



# **PROGRAM HANDBOOK**

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## **HOW TO USE THIS HANDBOOK**

This handbook encompasses a wide variety of possible components of an MTL program. This handbook is also the combined work of several MTL Coordinators whose programs are unique to their school communities. Therefore it is not necessary to implement every component detailed here in order to impact Student 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.

## **MTL AND BLACK MALE ACHIEVEMENT**

At its inception in 2010 the Mentoring Tomorrow's Leaders program was developed as a drop-out prevention/intervention program for Black males. The rationale for this focus grew out of the fact that 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. In each category, Black males tend to lag their peers while at the same time, they outpace 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 is also reflected in behavioral indicators, such as suspension, expulsion and detention rates and school arrests. Beyond school, these indicators include incarceration and unemployment rates.

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. At its inception, the Mentoring Tomorrow's Leaders (MTL) program model was designed with that focus. Therefore, MTL joined several other groups and individuals in utilizing a strengths-based approach to closing the achievement gap.

## **MTL EXPANSION**

Over the years, while still focusing on the unique needs of Black male students, the MTL model has expanded to include both male and female students as well as students of other races and nationalities. Recognizing that all students can benefit

from access to a peer mentor and supportive adults, MTL now encourages schools to recommend students for participation regardless of gender or race. Consequently, MTL currently has a robust membership of more than 2000 students per year, representing 40 schools and several nationalities.

## **CHOOSING AN MTL COORDINATOR**

Choosing a coordinator for your MTL program is a major decision. The person selected for this role will determine the success of your program. Based on student input and the experiences of several MTL Coordinators, we recommend the Coordinator possess many (if not all) of the qualities listed below.

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

**WORK ETHIC:** A potential Coordinator should understand that creating a successful program requires challenging work and dedication often working beyond typical work hours. The coordinator must have high expectations 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 Coordinator values the power and leadership potential of student mentors. While the Coordinator must create a structured and orderly environment, he or she also must consistently empower students and feel comfortable giving up control so that students can learn/grow from mentoring and being in positions of leadership. He or she must be willing to listen and value the ideas of young people. The Coordinator should also have experience working with students outside of the classroom environment and demonstrate the ability to share power. Successful Coordinators will view their relationships with students more as a partnership than as a typical teacher-student relationship.

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

## CREATING AN MTL CLUB

MTL can function within the school community as a school club. By creating a club, the program coordinator can 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 typically 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 necessary to meet the needs of your program.

### **Coordinator Role:**

#### **Coordinators should:**

- A. Always keep an up-to-date roster of membership.
- B. Provide advice and suggestions to the members, especially to officers.
- C. Train officers on Parliamentary Procedure and Robert's Rules of Order.
- D. Assist in the coordination and planning of club programs and activities.
- E. Encourage initiative and action on the part of the members in performing the functions of the club.
- F. Monitor club activities related to school policies, particularly:
  1. Marketing through announcements, posters, and banners
  2. Field Trips
  3. TDA's
  4. Assemblies
  5. Finances
- G. Ensure those meetings begin and end on time, and that they are conducted in a business-like manner. **A Coordinator must be present at all meetings.**
- H. Understand and 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 have agendas, minutes, and a sign in sheet.
- M. Follow school protocols to place vital information about dates, events, timelines, protocols, and organization information on the school website.

## **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 participating students. Selecting effective officers for the club helps ensure the success of your program. Officers can be selected by the club's Graduation Coach/coordinator or voted in by student 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, use correct parliamentary procedure, appoint committees, break tie votes, fill by appointment vacancies that occur in offices, and to occasionally 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, make announcements or serve as program chairperson on occasion and to keep, and have available current copies of the constitution and by-laws
  
- C. Secretary** – to record the minutes of all official, special, or called meetings of the organization (including accurate attendance records); keep an accurate written record of all activities; provide copies of the minutes to the Activities Administrator at the end of the school year; keep a file of committee reports; be able to furnish information to the President or Graduation Coach/Coordinator about past activities, and handle all in-school and outside correspondence.



