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## **HOW TO USE THIS TOOLKIT**

This Toolkit encompasses a wide variety of possible components of an MTL program. It is also the combined work of several MTL Graduation Coaches whose programs are unique to their school communities. Therefore it is not necessary to implement every component detailed here in order to impact Black Male Achievement at your school. You will also have ideas that will work but are not present in this guidebook. Feel free to use them, and share them with us.

The basic components of MTL are recruiting and developing mentors, engaging mentees, and providing them with the opportunity to support each other academically. Even programs with very few resources have had major success with just these three components.

The following individuals were instrumental in the development and refinement of this toolkit:

**Mrs. Shirley Baker, MTL Graduation Coach, Re-Engagement Program**

**Mrs. Latrell Carr, MTL Program Manager – 2014 – present**

**Mr. Pierre Ceinor, MTL Graduation Coach, Boyd Anderson High School**

**Ms. Marianne Dubin, School Social Worker, MTL Graduation Coach, Marjory Stoneman Douglas High School**

**Ms. Patricia Lesesne, MTL Program Manager – 2010 – 2013**

**Ms. Lyda Lockett, School Social Worker, MTL Graduation Coach, Nova High School**

**Mrs. Frances Safaite-Frederic, MTL Graduation Coach, Plantation High School**

**Mrs. Jane Woolsey, MTL Clerical Support**



## **MTL AND BLACK MALE ACHIEVEMENT**

For at least the past twenty years, parents, churches, educators, educational leaders, researchers, policy makers, as well as community organizations and community activists have been examining and addressing the “achievement gap” between Black male students and their peers. This gap is measured by academic indicators such as grade point averages, scores on college entrance exams, enrollment in advanced courses, graduation rates, dropout rates, as well as college matriculation rates, and several additional data. In each category, Black males seem to lag behind their peers in regards to their achievement of positive academic indicators. At the same time, they seem to exceed their peers when it comes to producing negative indicators. For example, in general the grade point averages and SAT/ACT scores of black males are consistently lower than that of their peers and dropout rates higher. This gap also seems to exist in regard to behavioral indicators, such as suspension, expulsion and detention rates and school arrests. Again, Black males exceed their peers in these incidents. Indicators beyond school also tend to support the notion of this achievement and success gap. These indicators include incarceration and unemployment rates.

The achievement differentials between black males and other groups, including black females are well documented and well known among academicians and practitioners alike. Also, somewhat of a consensus has developed in regards to the causes of this gap. The predominance of female teachers who may not understand Black male culture nor be knowledgeable about black male learning styles and how to create a classroom environment that brings out the best in Black male students is one commonly identified cause. The lack of Black male teachers and role models in school, as well as fathers and other positive Black male members in the community has also been identified as a cause. Concerns also include challenges outside of school that are often unique to black male students, including the struggle between seeming cool and being smart within black male peer groups, racial profiling, widespread stereotyping and low expectations, and police brutality.

While many efforts to address the achievement gap focus on deficits, voices among scholars and educators are emerging and encouraging all concerned to focus on and learn from the strengths of Black male students. The Mentoring Tomorrow’s Leaders (MTL) program model was designed with that focus. Therefore, MTL joins several other groups and individuals in utilizing a strengths-based approach to closing the achievement gap. More specifically, this program model was created to align with three aspects of Black male learning styles, academic needs, and cultural values. These three aspects are 1) Competition - Male students in general tend to be more competitive. In MTL we harness that competitive spirit and provide students opportunities to engage in healthy competitions for the highest grades and best academic outcomes. 2) Relationships – In general, male students are more relational. That is, the way they perceive their relationships with their teachers will impact how well they perform in that teacher’s class or presence.

Specifically, if they perceive that an authority figure “likes” them, they are more likely to do their best for that person. Conversely, if they perceive that the authority figure does not like them, this will be highly demotivational for the young man. Among young men, peer relationships have a great deal of influence on their behavior. Therefore, MTL provides the opportunity for young men to influence each other and their peers. Through MTL, young men also have an opportunity to bond with at least one caring and consistent adult. 3) Roles Models – MTL addresses the lack of Black male role models by developing older students as leaders and peer mentors who become role models on campus.

*Patricia Lesesne*

Patricia Lesesne

Program Manager, Mentoring Tomorrow’s Leaders (2010-2013)

Student Services Department

Broward County Public Schools

## **CHOOSING AN MTL GRADUATION COACH**

Choosing a graduation coach/coordinator for your MTL program is a very important decision. The person selected for this role could determine the success of your program. Based on student input and the experiences of several MTL Graduation Coaches we recommend the Graduation Coach possess many (if not all) of the qualities listed below.

**Personality:** The Graduation Coach should be patient and understanding yet persistent. They should be approachable, non-judgmental, and non-critical. The Graduation Coach should display a positive energy with an underlying current of caring. This positive energy enables students to see how passionate the Graduation Coach is about their success.

**WORK ETHIC:** A potential Graduation Coach should understand that creating a successful program requires hard work and dedication often times working beyond typical work hours. The MTL Coordinator should have high standards for academic achievement and behavior. The coordinator must also exemplify these standards. They need to show commitment through their actions and be consistently available to their students.

**ATTITUDE TOWARD YOUTH:** It is essential that the person chosen as Graduation Coach values the power and leadership potential of student mentors. While the Graduation Coach must create a structured and orderly environment, he or she also has to empower students whenever possible and feel comfortable giving up control so that students can learn/grow from mentoring and being in positions of leadership. He or she has to be willing to listen and value the ideas of young people. The Graduation Coach should also have experience working with students outside of the classroom environment and demonstrate the ability to share power. Successful Graduation Coaches will view their relationships with students more as a partnership than as a typical teacher-student relationship.

**KNOWLEDGE AND SKILLS:** The MTL Graduation Coach will “wear many hats”. To be successful it is important that he/she possesses good communication skills, be a good listener, be organized and efficient but at the same time remain flexible, and have knowledge of minority male learning styles. The Graduation Coach must be able to apply this knowledge when creating an environment and program in which minority males are consistently encouraged and inspired. The evidence that the Graduation Coach is successful in this area is that minority males will show consistent attendance and engagement in program activities, which will eventually translate into improved grades and fewer behavioral infractions.

**Many thanks to the following MTL Alumni who served as consultants on this section:**  
Robert Bell (Nova 2014), Erick Dolsaint (Boyd H. Anderson 2013), Garry Louima (Boyd H. Anderson 2013), Dave Nerestant (Boyd H. Anderson 2013), Wesley Smith (Boyd H. Anderson 2013), Anthony Turnquest (Boyd H. Anderson 2013)

## CREATING AN MTL CLUB

MTL functions within the school community as a school club. By creating a club the program sponsor is able to create events and plan fundraisers that support the functioning of the program. There are several steps needed to create a club within the school. Specific requirements for your school should be available in the school's Activity Handbook. You should also consult with the administrator in charge of student activities.

### **Drafting and Submitting Club Constitution/ By-Laws:**

Your school's Activity Handbook will outline specific requirements to include in your club by-laws, but generally the by-laws contain the name, mission, organizational structure, membership requirements, officer duties, meeting schedules, and the process for amending the by-laws. Although the Constitution/by-laws for each MTL club may differ based on the goals/needs of each individual school program, a sample from Plantation High School has been provided for your review and use (see Appendix A). Feel free to make any changes to meet the needs of your program.

