

PARTNERS IN ACTIVE LEARNING SUPPORT

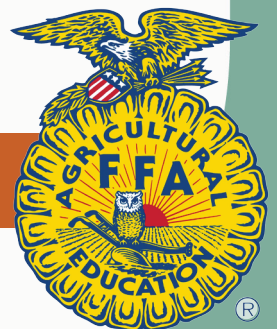


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PALS Advisory Committee WORKBOOK

THE NATIONAL FFA MENTORING PROGRAM



ADVISORY COMMITTEE PROGRAM PLANNING AGENDA

SECTION ONE: INTRODUCTION

Objectives: Participants will get to know each other and understand the PALS program concept and criteria.

- 1.1 Welcome and Introduction
- 1.2 PALS Overview

SECTION TWO: BENEFITS AND ROLES OF MENTORING

Objective: Participants will comprehend the benefits and roles of mentoring.

- 2.1 Benefits and Roles of Mentoring

SECTION THREE: VISION AND MISSION

Objective: Participants will develop their local PALS program action plan.

- 3.1 Your Vision of a Mission

SECTION FOUR: DEVELOPING THE LOCAL ACTION PLAN

Objective: Participants will develop their local PALS Program action plan.

- 4.1 Making a Difference
- 4.2 Family Involvement
- 4.3 Community Support and Fundraising
- 4.4 Team Tasks

SECTION FIVE: PROMOTING AND MARKETING PALS

Objective: Participants will develop strategies for using a public relations packet.

- 5.1 Public Relations

SECTION SIX: RECOGNITION AND CELEBRATION

Objective: Participants will learn how to recognize participation in PALS.

- 6.1 Developing Ideas for Celebrating PALS
- 6.2 PALS Evaluation

ADVISORY COMMITTEE PROGRAM PLANNING DOCUMENTS

***NOTE:** The Advisory Committee Workbook contains all documents that the advisory committee participants will need for the program planning session. For your reference, all handouts and transparencies can be found at the end of each section. See ffa.learn.com, for the PowerPoint presentation. To print individual handouts or slides please see the Advisory Committee PowerPoint Slides and the Advisory Committee Workbook.

SECTION 1: INTRODUCTION

SECTION 1 - 1.2 HANDOUT 1

PALS Overview

PALS is a mentoring program that matches high school agriculture students with elementary students to help them get excited about school, explore their interests in plants, animals and their environment, and develop their personal skills. Mentoring activities will center around building trust and developing positive self-esteem through sharing and working together in a one-to-one relationship. The mentoring role is a major commitment on the part of the high school students. These mentors are selected to help build the human resource potential of a young child as well as that of themselves. The mentors will receive training from high school and elementary counselors and agriculture teachers when they are not working with elementary students.

SECTION 1 - 1.2 HANDOUT 2

PALS Plan-In-Hand Checklist

- Understanding Program Criteria
- Benefits and Roles of Mentoring
- Vision of a Mission
- Developing a Local Action Plan:
 - Issues/Strengths/Challenges
 - Family Involvement
 - Community Resources
 - Team Tasks
 - Calendar/Timeline
- Promoting and Marketing PALS
- Recognition and Celebration

SECTION 1 - 1.2 **HANDOUT 3**

Ground Rules

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

SECTION 2: BENEFITS AND ROLES OF MENTORING

SECTION 2 - 2.1 **HANDOUT 4**

Benefits and Roles for Community, Family, Mentor, Mentee and School

Community Benefits Roles	Family Benefits Roles
School Benefits Roles	Mentor/Mentee Benefits Role

SECTION 2 - 2.1 HANDOUT 5

Roles of Mentoring

A mentor is someone who:

- generates respect and trust
- encourages students to expect success
- provides a positive role model
- contributes something positive
- participates in activities designed to involve/motivate students
- listens without judging
- brings about fun
- tutors and helps mentee build good study habits
- other:

SECTION 3: CREATING A SHARED MISSION

SECTION 3 - 3.1 HANDOUT 6

Mission Statement

The _____ (*insert local program name*) PALS Program will:

SECTION 4: DEVELOPING THE LOCAL ACTION PLAN

SECTION 4 - 4.2 HANDOUT 7

Ideal Characteristics of a Family Involvement Program

1. Administrators and staff have a positive and assertive attitude toward parent involvement.
2. Parents are perceived as a positive resource.
3. Outreach is constant, personal and culturally appropriate.
4. Events are held at times that are appropriate to the working and home situations of parents.
5. Child care is announced and provided when family attendance is needed.
6. Parents are involved in a variety of activities and are visible on campus in a variety of functions.
7. Schools and families work cooperatively in support of the students' education.
8. Parents have an acute mutual support network.
9. A lively parent leadership program exists that regularly generates new leadership.

