

Volunteer Orientation and Training Handbook

Schools and Communities



Corporation for
**NATIONAL &
COMMUNITY
SERVICE** ★★ ★



**TOGETHER FOR
TOMORROW**

Dear Volunteer

Thank you and welcome!

Schools and Communities: Together for Tomorrow (SACTFT) would like to welcome and thank you for volunteering as a mentor. Every child is full of potential and we applaud your willingness to help foster their potential. Your commitment to young people can contribute significantly to their success and help build a stronger community. This handbook will give you some expectations and guidelines to help you meet the needs of your student.

It will be helpful for you to review the information enclosed in this guide before your initial meeting with your student. You will learn that a volunteer is a role model, a listener, and a motivator. The handbook also contains information about volunteering in schools, parameters of the mentoring relationship, and sample objectives and activities for sessions.

Research shows that all children can benefit from a relationship with a caring adult mentor. We have many children who would cherish having someone like you in their lives. Recruit a friend, co-worker or neighbor to volunteer their time. Be sure to share your experience with others.

On behalf of each and every one of the children who will one day give an account of their mentor and the entire United Way family, we would like to express our sincerest thanks and appreciation.

Thank You!



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OVERVIEW

- ❖ Program History
 - Mission & Objectives
 - Stakeholders
 - Program Structure

HISTORY OF SACTFT

Heart of Florida United Way (HFUW) was invited by the Office of Faith-Based and Neighborhood Partnerships, the U.S. Department of Education and Mayor Buddy Dyer to join eight additional demonstration sites around the country in an initiative to recruit, train, supervise and evaluate a team of proposed VISTA members from the Corporation for National Community Service (CNCS) for a pilot project that can be replicated around the country. The project initially supported Memorial Middle School and three feeder elementary schools: Catalina, Richmond Heights and Palmetto.

Through various discussions with leaders and representatives of the surrounding area, four goals were identified as the framework for the project:

- ❖ Focus efforts on turning around the persistently lowest-performing schools
- ❖ Establish a full-time staff position at each target school dedicated to building and managing school-community partnerships;
- ❖ Develop a clearinghouse to match school needs with resources from faith and community organizations;
- ❖ Improve communication from Orlando public schools with faith and interfaith organizations.

Due to the overall success of the pilot year, the program (through funding from CNCS) has expanded from a small team of six to a team of over twenty members. The program has since developed additional relationships with schools in Orange, Seminole and Osceola Counties. In addition, the program aligned its mission and objectives with the White House Office of Faith-Based and Neighborhood Partnerships *Together for Tomorrow* Initiative, which solicits civic engagement from faith-based and community partners in support of Title I public schools.

MISSION STATEMENT

The mission of *School and Communities: Together for Tomorrow* is to improve public education and increase high-school graduation rates by engaging, recruiting, and training volunteers to act as role models who exhibit positive behavior and encourage academic and personal development in students.

OBJECTIVES

SCHOOL PERFORMANCE

The objectives of *Schools and Communities: Together for Tomorrow* is based on the research of Dr. Robert Balfanz of Johns Hopkins University that demonstrates the importance of improving the ABC's for students. They focus on improving low-performing schools by boosting key student outcomes – **A**ttendance, **B**ehavior, **C**ourse performance and **C**ollege access.

- **Attendance:** We aim to reinforce the importance of family cooperation and support to increase student engagement as a method to reduce chronic tardiness and absenteeism.
- **Behavior:** We aim to reinforce positive student behaviors and habits through the use of incentives and rewards.
- **Course Performance:** We aim to increase access to services and activities which reinforces school concepts in student learning and achievement.
- **College Access:** We aim to educate students about financial assistance, access, career options and post-secondary education options. We strive to motivate students to achieve post-secondary success.

PARTNERSHIPS

- Gain Support from faith-based and community-based organizations around the school.
- Dedicate services to schools by providing volunteers to support before, during and after school academic assistance.
- Provide effective role models who will strive to increase positive behaviors and habits in students.
- Aid in providing access to in-kind resources to mitigate the external factors that hinder student performance and access to post-secondary education.



"Working together, we can reach across the racial, cultural, social and economic gaps that divide us. We can recover our sense of community - our pride in being a nation of neighbors who care. We can revitalize the tradition of service to others that has been so much a part of our history and national character..."
-Colin Powell



"Children are the living messages we send to a time we will not see."

