

MENTORING^{PLUS}
Workshop Series
SERIES 7

**SCREENING OUT
INAPPROPRIATE VOLUNTEERS**

By Sarah E. Kremer



Produced by the Center for Applied Research Solutions for
the California Department of Alcohol and Drug Programs

INTRODUCTION

Screening potential volunteers continues to be one of the most over-looked yet crucial steps for any program that places children and youth with adult volunteers. In most of the field's literature, screening is listed as an important component of mentoring, but it is rarely defined clearly. Most training resources have general guidelines, but how do you decide what is appropriate for your program? And how do you "teach" gut instinct to staff members regarding potential applicants who wish to do harm?

With more than 80 million children having some kind of contact with nearly 35 million adults through volunteer and youth-serving programs each year – and with the increase in the number of articles and reports about trusted adults who are revealed to be child molesters or child predators – we are eager to offer this resource to help organizations effectively screen their volunteers to prevent child molestation.

Many youth participating in mentoring programs are at an increased level of vulnerability. Organizations, program staff, and other involved adults need to know the steps they can take to protect the young people in their programs.

“From a practitioner’s perspective, **SAFE** is the most comprehensive book on screening for child predators that I’ve read. . . I highly recommend this book to all who work with volunteers and mentoring programs.”

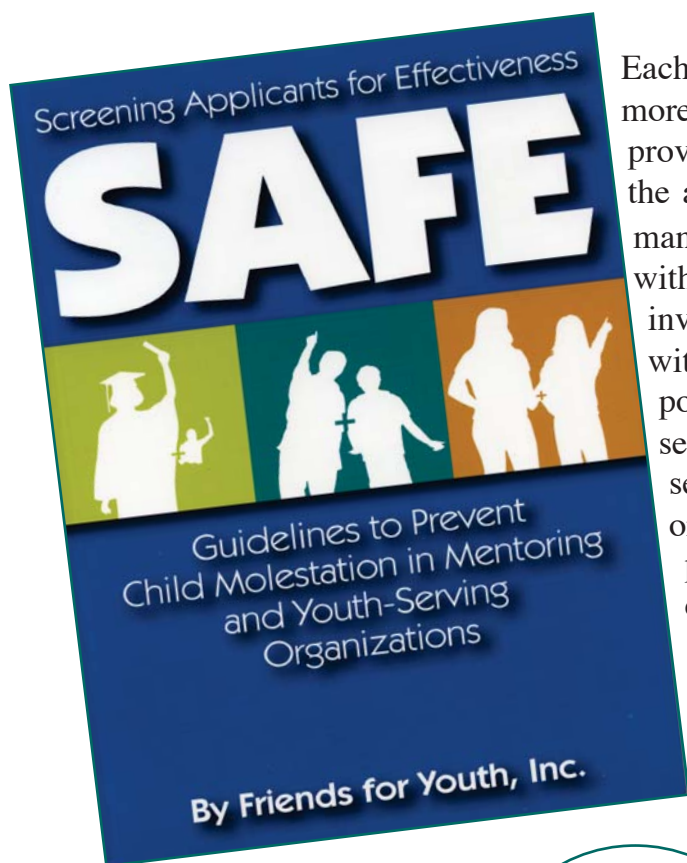
Mentors, Inc., Washington, D.C.

Keeping Youth in Your Program

SAFE

NEW
PUBLICATION

By Effectively Screening Volunteers



Each year, nearly 35 million adults come in contact with more than 80 million young people through activities provided by youth-serving agencies. Many, if not most, of the adults involved in mentoring programs are given the mandate to build close, positive mentoring relationships with mentees. The vast majority of volunteers become involved because they want to do just that. However, within any pool of potential volunteers, there exists a portion of individuals who specifically target youth-serving organizations with the hope and goal to sexually abuse children. **SAFE** was developed to help organizations prevent these applicants from infiltrating programs and gaining access to youth. Based on current research, the mentoring field’s Recommended Best Practices, and Friends for Youth’s 27 years of direct service experience, **SAFE** offers practical, tested tools to prevent child predators from turning mentees into sexual abuse victims.

“**SAFE** is one of the most comprehensive and scholarly publications that addresses the need to insure maximum protection for individuals involved in mentoring programs. The document will serve well to guide professionals in the field of mentoring.”

Dr. Susan Weinberger, aka “Dr. Mentor”

\$25

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Quantity discounts available.*

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Friends for Youth Mentoring Institute
650-559-0200
info@mentoringinstitute.org
www.friendsforyouth.org

LEARNING OBJECTIVES

- To become more aware of the prevalence of child predators and the tactics they employ in targeting victims in community youth-serving organizations
- To discuss the latest research on child molester profiles, as well as potential red flags and warning signs to be aware of during your application and monitoring processes
- To learn about and practice screening tools and guidelines that youth professionals can apply in order to maximize the safety of the children and youth served

We recognize that this is an extremely uncomfortable topic that generates anxiety and fear about the potential danger for youth and the liabilities for an organization. We want to thank you for your willingness to learn more about this important aspect of mentoring practices and to share your own experiences that can help others in the field prevent child molesters from becoming mentors.

All information included in this training, as it applies to your mentoring program, is recommended to be included in your program's policies and procedures manual.

This training should not be viewed as the rendering of legal advice, and programs are strongly encouraged to consult their legal counsel prior to implementing the recommendations from this workshop.

ABOUT THE AUTHOR

Sarah E. Kremer is currently Program Manager for the Mentoring Institute, Friends for Youth's consulting program that provides training and resources to other programs on Recommended Best Practices in mentoring. She has a B.A. in Visual Arts from UC San Diego and a Master of Arts in Art Therapy from the School of the Art Institute of Chicago. She is a Board Certified Registered Art Therapist with the national Art Therapy Credentials Board and is past President of the Northern California Art Therapy Association. She has worked for the past 15 years with youth who have been labeled "at-risk" in adolescent psychiatric units, community mental health centers, day treatment programs for substance abuse issues, alternative school settings, dance camps, juvenile probation programs, and mentoring agencies. At Friends for Youth, she served as a Program Coordinator/Alumni Services Specialist and Program Manager for four years, working with over 200 mentor/mentee pairs. She has also served as a mentor, co-director, and consultant to First Exposures, a photography-based mentoring program in San Francisco and currently provides training for their mentors. Ms. Kremer's essay, Mentoring Through Photography, will appear in the program's new book, *First Exposures*, to be published by SFCamerawork in the fall of 2006. She is the author of the upcoming *Mentoring Activity Journal*, published by Friends for Youth, Inc. She has been a training consultant for the Center for Applied Research Solutions (CARS) since 2005. Ms. Kremer draws upon her knowledge of adolescent development, volunteer management, therapeutic treatment, art-based directives, and mentoring to provide interactive workshops on many aspects of mentoring issues, Recommended Best Practices, and youth development.

