

PROCLAMATION & PRESENTATION ITEM C

September 28, 2009
Honorable Sepi Richardson
Mayor of City of Brisbane
City Hall
Brisbane, CA 94005
RE: Growing Green Hands: An Intergenerational Mentoring Program

Dear Mayor Richardson and Distinguished City Council Members,

I am writing you to discuss this decidedly innovative and comprehensive mentoring program, "Growing Green Hands", that is scheduled to be publically launched at the Day in the Park Festival on October 3, 2009, and then officially to the City Council on October 5, 2009. I and my associate Donna Wolfe have had the opportunity to discuss this program with many of the city's officials, Chamber of Commerce, and other prominent community supporters, such as: Mayor Richardson, Michael Barnes, Clay Holstein, Jim Skeels, Mitch Bull, Mary Shulenberger, Marge bushman, Alison Wilson, Bonnie Bologoff, Fire Captain John Murphy, Marian Mann, Diane Crampton, and others from the County of San Mateo. I have had the opportunity to meet with the administrative team and staff from the school district to present how this program will support the students and families that will potentially participate in this program. Along with the local schools, I have also met with the local Library staff and am working with their youth program director to form a collaborative relationship with them, since many of the youth also use their services. Additionally, we have met with many other community members and organizations that would share our values and our mission, such as: San Bruno Mountain Watch, The Community Garden, Humboldt Tree Service, Ron Davis, Stellar Plumbing, Carol's Meats, Radisson Hotel, India Rose Botique, Julie's Deli, Glynn Contracting, Brisbane Chiropractor, Al Gilbert, Teresa Jiminez, and still others. We are pleased with the reception our program introduction has received thus far. It is clear that this community appreciates the efforts being made to create this type of a program, as evidenced by their immediate support, and without a doubt believes this program to have great potential for good in our community.

Along with this cover letter and the attached summary of requests we are asking from the City of Brisbane, the following packet of information is for your further consideration:

1. Growing Green Hands Executive Summary
2. Growing Green Hands Program Description and Program Objectives (with Mentoring Bibliography)
3. Bylaws and Articles of Incorporation
4. Introduction of Growing Green Hands Board of Directors
5. Growing Green Hands Mentoring Application (which includes program information)
6. Possible Funding Sources
7. Article-Invest in the Future of America's Children: Funding for Mentoring
8. Article-Are We Taking Full Advantage of Older Adults' Potential?
9. Article-Older Adults Engaged as Volunteers
10. Article-Older adults looking to volunteer their skills have few boundaries
11. CV-Resume for Tamberly Mott
12. Resume for Donna Wolfe

Thank you in advance for your consideration and support.

Sincerely,

Tamberly Mott, MA, MFT, PhD-Candidate



The Growing Green Hands program is an innovative and comprehensive mentoring program that is intended to strongly support the City of Brisbane and the individuals who live, work, and go to school here in this community. We believe the benefits will be felt for many generations to come.

Growing Green Hands: An Intergenerational Mentoring Program would like to formally invite the City of Brisbane to co-sponsor our program by providing four of the City's resources.

- 1) We are requesting that the City of Brisbane support this program by allowing us to utilize facilities for mentor training and large group meetings. The older adult mentors will need 10 hours of initial training before they can be matched with a youth mentee. We also expect to utilize group facilities for an additional 2 hours a month (approximately), for the "group mentoring" activities. Some of these meetings will take place outdoors (e.g. park or other outdoor areas such as the community garden), but others will require a large space. Possible facilities may include the Community Center, Mission Blue, Senior Center, and/or meeting rooms in city offices. We will work with Jim Skeels and his staff to work out the scheduling needs for the use of these facilities.
- 2) We will be working with the schools in Brisbane (BES, Panorama, and Lipman) to provide important information on Growing Green Hands to the youth and their families through the school's weekly packets, but community members who do not have students in our schools will also need information on this program. We are requesting that the City of Brisbane support this program by providing regular ad space in the Star publication. We would also appreciate other promotional space for fliers to provide information to the community, such as the community bulletin boards.
- 3) We are requesting that the City of Brisbane consider facilitating the crucial step of processing the criminal history background checks for volunteers in support of Growing Green Hands. Some of the expected volunteers may have already been through the process, since some will have also participated in programs with your departments such as Parks & Recreation and other youth programs. Others may have been screened through the school district. Screening volunteer applicants before allowing them to work with children is critical for all entities involved, as safety for everyone is the top priority. Cost of background checks/fingerprinting typically runs between \$18 and \$32 per person, and we might expect that the City's cost falls within that range. Volunteers will be asked to pay for this fee if they are able, but if they are not able the program will absorb the cost of these fees.
- 4) Once our program is implemented, we will know better the needs of the older adult volunteers who participate in this program. However, even now we can anticipate that some volunteers may not be able to drive or have access to transportation to and from group mentoring events. We can also anticipate that there may be some youth who will need transportation from school or home to the group events. While this may not be a general need, we would like to ask the City of Brisbane to consider providing transportation for the major program events (e.g. transporting mentors from the senior center to Mission Blue and back). This would support the participants in the program, as well as support the City's efforts in reducing its carbon footprint (by reducing number of cars and their emissions on our roads). If the costs of the transportation exceed what seems reasonable to the city, the program will absorb the transportation costs to repay the city.

Growing Green Hands: An Intergenerational Mentor Program

(Tax-exempt status application in process)

EXECUTIVE SUMMARY

2009-2010

CONTACT INFORMATION

Tamberly Mott, MFT, PhD-Candidate, Executive Director
Donna Wolfe, Director of Development
44 Visitacion Ave. Suite 101, Brisbane, CA 94005
415-467-3200

Requesting project support for Growing Green Hands (a Tri-City: Brisbane, Daly City, and South San Francisco) Intergenerational Mentoring Program

MISSION

Growing Green Hands: An Intergenerational Mentoring Program serves to empower local youth (ages 8 to 15 yr) of all backgrounds, with special concern for those with the greatest needs and/or those from disadvantaged circumstances, by providing them with mentoring and motivational opportunities that will help them develop the qualities to become responsible citizens and leaders. This will include: one-on-one older-adult-to-child mentoring, group educational mentoring, group career-development mentoring, with an emphasis on "Green" living (healthier nature and human connections), environmental education and sustainable personal and community living skills.

EXECUTIVE DIRECTOR'S PERSPECTIVE:

OVERVIEW

This non-profit mentoring program is committed to developing a culture of mentoring between youth and the community at-large by providing the framework for positive relationships between youth and older adult mentors; as well as: **Education, Workforce Development, Environmental Sustainability, and Health and Wellness**. This will occur in the context of group activities where counseling professionals, community members, and business members will support youth through various educational presentations and service learning projects. New technologies such as "blogs" will also be used to further encourage community relationships and employment skill building. Although this program is focused on supporting youth development, the older-adult volunteer mentors will also receive support through the reciprocal relationships with their mentees, the planned service learning activities that the youth will participate in, and their personal participation and learning of the structured natural systems thinking process.

BUDGET PERIOD

This project is set to launch in October, 2009, with the recruitment of older adult mentors. Following screening and background checks, training meetings will begin in November, 2009. Mentors will receive ongoing mentor training support throughout their 1-year commitment (approximately 6 service hours per month, plus training and support). The Brisbane School District and other local youth development programs will support mentor program by identifying youth for program. The matching of mentees to mentors will occur in December, 2009. One-on-one mentoring and group mentoring activities will begin in January, 2010 and will continue through August, 2010. In September, 2010, Executive Director and Director of Development will assist the Board of Directors in the analysis of measured outcomes, as well as determining possible program changes for following year, developing second-year mentoring program (to include peer-to-peer mentoring), and preparing an annual financial report.

FUNDING

In this pilot year, this program anticipates supporting 60-70 mentor/mentee pairs at an approximate cost of \$1500 per pair. It is anticipated that funding support will come through grants from county, state, federal, and/or private foundations. Furthermore, it is anticipated that the program will be able to expand its services to support 80-100 mentor/mentee pairs during the second year with the addition of peer-to-peer mentoring, experienced adult mentors, and established program structures.

Growing Green Hands: An Intergenerational Mentor Program
Tamberly Mott, MFT

The title “**Mentor**” originated in Homer's *Odyssey* when a wise and learned man named Mentor was entrusted with the education of Odysseus' son Telemachus. A central quality of mentoring was that it was intentional, nurturing, insightful, and supportive. Other terms associated with “mentor” include: guide, supporter, advisor, teacher specialist, coach, consultant, helper encourager, and friend. Demographic and policy trends now lend greater importance to mentoring programs than perhaps at any other time in recent memory. Research and studies that have examined various mentoring programs have shown that these programs can be effective tools for enhancing the positive development of youth. Studies show us that kids in mentoring programs tended to have fewer absences from school and report less alcohol and drug use, less gang and illegal activity involvement, as well as improved relationships with family, teachers, and community members. Youth in mentoring programs also tend to shine in the work place and are often recognized for their willingness to give back to their communities. Best practices in mentoring programs have shown us that the role that mentoring plays in helping youth to develop a broad array of strengths and capacities in education, career, personal development, health and safety, and social and emotional well-being is quite significant. (See Bibliography at the end of document.)

Although there are some mentoring programs in the nearby communities (San Francisco & San Mateo Counties) where this proposed outreach will take place, many of these programs have experienced reduced funding and are not prepared to accept new participants in the coming year. They also have fewer volunteers to support their services, drastically reducing the number of youth they can serve. Additionally, many families (youth) in these areas have limited access to transportation to outlying areas and do not have the immediate support from caregivers necessary to allow them to travel away from home. Given that Brisbane (which is centrally located in the proposed area) is a smaller more rural city, and provides free shuttle transportation, both mentors and mentees will not have to make travel arrangements to participate in the mentor/mentee activities. Furthermore, the senior population in Brisbane is noteworthy, with many expressing interests in supporting and maintaining the historic values and activities within the community. Although they may not have financial resources to give, many have the capacity and caring, and time to participate in a well supported and structured mentoring program.