-John W. Whitehead

OVERVIEW

- ❖ **Poverty & Homelessness**
- ❖ **Students and Poverty**
 - Household Support
 - Literacy
 - Lack of Permanent Housing
- ❖ **Title I Schools**
 - Definition
 - Eligibility
 - Distribution

POVERTY IN AMERICA

Many of the children attending our partner schools come from households below the federal poverty guidelines. Children living in a circumstance of poverty face special challenges that may need to be considered when interacting with them in a Mentoring relationship. Please keep in mind that each child is first and foremost an individual and may exhibit some, many or none of these characteristics.

POVERTY

1. Lack of Resources; lack of access
2. Without minimal standards of living

Resources can be defined as:

- **Financial:** income or wealth to purchase goods and services
- **Social Capital:** friends, family and other external resources for knowledge and access in times of need
- **Emotional:** ability to choose and control emotional responses with destructive behavior
- **Mental:** ability to process information, evaluate a situation, and use previous experience to create a solution
- **Role Model:** access to nurturing individuals who do not engage in destructive behavior

STUDENTS AND POVERTY

HOUSEHOLD SUPPORT

Children in our partner schools come from a wide variety of home life. The adults in the home may be two parents, one parent, grandparents, aunts, uncles or cousins. These authority figures may be working one or more jobs at odd hours (night or early morning shifts) and is unable to be home when the students are out of school. As a result the students often do not have anyone available to stress the importance of schoolwork or teach them the behaviors they need to survive socially at school.

LITERACY

Only 33% of fourth graders read proficiently, according to the National Assessment of Educational Process (NAEP) the nation's only national assessment of reading. That means 67% cannot demonstrate solid academic performance and competency in relation to challenging subject matter in reading. This is especially important because third grade is when children start reading for comprehension. If they are not prepared by third grade, they will fall farther behind. Children from low-income families (on average) do not develop the same vocabulary as their peers in middle – income families. One study shows that by age three, children from middle-income families know about 1,000 words, while children from low-income families know 525 words or less.

It is estimated that a typical middle-class child enters 1st grade with 1,000-1,700hrs one-on-one picture book reading compared with an average of just 25hrs for a child from a low-income family.

LACK OF PERMANENT HOUSING

Each time a student moves, he or she must fit into a new situation. Individualized instruction is most likely not available and the student falls further and further behind.

Mobility Rates in the tri-county school system ranges from 40%-80%

Students are uprooted when parents need to relocate in search of work, are evicted, or are no longer welcome in the homes of friends or relatives where they have been staying. ¹

¹ Learn to talk to your student See “The 10 Things Kids Need Most” Appendix A

DEFINING “TITLE I”

TITLE I

Eligible public and private schools receive supplemental education services to assist those children in acquiring the knowledge and skills necessary to meet student performance standards.

- Determined *annually* by percentage of students on free or reduced lunch
- Priority is given based on the percentage of students from low-income families

ELIGIBILITY

Targeted Assistance Schools

- Schools with 35%-39% of students receiving free or reduced lunch

School-wide Status

- Schools with 40% or more students receiving free or reduced lunch

FUNDS DISTRIBUTION

School Wide

- Title I funds are used for the school’s entire instructional program
- Delivery of funds is based on the specific needs of the entire school

Targeted Assistance Schools

- Funds are used to serve those students in greatest need

Students are chosen based on:

- Their assessed needs in reading and/or math
- Teacher recommendation
- Additional Checklist



"It should be our purpose in life to see that each of us makes such a contribution as will enable us to say that we, individually and collectively, are a part of the answers to the world problem and not part of the problem itself."

-Andrew Cordier



OVERVIEW

❖ County Regulations

- Polices
- Procedures
- Reporting

❖ Program Guidelines

- Expectations
 - Communication
 - Grievances
 - Accident/Injury
 - Federal Guidelines
-

COUNTY REGULATIONS

POLICIES

SUPERVISION

All volunteering will take place on-campus. Off-campus visitation between volunteers and students is prohibited. No volunteer is allowed be alone with a student. All volunteer sessions must take place in the presence of a school official.

DISCIPLINE

Volunteers are not to discipline students especially in the case of physical contact. All discipline concerns should be directed to the appropriate OCPS employee on duty.

PHYSICAL CONTACT

Avoid physical contact with students. In the case where a child initiates contact, limit physical contact with students to a soft pat on the back, a hand shake, high five. All contact must be conducted in the presence of a school official.

DRESS CODE

Volunteers' attire should be appropriate and comply with the school's dress code. As with students, attire which advertises drugs or alcoholic beverages, or which is vulgar or obscene in nature is not permitted. Each volunteer is expected to dress appropriately for the job.

SCHOOL RULES

Volunteers are expected to bide by all school policies and regulations. Every school has rules to ensure compliance with a myriad of federal, state and local laws, regulations and school board policy. The rules are designed to enhance the safety and well-being of individuals on the school campus.

