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HOW TO USE THIS TOOLKIT

This Toolkit encompasses a wide variety of possible components of an MTL program. This toolkit 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.

Have fun!

Patricia Lesesne

Program Manager
Mentoring Tomorrow's Leaders (MTL)
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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 activist 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 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 is 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 document 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 males 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 bests 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 leaders and peer mentors who become role models on campus.

Patricia Lesesne

Patricia Lesesne
Program Manager, Mentoring Tomorrow’s Leaders (MTL)
Student Services Department
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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 coordinator should 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.

THE PROGRAM HAS SHOWN THAT HEARING POSITIVE THINGS MAKES A DIFFERENCE!

KNOWLEDGE AND SKILLS: The MTL Graduation Coach will “wear many hats” and 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.

“You have to believe that spending time on this is more impactful than meeting with every student one-on-one. You also have to realize that students can have more influence with each other than you have with them. You have to be willing to give up the power and control so students can reach their potential.”

Lyda Lockett-Coordinator-Nova High MTL

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)

“This goes beyond the scope of what we as school social workers have typically done. It requires a different level of commitment. At the end of the day, I am constantly planning the next event that helps the growth of the program, the development of student leaders, and the personal growth of the mentees. This could easily be the next generation of social work”

Marianne Dubin-Coordinator-Stoneman Douglas High MTL

At the end of the day, I don’t stop thinking about it. The way that I would once a case has been closed

MTL GRADUATION COACH TRAINING

- Graduation Coach Workshop 101
 - Checking In
 - Developing Effective Coaching Relationships
 - From Good to Great
 - Victim-Aggressor-Rescuer
 - Trust Walk
 - Family Portraits
 - Evolution
 - Mingle, Mingle, Mingle
 - Proudest Moment – “Helping Students Step in their Greatness”
 - Giving and Receiving Feedback

- Graduation Coach Workshop 201

PACKET IS ATTACHED

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 by-laws for each MTL club may differ based on the goals/needs of each individual school program, several samples have been provided for your review and use (see page __). Feel free to make any changes to meet the needs of your program.

*Take from Nova High School's Activity Handbook 2012-2013

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. Serve as a critic in planning the club program of activities.
- D. Encourage initiative on the part of the members in performing the function of the club.
- E. Examine club activities in view of school policies, particularly:
 1. Advertising through announcements, posters and banners
 2. Field Trips
 3. TDAs
 4. Assemblies
 5. Finances
- F. 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.**
- G. Interpret school policies as needed.
- H. Be aware of all club activities.
- I. Attend all meetings of the club, either scheduled or called.
- J. Have a final voice in any controversial matter.
- K. Ensure that all club meetings should have agendas, minutes and a sign in sheet.
- L. 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 bylaws
- 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 also should share knowledge and expertise.
- F. **Parliamentarian**
- G. **Sergeant –at-Arms**

“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

AUGUST	Meeting with School Leadership (Graduation Coach/Program Manager)
AUGUST	Set up Club (Check School Policies)
AUGUST	Open Club with School Bookkeeper
AUGUST/SEPTEMBER	Recruiting Mentors (3.0 or greater weighted) or (2.5 or greater unweighted) Mentor Applications
AUGUST/SEPTEMBER	Mentor Orientation and Interviews
AUGUST/SEPTEMBER	Mentor Selection Share list of mentors with administration, teachers, and staff
AUGUST/SEPTEMBER	Club Meetings Begin – 1 x month 1 x week 2 x week / Trainings- (9 weeks) + 1 weekend
SEPTEMBER	Officer elections / Selections – Interview process
OCTOBER	Mentor Training (2-Days)
OCTOBER/NOVEMBER	Mentee recruitment (9 th graders below 2.5)
OCTOBER/NOVEMBER	Mentee Assembly (door-to-door guides to assembly)
OCTOBER /NOVEMBER	Parent Orientation
OCTOBER/NOVEMBER	Mentee Applications and Interviews
OCTOBER/NOVEMBER	Mentee Selection (Share list of mentors and administration, teachers, and staff)
NOVEMBER	Study Hall Begins
OCTOBER/NOVEMBER	Purchase Uniforms
OCTOBER	Application
OCTOBER	Mentee Assemblies 9 th
NOVEMBER	Ongoing club and committee meetings Begin monthly assemblies (guest speakers) Continue study hall schedule
NOVEMBER	Check-ins Mid-Term/Quarter
DECEMBER	MTL Alumni Panel College Tour /Activity College Coaching and Career planning (Identify GPA, majors, schools, scholarships)
JANUARY	Induction Ceremony
JANUARY	Leadership Transition – Junior Board
FEBRUARY	District Wide MTL Picnic
JANUARY - MAY	Ongoing MTL activities (see November)
MAY	Awards Ceremony