In the past, Brisbane has classified its residents as middle class or better, but the strain of the current economics has changed the SES of many of the families in this community and yet the cost of living index remains much higher than the U.S. average. Current available statistics do not accurately reflect the rate of unemployment and loss of housing (foreclosures) in Brisbane, South San Francisco, and Daly City, but the quality of life for many youth in this area has been markedly decreased. Due to state funding cutbacks in schools there is also a reduced number of after school programs and organized activities, so that the youth who do have “employed” caregivers are more often “latch key kids” with very little supervision after the school day ends.

Further, parent(s) with minimal resources who struggle with helping their children in the day-to-day activities of school life often do not have the time and energy it takes to help their child prepare to be a part of the future work force. Since the youth of today will be expected to be the work force of the future, they need and deserve preparation and support in this area. This program will include this support, encouraging not only one-on-one mentoring and the giving back to mentors from their mentee, but will also include job/career education from the collective group and other community members that participate in the monthly group-support activities.

More specifically, this proposed program will include a 6 week intensive training program for the mentors, with ongoing personalized support throughout their committed participation in the program. Volunteer mentors can expect that this program will help to support their needs as community members and that they will be matched with a mentee who can give as well as receive; in this way, all participants can enjoy the benefits of participating in this program. Mentees can expect 8 months of mentoring, and will gain personal development, educational and career training, as well as increased social skills and community awareness. The training materials are based on research findings of best practices in mentoring and intergenerational relationships, and will rely heavily on the Natural Systems Thinking Process (NSTP) model, developed by Dr. Michael Cohen; a relationship model designed to re-connect people with Nature and Humans. Working from this type of model will give this program a “green” foundational structure and offer all participants learning and growth opportunities that will benefit the entire community and the planet.

The qualities of effective mentors -- as identified by participants in mentoring programs nationwide -- may be organized into four general categories: attitude and character; professional competence and experience; communication skills; and interpersonal skills. Together with a willingness to serve and a vote of confidence by colleagues and other community leaders, these characteristics comprise the guidelines for selecting mentors. Mentors will make a 12 month commitment which will include weekly trainings, followed by regular individual and group activities with their mentees once they are matched; totaling approximately 6 hours a month. Monthly activities designed to support the mentor/mentee relationships individually and collectively will also provide opportunities for the families of mentees to participate, as well as include participation from community leaders and businesses to offer support to both the mentor and the mentee through their local programs and specialized areas of interests (e.g., job shadowing, community awareness, civic responsibility, etc.). Bringing the whole community together in this way, this program will serve to connect all participants with available support resources and community services, and create a stronger and more cohesive community for everyone.

Growing Green Hands-An Intergenerational Mentor Program PROGRAM DESCRIPTION

This proposed program will provide mentoring services for children with the greatest need in the tri-city area of Brisbane, South San Francisco, and Daly City—working with the Brisbane School District and Brisbane Elementary, Panorama Elementary, and Lipman Middle Schools. ("Children with greatest need" is defined as a child at risk of educational failure, dropping out, or involvement in criminal or delinquent activities, and who lack positive role models.) Support activities will work to improve interpersonal relationships between targeted children and their peers, teachers, other adults, and family members. Additionally, this program will not only serve to reduce the challenges faced by at-risk children and to reduce juvenile delinquency and involvement in gangs, it will positively expose these youth to community leadership, community values, and job training. By bringing in the various local organizations and business representatives to offer group guidance and training support, this program will increase the likelihood that the community will have a stronger future work force and sustainable community involvement. This tri-city area includes rural environments, high crime areas, areas with gang activity, troubled home environments, and home environments where single caregiver's employment commitments keep them away from home for extended periods. Participants will be identified with the support of staff from the K-5 schools and 6-8 middle schools in these areas (youth age range from 8 to 15 years), as well as through the City of Brisbane Parks & Recreation

background checks (as per standards for school-based volunteers). We anticipate this program will initially have the capacity to support approximately 35 mentor/mentee pairs.

Program Objectives and Goals:

- 1) Recruit, train and support adult mentors in preparation for their individual roles
- 2) Identify individual needs and objectives of mentors and assist with attaining their personal goals within this program
- 3) Identify and assist proposed children to receive support and guidance as a mentee of this program
- 4) Foster communication between generations and cultures
- 5) Assign and match mentors and mentees for the 12 month period
- 6) Provide support activities for mentors and mentees, while assisting both to accept and receive the support, and guide each toward optimum positive exchanges
- 7) Improve interpersonal relationships between such children and their peers
- 8) Improve interpersonal relationships while emphasizing communication techniques, in a variety of styles, thereby enhancing effective communication with participants with their own immediate circles, such as family, peers, other adults, etc.
- 9) Improve the academic performance and reduce the dropout rate of youth
- 10) Provide energizing holistic and eco-friendly learning opportunities, while combining diverse populations which can assist in undoing preconceived bias's regarding older or younger generations
- 11) Promote importance of active civic and community connections to strengthen one's own value and receive recognition of each persons' own contribution
- 12) Enrich the educational experience through lifelong service and learning
- 13) Reduce juvenile delinquency and involvement in gangs by such children
- 14) Expand opportunities for out-of-school time service-learning activities that increase civic engagement, leadership capacity and community problem solving skills
- 15) Promote retention in school and readiness for career – work force
- 16) Engage young people, particularly youth in disadvantaged circumstances, in the planning and implementation of service-learning activities that directly address community needs in order to build healthier communities
- 17) Develop community partnerships at the local level that include well-defined roles for public or profit/nonprofit organization partners and adult volunteers engaged in service-learning programs
- 18) Engage and support the aging population by helping them feel needed and respected
- 19) Grow a stronger future work force that can provide ongoing support to the local economy.
- 20) Publicize the stories (history) of younger and older generations on Web (using "Blogs")

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**BYLAWS
OF
Growing Green Hands, LLC.**

Mission: Growing Green Hands: An Intergenerational Mentoring Program serves to empower local youth (ages 8 to 15 yr) of all backgrounds, with special concern for those with the greatest needs and/or those from disadvantaged circumstances, by providing them with mentoring and motivational opportunities that will help them develop the qualities to become responsible citizens and leaders. This will include: one-on-one older-adult-to-child mentoring, group educational mentoring, group career mentoring, with an emphasis on “Green” living (healthier nature and human connections), environmental education and sustainable personal and community living skills.

This non-profit effort will be accomplished through:

- One-on-one mentoring
- Group mentoring and education
- Experiential learning
- Service learning
- Developmental asset building
- Integrated ecology and natural systems thinking
- Promoting community involvement and civic responsibility

Our Vision: This mentoring program will provide the framework for positive relationships between individuals and the environment, the business community, school community, and the community at-large. These relationships will allow the youth to make positive connections between the natural world, the work place, school and their community. Students will be helped to develop personal skills and career awareness in order to make better life-long decisions and contributions to their communities.

**ARTICLE I
NAME, HISTORY, MISSION**

SECTION 1. NAME

The name of this not for profit organization is Growing Green Hands, LLC. The Growing Green Hands: An Intergenerational Mentoring Program is a Tri-City program (Brisbane, Daly City and South San Francisco) and is referred to in these bylaws as the GGH.

SECTION 2. HISTORY

The idea for a mentor program utilizing older adult mentors has been accomplished by many other organizations. This Intergenerational Mentor Program fosters the mindset that we are at our best when older and younger generations build community relationships together. It is a personal commitment of thousands, perhaps millions, to include multigenerational approaches as a part of education, public policy, and community life. The notion is as old democracy, it comes from our roots, our ancestors: it is our heritage and our legacy.

SECTION 3. MISSION

Growing Green Hands: An Intergenerational Mentoring Program serves to empower local youth (ages 8 to 15 yr) of all backgrounds, with special concern for those with the greatest needs and/or those from disadvantaged circumstances, by providing them with mentoring and motivational opportunities that will help them develop the qualities to become responsible citizens and leaders. This will include: one-on-one older-adult-to-child mentoring, group educational mentoring, group career mentoring, with an emphasis on “Green” living (healthier nature and human connections), environmental education and sustainable personal and community living skills.

ARTICLE II
OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located in San Mateo County, California. 44 Visitacion Ave., Brisbane, CA. 94005, Suite 101; with a mailing address of P.O.Box 2152, Brisbane, CA. 94005.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation’s principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

_____	Dated:_____.
_____	Dated:_____.
_____	Dated:_____.

SECTION 3. OTHER OFFICES

The non-profit corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

ARTICLE III
EQUAL OPPORTUNITY & OBJECTIVES

SECTION 1. EQUAL OPPORTUNITY

GGH affirms the right of all youth participants to have equal opportunity in mentoring, education, and access to funded activities, without regard to race, color, religion, sex, sexual orientation, age, different ability, national origin, or any other considerations not directly and substantially related to effective participation.

SECTION 2. OBJECTIVES AND GOALS

Objectives and Goals:

- 1) Recruit, train and support adult mentors in preparation for their individual roles
- 2) Identify individual needs and objectives of mentors and assist with attaining their personal goals within this program
- 3) Identify and assist proposed children to receive support and guidance as a mentee of this program
- 4) Assign and match mentors and mentees for a 12 month period
- 5) Provide support activities for mentors and mentees, while assisting both to accept and receive the support, and guide each toward optimum positive exchanges
- 6) Improve interpersonal relationships between such children and their peers
- 7) Improve interpersonal relationships while emphasizing communication techniques, in a variety of styles, thereby enhancing effective communication with participants with their own immediate circles, such as family, peers, other adults, etc.
- 8) Improve the academic performance and reduce the dropout rate of such children
- 9) Provide energizing holistic and eco-friendly learning opportunities, while combining diverse populations which can assist in undoing preconceived bias's regarding older or younger generations
- 10) Promote importance of active civic and community connections to strengthen one's own value and receive recognition of each persons' own contribution
- 11) Reduce juvenile delinquency and involvement in gangs by such children
- 12) Expand opportunities for out-of-school time service-learning activities that increase civic engagement, leadership capacity and community problem solving skills
- 13) Promote retention in school and readiness for careers
- 14) Engage young people, particularly youth in disadvantaged circumstances, in the planning and implementation of service-learning activities that directly address community needs in order to build healthier communities
- 15) Develop community partnerships at the local level that include well-defined roles for public or profit/nonprofit organization partners and adult volunteers engaged in service-learning programs
- 16) Engage and support the aging population by helping them feel needed and respected
- 17) Grow a stronger future work force that can provide ongoing support to the local economy.