- D. Treasurer** – to keep accurate records of club finances, work with the advisor/coordinator in maintaining records of all receipts and expenditures, work with the advisor/coordinator to keep a detailed financial report of all moneymaking projects and make a report at each meeting.
  
- E. Coordinator** – to assist the group in the execution of roles and responsibilities; 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 and ensure that parliamentary procedure is followed.
  
- G. Sergeant –at-Arms** – to maintain order during meetings.

*“MTL showed me the value of dedication and how we are all connected through our actions. MTL also showed me that we are all role models to someone whether we realize it or not and that we should continue to grow as we advance others and not bring them down. We must strive to be a better version of ourselves than the day before.”*

Nathanjah Carty, Nova High

## **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 in policy 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 an 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 (MTL Coordinator)
<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>	Mentor-to-Mentee Hour 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>	Mentor-to-Mentee Hour 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 their achievement. They should take full advantage of the support being offered to him and 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. This is done by completing the Mentor and Leadership Training Series, assisting with appropriate MTL club activities, and developing their ability to help change the school culture into an environment where it is cool to be smart and everyone graduates from high school on time, goes to college or pursues other postsecondary credentials.

### **Junior Mentor**

A Junior Mentor takes on a leadership role within the MTL club. A Junior Mentor 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 their mentee as they strive to succeed. A Junior Mentor is also expected to lead by example, maintain his/her 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/she will initiate, plan, and lead MTL club activities. Even if a Senior Mentor is not on the Executive Board, they are expected to be a driving force on campus. The Mentee’s goal is to be 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 their Mentee in this endeavor. A Senior Mentor is also expected to maintain their grades and complete the college selection and application process early in their 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.

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.

***“MTL made a difference in my high school experience by providing me with an environment I could be myself in. MTL was a second family, the teachers genuinely cared for us. They offered advice and leadership when needed.”***

Markardo Clarke, Miramar High

***“MTL made a dramatic difference in my high school experience because it gave me a voice. The program gave me a chance to be a role model to other students, the program itself was inspiring and the people that I got a chance to be around were just amazing. I love everything about MTL, and I pray it continues to expand even more!”***

Jade Cummings, Stranahan High

***“M.T.L (MENTORING TOMORROW S LEADERS). Gave me a new purpose for life. I went in M.T.L very lost hoping to get new understanding and to make an impact on someone else life. I'm very thankful to the program because it's really been a wonderful experience.”***

Derrick Hunter, Miramar High

## **TRAINING MENTORS**

Mentors-in-Training and MTL Coordinators 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 a workshop on mentoring, social emotional learning, improving academic achievement and motivation. Those who attend will also receive the tools necessary to start and maintain the program at their location.

Before and after the October training, the MTL Coordinator 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 Coordinators 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 has made a vital difference in my high school experience by allowing me to see myself as chosen and important. Often misguided, but not lost. The mentors are so open and understanding.”*

Mordecai Senatus, Piper High

*“MTL allowed me to grow as an individual. I learned the importance of trust and effective communication. I started off struggling to get my mentee to open up, but eventually with the help of my fellow mentors and adult role models I was able to get close and work with my mentee. Thanks to MTL and all the leaders, I can now use the many communication skills I learned as I venture off into the real world.”*

Damus Tracy, Miramar High

### **Mentor2Mentee Hour (formerly known as Study Hall)**

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

#### **Homework\***

Sample M2M Hour activities include:

- o Tutoring and Homework Help
- o Academic Progress Monitoring
- o Problem Solving
- o Advocacy
- o Peer Mentoring
- o Social Emotional Learning (SEL)

\*The primary objective of Mentor-to-Mentee Hour 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 Mentor-to-Mentee Hour 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 Mentor-to-Mentee Hour, 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 achievements of MTL members is critical to the success of the program. The coordinator and mentors play a vital role in this process. The celebration of achievements starts with the initial mentor recognition and continues throughout the year.

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

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 typically 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.

