

# Mentoring Orientation and Training Manual 2014-2015

“Dream no small dreams, for they have no power to move the hearts of men.”  
-Johann Wolfgang von Goethe

“Where there is no vision, the people perish...”  
King Solomon, Proverbs 29:18

I hope and pray that \_\_\_\_\_

(Will become, is, desires to be, etc.)

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## How does mentoring connect to City Gospel Mission’s mission and purpose?

The mission statement of City Gospel Mission is “breaking the cycle of poverty and despair . . . one life at a time.” The vision and purpose is to see Jesus Christ transform Greater Cincinnati. The local church is the vehicle God has established to make this happen!

City Gospel Mission is a conduit between people in poverty and despair and the local churches. We work to bring resources, tools and services to those in need of assistance and information. We also support the churches, which like us, have a heart to reach the community.

Effectively breaking the cycle of poverty and despair requires impacting lives in four areas: physical, mental, social, and spiritual. The mentoring program provides a roadmap to help you in each of these areas (see Appendix 1).

**Complete this sentence...“A mentor is...\_\_\_\_\_”**

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Mentoring is all about relationships! God’s plan is for His children to know Him. Mentoring is God’s plan for making disciples!! Jesus preached to many, but he made disciples by connecting people one to one.

### Definitions:

- “A relational experience through which one person empowers another by sharing God-given resources.”
- “A positive dynamic that enables people to develop potential.” (both above) *Paul Stanley and Robert Clinton*
- “...a brain to pick, a shoulder to cry on and a kick in the seat of the pants.” *John C. Crosby The Uncommon Individual Foundation*
- “A mentor is a “means to an end” with the end being any objective that the mentor and mentee agree is important to the child’s development.” *Larry Wright, MENTOR CEO*

Mentoring brings the hope God placed in us to a person in need. As mentors we bring Jesus into the relationship by living out the gospel in our daily lives and following the Holy Spirit’s leading in sharing our faith in Christ.

Christian mentoring is not preaching or proselytizing, although the Gospel is proclaimed. Paul said, “...we were delighted to share with you not only the gospel of God, but our lives as well...” **It is simply building a friendship, a role every follower of Jesus is capable of fulfilling.** We need to be faithful to God and a faithful friend to someone in need.

A Christian mentor is someone who is committed to a healthy relationship with another person and who will

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|---|--|
| <ul style="list-style-type: none"> <li>• Listen more than they speak.</li> <li>• Give wisdom based on God’s word (2 Timothy 3:16-17).</li> <li>• Offer perspective based on a Christian worldview.</li> <li>• Care through practical acts of service.</li> <li>• Model a Christ-centered life</li> <li>• Support through prayer.</li> </ul> | <ul style="list-style-type: none"> <li>• Remember that the relationship is about the child.</li> <li>• Remember that this is a journey, a process, and enjoy it as such.</li> <li>• Provide accountability through vulnerability and authenticity.</li> <li>• Be an encourager! Believe in your mentee.</li> <li>• Have fun and be part of the mentoring community!</li> </ul> |
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## Why are relationships critical to at-risk youth?

Dr. Ruby Payne and other experts on poverty agree that the key to helping youth out of generational poverty is in creating relationships with them.

Two things that are important to understand about generational poverty:

- 1) Being in poverty is rarely about a lack of intelligence or ability. Sometimes it is simply because people haven't been loved enough to love themselves.
- 2) Many individuals stay in poverty because they don't know there is a choice nor do they have anyone to teach them the hidden rules to be successful. *Changing this is all about relationships.* Stepping out of our comfort zones, and providing gifts of love to people who may have never experienced it.

Steven Covey wrote in his book, 7 Habits of Effective people taught us – "Relationships happen when emotional deposits are made, emotional withdrawals are avoided, and the person is respected."

### What are practical examples of "Emotional deposits"

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### "Emotional withdrawals"

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Successful relationships can be built following 4 practical steps.

- 1) Seek to make emotional deposits every week, because these form the basis of relationship over time.
- 2) Consistently *model the way* in order for your mentee to see choices that they may have not considered.
- 3) Believe in your student!! Set boundaries and help them set goals that are attainable and never miss an opportunity to celebrate their success.

