

### **Application Section I: Community Connectors Program Description**

1. The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.  
Healthy Mind/Healthy Body is an after school mentoring program offered by the Pike County YMCA (Young Men's Christian Association), a faith-based nonprofit organization. Healthy Mind/Healthy Body is aimed at students in Pike County in grades five through ten. Participating students attend our county school districts which are Eastern Local School District and Western Local School District. Both of our districts have extremely high poverty levels, with the highest at 92%. Due to a large geographic area and severely reduced access to any types of enrichment programs in the schools, the students in our area have nowhere else to go but the YMCA. Healthy Mind/Healthy Body will strive to instill a discernible sense of hope and a belief that a more positive economic and personally successful future is possible.
2. Provide the number of youth in each grade level and at each school your program proposes to serve.  
Healthy Mind/ Healthy Body will serve a total of 120 students in grades five through ten. We will strive to serve an even number per grade level. Each of the districts will be allotted 60 spots, 5 at each of the 6 grade levels, for a total of 120 students served.
3. Select one: Which of the following best describes the proposed project? Select one.
  - A.  Totally new program developed by this organization
  - B.  Replication of an existing model in use by others  
- Please provide the name of this model.
  - C.  Expansion of an existing program within the applicant organization
  - D.  Extension of an existing program to a new setting
4. Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

Healthy Mind/Healthy Mind is an after school mentoring program which combines physical activity and character education activities. The program's overall goals are 1) increasing performance and attendance in school, 2) reducing dropout rates, and 3) improving self esteem. This program addresses all five Community Connectors Core Principles and focuses on outcomes that are realistic, measurable, and attainable for all program participants. Specific outcomes will be more of a mastery type, which encourages success, as opposed to performance goals, which tend to lead to failure.

1. **Setting Goals to be Prepared for the 21st Century Careers**  
Pike County is riddled with high unemployment and has lost several large industrial and manufacturing entities over the last ten years. This, combined with already existing high poverty, has led to an overall sense of hopelessness in our communities. A common refrain from many high school students in our county is "why should I work hard to get a high school diploma when there is no job waiting for me after I graduate?". Healthy Mind/Healthy Body addresses these concerns by clearly illustrating to students that there are many job possibilities and various avenues of education. The program will work one on one with these students to develop individual, age appropriate goals related to school success, and future education or career choices. Students will also have opportunities to speak with representatives from the Pike Career and Technology Center who will outline all available career readiness programs and technical training programs available to students.  
Each student will develop (with the assistance of program staff) his or her own Individualized Success Plan, or ISP. The ISP will include specific goals relating to study habits, homework, health and physical fitness activities, and personal character related goals. ISPs will be updated annually to reflect changes in age and personality and school and home. The ISPs will also serve to increase each participant's abilities to set goals and monitor his/her progress. Research has shown that many children and adults have difficulty setting clear, well defined goals and lack the skills necessary to achieve these goals ("Toward a Theory of Task Motivation and Incentives", Locke, Latham, 1990). Objective, positive, specific goal setting will ensure that students stay on track and maintain progress to ensure success.

## 2. Building Character

Healthy Mind/Healthy Body will utilize a specific character Education Program, The I Can Achiever Curriculum. This is a nationally recognized character education program aimed at preteens and young adults. The I Can Curriculum focuses on goal setting, personal responsibility and positive choice and decision making. Studies have shown that the use of the I Can Character Education Program in students in grades 5-8 has significantly decreased incidences of negative behavior (fighting, bullying, etc.) and increased understanding of the negative effects of drug use and cigarette smoking, and also positive increases in the reporting of students making better choices and decisions. Program staff will receive on-site training to implement the I Can Curriculum.

Additionally, the program will utilize community volunteers and members of the business community to speak one on one with students and serve as examples of individuals making successful, positive choices.

## 3. Developing Pathways to Achievement (decision making and critical thinking skills)

The I Can curriculum also focuses on positive decision making and promoting an understanding that choices you make today will affect your family, school, friends and your own personal success for the rest of your life. Healthy Mind/Healthy Body will use the I Can tools, along with staff/mentor expertise, to foster positive decision making and to encourage students to use critical thinking strategies essential to success. The program also utilizes a very important health and physical fitness component that will stress positive choices. Students will see how the physical activities and healthy food choices they are making now will be beneficial in the future as well.