GIVING GIFTS/REWARDS

Volunteers should not bring outside gifts or monies to the students. Nor shall volunteers accept gifts or money from students or parents. Volunteers are encouraged to give academically-based incentives to student for the purpose of motivation. Examples include pencils, pens, erasers, books etc.

PROCEDURES

VOLUNTEER CHECK IN/OUT

By district and SACTFT policy, each volunteer is required to SIGN IN and OUT at the front office. Please use the designated sign in sheet or computer tracking system for volunteers. Do not proceed on school campus unless you have signed in.

NAMETAGS

All volunteers are required to wear an identifying name tag approved by the schools administration. Badges/tags must be worn at all times.

REPORTING

CONFIDENTIALITY

Volunteers must withhold any information about a student's academic progress, behavior or school related incidents. Discussion of a student is restricted to the student's teacher, the guidance counselor or school administration.

Exceptions include:

- If a student confides that he or she is the victim of sexual, emotional, or physical abuse.
- If a student confides that he or she is involved in an illegal activity.
- In the case of neglect, abandonment harassment/bullying.
- If harm may come to a student.

ABUSE, NEGLECT OR ABANDONMENT

If a student indicates that he or she may have been a victim of sexual or physical abuse this information needs to be reported to the proper authorities immediately.

Bullying

“Unwanted and repeated written, verbal or physical behavior, including any threatening, insulting, or dehumanizing gesture that inflicts physical hurt or psychological distress on one or more people...”

Cyberbullying/Cyberstalking

“Communicating words, images or language through electronic devices that causes substantial emotional distress to a person and serves no legitimate purpose...”

Harassment

“Any written, verbal, or physical conduct or use of the computer that is threatening, insulting, or dehumanizing, that places someone in reasonable fear of harm or interferes with the educational setting...”

HARASSMENT/BULLYING²

Bullying and harassment must be reporting whether a victim or witness. If an act of bullying or harassment has taken place, document the event and submit a report to the principal or designee.

Bullying is not...

- Accidental
- An occasional talk or teasing with a friend
- A temporary conflict between two students

Characteristics of a Bullying Situation

- Absence of positive or neutral facial expressions
- When a student is forced or challenged to participate in aggression.
- Power imbalance in which the child doing the bullying has more power due to such factors as age, size, support of the peer group, or higher status.
- Bullying is carried out with intent to harm the targeted child.
- Includes physical aggression, verbal insults, spreading malicious rumors or gossip, and threatening exclusion from the peer group.
- Usually a repeated activity in which a particular child is singled out more than once and often in a chronic manner.

SELF-REPORTING

For the security of all employees, students and guests, all volunteers are required to report any offenses within 48 hours of incident. Offenses include all arrests and convictions (exception: minor traffic offenses) Volunteer must provide a written statement up to five days after leaving message.

Failure to admit to these rules may result in dismissal.

² Adapted from materials provided by Jeff Dess “Turn Up The Music- Prevention Strategies To Help Parents Through The Rap, Rock, Pop, And Metal Years”

PROGRAM GUIDELINES

EXPECTATIONS

- Maintain an inviting attitude towards students and faculty
- Foster a positive relationship with students
- Uphold mentoring agreement
- Uphold the regulations for student confidentiality
- Follow all rules and procedures outlined by the county and state laws

COMMUNICATION

This section covers important procedures regarding common situations which merit a protocol of communication. Preferred methods of contact will be determined by VISTA Coordinator.

TARDINESS & ABSENCES

Attendance: Attendance to mentor/tutoring session is mandatory. In the case where absence is inevitable, 24 hours' notice must be given to the VISTA coordinator via email. If notification of absence is less than 24 hours the responsibility of contact is on the volunteer. Phone contact is preferred. In case of emergency, contact VISTA Coordinator immediately.

Tardiness: Contact VISTA Coordinator in case of tardiness. All volunteers are expected to arrive a few minutes early to the volunteer site in order to prepare for the arrival of the student. Due to the limited time allotted to the volunteer sessions, a maximum of 15 minutes will be considered "tardy." After the 15 minute window, the volunteer will be considered absent for the session

GRIEVANCES

The following relates to the procedures volunteers can take if they have concerns regarding volunteer conditions or supervision.

VOLUNTEER CONDITIONS

The volunteer may approach the VISTA Coordinator regarding matching and relationship concerns with the student. Volunteer matching is not a permanent commitment; circumstances may vary. All discussions of change are confidential.

