



SHRINERS AS MENTORS (S.A.M.) & DAUGHTERS OF IMPERIAL MENTORING EXCELLENCE (D.I.M.E.) IMPERIAL MENTORING DEPARTMENT

2023 Manual

Abstract

This manual provides a complete overview of the Imperial Mentoring Department and is a guide to the AEAONMS, Inc. and the Imperial Court Daughters, Inc. for mentoring youth across the Domain.

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Introduction

Greetings Nobles & Daughters! If there is a mission that we must strive to achieve, it is to continue to mentor and save our children! The S.A.M. (Shriners as Mentors) and the D.I.M.E. (Daughters of Imperial Mentoring Excellence) Program challenges every member of the Imperial Council and Imperial Court throughout the Domain, to reach out to the youth within your communities to make a difference in their lives.

It has been proclaimed by the Imperial Council and Imperial Court, that all constituent Temples and Courts must have a Mentoring Program. This manual is intended to act as a guideline with the basic tools needed for each Temple and Court to have a successful mentoring partnership with their mentees.

By participating in the Imperial Mentoring Program, you will assist in uplifting the lives of others and continue the great legacy set before us.

It is our honor to serve as your Imperial Director and Imperial Directress for this wonderful program and we pray that this guide will serve you, your Temple or Court, and your Mentees as well.

Yours in Service,
Noble Bennie F. Bowers, Jr. (34)
Imperial Director
Shriners As Mentors (S.A.M.) Program

Dt. Lawyanna M. (Shelly) Marshall, M.Ed., HPIC (65)
Imperial Directress
Daughters of Imperial Court Mentoring Excellence (D.I.M.E.) Program

History & Mission Statement

History of the Imperial S.A.M. (Shriners As Mentors) Program

The Shriners as Mentors (S.A.M.) Program started in 2005 at the AEAONMS Convention in New Orleans, LA by then Imperial Potentate Ralph Slaughter. Over its 17 years, this program has achieved high acclaim. Ninety-five (95%) of the Deserts (individual states or specific regional areas) throughout the Domain (Jurisdiction) have a mentoring program for at-risk-youths.

History of the D.I.M.E. (Daughters of Imperial Mentoring Excellence) Program

The Daughters Youth Mentoring program was established in 1995 as the brainchild of Past Imperial Commandress Mildred Crosby (2) as a project within her Court. The program was called Save One from Trouble (S.O.F.T.). During her tenure as Imperial Commandress, she sought to implement the program on the Imperial level, and it has stood the test of time. The name has changed over the years, but the dream has remained the same, providing assistance to our young people through mentoring. In 2011, our name was updated to the Daughters of Imperial Mentoring Excellence (D.I.M.E.) Program.

Mission Statement

The mission of the S.A.M. and D.I.M.E. Program is to provide positive role models for the purpose of building strong committed relationships, teaching life skills, and improving academic success, self-esteem, and social competency. We also strive to empower less fortunate, or at-risk youth, ages 8-22*, in our community to make positive life choices that enable them to maximize their personal potential and become productive citizens.

“Live your life so that your children can tell their children that you not only stood for something wonderful— you acted on it” - Anonymous



Shriners As Mentors & Daughters of Imperial Mentoring Excellence

What is the S.A.M. & D.I.M.E Program?

The S.A.M. and D.I.M.E. Program is a program through which, the Imperial Council and Imperial Court mentor young people ages 8-22* who need our support. This initiative is appropriate, since we, leaders within our communities, know what it takes to mentor young people to success. The objective is for every Temple and Court in the domain to identify at least one mentoring candidate and to “adopt” this young person as your “Mentee.”

What distinguishes the S.A.M. & D.I.M.E Program from other Imperial Programs/Departments?

The S.A.M. (Shriners As Mentors) and D.I.M.E. (Daughters of Imperial Mentoring Excellence) Program distinguishes itself from other Imperial Council and Imperial Court Programs/Departments by the nature of its structure, mission/goals, and reporting procedures. While we can (and do) support other programs/departments' efforts, we are NOT the same, nor are we combined with the Imperial Youth Department. S.A.M. and D.I.M.E. Mentors are provided with essential tools and documentation, coupled with their own personal and professional skillsets to administer quality mentoring experiences to young people within their communities.

FOUR GOALS OF THE S.A.M. & D.I.M.E. PROGRAM

- 1. Improve Social and Behavior Skills**
- 2. Educational Improvement**
- 3. Broaden Horizons**
- 4. Measuring Progress**

Improve Social and Behavioral Skills

The social and behavioral outcomes we will look for are improved feelings of self-worth, development of self-confidence, a decrease, or a reduction in discipline problems at school, and movement or advancement towards positive social attitudes and relationships. By establishing a warm, trusting relationship with a youngster, a mentor can help him/her deal with problems regarding peers and family. A mentor's caring disposition can often defuse a mentee's anger and help them look at new ways to resolve tough situations. Just a few conflict resolution skills can go a long way towards giving young people the tools they need to improve their personal interactions with family, peers, and adults in general. Talking about problems can minimize challenges, allowing them to concentrate more on schoolwork and less on negative behaviors. A trusted mentor can also help a mentee make better choices.