## 4. Building a Sense of Resiliency

Our program will not only focus on the successes in life, but students will have to deal with inevitable stressors and less than favorable living situations. Children in high poverty situations statistically deal with higher percentages of broken homes, food instability, dysfunctional family relationships and many other factors that can lead to a self defeatist mentality. Staff and mentors will provide one on one interaction with students and will listen to students and, in combination with the I Can Curriculum and physical and health curriculum will work to increase each student's sense of self mastery, thereby increasing self esteem. All students will engage in self-reflection exercises on a regular basis, and will be able to measure their own positive outcomes. ISPs will be reviewed regularly by the students and staff to determine if goals need to be amended or rewritten based on individual student situations.

## 5. Believing In A Positive Future

Mentors can be invaluable components of a student's educational and personal growth experience. It is imperative that students believe they have a real chance at a future that is filled with good experiences, and is open to real possibilities in regards to family, career and a real sense of self. Research has shown that those who live in poverty have no positive expectations of the future, and bad decision making and the consequences that go along with those decisions are a result of a negative future view ("A Framework for Understanding Poverty", Ruby Payne, 2009). Healthy Mind/Healthy Body program staff and mentors will receive intensive poverty training to fully understand how poverty affects every aspect of a student's life and how focusing on positive decisions and outcomes can truly change a student's view of their future.

## 5. Please describe the specific activities your program will conduct.

Healthy Mind/Healthy Body will begin with the creation of an Advisory Council, which will be comprised of one member from each partner and school district. The Advisory Council will meet quarterly and will accept reports from the Program Director. The Program Director will begin immediately to develop a lesson plan for the entire 48 week schedule, and also to coordinate transportation contracts with the schools, which will provide transportation to and from the program. A recruitment program will begin in the schools and the community to garner support along with participants and volunteers. Parents and guardians will sign applications and will have to commit to a one year "contract", which includes at least one face to face meeting with the parent and staff. Volunteers will also make appropriate and similar time commitments. Once participants are chosen and volunteers are screened, program staff, with assistance from the districts, will begin the ISP process in order to identify each student's specific needs.

The Program will run Monday-Thursday from 3:30 to 6:00 PM. Each district will share four days per week at the Program. For example, Western and Eastern students will send their grades 5-7 students on Monday and Wednesdays, and their grades 8-10 students will participate on Tuesdays and Thursdays. Once students arrive, they will check in with their mentor or applicable staff member. This gives each student a chance to keep mentors and staff abreast of any situations that might need immediate attention.

Participants will then begin with a specific physical activity. Each student is given a fitness test at the very beginning of the program to provide baseline data that will aid in developing the ISP. Physical activities will be done in groups and will be age appropriate and supervised by program staff. This physical activity will last from 45 minutes to an hour, and will be followed by a healthy snack and beverage. Snack time is followed by an enrichment activity that incorporates elements of the character education curriculum. Enrichment activities will last approximately an hour. The program will also bring outside sources in for enrichment activities, including the OSU Endeavor Center, the Pike County Extension Office, and various businesses and community groups. All activities will be completely supervised and scientifically and research based. Students will depart from the program at 6:00 PM, with transportation provided by each school district through a reimbursing contract with the YMCA.

Student's ISPs will be reviewed on a monthly basis and individual district data will be collected on a monthly basis as well. The Program Director will report to districts monthly as well and will make quarterly reports to the Advisory Council.

The Healthy Mind/Healthy Body program will also include a significant outreach component, offering volunteer opportunities to all Pike County residents. This outreach program will utilize website access and all available marketing and information dissemination tools to notify the entire Pike County community of the Healthy Mind/Healthy Body program's successes and achievements.