SUPERVISION

The volunteer may approach the VISTA Supervisor if they feel an immediate threat, dismissal or lack of consideration from their immediate VISTA Coordinator. A written statement may be submitted regarding concerns for management consistency (anonymous submission welcome). Conditions and solutions are subject to the VISTA Supervisor. All discussion and written statements are confidential.

ACCIDENT/INJURY

In the event a volunteer is hurt while an active volunteer, the volunteer must report any injury or risk immediately to their VISTA Coordinator. This process enables immediate action to be taken, including any corrective measures to prevent a reoccurrence of the incident.

FEDERAL GUIDELINES

- I. Volunteers are not allowed to use their involvement in public schools as an occasion to promote religious activity or doctrine.
- II. “Any adult who mentors a child may not... seek in any way to encourage or discourage the religious faith of the student whom they are mentoring for educational purposes” (Guidelines 2)

REPORTING

ACTIVITY LOGS

Each volunteer is required to maintain a log of the contact hours with their student. The log should be kept up-to-date and will remain with the VISTA Coordinator throughout the volunteer’s tenure.

FEEDBACK FORM

The feedback form will be completed by the mentor/tutor each month and submitted to the VISTA Coordinator. The feedback form is an extended report on the mentor/tutoring relationship. The volunteer will evaluate the level of cooperation from the student and detail any challenges and milestones of the relationship over the previous month.

"All kids need is a little help, a little hope, and someone who believes in them."

~Earvin "Magic" Johnson



OVERVIEW

- ❖ Benefits of Mentoring/Tutoring
 - ❖ Effects of mentoring/Tutoring
 - ❖ Qualities of a mentor/Tutor
 - ❖ Relationship Building
 - ❖ Effective Communication
 - ❖ Bullying/Harassing
-

VOLUNTEER ROLE

A Mentor/Tutor is...

A Mentor/Tutor is NOT

A trusted guide or coach	All things to their mentee.
A caring, responsible adult	A parent/legal guardian.
A resource that provides access or exposure to people, places and things outside their mentee's routine environment.	A social worker
A positive role model	A psychologist

BENEFITS OF MENTORING/TUTORING

Benefits of mentoring to the mentee:

- Increases student academic success
- Improves interpersonal relationships with peers, teachers and family
- Experience greater self-confidence, self-esteem and motivation to succeed
- Reduces risk that young people will begin using illegal drugs and alcohol
- Reduces risk that young people will skip school

Benefits of mentoring to the mentor:

- Increases community involvement
- Realize they can have a positive impact in the life of a young person
- Make a new friend
- Gain new knowledge of youth

POSITIVE EFFECTS OF MENTORING

A study by Proctor and Gamble of mentoring in Cincinnati schools showed that young people with mentors were more likely to:

- Stay in school
- Attend classes
- Be less disruptive when attending class
- Get better grades
- Go to college

A Ford Foundation study of students from families receiving public assistance found that those with mentors were more likely than those without mentors to:

- Graduate from high school
- Enroll in college
- Have fewer children
- Have fewer arrests
- Live without public assistance
- Become involved in community service
- Be hopeful about their future

California Mentor Foundation surveyed 124 mentor programs with 36,251 mentors and 57,659 mentees. The survey showed that:

- 98% stayed in school
- 85% did not use drugs
- 98% Deterred from teen pregnancy
- 98% Did not join a gang

MENTOR/TUTOR CHARACTERISTICS

- Willingness to provide guidance, support, encouragement and direction
- Foster an open environment in which the student feels comfortable
- Display Patience
- Ability to provide constructive feedback and suggestions to student
- Capacity to be flexible when working with students

- Be there.
- Be a coach, not an all-knowing authority.
- Be a role model.
- Help your mentee have a say in your activities.
- Be ready to help out.
- Be yourself!

BUILDING THE RELATIONSHIP

INITIAL CONTACT³

Focus on getting to know each other and building trust. Begin by exploring the experiences and goals of both the student and mentor.

Negotiate clear expectations for the relationship. Engage the student to express what is important to them (values), what they expect to change, and how the mentor can help.

DEVELOPING THE STUDENT⁴

- Set one or more goals.
- Choose objectives to reach the student's goal.
- Select activities to achieve the objectives.
- Maintain regular contact.

ENDING THE RELATIONSHIP⁵

Reflection Questions

- What have we taught each other or what have I learned from this process?
- What, if anything, would you have done differently?
- What are your future plans?
- How can I help you prepare for future plans?