### **Graduation Coach/Coordinator Role:**

#### **Coordinators should:**

- A. Keep an up-to-date roster of membership at all times.
- B. Offer advice and suggestions to the members, especially to officers.
- C. Train officers on Parliamentary Procedure and Robert's Rules of Order.
- D. Serve as a critic in planning the club program of activities.
- E. Encourage initiative on the part of the members in performing the function of the club.
- F. Examine club activities in view of school policies, particularly:
  1. Advertising through announcements, posters and banners
  2. Field Trips
  3. TDA's
  4. Assemblies
  5. Finances
- G. See that meetings begin and end on time, and that they are conducted in a business-like manner. **The Coordinator must be present at all meetings.**
- H. Interpret school policies as needed.
- I. Be aware of all club activities.
- J. Attend all meetings of the club, either scheduled or called.
- K. Have a final voice in any controversial matter.
- L. Ensure that all club meetings should have agendas, minutes and a sign in sheet.
- M. Follow school protocols to place important information on the school website regarding such things as important dates, timelines, constitution, special events, and what the club or organization involves.

## **Project Approval Process**

The Assistant Principal in charge of student activities generally maintains the master calendar. All approved activities are scheduled and recorded on the calendar. When members of an organization are planning a special event they should:

- A.** Check the calendar for available dates.
- B.** Discuss the event with the Activities Administrator
- C.** Complete a Project Approval Form available in the Bookkeepers office
- D.** Return the completed form and all appropriate attachments to the appropriate person at their school.
- E.** Club minutes must accompany Project Approval Form to be considered for approval.

## **Selecting Officers:**

One of the primary functions of MTL is to provide leadership opportunities to its members. Selecting effective officers for the club helps insure the success of your program. Officers can be selected by the club's Graduation Coach/coordinator or voted in by club members. The number of officers and the type will depend on your purpose. If your organization uses the standard slate of officers, here are some suggestions for them.

- A. President** – to help plan the agenda, preside over the meetings, to use correct parliamentary procedure, to appoint committees, to break tie votes, to fill by appointment vacancies that occur in offices, possibly to make announcements or serve as program chairperson.
- B. Vice-President** – to perform the duties of the President during any absence of the President, to serve as chairperson of important committees, possibly to make announcements or serve as program chairperson, keep and have available current copies of the constitution and by-laws
- C. Secretary** – to take the minutes of all official, special, or called meetings of the organization (including accurate attendance records); to keep an accurate written record of all activities; to provide copies of the minutes to the Activities Administrator at the end of the school year; to keep a file of committee reports; to be able to furnish information to the President or Graduation Coach/Coordinator about past activities, to handle all in-school and outside correspondence.
- D. Treasurer** – to keep accurate records of club finances, to work with the advisor/coordinator in maintaining records of all receipts and expenditures, to work with the advisor/coordinator to keep a detailed financial report of all money-making projects, to make a report at each meeting.

**E. Graduation Coach/Coordinator** – to assist the group in the execution of roles and responsibilities; to provide feedback to the organization regarding its operation and functioning; serve as a resource; provide advice upon request and share knowledge and expertise.

**F. Parliamentarian** – to monitor club meetings to ensure that parliamentary procedure is followed.

**G. Sergeant –at-Arms** – to maintain order during meetings.

*“Our club members chose to have officers selected by the club’s coordinator because they didn’t want it to become a popularity contest. They felt the coordinator was more likely to choose the best students for the officer positions. I wanted the selection process to be as meaningful as possible so any student interested in an officer position was formally interviewed based on 10 criteria including overall level of involvement in club activities, compliance with club requirements, commitment to club mission, mentee recruitment, mentoring activities-beyond structured club activities, completing requested assignments timely/accurately, contributing to club with new ideas and plans for implementation, considered a leader by peers, availability beyond school hours, and involvement in other activities (i.e. sports, clubs, work) .”*

*Lyda Lockett-Coordinator- NOVA MTL*

## **Club Finances:**

Policy for handling monies is mandated by the State of Florida to the Broward County School Board and then to the schools. State of Florida regulations require that all financial transactions related to student activities be recorded in the internal funds of the school. This is specifically described as "All monies collected and disbursed by school personnel within a school or in connection with any school program, for the benefit of a school or a school sponsored activity."

School Board of Broward County regulations require that each student club or class activity have a Board employee advisor/coordinator who will be responsible for training and supervising the students in the conduct of their activity. This assignment will include the responsibility for making certain that all money related to the activity is properly controlled and deposited in the internal accounts, and that all required records and reports are prepared in a timely manner.

The Club advisor/coordinator is responsible for following all guidelines related to Account Deposits, Monies Collected, and Account Disbursements including Purchase Orders and Expense Reimbursement Requests. For full details on the requirements for these transactions consult your school’s Activity Handbook.

## PROGRAM TIMELINE – FIRST YEAR

<b>AUGUST</b>	Meeting with School Leadership (Graduation Coach/Program Manager)
<b>AUGUST</b>	Set up Club (Check School Policies)
<b>AUGUST</b>	Open Club with School Bookkeeper
<b>AUGUST/SEPTEMBER</b>	Recruiting Mentors (3.0 or greater weighted) Mentor Applications
<b>AUGUST/SEPTEMBER</b>	Mentor Orientation and Interviews
<b>AUGUST/SEPTEMBER</b>	Mentor Selection Share list of mentors with administration, teachers, and staff
<b>AUGUST/SEPTEMBER</b>	Club Meetings Begin – 1 x month 1 x week (preferred) 2 x week / Trainings- (9 weeks) + 1 weekend
<b>SEPTEMBER</b>	Officer elections / Selections – Interview process
<b>OCTOBER</b>	Mentor Training (2-Days)
<b>OCTOBER/NOVEMBER</b>	Mentee recruitment (9 <sup>th</sup> graders below 2.0)
<b>OCTOBER/NOVEMBER</b>	Mentee Assembly (door-to-door guides to assembly)
<b>OCTOBER /NOVEMBER</b>	Parent Orientation
<b>OCTOBER/NOVEMBER</b>	Mentee Applications and Interviews
<b>OCTOBER/NOVEMBER</b>	Mentee Selection (Share list of mentors and administration, teachers, and staff)
<b>NOVEMBER</b>	Study Hall Begins
<b>OCTOBER/NOVEMBER</b>	Purchase Uniforms
<b>OCTOBER</b>	Application
<b>OCTOBER</b>	Mentee Assemblies 9 <sup>th</sup>
<b>NOVEMBER</b>	Ongoing club and committee meetings Begin monthly assemblies (guest speakers) Continue study hall schedule
<b>NOVEMBER</b>	Check-ins Mid-Term/Quarter
<b>DECEMBER</b>	MTL Alumni Panel College Tour /Activity College Coaching and Career planning (Identify GPA, majors, schools, scholarships)
<b>JANUARY</b>	Induction Ceremony
<b>JANUARY</b>	Leadership Transition – Junior Board
<b>FEBRUARY</b>	District Wide MTL Picnic
<b>JANUARY - MAY</b>	Ongoing MTL activities (see November)
<b>MAY</b>	Awards Ceremony

## PROGRAM TIMELINE – SECOND YEAR

<b>AUGUST</b>	Junior Leaders Transition to Senior Leaders
<b>AUGUST/SEPTEMBER</b>	Opening Assembly (10 <sup>th</sup> Grade Mentees/12 <sup>th</sup> Grade Mentors)
<b>SEPTEMBER</b>	Study Hall Begins (10 <sup>th</sup> Grade Mentees/12 <sup>th</sup> Grade Mentors)
<b>SEPTEMBER</b>	College and Scholarship Application (12 <sup>th</sup> Grade Mentors)
<b>SEPTEMBER - MAY</b>	Follow First Year Schedule

## STUDENT ROLES AND EXPECTATIONS

### **Mentee**

A mentee should take full responsibility for his achievement. He should take full advantage of the support being offered to him and ultimately strive to become a mentor. (See “Mentee Expectations” Appendix B).