6. Discuss how the program will utilize best practices to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

Healthy Mind/Healthy Body relies on curriculum and training that are scientifically based and tested to deliver results. The program is utilizing Elements of Effective Practice for Mentoring (Metlife Foundation, 3<sup>rd</sup> Edition, 2009), an evidence-based operational standard, as a basis of organizing mentor/mentee recruitment, activities, and training. This program employs a long term approach to mentoring and stresses consistency and active participation on the parts of both the mentor and the mentee. Scientifically based training includes the I Can Curriculum and Ruby Payne's Poverty Training, both of which are nationally acknowledged to be superior curriculum and training programs.

7. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

The Pike County YMCA has operated numerous successful programs over the years, and excels at programs serving children, including Summer Day Camp, Aquatic and Swim Lessons, the Kidz Smart Fitness Center, Shotokan Karate and a newly introduced Youth Fitness Program. Waverly City students currently participate in a limited afterschool program at the YMCA. The Pike County YMCA must adhere to strict YMCA guidelines in implementing any program.

Additionally both school partners have operated or participated in programs of this scope, including the Afterschool Mall program (21<sup>st</sup> Century community Learning Center), and have considerable experience in data submission and in meeting federal and state program requirements.

8. What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?

The Healthy Mind/Healthy Body program has pulled together the best possible management team for a program of this scope. Each of the entities represented work day in and day out with these students in extreme poverty. Each individual brings different strengths to the management team, and each understands their target group and the difficulties facing these students every day. Each member has a consuming passion for working with very low-income students and utilizing all available resources to serve them. Additionally, all entities involved have significant experience in data collection and evaluation, on both state and federal levels. Proper data evaluation will make the difference between a mediocre program and an excellent one. The Healthy Mind /Healthy Body collaboration will use combined expertise and exceptional skills to ensure this program will be excellent.

## **Application Section II: Program Management**

9. Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people. Bios should also include:

- Name and title
- Responsibilities for this grant project. (Percent of time should be included in the budget document.)
- Qualifications
- Prior relevant experience

Kim Conley, Director, Pike County YMCA: Responsible for all day to day operations of the Pike County YMCA, including oversight of staff and fiscal operations, in conjunction with the treasurer. Program duties: will serve as overall Program Director, oversee hiring of Healthy Mind/Healthy Body Program staff, arranging space for program, management of Program; will assist Program staff and volunteers and in fiscal reporting to the Treasurer; will serve as the head of the Advisory Council and assist with data evaluation and community outreach; has managed multiple school age programs including Summer Day Camp, Aquatic and Swim Lessons, the Kidz Smart Fitness Center, Shotokan Karate and a newly introduced Youth Fitness Program.

Brock Brewster, Superintendent, Western Local School District: Responsible for overseeing all operations of a district which consists of an elementary, a middle and a high school; responsible for staff hiring and Board reporting. Program duties: will serve as district point person and will ensure that all data necessary to the program is delivered in a timely manner; will assist in evaluation and yearly external evaluation; will oversee district's outreach plan; will serve on the Advisory Council.

Marcia Clark, Interim Superintendent, Eastern Local School District: Responsible for overseeing all operations of a district which consists of an elementary, a middle and a high school; responsible for staff hiring and Board reporting. Program duties: will serve as district point person and will ensure that all data necessary to the program is delivered in a timely manner; will assist in evaluation and yearly external evaluation; will oversee district's outreach plan; will serve on the Advisory Council.

Christina Martin, Grants and Programs Administrator, Ross-Pike ESD: Responsible for writing and implementation of all grants administered by the Ross-Pike ESD. Program duties: will assist in collection and evaluation of data and oversee yearly external evaluation; will assist in grants reporting as needed; will serve on Advisory Council.

Rick Swain, Branch Manager, Ohio Valley Bank: Responsible for all operations of the Waverly Branch of Ohio Valley Bank. Program Duties: will be crucial in reaching out to other businesses to develop a volunteer program and to plan for future funding and assist in sustainability; will serve on Advisory council and assist in review of Evaluation Plan.

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.

Timeline:

- April 2015: Grant Award

-May 2015: Advisory Council will meet to implement mentor recruitment plan and begin selection of mentees from each school district; baseline data will be collected; each partner will use their respective technology to notify the public of the Program; districts will choose mentees based on guidelines; all necessary forms will be completed.

