modify them to implement a new approach in your own congregation, molding them to suit your own needs and assets.

- **When is the money coming? We need resources.**

America's Promise is not a foundation but a challenge, a change agent and a collaborative network. We have an unparalleled network nationally and locally around the United States. Occasionally, America's Promise does have financial resources to share through Communities of Promise.

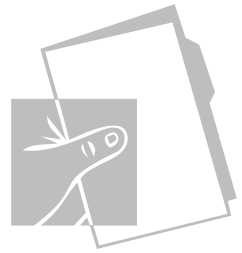
- **Will this program dilute our message?**

Helping the less fortunate, especially children, is part of a universal call to morality in religions, and so in many cases working with America's Promise serves to amplify a congregation's message. The core of the America's Promise message is that we believe all children need the Five Promises in their lives. We know there are many messages in our faith groups, but various groups can bind to the Five Promises and can align themselves with this message.

- **Are you part of the faith-based initiatives?**

We have no official connection to President Bush's Faith-Based Initiative. However, we are sympathetic to the idea of supporting faith groups, because faith has always been an integral part of community building and character formation for children. Religious groups have a huge impact for good in the lives of children. We're glad that money has been made available to faith-based organizations for quality programs. To find out more about this Initiative, go to <http://www.whitehouse.gov>

Sample Overheads



These sample overheads can be used as an orientation tool at a large mentor recruitment event.

*Important Note: These overheads **need to be edited** by your district volunteer coordinator to ensure they address local mentor program issues.*

- ▶ Why do we need mentors (page 49)
- ▶ What do you mean by mentoring? (page 50)
- ▶ What difference can I make? (page 51)
- ▶ What are the students like? (page 52)
- ▶ What is an elementary school program like? (page 53)
- ▶ What is a secondary school program like? (page 54)
- ▶ Important Notes (page 55)
- ▶ What if school-based mentoring doesn't fit my schedule? (page 56)
- ▶ What else can we do to help schools and children? (page 57)
- ▶ How do I get started? (page 58)

QUESTION:

Why do we need mentors?

- ▶ **Time is limited**
- ▶ **What we choose to do with it is precious**

**Mentoring a child –
A good use of one's time.**

- ▶ **A mentored child is 52% less likely to skip school**
- ▶ **A mentored child is 46% less likely to start using drugs**
- ▶ **A mentored child is 33% less likely to hit someone**
- ▶ **A mentored child is 27% less likely to begin drinking alcohol**

QUESTION:

What do you mean by mentoring?

- ▶ **One student**
- ▶ **One hour**
- ▶ **Once a week**

A trained volunteer makes the commitment to assist an identified student one-on-one, for about one hour, once a week, on school property, during the school day, through the end of the school year.

QUESTION:

What difference can I make?

- ▶ **Commitment**
- ▶ **Time**
- ▶ **Patience**
- ▶ **Practice**
- ▶ **Encouragement**

QUESTION:

What are the students like?

Students may be selected for the mentor program for a number of reasons, such as . . .

- ▶ **Behind in academics**
- ▶ **Health problems**
- ▶ **Single parent home**
- ▶ **Recently changed schools**
- ▶ **Shy and withdrawn**
- ▶ **Low self-esteem**
- ▶ **Family dealing with emotional or financial hardship**

QUESTION:

What is an elementary mentor program like?

- ▶ **Students are usually easy to get to know**
- ▶ **Students need lots of remediation on basic skills**
- ▶ **Mentor/Tutor sessions are shorter than middle school**
- ▶ **Employees usually can have a partner that is matched with the same student**

QUESTION:

What is a secondary school mentor program like?

- ▶ **Students are sometimes a little harder to get to know.**
- ▶ **Students need some remediation and someone to listen to them, organize them, and help them set and achieve goals.**
- ▶ **Employees usually cannot have a partner that is matched with the same student.**

IMPORTANT NOTES

- ▶ **Most local mentor programs require a criminal background check on all prospective mentors.**
- ▶ **You can come to a training session to get additional information and still say “No, I don’t think I can mentor a student at this time.”**

QUESTION:

What if school-based mentoring doesn't fit my schedule?

Other ways you can help:

- ▶ **Governor's Mentoring Initiative Web Site:**
www.flamentoring.org

- ▶ **Mentor Hotline: 1-800-825-3786**

- ▶ **Kid's Hope Web Site:**
www.flamentoring.org

- ▶ **Partnership for Family Involvement in Education Web Sites:**
 - ▶ **Florida:** www.fndfl.org/partnership
 - ▶ **National:** www.ed.gov/pfie

QUESTION:

What else can we do to help schools and children?

- ▶ **Organize a “school supply drive” to gather basic school supplies for students who can’t afford them**
- ▶ **Volunteer as a judge for major academic events, such as Science Fair, History Fair, etc.**
- ▶ **Encourage other groups you belong to (service club or organization) to partner with a school**
- ▶ **Be Creative! Example: One group of state employees held a Chili Cook-Off to raise money for students whose electricity had been turned off in December**

QUESTION:

How do I get started?

- ▶ **Check your schedule to be sure you will have the time to make this important commitment**
- ▶ **Be sure you have your employer's approval**
- ▶ **Attend a training session at your selected school**

Recognition of Mentors

Now that your mentors are recruited, trained, and placed, it is important to have a plan to make them feel appreciated for their contributions. Recognition is a great tool for keeping mentors energized and enthusiastic.

Important Tip: Public recognition of mentors is also a great way to recruit more!