Educational Improvement

We expect that, because of mentoring, students will improve their study skills and homework habits. By showing mentees how to approach tests, coaching them on study skills (note taking, memorization), or guiding them through a difficult homework assignment, mentors can have a positive effect on mentees' academic performance. Some of the mentees need extra help with academics; others simply need consistent encouragement in doing their work. Through the one-on-one relationship, a mentor can assess a mentee's needs. The mentor can assist with finding tutoring help if it is needed, can suggest family or friends who might help the mentee with homework on a regular basis, or just give the mentee a boost of confidence in his/her ability to do the work. Mentors who work with small groups in classrooms can help the mentees overcome negative peer pressure. As they begin to perform better, we expect that the mentees will develop a more positive attitude toward school, improve their attendance rates, and submit their homework consistently and on time. Our hope is that mentoring will be one of the factors that will lead mentees toward improved grades, test scores, and a better outlook about academic achievement.

FOUR GOALS OF THE S.A.M. & D.I.M.E. PROGRAMS

Broaden Horizons

By exploring new interests, we hope the mentees will broaden their horizons, raise their ambitions, and set higher educational goals for themselves. Mentors serve as role models, showing the mentees that they can succeed, even against substantial odds. By reading to the mentees, taking them on field trips, discussing career opportunities, sharing hobbies and interests, the mentors can broaden mentees' worlds and help them envision a more positive future.

While it is easy to set goals, it is not always easy to accomplish them. We certainly do not expect every goal to be met perfectly by every mentee in the program. In fact, there may be many challenges and failures along the way. However, our hope is that, with a mentor's assistance, each mentee will be able to make some progress towards achieving intended goals by mastering at least some of the objectives outlined within the Action Plan designed by the Mentor-Mentee Team.

Measuring Progress

By the mid-year point of mentoring a mentee, mentors should begin to see some progress toward their goals. For example, mentees may be changing their attitude about schoolwork, may be involved in fewer fights or arguments, or may have acquired some new interests. By the end of the year, mentors and others may see some real changes. At that time, teachers will be surveyed about the child's progress. Mentors who have been in contact with the mentees' families will be able to receive verbal reports about improvements in attitude or academic skills. And the mentees themselves will be surveyed to see what progress they feel they have made and how they feel about it.



Why Mentor?

What is Mentoring?

Mentoring is the presence of caring individuals who, along with parents or guardians, provide youth with support, advice, friendship, reinforcement, and constructive examples. Young people – need and want – mentoring for a variety of reasons, including:

- Support from educators in helping students aspire and achieve
- A positive way for young people to spend free time
- Help for young people facing daily obstacles and difficult situations
- Economic and career skills, knowledge, and guidance
- Facing daily obstacles and situations remove this bullet, redundant

I. Why is mentoring important?

Many young people growing up in America are “at risk.” They have negative feelings about themselves, perform poorly in school and often engage in dangerous behavior. Many of them live in families where parents are coping with their own problems or are not available to provide guidance and support. Many do not live with parents at all. Mentoring programs offer these youth the potential to overcome hurdles, cope with problems and learn the basic skills they will need to become healthy and productive adults.

II. What does Mentoring Mean to Children?

To children, mentoring means having a trusted friend who cares about and listens to them, a role model they can look up to, who will help them achieve their dreams. In small towns and urban cities throughout America, young people are waiting to be matched with mentors, whereas a relatively small industry of mentoring organizations works tirelessly to expand mentoring and recruit responsible adult volunteers with whom to pair young people.

III. What options exist for organizations to help expand quality mentoring?

- *Support Existing Programs
- *Initiate or Expand Mentoring Programs
- *Support the Mentoring Industry

IV. What options exist for individuals to help expand quality mentoring?

- *Volunteer time
- *Participate in job shadowing days sponsored by employees
- *Support the Mentoring Industry

Why Mentor?

V. “What young people want from a Mentor”

- *Advice
- *Access
- *Advocacy

Who Should Mentor?

Suitable mentors see their goal as supporting the mentee and helping foster positive relationships in the child's life. They are willing to allow the mentee to make decisions about activities and lessons. They refrain from being too judgmental or "preachy."

Mentors should emphasize building a trusted relationship with the mentee. It should provide the mentor with general information about youth development as well as specific information about the youth in the program.