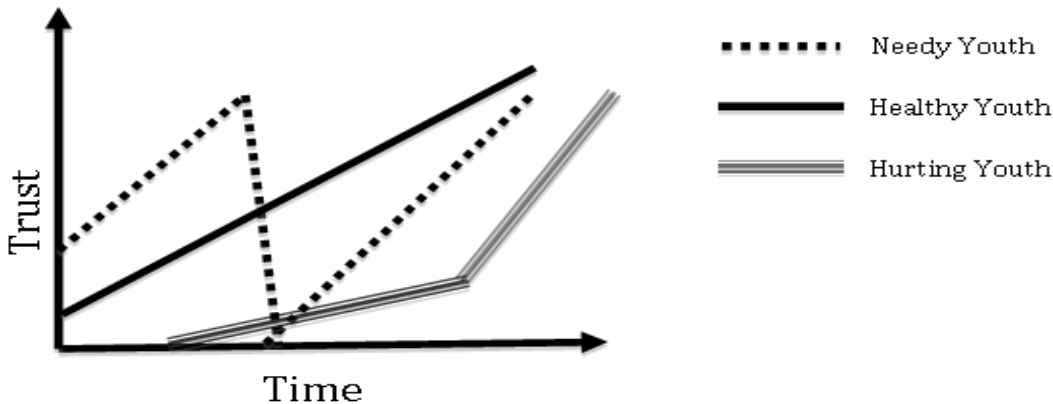
S.M.A.R.T. goals are...

- Specific---Who, what, when, where, why.
- Measureable---How much? How many? How will I know when it's accomplished?
- Attainable---Must be able to see it.
- Realistic---Must align and fit the phase of life.
- Timely---Establish a time frame for desired completion.

- 4) Be Patient!! Remember that relationships take time to develop.

**HELP THEM DREAM!!**

## The Cycle of a Mentoring Relationship



Healthy youth can evaluate a mentor based on \_\_\_\_\_ experiences with adults. Trust can **grow** **steadily** over time as the mentor invests time in the youth and follows the best practices of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ the child's world.

The needy youth wants to have a great relationship and has **high** **hopes** that the match will bring happiness. In this relationship there are three phases, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. During the honeymoon the child connects quickly, but the needy youth brings \_\_\_\_\_ into the relationship. The disillusion phase appears when the soaring trust the mentor saw develop comes crashing down. The child may even become **defiant** or **distant**. The last phase of trust is built through \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_. Trust is a **slow** process, but through this the child will learn how to persevere through relational problems in a way that will serve for a model in future relationships.

Hurting youth have experienced many disappointments with adults, which make it difficult for them to \_\_\_\_\_. They will sometimes test a mentor to determine if the person is \_\_\_\_\_ and \_\_\_\_\_. This testing can take a **few months**, but may take a \_\_\_\_\_ or **more** in severely hurting youth. The mentor's faithfulness can bring healing to these hurting souls.

## 7 types of mentors we might be:

- **Discipler**---Helps others understand and learn the basics of following Christ
- **Spiritual Guide**---Provides direction/insight for spiritual growth as well as accountability
- **Coach**---Provides motivation and helps mentee to develop the skills necessary to meet a task or challenge
- **Counselor**---Provides timely advice, perspective on the mentee's "self", others and ministry
- **Teacher**---Provides knowledge or understanding around a specific set of subjects
- **Sponsor**---Provides career guidance, helps them avoid pitfalls and opens networks to other spheres of contact
- **Model**---A living, personal example for life, career, ministry, relationships, etc.

Questions for reflection:

1. Which of these has God gifted you in or are you currently strongest?
2. Who does my mentee need me to be currently?
3. What area(s) do you personally desire growth?

## How do relationships affect impacting lives for eternity?

### How did you come to Christ? A powerful sermon? A gifted evangelist? Or...

A 2007 study from LifeWay Research reveals that more than two-thirds of young adults who attend a Protestant church for at least a year in high school will stop attending church regularly for at least a year between the ages of 18 and 22. Interestingly, of those 30% that stay, we know that mentoring plays a significant role in influencing youth to stay in church.