ARTICLE IV **DIRECTORS**

SECTION 1. COMPOSITION AND NUMBER

GGH, a non-profit corporation, shall have 8 directors and collectively they shall be known as the Board of Directors. The number may be changed by amendment of this Bylaw, or by repeal of this Bylaw and an

adoption of a new Bylaw, as provided in the Bylaws. The Board shall be composed of elected officers including Chair, Vice-Chair, Treasurer, and Secretary; with at least two members representing each of the following groups of stakeholders: consumers, professionals involved in similar services, and the community at large. The majority of Board members shall reside in the City of Brisbane or the County of San Mateo.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws relating to action required or permitted to be taken or approved by the members, if any, of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;
- (c) Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these Bylaws
- (e) Register their addresses with the Secretary of the corporation and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof

SECTION 4. TERMS OF OFFICE

1. **Chair:** The Chair shall, subject to the control of the board of directors, generally supervise, direct and control the business of the meeting. S/He shall preside over all meetings of the board. S/He shall recommend to the board of directors for appointment standing committee chairpersons. S/He may have other duties and powers as may be prescribed by the board of directors or these bylaws. S/He shall serve a one-year term in this role.
2. **Vice-Chair:** The Vice-Chair shall succeed to the Chair position. S/He shall perform those duties assigned to her/him by the Chair and/or the board of directors.
3. **Secretary:** The Secretary shall keep or cause to be kept, a book of minutes of the proceedings of its members, board and committees of the board, with the time and place of holding, whether general or special, and, if special, how authorized, the notice given, the names of those present at such meetings, and the proceedings of such meetings. The secretary shall give or cause to be given, notice of all meetings of the board of directors required by the bylaws to be given. The secretary shall have such other powers and perform such other duties as may be prescribed by the board of directors or the bylaws. In the event of the secretary's absence, his/her duties may be performed by any member appointed by Chair.

4. Treasurer: The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the organization, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and any other matters customarily included in financial statements. The books of account shall be open to inspection by any board member at all reasonable times. The treasurer shall deposit, or shall cause to be deposited, all money and other valuables as may be designated by the board of directors; shall disburse, or cause to be disbursed the funds of the board of directors; shall render at such regular meetings of the board, or at such other times as directed by the board, an account of his/her transactions as treasurer and of the financial condition of the non-profit GGH program; and shall have such other powers and shall perform such other duties as may be prescribed by the board of the directors or the bylaws. The treasurer shall serve a 3 year term, with the option of renewing position up to 6 years.
5. Each other director shall hold office until the next annual meeting for election of the Board of Directors as specified in these Bylaws, and until his or her successor is elected and qualifies. S/He may be re-elected by majority vote with no maximum term limitation.

Each member of the board shall also be required to give 4 to 6 hours of time a month to support the general needs of the board and the non-profit GGH program.

SECTION 5. ELECTIONS AND RESIGNATIONS

Call for nominations for incoming directors shall be requested via the GGH web site. Elections will be held two weeks prior to the annual Winter Board Meeting. Directors, by majority vote, will decide incoming directors. Announcements regarding election results will be verbally communicated to all candidates prior to the annual meeting. New directors and re-elected directors will be expected to attend the annual board meeting along with the current directors. Should a director need to unexpectedly resign from her/his position prior to annual elections, s/he will required to offer the Board a resignation in writing, no less than two weeks prior to leaving her/his position.

SECTION 6. COMPENSATION

Directors understand that this is a non-profit organization and shall serve without compensation. Directors may not be compensated for rendering services to the corporation in any capacity.

ARTICLE V **MEETINGS**

SECTION 1. MEETINGS

Two meetings will take place annually; these required meetings will be referred to as "Board Retreats." And attendance is mandatory for all board members. The Board of Directors will determine the place and the exact time. Written notice of the annual meeting will be given no less than 30 days in advance thereof. The Board of Directors shall establish the purpose of the annual meetings. Interested others, (i.e., community- volunteers, leaders, and business members) desiring to submit topics of discussion, resolution, or amendments to By-Laws must submit a formal written letter to the Board of Directors no

less than 30 days prior to the annual meetings stating the proposed change and justification for the change.

SECTION 2. SPECIAL MEETINGS

It is anticipated that special meetings of the Board of Directors may be necessary during the course of the year. Such meetings will be varied and limited in occurrence. The Board of Directors will be notified no less than 7 days prior to scheduled meetings.

SECTION 3. MAJORITY

For voting decisions based on Board of Directors majority decisions, two-thirds of the attending directors shall constitute the majority.

SECTION 4. ANNUAL REPORT

The Board of Directors shall prepare and approve an annual report including financial statements of GGH. A summary of this report will be posted on GGH web site.

Growing Green Hands: An Intergenerational Mentoring Program

Meet our Board of Directors

This not-for-profit organization is supported by a devoted group of Board Directors who embrace the mission and the vision of this program.

William H. Mott IV- Chairman of the Board

Bill Mott, born William Henry Mott IV at Mills Hospital in San Mateo, grew up in Fremont, California. Raised by his grandparents, he enjoyed a large family that included an Auntie, two sisters and five cousins; he was the only boy. From an early age, Bill showed an interest in cooking. His grandmother was one of many teachers in the kitchen, but he was soon the one cooking for all of them. He later studied under Alec Kline and Karl Kirk, Master Chefs at Canada College. With over 20 years of combined Food Production and Food Service Management, and 15 years serving Retirement Communities that included Independent, Assisted Living and Full Service Continuum Care, he brings much experience, skill, and service finesse.

Married 24 years, he and his wife have raised two children and now have a delightful 2 year old granddaughter they love to spoil. A true sport enthusiast, Bill was active during the years of his children's youth as coach, camp counselor and therapeutic Foster Parent. He also served as a leader for youth groups such as 4-H and other youth organizations. He and his wife spend much time outdoors camping and connecting with nature as his wife is a Private Practice Eco Therapist and Family counselor. They enjoy living on the peninsula and are both active as CEV volunteers in Brisbane.

Bill's Non-profit Board experience is extensive. In the past 16 years he has served on numerous Boards in the capacity of Chair, Vice-Chair, At-large member, Treasurer, and as Education Chair. In addition to his position as Chair of Growing Green Hands, he is also currently mentoring men for a private organization.

Magda Bauer- Vice-Chair

Magdalena Bauer, has been working as an Licensed Vocational Nurse for over 35 years. She started working at St. Mary's Hospital in San Francisco, and more recently, at Sequoia Hospital in Redwood City. Recently retired, Magda has continued to work as needed at the hospital, as well as, provide annual contracted services as a FluShot nurse. Magda has been a "runner" for over 30 years and continues to meet with her track team members every Saturday morning at the Polo Fields. Her passions are sewing and quilting and she is remarkable at both. Magda shares her expertise by assisting the Brisbane Dance Workshop, every year, with their costume needs. She also sat on the BDW board for 3 years. Magda comes from a large Bay Area family, but her love for her immediate family is very pronounced. She is a frequent volunteer at the Brisbane Elementary School, where her only granddaughter attends. She is more than willing to provide consultation for her daughter's Mental Health Training Company, and most of all, she offers her time for various community endeavors including, the Brisbane Community Emergency Volunteers. Magda looks forward to sharing her gifts and talents with Growing Green Hands and excited to be involved with it's development.

Elenita Gutelius, Treasurer

Elenita De Lucca is a native of San Francisco and moved to the East Bay while she attended UC Berkeley and majored in English Literature. She now lives in Orinda with her large family and appreciates the benefits of living in a close knit and safe community. Her roots are still in the city and her husband Dominic owns and operates De

Lucca's School of Tae Kwon Do in Daly City. In between raising her 6 children, ages 20, 18, 17, 16, 6, and 4, she has worked in various fields, including teaching, tutoring, banking, and real estate. Growing up with both grandmothers at home, she values the knowledge and experience that older people can impart on younger generations, giving them a sense of history, belonging and importance in their own lives. Growing Green Hands is a wonderful opportunity that will benefit Brisbane and surrounding communities by nurturing the values and talents of a much neglected resource: our own youth.

Wendy Towle, LMFT- Secretary

Wendy Towle is a local Brisbane resident and licensed Marriage and Family Therapist. A mother and wife, she also keeps very busy working at home and working for a mental health agency in San Mateo. She is involved with many community efforts, including The Mother's of Brisbane, and brings to the Board of Growing Green Hands her skills of organization and a passion for the residents of this city.

Beth Myers, LMFT,CT- At-Large Board Member

Beth Myers is a licensed marriage and family therapist with a private practice in San Mateo. She is also the director of services for older adults at Pyramid Alternatives, a nonprofit mental health agency in Pacifica. She works extensively with older adults, specializing in a variety of issues affecting today's aging population, including stress management, managing depression and loneliness, adjusting to grief and loss, navigating the physical and emotional aspects of aging, and coping with alcohol and drug issues in the family. She also provides community workshops and presentations aimed at developing a greater level of autonomy and empowerment when faced with the many challenges of growing older in our society. Beth holds a master's degree in counseling, with special emphasis in gerontology and additional certification in grief counseling and education. She has served as a mentor in a variety of venues and provides clinical supervision to counseling students, post-graduate interns, licensed practitioners, and senior peer counselors. She volunteers her time on the San Mateo Coast and San Mateo County disaster response teams and recently served a four-year term as president on the board of a local preschool. She holds a second master's degree in business administration, and her previous career was in human resources administration.

Beth's background will allow her to bring clinical expertise and sensitivity to the role of training and coaching older adults to serve as mentors. For some adults, this may provide the opportunity to redefine their own identity and bring a new sense of purpose as they navigate the challenges of growing older in today's society. Beth also has extensive clinical experience in working with anger management, domestic violence, parenting and chemical dependency issues, as well as grief and loss and trauma recovery, which will be invaluable in training older adults to mentor youth from fragmented and at-risk backgrounds.

Lori S. Liu, Esq., Attorney at Law, At-Large Board Member

Lori S. Liu is an attorney at the law firm of Buchalter Nemer in San Francisco. Buchalter Nemer is a full-service business law firm that supports an array of industries – among them, apparel, banking, entertainment, finance, health care, intellectual property, litigation, real estate and tax – in regional, national and international markets. Ms. Liu focuses her practice on commercial, real property and financial institutions litigation. Ms. Liu's litigation experience includes mechanic's lien litigation, title insurance disputes, landlord-tenant and purchaser-seller disputes, trade secret and employee recruitment matters, eminent domain and inverse condemnation, partnership disputes, and land use and environmental matters.