10. Meetings are held for a broad variety of purposes, including to:

- a. hear what parents have to say*
- b. inform parents of activities offered for their children*
- c. listen to their perceptions about the school and the education of their children*
- d. ask parents to suggest topics about which they are interested*
- e. teach parents specific subjects they request*
- f. explain school procedures, rules and the rights of their children*
- g. demonstrate teaching approaches, special programs and materials*
- h. plan parent workshops and conferences*
- i. review their children's progress*
- j. establish a parent support network*
- k. facilitate parent/teacher conferences*
- l. have a "show and tell" about the various cultures represented*
- m. have student performances, exhibits, programs, etc.*
- n. plan and schedule parent volunteer activities*

SECTION 4 - 4.3 HANDOUT 8

Community Support

1. Why?

- Need whole community to raise a child
- Assist agencies whose goals are to improve the community
- other:
- other:

2. In what capacity?

- Advisory council for PALS
- Support through services or donations
- Task force, to take on tasks such as:
 - developing support programs
 - obtaining resources (human or financial)
 - disseminating information
 - marketing PALS
 - recognizing the PALS mentors' successes
- other:
- other:

3. Who should be involved?

- social service agencies
- youth service agencies
- businesses
- religious institutions
- non-profit agencies
- medical groups
- fraternities/sororities
- veteran organizations
- civic groups
- retired/senior citizen groups
- media

- individuals
- government agencies
- educational organizations and institutions
- other:
- other:

***NOTE:** Next to the categories listed above please write names of groups, agencies, organizations or individuals in your community whom you can approach about PALS.

4. When should they take part in PALS?

- from the beginning (important that everyone “buys into” the program)
- when they have something to give to PALS
- when they are willing to give to PALS (be it services, in-kind items, time, money, etc.)
- other:
- other:

5. How do we get key organizations/individuals to support PALS?

- invite them to PALS functions and all programs
- set up appointments/visits to explain PALS and how they can help
- find a community coordinator who has local connections and time
- recognize and advertise their support/contributions to the community
- other:

SECTION 4 - 4.3 HANDOUT 9

Fundraising

The following questions will assist you in understanding the kinds of resources you may need for your PALS program.

1. What kinds of services/support do we need for PALS? (financial, human, marketing, in-kind services, materials for projects, etc.)
2. How important is receiving these services/support to the success of PALS?
3. What can we get from whom? (refer to Handout 8 as a guide)

Recommendations:

When selling/marketing your program, make sure you build it up, take brochures, articles, newsletters—anything you have that describes your program and the capacity it has to make a positive difference in the life of a child/children and the impact it can have on the community as a whole.

SECTION 4 - 4.4 **HANDOUT 10**

Team Tasks and Responsibilities

TASK	Who's Responsible?	Completion Date
Mentor Recruitment Mentor Selection Mentee Selection Development of Student Manual (use mentor workbook or create your own) Mentor Training - What type and how many? Matching Mentors/Mentees Coordinating Calendars Between Schools Plan Activities/Projects Supervision of Mentors/Mentees Family Involvement Community Resources: - financial - support services - transportation - etc. - public relations - parents - community - school - media National Reports/Forms Other Tasks:		

SECTION 4 - 4.4 HANDOUT 11

Brainstorming Activities

In your school team, brainstorm activities on how you can involve PALS participants, families and the community in activities/projects for PALS. Stress the importance of culture within the community when possible.

1. What activities could PALS participants help plan?

2. In what activities could the families be involved? In what capacity?

3. In what activities could the community be involved? In what capacity?

4. How do we include activities in which the culture of the community is included and the importance of culture is featured?

SECTION 5: PROMOTING AND MARKETING PALS

SECTION 5 - 5.1 HANDOUT 12

Planning for Public Relations and Resource Acquisition

Media:

- What media do you have in your community?
- How can you use them?

Newspapers:

Television Stations:

Radio Stations:

Community:

- What do you want your community to know about PALS?
- Who will you tell, and how?
- What resources will you seek and from whom?

Churches:

Civic Organizations:

Social Service Agencies:

Others:

School/Staff:

- What do you want them to know?
- Who will tell them and how?
- School board?

Teachers:

Administrators:

Support Personnel:

Others:

PALS Parents:

- After you have told them, how will you get them involved?
- Home Contacts:
- Meetings/Workshops:
- Student Presentations:
- Others:

Outreach Plan:

- What services do parents need to provide?

SECTION 5 - 5.1 HANDOUT 13

Marketing Your PALS Program

Keep the following in mind while planning the strategy for marketing your PALS program:

- Identify the benefits for your audience
- Earmark a budget
- Devise a month-by-month plan

Develop clear objectives before doing community outreach and marketing efforts:

- Obtain support for the concept
- Obtain funding for the program
- Recruit volunteers for the program

Develop an effective communications strategy, which includes choosing your most important audiences and deciding on the best ways to communicate with them. Marketing PALS is an on-going process. Follow these strategies for communications planning:

1. Establish the need for PALS to enhance support services.
 - Include community statistics/demographics to demonstrate need
 - Tie your message into the organization's mission or history
2. Describe program components and activities.
3. List benefits of PALS program for:
 - Program participants
 - School
 - Community
4. Include an example or case study of a mentoring success story.

***NOTE:** The communications strategy should include different forms of promotion. It is important to highlight specific benefits to each audience and to choose the forms of promotion that are practical and appropriate for reaching your different targeted groups.