WORKSHOP AGENDA

9:00 **WELCOME AND INTRODUCTIONS**

9:30 **MODULE 1** Purpose of Screening Volunteers and
Relevance to Mentoring Programs

10:30 **MODULE 2** Child Molestation: Victims, Perpetrators,
and the Dynamics of Abuse

12:00 **LUNCH**

1:00 **MODULE 3** Screening Strategies: Tools

2:00 **MODULE 4** Screening Strategies: Informed Intuition

3:30 **CLOSING AND EVALUATIONS**

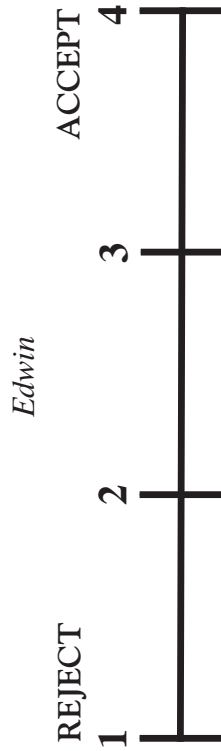
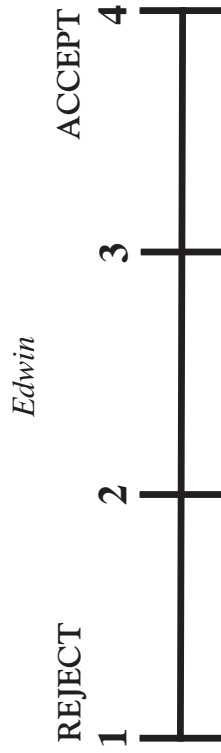
Hopes, Fears, Wishes- Individual Exercise Template

Hopes

Fears

Wishes

Accept/Reject Candidate Scale



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MODULE 1

**Purpose of Screening
Volunteers and Relevance to
Mentoring Programs**

MODULE 1

Purpose of Screening Volunteers and Relevance to Mentoring Programs

Screening is essential in helping organizations select both **SAFE** and **EFFECTIVE** volunteers

What does an effective volunteer mean to you?

Screening for Effectiveness

- Does the volunteer have the time necessary?
- Can the volunteer follow through with commitments?
- Does the volunteer have the characteristics and skills necessary?
- Is the volunteer open to learning? Can the volunteer effectively work within our program?
- Does the volunteer appear to have a healthy, well-adjusted, and stable sense of self?
- Does the volunteer understand what it takes to have the right mentor attitude?

- Mentors understand that the relationship is the intervention
- Mentors take responsibility for the relationship
- Mentors follow through on their commitment
- Mentors respect the youth's viewpoint
- Mentors have a desire to help youth through issues
- Mentors have realistic expectations
- Mentors understand that they cannot solve all of their mentees' issues
- Mentors rely on the program for support

Research shows that the most effective mentors must be:

- Emotionally balanced; their own needs are being met
- Non-judgmental
- Capable of unconditional, hopeful, positive regard
- Able to share their life stories
- Sensitive and responsive to issues relating to the individual youth/general youth population
- Flexible
- Capable of seeing the potential, not faults, in their mentees
- Able to maintain boundaries in interactions with others

McLaughlin, Irby & Langman; Dr. Cindy Sipe; Dr. Denise Johnston

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MODULE 2

**Child Molestation:
Victims, Perpetrators, and the
Dynamics of Abuse**

MODULE 2

Child Molestation: Victims, Perpetrators, and Dynamics of Abuse

Glossary

Child Abuse: Any act (or failure to act) which results in death, serious physical or emotional harm, sexual abuse, or exploitation

Child Sexual Abuse: Sexual activities involving a child intended for sexual stimulation; abused activities are carried out using secrecy, force, or trickery

Child Molester: Any adult or child, male or female, known or unknown, who is at least 5 years older than the child he or she has sexually abused

Child Predator: Any adult whose primary sexual interests lie with children (persons under 18 years of age)

Pedophile: Term used by psychologists for classification of treatment purposes; the absence of any key criteria could eliminate the diagnosis

Sex Offender: Usually used within a legal context; refers to those who offend against adult victims, child victims, or both

Victims

- 1 out of every 4-5 girls are sexually abused
- 1 out of every 6-10 boys are sexually abused (likely under-reported – one study reported 60% of men in prison had been abused as children)
- Boys are more likely than girls to be abused by someone outside of the family
- Victimization rates are constant from 3 years old and up
- Peak vulnerability is at ages 7-13
- Most are chosen for being vulnerable, isolated, or lonely and lack other important protective factors such as adult supervision and protection
- All children, regardless of protective factors, are at risk of sophisticated “seduction techniques” used by child molesters

What does this information tell you about the rates of sexual victimization within your client pool?

Perpetrators

- 90% are men; the number of women as perpetrators is growing but are still perceived differently (1 in 20 males vs. 1 in 3300 females)
- Between 96-100% of accused abusers are “recognizably heterosexual”
- 90% of abusers are known by the child and family; 50 - 60% of those are intra-family; and rest are friends/colleagues including teachers, coaches, and neighbors
- Feel misunderstood and discriminated by society
- Rationalize act by emphasizing positive impact on child
- Realize they are attracted to children and develop this sexual attraction early in life
- No single demographic stands out as an indicator (e.g., socio-economic status, race, education, marital status, religion, career, etc.); one researcher, studying 4000 offenders, concluded that they are “average Americans”
- Can be married or be involved in a long-term relationship
- While the majority of victims do not become molesters, the majority of child molesters were at one point sexually abused
- Relate better to children
- Talk to children as if they were an equal partner in a relationship
- Seek as many opportunities as possible to have access to youth of his/her specific preferences
- Collect child pornography
- Are often connected to organized networks of child predators
- Will molest multiple (in most cases, hundreds of) victims before they are caught
- When a deviant episode is identified, only 1 in 150 cases will lead to arrest

Who makes up your volunteer pool?

Could you imagine any of your current volunteers as potential child molesters?

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MODULE 3

Screening Strategies: Tools

MODULE 3

Screening Strategies: Tools

Principles

- Organizations have the legal right to accept, reject, or terminate candidates at their discretion; as long as your mentors are operating in a volunteer capacity, there should be no liability for your decision of rejection or acceptance
- Follow appropriate procedures in your responses, ensure that you maintain confidentiality with the information you collect, and state from the beginning that volunteers may be rejected and the reasons for rejection will remain confidential
- There are no limitations on what information you can ask from volunteers, but there may be limitations on who can view the information and how it is stored
- Every candidate must go through the same process, regardless of who referred them
- The volunteer application process should be completed and documented before a candidate is accepted, with final determination supported and respected by all
- After a candidate is accepted and introduced to his/her mentee, the relationship must continue to be monitored to ensure the safety of the mentee
- Thorough documentation is important as it shows you are not negligent in your response, no matter the outcome

What criteria has your program set for rejection? What are your non-negotiables?