Mentors should be realistic about the responsibilities involved when committing to mentor a young person. If you are not sure about mentoring a young person, consider trying a short-term volunteer opportunity for at least six months.

Characteristics of a Mentor

Not everyone makes a good mentor. Experience indicates that successful mentors have certain characteristics in common. Successful mentors:

Give attention	Are committed
Tolerate frustrating situations	Are tolerant; not judgmental
Listen well	Serve as youth advocates
Communicate	Are role models
Nurture the relationship	Accept responsibility and accountability
Provide leadership	Are confidential
Turn everything into a learning experience	Do not replace the role of the parent or guardian
Are positive and encouraging	Do not interfere with school policies or procedures
	Love children
Build on the positive	Have a good sense of humor!

Committee Selection & Recruitment

Selecting Your Committee

Your participation should start with the Illustrious Potentate or Illustrious Commandress designating a Temple Director or Court Chairperson for the Mentoring Program. Initiatives such as this seem to have more success when spearheaded by individuals who have a real interest and genuine desire to function in this capacity.

As with the Temple's Director or Court's Chairperson, the committee of mentors should be those Nobles and Daughters that are zealous to volunteer and commit to the task of mentoring young people. **ALL Members can participate in the Mentoring Program!** Participating Mentors should possess the following characteristics:

- Be enthusiastic about working with youth
- Be familiar with the needs and concerns of today's youth, especially adolescents
- Be flexible and comfortable applying different approaches to reach youth
- Be well informed on programs and activities to prevent youth from engaging in "risky" behavior
- Be well-informed about various cultures, history, and achievements
- Be willing to work with families, in some cases, to foster a better relationship in the home
- Believe that we are all created equal, and equal in the eyes of God

Recruitment

The number of mentees you select will depend on the number of mentors you have. Remember, the most ideal mentoring program is one that consists of a one-on-one or group relationship between mentees and mentors.

The target population for our Mentoring Program is youth, ages 8 through 18, without positive support are at risk of going down the wrong path. They may be the products of dysfunctional families and unsafe environments, victims of mental and physical abuse, neglect, and/or engaging in promiscuous behavior. They may also be teen mothers and fathers, juvenile delinquents, or underachievers in school.

Committee Selection & Recruitment

The number of mentees you select will depend on the number of mentors you have. Remember, the most ideal mentoring program is one that consists of a one-on-one relationship between mentees and mentors.

The parents and/or guardians may have been introduced to the Mentoring Program at its onset, but still need to be informed of who the mentors are, their roles, responsibilities, and qualifications. Once you are ready to begin activities you should schedule a meet and greet with the parents/guardians to review the program in its entirety. You should also attempt to involve them in the goals and activity planning, whenever, possible. You will get better cooperation and assistance from persons who have been informed of your intentions. This also helps to ensure that mentees are properly dressed for all events.

Do not be afraid to include family members in some aspects of the program. We are discovering that many parents need mentoring too.



Temple & Court Responsibilities

The Illustrious Potentate or Illustrious Commandress, during his/her tenure, will choose a Temple Director or Court Chairperson that he/she feels will comply with the rules and regulations that have been set for the program by the Imperial Council and Imperial Court

The Temple Director or Court Chairperson will be responsible for organizing all temple or court activities and planning at least two joint activities with their Temple or Court Representative. He/She is to provide a monthly report via SAMTrack to the Illustrious Potentate or Illustrious Commandress, Deputy of/for the Oasis, and Desert Director/Desert Chairperson within his/her state if there is one.

The Imperial Deputy of/for the Oasis is responsible for maintaining awareness of all Temple or Court activities pertaining to the Mentoring Program. He/She will report monthly to the Deputy of/for the Desert, and work with the Temple Director or Court Chairperson, as needed.

The Imperial Deputy of/for the Desert will ensure that all Temples or Courts within their Desert are compliant. They are responsible for selecting a Desert Director or Desert Chairperson*. They are also responsible for scheduling workshops at Desert Conference and Gala Days with the assistance of the appointed Desert Director or Desert Chairperson.

***The Desert Director or Desert Chairperson** (*optional*) is appointed by the Imperial Deputy of/for the Desert. *This is not an Imperial Appointment.* This role acts as the liaison between Temples or Courts, Deputy of/for the Desert, the Deputy Imperial Directors, and the Deputy Imperial Region Directresses. They are responsible for assisting with Desert events and workshops. In addition, they work with Temple Directors or Court Chairpersons to ensure that all Nobles and Daughters working with mentees have background checks on file and are reporting hours via SAMTrack for their Desert. This role is considered optional as some Deserts are smaller than others (less than four Temples or Courts within the Desert).