Technology	Ways to Use this Format
<b>Email</b>	<p>Create mailing lists to ensure quick delivery of program meetings and activities to students and parents.</p> <p>Create a Gmail account for use with Facebook and other social media. Send notices about program meetings and activities to parents and students.</p>
<b>Facebook</b> <b>Instagram</b> <b>Twitter</b>	<p>Like and follow The School Board of Broward County <b>MTL Facebook page</b> <i>Mentoring Tomorrow's Leaders</i> (<a href="http://www.facebook.com/mentoringtomorrowleaders2014">www.facebook.com/mentoringtomorrowleaders2014</a>) <b>MTL Instagram page</b> @mtlbeps</p> <p><i>School based programs:</i>            Are suggested to create a Facebook, Instagram, or Twitter account for your program site. To include photos of MTL events and accomplishments.            Create a Facebook group for posting information and communicating with members.</p>
<b>Microsoft Teams</b> <b>Zoom</b>	<p>Digital platforms to host and attend virtual meetings, conferences, webinars, and groups.</p>
<b>Linkedin</b>	<p>Encourage juniors and seniors to upload resume and create a profile.</p>
<b>Text Messages</b>	<p>Utilize as a quick and easy way to communicate with parents and students. Create groups to send mass text messages containing valuable information (i.e. "Reminder 101").</p>

## 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 J), 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***

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## 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. \_\_\_\_\_.

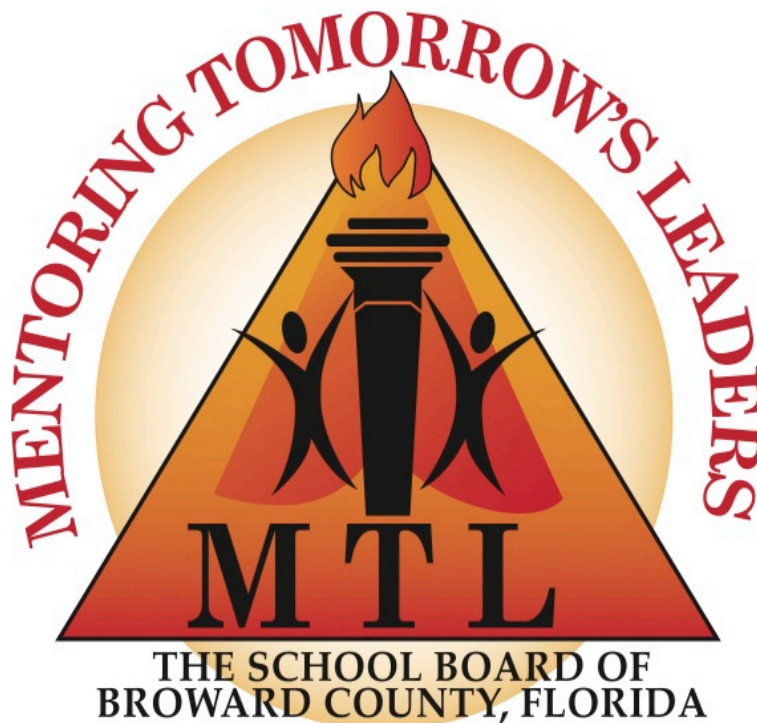
Proudly,

\_\_\_\_\_  
Principal

## Appendix D: Mentor Application

MS•HS (Middle/High School)

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



## Mentor Application Packet

**Mentor Application Form**

PLEASE PRINT CLEARLY.

Gender:                      Male                      Female

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

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

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

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. _____			



**Weighted and Unweighted Cumulative G.P.A.:**

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

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

**Current 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.)

What other language(s) do you speak besides English?

---

What languages do your parents/guardians speak?

---

Why would you make a good mentor to a mentee who needs a positive influence? Your answer should include specific ways in which you could personally lead and inspire him or her to make good choices.

---



model the attitude and behaviors that will ensure my success and inspire the one whom I mentor, listen to their challenges, struggles, and triumphs holding what they share 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 them.