Interactions

Every step of the screening and monitoring processes is an opportunity to observe the candidate. Take note of:

- Inappropriate or unusual questions or comments
- Comfort level with peers
- Communication skills
- Response of other staff members to candidate
- Response to screening process and agency requirements
- Inappropriate behavior with mentee

Written Application

The written application is the formal submission of information for a candidate.

- The application should include details about home, family, academic and work history, legal history, military involvement, and references.
- The application is a starting point for learning about an applicant's values and motivations, to be followed up on during the interview.
- Check for completion, gaps in profile, timely submission, content, and signature.
- Use it to check for the accuracy and consistency of other information given.

See the **Sample Volunteer Mentor Written Application** in Appendix B

Interviews

An extensive face-to-face interview needs to cover the potential mentor's life from birth and childhood to present, and encompass all facets of their life.

- Components include family history, schooling, work, private life, interests, personality, motivation, history of abuse within family, social and support network, experience with youth, and match preferences.
- It is of utmost importance for staff to trust their intuition in this step of the process.
- Assess both verbal and non-verbal communication to determine the appropriateness of the candidate.

See the **Sample Volunteer Mentor Interview** in Appendix C

Reference Checks

Reference checks are an opportunity to gain additional insight into a candidate's personality and motivations.

- It is recommended that reference checks be done through a telephone conversation in order to have more leeway in the way certain questions are asked.
- Pay attention to tone of voice, nervousness, avoidance, etc.
- Always emphasize that the conversation is confidential.
- Reference checks can be used to verify the accuracy of information presented by the applicant.
- Make note of how well the references know the applicant. Do they represent a wide spectrum of the candidate's life?
- How honest does the reference seem? Do they share specific stories or just use general terms to tell the program what they want to hear?
- Do the references seem to be trying to convey unspoken messages to the agency?
- Be sure and leave your contact information should they think of anything else to share.

See the **Sample Volunteer Mentor Reference Check** in Appendix D

DMV Record and Proof of Insurance

A review of an applicant's driving record is important for both client safety and agency liability concerns. The most important issue to be concerned about is a history of drinking and driving.

- Obtain a Vehicle Code Violations book at a DMV office. In California, codes can be referenced at <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=veh>
- Proof of insurance will confirm that the applicant has current coverage on his/her automobile.

Volunteer Training

One of the final screening steps is a group volunteer training session. This enables an agency to provide data, training, and feedback related to situations that candidates may encounter. Applicants also view your program's official Code of Conduct and/or Roles and Responsibilities contracts. Pay close attention to:

- Inappropriate or unusual questions or comments
- Comfort level with peers
- Communication skills
- Response to scenarios presented and agency policies and procedures
- Response of other staff members to candidate

See the **Sample Mentor Code of Conduct** in Appendix E and **Sample Mentor Responsibilities** in Appendix F

Other Steps

Depending upon your program's focus, you may wish to include other pieces of information for the application, such as a resume, certificates indicating specific skills or membership, or a self-report on attitude, interests, or motivations. Some programs also include a psychological test as part of their screening process; the California Psychological Inventory (CPI) is one example. Used also for employee assessment, the CPI is designed to "create a dynamic and objective measure of [the test-taker's] personality, behavior, and interpersonal needs" (<http://www.cpp.com/products/cpi/index.asp>). If you feel this step is necessary, be sure to have the appropriate staff or consultant (usually a licensed psychologist) on hand to interpret the results. For most mentoring programs, this level of assessment is not necessary, especially if staff is well trained on the previously mentioned steps and use their Informed Intuition.

Final Decision

Involve all staff who have interacted with the candidate in the final decision process.

- Consider what type of personal reactions each staff member has to the applicant. Does anyone have any negative, uneasy, or intuitive feelings about the candidate?
- Does the candidate's application material appear consistent and align well with itself? Are there any gaps?
- Has the applicant completed the application process without any special accommodations from staff?
- Does the candidate and his/her interests, motivations, and overall application material fit with the agency's goals and objectives?
- Are there any concerns about putting a child into the care of the candidate?
- Would you place your own child into the care of the candidate?

See the **Sample Volunteer Mentor Rejection Form** in Appendix G

**Never be afraid to reject a volunteer for your program;
it is about finding the right fit
and, ultimately, the safety of the youth.**

Ongoing Monitoring

The screening process does not end once a volunteer has been accepted into the program. Paying close attention to an ongoing match is just as important as the initial screening.

- Ongoing monitoring of relationships includes direct communication, observations, and contact with the mentor, mentee, his or her family, and the referring agent and/or school officials.
- Research shows that child molesters wait to abuse a child until they have developed a close bond and that may take time.
- How comfortable is the child/family with the mentor?
- What types of activities do the pair engage in? How much time do they spend together? What times of the day do they meet?
- Is the child or mentor secretive about their relationship and how they spend their time together? Do they keep to themselves on group activities?
- Have there been any changes reported by teachers, family, etc. in the child's behavior?
- Does the mentor abide by agency policies? How does he/she respond to recommendations from staff?
- Are the reports of the mentor consistent with those provided by the mentee, family, teacher, etc.?

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MODULE 4

**Screening Strategies:
Informed Intuition**

MODULE 4

Screening Strategies: Informed Intuition

The most critical factor in determining whether or not a candidate should be accepted into your program is
INFORMED INTUITION

What do you use to assess your applicants?

“I have investigated hundreds of child predator cases involving thousands of victims. In the case of every single victim, there was a woman – mother, agency staff, teacher – who looked back and said ‘I thought something wasn’t right. I had a funny feeling about him.’”

Detective Steven McEwan, San Jose Police Department Child Exploitation Unit

Identifying Red Flags

Lack of Balance

Ideal:

- Candidates have a healthy balance of career, social, family, and outside interests.
- They have a variety of interests and healthy outlets for coping and stress.

Examples of Red Flags:

- Lack of peer relationships
- Excessive gift giving
- Over-investment in mentee

Over-Involvement with Children

Ideal:

A candidate whose primary life focus does not only involve children.

Examples of Red Flags:

- Candidate overly-involved in teaching, scouting, church youth groups, etc.
- Candidate over-identifies with children
- Candidate regresses to child's level of behavior
- Candidate over-indulges children; unable to set limits appropriately
- Candidate becomes animated around children
- Candidate finds own mentee and then asks to join the program as a "pre-match"
- Mentor involves other boys/girls on outings

Under-Involvement with Adults

Ideal:

Candidates who reference and provide contact information for peer-level adults who have had a relationship for an appropriate amount of time; this is often a challenge to uncover, as child predators are adept at ingratiating themselves with other adults and accepted community institutions.