Evaluate

- Journal meaningful moments of the relationship
- Write about the relationship (How it started, initial feelings, challenges, changes, progress)
- Review mentor feedback forms with VISTA coordinator

³ See “[Stages of Mentoring Relationship](#)” Appendix A

⁴ See “[Achieving Goals](#)” Appendix A

⁵ See “[Measuring Success](#)” Appendix A

EFFECTIVE COMMUNICATION

Listening means:

- Paying attention to the student.
- Stay focused; do not worry about what will be said next.
- Remember that words have many meanings (young children may take your words literally)
- Hear the words, watch the body language and try to understand the meaning of what the speaker is saying verbally and non-verbally.
- Keep your mind open.
- Talk to students as you talk to friends. Give them choices. Ask for opinions. Encourage them using positive language.

ACTIVE LISTENING⁶

Active listening involves:

- listening carefully to words and feelings expressed (*Concentration*)
- repeating those facts in such a way that the speaker knows he/she has been understood attempts to identify the emotions underlying the words (*Reflection*)

"I" AND "YOU" STATEMENTS

A good way to think about the differences between ineffective and effective communication is to think of sending either "YOU" or "I" messages. "YOU" messages are belittling and blaming. They put the responsibility for your feelings on the other person.

- *"YOU make me so mad!" "YOU disappoint me." "Don't talk back to me."*

"I" statements are more effective. They let you express your feelings and thoughts directly, honestly, and clearly, without blaming, accusing or labeling.

Examples

- *"I feel disappointed that you lied to me about going to school because I thought that you trusted me."*
- *"I get nervous when you ride your bicycle without a helmet because I worry you'll get hurt."*
- *"I feel frustrated when you are not ready when I arrive, because we may be late."*

"I" Statement Format

I feel...
When you...
Because...

⁶ More Information "[Active Listening](#)" Appendix A

APPENDICES

Appendix A

Additional Information

THE 10 THINGS KIDS NEED MOST

All kids need the basics of life - like food, warmth, shelter and clothing. But they also need to feel loved and appreciated. By giving our children all the things they need, we can help them thrive.

1. MEETING THEIR EVERYDAY NEEDS

- feeding them when they're hungry
- keeping them safe from danger
- helping them if they are in pain, scared or upset
- Making sure there is always someone trustworthy to look after them.

As a mentor, your responsibility **DOES NOT** include providing basic needs. However, if you find that your mentee's basic needs are not met, it is important to bring this to the attention of the VISTA coordinator, counselor or teacher.

2. FEEL SAFE AND SECURE

When children feel safe and secure, they learn to trust other people. Children who don't feel safe can be anxious and unhappy. This can affect their health and learning. But when they learn that they can trust the adults around them, it helps them grow up happy, healthy and to enjoy the world around them.

3. LOVE AND AFFECTION

Children need lots of affection to remind them that you care. Although we do not encourage hugging, a high five or a pat on the shoulder works just as well.

4. PLENTY OF PRAISE

If you praise kids when they do well at something or are trying hard, it will make them want to do it again. Praising a child for being good will make them want to be good, and it will help them feel good about themselves.

Children who feel good about themselves tend to:

- learn more easily and make more effort to achieve
- get into less trouble
- get on well with others
- make friends more easily

5. SMILES

Smiling is one of the simplest ways of helping children feel happy and safe. When you smile at a child, you are telling them that:

- you enjoy their company
- you are pleased with them
- you are taking notice of them

6. TALKING

The more you talk to them, the more they will learn. Learning words helps them to communicate and to understand more about the world. As they get older, words will become one of their most important tools. Children with a good use of words find it easier to express them, to make friends, and to learn at school and at home.

7. LISTENING

Every child wants to be heard. Listening is a very important skill and helps make people feel important and validated. Always ask open ended questions to give students ample opportunity to talk and discuss their feelings and situations. Use active listening and make sure you comment and reflect on what you heard your mentee saying.

8. LEARN NEW THINGS

You can use everyday things around you or even books, newspapers or magazines. New experiences can include simple things like:

- tell a story from your childhood
- Play a game (board game, I spy, use Legos, etc.)
- sing a song
- read a book
- praise your mentee for something new they did or something they did well
- do some drawing, painting or coloring
- Pick up stones, look at flowers...new experiences are everywhere for kids.

9. TAKE CARE OF THEIR FEELINGS

Sometimes it's hard for children to find the right words, or tell you when they are sad or frightened. What they really need is for you to comfort them/give them a simple explanation.

This will help them feel good about themselves, and feel OK about talking to you if they have a serious problem.

10. REWARDS AND SPECIAL TREATS

If you give kids attention when they are good, it will make them want to be good more often. If you only notice when they are naughty, it might make them want to be naughty more often.