Ms. Liu is a Brisbane resident, and is an active participant in numerous community and civic organizations. She has served on the Brisbane Baylands Community Advisory Group, and currently serves as Vice Chair of the Open Space

and Ecology Committee for the City of Brisbane. She also serves on the Board of Directors of the Brisbane Chamber of Commerce.

Ms. Liu is involved in the pro-bono legal community. She serves as a volunteer attorney for the Lawyers' Committee for Civil Rights of the San Francisco Bay Area, through which she successfully represented asylum applicants before the Immigration Court in San Francisco.

Ms. Liu received her B.A., *cum laude*, in French from Tufts University. She earned her J.D. in 2002 from Northwestern University School of Law, where she was Senior Manuscript Editor of the *Northwestern University Law Review*. While in law school, Ms. Liu interned with the Midwest Immigrant and Human Rights Center, and served as a judicial extern to the Honorable Sidney Schenkier, Northern District of Illinois.

Suzanne Hayes, At-Large Board Member

Suzanne is a dedicated native of Brisbane for 27 years. Committed to the growth and quality of community through connection, nature, optimal health and lifestyles. Currently studying Holistic Health and the importance of rich, loving and healthy relationships. Getting her hands in the dirt, she is excited about the vision of Growing Green Hands and the importance of the future which we all help create. In addition to her youthful energy and interest in connection and youth mentoring, Suzanne will support the program with her experience and knowledge of the community and its interests at large.

Maria Riedell-Deane, At-Large Board Member

Maria is a native "Brisbanian" with a grounded dedication to the community and to the youth. Working closely with the young students of Brisbane for over 8 years, Maria demonstrates her personal commitment to improving their quality of life as well as supporting their future endeavors. Part of one of the oldest families in Brisbane and youngest of twelve, she has a deep understanding of the collective connection you can have through family and community and the wisdom and experience they bring to her life. She joins the GGH team of directors bringing her appreciation for Brisbane's history and a deep concern for preservation. Dedicated to living a Holistic way of life through practice, profession and education, Maria looks forward to sharing her gifts with the Growing Green Hands Board of Directors and all participants. She maintains involvement in various community projects and events to help nurture and promote involvement by other young adults in the community, revealing her profound passion for Brisbane and all living things.

Growing Green Hands, LLC, (Not for profit) Mentoring Application

Program Information:

Youth mentoring programs have had a profound effect on the quality of life for disadvantaged, single-parent or otherwise 'at-risk' identified children all over the country and around the world. Nationally, the well-known mentoring program, Big Brothers/Big Sisters, found that mentored children were significantly *less* likely than their peers to use illegal drugs or alcohol, skip school or be welfare dependant as adults. In addition, these children were significantly *more* likely to graduate from high school and from a college or university. One survey of caseload files of children in mentoring relationships found:

77% improved school grades; 63 % improved school behavior; 93% stayed free of drugs or alcohol or both; 56% reported improved relationships with families; 86% experienced increased exposure to cultural and educational services; 69% had improved peer relationships; and 96% stayed out of gangs! These are impressive results! Clearly, mentoring makes a difference!

The Growing Green Hands Mentoring Program seeks to expand the quality of life benefits of mentoring beyond the obvious positive outcomes for the mentored youth, to include benefits for the mentor, the community and our planet. This will be accomplished in several ways.

1. One-on-one mentoring (based on a principle of reciprocity)
2. Group mentoring (to promote interpersonal intelligence and to increase collective consciousness)
3. Experiential and Service learning (to promote community involvement, civic responsibility, and increase vocational skills/opportunities)
4. Developmental asset building (to increase intrapersonal intelligence)
5. Green education: Integrated ecology and natural systems thinking (to increase naturalist intelligence and promote healthier living for local and global sustainability)

It must be clear to all who participate in this program that we intend to be guided by the principle of RECIPROCITY in our mentor-mentee relationships, our community relationships, and in our relationship to the earth. The Oxford English Dictionary defines *Reciprocity* - *a state or relationship in which there is mutual action, influence, giving and taking, correspondence, etc., between two parties*. By teaching youth and modeling reciprocal relationships, we reduce the likelihood of creating entitlement and encourage respect for self and others.

Additionally, by offering all participants "Green" education that will come in a variety of modalities, we will grow our awareness of environmental issues and increase our potential for balanced healthy living and for building sustainability. This program will further support the mentor and mentee relationship with nature-connecting activities (based on EcoPsychology) to be experienced individually and in groups. These activities are offered in place of other possible activities (e.g. going to movies or going out to eat in restaurants), that do not necessarily build reciprocity in mentoring relationships. The unique approach of this program will also foster the sense of kinship and history by linking kids with older adults. Many of these youth will come from fragmented families who don't have grandparents either nearby or in their lives at all; and the historical events that come alive through listening to the personal stories shared by older adults is such an invaluable gift for both generations.

Minimum Mentor Requirements:

- Desire to make a profound difference in the life of a young person for one year.
- Minimum age 50 years (or close).
- Willingness to give 6-8 hours a month to include: 1) 1 hour a week with one's mentee; 2) 2 hours of organized group mentoring meetings/gatherings with your mentee each month; 3) 2 hours of mentor training/support meetings (will be offered as group and/or as individual meetings) approximately every 8 weeks or per your request as needed.
- The ability to pass a criminal/child welfare, background check.
- Successful completion of initial interview, reference check and 10 hours preliminary training sessions.

(Please Print):

Legal Name:

Name you prefer to be called: _____

Mailing Address: _____
Home Address: _____
If applicable, where do you work: _____
Work Address: _____
Daytime Phone: _____ Evening Phone: _____ Email: _____

Please answer in essay form (no less than 300 words) and attach to application:

- 1) Why do you want to be a mentor?
- 2) What do you hope to gain personally from mentoring?
- 3) What do you hope to offer as a mentor?
- 4) What are your relationships with family and friends like now?
- 5) In what ways are you currently supporting “green” living and environmental consciousness?
- 6) What concerns do you have about mentoring or your participation in the program?

Demographic information:

(To be used if applicable for mentor/mentee match.) This section is completely voluntary. You do not need to provide this information if you don't wish to. If you choose to fill it out, please use the terminology that is most comfortable for you. One of our goals in creating this mentoring program is to ensure that mentees are able to bring all of their ‘social identities’ to the mentoring relationship. Some youth may wish to have a mentor with similar racial, ethnic, language, orientation and gender background.

Race/Ethnicity/Culture:

Languages in which you are fluent:

Gender Identity and Sexual Orientation:

Religious or Spiritual Affiliation:

Hobbies and Outdoor Interests:

Any Other Demographic information:

Personal References: Please include name, address and phone number

- 1)
- 2)
- 3)

Please describe and list specific ways in which you would be willing to allow Growing Green Hands Mentees (youth 8-15) and other community volunteers to serve you. Some examples: I would enjoy mentoring and connecting with a youth while doing activities that I enjoy... - such as talking/sharing life stories, playing music, needlework-pottery-photography-wood carving or other hand crafting-walking/hiking-environmental restoration-fishing-boating or other outdoor activities; I would like help in creating/planting a healing garden and/or caring for my garden/yard/; I need help with light house/pet chores, errands, learning technologies, other...; I would be willing to apprentice/job shadow/teach a youth interested in learning about my profession/occupation etc.)

AUTHORIZATION FOR RELEASE OF INFORMATION

I submit the following information to assist Growing Green Hands, LLC, and its programs in performing background checks.

PLEASE PRINT CLEARLY IN INK

NAME: _____

DATE OF BIRTH: ____ / ____ / ____

PRESENT ADDRESS

How long at current address? ____ YRS ____ MOS

DRIVERS LICENSE NO.: _____ **SOCIAL SECURITY NO.:** _____ - _____ - _____

(Note State if not CA: _____)

PREVIOUS ADDRESS (For past 5 years)

ADDRESS:

How long at this address? ____ YRS ____ MOS

ADDRESS:

How long at this address? ____ YRS ____ MOS

OTHER NAMES I HAVE USED: (List Last Name, First Name, Middle Name)

NAME(S) OF SPOUSE(S) and/or SIGNIFICANT PARTNERS: (List Last Name, First Name, Middle Name of current and former spouses/partners)

NAME(S) OF CHILD(REN): (List Last Name, First Name, sex, and date of birth for each child presently or previously in your household)

USE OF PHOTOGRAPHS AND VIDEOS

Some of the Growing Green Hands (GGH) events, such as the monthly group mentoring meetings or service learning projects will be photographed and/or videotaped. If you choose to attend any of these events, you may be photographed and/or videotaped. Please check below if you do not give GGH and GGH project partners permission to copyright, broadcast, duplicate, exhibit and/or use film, audiotape, photographs, printed information, and/or drawings of yourself without limitation for general education, information dissemination, and research purposes in videos, audiotapes, and printed publications, and on the World Wide Web. In addition, you waive any right to inspect or approve the finished publication

or other product in which your image/information might be used. Check here if you do not give permission to be included in pictures or videos.

I have read and agree to the expectations listed for GGH mentors, publication guidelines, and the Use of Photographs and Videotape guidelines as indicated above. I agree to report to any past convictions. I authorize GGH to contact my references and process a background check. I will inform GGH of any convictions or charges that relate to minors or vulnerable adults.

Print Signature Date

Please return this completed application GGH in person, by mail or fax to:
Growing Green Hands
44 Visitacion Ave. Suite 101
Brisbane, CA 94005
FAX: 415-467-7450

If you have any questions regarding the program or this application, please contact Tamberly Mott or Donna Wolfe @ 467-3200. We also invite you to check out www.growinggreenhands.org

Where will the funding for this mentoring program come from?