---

Print

Date

---

Signature

Date

### **Areas of Interest**

1. Why are you applying to this program?
2. Why would you make a good mentor to a mentee 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 a mentee to make good decisions?

### **Photograph Release Form**

This agreement is made between Mentoring Tomorrow's Leaders, School Board of Broward County, Florida and

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**Please print participant/child's name above**

*I hereby grant permission for Mentoring Tomorrow's Leaders, School Board of Broward County, Florida to use photographs for use in any and all media and methods of transmission and/or distribution now or hereafter known, including but not limited to film, print, video, computer, Worldwide Web, Internet Website, Email, FTP, computer network, and digital reproduction and distribution, for illustration, art promotion, advertising, trade, sales, or any other purpose whatsoever. I hereby waive any right to inspect or approve the photographs or electronic matter that may be used in conjunction with them now or in the future, whether that use is known or organization or unknown, including but not limited to any re-use, distortion, blurring, alteration, optical illustration or use in composite form, either intentionally or otherwise, that may occur in relation to the finished product. I hereby agree to hold harmless Mentoring Tomorrow's Leaders, School Board of Broward County, Florida from and against any claims, and waive any right to royalties or other compensation arising from or related to the use of the photographs.*

**PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:**

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**Parent/Guardian's Signature**

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**Name (please print)**

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**Participant/Student Signature**

---

**Date**

**ES (Elementary School)**

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



## **Mentor Application Packet**

**Mentor Application Form**

PLEASE PRINT CLEARLY.

Gender:                    Male                    Female

Current Grade Level: \_\_\_\_\_

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

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

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

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

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. \_\_\_\_\_

**Florida Standards Assessment (FSA)**

Level: \_\_\_\_\_

Current Classroom Teacher

Room #

\_\_\_\_\_

\_\_\_\_\_

What do you like to do outside of school?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

What do you want to be when you grow up?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**To whom or what do you attribute your academic success?**  
(Your answers may be brief. Bulleted lists are acceptable.)

What language other (s) do you speak besides English?

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What languages do your parents/guardians speak?

---

Why would you make a good mentor to a mentee who needs a positive influence? Your answer should include specific ways in which you could personally lead and inspire him or her to make good choices.

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## **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 their challenges, struggles, and triumphs holding what they share 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 them.

---

Print

Date

---

Signature

Date

## **Areas of Interest**

1. Why are you applying to this program?

2. Why would you make a good mentor to a mentee 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 a mentee to make good decisions?

## **Photograph Release Form**

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**Please print participant/child's name above**

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**PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:**

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**Parent/Guardian's Signature**

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**Name (please print)**

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**Participant/Student Signature**

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**Date**

## Appendix E: Sample Certificate



The certificate features a background with a sunburst effect on the left and a grid pattern on the right. It includes logos for Mentoring Tomorrow's Leaders (MTL), Mentoring Across Broward, Equity & Diversity Department, and Broward County Public Schools.

 **Mentoring Tomorrow's Leaders**  
School Name \_\_\_\_\_  
School Year \_\_\_\_\_

 **Mentoring**  
Across Broward

**CERTIFICATE OF COMPLETION**

Student Name \_\_\_\_\_

Principal Name  
Principal \_\_\_\_\_

Site Coordinator Name  
Coordinator \_\_\_\_\_

 **Equity & Diversity**  
Department

 **BROWARD**  
County Public Schools  
Established 1915

**Appendix F: Mentee Application**

**MS•HS (Middle/High School)**

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



**Mentee Application Packet**

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

**Mentee Application Form**

PLEASE PRINT CLEARLY.

Gender:                    Male                    Female

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

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

Cell Number: \_\_\_\_\_ Home Number: \_\_\_\_\_

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

**With whom do you live?**

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

**Weighted and Unweighted Cumulative G.P.A.:**

Weighted: \_\_\_\_\_

Unweighted: \_\_\_\_\_

**Current 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 \_\_\_\_\_



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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 your first year 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?**

**What other language(s) do you speak besides English?**

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

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Why should you be chosen to become a mentee in this program? Your answer should include specific ways in which you would benefit from having a mentor, as well as examples of how you will make the best of this experience. Your answer should be at least 1 page long.

