Changing a child’s life.

Welcome to the Mentor Workshop Webinar
Pinellas County Schools / Florida

**District Enrollment**

99,798

8th Largest District in Florida

**Data Profile**

White 53.6%
Black 18.8%
Hispanic 18.1%
Asian 4.1%
Other 5.3%

28th Largest District in the Nation

86% Graduation Rate

3% increase since 2016-17

4,327 Homeless
48% Economically Disadvantaged

2018/19 – 39,757 Registered Volunteers
2,134 Mentors – 3,188 Students with Mentors
Current student count with a mentor 3400

Employees

13,028

Sources: Florida Department of Education; Pinellas County Schools
https://edudata.fldoe.org/ReportCards/Schools.htm?school=0000&district=00
https://www.pcsb.org/Page/650
Mentoring Mission

Is to match individuals, businesses & community organizations to provide students with the additional presence of a caring adult.
Objectives

To understand what a mentor is
To establish mentoring program policy & guidelines
To outline mentor requirements and available resources
To share mentoring skills that build effective mentoring relationships
Guidelines

- All mentors must be registered volunteers.
- Mentors must attend a mentor training.
- Each mentor is paired with one student during the student’s lunch or during a non-academic class.
- Mentors are paired with the same gender (in most cases).
- A commitment of at least one school year, once a week.
- Mentoring activities are limited to school grounds or school sponsored activities.
- No emails, texting, sharing of phone numbers, meeting with family members or social media contact…
Mentoring Programs

- Lunch Pals
- Girl Friends
- Peer To Peer
- Take Stock in Children
- Big Brothers Big Sisters
- 5000 Role Models of Excellence
High School Graduation

- Non-TSIC At-Risk Students: 57%
- Florida Average: 76%
- Take Stock In Children: 96%
Mentoring Impact

Student increase:
- Level of engagement
- Academic performance
- Self-esteem
- Positive behaviors
- Increased graduation rates

Mentors experience:
- Satisfaction of making a difference
- Insight, listening & interaction
- Fun

Companies & Organizations benefit:
- Morale is increased
- Community consciousness is demonstrated
- Talented employees are recruited and retained
- They are recognized for giving back to the community
Todays Challenges

Characteristics of a student with high & low self-esteem?

Why do students become discouraged?

What is a mentor?
### Todays Challenges

<table>
<thead>
<tr>
<th>Characteristics of a student with high &amp; low self-esteem?</th>
<th>Why do student become discourage?</th>
<th>What is a mentor?</th>
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</thead>
<tbody>
<tr>
<td>Low High</td>
<td>Poor Grades</td>
<td>Listener</td>
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<tr>
<td>Loner High Achiever</td>
<td>Language Barriers</td>
<td>Role Model</td>
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<tr>
<td>Bully Lots of Friends</td>
<td>Family Illness</td>
<td>Advocate</td>
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<td>Loud Loud/Self Control</td>
<td>Divorce</td>
<td>Friend</td>
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<td>No Control Stays in Check</td>
<td>Not liked by teacher or classmates/or both</td>
<td>Motivator</td>
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<tr>
<td>Doesn’t Connect w/School-Clubs</td>
<td>Drugs/Alcohol abuse in the family</td>
<td>Coach</td>
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<tr>
<td>Avoids Situations Unafraid</td>
<td></td>
<td>Teacher</td>
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*Listener, Role Model, Advocate, Friend, Motivator, Coach, Teacher, Guide*
A Mentor is a…

**Companion**: supporting in a caring way, standing side-by-side with the mentee.

**Plant Seeds**: preparing the mentee for a future.

**Catalyst**: gentle push…commitment, provoking ideas, or a different perspective.

**Demonstrator**: using your own experience as an example to demonstrate a skill or activity.

**Mirror**: Provoke reflection. Asking questions: “What have you learned?”, “How useful is it?”…
Three Important Questions

• Am I normal?
• Am I liked?
• Do I fit in?
Listening and Communications

Non-Listening:
- Half an ear
- Scene Stealer
- Guru/Know it all

Listening:
- Eye Contact
- Good Body Posture/Lean forward
- Paraphrase back your response
- Validate Feelings and emotions
- Be Present
- Pick up on the emotions the student is exhibiting
- Encourage your mentee to think proactively
Building Strong Relationships

➢ Build relationships grounded in trust.
➢ If a student asks for advice…Talk out options.
➢ Have fun together.
➢ Allow your student to reveal personal information when they are ready.
➢ Listen. When you ask questions and listen, you give students permission to share their stories and personal experiences without criticism.
➢ Be positive.

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How you respond to a child can help or hinder him/her from taking responsibility for their own decisions.

Situational Responses
Least Helpful Responses

1. Advising and Evaluating
   - Implies what you might or ought to do
   - Keeps students from taking responsibility for their own decisions
   - Here is what you want to do and why…

2. Analyzing or Interpreting
   - Telling the student what the problem is
   - Telling the student what they are feeling
   - Here is the problem and how you are feeling…

3. Reassuring and Supporting
   - Denies the feeling that is there
   - Implies the feeling is so common it’s not important
   - Everyone goes through this, it’s not so bad…
**Most Helpful Responses**

4. Questioning and Probing
- Helps obtain more info, provokes thought or encourages discussion
- Using what, where, when, who and how words help a child to be more specific and precise
- Tell me more about that…

5. Clarifying and Summarizing
- Uses fresh words and simplifies what was said
- Reassures that you are trying to understand
- I think I heard you say…Did I understand you correctly?…

6. Reflecting and Understanding
- Conveys that you are reading the person’s feelings
- Empathy
- I can see this is a challenge and am here for you
Diversity Perception

- Economics
- Language
- Culture
- Race/Ethnicity
- Education
- Health
- Social Media
- Peer Pressure
- Understanding differences
Reminder to Mentors

Remind children that everything you talk about is confidential unless:
- The child is going to injure themselves
- The child is going to injure others
- Someone is injuring the child

Call the abuse Hotline 1-800-962-2873.
Notify Administrator
Commonly Asked Questions

• How often do I meet with my student and for how long?
• Can I have more than one student? Can I go to different schools?
• Where do we meet in the school?
• Can I bring food?
• Can I give them a gift?
• What happens if I see my mentee outside of school?
• Can I know why my student was recommended to have a mentor?
• Can I ask the teacher if my student is having any problems that I should know about?
• What happens if I can’t make a meeting?
• What happens during school holiday breaks and testing days?
• OMG! What do I do??????
Meeting With Your Mentee

RELAX! Have No Expectations.

• Conversation starters
  • What 5 words best describe you
  • Favorite book or movie
  • Best flying dream
• What do you look for in a friend
• Play a game ~ Hangman ~ word games
• If you could be anything you want what would it be and why
Next Steps

- PCS – Online registration form
  www.pcsb.org/volunteerregistration

- Mentors – Selects the grade level of student

- School – Match student to mentor, & contact mentor to arrange mentor sessions day and time

This process will take 10 days from the date of workshop
NEXT STEPS

• Mentors – Log hours in Volunteer system

• In the spring the school will confirm if you will follow the mentee to the next grade level

• Mentor sessions conclude in May & start back in September
Thank you Mentors

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Email: robergem@pcsb.org
Online Registration: www.pcsb.org/volunteerregistration
www.pcsb.org/mentor.resource

Email: robergem@pcsb.org
Name - Birthdate
List 3 things you learned in the webinar today?

Spread the News!
Follow, like and share
Lunch Pals on Facebook,
Twitter and LinkedIn

Lunch Pals
Take Stock in Children
5000 Role Models
Girlfriends of
Pamela County