### **Role Model**

A role model is a high achieving 9<sup>th</sup> grader (3.0 or above GPA). Role Models are preparing to become Mentors-In-Training in their sophomore year.

### **Mentor-in-Training**

A Mentor-in-Training prepares to take on the role of student mentor. He does this by completing the Mentor and Leadership Training Series, assisting with appropriate MTL club activities, and developing his ability to help change the school culture into an environment where it’s cool to be smart and everyone graduates from high school on time, goes to college or pursues other post-secondary credentials.

### **Junior Mentor**

A Junior Mentor takes on a leadership role within the MTL club. He may also serve as a Junior Board Member. Each Junior Mentor will be matched with a Mentee who is striving to improve his grades. This mentor/mentee relationship will last for two years. A Junior Mentor is expected to actively encourage and support his mentee as he strives to succeed. A Junior Mentor is also expected to lead by example, maintain his grades, and begin the college selection and application process.

### **Senior Mentor**

A Senior Mentor may serve as an Executive Board Member of the MTL club. In this role, he will initiate, plan, and lead MTL club activities. Even if a Senior Mentor is not on the Executive Board, he is expected to be a driving force on campus. His Mentee’s goal is to be back on track to graduate by the end of the current school year and become a Mentor-in-Training the following year. The Senior Mentor assertively supports his Mentee in this endeavor. A Senior Mentor is also expected to maintain his grades and complete the college selection and application process early in his senior year.

## RECRUITING MENTORS

### Hand-Delivered Letters

Several schools have required that mentors have at least a 2.5 cumulative and 3.0 weighted grade point average. School Board databases can be used to identify the 11<sup>th</sup> grade students eligible to become mentors based on the criteria selected for your school. Although GPA is the primary criteria used for eligibility, it is only part of what makes a quality mentor for MTL. School support staff, teachers, and administrators can all provide valuable input about potential mentors for your program.

If anyone wants to know what a mentor is they need only ask the students themselves. *According to them, a mentor is “a way of life, the way you dress and the way you talk, which is with respect.” A mentor is “a role model who others look up to. Someone who talks the talk but also walks the walk.” Mentors use the “power of positivity to change lives instantly.” Mentors are good listeners, supportive, trustworthy and unselfish.” “A true mentor stands by his mentee and (not) under any circumstances does he ridicule or make fun of the mentee. A mentor is proud of his mentee, he celebrates with him and genuinely finds happiness and satisfaction in his accomplishments.” “Communication skills are key to effective mentoring. The mentor should be personable and help create a family environment. Since mentors participate in activities outside of the school they should have the skills and attitude needed to represent the club with dignity”.\**

\*The above quotes were taken from interviews with alumni and the essays from the mentor applications.

### Applications and Interviews

Once the potential mentors have been identified the coordinator should hand deliver the recruitment letter (see Appendix C) along with the mentor application (see Appendix D). Hand delivering the letters creates a buzz in the school about the program. While delivering the letters it is important to share statistics about minority male achievement and the goals of the program. It is at this first interaction with potential mentors that the coordinator starts empowering students to become leaders. Also during this first interaction the students should be invited to a recognition ceremony that includes school administration and other support staff. Telling students about the recognition ceremony while delivering the letters encourages them to attend and hear more about the program. If enough hype is created while delivering the mentor letters many of the students will come to the ceremony with their applications ready prepared to interview. Those students can be interviewed at the close of the ceremony or in the week that follows. Each student is given a recognition certificate at this ceremony (see Appendix E for a sample certificate) recognizing their academic achievements.

An interview rubric is provided to the students with the mentor application (see page 35). Depending on the size of the group you may want several key school staff available to assist with interviews at the recognition ceremony. Some students wait until the ceremony to get more information about the program prior to turning in an application. Those students can be interviewed in the week that follows. An interest form (see Appendix J) may also be used as



part of the recruitment and/or interview process. This allows Coordinators to quickly gather student data, such as email addresses.

Mentors chosen to start your MTL program should be recognized within the school community. Some examples of recognition include naming students on school announcements and/or posting the names of mentors on the school website/bulletin boards. Each mentor selected for the program should be given a mentor acceptance letter (see Appendix C). This letter also serves to invite their parent/guardian to a parent orientation that explains the requirements and purpose of MTL.

***“My experience hand delivering the letters the first year at Nova High School was a powerful one. I could feel the energy changing as I went from class to class. Because Nova had such a large group of potential mentors it took 3 days to reach all the students. The students told me that they were all talking about who I was and who received a letter. To them I became “the lady with the letters”. Going forward with our program for the second year we would not change this approach but have decided to have MTL officers in uniform accompany me to the classrooms.”***

*Lyda Lockett-Coordinator-Nova High MTL*

Mentors benefit in many ways from being part of MTL and it’s important to explain these benefits when describing the program to potential mentors. Mentors have opportunities for leadership not only by mentoring their younger peers but also by planning and organizing club activities. They earn community service hours for mentoring and leadership activities that take place outside of class time. Community service hours can affect their ability to secure scholarships for college. Some benefits of becoming a mentor are better explained by the students who have been mentors.

***When I first started MTL, I was very timid and would settle for mediocre and would not interact with new people without them interacting with me first. As the years went by, however, I became more introverted. I wanted to meet new people, help bring people out of the shell I was in. If not for MTL, I wouldn’t be as self assured and confident as I am now. It really changed me for the better and I never regret joining.***

*Abigail Aceus, Female Club President, Plantation High School*

***“Being a mentor in the MTL program has impacted me in so many ways that I cannot even explain. MTL allowed me to stand up in front of a large group and speak with confidence. This wonderful program helped me improve my skills. The biggest impact is that I’m not only helping my mentees, I’m also getting help and learning from them as well as the other mentors. Being a mentor in MTL, I can say is my greatest experience in high school...”***

*Dopheline Noel, MTL Female Club Secretary, Plantation High School*

***“This experience is preparing me for my journey into the adult world. My role as mentor has helped build my character and made me a better person as well. What I’m trying to say is MTL is not just helping the 9th graders become better students, it is also helping the mentors become better people”***

*Jonathan Cooper-Nova High MTL*

## TRAINING MENTORS

Mentors-in-Training and MTL Graduation Coaches will come together for a training in October of each year, preparing them to lead and implement the MTL peer leadership program model at their schools. This training will include workshops on mentoring, as well as minority male achievement and motivation. Those who attend will also receive the tools necessary to get started and sustain the program at their location.