This is a reasonable question, especially if you are concerned that funding will in some way take from existing programs here in Brisbane. While we will welcome any support local businesses/individuals choose to give us, we expect to get the bulk of our funding from other than local sources (i.e. state and federal funds designed for programs such as ours, Corporate businesses (that offer mentoring grants, education grants, businesses and/or "eco "grants), and foundations that share our mission and give to like-minded organizations). We cannot apply for many of these grant funds until we have established our non-profit status with the government and IRS, but we are already preparing grant request documents, and have internal resources to write successful grant requests. Here is a brief list of possible funding sources and related information:

** ED.gov (<http://www.ed.gov/programs/dvpm/mentoring/index.html>) --The US Department of Education provides grants as well as help to grant-seekers. The Department offers several kinds of grants: e.g. formula grants to agencies using formulas determined by Congress, and discretionary grants to organizations, agencies, and individuals. These are awarded using a competitive process. Anyone who meets the eligibility requirements can apply.

**From Office of Juvenile Justice and Delinquency Prevention (OJJDP)--On September 2, 2009, the U.S. Department of Justice's (DOJ's) Office of Justice Programs issued the following press release: Washington—U.S. Attorney General Eric Holder today announced more than \$129 million in Recovery Act and Fiscal Year 2009 funds have been awarded for mentoring services to help prevent at-risk youth from becoming involved in delinquency. The grants will also preserve and create jobs throughout the United States. The Recovery Act has allowed us to invest further in the future of today's youth by providing mentoring opportunities to help children reach their full potential," said Attorney General Holder. "These grants will help steer young people away from criminal activities by providing them with healthy life alternatives, positive role models and direct contact with caring adults." The Recovery Act, signed into law by President Obama, provides the Office of Justice Programs' Office of Juvenile Justice and Delinquency Prevention (OJJDP) with more than \$85 million for national mentoring programs to reduce juvenile delinquency, violence, gang participation, school failure and dropout rates.

**OJJDP also awards discretionary grants to states, units of local government, and private organizations to administer programs. More than \$267 million in discretionary grants was awarded in FY 2008. For more information please check out <http://www.ojjdp.ncjrs.gov/enews/09juvjust/090902.html>

**Foundation Center (<http://foundationcenter.org/about/>) --Established in 1956 and today supported by close to 550 foundations, the Foundation Center is a national nonprofit service organization recognized as the nation's leading authority on organized philanthropy, connecting nonprofits and the grantmakers supporting them to tools they can use and information they can trust. The Center maintains the most comprehensive database on U.S. grantmakers and their grants; issues a wide variety of print, electronic, and online information resources; conducts and publishes research on trends in foundation growth, giving, and practice; and offers an array of free and affordable educational programs. Every day thousands of people gain access to valuable resources through the Center's web site and in its five regional library/learning centers and national network of more than 400 funding information centers at libraries, nonprofit resource centers, and organizations in every U.S. state. *Foundation Directory Online*, provides detailed information about more than 95,000 U.S. foundations and corporate donors and 1.7 million grants. It can be used free of charge on site at all Center locations and Cooperating Collections.

****The San Francisco Foundation (<http://www.sff.org/about>). We reinforce communities through the thousands of grantees we support. We choose only nonprofit organizations with exemplary records and promise for strengthening the Bay Area.**

****American Honda Foundation (<http://corporate.honda.com/america/philanthropy.aspx?id=ahf>) --The Foundation makes grants to worthy non-profit causes, programs and organizations that directly benefit the people of the United States in the areas of youth education and scientific education. Since its inception, the American Honda Foundation has provided more than \$20 million in grants. The American Honda Foundation reflects the basic tenets, beliefs and philosophies of the Honda companies, which are characterized by the following qualities: imaginative, creative, youthful, forward-thinking, scientific, humanistic, and innovative. Grants are provided in the fields of youth education and science education. The American Honda Foundation (AHF) realizes that the current economic crisis is dramatically impacting the nation's nonprofits by increasing the need for assistance in the community. At the same time, available resources to nonprofit organizations are decreasing. In light of this, AHF has modified its grant proposal range from \$20,000 to \$60,000 per organization to allow the AHF to support more nonprofits.**

****Home Depot--Grants are available to organizations with non-profit status for projects relating to environmental research and education of forestry and ecology, green building design, clean-up and recycling, and lead poisoning prevention. Home Depot Foundation can provide funding as well as recruit Home Depot volunteers to help with labor. www.homedepotfoundation.org**

**** Captain Planet Foundation--Captain Planet Foundation funds hands-on environmental projects for children and young people so they can develop a better understanding of the world around them. The projects should involve children between the ages of 6-18 and impact planning and problem-solving skills. Amount: \$250-2500 Deadline: Proposals are reviewed the last day of March, June, September, and December. www.captainplanetfdn.org**

**** The Charlotte Martin Foundation--A private independent foundation operating in the western U.S., the Charlotte Martin Foundation is dedicated to enriching the lives of youth in the areas of athletics, culture, and education, as well as preserving and protecting wildlife and habitat. Support includes environmental education for youth and promoting active involvement in wildlife and habitat protection. Amount: varies Deadline: continuous www.charlottesmartin.org**

**** Monsanto Fund--Monsanto provides support to non-profit, tax-exempt organizations in four priority areas: agricultural abundance, the environment, science education, and our communities. Grants are made both within and outside the U.S. Amount: varies Deadline(s): January, March, July, and September www.monsantofund.org**

**** Wal-Mart Foundation (<http://walmartstores.com/CommunityGiving/203.aspx>)--The Wal-Mart Foundation supports programs and initiatives in four main areas of focus: Education - Addresses the educational needs of underserved young people ages 12-25. Examples include programs focused on high school success, access and retention of first-generation college students and adolescent literacy. Workforce Development / Economic Opportunity - Provides job skill training, counseling and support services for unemployed, underemployed and displaced workers. Examples include career counseling services, financial literacy initiatives and job readiness programs. Health and Wellness - Improves access to health care, reduces health care disparities and promotes healthy lifestyles. Examples include food distribution programs, immunization clinics, health education organizations and personal health record technology. Environmental Sustainability - Assists in the development or expansion of environmentally sustainable communities. Examples include energy auditing education programs, green job training and retrofitting/green building initiatives.**

Invest in the Future of America's Children: Support Funding for Mentoring

THE CHALLENGE

Research demonstrates that youth who participate in mentoring relationships experience a multitude of positive benefits. In the US today, 17.6 million young people – nearly half the youth population – want or need mentors to help them reach their full potential, and nearly 44 million adults say they are willing to become mentors. Yet, due to capacity limitations, only 3 million youngsters are in formal mentoring relationships. This leaves nearly 15 million American young people still in need of mentors; these young people comprise the nation's "mentoring gap."

WHY MENTORING?

A growing body of research confirms what we instinctively know to be true – that a caring adult can make a big difference in a child's future. Mentors serve as role models, advocates, friends, and advisors. Numerous studies document that mentors help young people augment social skills and emotional well-being, improve cognitive skills, and plan for the future. High-quality mentoring also results in better attendance at school, lowers dropout rates, and decreases involvement with drugs and violent behavior. In short, quality mentoring works.

DOING MENTORING THE HIGH-QUALITY WAY

Creating successful mentoring relationships entails much more than simply assigning a well-meaning adult to a young person and "letting the magic happen." Money, personnel and resources are required to initiate and support quality mentoring relationships. High-quality mentoring, based on the Elements of Effective Practice, comes at a cost. The average cost per child per year for a mentoring match ranges from \$1,000 for a school-based mentoring program to \$1,500 for a community-based mentoring program.

To run high quality programs, mentoring organizations must:

- Have well-trained, professional staff dedicated to the program (one-third of programs indicate that hiring and retaining quality staff is a challenge due to low salaries)
- Conduct recruitment campaigns to attract potential volunteers to the mentoring program (over 80% of programs have young people on their waiting lists for mentors, due to lack of staff, funding and volunteers)
- Interview, check references, and perform criminal background checks on each potential volunteer. Many programs indicated that a reduced cost in background checks and additional funding would be beneficial and would allow them to better screen potential mentors.
- Carefully match each mentor with a young person, and provide thorough initial training plus ongoing training and support, monitoring, and guidance to both mentor and mentee.

All of these elements, plus more, are essential to a mentoring relationship's ultimate success. When properly prepared and supported, a mentor is more likely to connect with the young person and stick with the relationship when times get hard. Again, research confirms that when mentors are provided with training and ongoing support, the mentoring relationships are closer and lead to stronger positive effects on the young people being mentored.

According to a 2005 national poll on mentoring that asked mentors what would have improved their overall mentoring experience, 30% acknowledged better training and 35% responded that additional resources would have enhanced their experience, both of which come at a high cost for programs.

FEDERAL FUNDING FOR MENTORING

In the 2003 State of the Union address, the President announced his intent to request \$450 million for mentoring over three years to support the recruiting and training of one million mentors. Congress subsequently approved a significant increase in federal funding for mentoring in FY2004. The beneficiaries of this increase were two existing federal programs. Each was funded at \$50 million in FY2004 and in each year since then:

- Department of Education's Mentoring Programs grants. This program provides grants to local mentoring organizations to establish or expand their mentoring program.
- Department of Health and Human Services' Mentoring for Children of Prisoners program. This program provides funding to organizations that match mentors with young people whose parents are incarcerated.

In both programs, schools and community- and faith-based organizations are eligible to apply for funding. Grant funds can support recruiting, screening, and training of mentors, as well as hiring and professional development of mentoring coordinators and support staff.

PROPOSED 50% CUT IN FUNDING

The President's proposed FY2010 budget would cut mentoring funding in half by eliminating the Department of Education's Mentoring Programs grants, while sustaining the Mentoring Children of Prisoners program. The proposed elimination of the Mentoring Programs grants will be detrimental to the availability and quality of youth mentoring:

- \$50 million is needed for FY2010 to support the second and third year of funding for existing programs. Each grant awarded under this program is a three-year project, and the elimination of this program will terminate existing grantee projects prematurely.
- Research shows that when mentoring relationships terminate unexpectedly, it can have a detrimental impact on the child. Ending these grants early will likely result in dozens of mentoring programs closing, prematurely ending hundreds, if not thousands, of mentoring relationships.
- Besides the immediate one-year impact, the elimination of this program will mean the end of the only authorized federal program specifically focused on providing mentors for children facing a wide range of issues. This will significantly impact the ability of mentoring programs to continue to serve children, and will ultimately mean fewer children in mentoring relationships.

WHY SUPPORT SUSTAINED FEDERAL FUNDING?

Most mentoring programs are initiated by nonprofit organizations, faith-based institutions, and community groups that have little or no capital. Given the cost involved in effectively serving the young people in need of mentoring around the country, mentoring programs must have access to adequate funding to run high-quality programs and increase the number of children served.