Examples of Red Flags:

- Upon closer examinations, candidate's adult connections are superficial
- Candidate has a lack of adult dating experiences or relationships
- Candidate's references are several generations younger
- Candidate has difficulty providing references that know him/her well

Focus on Personal Needs

Ideal:

A candidate who does not have extreme personal needs and does not express a specific preference for a match.

Examples of Red Flags:

- Candidate describes desired match very specifically
- Candidate excessively worries about child liking him/her
- Candidate is looking for direction
- Candidate recently experienced a major life change (divorce, separation, death of close friend/relative) and needs friends in his/her life right now
- Mentor wants to terminate match suddenly without reason
- Mentor treats mentee as an adult companion

Unhealthy Attitudes

Ideal:

Candidate expresses moderate to average views on children and youth, keeping to an appropriate level of volume and tone.

Examples of Red Flags:

- Candidate believes children should be treated as equals to adults
- Candidate expresses revulsion or extremely judgmental attitude about homosexuality
- Candidate wants to be the one to teach mentee about sex education
- Mentor pushes boundaries of relationship by pushing excessive cleanliness or hygiene
- Mentor overstates problems with child's family; tries to get the agency involved

Problematic Personal Interests

Ideal:

Candidate reveals appropriate hobbies and interests and does not express interest in long-term, unsupervised activities.

Examples of Red Flags:

- Candidate gives vague answers when asked about interests (hang out . . .)
- Candidate expresses strong interest in camping, hunting, hiking, backpacking, etc.
- Interests are outside of immediate community
- Candidate reveals a strong interest in photography or video production
- Mentee complains about too much sedentary time such as watching TV

Problematic Background Indicators

Ideal:

Candidate does not have any background indicators that have been identified as highly correlated to child predator activities

Examples of Red Flags:

- Candidate with a history of being abused, neglected, or sexually victimized
- Candidate with a police record, even if seemingly unrelated to crimes against children
- Candidate who has history of alcohol abuse or regular alcohol or drug use
- Candidate with a history of depression
- Candidate with military history, especially if discharged
- Candidate who is still seeing children that he met through other programs
- Candidate has a history of moving from job to job or place to place
- Candidate has a job which requires moving or traveling extensively, especially overseas
- Candidate lives out of service area
- Candidate has held many lower-echelon jobs with no ambition for responsibility or advancement
- Candidate applied and was not accepted or didn't like other local mentoring or youth-serving programs

Staff Training

Components of training staff, as they relate to screening volunteer applicants, include

- Child Abuse and Mandated Reporter training, including the four types of abuse, how to make reports, and legal requirements of being a mandated reporter; this can often be provided by your local Child Abuse Prevention Council
- Initial shadowing of more-experienced staff conducting orientations, interviews, reference checks, trainings, and selection process, in addition to all other duties
- Thorough training of documentation (written forms, databases, telephone logs) to ensure the institutional history and wisdom remains as complete as possible
- Access to a resource list of services available in your community about child abuse and other relevant issues, including AIDS and sexually transmitted diseases, alcohol and other drug hotlines, domestic violence and other violence prevention services, health care providers, suicide and other crisis hotlines, legal advocates, parent support resources, teen resources (pregnancy, emotional support/talk lines, runaway information), tutoring and academic help, and other services relevant to your program's focus
- Child molester literature and the latest research, including information about Internet predators
- Red Flags, especially as they pertain to your particular program
- Appropriate handling of specific situations that may arise as part of the screening process

Supervision

Ongoing supervision by another staff, who is not directly involved with the same mentors and mentees, is important to ensure quality service. Supervisors can be more experienced staff, if there is no manager available. They can discuss problems, address concerns, and help solve problems with staff who are working directly with mentors and mentees. They can also ask overlooked questions or make note of what may seem to be outside of the realm of normal or Red Flags. Supervisors are also essential in helping staff learn to be comfortable in certain situations (leading a group training past a conflict or uncomfortable moment) and how to recognize an uncomfortable situation and change it (lights turned low at an applicant's home, a roommate walking around with a towel on, male applicant being interviewed in only a pair of small shorts).

What kind of supervision does your organization offer to direct staff? Do your supervisors provide ongoing training, support, and motivation to keep direct staff on target? What other resources can your agency use if you don't have adequate supervision or consultation available?

The Starfish Story

Adapted from “The Star Thrower” by Loren Eiseley

A man was jogging down the beach after a major storm had just come through the area. He was dismayed by the large amount of starfish that the storm had washed up on the beach. He thought that there was nothing he could do because of the immense numbers.

As he continued down the beach, he saw an old man throw something into the water. As he got closer, he saw the old man walk a little farther down the beach, bend over, pick up a starfish, and throw it back into the water. As the jogger approached, the old man stopped again, bent over, picked up another starfish, and was about to throw it into the water.

The jogger stopped him and asked, “Why are you doing that? There are thousands of starfish on the beach. You can’t possibly make a difference.” The old man looked at the starfish, threw it back into the water, then replied, “I made a difference to that one, didn’t I?”

Appendix A: Screening Profiles

Smith

Smith is a spry and boyishly young-looking older man. At the agency's orientation, he shared that he retired after an illustrious and successful career. He is fond of children and, in his retirement, dedicates his time and energy to them. He is known and respected in the community. He is interested in mentoring, so that he could give more of his time and attention to one child who may really need a mentor.

As Smith stated in the interview, children in the community knew and adored him. Those not acquainted with him usually became instant fans after playing his games, which involve getting money and candy. He arrived at birthday parties to play games that included guessing which hand has the money or which pocket has the candy.

Smith typically first engaged the children in his games, then talked to the parents. On an initial visit, he stated that he allayed parental concerns by naming friends and neighbors where he was a welcome guest. After reassuring parents, they looked on as he played with the children, roughhousing, twirling them around, picking them up, and tickling them. These children, because of their size and weight, had not had any other adults twirl them around for many years. Yet none of this slowed down Smith, a fact he was proud of. Adults marveled at how physically active he was with the children.

Elisa, the program coordinator who led the Orientation and followed up with the interview, had heard about Smith, recognizing him from being on campus at elementary schools where she would occasionally interview mentees. She initially thought it was unusual for him to be so involved in a children's community where he had no familial connection, but then learned that his grandchildren lived in another state.

At the training, led by the second program coordinator, Smith was animated and showed fondness for young children, stating that he connected more with playfulness and activity than talking and hanging out. He was friendly with other participants and acted appropriately with them, asking them about their reasons for being a mentor.