Before and after the October training, the MTL Graduation Coach will facilitate weekly training sessions with Mentors-in-Training in preparation for receiving their mentee assignments.

### Sample Weekly Training Schedule (40 minutes – 60 minutes)

Week 1	The Importance of Mentoring
Week 2	Self-Esteem and Students
Week 3	What is a Mentor?
Week 4	The Role of the Mentor
Week 5	Mentoring Guidelines
Week 6	The First Mentoring Meeting

The sample weekly training topics above were adapted from the Broward County Public Schools “Youth Mentoring Programs” guide. Beyond the formal training that Mentors-in-Training receive, there is always ongoing informal training through every interaction between MTL Graduation Coaches and student mentors, as well as through reflection, feedback, and problem solving. Mentors-in-Training officially become MTL Mentors once they have completed the training schedule presented above.

### Sample Ongoing Informal Training Opportunities

- Club Meetings
- Club Leadership
- Mentor and Leadership Feedback and Guidance
- School and Community Activities

***“Mentoring Tomorrow’s Leaders at Plantation H.S. has built a camaraderie across students’ academic, social and cultural differences. It created and maintained a sense of community that provides a safe place where students feel they belong. MTL has helped students stay aware of their academic responsibilities thus creating a better leader and informed student.”***

*Colongi Grooms, MTL Academic Coach*

## MTL PROGRAM UNIFORMS

The MTL uniform is a symbol of excellence and pride. As students advance within the MTL program, they wear different uniforms that reflect each role they assume, as well as their level of achievement. The traditional MTL uniform is a white shirt and orange tie worn with the MTL shirt, vest, and/or jacket. However, there has been some flexibility, and various program sites choose a tie color that matches their school colors, as well as MTL logo.

All uniforms have the MTL logo on the chest and are worn with black pants and dress shoes.

<b>ROLE</b>	
<b>9<sup>th</sup> Grade Mentee</b>	white polo shirt
<b>10<sup>th</sup> Grade Mentee</b>	white button down shirt (long-sleeved)
<b>10<sup>th</sup> Grade Mentor-in-Training</b>	white button down shirt (long-sleeved) and tie
<b>Junior Mentor</b>	white button down shirt (long-sleeved), tie and vest
<b>Senior Mentor</b>	white button down shirt (long-sleeved), vest, tie and blazer

## RECRUITING MENTEES

Now that your mentors have completed their initial training it is time to recruit your 9<sup>th</sup> grade mentees. An assembly including all mentors and potential mentees is a valuable tool. During this assembly the potential of the mentees is stressed and they are provided with information about the value of peer mentoring.

During the mentee assembly potential mentees are given an MTL Mentee Application (see Appendix F) and asked to bring their parent/guardian to a follow up Parent Orientation prior to applying to the program. Providing the students with a deadline helps ensure a higher compliance with completing application in a timely manner. A sample interview rubric (Appendix F) is part of the mentee application packet. Mentees are interviewed prior to joining the club. The interview can be completed by the Graduation Coach/coordinator or mentors.

Allowing mentors to complete the mentee interview helps establish a bond that continues once the mentee joins the club. It also provides the mentor with an opportunity for growth and leadership. Mentees selected for the program can be recognized using school announcements, websites, and bulletin boards. Parents of prospective mentees should be provided a recruitment letter (see Appendix G) prior to starting the program.

An effective sample assembly plan includes:

- Step 1:** Plan assembly with Student Mentors, including selection of guest speaker
- Step 2:** Schedule assembly with administration and notify them of your plan
- Step 3:** Pull a list of eligible mentees along with their course schedules
- Step 4:** On the day of the assembly, task mentors with picking up mentees from their classes for the assembly.

## DEVELOPING MENTEES

*“MTL, a starting line to a future beyond what is today, and the make up work for the assignments failed to be done in the society today.”*

Mickens St. Jean, Mentor-In-Training, Boyd Anderson High School

*I'm not sure what it is, but something about a brotherhood raises self-confidence and propels me to do better.”*

Brandon Thompson, Mentee, Nova High School

## **Study Hall**

Study hall is the primary vehicle through which mentees interact with mentors and receive assistance and guidance. Study hall sessions are held at least twice per week for 1-2 hours per session. Mentors facilitate study hall, and the Graduation Coach supports and supervises the mentors during these interactions.

## **Homework\***

Sample study hall activities include:

- Tutoring and Homework Help
- Academic Progress Monitoring
- Problem Solving
- Advocacy
- Peer Mentoring

\*The primary objective of study hall is to assist mentees in developing study skills and strong study habits. Mentees should be able to complete at least one (ideally two or three) homework assignment(s) during study hall and receive encouragement and assistance while doing so.

## **Mentee Skills Modules**

During study hall once per month, mentees will participate in assemblies designed to assist them with developing social and emotional skills, such as conflict resolution and decision making, anger management, and building positive relationships.

## **Ongoing Informal Development**

In addition to being developed as scholars in study hall, MTL Mentees also receive ongoing informal development as citizens through other club and school activities including, but not limited to:

- Being hosts and ambassadors at school open houses, parent nights, etc.
- Participating in community events like the Martin Luther King, Jr. Day parade
- Completing summer internships at The School Board of Broward, FL
- Doing community service projects together
- Fundraising
- Planning events that promote academic achievement within the school and community

## **CELEBRATIONS, INCENTIVES, AND RECOGNITION**

Celebrating the success of MTL members is critical to the success of the program. The Graduation Coach/coordinator and mentors play a vital role in this process. The celebration of success starts with the initial mentor recognition and continues throughout the year.

### **Incentives for Academic Improvement (Healthy Competition)**

Minority male students are motivated by competition and we suggest you incorporate some form of competition in your program to increase academic achievement. One example would be having prizes for those mentees that increase their GPA the most from the 1<sup>st</sup> quarter until the end of the year. If you use that example the prizes should be meaningful enough to provide motivation. Allowing students to select the prizes is one way to ensure this. Another example would be having a celebration for only those students that increase their GPA.

### **Awards Ceremony**

A yearly awards ceremony provides mentors and mentees with increased recognition and an opportunity for staff to engage with parents (see Appendix H for sample Awards Ceremony Program). Student leaders are responsible for planning and speaking at this event further increasing their leadership skills. This event generally takes place at the end of the year and can be used as an opportunity to announce the officers for the following year.

### **Certificates**

You may want to consider giving certificates to 9<sup>th</sup> grade mentees that complete their freshman year with at least a 2.0 GPA since reaching this milestone is a significant indicator for future graduation rates.

### **Utilizing All Opportunities for Recognition**

You could also use the school's intercom, website, newsletter, or social media as well as City Council Meetings and PTA/PTO meetings to recognize student achievement and leadership.