50 WAYS TO SHOW KIDS YOU CARE

According to the Search Institute, only one in four students say their school offers a caring climate. This is stunning! How can we inspire students to show empathy if they fail to see it in us? Here are fifty ways to show kids you care:

1. Know their full names.
2. Remember their birthdays.
3. Ask them about themselves
4. Look in their eyes when you talk to them.
5. Laugh together.
6. Say yes a lot.
7. Be yourself.
8. Notice when they're acting differently.
9. Share their excitement.
10. Give them a letter or postcard.
11. Notice when they're absent.
12. Ask them how their day is and take interest in the answer
13. Discuss their dreams and nightmares.
14. Learn what they have to teach.
15. Make yourself available.
16. Show up on time
17. Find a common interest.
18. Apologize if you've done something wrong.
19. Ask about their favorite music/art
20. Wave and smile when you part.
21. Thank them.
22. Point out what you like about them.
23. Clip magazine pictures or articles that interest them.
24. Catch them doing something right and compliment them for it.
25. Give them your undivided attention.
26. Ask for their opinion.
27. Talk about friends and family
28. Tell them how much you like being with them.
29. Talk about places they've lived
30. Help them become an expert at something.
31. Be excited when you see them.
32. Tell them about yourself.
33. Praise more; criticize less.
34. Ask them to help you think.
35. Believe in them.
36. Delight in their uniqueness.
37. Let them make mistakes.
38. Let them start conversations.
39. Respect them.
40. Be understanding when they have a difficult day.
41. Appreciate their personality, accepting them as they are.
42. Encourage them to help others.
43. Do what they like to do.
44. Encourage them to think big.
45. Celebrate their firsts and lasts, such as the first day of school.
46. Welcome their suggestions.
47. Ask about them if they're sick.
48. Talk to them about people of excellence.
49. Empathize with their stories
50. Care about them, no matter what.

ACTIVITY SUGGESTIONS FOR MENTORS AND STUDENTS (*FOR ALL AGES*)

- Make a greeting, get-well or holiday card to give to share with family members or to donate to a local nursing home or community center
- Try sharing reading materials like newspapers, magazines and books. Take turns reading aloud with your mentee. Reading aloud increases listening comprehension and vocabulary skills.
- Create an imaginary time capsule. What would each of you want future generations to know? Pick a place to bury or hide the time capsule and decide when it should be opened
- If your mentee is new to the school, talk about what is different and what is the same. Share your own experiences with new schools and settings
- Research and talk about famous people who used their abilities to get ahead
- Ask about the career goal of your student. What do they hope to be and how did they make that choice? Tell your student about your work and how you reached your position
- Bring a card or a small cake to celebrate your student's birthday.
- Read for information. Read maps, graphs, charts and recipes together or consider learning how to read a bus schedule
- Teach a skill such as sewing, embroidery, painting, model building or wood working
- Play games like chess, dominoes, cards and SCRABBLE
- Bring a puzzle or Lego set and complete together
- Build or buy a kite with your mentee and then learn to fly it together
- Play learning and literacy games on a computer
- Play a musical instrument or talk about your favorite types of music.
- Make your own book. Think of a story line and put together a book. Add pictures if you'd like.
- Play a sport outside or in the gym.
- Build shapes with play dough
- Play easy paper-pencil games such as hang-man or tic-tac-toe
- Plant a flower or a vegetable and monitor the developments

ACTIVE LISTENING

ACTIVE LISTENING INVOLVES:

- listening carefully to words and feelings expressed
- repeating those facts in such a way that the speaker knows he/she has been *understood* attempts to *identify the emotions* underlying the words
- energy and concentration

ACTIVE LISTENING PRACTICES:

Paraphrasing:

The listener, in his/her own words, states what has been heard and asks the speaker to verify or correct the interpretation.

- "Do I hear what you are saying?" "I believe you mean...am I right?"
- "Sounds like..."

Door Opening

This invites the speaker to elaborate about something that is important to them. The speaker shows interest and stays open-minded.

- "Please tell me more about that."
- "Can you give me an example?"
- "I'm not sure I understand..."

Probing (this should not turn into prying!!)

This asks the speaker to elaborate in a specific direction. It helps to recognize patterns and can be useful in solving problems.

- "Have you ever noticed that happening at other times?"
- "What do you usually do when that happens?"
- "How did that make you feel?"

Perception Checks

This allows the listener to check what they are hearing through nonverbal clues.

- "I've noticed that you clench your fists when you talk about your sister. I sense a lot of anger. Are you mad at her?"
- "You are really quiet today; I'm sensing that you are sad...Is that correct?"