*“Each One, Reach One, Each One, Teach One”
“If Not Now, When? If Not You, Who?”*

— Past Imperial Commandress Mildred T. Crosby, (2)

Mentoring Strategies

Ineffective mentoring programs can do actual harm to adolescent youth. Mentoring programs should try to help a child develop socially because social skills benefit the child in other areas of life.

Set goals that focus on developing trusting relationships with peers and adults. Parental involvement is a beneficial goal. Try not to threaten the parent-youth relationship. Mentoring sessions should involve structured activities. Planning should be done by both youth and mentor. Going to lunch, attending sporting events, and visiting museums are good activities.

Training helps participants understand the scope and limits of their role as mentors. Introduce them to the concept of positive youth development. Provide information requirements and support for mentors. Build the confidence of participants.

Think about organizations in your community that might have mentoring opportunities that match your interest. Ask family and friends who volunteer, someone who handles community affairs or charitable contributions, your minister, or someone who handles community outreach where you worship, organizers, and other members of service clubs, civic groups, fraternities, sororities, or professional associations you belong to for mentoring ideas.

Volunteer Organizations

Almost every community has a Volunteer Center – a clearinghouse of all types of volunteer opportunities. Call and ask if they can tell you which organizations provide mentoring opportunities.

Youth Service Organizations:

- Big Brothers/ Big Sisters
- Camp Fire Boys/ Girls
- Foster Grandparents
- YMCA/ YWCA
- School Systems
- Local Library
- Boys/ Girls Club
- Boy Scouts/ Girl Scouts
- Junior Achievement
- 4H Club
- Community Centers
- Juvenile Justice Offices

Mentoring Strategies

Be persistent: It may take a while to be matched with a child. Application, screening, and training processes can take from one to six months to complete. Mentoring programs are concerned with the well-being and safety of youth and volunteers, and their selection and matching procedures reflect that concern. Please do not get discouraged if a program does not match your needs. Ask if they can refer you to another organization. Becoming a mentor is not always easy, but the rewards are well worth the effort, so hang in there and keep trying!



CHARACTERISTICS OF AGE GROUPS

General Characteristics

Youths go through many phases during their lives, and it is imperative that the Nobles/Daughters get an understanding of the following:

- Testing limits
- A “know it all” attitude
- Vulnerable: emotionally insecure; fear of rejection; mood swings
- Identification with admired adults
- Bodies going through physical changes that affect personal appearance

Physical Characteristics

- Good coordination of small muscles; interest in art, crafts, models, and music
- Body maturation: may be upset about their size—as their adult supporters, you can help by listening and explaining
- Overly concerned with their appearances; very self-conscious about their physical changes
- May have bad diet and sleep habits and, as a result, low energy levels

Social Characteristics

- Acceptance by friends becomes especially important; Cliques start to develop
- Team games become popular
- Often have “crushes” on other people
- Feel a strong need to conform; dress and behave like their peers to “belong.” Friends set the general rules of behavior
- Overly concerned with what others say and think about them
- Tend to try to manipulate others to get what they want
- Interested in earning money

Emotional Characteristics

- Extremely sensitive to praise and recognition; feelings are easily hurt
- Because friends are particularly important, can be a conflict between adults’ rules and friends’ rules
- Caught between being a child and being an adult
- Loud behavior may hide their lack of self-esteem
- Look at the world more objectively; look at adults more subjectively and are critical of them

Mental Characteristics

- Tend to be perfectionists; if they try to attempt too much, may feel frustrated
- Want more independence but know they need guidance and support.

Ages and Stages

8 TO 10-YEAR-OLDS

General Characteristics

- Testing limits
- A “know it all” attitude.
- Vulnerable: emotionally insecure; fear of rejection; mood swings.
- Identification with admired adults.
- Bodies going through physical changes that affect personal appearance.

Physical Characteristics

- Small-muscle coordination is good, and interests in art, crafts, models, and music are popular.
- Bone growth is not yet complete.
- Early matures may be upset with their size. A listening ear and explanations will help.
- Are overly concerned with their appearance, and very self-conscious about growth
- Diet and sleep habits can be bad, which may result in low energy levels.
- Girls may begin menstruation.

Social Characteristics

- Being accepted by friends becomes quite important.
- Cliques start to develop outside of school.
- Team games become popular.
- Crushes on members of the opposite sex are common.
- Friends set the general rule of behavior.
- Feel a real need to conform. They dress and behave alike to "belong".
- Are overly concerned about what others say and think of them.
- Tend to manipulate others ("Mary's mother says she can go. Why can't I?").
- Interested in earning own money

Emotional Characteristics

- Are extremely sensitive to praise and recognition. Feelings are hurt easily.
- Because friends are so important during this time, there can be conflicts between adults' rules and friends' rules.
- Are caught between being a child and being an adult.
- Loud behavior hides their lack of self-confidence.
- Look at the world more objectively, adults subjectively.