Elisa asked another program coordinator to complete Smith's references. One of them, a family friend, stated that since retirement, Smith brought this enthusiasm to the schools where he volunteered. Children seemed to love his attention, and many parents were enthusiastic about his involvement with their children. His dedication to children received ovations from parents at community and school functions. He helped families solve baby-sitting dilemmas, did not accept money for his service, and brought the children treats. This reference, in fact, first got to know Smith at his own child's school, where he used to volunteer. Smith did not volunteer there anymore, having moved on to another local elementary school, though this reference was not sure why. His family described him as having the playfulness of a twelve-year-old, and with the energy to match. They restated his accomplishments in the community and his dedication to children. They thought any child would be a good match for him, as almost every child has had such a positive reaction to him.

Edwin

Edwin contacted the agency after finding the volunteer opportunity listing on the Internet. Shanika conducted the orientation he attended. She had little interaction with Edwin, but her observations were that he was very attentive and enthusiastic. During her orientation report to her coworkers, she stated that Edwin asked several questions regarding the needs of the mentees, the family issues of a typical mentee, and whether most mentees and mentors meet for at least the program's initial one-year period.

Shanika was also scheduled to conduct Edwin's interview. Edwin's responses in the interview were brief but complete and Shanika was hopeful that his experience as a parent might fit well for the children in the program. On the night of the interview, Shanika arrived at the house expecting to meet Edwin's family. He explained that his wife and two boys might be back by the end of the interview, but that the family rarely spent much time together until the evenings because of their busy schedules. During the interview, Shanika learned that Edwin had grown up in the area and had had a difficult childhood: his father left when he was a baby, and his mother struggled to provide for him. Her boyfriend moved in to their apartment when he was in elementary school, but the boyfriend was physically abusive toward Edwin's mother, a topic Edwin apparently found difficult to share with Shanika. Edwin said he had focused on school and sports, eventually finishing high school and joining the Army for four years. He then returned to the area, attended college, and started a small business. His company and investments did particularly well, and he began looking for ways to give back to the community.

He volunteered through several youth organizations, and during one project, he met his wife, Glenda. She had two boys involved with the youth program, and Edwin met her when she came to pick them up at the end of a camping trip he had chaperoned. Glenda had been a single parent for many years. She and her boys (then eight and nine) were struggling financially, forcing Glenda to work several jobs. Edwin had told Glenda to call if she ever needed help bringing them home after program activities. Glenda did call, and Edwin explained that he fell in love with her and the whole family. Edwin said that the boys are now very involved in high school activities, so he does not see them much, but he is excited that they are both doing well and planning to head off to college in the near future. As the interview wrapped up, Glenda and her boys returned home. The boys were very polite, saying "hello ma'am" to Shanika, then quickly headed to another part of the house. Glenda offered a similar brief greeting before leaving the room.

Edwin's references were all prominent business owners and community members, so they were difficult to contact and had little time to complete the reference check. All four had known him for a number of years, but none had spent time with him and his family socially. Two of the references commented on what a great mentor he would be, caring so much for the welfare of children: "Edwin was so wonderful to Glenda and the boys. He saved them from poverty and provided them with a big beautiful home and private schools." Shanika had to ask Edwin for Glenda's contact information, as he hadn't included her as a reference. This was the first time Shanika noticed that an applicant didn't list his spouse and said to Edwin that it was "typical practice for applicants who are married or in a relationship, just to make sure that they are comfortable with their partner's involvement in the program." Glenda did not have much to say, and Shanika found her to be painfully timid. She answered all the questions, but her responses were not particularly enlightening and sounded somewhat rehearsed.

After the volunteer training, led by another program coordinator, Shanika learned that Edwin had been an average participant. Her co-worker, who paired herself with Edwin during one of the one-on-one discussion activities, found him to be "odd" but enthusiastic about the prospect of becoming a mentor.

Alfredo

Alfredo heard about the mentoring program initially through a volunteer posting on the Internet. He told the volunteer coordinator (through E-mail) that he was new to the U.S., arriving a few months ago to work at Bay Area Software, a leading technology company, and was interested in getting to know more about American culture. He arrived at the orientation a little early along with a friend who was also interested in mentoring. They chatted with Michelle, the program coordinator leading the session, about both of their experiences growing up in Italy. They explained that they did not know each other until moving to the area and began their friendship after meeting at ex-patriate community activities with other young, single Italians who had moved here, as well. During the orientation, Alfredo asked several questions, most significantly about why the agency did not match girls with adult men even though they matched boys with adult women. The program coordinator stated that this was their policy and that perhaps society in Europe had different norms for this kind of relationship. Both Alfredo and his friend were interested in continuing the process, and both signed up for interviews for the following week. They joked that they hoped to have compatible mentees, so they may be able to do activities all together.

Michelle passed along her observations to Charles, who conducted the interview. Alfredo lived in an apartment in a non-descript complex not far from his office. His space was minimally decorated and he explained that he was in process of finding the right furnishings. As a result, the only room with sufficient furniture was the bedroom; Michelle sat in a chair and Alfredo sat on the bed.

During the interview, Alfredo talked about his “average” childhood and his successes in school. He is fluent in Italian, English, and almost fluent in Spanish. He noted that he had extensive volunteering experience with the equivalent of the Boy Scouts in Italy. He had been a part of the program since he was about six or seven and had risen to the highest position available to a youth, leading a small group of other young boys on weekly activities and annual camping excursions. He enjoyed the experience immensely and wanted to get involved in youth-based volunteer experiences when he felt settled in his new environment. His motivation to be a mentor came from these previous experiences and also that he had a lot of time on his hands. In his spare time, he liked to stay active, playing soccer with some of the others from his Italian group of friends, go to movies, and go out to dinner. Alfredo stated that he had no previous significant relationships, being only 24, just a few girlfriends who were still on good terms with him. Charles noticed that at the beginning and the end of the interview, Alfredo stood very close to him, about four or five inches closer than the average person.

Charles shared his observations with Michelle, and she recalled that she noticed that both Alfredo and his friend were quite “up close and personal” during her interactions with them, too. At the training, Alfredo and his friend (who signed up for the same session) were average participants. Alfredo seemed to have more skills and insights into working with youth than his friend, who did not have as much previous experience with children.

Alfredo’s state-level background check came back right away as approved. His federal-level, which usually followed within a few days, was delayed. Alfredo called about once a week to see if the results were back. Finally, after about five weeks, his clearance came in as approved.

Michelle checked Alfredo’s references, finding that they were either fairly new friendships or business connections or were overseas. She E-mailed one of the foreign references, and was able to speak with the other when he was in the country on business. His friend from Italy spoke highly of him, though it seemed as if there might have been more to say if he was able to speak in his native tongue. As this was his first significant job, his supervisor did not have much to say about his abilities and hadn’t seen him interacting with children at all.