## **USING TECHNOLOGY**

The use of technology is important to the success of the MTL program. We encourage utilizing all appropriate technological mediums to communicate with students and families, disseminate program-related information, post pictures, and share student and program accomplishments. Utilize privacy settings and monitor postings on social media to ensure appropriateness.

<b>Technology Ways to Use this Format</b>	
<b>Email</b>	Create mailing lists to ensure quick delivery of program meetings and activities to students and parents. Create a Gmail account for use with Facebook and other social media. Send notices about program meetings and activities to parents and students.
<b>Facebook Instagram Twitter</b>	Like and follow The School Board of Broward County, FL MTL Facebook page ( <b>mentoringtomorrowleaders2014</b> ) Create a Facebook, Instagram, or Twitter account for your program site. Create photo albums and upload pictures of MTL events and accomplishments. Create a Facebook group for posting information and communicating with members.
<b>Linkedin</b>	Encourage juniors and seniors to upload resume and create a profile.
<b>Text Messages</b>	Utilize as a quick and easy way to communicate with parents and students. Create groups to send mass text messages containing important information (i.e. "Reminder 101").

## **FUNDRAISING**

Fundraising is an important part of any school club because the funds raised support the functioning of the club. You should use your school's Activity Handbook to make sure your fundraising activities are in compliance with School Board policies and procedures.

Fundraising activities for any MTL club should support the mission of MTL by providing leadership opportunities and engagement between mentors and mentees. Some examples used by other schools include MTL vs. Faculty athletic events, movie premieres, and car washes. The coordinator may choose to create a Finance Committee within the club that can develop and implement ideas for fundraising. The members of this committee, along with club officers, can determine the financial needs of the club. Other fundraising ideas include creating a sponsorship letter for local businesses (see Appendix I), a parent support letter with a wish list of items for the club, and applying for local and national grants. All of these endeavors create opportunities for growth and leadership for those members involved.

***"The MTL vs. Faculty Basketball game was a success...not in winning the game but in mentors and mentees bonding with each other."***  
*Christopher Clayton-Burns-Mentor-Nova High School.*

## MENTORING TOMORROW'S LEADERS (MTL) - ANNUAL BUDGET

ITEM DESCRIPTION	BUDGET
<b>Uniforms</b>	
Polo shirts for 50 mentees @\$15.00 each	\$750.00
Ties for 50 Mentors-in-Training @ \$10.00 each	\$500.00
Long-sleeved shirts for 50 Mentors-in-Training @ \$20.00 each	\$1,000.00
Ties for 50 Mentors @ \$10.00 each	\$500.00
Long-sleeved shirts for 50 Mentors @\$20.00 each	\$1,000.00
Vests for 50 Mentors @ \$30.00 each	\$1,500.00
<b>Uniforms Total</b>	<b>\$5,250.00</b>
<b>Books and Resources</b>	
“Mentor and Leadership Library” Books, CDs, Software, and other resources (6) for 50 Mentors= 300 total @\$20.00 each (average)	\$6,000.00
“Mentee Skills Library” Books, CDs, Software, and other resources (6) for 50 Mentees = 300 total @\$20.00 each (average)	\$6,000.00
“Parent Education Library” Books, CDs, Software, and other resources (4) for 100 parents = 400 @ \$20.00 each (average)	\$8,000.00
<b>Books and Resources Total</b>	<b>\$20,000.00</b>
<b>Materials and Supplies</b>	
Planners, school supplies, test preparatory and tutoring books, handouts, printing, parent handbooks, flyers, and all other office supplies required for the program.	\$2,500.00
<b>Materials and Supplies Total</b>	<b>\$2,500.00</b>
<b>Incentives</b>	
Quarterly pizza parties for Mentees who have improved, as well as the Mentors-in-Training and Mentors who supported them. 150 students (maximum) 4 parties per year @ \$350.00 per party.	\$1,400.00
Awards for annual awards banquet for 150 students @ \$10.00 each.	\$1,500.00
<b>Incentives Total</b>	<b>\$2,900.00</b>
<b>Travel</b>	
Annual Southern Florida College tour for 150 students (maximum) @\$100.00 each.	\$15,000.00
Quarterly outings and events (formal dinners, guest speakers, athletic events, movies, theater, and all other similar events) for 150 students (maximum) @\$20.00 per student, \$3,000.00 x 4 events.	\$12,000.00
<b>Travel</b>	<b>\$27,000.00</b>
<b>Contractual, Honoraria and Stipends</b>	
Consultant for program management and development, including technical assistance, and curriculum writing.	\$2,500.00
Honoraria for Guest Speakers, 16 per year @\$100.00 each.	\$1,600.00
School-based Coordinator Stipend	\$500.00
School-based Adult Mentor Stipends 10 per year @\$250.00 each.	\$2,500.00
<b>Contractual, Honoraria and Stipends Total</b>	<b>\$7,100.00</b>
<b>Total</b>	<b>\$64,750.00</b>





## Appendix A: Sample MTL Club Constitution and By-Laws



### CONSTITUTION

#### ARTICLE I - Name, Mission and Strategies

**Section A.** The name of this organization shall be Mentoring Tomorrow's Leaders (MTL)

**Section B.** The mission and strategies for this club are as follows:  
MTL makes a positive difference in the underclassmen by developing their potential for premier leadership, personal growth and career success through mentoring.

#### ARTICLE II - Organization

**Section A.** The club shall be broken apart into two sections: a boys' club and a girls' club.

#### ARTICLE III - Membership

**Section A.** Active members in good standing may vote on all business brought before the organization. An active member shall be considered in good standing when:

1. While in school, members must maintain a weighted GPA of a 3.0
2. Show an interest in the affairs of the organization by attending meetings, striving for degrees of membership, and participating in other organized activities of the club to include study hall once (1) or twice (2) a week.

**Section B.** Members must complete and promptly return applications to the graduation coach.

#### ARTICLE IV - Officers

**Section A.** The offices of an MTL shall be: President, Vice President, Secretary, Treasurer, Sergeant-at-Arms, Historian, and Parliamentarian.

## **ARTICLE V – Officer Duties**

### **Section A. The President shall:**

1. Appointing and delegating- Take great care in the appointments you make and in delegating tasks. After appointing persons to perform tasks, ensure that the task is done.
2. Attending- As an ex-officio member, attend as many committee meetings as possible (but let the chair run the meetings). You are a significant role model; so, attendance at regular club meetings, board meetings, and all club activities is crucial. Attend and encourage all others, to attend all MTL events and other district functions such as PTSO, SAF, SAC and GRTF Advisory Board meetings.
3. Evaluating- On-going analysis of club meetings and operation leads to continuous improvement in the club.
4. Goal setting for results- Goals must be clear and attainable. In the end, your satisfaction will come from the knowledge that your club was active on all fronts and clearly improved during the year.
5. Monitoring- Continuously monitors the club's progress toward goal accomplishment and the activities and responsibilities of all officers and appointees.
6. Motivating- Establish a climate of enthusiasm, openness, and concern; Follow up, congratulate, and listen.
7. Presiding- Make certain that each club and board meeting is well planned and organized, flows smoothly, ends on time, and that each member has fun and fellowship. You are responsible for agenda setting and for making certain the vice-president are prepared to preside in your absence.
8. Problem solving- Make it apparent that you are concerned and accessible. Seek input and explore alternatives and resources before making important decisions, such as from your graduation coach.
9. Recruiting and retaining- Make certain all members are active and involved. New membership is the lifeblood of the club and its level of service. Have an aggressive, yearlong membership campaign with weekly and monthly goals to be achieved. Make certain new members understand MTL before induction and are actively involved immediately after induction.