The Lifeway research concluded the biggest influencers that encouraged the 30% to stay in church:

- Teens who have had at least 1 adult from church make a significant investment in them personally and spiritually between the ages of 15 and 18.
- Teens wanting the church, and their Christian faith to help guide their decisions in everyday life.
- Teens who at age 17 have parents who are still married to each other and both attend church.
- Teens who find their pastors' sermons relevant to their life.

A solid, caring, mentoring program starting early in a child's life and engaging in real teen/young adult issues in high school/college can significantly impact 3 of the 4 key reasons young adults leave the church after 18. A mentor can help the child look to the church for guidance in their everyday life, can make a significant investment in them personally and spiritually, and engage and encourage their parents to participate in church.

a \_\_\_\_\_.

**EXPECTATIONS:** we all have them

**According to the 4 areas of life we seek to impact in these youth (physical, social, mental, spiritual), how do you see yourself growing as a result of mentoring?**

**What have you already received from this relationship?**

**What more do you expect to receive out of this relationship?**

**What can the mentor expect from the relationship?**

Dr. Jean Rhodes, a nationally recognized expert in mentoring, captured in her research the benefit a mentor can expect at various times, which include:

- A sense of spiritual fulfillment.
- A sense of satisfaction from "giving back to the community."
- A sense of feeling needed.
- A sense of helping oneself through the act of helping others.
- A feeling of being respected by others for contributing to society in a very important way.

**What can the mentor expect from City Gospel Mission?**

We have invested more in our mentoring program to expand our support capability. (Leadership, laborers and learning)

- A mentor coach to come along side you and be in relationship– to pray for you, with you, to encourage and support one another and to facilitate a Match Meeting to launch the relationship as comfortably as possible for all involved.
- To be part of a growing community where we can share what is working and determine where we need help.
- Ideas and activities for outings as well as identifying resources to help you succeed in this journey.
- Useful training to help you in this relationship
- A tool (Life Transformation Roadmap) to help you navigate through the relationship intentionally, going from "Unaware---Aware---Intentional in your efforts.

This is both amazingly rewarding and challenging work and we will support you in the journey.

## What does City Gospel Mission expect from the mentor?

- To pray daily for your mentee.
- To participate in training overview (2 hours) and an introduction session with the mentee, their parent/guardian, and the City Gospel Mission coach to agree on expectations.
- To have a weekly minimum 1 hour face-to face connect time. Additional outings, as necessary, to help impact the mentee physically, socially, mentally and spiritually. Life transformation in these 4 areas is our common goal. You can also connect with your mentee electronically via phone calls, text, email or social media.
- To have at minimum a quarterly meeting with your City Gospel Mission Mentoring Coach to discuss progress, pray and be encouraged!
- To utilize the Life Transformation Roadmap
- To consider engaging in Enrichment/Encouragement community events for mentors, to join with your mentee in local or tri-state wide community events and to join with mentors across the tri-state for our annual celebration.
- To commit to at least a one year engagement and pray about staying connected even longer. Mentoring relationships lasting less than a year actually do more harm than good.

## Additional Best Practices:

- Planning activities is primarily your responsibility. However, please give your mentee some ownership by asking him/her to help make a decision on an activity.
- Feel free to include others (i.e. your spouse, children, friends, and other mentors/mentees) in your activities from time-to-time.
- Always schedule your outings through the parent/guardian and call your mentee before your meeting or appointment to remind him/her.
- Return your mentee home at the agreed-upon time. If you are unable to, or there is a change in plans, always call the guardian to let him/her know.
- Establish a set of basic behavioral guidelines with your student. For example:
  - No text-messaging while with your mentor unless it's an emergency.
  - No listening to distasteful music while with your mentor.
  - No calls to your mentor after 8 p.m. unless it's an emergency.
  - Keep a copy of the signed Parent Permission Form in your car
  - Never discipline you mentee. Instead end the outing if the behavior continues.

## **Boundaries: Why? What? Where?**

### **Why is it important to set boundaries?**

Boundary setting is important so that each person involved in the mentoring relationship is clear about his or her role. They help to establish and nurture trust in a relationship. Most significantly, they help to protect not only the mentee, but also the mentor.

Setting boundaries helps to avoid confusion, miscommunication, and possibly, premature closure of a mentoring relationship. Boundary setting will help mentors start on the right foot and avoid having to change things later when a strong pattern of inappropriate behavior may have been established.