Open-ended Questions

These questions require more than a "Yes" or "No" answer. This can be helpful in drawing out your mentee and helps you discover their world.

- "What did you do at school today?"
- "What was the best part of your weekend?"

ACHIEVING GOALS

SETTING GOALS

Some young people don't know how to get from point A to point B or how to break the journey into steps. By setting goals for your student can help your student:

- Decide what he/she wants to achieve (make sure it aligns with teacher/counselor recommendations)
- Know where to concentrate his/her efforts
- Spot the distractions that would lure him or her from the course and address them

TWO TYPES OF GOALS

1. Learning Goals

Taking the steps that will get us to our other goals. The focus is on the discovery of effective task processes (focus on *how* to do a task). Primary importance: *Skill* and *Ability*

2. Performance Goals

Relates to specific accomplishments; skills and ability are implied. (Can be motivating; Can be frustrating.) Increase one's motivation to implement knowledge (abilities attained from *learning goals*)

WRITING GOALS

Make sure your goals are **SMART**:

S	Specific
M	Measurable
A	Attainable
R	Relevant
T	Time-bound

NEXT STEPS:

- Write your mentee's goals in a *positive specific*.
 - Instead of writing "A better student", write "C's or better next semester"
- Identify obstacles and risks
 - everything that could possibly prevent the mentee from achieving the goal
- Identify sacrifices
 - changes that they will have to make
- Define knowledge
 - additional information and skills the mentee needs to acquire
- Who will be on their support team? What kind of role will they play?
- Develop the plan
 - list each activity and the tasks to complete
- Set a deadline

STAGES OF A MENTORING RELATIONSHIP

This document lists probable behaviors from the student and practices the mentor should implement and develop as the foundation of the relationship.

STAGE 1: DEVELOPING RAPPORT AND BUILDING TRUST

This section is about building trust and consistency between the mentor and the student.

Consistency

During the first stage of the relationship, it is critical to be both predictable and consistent.

- If you schedule an appointment to meet your mentee at a certain time, it's important to keep it. It is understandable that at times things come up and appointments cannot be kept. However, in order to speed up the trust-building process, consistency is necessary, even if the young person is not as consistent as you are.

Testing

Students use "testing" as a coping or defense mechanism to determine whether they can trust adults.

- They will test to see if you really care about them. A mentee might test the mentor by not showing up for a scheduled meeting to see how the mentor will react.

Establish confidentiality

During the first stage of the relationship, it's important to establish confidentiality with your young person.

- This helps develop trust. The mentor should let the student know that whatever he or she wants to share with the mentor will remain confidential, as long as what the young person tells the mentor is not going to harm the young person or someone else. It's helpful to stress this up front (within the first few meetings with the student). That way, later down the road, if a mentor needs to break the confidence because the information the student shared is potentially dangerous, the student should not feel betrayed.

STAGE 2: THE MIDDLE—REACHING GOALS

During this stage, the mentor and mentee can begin to start working toward the goals they set during the first stage of the relationship.

Goal setting (transitions into Stage 2)

What do the two of you want to get out of this relationship?

- It's helpful during Stage 1 to take the time to set at least one achievable goal together for the relationship. It's also good to help your mentee set personal goals. Young people often do not learn how to set goals, and this will provide them with the opportunity to set goals and work toward achieving them.

Affirming the uniqueness of the relationship

Do something special or different from first stage, to help affirm the uniqueness of the relationship

- Once the relationship has reached this stage, it's helpful to try a new activity or acknowledge the progress the mentee has made thus far.

The relationship may be rocky or smooth

Be prepared to endure hardships with the student.

- All relationships have their ups and downs. Once the relationship has reached the second stage, there will still be some rough periods. Mentors should be prepared and not assume that something is wrong with the relationship if this happens. Continue to encourage your student's success and progress.

STAGE 3: CLOSURE

At some point all relationships will come to an end—whether it's because the program is over, the mentor is moving, or another other reason; when this happens, it's critical that the closure stage not be overlooked.

Transitioning/Wrap-Up

Use the a few meetings near the end of the relationship for reflection and closure.

- Talk with your student about what you have learned from him/her. Allow the student to talk about what he/she has learned. You might also talk with your mentee about how you have seen him/her grow as a person in your time together and comment on positive things you have seen them do.

Final Encounter

Celebrate the time spent together and all of the progress made in the relationship, school, and based on the student goals.

- You might want to plan a special final meeting that involves food and exchange of pictures or a small gift for your student. Or, you might perhaps write a card or note expressing your sentiments.