10. Reporting- The club president bears ultimate responsibility for meeting the reporting requirements of the District and MTL.
11. Succession- Prepare next year's president for duties as your club's next chief officer. Try to encourage members to run for positions. Be very observant of those you think can do well with certain posts for the next year.

**Section B. The Vice President shall:**

1. Preside over weekly club meetings in the absence of the president.
2. Gather material for and help edit a club newsletter/website. See that a monthly club newsletter is produced.
3. Attend all club meetings.
4. Make sure that attendance is taken at every meeting.
5. Keep a personal record of each club member.
6. Assist the President in every way.
7. Watch over the committee system and assist committee chairs.
8. Attend all meetings of the project committee as a counselor and ex-officio member.
9. Attend the monthly meetings of the committees as an ex-officio member and advisor.
10. Collect all of the monthly reports of the committees and submit them to the secretary.
11. Attend the club's executive board meetings.
12. Make sure the club secretary submit the club monthly reports.
13. Become thoroughly acquainted with the president's duties so you can assist the president.
14. Receive all materials and possible help from the past vice-president of your club.
15. Talk to prospective members of the MTL Club, and help them decide whether or not to join.
16. Conduct an educational program for new members.
17. Work with the new vice-president and help him/her prepare to take over your job next year.

**Section C. The Treasurer shall:**

1. Prepare the budget, present it to the board for approval, and ensure that club activities adhere to the budget.
2. Maintain accurate financial records.
3. Transact business through a bank or school account.
4. Inform the club of its financial strengths and weaknesses.
5. Disburse funds and pay bills promptly as approved by the executive board.

6. Reconcile bank statements.
7. Deposit club funds.
8. Understand school and club policies regarding student financial accounts relating to school organizations.
9. Pay all bills as approved by the board of directors.
10. Attend club meetings.
11. Record all expenditures and income for the week.
12. Secure advice of your graduation coach on all financial matters.
13. Collect all monies from club projects.
14. Prepare a financial report for the executive board meeting.
15. Attend the executive board meeting.
16. Obtain all financial records, receipts, and files from immediate past treasurer.
17. Prepare a budget for the MTL Club year.
18. Organize all financial records to give to the treasurer-elect.

**Section D. The Secretary shall:**

1. Club Bylaws
2. MTL Club Guidebook
3. District Constitution and Bylaws
4. Minutes of all club meetings (regular and board meetings)
5. Committee reports
6. List of committee chairs and members
7. Clubs past achievement reports
8. Clubs past monthly reports
9. Copies of current and past magazine articles and district publications
10. Complete set of printed material and MTL Club literature
11. An assistant secretary and a correspondent secretary can be elected to assist the secretary in his/her duties if it is deemed necessary by the executive board

**Section E. The Historian shall:**

1. Maintain the club's scrapbook
2. Record Book
3. Collect Nominees
4. Keep members updated about milestone events (i.e. birthdays, anniversaries)

**Section F. The Parliamentarian shall:**

1. Report to the president.
2. Attend and assume the role of parliamentarian during the meeting.

- a. Sit in the designated area for visual access to the president.
- b. Function in the role of the parliamentarian as a non-interventionist, and assist and support the president in maintaining order and adhering to time schedules as approved by the executive board or membership.

- 3. Be available to confer with the president as needed.
- 4. Be available to meet with the board at meetings whenever needed, as assigned by the president.
- 5. Be available to the membership during normal conference hours or after meetings to answer questions about the role and function of the parliamentarian and parliamentary procedure.
- 6. Be available to work on other tasks as specified by the president.
- 7. Assist with the coordination of motions and resolutions as requested.
- 8. Assist with the election and voting procedures.
- 9. Other services as determined necessary by the president.
- 10. Provide full philosophical support for the Board in all matters related to the conference and meeting.

**Section G. The Sergeant-at-Arms shall:**

- 1. Meetings
  - a. In the MTL Club, the sergeant-at-arms will ensure all bylaws and traditions are respected by everyone. During these meetings, it is the responsibility of this person to make certain parliamentary procedures are followed and to maintain order.
- 2. Provide Support to the President
  - a. The sergeant-at-arms will always support the president by making sure he has all materials needed before the meeting. This means any outside materials or any additional support that will be needed by the MTL club will fall upon the sergeant-at-arms.
- 3. Welcome Members and Guests
  - a. The Sergeant-at-Arms is the largest supporter of the club where he will always provide motivation and enthusiasm to members

and new guests. This means he shows up to various functions early and is there to greet everyone who comes to any event.

4. Enforce the Rules
  - a. It is the Sergeant-at-Arms' responsibility to enforce the rules. This means any infractions or violations of the MTL club's policies must be reported to the conduct committee, President, and/or Graduation Coach for further action.
5. Must Carry out Orders from President
  - a. Within the MTL club, there must be loyalty and discipline. The Sergeant-at-Arms is there to instill this loyalty and discipline by carrying out any requests or orders made by the President of the MTL club.

#### **ARTICLE VI - Meetings**

**Section A.** Officer meetings will be scheduled by current officers.

**Section B.** There must be a minimum of three (3) officer meetings a month for officers. Club meetings for the entire membership shall be once (1) a week.

#### **ARTICLE VII - Amendments**

**Section A.** This constitution may be amended or changed at any regular club meeting by a two-thirds vote of the active members present.

## Appendix B: Mentee Expectations

### Mentee Expectations

#### Mentees will

- attend school every day.
- attend every class every day.
- come to school on time.
- get to class on time.
- complete all homework assignments.
- respect self. (Dress appropriately. Speak properly.)
- respect peers. (Be kind. Support each other.)
- respect teachers, coaches and administrators
- value education.
- settle issues appropriately.
- listen.
- learn.
- grow.
- give.



## Appendix C: Recruitment Letter



Date

Dear Potential Mentor:

Congratulations! The faculty and staff of \_\_\_\_\_ School have nominated you for admissions into the Mentoring Tomorrow's Leaders Mentoring Program. As a result of this nomination, you are invited to apply to become a mentor to a \_\_\_\_ grader who could benefit from your leadership and positive influence.

When you join this program, you will:

- earn community service hours (at least 40)
- attend special trips and activities
- receive personalized college and scholarship counseling
- meet prominent adults from your community who can give you helpful advice
- complete a nine-month leadership training series, and much more.

Most importantly, you could change someone's life by helping him or her become as successful as you have.

For more information about the program, you and your parents must attend a dinner and an orientation on \_\_\_\_\_ in the cafeteria of \_\_\_\_\_ School. Space is limited, so RSVP by \_\_\_\_\_. If you have any questions, you may contact \_\_\_\_\_ at (754) \_\_\_\_ - \_\_\_\_\_ (office) or via e-mail at \_\_\_\_\_. \_\_\_\_\_ office is in Rm. \_\_\_\_\_.