### **What is a boundary?**

A boundary can be thought of as a protective barrier that helps to keep us safe and allow for freedom in the relationship. For boundaries to be effective, they need to be applied on a consistent and ongoing basis. *Boundaries teach mentee's what healthy relationships look like and allow them to be children.*

### **Where do boundaries need to be set?**

Common areas where boundaries are needed include:

- Time
- Money
- Working with Parents

## ***“Rules without relationship leads to Rebellion”***

### **TIME**

Appropriate boundaries in regards to the frequency of meetings and phone calls will help to protect the mentor's ability to be there for the mentee long term and help prevent burn-out. *Consistency and frequency of meetings are important elements of a successful mentoring relationship.* CGM Mentoring guideline is that you have a minimum of 1 hour weekly face to face connection. This general guideline is in place to allow for “life” to happen and not negatively impact the quality of your relationship. *However, spending too much time together can create dependency and it will lead to the development of unrealistic expectations on behalf of the youth and the family about what a mentoring relationship can and cannot do.*

***Setting regular and consistent meetings will help assure them (mentee, parent, and guardian) that over time, you will be there.***

Questions to ask yourself:

Am I comfortable receiving phone calls at work? How late is too late to receive a phone call (or too early)? What would I do if my mentee does not show up for a meeting? How much time together is too much and may lead to negatively impacting the family dynamic?



## MONEY

Boundary setting, in the abstract, seems simple and easy to do. When mentors are told that they are not to act as their mentee's ATM machine, they chuckle and say "of course". However in the complexity of day-to-day interactions, witnessing obvious areas of need or lack, setting boundaries around money issues is not so easy. Should a mentor help in a financial crisis? Should a mentor provide for his mentee's basic needs? When should a mentor give gifts and how much is a reasonable price to spend on a gift? These are all questions that will likely come up in mentoring relationships around issues of money.

*A mentor's role is not that of provider. Nor is the mentor expected to "fix" the family situation.*

Here are some guidelines.

If a mentee is going through financial difficulties, it is important for mentors to remember that they can help by connecting their mentee to the appropriate resources. Creating financial dependency will only end up causing a rift in the relationship. Mentors who take on financial responsibility for their mentees often tend to feel used, overburdened, and end up resenting the relationship. Trying to solve all of the mentee's problems can create a sense of guilt and dependency.

*Gift giving should be reserved for special occasions (birthdays, holidays, graduations, etc.).*

Gifts should be kept at a reasonable amount. Excessive gift giving takes attention away from the relationship. Many mentees come from chaotic environments, buying things is sometimes used as a way to compensate for lack of relationship. Mentors need to send out the strong message that the time spent together is the gift. The gift of their time and friendship is more valuable than any material thing they can give their mentee.

*Mentors need to keep their activities simple and reasonable.*

Though many mentees love grand activities, like going to amusement parks, often, the best times with their mentor involved day-to-day activities. Going on expensive outings can detract from relationship building and it emphasizes an inappropriate role of a mentor as the entertainer. Mentors need to set a budget for their activities.

Questions to ask yourself:

How much money am I comfortable spending on each outing? How will I respond if on an outing my mentee asks me to buy him/her something? How would I feel if my mentee's family requests help with their finances?

## WORKING WITH PARENTS

It is important for mentors to remember that the realities of the families of those they mentor may be very different from their own. The mentor's role is not to try to be a parent or to take over the parent role, but rather (when appropriate) to provide an additional and very different source of support and encouragement to the child and family. Mentors are to enhance the life of the child and help them to respect, honor and obey those in authority. It is vitally important that the parent or guardian view you as support and a blessing, not competition.

Here are some guidelines:

- Remember the primary relationship is between the mentor and mentee, not the parents and other siblings. However, ***without the respect of the child's parent or guardian, the relationship is destined to disintegrate.***
- It is not the mentor's responsibility to be the family's babysitter or to give the parent "a break" or "fix" anyone in the family.
- Work hard to be viewed as a means of support and enhancement to the family structure, not a replacement of the parents.

It is appropriate occasionally to include siblings in outings. This should not be the norm. Written permission must be obtained whenever including a child other than your mentee on an outing.