MEASURING SUCCESS

YOUR MENTEE MAY REALIZE FOR THE FIRST TIME THAT HE/SHE...	GOOD INDICATIONS:
✓ has potential	<ul style="list-style-type: none"> ✓ setting goals ✓ developing new skills ✓ aware of time management
✓ is confident and self-assured	<ul style="list-style-type: none"> ✓ increased cooperation with parents, teachers and peers ✓ behavioral changes
✓ values education and the learning process	<ul style="list-style-type: none"> ✓ increase in school attendance ✓ improved grades ✓ respect for teachers
✓ is a capable young person	<ul style="list-style-type: none"> ✓ a willingness to help others ✓ ability to see the future ✓ ability to plan for college

Other major signs of success...

- More smiles
- Improved eye contact and appearance
- More participation in the classroom and improved interaction with peers
- Increased consideration of others
- Decreased hostility
- Increased enthusiasm toward upcoming mentoring meetings
- Less time in the principal's office or detention
- Improved grades or attitude toward school
- Increased confidence and/or expression of thoughts and feelings

You may also recognize small signs of success too...

- An enthusiastic greeting from your mentee
- A ready smile
- A growing investment in the relationship (i.e. helping plan upcoming mentoring meetings)
- An introduction to your mentee's friends or teacher

APPENDIX B

Forms and Charts

REFLECTION QUESTIONNAIRE

Mentor Name: _____ **Date:** _____

Student Name: _____

STUDENT ATTITUDE RATING						
INTERACTIONS	Positive	Somewhat Positive	Unresponsive/ Disinterested	Somewhat Negative	Negative	Not Applicable
Social Activities						
Enrichment Activities						
Listening to Mentor						
Academics/Learning						
Following Instructions						
Overall						

Check all that apply:

Where have you seen significant improvement? (Performance)

- Academics/Grades
- Conduct
- Attendance
- No Significant Improvement
- Other: _____

How does the student need to improve?

- Academics/Grades
- Conduct
- Attendance
- Other: _____

Answer Yes or No

Have there been any topics of concern between you and your student?

- Yes
- No

Is there special activity/project you and your student are working on?

- Yes
- No

Briefly describe the relationship between you and your student:

Did you set goals for the month? If YES, what were they? If NOT, explain your decision.

Were you able to achieve those goals, why or why not? (**Skip if goals were not set**)

What are some challenges you endured this month?

What are some activities completed this month? (Social, Academic, Enrichment and Other)

What is one new thing you learned about your student this month?

Briefly describe how you would like to improve the relationship with your student:

How would you like to improve your relationship for next month? What can you do to ensure the change?

How can the program support you in your endeavor? (Such as training or information, help from the program coordinator in facilitating contacts, etc.)

How can I help a student who does not trust me?

Additional thoughts and/or comments



I, _____ hereby agree,

1. Receipt of Training

I have attended orientation and training as required for all volunteer mentors and tutors. I have received and reviewed a copy of the Volunteer Orientation and Training Handbook, and I agree to abide by such standards at all times in connection with my service as an SACTFT volunteer.

2. Rules and Regulations:

I understand that the SACTFT Volunteer Program is a school-based program and all volunteer activities are to be conducted on school property during regular school hours. As a registered county volunteer, I agree to abide by all county rules of reporting, confidentiality, supervision, and demeanor.

3. Records

Throughout my commitment to the Volunteer program, I agree to notify the VISTA Coordinator of any event that may call into question my suitability to be a volunteer. I will notify the program staff of any changes in address, email address or phone number.

4. Length of Commitment

I understand that I am committing to at least one full school year after being placed at my school. At the end of the year, I will have the option to continue into the next school year. I agree to notify the VISTA Coordinator of any desire to end my relationship with my school.

SIGNATURE: _____

Date: _____

I verify that the content of this document is correct. I agree to follow all the above stipulations of this program as well as any other conditions as instructed by the program coordinator at this time or in the future.

Activity Log

Mentor Name Jane Doe
Student Name Joe Johnson

Date (MM/DD/YYYY)	Time In	Time Out	Student Attitude*	Activity**	Comments
09/17/2012					
09/24/2012					

Codes

***Student attitude:** Please indicate the student’s overall attitude during the session:

- POS=Positive
- SP= Somewhat Positive
- DU=Disinterest/Unresponsive
- SN= Somewhat Negative
- NEG=Negative

****Activity code:** Please indicate the types of activities the mentor and student completed

- SOC= Recreational/social (ex. discussion, spend time during recess)
- ENR= Enrichment (ex. helping find a job, writing resume, applying to college)
- ACA= Academic (ex. helping with homework, reviewing notes, reading, library times)⁷
- OTH= Other (Please describe)