The following are examples for communicating with specific audiences, the form and the benefits:

1. Business Community

- Objective: Generate funding or other resources
- Forms of promotion:
 - Presentations to corporate volunteer councils
 - Information packet/brochure and letter to community affairs/public relations department (follow-up with a phone call)
- Benefits of involvement:
 - Publicity as an active, positive business citizen
 - Highly motivated employees who are proud to work for an involved, caring business

2. Local Media

- Objective: Position PALS as a new and exciting way of enhancing community support services
- Forms of promotion:
 - Send press releases and information packet to community affairs/public relations departments, news departments, columnists and producers of special features.
 - Position PALS as a newsworthy item. Prepare releases from a variety of perspectives, such as:
- Unique collaboration among a variety of agencies
- Human interest focus on mentor
- Issue focus on ultimate goal of PALS; e.g., decreased school dropouts, prevention of substance abuse, career development, community enhancement, etc.
- Mentoring relationship, the impact of a one-to-one relationship (can be tied into national service, “points of light,” volunteerism angle).
- Develop Public Service Announcements; work with television station to tie into theme of existing media, e.g., volunteer connection
- Benefits of Involvement:
 - Less work for media to research news stories
 - Media positioned as concerned citizen and community partner

3. Civic Organizations

- Objective: Generate in-kind support and volunteers
- Forms of promotion:
 - Presentations to members
 - Articles in their newsletters/magazines
 - Information packet/brochure and letter to community affairs/public relations officer (follow up with a phone call)
- Benefits of involvement:
 - Increased opportunity for civic involvement
 - Recognition of volunteer efforts of members

4. Government Agencies

- Objective: Generate in-kind support and services
- Forms of promotion:
 - Articles in their newsletters
 - Presentations
 - Information packet/brochures and posters to be placed in social service offices
- Benefits of involvement:
 - Expanded network of service
 - Opportunity to provide additional guidance for PALS
 - New volunteer opportunities for agencies

5. Schools/Universities

- Objective: Generate in-kind support and services
- Forms of promotion:
 - Articles/feature stories in their newsletters and student newspapers
 - Presentations to school boards, PTAs, university student associations and faculty
 - Special events to bring mentors/students/parents together
- Benefits of involvement:
 - Motivated, informed students
 - Recognition as an active institution responsive to the needs of young people
 - New volunteer opportunities

6. Health/Human Services Agencies

- Objective: Generate in-kind support and services
- Forms of promotion:
 - Articles in their newsletters/publications
 - Presentations
 - Information packet/brochures and posters to be placed in social service offices
 - Task force of service providers convenes to determine the impact of mentoring on the community
- Benefits of involvement:
 - Expanded network of social services
 - Opportunity to provide additional guidance for PALS
 - Visibility and recognition highlighting cooperative efforts

7. Religious Groups

- Objective: Generate in-kind support and services
- Forms of promotion:
 - Informal networks of various denominations
 - Presentations
 - Bulletins and regional religious newspapers
- Benefits of involvement:
 - Expanded outreach
 - Recognition of efforts

8. Community Foundations/Other Funding Sources

- Objective: Generate contributions and in-kind support
- Forms of promotion:
 - Formal proposal focusing on the interests and mission of the foundation
- Benefits of involvement:
 - Visibility
 - Tangible enhancement of their mission

Your marketing plan should be detailed but flexible. Take advantage of marketing opportunities. Your best opportunities come from individual success stories and positive program outcomes. Keep a file of success stories—the media love them. And, they're valuable for recruitment.

Plan to develop promotional materials to help achieve your goal. At a minimum you should probably have a brochure and a fact sheet.

SECTION 6: RECOGNITION AND CELEBRATION

SECTION 6 - 6.1 HANDOUT 14

Recognition and Celebration List

It is very important to recognize and celebrate the individuals who have contributed to the mentoring program. Some forms of celebration can show recognition. In addition to presenting certificates or other forms of appreciation, you may want to plan a celebration with food and fun. Don't forget to include parents, school officials and community supporters. It can be a great event that results in bringing the community together.

List the ways you can recognize and celebrate being part of PALS.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SECTION 6 - 6.2 HANDOUT 15**PALS Training Evaluation Form**

	High			Low	
1. I had a strong desire to attend this workshop.	5	4	3	2	1
2. I learned a great deal in this workshop.	5	4	3	2	1
3. The presenters had an effective method of presentation.	5	4	3	2	1
4. I would recommend these presenters to other participants.	5	4	3	2	1
5. The handouts were helpful.	5	4	3	2	1
6. The presenters fulfilled their mission statement.	5	4	3	2	1
7. The presenters fulfilled these key results:					
a. Written Plan in Hand	5	4	3	2	1
b. Knowledge to Implement	5	4	3	2	1
c. Idea and Resource Sharing	5	4	3	2	1
d. Team Member Roles	5	4	3	2	1
e. Ready to Market	5	4	3	2	1
8. What was the most useful part of this workshop?					
9. What was the least useful part of this workshop?					
10. Other comments or needs:					