-June 2015: Selection of volunteers/mentors will begin; training for I Can and Poverty will be arranged; Treasurer will report to Advisory Council; Program staff will be hired.

-July 2015: Mentor and staff training will take place; all background checks will be received; equipment and supplies will be ordered; curriculum and lesson plans will be finalized.

-August 2015: Advisory Council will meet to review guidelines and Program progress; districts will publicize program and continue outreach.

-September 2015: Program will begin with students and mentors reporting to the YMCA four days per week; ISPs will be developed; Physical Fitness baseline tests will be given; Program Director will work with community agencies to bring enrichment programs to the YMCA. Monthly Progress book data collection will begin.

-November 2015: Treasurer will review costs and expenditures to align with goals, and review transportation contracts.

-October 2015: Program director will review all mentor record and ensure all face-to-face meeting are taking place as planned.

-November 2015: Advisory Council will meet to review all fiscal and program data (Advisory council will continue to meet quarterly).

-December 2015-January 2016: Program staff will continue to review curriculum and lesson plans and engage community agencies in development of enrichment activities.

-February 2016-March-2016: ISPs will continue to be reviewed on a monthly basis; Evaluation Team will be engaged to externally evaluate the effectiveness of the Program.

-April 2016-May 2016: External evaluation will take place; results will be presented to the Advisory council and goal adjustments may be made, if necessary. All end of fiscal year responsibilities will be handled by the treasurer and presented to the Advisory Council.

June 2016: All end of fiscal year accounting will be finished; all program information will be disseminated to the public.

11. Describe the implementation process for reaching the following milestones:

- a. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;
- b. Identification and intake process for mentees;
- c. The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency;
- d. Assessing fiscal accountability and faithful implementation of project plans; and
- e. Any other critical information you would want the Community Connectors team to know.

Healthy Mind/Healthy Body has developed a recruitment strategy to adequately illustrate the benefits, practices and challenges of mentoring in our program. The Program will reach out to all available volunteer avenues, including senior centers, churches, businesses and schools to garner mentors. Mentors will sign a detailed statement of expectations, responsibilities, and will take a BCI/FBI Background check to ensure the safety of our mentees. Mentors will agree to a one year commitment to the Program. Each mentee will engage in a face-to-face meeting with their mentee one time a week (minimum) and one group meeting with the program director at least once during the program year. Mentors will receive training in the I Can Curriculum and in Poverty Training.

Mentees will be chosen by their respective school districts. Participation will be based on lower attendance factors, possible academic difficulties and social difficulties in the school setting. Mentees will fill out an application, signed by their parent/guardian, outlining all program expectations, including time commitment and attendance. Mentees will also agree to participate in a face-to-face meeting with their mentor one time a week (minimum) and one group meeting with the program director at least once during the program year.

Monthly newsletters will be sent home and a separate Healthy Mind/Healthy Body section will be posted on the YMCA website to keep the community and parents informed of Program success. Districts will also add a separate tab to their website to promote the Program.

Fiscal accountability will be overseen by the YMCA Treasurer, with assistance from the Program director and the YMCA Director. Quarterly reports will be shared with the Advisory council and all grant requirements will be adhered to in a strict and vigilant manner.

The success of the Healthy Mind/Healthy body Mentor/Mentee relationship hinges on consistency and reliability. We believe that if a student has a reliable, objective, third party to interact with, they will be more likely to develop resiliency and make better decisions to positively impact their lives.

12. Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc. Complete the Roles and Responsibilities worksheet attachment.\*Completed and attached

Faith-based organization: Pike County YMCA; Time contribution: 25% of program budget for Management as admin fee to program, 15% for fiscal administration (in-kind)/\$19,904; Personnel contribution: Director, will oversee project; treasurer, will oversee all fiscal operations; Monetary contribution: N/A

-Shared responsibilities: Director will assist Program staff in all aspects of program management