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” on page).

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 9th Grade 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 this 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 11th 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".**

*These quotes were taken from interviews with alumni and the essays from the mentor applications.

Once the potential mentors have been identified the coordinator should hand deliver the recruitment letter (see page ___) along with the mentor application (see page ___). 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 (see page ___) 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 page ___) recognizing their academic achievements.

An interview rubric is provided to the students with the application. (see page application) 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.

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 page ___). 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. *"Being a mentor in MTL has helped me meet friends I would not have met otherwise and has shaped me into a better student and leader."* Deven Smith-Nova High MTL. *"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

One Weekend Intensive Training + Six Weekly Sessions

During one weekend in October, Mentors-in-Training and MTL Graduation Coaches will come together for a 22.5 hour training, 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.

Sample Weekend Training Schedule

Thursday	9:00 am - 4:30 pm	MTL Graduation Coaches and Student Mentors
Friday	9:00 am – 4:30 pm	MTL Graduation Coaches
Saturday	9:00 am – 4:30 pm	MTL Student Mentors w/ Graduation Coaches as Chaperone

Before and after the weekend training, the MTL Graduation Coach will facilitate weekly training sessions with Mentors-in-Training in preparation for receiving their mentee assignments. Much of this training will be taken from the Graduation Coach 101 © training provided by Winning Edge LLC.

Sample Weekly Training Schedule (40 minutes – 60 minutes)

Week 1	Check-ins and Descriptive Praise
Week 2	Changing School Culture
Week 3	Mentor-Mentee Relationship; Asking for Permission
Week 4	Good versus Great
Week 5	Giving and Receiving Feedback
Week 6	Victim-Aggressive-Rescuer; Being Positive, Firm and Consistent

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

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.

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

RECRUITING MENTEES

Now that your mentors have completed their initial training it is time to recruit your 9th 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 page __) 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 (see page __) 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. Mentees should be provided an acceptance letter (see page __) prior to starting the program. This letter makes their acceptance more official and begins their path to growth and leadership.

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

"I'm not sure what it is, but something about a brotherhood raises self-confidence and propels me to do better." Brandon Thompson-Nova High MTL

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. A sample assembly schedule can be found on page ____.

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:

- 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 1st 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. (For samples of a ceremony program and award certificates see page __). 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 9th 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, or newsletter 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
Email	Create mailing lists to ensure quick delivery. Create a Gmail account for use with Facebook and other social media. Send notices about program meetings and activities to parents and students.
Facebook	Like and follow The School Board of Broward County, FL MTL Facebook page. Create a Facebook page for your program site. Create a Facebook group for posting information and communicating with members. Create photo albums and upload pictures of MTL events and accomplishments
Linkedin	Encourage juniors and seniors to upload resume and create a profile.
Text Messages	Utilize as a quick and easy way to communicate with parents and students Create groups to send mass text messages containing important information.

NOTES: _____

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 page __), a parent support letter with a wish list of items for the club (see page __), 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
Uniforms	
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
Uniforms Total	\$5,250.00
Books and Resources	
“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
Books and Resources Total	\$20,000.00
Materials and Supplies	
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
Materials and Supplies Total	\$2,500.00
Incentives	
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 \$150.00 students @ \$10.00 each.	\$1,500.00
Incentives Total	\$2,900.00
Travel	
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
Travel	\$27,000.00
Contractual, Honoraria and Stipends	
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
Contractual, Honoraria and Stipends Total	\$7,100.00
Total	\$64,750.00