Appendix B: Sample Volunteer Mentor Written Application

Sample Volunteer Mentor Application

1. BACKGROUND INFORMATION

Name: _____ Gender: _____
Address: _____
City: _____ Zip: _____
Home Phone: (____) _____ Business Phone: (____) _____
Fax/Cell Phone: (____) _____ Email address: _____
Age (Optional): _____ Date of Birth (Optional): _____
Ethnic Background (Optional): _____
Marital Status: _____ Spouse's Name: _____
Children: _____ Age: _____
_____ Age: _____
_____ Age: _____
_____ Age: _____
Previous Last Names Used: _____

2. RESIDENCES

Please list residences in the last 5 years:

Address/City/State	Dates
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____
_____	_____ to _____

3. EDUCATION

High School: _____ City/State: _____
Dates Attended: _____ to _____ Graduated? _____
Post-High School:

School	Major	Dates Attended	Degree
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. MILITARY SERVICE

Branch	Dates	Type of Discharge
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. JOB HISTORY

- **Present Occupation:** _____ Dates: _____ to _____
Work Days and Hours: _____
Employer: _____
Address: _____
Phone: (_____) _____ Ext. _____ Name of Supervisor: _____
May we call you at work? _____
If not, why? _____

This agency may be contacting your employer as a reference.

Is there any reason that you would not want us to contact your employer? If yes, please explain. _____

Last 2 jobs:

- Position: _____ Dates: _____ to _____
Employer: _____
Address: _____
Phone: (_____) _____ Ext. _____ Name of Supervisor: _____
May we contact this employer as a reference? _____
If not, why? _____
- Position: _____ Dates: _____ to _____
Employer: _____
Address: _____
Phone: (_____) _____ Ext. _____ Name of Supervisor: _____
May we contact this employer as a reference? _____
If not, why? _____

6. ANTICIPATED FUTURE CHANGES

Do you know or have any reasonable expectation of any future change in your family status, vocation, or residence? _____
If yes, please explain. _____

7. PREVIOUS APPLICATION

Have you ever previously applied to be a volunteer with this agency? _____
If yes, please explain. _____

8. MEDICAL HISTORY

Major Illness/Medical Problems	Treatment	Dates
_____	_____	_____

Do you take any special medication? _____
If yes, please explain. _____

Have you ever sought counseling or psychological treatment of any type? _____
If yes, please explain. _____

Have you ever had problems with the use of alcohol or drugs? _____
If yes, please explain. _____

9. TRANSPORTATION

Are you a licensed driver? _____

If yes, do you have your own transportation? _____

Do you carry liability insurance? _____

This agency will need a copy of your insurance certificate for our files.

➤ Driving Record (Must be completed, in addition to driving record submission)

Infraction	Date
_____	_____
_____	_____

This agency will need a copy of your driving record. You can obtain a copy at any DMV office.

10. REFERENCES

List 4 references, including 1 relative, 1 co-worker, and 2 friends you have known for at least 2 years.

1. Name: _____ Relationship: _____
City, State: _____
Home Phone: (____) _____ Business Phone: (____) _____
2. Name: _____ Relationship: _____
City, State: _____
Home Phone: (____) _____ Business Phone: (____) _____
3. Name: _____ Relationship: _____
City, State: _____
Home Phone: (____) _____ Business Phone: (____) _____
4. Name: _____ Relationship: _____
City, State: _____
Home Phone: (____) _____ Business Phone: (____) _____

11. LEGAL HISTORY

Have you ever been arrested? _____

If yes, please explain. _____

Offense	Date	Action
_____	_____	_____

Have you ever been investigated/and or charged with child abuse or neglect? _____

If yes, please explain. _____

Have you ever been investigated for and/or charged with crimes against children? _____

If yes, please explain. _____

Have you ever been investigated for and/or charged with assault? _____

If yes, please explain. _____

Have you ever been investigated for and/or charged with any other offenses? _____

If yes, please explain. _____

12. PERSONAL DATA

What are some values and beliefs that are of special importance to you?

How do you feel these relate to working with young people?

Please list hobbies and activities that you enjoy.

Do you have any special training or skills?

Please list language skills.

Please list any professional memberships, community organization affiliations, etc.

Have you had any experience working with children (volunteer, paid, etc.)? _____

If yes, please describe. _____

Additional Comments _____

PLEASE READ BEFORE SIGNING:

THE AGENCY does not discriminate according to race, religion, physical handicap, sexual preference or economic status.

I hereby apply for membership as a volunteer in **THE AGENCY**. I understand **THE AGENCY** will interview me about my background, motivation, expectations, and other personal qualities that might have a bearing on whether I would be an appropriate volunteer. I agree to **THE AGENCY** with a copy of my driving record from the DMV and with proof of automobile insurance. I further agree to undergo a fingerprint check so that **THE AGENCY** can do a criminal background check. I understand that **THE AGENCY** will review references and will investigate any and all facts concerning my qualifications for becoming a volunteer. I certify that all of the information provided by me in this application is complete, true, and accurate. I acknowledge that intentional omission or falsification of information will be cause for refusal of placement or immediate dismissal at any time during the period of my placement.

I understand that the agency has to take the best interests of the children into consideration first. Further, I understand that I am not obligated, if called upon, to perform the volunteer services applied for and **THE AGENCY** is not obligated to assign or to actively seek to assign me to a volunteer position.

I understand that the statements I make to the staff of the agency will be held confidential within the agency, unless disclosure is required by law. Specifically, I understand that incidents of child abuse or molest, past or present, or threat of harm to oneself or others are issues that must be reported to proper authorities.

I understand that certain information about me will be discussed with the parent/guardian of the child with whom I am matched. If there are things about me that I do not want repeated, it is my responsibility to discuss this with **THE AGENCY** staff.

I agree to keep information discussed with me regarding a potential match confidential. I will not discuss this information with any person other than the assigned professional staff of **THE AGENCY**.

I understand that my application will not be considered unless it is complete and signed and until the required supplemental information is submitted and completed.

I agree to notify **THE AGENCY** immediately of any changes in the information provided in the application process, including, but not limited to legal status, driving record, job change, address change, telephone, name change, or marital status. I also agree to maintain automobile insurance during my tenure with **THE AGENCY**.

This application and any additional information gathered will remain the property of THE AGENCY.

Signature: _____ Date: _____

Printed Name of Applicant: _____

Appendix C: Sample Volunteer Mentor Interview

Sample Volunteer Mentor Interview

Applicant Name: _____

Interview Date: _____

Referral Source: _____

Interviewed By: _____

OPENING REMARKS

Explain the purpose of the interview: part of the screening process as well as a major portion of the matching process. Describe how the interview will examine different aspects of the applicant's life in an effort to see how he/she would work in the program and what types of experiences might help support a mentee. Obtain feedback on the orientation and answer questions.