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## **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 and speak properly)
- respect peers. (be kind and support each other)
- respect teachers, coaches and administrators
- value education.
- settle issues appropriately
- listen
- learn
- grow
- give

## Areas of Interest

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?

## Photograph Release Form

This agreement is made between Mentoring Tomorrow's Leaders, School Board of Broward County, Florida and

---

**Please print participant/child's name above**

*I hereby grant permission for Mentoring Tomorrow's Leaders, School Board of Broward County, Florida to use photographs for use in any and all media and methods of transmission and/or distribution now or hereafter known, including but not limited to film, print, video, computer, Worldwide Web, Internet Website, Email, FTP, computer network, and digital reproduction and distribution, for illustration, art promotion, advertising, trade, sales, or any other purpose whatsoever. I hereby waive any right to inspect or approve the photographs or electronic matter that may be used in conjunction with them now or in the future, whether that use is known or organization or unknown, including but not limited to any re-use, distortion, blurring, alteration, optical illustration or use in composite form, either intentionally or otherwise, that may occur in relation to the finished product. I hereby agree to hold harmless Mentoring Tomorrow's Leaders, School Board of Broward County, Florida from and against any claims, and waive any right to royalties or other compensation arising from or related to the use of the photographs.*

**PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:**

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**Parent/Guardian's Signature**

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**Name (please print)**

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**Participant/Student Signature**

---

**Date**

**ES (Elementary School)**

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



## **Mentee Application Packet**

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

**Mentee Application Form**

PLEASE PRINT CLEARLY.

Gender:    Male    Female

Current Grade: \_\_\_\_\_

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

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

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

\_\_\_\_\_

\_\_\_\_\_

Cell Number: \_\_\_\_\_

Home Number: \_\_\_\_\_

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

**With whom do you live?**

	Last Name	First Name	Relationship to you	Cell Phone	Email
1.	_____				
2.	_____				
3.	_____				

**Florida Standards Assessment (FSA)**

Level: \_\_\_\_\_

Current Classroom Teacher  
\_\_\_\_\_

Room #  
\_\_\_\_\_

What do you like to do outside of school?

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

What do you want to be when you grow up?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

**During your time in school, you did not do as well as you could have done.**

**Why do you think this happened?**

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?**

**What other language(s) do you speak besides English?**

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

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Why should you be chosen to become a mentee in this program? Your answer should include specific ways in which you would benefit from having a mentor, as well as examples of how you will make the best of this experience.

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### **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 and speak properly)
- respect peers. (be kind and support each other)

- respect teachers, coaches and administrators
- value education.
- settle issues appropriately
- listen
- learn
- grow
- give

## **Areas of Interest**

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

## **Photograph Release Form**

This agreement is made between Mentoring Tomorrow's Leaders, School Board of Broward County, Florida and

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**Please print participant/child's name above**

*I hereby grant permission for Mentoring Tomorrow's Leaders, School Board of Broward County, Florida to use photographs for use in any and all media and methods of transmission and/or distribution now or hereafter known, including but not limited to film, print, video, computer, Worldwide Web, Internet Website, Email, FTP, computer network, and digital reproduction and distribution, for illustration, art promotion, advertising, trade, sales, or any other purpose whatsoever. I hereby waive*

*any right to inspect or approve the photographs or electronic matter that may be used in conjunction with them now or in the future, whether that use is known or organization or unknown, including but not limited to any re-use, distortion, blurring, alteration, optical illustration or use in composite form, either intentionally or otherwise, that may occur in relation to the finished product. I hereby agree to hold harmless Mentoring Tomorrow's Leaders, School Board of Broward County, Florida from and against any claims, and waive any right to royalties or other compensation arising from or related to the use of the photographs.*

**PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:**

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**Parent/Guardian's Signature**

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**Name (please print)**

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**Participant/Student Signature**

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**Date**

## 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 MTL Induction Ceremony Blueprint

# MTL Induction Ceremony Blueprint

### Purpose

The Induction Ceremony serves as official testament to the acceptance of the Mentors, Mentees, and Role Models into the Mentoring Tomorrow's Leaders Program (MTL). To that end, this event should be held earlier in the year, preferably Mid-December, after a roster of both returning and new students has been firmly established. Make sure this ceremony is given as much publicity as possible to foster commitment, pride, buy-in, and program retention. Make it grandiose!