Proudly,

\_\_\_\_\_  
Principal

## Appendix D: Mentor Application

Last name: \_\_\_\_\_ First name: \_\_\_\_\_ Grade: \_\_\_\_\_



## Mentor Application Packet



**Mentoring Tomorrow's Leaders (MTL)**

**Mentor Application Form**

Gender:                      Male                      Female

Grade Level:

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number(s): \_\_\_\_\_ (cell) \_\_\_\_\_ (home)

Cell Phone Carrier (company) \_\_\_\_\_

E-mail Address: \_\_\_\_\_

**With whom do you live?**

(First list the names of the adults in your home who are responsible for you and then the other members of your household)

	Last Name Email	First Name	Relationship to you	Cell Phone
1.	_____	_____	_____	_____
	_____	_____	_____	_____
2.	_____	_____	_____	_____
	_____	_____	_____	_____
3.	_____	_____	_____	_____
	_____	_____	_____	_____
4.	_____	_____	_____	_____
	_____	_____	_____	_____
5.	_____	_____	_____	_____
	_____	_____	_____	_____
6.	_____	_____	_____	_____
	_____	_____	_____	_____
7.	_____	_____	_____	_____

**Cumulative G.P.A.:**

weighted: \_\_\_\_\_

unweighted: \_\_\_\_\_

**2014 – 2015 Course Schedule**

Period	Course Title	Teacher/Room #
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____

What do you like to do outside of school?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

To which colleges are you planning on applying?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

What subjects are you considering as majors/minors in college?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

What are your career goals?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**To whom or what do you attribute your academic success?**

(Your answers may be brief. Bulleted lists are acceptable.)

**Would you or someone you know like more information about the following services?**

- Family Counseling
- Homeless Education Service
- Child Abuse and Neglect
- Psychological Services
- Students with military parents
- Students with incarcerated parents
- Teen Pregnancy
- Social Work
- Attendance Services
- Dependency (foster care, etc.)
- Delinquency Services (juvenile justice, probation, etc.)

What languages do you speak?

---

What languages do your parents/guardians speak?

---

Are you connected to a community of faith (for example: church, synagogue, temple, mosque)?

Yes    No

If yes, which one?

---





## The Mentor's Oath

I \_\_\_\_\_ solemnly promise that I will model the attitude and behaviors that will ensure my success and inspire the one whom I mentor, listen to her or his challenges, struggles, and triumphs holding what he shares with me in the strictest confidence while withholding judgment, encourage the one whom I mentor to be the best they can be, and freely share my knowledge and personal experiences that would be helpful to her or him.

---

Print Name \_\_\_\_\_ Date \_\_\_\_\_

---

Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Interview Questions**

Come prepared to answer the following questions:

1. Why are you applying to this program?
2. Why would you make a good mentor to another student who needs a positive influence?
3. What special trait do you possess or experiences have you had that would enable you to lead and inspire another student to make good decisions?

### **Rubric**

Your interview will be scored based on the following rubric:

Appearance	10 points
Handshake	5 points
Eye Contact	5 points
Eloquence	20 points
Quality	60 points

***For more information contact:***

\_\_\_\_\_  
Graduation Coach  
Mentoring Tomorrow's Leaders (MTL)  
\_\_\_\_\_  
School

Room \_\_\_\_\_  
Phone: \_\_\_\_\_  
Fax: \_\_\_\_\_

***xxxx@browardschools.com***

**The School Board of Broward County, Florida**

Patricia Good, Chair • Donna P. Korn, Vice Chair • Robin Bartleman • Heather P. Brinkworth •  
Abby M. Freedman • Laurie Rich Levinson • Ann Murray • Dr. Rosalind Osgood • Nora Rupert •  
Robert W. Runcie, Superintendent of Schools

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[www.browardschools.com](http://www.browardschools.com)

\_\_\_\_\_  
Principal, \_\_\_\_\_ School

**Dr. Laurel E. Thompson**  
Director, Student Services Department

**Latrell Carr**  
Program Manager, Mentoring Tomorrow's Leaders

**Appendix E: Sample Certificate**



## Appendix F: Mentee Application

Last name: \_\_\_\_\_ First name: \_\_\_\_\_ Grade: \_\_\_\_\_



## Mentee Application Packet

## Mentoring Tomorrow's Leaders (MTL)

### Mentee Application Form

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone Number(s): \_\_\_\_\_ (cell) \_\_\_\_\_ (home)

Cell Phone Carrier (company) \_\_\_\_\_

E-mail Address: \_\_\_\_\_

#### With whom do you live?

(First list the names of the adults in your home who are responsible for you and then the other members of your household)

	Last Name	First Name	Relationship to you	Cell Phone	Email
1.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____

**Grade:**     9     10     11     12     (circle one)

**Cumulative G.P.A.:**

weighted: \_\_\_\_\_

unweighted: \_\_\_\_\_

**2014 – 2015 Course Schedule**

Period	Course Title	Teacher/Room #
1	_____	_____
2	_____	_____
3	_____	_____
4	_____	_____
5	_____	_____
6	_____	_____
7	_____	_____

What do you like to do outside of school?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

To which colleges are you planning on applying?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

What subjects are you considering as majors/minors in college?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

What are your career goals?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**During the first semester of high school, you did not do as well as you could have done.**

**Why do you think this happened?**

(Explain your reasons in detail, and write them in the most appropriate category)

Social Reasons: (For example: peer pressure, friends, violence, community issues, etc.)



Academic Reasons: (For example: reading level, study skills, discipline, homework, difficulty of work, etc.)

Personal Reasons: (For example: family problems, attendance, poverty, etc.)

The School: (For example: teachers, students, course schedule, school safety, etc.)

**What could you do differently?**

**What can others do to help you reach your potential?**

**Would you or someone you know like more information about the following services?**

- Family Counseling
- Homeless Education Service
- Child Abuse and Neglect
- Psychological Services
- Students with military parents
- Students with incarcerated parents
- Teen Pregnancy
- Social Work
- Attendance Services
- Dependency (foster care, etc.)
- Delinquency Services (juvenile justice, probation, etc.)

**What languages do you speak?**

---

**What languages do your parents/guardians speak?**

---



## **Mentee Expectations**

### **Mentees will**

- attend school every day.
- attend every class every day.
- come to school on time.
- get to class on time.
- complete all homework assignments.
- respect self. (Dress appropriately. Speak properly.)
- respect peers. (Be kind. Support each other.)
- respect teachers, coaches and administrators
- value education.
- settle issues appropriately.
- listen.
- learn.
- grow.
- give.

## **Interview Questions**

Come prepared to answer the following questions:

1. Why are you applying to this program?
2. How would you benefit from having a mentor?
3. What are you going to do in order to make the best of this experience?