A significantly greater federal investment in mentoring is needed for several reasons:

Federal funding can seed the creation of new mentoring efforts and expand the reach of existing ones. Federal grants help mentoring organizations leverage private sector contributions, increasing long-term financial stability and sustainability.

- Without increased funding, mentoring organizations will never be able to recruit, train, and support all of the mentors necessary to bridge the mentoring gap.
- In a survey conducted of 1000 mentoring programs across the country, 78.8% admitted that fundraising is very or somewhat difficult for their program, and 53.8% of programs are concerned that they will have to shrink in size or end their operations due to lack of funding.
- Existing federal grant programs for mentoring competitively fund the highest quality applicants that demonstrate sound and effective mentoring plans and practices, and provide flexible grant funding to best address local needs. This funding promotes local control and rewards high quality and effectiveness.

MENTOR encourages Congress to continue funding both of these critical federal grant programs for mentoring at \$50 million each.

http://www.mentoring.org/take_action/advocate_for_mentoring/funding_for_mentoring/fact_sheet/

Are We Taking Full Advantage of Older Adults' Potential?

Sheila R. Zedlewski, Barbara Butrica December 13, 2007

Staying engaged in work and formal volunteer activities at older ages significantly benefits the well-being of the volunteers, the organizations that count on them, the people served by those organizations, and the economy. This study, based on data from the Health and Retirement Survey, shows that over 10 million healthy older adults with no caregiving responsibilities did not work or volunteer in 2004. About half of these able seniors are under age 75 and 9 out of 10 have prior work experience. Given this untapped potential, shortages of volunteers and workers should prompt employers and nonprofits to court this talent.

Staying engaged in work and formal volunteer activities at older ages significantly benefits the health and well-being of the volunteers themselves, the organizations that count on them, the people served by those organizations, and the economy. Yet, numerous studies show many older adults, especially those in low-income groups, sit out these opportunities. Why isn't completely clear. Do some older Americans simply prefer to relax and spend time with family, friends, and hobbies after long and sometimes stressful years on the job? Do such personal challenges as poor physical or mental health or limited skills keep them from connecting? Or are opportunities scarce or out of sync with older adults' preferences?

The answers to these questions have broad and pressing policy implications. In 2008, the oldest baby boomers will start turning 62—the age at which many people retire. Since this cohort is 76 million people strong, the societal and economic payoffs for encouraging boomers to stay engaged could be enormous.

Using data from the 2004 Health and Retirement Study, we estimate the potential for increasing engagement among adults 55 and older. We define engagement as working for pay or volunteering for an organization, and summarize the literature that documents the key benefits of engagement at older ages. We then examine engagement rates among older adults and the characteristics that distinguish the engaged from the unengaged, highlighting income differences. We then estimate which and how many unengaged older adults would most likely benefit from increased engagement opportunities. Finally, we ask how well demand for older workers and volunteers is likely to mesh with supply.

We find enormous potential for increasing the number of engaged older Americans. More than 10 million healthy older adults with no caregiving responsibilities, including 3.6 million low income individuals, are now on the sidelines. Over half of these able seniors are under age 75, and 9 out of 10 have worked before. And recent surveys indicate that this larger group is interested in both paid work and volunteer opportunities. Given this untapped potential, shortages of volunteers and workers should prompt employers and nonprofits to court this talent. That said, public policies that boost engagement among interested low-income seniors—who have the most to gain—may also be needed to ensure broad participation.

*(End of excerpt. The full paper available as PDF@
http://www.urban.org/UploadedPDF/411581_adult_potential.pdf*

Older Adults Engaged as Volunteers

Sheila R. Zedlewski, Simone G. Schaner May 30, 2006

The growing number of boomers reaching retirement age over the next 20 years offers an unprecedented chance to tap into a large base of potential volunteers. It makes good sense to consider ways to encourage boomers' volunteerism. Benefits would accrue to society directly through the contributions of unpaid work, to older adults as volunteering improves health and well being, and potentially to government, as healthier older adults require fewer health care dollars.

In fact, numerous studies document that active and engaged older people remain in better health. For example, a recent small-scale experiment shows that low-income minority seniors volunteering in public elementary schools outscored their nonparticipating counterparts in both physical strength and cognitive ability (Fried et al. 2004). Other studies find older adults who volunteer live longer and with better physical and mental health than counterparts who do not volunteer (Lum and Lightfoot 2005; Murrow-Howell et al. 2003). Glass and his colleagues (1999) show that productive activities like volunteering and work can lower the risk of mortality as much as fitness activities can.

A better understanding of who is volunteering today should precede efforts to direct resources toward supporting volunteerism among aging boomers. Previous studies, for example, caution that the retirement of the baby boom population will not necessarily lead to a new, willing army of volunteers. Some studies show that older adults do not volunteer more in retirement than while working. Rather, those who volunteer during their working years tend to volunteer during retirement (Harvard School of Public Health 2004). Other literature documents that personal characteristics such as religion and education are associated with higher rates of volunteerism (Kutner and Love 2003).

This *Perspective* uses data from the 2002 Health and Retirement Study to examine volunteerism among adults age 55 and older.¹ Formal volunteering is defined as volunteering for an organization; and informal volunteering, as time spent helping others not in the household. The relationships between demographic and economic characteristics are also explored for these two types of volunteerism.

The results provide new insights into volunteering among older adults. Contrary to some prior studies, we find that nonworking adults engage in formal volunteer activities somewhat more often than full-time workers, accounting for other characteristics that affect volunteering. Men volunteer informally more often than women, once differences in work status, education, and health between the sexes are taken into account. Results also confirm other studies showing that adults who assign high importance to religion, those with higher incomes and more education, and those in good health volunteer more often than their counterparts. Further, Hispanics volunteer less often than either whites or African Americans. As discussed, these insights could help shape initiatives to increase volunteerism among older adults.

Note: The full 8 page report is available in its entirety @ http://www.urban.org/UploadedPDF/311325_older_volunteers.pdf

Older adults looking to volunteer their skills have few boundaries

(ARA) - Look anywhere in the nonprofit world these days and you're likely to find an older adult volunteering his or her expertise in new ways. From the board room to the building site, organizations are putting those 50 and older to work to meet a rising demand for charitable services. In the process, members of the most experienced active generation are discovering the possibilities of giving back on their own terms.

So what's powering the boom in older adult skilled volunteering? There's a revolution under way in how nonprofits are asking for help, and this group is ready to make a difference during the recession. Two million more baby boomers and close to 800,000 people 65 and older volunteered in 2008, according to the Corporation for National and Community Service - making the current crop of older adults the most socially engaged in three decades. At the same time, organizations are designing creative new roles for volunteers who have expertise. Many organizations are posting them online at VolunteerMatch.org, where more than 10,000 nonprofits have signed up since the start of the recession.

Sue Hires, 55, began volunteering at Just Friends, an adult day service in Columbus, Ind., when her mother started participating in the program. As a registered nurse, getting involved at Just Friends was a natural fit for Hires, and she thrived at helping the organization understand how to improve its operations and marketing from a participant family's point of view. Since then, as Hires' interests evolved, so has her involvement. Today, she's the organization's green thumb, getting her hands dirty by putting her skills as a master gardener to work keeping the garden beautiful. "I guess nurturing is just kind of up my alley," she says.

Like a lot of nonprofits, Just Friends tries to accommodate a variety of skilled contributions from its volunteers. Elizabeth Ball, a volunteer resource coordinator, says she keeps an updated list of each volunteer's interests and regularly asks them what they may want to try. "Everybody's needs change over time," says Ball.

According to recent research by Volunteer Match, older adults in particular tend to have interests that are more specific than many other demographics. Even traditional barriers to involvement, like geographic distance, can be overcome by a committed older volunteer.

For John Dits, 58, connecting with others has been a key part of his engagement on volunteer housing builds, and it has led the longtime construction contractor far from his Elko, Nev. home. A self-professed "hands-on kind of guy," Dits began volunteering for Habitat for Humanity and other housing groups after years of helping out on land improvement and planning issues. "I guess I started to grow a bit," he said. Dits has since volunteered on builds from the Gulf Coast to Costa Rica. The physical work of volunteering in construction can be draining, he says, but the satisfaction of helping to guide first-time volunteers is priceless. "A big part of the success is just making sure every one is having a positive experience. They're always surprised by what they're capable of," says Dits.

As a blue collar skilled volunteer, Dits isn't alone. Despite the popular notion that skilled volunteering happens in board rooms, the listings at VolunteerMatch.org show plenty of demand for industrial trades like construction, plumbing, and gardening. Travel Town, for example - a museum that restores historic trains in Los Angeles' Griffith Park - is currently looking for a cabinet maker to join its crew of mostly 50-something volunteer videographers, carpenters, track inspectors and metal workers.

According to volunteer manager Julie Foster, Travel Town's entire restoration team consists of volunteers. Even so, she says productivity is not something the organization worries about. "I may not see these volunteers every day, but when I do see them I smile knowing that a lot will get done," says Foster.

Greg Ramsey, 55, is a U.S. Navy track inspector and self-described fan of "big machines." At Travel Town, he handles heavy mechanical work, track-laying, and maintenance. He also spends time working with other volunteers. Growing up in nearby Burbank, Calif., Ramsey recalls hanging around Travel Town himself and checking out the machines. Now he's proud to be able to show young people the ropes. "Some of these kids have never even turned a wrench," says Ramsey. "A lot of them end up thinking, 'You know, it's really fun to get dirty and work with my hands.'"