Questions to ask yourself:

What would I do if my mentee's father asks me out on a date? What do I do if when greeted at the door, my mentee's mother begins sharing her "laundry list" of complaints about her child? What would I do if my mentee's grandmother begins crying and sharing her problems with me when I drop by for a visit?

### **Wrapping up...**

As a mentor, you need to set boundaries. What are the limits of the relationship? By setting and maintaining good boundaries, you will avoid becoming burned out. **Mentors who do not set strong boundaries often feel used, disrespected and walked on. The mentee will often feel confused.**

If you find yourself saying, "I will do this just this one time...."

### **STOP**

Think before you use these words. If you are tempted to do something "just this once" chances are that it is something with which you are uncomfortable (against your boundaries). Many mentors regret saying these words because they soon learn that it is harder to say "no" once you have said "yes" in the past. Soon you will find yourself caught in a tough situation and feeling resentful.

Set boundaries clearly, firmly, respectfully and in few words as possible. Do not justify, get angry or apologize for the boundary you are setting.

You are the adult in this relationship.

### **REMEMBER**

- Mentees and mentors need boundaries to feel safe, healthy and cared for.
- Mentees grow and mature by testing the boundaries adults set.
- If you are unsure on how to respond to a situation, you have every right to request time to think about it.
- It is better to adjust a boundary than to walk away from a relationship.

**You do not have to do this alone.** If you are unsure about a situation, need help figuring out how to proceed or need assistance, you can go to your mentor coach.

### **Good boundaries sound like this:**

- I care about you, but I cannot take away your problems.
- I will not be the object of rage.
- I will only take calls until 9pm, unless there is an emergency.
- I will not let others make me feel guilty.
- I will not do something for you that you are able to do for yourself.
- Haven't we agreed upon...

### **Additional training requirements within the first year of mentoring:**

- **An Introduction to Understanding Poverty**---facilitated by CGM staff multiple times a year...FREE
- **Stewards of Children** by Darkness to Light in conjunction with the Family Nurturing Center. Available each quarter. Recognizing, reacting and responding to sexual abuse...FREE

### Activity Ideas:

- ❖ Visit the library
- ❖ Grocery shopping
- ❖ Attend mentees' sports games, etc
- ❖ Grab ice cream
- ❖ Go to aquarium
- ❖ Go to a movie
- ❖ Have your own movie festival
- ❖ Play cards
- ❖ Go out to eat at a restaurant
- ❖ Play hide and seek with the kids
- ❖ Go watch a sports game
- ❖ Play board games
- ❖ Hike
- ❖ Wash car
- ❖ Rollerblade
- ❖ Bowling
- ❖ Shoot hoops
- ❖ Walk the dog
- ❖ Play catch
- ❖ Write a thank you letter together to someone you both know and respect
- ❖ Let your mentee teach you how to do something (video games, board games, etc.)
- ❖ Write a letter to your future self
- ❖ Create a scrapbook.
- ❖ Learn to play music.
- ❖ Finger paint
- ❖ Make hand-painted T-shirts
- ❖ Create a family book, with information and pictures about each family member
- ❖ Make a comic book
- ❖ Sidewalk chalk
- ❖ Make crayon rubbings with leaves
- ❖ Visit a museum
- ❖ Attend community/school event
- ❖ Butterfly garden
- ❖ Tour the local historical places in your city.
- ❖ Camp
- ❖ Walk in the park
- ❖ Do a nature scavenger hunt
- ❖ Plant bulbs that you'll be able to enjoy in the spring.
- ❖ Play at a park playground
- ❖ Throw a football
- ❖ Play tag
- ❖ Skip rocks at a creek, pond, or lake
- ❖ Plant a tree

**\*\*\* Additional ideas and resources are available from your mentor coach.**

## ENDS--- A Life Transformation Roadmap

- Please answer each question to the best of your knowledge currently.
- These questions are about the child you are serving.
- Please write any additional comments, questions or concerns on the back of this sheet and share with appropriate leadership.
- We do not expect you as an individual to be solely responsible for meeting these needs.
- This entire document should be viewed through the lens of “age appropriateness”.
- We do not believe every answer has to be yes for a person to be a healthy, mature disciple of Christ.