- Create an event planning committee (Include MTL Club Officers)
- Work with the school administration to secure a location, preferably the school's auditorium.
- Create a list by grade and role of all the students that will be inducted. Make sure MTL uniforms are ordered and delivered prior to event.
- Advertise the event ahead of time, preferably a month in advance (create event flyers, post on social media, send out invitations to Area Board Members, District officials, parents, community members/partners, and other dignitaries)
- Reach out to the MTL District Team for assistance with respect to program tips, certificates, and other miscellaneous items.
- Distribute Roles and Responsibilities
- Rehearsal (Go over the many steps of the induction ceremony with students during study hall; ensure all items are covered, processional, music, performers, hosts/MCs, Mentor's Oath, Mentee Expectations, and Role Model's Commitment, ensure all inductees have the MTL uniforms or wear black bottom and long-sleeved white shirts with school-colored ties)
- Prepare a Master List of All Inductees with Their Roles (Mentor, Mentor-in-Training, Mentee, Role Model)
- Prepare MTL scrolls to be handed to students after their induction. (The scrolls are generic documents with the MTL logo printed inside, certificates are not to be distributed during the event; that appears to be cumbersome at times.)
- Prepare I-Movie (with MTL key moments/events to be looping in the auditorium prior to the start of the program.)
- Prepare Guest Sign-in Sheets (list RSVP first)
- Use JROTC students to escort dignitaries (Community members and other guests will be greeted and seated in the auditorium.)

## Seating Order:

### CENTER

- Mentees, Role Models, Mentors-In-Training, and Mentors

### STAGE LEFT

- Parents and family members

### STAGE RIGHT

- District Staff, Community Leaders, Principal, and other officials



### Processional

- Students are lined up outside of the auditorium by role (Mentees, Role Models, Mentors-In-Training, and Mentors), and in alphabetical order (last name, first name). Each student should be given a name card.
- All students enter while music is playing; music will change to "Pomp and Circumstance" as seniors proceed. The announcer asks the audience to stand)

### Program:



- Presentation of Colors (JROTC) where applicable
- National Anthem & Pledge of Allegiance
- Welcome
- Introductory Remarks (Purpose and MTL program history)
- Musical Selection
- "Taking the Oath" (should be administered by a staff, preferably the MTL site coordinator)**
- "What does it mean to be a Mentor?"
- "What does it mean to be a Mentee?"
- "What does this uniform mean to me?"
- "What does MTL mean to me?"
- Spoken Word
- Closing Remarks
- Recessional (students leave the auditorium in the manner in which they entered)

## Appendix I: Sample Induction Ceremony Program



# Mentoring Tomorrow's Leaders PROGRAM SAMPLE

Presentation of Colors	Officers Introductions (MTL Site Coordinator)
National Anthem & Pledge of Allegiance (MTL Student)	Taking the Oath" (MTL Site Coordinator)
Welcome (School Principal or Designee)	"What does it mean to be a Mentor?"
Introduction of Area Board Member (MTL Student)	"What does it mean to be a Role Model?"
Remarks (Area Board Member)	"What does MTL mean to me?"
Greetings (Program Director)	Student and Parent Recognition
Occasion (MTL Site Coordinator)	Closing Remarks





## Appendix J: 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 K: Student Interest Form



### STUDENT INTEREST FORM

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

Student Number: \_\_\_\_\_ Unweighted GPA: \_\_\_\_\_ Weighted GPA: \_\_\_\_\_

Florida Standards Assessment (FSA) Level: \_\_\_\_\_ (**Elementary ONLY**)