Courtesy of ARA content-Retrieved from <http://www.wthr.com/Global/story.asp?S=11012644>

Curriculum Vitae
Last Revision 3/30/09
Tamberly Mott, MA, MFT
Marriage and Family Therapist (CA License #MFC45783)

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415 632-8702
FAX 415 508-0317
tamberlymott@yahoo.com
www.tamberlymott.com

PERSONAL

Born: October, 1961
Marital Status: Married since 1985
Children: Ages 23 & 21, (Boy, Girl) *plus one 17 mo. old granddaughter

MISSION STATEMENT

My vision and mission include being committed to be the best provider of effective, respectful, caring, non-judgmental, confidential, therapeutic, coaching, and educational support services. My aim is to enable individuals to fulfill their potential by complementing their life experience and personal development with professional support; to provide a safe environment for the self-expression of their experiences and emotions; helping all to grow and adapt to their unique life changes; to facilitate the healing process for those who are hurting; and developing strategies and proven techniques with the individual and/or family to enable self-healing and sustainability. My goal is to have each person actualize their own self-worth and become confident in processing their insights and developing sensory awareness, and/or accomplishing the newly learned skills, customized for their individual life situation. By doing so, my clients will be able to apply their new knowledge and/or life skills in school, the workplace, their everyday living conditions, and contribute to the social and environmental development of their communities. My work will serve to advocate for the infant/child/youth/family to prevent discrimination, child neglect and abuse, and to promote strong child/caregiver(s) attachments/relationships, supporting parents/caregivers, and promote healthy child development with best practices in prevention and early intervention.

CAREER GOALS and OBJECTIVES

As a clinician, teacher, and activist community member my goals are to work as a licensed Marriage and Family Therapist specializing Applied Organic Psychology practices for children and families. My objectives are to further integrate my training, knowledge and experience while effectively helping my clients in their journey of healing and growth. Further, it is my intention to share my specialized insight, knowledge, and understanding of working with

children and families, with various populations and group/organizational systems, in order to contribute to my community and be an agent of change in the greater San Francisco Bay Area. I look forward to completing my doctorate degree, growing my private practice serving children and their families, as well as seeking other related opportunities that will help me to stay connected to the available resources in the SFBA to meet the growing needs of the clients I serve.

EDUCATION

Current PhD Student (Applied Organic Psychology) through a collaborative program with Portland State University, Akamai University and the Institute of Global Education-Distance Learning Program.

Saybrook Graduate and Research School, San Francisco, CA; Humanistic Transpersonal Psychology, PhD. Program - March, 2007 to May, 2008. Emphasis on Social Change.

Master of Arts in Counseling Psychology, Argosy University (The American School of Professional Psychology), Point Richmond, CA; October, 2006.

Bachelor of Arts in Psychology, Argosy University, Point Richmond, CA; August, 2004. Graduated -Summa Cum Laude.

Special Education Teacher Certification, Columbia Junior College, Sonora, CA, 1981.

Other Undergraduate Study from 1980-1985: English Literature, Contemporary Communications, Written Communications, Eco-Psychology, Organizational Psychology, Experimental Psychology, Psychology of Adjustment, Personal/Social Psychology, U.S. History, U.S. Social Institutions, American Social Patterns, Human Sexual Behavior, Sign Language, Color & Design, Sales and Management Concepts, and Dance & Movement.

Continuing Education

2nd Annual Northern California Regional Play Therapy Conference, 2/13/2009.

Past Professional Conference workshops (2005-2008) with Master Presenters Included: Irvin Yalom, M.D., Salvador Minuchin, M.D., Mary Catherine Bateson, Ph.D., Claudia Black, Ph.D., Albert Bandura, Ph.D., Albert Ellis, Ph.D., John Gottman, Ph.D., Julie Gottman, Ph.D., Harville Hendrix, Ph.D., James Hillman, Ph.D., Jean Houston, Ph.D., Donald Meichenbaum, Ph.D., Arnold Lazarus, Ph.D., Harriet Lerner, Ph.D., Marsha Linehan, Ph.D., Marion Woodman, Ph.D., Cloe Madanes, Monica McGoldrick, Ph.D., Judith Beck, Ph.D., Scott Miller, Ph.D., Christine Padesky, Ph.D., Erving Polster, Ph.D., Ernest Rossi, Ph.D., Martin Seligman, Ph.D., Francine Shapiro, Ph.D., Daniel Siegel, M.D., David Barlow, Ph.D., Michele Weiner-Davis, MSW, William Glasser, M.D., Thomas Szasz, M.D., Bessel van der Kolk, M.D., Michael White, B.A.S.W., Jeffrey Zeig, Ph.D., Albert Bandura, Ph.D., Mary Goulding, MSW, Jay Haley, M.A., Patch Adams, Robert Dilts, and Aaron Beck

Hakomi Therapy: Body and Mindfulness Self-Study, San Francisco, CA, 9/2006 to 9/2007.

Other professional workshops included: Disaster Preparedness (damage assessment), Home-based Counseling; Counseling and Coaching for New Mothers; Multicultural Counseling; Domestic Violence Awareness; Eco-Therapy; Codependency and Trauma; Guided Imagery; Adolescents and Self-Inflicted Violence; Cinema Therapy Techniques; Counseling with Choice Theory (William Glasser-Reality Therapy); Coming Out-Helping Clients with LGBTQ Issues; Diagnostic Hierarchy for Assessment and Treatment Planning – When a “Bad” Child is Presented; and T'ai Chi Chih

Personal Psychotherapy; 2003-2005. Therapy and mentoring provided by Ann Cobb, MA, RN, MFT (License #MFC 38347), Burlingame, CA.

Other training 1990-2002: More than 1040 hours--Formal workshops/seminars and one-on-one teaching and mentoring in Self-Awareness, Understanding Human Nature, World Religions-Practices & Beliefs, Spiritual Leadership, Spiritual Curriculum Development, Counseling Skill Development, Spiritual & Emotional Growth, Child Counseling, Young Adult Counseling, Couples & Marriage Counseling, Counseling the Aged-Nursing Home Ministry and Death/Dying & Bereavement

Professional Memberships-Affiliations

Board of Behavioral Sciences, Sacramento, CA; MFT, since 5/2008.

Prelicensed Member of California Association of Marriage and Family Therapists (CAMFT), since 11/2004; licensed MFT member since 5/2008.

President-Elect for San Francisco CAMFT Chapter (California Marriage and Family Therapists) 2009-2010.

Northern California Group Psychotherapy Society since 2009.

Member of APT-Association for Play Therapy and CA-APT since 2008.

Member of Healthline-Organization Providing Up to Date information on health issues and trends.

Elementary Teaching Credential from CA State Board of Education, 11/2007.

Certified Emergency Response Volunteer, Brisbane, CA., 2009/Present.

Active residential member of Brisbane Chambers of Commerce since 2008.

COUNSELING EXPERIENCE

In addition to serving clients in my private practice, I am providing counseling and therapeutic support services to Lipman Middle School students and families in Brisbane, CA., on a Pro Bono basis; 2008 to present.

MFTI Clinician, Juvenile Girls Program with YFES, Redwood City, CA; 10/2006 to 8/2007

Court-mandated intensive program, providing Individual Therapy, Group Therapy, Family Therapy, and psychoeducation for at-risk youth with co-occurring disorders – utilizing the Girls Circle Model. Program has cognitive-behavioral approach, focusing on increasing connections

(relational theory), building strengths, developing resiliency, and social-emotional development (improving social support, body image, and self-efficacy).

MFTT/MFTI Clinician, Youth and Family Enrichment Services, San Mateo County, CA; 8/2006 to 8/2007

Providing Individual and Family therapy in Counseling Clinic, School-Based (K-5), Diversion (Adolescent), and Intake Services- utilizing an integrative approach with humanistic, contemporary psychoanalytic and cognitive-behavioral models. Internship includes ongoing weekly training seminars, 1 to 2 hours of individual supervision per week and 2 hours of group supervision per week.

Practicum MFT Trainee, Youth and Family Enrichment Services, San Mateo County, CA; 8/2005-8/2006

School-Based and Diversion Clinician providing Individual and Group Therapy to Middle School Students and their families. Strength-based therapy addressing a variety of issues, including: anger management, anxiety, depression, academic related issues, negative peer influences, social skills, drug/alcohol issues, grief/loss, divorce/blended family issues, and other social/cultural issues. Therapeutic methods integrated Rogerian, Art & Play and Adlerian therapies. YFES provides ongoing weekly training seminars, group supervision and individual supervision-approximately 6 hours weekly.

Life Skills Coach, San Francisco Bay Area, CA, 2003 to 2005

Providing life skill coaching and mentoring services to children and families. Strength-based services including: goal and priority setting, organizing and balancing professional and personal commitments, coping with major and minor life transitions, and lifestyle management.

Crisis Counselor, Youth and Family Enrichment Services- Intervention and Suicide Prevention Center, San Mateo, CA, 9/2004 to 9/2005

Answering calls on 24-hour phone lines- Crisis Suicide, Parent Support, and Alcohol/Drug Treatment, providing immediate crisis assessment and intervention. Training included: Active Listening, Suicide Assessment, Emergency Procedures, Child/Elder Abuse reporting laws, Parenting Adolescents, LGBTQ issues, Frequent/Difficult Callers and Boundaries, and Alcohol/Drug Recovery-Treatment-Referrals.

Human Services Intern, Planned Parenthood Golden Gate, San Francisco, CA, 2004-2005

Clinic Based Advocate (CBA) during Teen clinics at San Mateo and Redwood City clinics; weekly visits. Developed and wrote training manual for CBA position, and assisted with other public affairs projects. Co-facilitated introductory CBA training meeting. Trained and participated in Client Escorting at San Mateo clinic where protestor presence is active.

Mobile Crisis Counselor, Maricopa County, AZ, including: Mesa, Gilbert, and Queen Creek, AZ, 1992-2002

Served as primary crisis intervention counselor for adolescents and woman, ages 14 to 60-plus; intervention included phone work (24-hour availability), weekly in-home meetings and family interventions.

Couple and Marriage Co-Counselor, Heritage Free Will Baptist Church, Gilbert, AZ, 1993-2002

Provided spiritual counsel for young couples; instruction on parenting, conflict resolution, prioritizing-time-management, interpersonal & spiritual growth and related Evangelical instruction.

Therapeutic Foster Care Parent, Maricopa County Therapeutic Foster Care Agency, Mesa, AZ, 1992-1994

Certified and licensed to perform TFC parent duties, children age 6-12. Full time and part-time respite care included: planning and developing mental health care in the home, working with individual case management and social workers, writing daily, weekly, and monthly reports.

Care Giver- Administrative Assistant, Adult Care-Home Facility, San Andreas, CA, 1979-1982

Assisting de-institutionalized mentally/physically challenged adults with daily personal hygiene needs and other developmental needs. Created, established, and coached a multi-level Special-Olympics training program and maintained daily progress records.