COMMITMENT REQUIREMENTS

Review minimum time requirements for being a mentor.

1. Are you comfortable with the program's three hour a week commitment? Are you able to make a commitment to your mentee for one year from the time you meet?

MOTIVATION

2. Why are you interested in being a mentor? Why are you interested in working with children?

APPLICANT EXPERIENCE

3. What kinds of past applicant experiences have you had? What did you like/dislike about them?
4. Are you currently looking into any other applicant programs? Are you already an applicant with any other programs?

EXPERIENCE WITH YOUTH

5. Tell me about any children in your life (sons/daughters, nieces/nephews, friends, grandchildren).
6. Have you had experience working with children? What ages? What did you do? How would you describe your experiences?
7. How connected do you feel to youth culture today?

FAMILY HISTORY

8. Where were you born and raised?
9. How would you describe your personality as a child and as a teen? What kinds of activities did you enjoy?
10. Who was in your family? What are the ages of your siblings? What was your relationship like with them as a child? And today?
11. What was your relationship like with each of your parents as a child? And today?
12. Please describe your father's personality and your mother's personality.
13. Did both of your parents work while you were growing up? What did they do for a living?
14. Were there extended family members who were a part of your childhood?
15. How was affection displayed in your family? How was communication? How were you disciplined?

16. Were there any major changes or stresses (economic, illnesses, etc.) as you were growing up?
Overall, how do you feel about your childhood?
17. Reflecting on your childhood and family history, is there anything in your experience that would affect how you relate to your mentee?

EDUCATIONAL HISTORY

18. What was the highest level of education you obtained? Describe your overall experience of school.
What were your relationships with your peers and teachers like?
19. Were you involved in extracurricular activities? What kinds?
20. What kind of student were you? Did you have any problems in school?
21. What motivated you? Do you have any future educational plans that involve moving out of the area?
22. How will you balance your own educational experience with the educational experience of your mentee? Do you expect them to achieve as much as you have achieved?

JOB HISTORY

23. Where do you work? What is your current position? How long have you been there?
24. What are your relationships like with your supervisor and coworkers?
25. What has been satisfying/frustrating about your current job? What are your career goals?
26. What was your first job ever? How old were you? What kind of experience was it?
27. Briefly highlight your jobs from your first job through today. Why did you change/leave jobs?

MILITARY HISTORY

28. Do you have any military experience? Please describe your experience (length, nature of discharge, etc.).

SOCIAL RELATIONSHIP HISTORY

29. What is your marital status?
30. If in a relationship, could you briefly describe this relationship (interaction, future plans, length of relationship)? What is the age and occupation of your spouse/significant other? How does your spouse/significant other feel about your involvement with this program? Will your spouse/significant other be involved?
Explain need for screening prior to leaving the child in spouse's care, as well as the fact that this is a topic further covered during the volunteer training.
31. Please briefly describe any previous significant relationships.
32. If divorced or separated, for how long? How long were you married? In general, what precipitated the divorce/separation? How have you adjusted to the divorce/separation? How is your relationship with your ex-spouse currently like?
33. Do you have any children? What are their ages and gender? What is your relationship like with them?
How do they feel about your involvement with this program?
34. What does friendship mean to you?
35. Describe your social circle. Who are your close friends (age, gender, length of friendship)?
36. What do you do with your friends? Do you participate in any clubs or activities?
37. What experience do you have with other cultures? Do you speak any other languages?

38. How do you handle stress or crisis? Would you do anything different for stress or crisis in your personal life versus career?
39. What would you do if you were matched with a mentee whose situation is very different from your own experience (i.e., knows/interacts only with own culture, divorced parents, grandparents as guardians, general dysfunction)?

RELIGIOUS/SPIRITUAL HISTORY

40. Did you have a religious upbringing? Do you practice any religion today? Which one? How active are you?
41. Are there any values or principles that you live by? What are they?

LIVING SITUATION

42. How long have you been living here? Where else have you lived? Do you have any plans to move?
43. Who else lives with you? What are their genders, ages, and occupations? Are they supportive of your involvement with this program? Will they be involved?
If they plan to be an active part of the mentoring relationship, describe the necessary process.
44. Do you have any pets? What are their names?
45. Do you have guns or other weapons in your home? How many and what kinds of weapons are in the home? Where are they kept?
46. Do you have any adult-only materials (such as alcohol, cigarettes, drugs, magazines, or movies) in your home? Where are they kept?
Use this opportunity to discuss pre-visit “house check” for mentees.
47. Are there any potential hazards (e.g., pools, Jacuzzis, balconies, special equipment) in your home or neighborhood? How will you protect your mentee?
48. Please describe your neighborhood. Do you feel safe here?
49. Some of our mentees live in neighborhoods that have high gang activity, drug commerce, or are generally lower-income. Do you have any concerns driving into a place like this?

LEGAL HISTORY

50. Do you have any legal history (e.g. police involvement, infractions, altercations, etc.)?
51. Do you have any traffic violations? Do you have any DUIs/DWIs?
52. Have you ever been the victim of a crime, abusive behavior, or any other such action? If yes, how did/do you cope with this experience?
53. How would you feel if you were matched with a mentee who had a legal history or had been victimized?

DRUG/ALCOHOL HISTORY

54. Have you or do you have any history of drug or alcohol use or abuse? What are your views on tobacco, drug, and alcohol use?

MEDICAL HISTORY

55. Have you ever been hospitalized for a serious illness? Do you have any health conditions? Are you taking any prescription or non-prescription medication?

HOBBIES/INTERESTS

56. Please describe your hobbies and interests.
57. Have you thought about what you might want to do with your JF?

PREFERENCES

58. Geographic limits
59. Gender
60. Age
61. Ethnic
62. Religious
63. Is there any situation in which your mentee might be in that would make you uncomfortable (e.g., gang involvement, abusive environment, or suicide attempts)?

CLOSURE

64. What are you hoping to get out of this experience? What do you hope your mentee gets out of this experience?
65. What qualifies you to become a mentor in this program?
66. Is there anything else that would be helpful for me to know?
67. Do you have any concerns or questions?