Student Grade: \_\_\_\_\_

Student Address:

\_\_\_\_\_

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

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

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

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

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

How did you hear about MTL? \_\_\_\_\_

#### **Academics:**

##### **HS/MS**

Mentor: \_\_\_\_\_

Mentor-in-Training: \_\_\_\_\_

Mentee: \_\_\_\_\_

Grade Point Average (GPA)

Grade Point Average (GPA)

Grade Point Average (GPA)

##### **ES**

Mentor: \_\_\_\_\_

Mentor-in-Training: \_\_\_\_\_

Mentee: \_\_\_\_\_

FSA Score - Reading

FSA Score - Reading

FSA Score - Reading

Thank you for your interest in joining the MTL program at: \_\_\_\_\_.

Please complete and return this form to: \_\_\_\_\_!



## Appendix L: Mentoring Tomorrow's Leaders Framework: The Five Pillars



### MENTORING TOMORROW'S LEADERS FRAMEWORK "THE FIVE PILLARS"

- 1. Academic Achievement** – Students who are not making academic gains are paired with a student mentor. Ongoing support includes a mentor-mentee hour, under the supervision of a site coordinator, to foster academic progress, and social emotional learning skills at school at least twice weekly.
- 2. Peer Mentoring** – High achieving upper class students with demonstrated leadership skills participate in a two-year mentor relationship with students who are working toward academic gains. This is a structured relationship that is facilitated by the MTL site coordinator. In addition, all MTL students have access to adult mentors from the community during planned workshops with guest speakers.
- 3. Family Involvement** – MTL provides parents and guardians with parent education information that includes college readiness, graduation requirements, student learning styles, pupil progression plan, social/emotional learning strategies and techniques for navigating through the educational systems. Additionally, MTL provides parents with the tools necessary to effectively engage and communicate with their children.
- 4. Community Support** – Mentors/Mentees initiate and participate in various Community Civic Engagement initiatives. MTL provides all members with the tools to network effectively, including access to insightful guest speakers, and opportunities to engage with business owners, elected officials, and community leaders. In addition, donors, sponsors and representatives from colleges and universities interact with MTL students to present pathways for post-secondary education.
- 5. Student Enrichment and Incentives** – Program participants earn several incentives as they work to improve their grades and meet high school graduation requirements. Student mentors can also earn incentives as they inspire their peers to achieve academic excellence. These incentives include but are not limited to visits to local businesses, college tours, educational field trips, student conferences and summits and opportunities for recognition within the school and community. In addition, students are eligible to receive community service hours for many of their MTL program activities.

**Appendix M: Program/Student Roster Sample**

Program/Student Roster

School: \_\_\_\_\_

Coordinator's Name: \_\_\_\_\_

										Mentor2Mentee Hour	
Last Name	First Name	Student ID	E Code*	Grade	Gender	Race	MTL Role*	Mobile	Email Address	Days	Times

Legends\*  
 Enrollment Code: E1= New Student / R= Returning  
 MTL Role: Mentor, Mentor-in-Training, Role Model, Mentee  
 P.S. Please insert rows as needed.

**Appendix N: M2M Hour Attendance Sign in Sample**

Mentor2Mentee Hour  
Attendance Sign-in

School Name: \_\_\_\_\_

#	Last Name	First Name	Grade	MTL Role	Student Signature

***For more information contact:***

**Shavonda M. Mitchum, M.Ed.**

Specialist, Positive Behavior Interventions

Mentoring Across Broward

Office: (754) 321-1660

[wanda.robinson@browardschools.com](mailto:wanda.robinson@browardschools.com)

**Pierre D. Ceinor, M.S.W.**

Mentoring Tomorrow's Leaders/Mentoring Across Broward

Office: (754) 321-1561 / Cell: (954) 683-0531

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**David Watkins, Ed.S.**

Director, Diversity & School Climate Department

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