Ages and Stages

8 TO 10-YEAR-OLDS

Mental Characteristics

- Tend to be perfectionists. If they try to attempt too much, they may feel frustrated and guilty.
- Want more independence, but know they need guidance and support.
- Attention span can be lengthy.

Suggested Activities

- Little League
- Miniature Golf
- Board Games
- Swimming
- Sewing and Craft Projects
- Horseback Riding
- Drawing
- Video Games



Ages and Stages

11 TO 13-YEAR-OLDS

Developmental Tasks

- Social cooperation
- Self-evaluation
- Skill learning
- Team play

Suggested Volunteer Strategies

- Offer alternative opinions without being insistent
- Be accepting of different physical states and emotional changes
- Give frank answers to questions
- Share aspects of professional life and rewards of achieving in work.
- Do not tease about appearance, clothes, boyfriends, sexuality. Affirm often

Suggested Activities

- Trivial Pursuit
- Take to your Workplace
- Help with Homework
- Build a Go-Cart or other Model
- Creative Writing
- Skating
- Bicycle Trip
- Movies
- Music - especially current style or group

Ages and Stages

14 TO 18-YEAR-OLDS

General Characteristics

- Testing limits, "know-it-all attitude"
- Vulnerable, emotionally insecure, fear of rejection, mood swings
- Identification with an admired adult.
- Bodies are going through physical changes that affect personal appearance

Physical Characteristics

- Are overly concerned with their appearance and very self-conscious about growth
- Diet and sleep habits can be bad, which may result in low energy levels
- Rapid weight gain at beginning of adolescence. Enormous appetites

Social Characteristics

- Friends set the general rules of behavior
- Feel a real need to conform. They dress and behave alike to "belong"
- Are overly concerned about what others say and think of them
- Tend to manipulate others ("Mary's mother says she can go. Why can't I?")
- Going to extremes, emotional instability with "know-it-all" attitude
- Fear of ridicule and of being unpopular
- Strong identification with an admired adult
- Girls are usually more interested in boys than girls, resulting the rom earlier maturing of the girls

Emotional Characteristics

- Extremely sensitive to praise and recognition. Feelings are easily hurt
- Caught between being a child and being an adult
- Loud behavior hides their lack of self-confidence
- Look at the world more objectively, adults subjectively, critical

Mental Characteristics

- Can better understand moral principles
- Attention span can be lengthy

Developmental Tasks

- Physical maturation
- Formal operations
- Membership in the peer group
- Heterosexual relationships

Ages and Stages

14 TO 18-YEAR-OLDS

Suggested Volunteer Strategies

- Give choices and do not be afraid to confront inappropriate behavior.
- Use humor to diffuse testy situations.
- Give positive feedback and let them know affection is for them and not for accomplishments.
- Be available and be yourself, with strengths, weaknesses, and emotions.
- Be honest and disclose appropriate personal information to build trust.

Suggested Activities

- Aerobics class
- Sewing/ Crafting
- Tennis lessons
- Attend a concert
- Food lover
- Career visits
- Long walks/ talks
- College visits
- Community Service
- Museums
- Cooking
- Help with homework
- Discussions about future endeavors
- College tours
- Assistance with filling out college or trade school applications



Suggested Activities for ALL Age Groups

- Museums
- The Zoo
- Amusement Parks
- Math & Science Centers
- Libraries
- Sporting Events
- Ronald McDonald House
- Community Service Events
- Feeding the Less Fortunate
- Collecting Box Tops for Education
- Bingo with the Elderly
- Etiquette Classes
- Personal Hygiene Classes
- Home Economic Courses
- Church/Bible School
- Scrapbook of Memories
- Crossword Puzzle about Me
- Word Search about Me
- Discussions about future endeavors
- College tours
- Assistance with filling out college or trade school applications

LGBTQ+ Youth

The S.A.M. and D.I.M.E Programs understands the call to action to embrace LGBTQ+ youth and strives to provide guidance where there may be none. With the unique needs of LGBTQ+ youth, mentors must be sensitive to this movement, even if it makes us uncomfortable. Below are links to resources that can assist your Temple and Court in addressing the needs of LGBTQ+ youth within your communities.

LGBTQ+ Pride Youth

<https://www.mentoring.org/campaigns/pride/>

There are additional information links and studies provided by mentoring.org to review; simply click on the link above to find additional in-depth information regarding servicing these youth.



Reference: www.mentoring.org

Mentoring Do's and Don'ts

Do...

- Be positive
- Be an active listener
- Be supportive and respectful
- Be dependable and consistent
- Be honest and sincere
- Have realistic expectations
- Have fun

Don't...