LECTURE EXPERIENCE

Parenting and Co-parenting Psychoeducation- Presentations/lectures for multiple parent groups in Brisbane, San Mateo, San Carlos, Redwood City, and South San Francisco, CA, 10/2003- to Present.

See web site www.tamberlymott.com for current classes contracted by City of Brisbane, Parks and Recreation Department.

Ecotherapy Training for Helping Professionals-International Media Production

2/7/09 Answering-What is Eco Anxiety, Teaching-Natural Systems Thinking Process; Peer Training. Featuring Tamberly Mott, MFT, Ecotherapist. Training Filmed, with in depth interview by to be broadcasted in 2009 by Philippe Lagnier, Video & Manon Aubel, Producer.
<http://www.arte.tv/fr/70.html> (French & German)

San Francisco Chapter Association Play Therapists

1/16/09 Combining Play Therapy with EcoTherapy for Kids; Peer Training

Stamp Out Stigma (SOS), Speaker, San Mateo, CA, 2005

3/1/05 CAMINAR Staff; Professional Training

3/5/05 Marin County Suicide Prevention Center; Volunteer Training

3/8/05 San Mateo County Human Services Class; Peer Training

3/17/05 San Mateo County Human Services Class; Peer Training

3/30/05 College of San Mateo Psych Intern Training; Student Training

4/5/05 Notre Dame De Namur University Psychopathology; Grad Student Training

5/12/05 Mental Health Association of San Francisco Conference; Peer Training

As a panel speaker for SOS, sharing my experience as a child growing up with a mother with mental illness, I offer a unique perspective on mental health issues. This educational outreach program seeks to eliminate the stigma associated with mental illness.

ProMasters, Toastmasters International, Foster City, CA, May 2004 to 2006

Membership included weekly meetings, prepare and deliver speeches (relevant to professional interests); responding to impromptu topic questions thinking and speaking in 2 minute speech segments; receiving and providing fellow members with helpful constructive speaking evaluations; and preparing and fulfilling meeting leadership role assignments. Two 6-month Officer positions- Sergeant of Arms & Vice President of Education. 1st Place awards in local and area speech contests.

Peninsula Family YMCA, San Mateo, CA, 2003-2004

Volunteer Trainer & Co-facilitator for Building Futures - Mentor Training; educated mentor applicants in Communication Skills, Relationship Building, and Issues with Today's Families and Child Abuse.

Women's Ministry Coordinator, Heritage Free Will Baptist Church, Gilbert, AZ, 1997-2002

Developed a wide-range of "topical" curriculum and led a weekly lecture series for women ages 20 to 60-plus on topics including: Women's Leadership, Parent and Child-Teen-Adult Relationships, Teen Life Crisis, Suicide, Mid Life Crisis, The Meaning of Difference (Cultural Diversity), Active Listening, Non-Violent Communication, Babies Don't Come With Instructions, Parenting the Pre-schooler, Living with Chronic Pain and/or Depression.

Youth Leader/Speaker, Heritage Free Will Baptist Church, Gilbert, AZ, 1992-1999

Mentored and Educated pre-adolescents and adolescents, utilizing spiritual and psychological teachings, equipping them for experiences in High School and young adulthood; leading weekly and bi-weekly meetings-- topics included: Self-identification, Cliques & Teen Social Behavior, Drugs, Sexuality, Suicide & Dangerous "Thrill-seeking" Behaviors, Cultural Diversity, Effective Communication, Conflict Resolution, Child-Parent Relationship Skills.

OTHER RELEVANT EXPERIENCE

Academic High School Mentor @Hillsdale High School, San Mateo, CA, 2003 to 2005

Supported and assisted senior students throughout school year to complete Senior Exhibition Research Project (required for graduation) - included: monthly planning and assessment meetings with student, editing research paper, and presentation- panel judging.

Co-Facilitator Challenge Day Workshops @Oakland High School/San Pablo High School, CA, 2004-2005

Facilitated Challenge Day's "Be The Change" vision and mission in multiple break-out groups of 8-10 students during 7 hour workshops; Organization Mission Statement – Challenge Day provides youth and their communities with experiential workshops and programs that demonstrate the possibility of love and connection through the celebration of diversity, truth and full expression.

Preschool Teacher, Librarian & Chapel Coordinator, Heritage Christian Academy, Gilbert, AZ, 1997-2002

Taught advanced pre-kindergarten curriculum to 4-year-old students. Managed and maintained school library; teaching library related skills and reading incentive program to students K5- Fifth grades. Designed and implemented creative personal-development curriculum for chapel meetings (3 days a week), that included: music, puppets, flannel board visuals, drama/skits, special lectures, movies, and other, for approximately 300 children.

Kindergarten Teacher, Heritage Christian Academy, Gilbert, AZ, 1994-1996

Taught full-day advanced Kindergarten curriculum to high achieving students. Developed curricula and instructional practices to promote successful learning. Other responsibilities included writing lesson plans for half-day classes to correspond with full-day schedule, and counseling/coaching parents to assist them in providing support for their child's skill advancement, improving self-esteem and academic placements. Developed and implemented pre-kindergarten assessments for students applying for admission to kindergarten.

Child Care-Giver, Heritage Christian Academy, Gilbert, AZ, 1990 – 1993

Provided full-time daily care, meeting needs of infants (6 weeks through 1yr); 5 to 1 ratio. Planning and implementing age appropriate lesson plans & developmental discovery time lines.

Admitting Specialist, Mills Memorial Hospital, San Mateo, CA, 1983-1984 & 1985-1987

Interviewed incoming patients prior to inpatient, outpatient, surgery and emergency admissions to obtain and input patient demographic information. Explained hospital policies, and collect/verify insurance and related data to bring patient into hospital system; assisted family members as needed. Coordinated the assignment of beds according to medical needs, availability, and medical staffing.

PUBLICATIONS

"A Therapeutic Response to Youth Hate Crime Offenders and their Broken Attachments"
Play Therapy Magazine, Association of Play Therapists, March 2009; Peer Reviewed.
Can be retrieved @: <http://www.a4pt.org/download.cfm?ID=27835>

"Are You Ready to Green Your Therapy Session"
San Francisco Chapter California Marriage and Family Therapists Newsletter, March/April 2009;
Peer Reviewed. Can be retrieved @ <http://www.sfcamft.org>

"What is a MFT - A LCSW - A PsyD?"

"Ethics in Psychotherapy Part 2 - Professional Associations"

"Ethics in Psychotherapy Part 3 - Training the Professional"

"Ethics in Psychotherapy Part 1 - Personal Philosophy"

"Human Development - Focus on Jean Piaget" –Peer Reviewed

"Taming the Tantrum While Preparing For the Future"

"Help Your Messy Kid Become a Happy Tidy Kid"

"Creative Rituals to Spark Your Imagination and Inspire Your Soul"

"Does the Sexual Orientation of Parents Affect Children?"

"How to Protect Your Child"

"Helping Your Children Explain to Their Friends What it Means to Have Two Mommies Or Two Daddies"

Articles published on EzineArticles.com, 2008. Can be retrieved online.

Donna J. Wolfe, LPT
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465 VISITACION AV BRISBANE, CA 94005 650.291.2593

Objective:

To work in a collaborative position as the Director of Development, who oversees all aspects of the fundraising processes including planning the strategy, identifying potential funding sources, and ensuring a smooth operation of fundraising activities, focusing on building relationships and forging close connections between the organization and supporters.

Profile

- Highly organized, diligent and responsible, able to create and execute complex projects and program to meet organizational needs.
- An enthusiastic and thorough trainer and team member, able to convey information with clarity and patience, and experienced in fundraising.
- A quick learner, able to absorb new material with ease.

Work Experience

- 2006-current** Point Across Info Network, Owner and Consultant/Trainer
Facilitating Work Place Violence and/or Crisis Response Training as a crisis intervention program. Developed a training service for San Mateo Sherriff's Department, using mental health experts trained to produce training "Role Plays." This service has expanded to provide trainings for multiple corporate and law enforcement organizations. The mission is to provide a greater understanding of mental health issues, including Workplace Violence Prevention, for various organizations and businesses. www.pointacrossinfo.com
- 2006-current** Mental Health Program Coordinator BAART Programs
Designed, development, and implemented new service for patients wishing to have medication assessments. Medication management, case management services and crisis intervention as needed. In-service trainings regarding mental health and community speakers provided for clinic staff on a regular basis.
- 2006-current** VP/Treasurer on Board of Directors for Hyde St. Community Services/Tenderloin Mental Health Clinic since 2006, with a special interest in fundraising efforts.
- 2003-2006** San Mateo County Medical Center
Primary function was independent medication nurse; joined the Pharmacy Committee. Created video for 5 units within hospital.
- 2002-2003** Registry Medical Group
Worked as Marketer for agency that provided psych consults for skilled nursing facilities in the greater Bay Area. Obtained contracts for our services. Provided pertinent data for oncoming psychiatrist.

- 2000-2002** Focused on my businesses. I had a clothing line, then a store in Castro Valley while working through various nursing registries. I also was doing a lot of office management work for 2 to 3 companies. Also worked as an Office Manager for a Physical Therapy company and did some side jobs for a variety of companies doing billing, bookkeeping, marketing, etc.
- 1985-1986** St. Mary's Hosp./McAuley In-Patient Adolescent Unit LPT
Primary assigned to adolescents, then adults, then gero-psych unit.
Primary nursing function; total care, including meds for assigned patients.
- 1986-1987** SF General Hospital.
Joined the committee for Retention & Recruitment, as well as, Co-leader of the weekly Health Group. Received RANK #1 County- wide
- 1987-1992** Mt. Zion Crisis Clinic, SF (later Westside).
Provided frontline intakes for voluntary and involuntary 5150's, high volume take-downs and emergency medication administration.

Education/Certificates

- 2007 **Received 5150 Training and Certification**
- 2001-2002 **Eli Lilly "Professional Speaker and Presenter" as an NTP (Neuro treatment Team Partner)**
- 1986-current **Various trainings for MAB and PART for diffusing volatile behaviors**
- 1986-current **Various trainings for MAB and PART for diffusing volatile behaviors**
- 1985-current **CPR**
- 1989 **College of San Mateo San Business Management Certificate**
- 1987 **State of California Licensed**
- 1984-86 **San Francisco Community College Psychiatric Technician Program**

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