Child: \_\_\_\_\_

Completed by: \_\_\_\_\_

Site: \_\_\_\_\_

Date: \_\_\_\_\_

The child served...	Responses Yes, No, Don't Know	Areas of Focus (choose 2)
<b>1) Meets their <i>physical</i> needs by:</b>		
a. Being free from substance abuse		
b. Having basic housing secured <i>(a building that provides shelter, working utilities, is clean, odor free and free from child abuse)</i>		
c. Having at least 2 meals daily		
d. Having appropriate grooming & care for their physical bodies <i>(clean body and clothing, properly using prescribed medication, exercises, etc.)</i>		
<b>2) Demonstrates the <i>social skills</i> necessary to function in society by:</b>		
a. Having a productive activity to occupy at least 6-8 hours per day <i>(either attending school or having opportunities to engage physically, socially, mentally or spiritually)</i>		
b. Has weekly interaction with at least two individuals who are a positive influence in his/her life <i>(not including you)</i>		
c. Voluntarily helps others <i>(holding doors open, picking up dropped items, generally looking to help)</i>		
d. Can demonstrate appropriate social skills <i>(carrying on a conversation for at least 5 minutes, listening to and understanding others' ideas, resolving conflict appropriately, not exceedingly disruptive in group settings, uses appropriate voice)</i>		
e. Living in accordance with parental, school and civil authority		
<b>3) Demonstrates the <i>mental ability</i> to function in society by having stable mental health and the ability to reason effectively:</b>		
a. Displays age appropriate emotional stability and control <i>(within norms, no thumb sucking, tantrums, reaction fits the situation, etc.)</i>		
b. Stops repeating mistakes of the past <i>(fighting, truancy, not doing homework, avoiding, blaming, cheating, etc.)</i>		
c. Starts integrating teachings into own life <i>(receives coaching and guidance well)</i>		
d. Perception of self and others is reality based <i>(are they dealing with mental or emotional health issues)</i>		
e. Able to do basic or age appropriate math <i>(add, subtract, multiply, divide, count money)</i>		
f. Reads at grade level or age appropriately		
g. Able to write age appropriately <i>(uses age appropriate writing skills)</i>		
h. Able to follow directions		
<b>4) Demonstrates his/her <i>Devotion to Christ</i> by:</b>		
a. Having a personal commitment to Christ		
b. Regularly attending the same Bible-believing church <i>(attends more than not)</i>		
c. Serving the church in an age appropriate role <i>(expectations will vary for elementary, middle and high school ages)</i>		
d. Spending time individually with God <i>(reading the Bible, prayer, worship, thanking God for his blessings, etc.)</i>		
e. Having a person to help them grow spiritually <i>(parent, family member, mentor, Sunday school teacher, Youth pastor, etc.)</i>		

**“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52 NIV**

## Appendix 2

### Mentoring Parent Permission Form

I \_\_\_\_\_ give my son/daughter \_\_\_\_\_  
(parent/legal guardian) (child's name)

permission to participate in the Whiz Kids mentoring program. I understand that Whiz Kids is an initiative of City Gospel Mission, which is a Christian faith-based organization, and therefore, give my child permission to be involved in Christian faith-based activities while participating in the mentoring program. I do hereby agree to hold City Gospel Mission/partnering church, agents, employees, representatives, successors and assigns harmless of and from any and all liability of whatever nature which may arise out of or result from such participation. I hereby authorize City Gospel Mission/partnering church and/or its agents to use my child's photograph(s) for the purpose of publicity and publication. I have read and understand this agreement and have willingly placed my signature below as evidence of my acceptance of all the conditions contained herein.

\_\_\_\_\_  
Signature of parent/guardian Date

Do you have any concerns that I can pray over for you today?

Do you have any goals for your child through this mentor relationship?

Child's Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

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

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home phone: \_\_\_\_\_ Grade: \_\_\_\_\_

Parents/Guardian: \_\_\_\_\_

Parent/Guardian phone: \_\_\_\_\_

Emergency contact: \_\_\_\_\_

Emergency phone: \_\_\_\_\_

**Appendix 3**

**PARENT/GUARDIAN RELEASE FORM**

Child's Name \_\_\_\_\_

Upon return from a mentoring outing or event, I give permission to release my child to the following people for supervision until I return.