- Be a personal bank or ATM machine
- Dwell on the negative
- Tell them what to do; suggest instead
- Be sarcastic
- Make promises you cannot keep
- Pry or ask personal family questions



Documentation

Dispensations

Nobles or Daughters are to adhere to any administrative bulletins, edicts, etc., issued by the Imperial Council and Imperial Court, as they set the guidelines for dispensations, not the S.A.M. and D.I.M.E. Programs.

Any additional questions or concerns regarding dispensations or fees should be directed to your Imperial Deputy of/for the Oasis or Imperial Deputy of/for the Desert for clarification.

Permission & Release Forms

Links have been created for Temple Directors and Court Chairpersons to share with Parents/Guardians to complete. Upon submission, a digital copy of the form is emailed to the Temple Director or Court Chairperson and the parent/guardian. The form is filed within SAMTrack for future updates (address changes, email changes, etc.) and reference as deemed necessary. The form can be found on the Imperial Council and Imperial Court websites respectively. The actual links to the forms are available below to copy and paste into an email to forward to your mentees' parent(s)/guardians.

AEAONMS.org – Click the link for S.A.M. Program

DOIPHA.org – Click Links, D.I.M.E. Program

[S.A.M. & D.I.M.E. Department - Medical & Transportation Release Form](#)

[S.A.M. & D.I.M.E. Department - Photo & Social Media Release Form](#)

[S.A.M. & D.I.M.E. Department - COVID-19 Liability Release Waiver](#)

These documents will serve as permission and release of liability for the AEAONMS, Inc., and the Daughters of Imperial Court, Inc. In addition, it will enable us to track Mentees through their time with the Imperial Mentoring Program.

Any questions regarding these documents can be addressed by your S.A.M. Deputy Imperial Director or D.I.M.E. Deputy Imperial Region Directress.

Background Check Information

Per the Imperial Council and Imperial Court proclamation, no Temple or Court is permitted to begin working with mentees until background checks are on file with Imperial Headquarters. Nobles and Daughters are responsible to pay for their own background checks. The ONLY preferred company for background checks is **www.SentryLink.com**. When submitting background checks, please be sure to include complete contact information so that your reply is not delayed.

Please be sure that when the background check is submitted, only the last four digits of the Mentoring Program committee members' social security numbers are visible. No one should provide their full social security number to anyone in the Temple or Court.

DAUGHTERS ONLY* - Per the Imperial Commandress' Proclamation #3, dated November 22, 2022 - Daughters who are submitting background checks for Clown Units, and the D.I.M.E. (Daughters of Imperial Mentoring Excellence) Program, will do so electronically to the following organizational email address: bchecks.imperialcourt@doipha.org ONLY.

NOBLES ONLY* – Noble please forward your background checks to the following email address: sams@aeonms.org ONLY.

**It is recommended that you copy or “CC” your Temple Recorder or Court Recordress on your email as confirmation that you have sent your background check to Imperial Headquarters.*

Upon submission, you will receive a response electronically stating whether the background check was favorable. It is at the discretion of Imperial Headquarters as to what is unfavorable for working with mentees. Newly created Nobles and Daughters who have been created within the past year, do not need to obtain a new background check until their anniversary as a member.

Candidates for membership must continue to follow the documented processes for the Imperial Council and Imperial Court respectively. Please speak to your Temple Recorder or Court Recordress for more information.

The S.A.M. & D.I.M.E. Programs require background checks to be updated yearly.

Please note: Some localities require additional background requirements. Please confirm with your state and/or local programs for their requirements to work with mentees.

Background Check Provider

Legal Requirements: The Imperial Council and Imperial Court requires ALL mentors, volunteers, chaperones, or any Noble or Daughter working with mentees to have a background check, **NO EXCEPTIONS!** The preferred company for background checks is SentryLink.com.

SENTRY LINK

1. Visit www.sentrylink.com
2. Register as a new user
3. Enter your personal and credit card information
4. Select “volunteer screening” from the drop-down menu as the reason for running report



1. Submit by clicking “Order my report - \$19.99” button. The response is instant. Be sure to check your spam/ junk folder if report is not received after 15 minutes. Save the file as a PDF to your computer or other electronic device.
2. Follow the process for submitting your background check listed on page 24 of this manual.

SAMTrack Reporting

- **REPORTS MUST BE SUBMITTED MONTHLY.**
- **REPORTS ARE DUE BY THE LAST DAY OF EACH MONTH**
- If you are getting paid, you can NOT count that towards your Temple/Court mentoring hours.
- **Nobles** visit – www.aeaonms.org and click on the link at the bottom of the main page for the S.A.M. Program.
- **Daughters** visit www.doipha.org, click on “Links” in the upper right-hand of the main page, and select D.I.M.E. Program

Both links will send you to the main S.A.M. & D.I.M.E. Program website. There are complete detailed instructions on how to access the SAMTrack Reporting System.