This section includes:

- ▶ Mentor recognition ideas (page 60)
- ▶ A sample list of small mentor “thank you” gifts that can be presented at any time during the year and a list of companies and catalog resources that specialize in recognition items that can be purchased (page 61)

Many of these items can be personalized with your logo, which would also provide recognition for your congregation’s commitment to children.

- ▶ An Activity Planner for handling all the details of a recognition event (page 62)

Recognition of Mentors

Mentor Recognition Ideas

1. EASY! Put a message saluting your mentors on local billboards or marquee signs.
2. Post announcements of National Mentoring Month (January) and State School Volunteer Month (February) in your internal and external publications, and at employee work sites.
3. Write a letter or article for the local newspaper.
4. Mention unique mentor contributions and express appreciation in bulletins.
5. Send individual letters (can be one standard letter to all with individual names typed in) to each mentor.
6. Invite your congregation's officials and school district officials to your mentor recognition events. Ask them to offer a word of appreciation to your mentors.
7. Invite your mentors to have free coffee and donuts at a central site.
8. Identify a "Mentor of the Month" and offer them a free lunch or other small gift.
9. Nominate your "top mentor" for local or state volunteer recognition celebrations.
10. Surprise one of your top mentors with a balloon bouquet and an appreciation certificate.
11. Salute your mentors on your internal e-mail system or web page.
12. Work with the school-based volunteer coordinator to have the students make cards or gifts for their individual mentors.
13. At the official "mentor good-bye" ceremony at the end of the school year, take pictures of each mentor with their student for the mentors to keep.

Recognition of Mentors

Ideas for Mentor Recognition Gifts

Stationery
Note pads
Coffee cups
Helium balloons
Key chain
Movie tickets
Bookmark
Lapel Pins
Student Art/Crafts Projects

Pencils or pens
Calendars
Flower or vegetable seeds
Magnets (heart-shaped, apple, etc.)
Coupons (fast food, yogurt, etc.)
Special coffee or tea samples
Small package of cookies
Candy

Catalogs and Web sites for Great Recognition Items

California Association of Hospitals and Health Systems, Volunteer Sales Center—
Sacramento, California
1-916-928-3950 www.gratitudes.org

The Education People Catalog—Katonah, New York
1-800-624-1634

Especially for You (The Apple Ladies)—Largo, Florida
1-800-441-8600

Great Events Publishing—Plainview, New York
1-888-433-8368 www.GreatEventsPublishing.com

Paper Direct—Colorado Springs, Colorado
1-800-272-7377 www.paperdirect.com

Positive Promotions—Flushing, New York
1-800 635-2666 www.positivepromotions.com

Other Recognition Resources

www.thankscompany.com/index.htm
www.volunteergifts.com/



Recognition of Mentors

Activity Planner for a Mentor Recognition Event

Goal: Recognition for all volunteer mentors

Committee Chair: _____

Committee Members: _____

Activities Planned: _____

Date(s): _____

Assignments for committee members: _____

Checklist

- _____ Congregation leaders notified?
- _____ School calendar checked?
- _____ Principal's calendar checked?
- _____ Media/ school newspaper invited?
- _____ News flash to teachers?
- _____ Site/space reserved?
- _____ Invitations?
- _____ Food/refreshments?
- _____ Paper goods? (cups/plates)
- _____ Decorations?
- _____ Entertainment?
- _____ Door prizes?
- _____ Small gifts?
- _____ Certificates?
- _____ Bulletin board display?
- _____ Banners/posters made?
- _____ Someone assigned to take pictures?
- _____ Printed program prepared?
- _____ Marquee sign?
- _____ Announcement placed in city newsletter or on email system?
- _____ Clean-up crew signed up?

After Your Event

- _____ Report done for next year's committee?
- _____ "Thank You's" done?

Other Resources

The materials provided to you in this toolkit are some of the most basic tools required to start a “release-time” mentoring program. However, there are many other resources available that can be useful as you refine your mentoring efforts.

To lead you to additional mentor information, this section includes a list of useful web sites (both state and national) that can provide more information and links as you develop your individual programs.

America’s Promise
www.americaspromise.org

Big Brothers Big Sisters of America
www.bbbsa.org

Florida Campus Compact
www.floridacompact.org

Florida Commission on Community Service
www.fccs.org

Florida Association of Partners in Education
www.flpie.org

Frontline Outreach
www.frontlineoutreach.org

Governor’s Mentoring Initiative
www.flamentoring.org

KAPOW (Kids and the Power of Work)
www.kapow.org

National Association of Partners in Education
www.NAPEhq.org

National Foundation for Teaching
Entrepreneurship
www.nfte.com

Governor’s Faith & Community-Based
Initiative
www.flafaithandcommunities.org

National Mentoring Center
www.nwrel.org/mentoring

National Mentoring Partnership
www.mentoring.org

Partnerships for Family Involvement in
Education
Florida: www.fndfl.org/partnership
National: www.ed.gov/pfie

Save the Children
www.savethechildren.org

Volunteer Florida Foundation
www.volunteerfloridafoundation.org

YMCA of the USA
www.ymca.net



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Web: www.frontlineoutreach.org

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Orlando, FL 32803
(407) 650-3899; Fax: (407) 650-3840
E-mail: asrconsultinginc@aol.com

Mark A. Nelson

Governor's Mentoring Initiative
Elliot Building
401 South Monroe Street
Tallahassee, FL 32301
(850) 413-0909; Fax: (850) 414-0096
E-mail: mark@volunteerflorida.org
Web: www.flamentoring.org

Teecy Matthews

6003 Southwest 111th Place Road
Ocala, FL 34476
(352) 895-3327
E-mail: Teecy@att.net

Important Notes