Name	Relationship to Family
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

## City Gospel Mission---Youth Mentoring Policy and Procedures

### Level 3 – Mentors:

- Minimum age of **18 years** (procedures to approve 18-20 year old mentors dictated by Volunteer Services)
- Must be a Christian believer active in a local church and sign the City Gospel Mission Statement of Faith
- Agree to a one-year commitment
- Willing to adhere to all City Gospel Mission program policies, procedures and practices
- Must have been working with youth for a minimum of 6 months (an average of once per week)
  - If tutoring through Whiz Kids have been tutoring desired mentee for at least 3 consecutive months.
  - For applicants who have not volunteered for a City Gospel Mission ministry, such as Whiz Kids, ongoing for at least 6 months, please provide the contact information for a person who can verify your work with youth in another organization (church, scouts, work, etc). This person should be a leader or supervisor who knew you well in your role and can verify your suitability to work with youth.

### **Application and Screening Process for Level 3 Volunteer - Mentors**

- Volunteer completes and submits a **hard copy only** Level 3 (Mentor) application packet. Current Level 2 volunteers who want to become a Level 3 must also complete the application which includes:
  - Level 3 Drivers Agreement form, along with a copy of drivers' license and auto insurance card
  - Signed Statement of Faith
  - Completed application packet is sent directly to Volunteer Services at the administrative office.
  - At least three references must be received (via written form, email, or phone). One of the references must be a pastor or leader in their church who knows the volunteer well enough to give a referral.
- The criminal background check is completed.
- Returning Level 3 Volunteers (Mentors) must complete a renewal application at the start of every new mentoring year.
- Volunteer Services returns the application to the Youth Mentoring Director when screening has been successfully completed. The Director then sends an email to key volunteer leaders, other City Gospel Mission staff and the mentor to let them know the screening has been completed as well as introduces the Mentoring Coach. **Mentors are not permitted to be alone with any youth until they are cleared through the screening and training process.**

### **Training for Level 3 Volunteer - Mentors**

- Mentor training (includes policy, expectations, boundaries, (deleted recognizing and responding to abuse and drivers education), best practices and ENDS reporting requirements.)
- CPR/First Aid (highly recommended)
- Understanding Poverty Workshop and sexual abuse training (within first year of mentoring)
- Ongoing training (continuing education) available throughout the year
- Support and resources continually available from the Mentoring Coach

### **Behavior Policy for Level 3 Volunteer - Mentors**

- Mentors should commit to a minimum of once a week significant time of interaction with the youth.
- Mentors cannot take their mentee to their home or any person's home unless at least one other adult (18) is present. The mentor must be present at all times – it is never ok to leave the youth with non-screened adults (even in another room). These rules are for the benefit of the youth, but also protect the volunteer, as well as our organization.
- Approved mentors are permitted to transport children in their vehicle. (see **Youth Transportation Policy**.)
- The mentor has regular meetings (minimum every 6 weeks) and check-ins with Mentoring Coach via phone or face to face
- Same gender matches are the preferred method of mentoring within City Gospel Mission. However, we do allow mentoring matches between adult females and youth males within the context of a strong mentor to coach accountability relationship. It is never acceptable nor needed for male mentors to be matched with female youth.

## **Youth Transportation Policy**

### **Driver Eligibility**

All drivers of youth must have a driving record in good standing. All results of driving records will be examined individually to determine eligibility to drive. The document "Guidelines for City Gospel Mission Drivers", will be used to determine whether an individual is eligible to drive.

### ***Guidelines for City Gospel Mission Drivers***

- All drivers have been continuously licensed for past three years.



- All drivers' accident/incident experience must reflect no more than one (1) at-fault accident in the past year, or one (1) at-fault accident and one (1) minor moving traffic violation in the past three (3) years.
- All drivers must not have had:
  - More than one (1) **minor** moving traffic violation (MTV) in the past year, or two (2) **minor** MTV's in the past three (3) years: *Minor* includes all violations other than those listed as *major* in b. or c. below.
  - Any **major** speeding violation in the past two (2) years. **Major** speeding violations (a form of "reckless operation") are:
    - More than 15 MPH over a posted limit 45-55 MPH;
    - More than 12 MPH over a posted limit 40 MPH or lower.
  - Any **major** moving violation in the past three (3) years. The following are included as **major** moving traffic violations:
    - Reckless operation;
    - Improper passing;
    - Driving with known or non-inspected defective equipment.
  - Any **operational-behavioral** violation in last five (5) years. The following are included as **operational-behavioral** violations:
    - Driving while license is suspended or revoked;
    - Driving under the influence (DUI) or driving while intoxicated (DWI);
    - Leaving the scene of an accident or incident.