*Both forms are password protected. Please email **imperial.samdime@gmail.com** to receive the password.

SAMTrack Reporting Form – How to Use it

All fields are required; indicated by a red asterisk (*). Even if there is no activity in during a month, a report must be submitted to remain in compliance. “N/A” or “no activity” is unacceptable; a brief description of why there was no activity must be provided for audit purposes.

You must enter valid email addresses into the contact information section of the form to ensure that a copy of the report is sent to all recipients. The following email addresses are required to ensure that the report has been submitted:

1. Illustrious Potentate/Illustrious Commandress
2. Temple Director or Court Chairperson
3. Desert Director or Desert Chairperson
4. Deputy of/for the Desert

The individual listed will automatically receive a copy of your submitted report. Be sure to print a copy or email a copy of the submitted report to your Temple Recorder or Court Recordress to place on file.

SAMTrack Reporting

Auditing

It is imperative that we document accurate information in our reporting. With that stated, please be advised that random audits of submitted reports will be conducted monthly. Below is a short list of audit points that may make your Temple or Court subject to audit:

- Number of Mentors reported – **If your Temple or Court's number of Mentors reported does not match the background checklist with Imperial.**
- Number of Mentees – **Excessively high numbers of mentees being mentored do not match the number of Mentors involved.**
- Hours submitted – **Please, do not pad your hours.**

Remember, the calculation is:

of Mentees x # of hours spent mentees = Total In-Kind Service Hours (*SAMTrack calculates the total for you*)

- **No activity** – Any Temple or Court that submits a report stating “no activity” for ninety consecutive days is subject to audit and being listed on a report to the Deputy of/for the Desert. While it is not a requirement to have activities every month, meeting with your mentees individually or in a group is still considered activity.
 - **Zero reports submitted** – A non-compliant report will be sent to the Deputy Imperial Director or Deputy Imperial Region Directress who will contact the Desert Director or Desert Chairperson (if applicable) or the Deputy of/for the Desert to review the report. A list of non-compliant Temples or Courts will be forwarded to the Imperial Potentate and Imperial Commandress if no action is taken by the Court(s) within 30 days.

Auditing (continued)

Individual Mentoring – If a Mentor is conducting one-on-one mentoring, he/she is required to document his/her mentor/mentee activities and provide it to the S.A.M. Temple Director/D.I.M.E. Court Chairperson for submission via SAMTrack. **Only the Temple Director/Court Chairperson is permitted to submit reports.**

Group Mentoring – If the Temple/Court are participating in a group activity, they can only report on mentees **WITHIN HIS/HER TEMPLE/COURT**. This includes but is not limited to Zoom or WebEx hosted seminars or workshops.

Example: ABC Temple or Court #123 hosts a Zoom workshop about bullying. They send an invite to Temples/Courts outside of their Desert. 20 Mentees join the Zoom workshop; 14 of those Mentees belong to ABC Temple or Court #123's Mentoring Program, **ONLY** those 14 mentees should be reported on by ABC Temple or Court #123. The remaining six would be reported by their respective Temple Director or Court Chairperson.

REMEMBER - If you are getting paid, you can NOT count the activity/event towards your Temple/Court mentoring hours!

Overstating In-kind service hours is a red flag if your Temple or Court is audited; be mindful when you submit your reports that the information being submitted is accurate!

Guidelines for COVID-19

We are living in unprecedented times and being able to have in-person interaction has been a challenge for us all, and even more so for our youth. The safety and well-being of our membership and our mentees is key as we move forward into the unknown of how this deadly virus will affect us in the days, months, or years to come.

Please continue to follow all communications and instructions issued by the AEAONMS and its Auxiliary in addition to your local and state health guidelines.

If you have any concerns regarding COVID-19, visit:

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>



Frequently Asked Questions

- 1. Who is my S.A.M. or D.I.M.E. Contact?** The Deputy Imperial Director (S.A.M.) or Deputy Imperial Region Directress (D.I.M.E.) for your Region is your primary contact. Please follow the chain of command before contacting the S.A.M. Imperial Director or D.I.M.E. Imperial Directress. The roster is listed by Region, locate your respective Desert under said Region on the last pages of this manual. (Deep South, Mid-Atlantic, Mid-Western, North-Eastern, and Western). Please note that your region is simply your geographic location in the Domain.
- 2. Do I have to get a background check?** Yes. To work with mentees, you must have a background check on file with Imperial Headquarters. The preferred vendor is SentryLink.
- 3. Who can be mentored?** Youth within your community need your help! You can partner with schools, Girl/Boy Scouts, Boys & Girls Club of America, local libraries, community centers, etc.; the sky is the limit!
- 4. Who cannot be mentored?** You cannot mentor your own children and grandchildren; that is parenting. You can, however, find a mentor within your temple or court to mentor your children or grandchildren.
- 5. I have a job that requires security clearance, do I have to get a background check?** Yes, a volunteer background check does not affect a security clearance.
- 6. I just got a background check at my job; do I still have to get one?** Yes, you must obtain your background check from the approved vendor.
- 7. Do I have to have a background check every year?** Referencing Imperial Administrative Bulletin 2022-1 – Background check approvals will be held at the Imperial Headquarters for one (1) year from the approval date. The S.A.M & D.I.M.E. Programs require a new background check to be completed EVERY year.
- 8. When are my SAMTrack reports due?** Last day of every month
- 9. Can I submit reports for other departments via SAMTrack (Imperial Youth Department, Elder Mentoring Department, etc.)?** No, the only reports permitted to be entered into SAMTrack are S.A.M. and D.I.M.E. activities/events. The other above-mentioned departments have their own Imperial Director/Directress and are separate departments with separate program guidelines and reporting structures. The only exception would be if mentees participating in the Youth Group are also S.A.M. or D.I.M.E. mentees.
- 10. Can my temple and court perform S.A.M. & D.I.M.E. activities together?** Absolutely! In fact, we encourage it! Your respective committees can complete all S.A.M. and D.I.M.E. activities together or at minimum two per year. Just be sure to follow the reporting instructions when submitting your SAMTrack reports.

S.A.M. & D.I.M.E Programs Responsibilities

The Deputy Imperial Director and Deputy Imperial Region Directress - maintains contact with the Deputies of/for the Desert via email, phone, or mail to ensure Temples or Courts are in compliance within their respective regions and to provide information from the Imperial Director and Imperial Directress. They assist at Imperial Session workshops and provide support to the Desert Directors, Desert Chairpersons, Temple Directors, and Court Chairpersons within his/her region. They report to the Chief Deputy Imperial Director and Chief Deputy Imperial Directress, respectively.

The Chief Deputy Imperial Director and Chief Deputy Imperial Directress - will compile the Domain reports from SAMTrack that will be submitted to the Imperial Director and Imperial Directress. They will assist the Imperial Director and Imperial Directress as needed in training activities for the team. Their primary function is to document, report, and audit information submitted for the S.A.M. & D.I.M.E. Program. They are also responsible for managing the Deputy Imperial Directors and Deputy Imperial Region Directresses reporting activity and assist them, as necessary. They report to the Imperial Director and Imperial Directress.

The Imperial Director and Imperial Directress - oversee S.A.M. and D.I.M.E. Program. They build a strong working relationship with the mentoring team, maintain, and update the program's policy and procedure manual as needed. Attends regional/national conferences to increase knowledge of mentoring programs and best practices. At Imperial Session, they jointly and separately facilitate mentoring workshops and They report to S.A.M. & D.I.M.E. Program Administrator, the Imperial High Priest & Prophet, who reports to the Imperial Potentate.



S.A.M. & D.I.M.E. Program Leadership Roster

IMPERIAL DIRECTOR – S.A.M.

Noble Bennie F. Bowers, Jr. (34)

sams@aeaonms.org

313-590-1825

CHIEF DEPUTY IMPERIAL DIRECTOR – S.A.M.

Noble Ronald McMiller (12)

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IMPERIAL DIRECTRESS – D.I.M.E.

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D.I.M.E. Program Contacts

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WISCONSIN



Questions?

If you have additional questions or concerns regarding the S.A.M. or D.I.M.E. Programs, please contact your designated Region Deputy Imperial Director or Region Deputy Imperial Directress.

Questions regarding SAMTrack *ONLY*, please send an email to:

Imperial.samedime@gmail.com

Please include:

Your Name

Temple or Court Name & Number

Contact info: Email or phone number



Manual Revision History

Compiled & Revised: April 2023

Dt. Tonya C. McNair, HPC (250) – Chief Deputy Imperial Directress – D.I.M.E. Program

Noble Ronald McMiller, PP (12) – Chief Deputy Imperial Director – S.A.M. Program

Approved by:

Noble Bennie F. Bowers, Jr. (34) – Imperial Director – S.A.M. Program

Dt. Lawyanna M. Marshall, HPIC (65) – Imperial Directress – D.I.M.E. Program

Noble Gary Sylvester – Imperial High Priest & Prophet – Program Administrator

Dt. Venecia C. Bessellieu, Ph.D. (2) – Imperial Outside Spy – Program Administrator

Eric R. Myers (23) – 45th Imperial Potentate

Paulette Brown (21) – Imperial Commandress

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