REVIEW APPLICATION PROCESS

- Written Application
- Interview
- Fingerprints (submitted and cleared)
- Driving record
- Proof of auto insurance
- References (included in written application)
- Training – NEXT TRAINING DATE:
- *Review Selection Committee component of process: consideration of entire application packet and applicant will be notified of acceptance or rejection. All reasons for decisions are confidential.*

Interviewer Comments _____

Appendix D: Sample Volunteer Mentor Reference Check

Sample Volunteer Mentor Reference Check

1. Purpose of call: Explain that applicant is interested in volunteering for **THE AGENCY** as a mentor, has listed him/her as a reference, and you need to ask him/her a few questions as part of our standard screening process. Make sure that he/she has about 5-10 minutes to talk.
2. Explain the confidentiality waiver: all information given is shared only with Program Staff and Selection Committee, and will not be shared with the applicant.
3. Ask reference if he/she is familiar with **THE AGENCY**. If not, explain program.
4. Begin questions:
 - How long have you known the applicant? How well do you know the applicant?
 - How often do you communicate with each other?
 - Have you seen the applicant working or interacting with youth? What was that like?
 - How do you think the applicant would work in our program? Why is that?
 - Why do you think the applicant wants to be involved with **THE AGENCY**?
 - How is the applicant in following through with commitments? Do you think the applicant will have any problem making a one-year commitment to a youth?
 - How would the applicant work with different ethnic groups?
 - Would the applicant be open to suggestions about relating to a young person or if any problems come up?
 - Do you have any hesitations in recommending him/her as an applicant?
 - Do you have any suggestions on matching the applicant, in terms of interests or preferences?
 - Is there anything else you can think of that would be helpful for me to know?
5. Thank the reference for his/her time and ask if he/she is interested in volunteering or getting more info about **THE AGENCY**.

Appendix F: Sample Mentor Responsibilities

Sample Mentor Responsibilities

There are many important responsibilities for you when you become a volunteer mentor at **THE AGENCY**. As a volunteer, you agree to fulfill the following commitments.

1. Spend a minimum of 3 hours per week for one year with your mentee.

Consistent contact is necessary to establish and maintain a meaningful relationship.

- You are the adult; take the initiative in arranging contacts with your mentee. You cannot expect that your mentee will call you.
- Plan specific activities at convenient times for you and your mentee. Make sure to keep the parent/guardian informed of all activities.
- If you need to miss a week, make sure that you call and/or write your mentee.

2. Contact your COORDINATOR every week.

Contacts regarding the progress of your friendship are required to occur every week for the first 3 months and every other week for the remainder of the year.

- Your **COORDINATOR** can assist you in building a positive working relationship. It is important that you share any concerns or questions with her/him.
- **THE AGENCY** is ultimately responsible for the youth in our program. We are also accountable to the community and our supporters for our level of service and program outcomes. It is mandatory, therefore, for you to cooperate with your **COORDINATOR** in tracking such information as the number of hours spent together each week, what activities you participated in, how the relationship is progressing, etc.
- Immediately report any changes of job, home, address, and telephone numbers so that we may be able to contact you immediately if necessary. You are also obligated to report any changes in the information provided on your application and at the interview, including, but not limited to, driving record, marital status, or legal status.

3. Visit your mentee's home during the first 3 months.

- Your relationship will get off to a smoother start if you have taken the time to meet and learn more about her/his family.

4. Have your mentee visit your home during the first 3 months.

- Your mentee will want to learn more about you, meet your family, and begin to feel more comfortable with you.

5. Contact your mentee's school during the first 3 months.

- Most of the youth in our program are having difficulty with school: not performing up to their potential or experiencing behavior problems due to low self-esteem or lack of social skills. Coordinate with your mentee to visit with her/his teacher at school.
- If this is logistically impossible, a telephone conversation with the teacher or counselor is suggested.

6. Contact your mentee's referral agent during the first 3 months.

- Call the youth professional who referred your mentee to **THE AGENCY** to introduce yourself. This person may provide you with additional insights into the needs of your mentee.

7. Take your mentee to your place of work during the year.

- Showing your mentee where you work can expose her/him to new options for future career planning.
- If this is inappropriate or not applicable, find a friend who would be willing to give a tour of his/her job.

8. Attend at least one group activity sponsored by THE AGENCY during the first 3 months and three more activities in the final 9 months.

- Meeting other mentors and mentees is beneficial for both of you. This is a perfect opportunity to interact with other youth with your support and guidance to develop social skills and experience new activities.
- Our activities are also a nice way for you to get to know other mentors as well, although we ask you to remember that you are responsible for your mentee at all times on these outings.

9. Complete a Community Service project with your mentee during the year.

- Community Service projects, such as feeding the hungry or cleaning up beaches, can introduce your mentee to the concept of giving back to the community and helping others in need.
- It may help your mentee put her/his problems in perspective and build self-esteem by experiencing giving to others.

10. Attend one Life Skill Workshop with your mentee during the year.

- Life Skills Workshops can include such topics as child abuse prevention; gangs awareness; alcohol, tobacco, and other drug prevention; and violence prevention.
- These sessions address personal development and serve to give you more information and introduce the topic to your relationship, allowing you to introduce conversation about key issues in your mentee's life with relevance.

11. Attend at least one Mentor Support Group Meeting during the year.

- Meeting with other mentors to share problems and generate ideas is a valuable experience for you.

12. Allow your mentee to develop the relationship at her/his own pace.

- Take the time to get to know your mentee at a relaxed pace; remember, all relationships develop gradually. It is unrealistic to expect your mentee to accept you as a close confidant right away.
- Talk with you mentee, but do not probe or focus on discussing personal problems. Your mentee will need time to develop trust in you before expressing private feelings and thoughts.

13. Contact your COORIDNATOR if you have any problems fulfilling your commitment.

- If you are dissatisfied with your match or you have any other problems regarding your commitment as a mentor, you should discuss this first with your **COORDINATOR**. If it becomes necessary to terminate the match, it is mandatory to cooperate with your **COORDINATOR** on **THE AGENCY**'s procedures. This usually involves a termination meeting with your mentee and your **COORDINATOR**.
- Many mentees have had losses of important relationships with adults previously; negative effects can be minimized if you and your **COORDINATOR** handle the termination carefully.

I agree to abide by **THE AGENCY**'s Mentor Responsibilities.

Mentor: _____

Printed name

Signature

Date

Coordinator: _____

Printed name

Signature

Date

Appendix G: Sample Applicant Rejection Form

Your legal counsel and Board of Directors should develop guidelines for how this is handled, including exact wording for your letter of rejection.

Sample Volunteer Mentor Rejection Letter

Date

Re: Mentor Candidacy

Dear _____,

THE AGENCY would like to sincerely thank you for your application and interest in becoming a mentor with our program.

Our executive committee that screens and selects mentor or volunteer candidates has carefully reviewed all material you have provided, and we regret to inform you that your application has not been accepted. The reasons for this action are completely confidential and staff members are not permitted to discuss them.

Thank you again for your interest in our organization, and we wish you the best of luck in your future endeavors.

Very truly yours,

THE AGENCY

Executive Committee

References/Resources

Friends for Youth, Inc. (2006). *SAFE (Screening Applicants for Effectiveness): Guidelines to Prevent Child Molestation in Mentoring and Youth-Serving Programs*. Redwood City, CA: Friends for Youth, Inc.