## **Rubric**

Your interview will be scored based on the following rubric:

Appearance            10 points

Handshake            5 points

Eye Contact           5 points

Eloquence            20 points

Quality                60 points

***For more information contact:***

\_\_\_\_\_  
Graduation Coach  
Mentoring Tomorrow's Leaders (MTL)  
\_\_\_\_\_  
School  
Room \_\_\_\_\_  
Phone: 754-\_\_\_\_\_  
Fax: 754-\_\_\_\_\_

\_\_\_\_\_ [\*\*@browardschools.com\*\*](mailto:____@browardschools.com)

**The School Board of Broward County, Florida**

Patricia Good, Chair • Donna P. Korn, Vice Chair • Robin Bartleman • Heather P. Brinkworth •  
Abby M. Freedman • Laurie Rich Levinson • Ann Murray • Dr. Rosalind Osgood • Nora Rupert •  
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www.browardschools.com

\_\_\_\_\_  
Principal, \_\_\_\_\_ School

**Dr. Laurel E. Thompson**  
Director, Student Services Department

**Latrell Carr**  
Program Manager, Mentoring Tomorrow's Leaders

# Appendix G: Parent Letter for Prospective Mentees

Date

Dear Parent,

We recently checked our student records and discovered that your 9<sup>th</sup> grade student's grade point average is below a 2.0 (C average). This places him or her at a significantly higher risk of not graduating from high school with the class of \_\_\_\_\_. **Students are required to have a minimum of a 2.0 grade point average in order receive a high school diploma.**

We are writing to offer your child the unique opportunity to join the Mentoring Tomorrow's Leaders Program (MTL), a program through which caring adults and high-achieving students will work with him or her to get your student back on track to graduate. We will also work with your son or daughter to develop a plan for college, vocational school, or ensure that they are ready for work after high school. Students who have participated in this program have improved their grade point averages by as much as 2 points—from a 1.1 to a 3.3.

Students who are enrolled in this program will participate in Study Hall on \_\_\_\_\_. During Study Hall, students will work with an MTL Academic Coach and MTL Student Mentors to ensure that he or she is making proper academic progress. As your child makes adequate progress in this program, he or she will also receive incentives for participating, including school supplies, T-shirts, and other incentives.

If you are interested in enrolling your student in the MTL program, please complete the enclosed form and return it to the school by \_\_\_\_\_. You can also fax it to the school at \_\_\_\_\_ or email it to me at \_\_\_\_\_@browardschools.com.

Please plan to attend the Parent Orientation Meeting on \_\_\_\_\_, at \_\_\_\_\_ PM in the school's \_\_\_\_\_.

We look forward to your student enrolling in MTL.

Sincerely,

MTL Coordinator  
Mentoring Tomorrow's Leaders (MTL)

## Appendix H: Sample Award Ceremony Program

Patricia Good, Chair  
Donna P. Korn, Vice Chair  
Robin Bartleman  
Abby M. Freedman  
Donna P. Korn  
Katherine M. Leach  
Ann Murray  
Dr. Rosalind Osgood  
Nora Rupert  
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[www.browardschools.com](http://www.browardschools.com)

**Dr. Laurel E. Thompson**  
Director of Student Services Department

**Latrell Carr**  
MTL Program Manager

**Pierre Ceinor**  
Graduation Coach, Boyd Anderson High School

**Shirley Baker**  
Graduation Coach, Educational Re-Engagement

**Frances Safaite-Frederic**  
Graduation Coach, Plantation High School



6:30 pm – 8:00 pm  
Wednesday, May 14, 2014  
Boyd Anderson High Auditorium  
3050 NW 41<sup>th</sup> Street  
Lauderdale Lakes, FL 33309

**Angel B. Almanzar**  
Principal

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### Annual Awards Ceremony



Hosts .....	Parent Education Workshop.....
National Anthem.....	Academic Coaches.....
Welcome.....	Mentor's Heart.....
MTL Timeless Moments "A Year in Review"	Mentor of the Year.....
Musical Selection "I Believe".....	School-Based Awards.....
<p style="text-align: center;">Awards and Recognitions</p>	<p style="text-align: center;">Innovative Leadership Award Business Partner of the Year Parent of the Year Academic Coach of the Year Alumni</p>
District Awards.....	Re-Engagement Program Recognitions.....
<p style="text-align: center;">Principal Administrative Designee Community Partner of the Year</p>	Musical Selection "Hero".....
Mentee Skills Modules.....	Salute & Acclaim.....
Mentor Leadership Training Series.....	Senior Sendoff.....
College/Career Exploration...	Closing Remarks.....
Most Improved Mentees.....	<i>Thank you for celebrating our students' success!</i>
Best of the Class.....	<p style="text-align: center;">Pierre D. Ceinor, Graduation Coach Boyd H. Anderson High School (754) 322-0233 <a href="mailto:Pierre.ceinor@browardschools.com">Pierre.ceinor@browardschools.com</a></p>
Best Attendance.....	The School Board of Broward County, Florida
Spoken Word.....	
Seniors.....	

## Appendix I: Sample Sponsorship Letter

Date

Mr. \_\_\_\_\_, Manager  
Winn Dixie Stores

Dear Mr. \_\_\_\_\_:

First, I would like to personally thank you for taking the time to speak to me on \_\_\_\_\_ about the possibility of donating to our mentoring program. As I mentioned before, I am the \_\_\_\_\_ at \_\_\_\_\_ School and we are implementing a mentoring program called, Mentoring Tomorrow's Leaders (MTL). MTL is a dropout prevention, peer mentoring and educational re-engagement program aimed at decreasing dropout rates and improving graduation rates.

It would be greatly appreciated if your organization could donate \_\_\_\_\_ to this exciting endeavor. I will begin the first stage of the program next month and would like to have refreshments for the students as well as parents during parent nights. It is evident that parents play an important role in their children's education and I want to involve them in all aspects of the program so that the program will be successful.

I look forward to hearing from you and hopefully partner with you to ensure that the students at \_\_\_\_\_ School are well equipped to become tomorrow's leaders. My direct line at the school is \_\_\_\_\_. You can also reach me via email at \_\_\_\_\_@browardschools.com. Thank you again in advance for your time and consideration.

Sincerely,

\_\_\_\_\_  
MTL Coordinator

# Appendix J: Student Interest Form



## INTEREST FORM

Student Name: \_\_\_\_\_ Gender: Male \_\_\_\_\_ Female \_\_\_\_\_

Student Number: \_\_\_\_\_ GPA(Unweighted): \_\_\_\_\_

Student Grade (Check one ONLY): 10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

Student Address: \_\_\_\_\_  
\_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Parent Name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_

Are you in the MTL class with Mr. Robinson? Yes \_\_\_\_\_ No \_\_\_\_\_

If not, how did you hear about MTL? \_\_\_\_\_

Which ROLE are you interested in? Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_

Please check your qualities below.

### Qualities of a Mentee

- \_\_\_ Attend school every day and be on time
- \_\_\_ Respect teachers, coaches and administrators
- \_\_\_ Get to class on time
- \_\_\_ Dress appropriately in school
- \_\_\_ Respect Peers

### Qualities of a Mentor

- \_\_\_ Strong in academics (Math, Science, Study Skills)
- \_\_\_ Leadership Skills
- \_\_\_ Role Model
- \_\_\_ Strong interpersonal skills
- \_\_\_ Respect Peers

Thank you for your interest in the Mentoring Tomorrow's Leaders (MTL) Program. The first day of study hall is September 16, 2014, at 2:45pm in the cafeteria. Please complete and return this form to Mrs. Frederic in **Room 199** during your lunch.