All drivers must not have registered more than (4) violation points with the Motor Vehicle Registration Bureau of the State in which the points were recorded with in the previous 24 months.

### ***General Rules for Drivers of Youth***

- All adults and children must wear a seat belt
- Children under 12 must ride in the back
- Drivers should not talk on cell phones while driving youth
- Never leave a child or children alone in the car or without two screened adults present (except for level 3 screened volunteers).
- Drivers must control the radio

## **General Youth Policies & Procedures**

### **Overnights and Out-of-Town Trips Policy -**

- There must be 2 or more screened adults present for every 5 youth.
- The transportation policy must be observed
- Same-sex rooms only are permitted.
- Youth must have written permission from a parent or guardian, along with written permission for medical treatment in case of a medical emergency.
- Mentors are permitted to have youth spend the night for family sleepovers or to travel out of town overnight with their mentee as long as permission is received from the parent or guardian and another adult is present.
- Cross-gender matches wishing to have overnights or take trips together must:
  1. Have at least one additional screened adult present at all times
  2. Have other children/youth present
  3. Provide CGM with documentation describing the event. (when, where, what, etc) CGM will provide a "Overnight Information Form" to be completed

### **Discipline Policy**

- Volunteers are never to spank, hit, shake, or otherwise physically discipline anyone. Appropriate physical restraint may be required in certain situations for the safety of others. Report any such actions or disciplinary problems immediately to the staff or supervisor in charge.

### **Physical Restrictions Policy**

- Volunteers should avoid the appearance of impropriety, such as sitting older children on their lap, kissing or embracing others, etc. It is acceptable to appropriately embrace (hug) children, unless the child is clearly not comfortable.

### **Parent/Guardian Supervision Policy**

- Children are to be released only to parents, guardians, or persons specifically authorized to supervise up the children. If you are unsure if the person is authorized to supervise the child, please confer with the parent or guardian before releasing the child. (See **Parent/Guardian Release Form**) Appendix 3 in the Mentor Orientation and Training Manual

## **Injuries or Illness Policy**

- Volunteers, youth, and staff who are ill (with fever or a communicable disease which can be transmitted by cough or touch) are not permitted to participate in activities.
- A student who receives an injury which is obviously minor, should be given first aid as needed. The child's parent or guardian should be notified of the minor injury when they receive the child. Any injury which may require medical treatment beyond simple first aid should be given immediate attention and the parent or guardian of the child should be immediately notified. An ambulance should also be called immediately if warranted by the injury.

## **Injury/Child Abuse Policy**

### ***Reporting Injury or Abuse:***

Anyone (staff or volunteers) who becomes aware of any injury, abuse, or molestation connected with any program activity will immediately inform their Mentoring Coach of the injury, abuse or molestation. The Mentoring Coach must complete an Incident Report. Unless the incident is considered a "minor" injury, the Mentoring Coach must immediately inform the Youth Mentoring Director who in turn will alert the Vice President of Youth.

In case of a medical emergency, volunteers and staff are to contact 911 and call the parent immediately. In the case of obvious abuse or molestation witnessed or informed of the volunteer or staff will contact the appropriate child protective services organization (KY 1-877-597-2331, OH 241-KIDS)

### ***Internal Investigation:***

Any allegation of abuse or molestation will be taken seriously and will be investigated by ministry leaders.

Any volunteer or employee of the ministry who is the subject of the investigation will be removed from their position, pending completion of the investigation.

## **Dealing with Media/Law Enforcement Policy**

Legal counsel will be contacted for advice and guidance as soon as possible after the organization receives notice of possible abuse or molestation in connection with organization activities. Decisions concerning the ministry's response to the allegations will be made in accordance with such advice.

A single organizational leader is designated as the spokesperson in connection with activities of the ministry. This person will be the ONLY person to convey information concerning the situation and will convey only such information as is necessary under the circumstance.