-Additional roles and responsibilities: will serve on Advisory Council; will be in charge of hiring Program staff who will assist in maintaining all program data and records. School district partner: Western Local School District; Time contribution: 5 days per month, 12 months per year; Personnel contribution: Superintendent will serve as point person for program; \$500 per diem=\$30000/year in-kind; Monetary contribution: N/A; Shared responsibilities: will serve on Advisory Council; will collect data and assist with program evaluation; Additional roles and responsibilities: will post website page for program; will maintain outreach program to community. School district partner: Eastern Local School District: Time

contribution: 5 days per month, 12 months per year; Personnel contribution: Superintendent will serve as point person for program; \$500 per diem=\$30000/year in-kind; Monetary contribution: N/A; Shared responsibilities: will serve on Advisory Council; will collect data and assist with program evaluation; Additional roles and responsibilities: will post website page for program; will maintain outreach program to community. Business Partner: The Ohio Valley Bank; Time contribution: 3 days per month, 12 months per year; Personnel contribution: Branch Manager will serve as point person; \$400 per diem=\$14400/year in-kind; Monetary contribution: N/A; Shared responsibilities: will serve on Advisory Council; will work with area businesses to develop future funding alternatives; Additional roles and responsibilities: will serve as liaison to chamber of commerce in disseminating program information. Additionally, the Ross-Pike ESD is providing a personnel contribution to the program: Time contribution: 5 days per month, 12 months per year; Personnel contribution: Grants and Programs Administrator will serve as point person; \$300 per diem=\$18000/year in-kind; Monetary contribution: N/A; Shared responsibilities: will serve on Advisory Council; will maintain website presence for program on ESD website; Additional roles and responsibilities: will organize Evaluation Team and oversee external evaluation.

### **Application Section III: Evaluation Plan**

13. The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:
- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;
  - b. Gathering of data to measure progress of program towards meeting the selected goals;
  - c. Projected indicators of success; and
  - d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

The Healthy Mind/Healthy Body Evaluation Plan will rely on qualitative and quantitative data to make informed program decisions. All data collected will adhere to the ODE's data collection protocol and record keeping guidelines.

-Mentor forms and copies of BCI/FBI checks will be kept by the Program Director. All staff and mentor training records will also be maintained by the Program Director.

-Parental forms will be signed by parent/guardian and students. Students and parents will be notified that attendance is mandatory.

-A baseline physical fitness test will be administered at the beginning of the program and given again at the end of the program year. Improvement is expected in all areas.

- Baseline data will be collected in August to provide a suitable starting point for ISPs (Individual Success Plans). ISPs will address areas of personal growth and academic and social goals will be created. Students will engage in personal surveys, asking about areas in their lives they would like to improve and specific ways they can improve. ISPs will be reviewed on a monthly basis and goals will be adjusted, if necessary.

-Districts will be responsible for retrieving various academic data and submitting data to the Program Director. Relevant academic data includes:

-DASL (Data Analysis For Student Learning) on a nine week basis

- Progress Book collected on a monthly basis; additionally, Progress Book can be set to notify mentors and the Program Director, by email, if a student is missing multiple assignments.

An improvement in attendance and overall improvements in self-surveys of factors including awareness of negative effects of alcohol, drugs and tobacco and self-esteem is expected. No data will be used in any type of punitive cause. All students will be treated with respect in all situations.

All of our program personnel and district staff are well trained in data collection and we expect no barriers or obstacles to an effective Evaluation Plan.

An external evaluation will be performed at the end of each program year. The Evaluation Committee will consist of experienced after school and mentor staff from Shawnee state

university, the Ohio State University, the ODE and supervisors from the Ross-Pike ESD. The Evaluation will review all goals and data analysis and will use these to guide future program goals.

All data will be overseen by the Program Director, with assistance from the Ross-Pike ESD.

14. Applicants are to complete the program model.

\*Completed and attached

#### **Application Section IV: Sustainability**

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

The Healthy Mind/Healthy Body Advisory Council will pursue all available avenues of funding. We will rely on our business partner, The Ohio Valley Bank, to reach out to other business in the community to secure additional funding once the grant funding has ended. One possibility would be a per student sponsorship program. Businesses and individuals could sponsor an individual student for one year. Another option could be combining the Healthy Mind/Healthy Body program with another after school program and sharing resources. There are currently no after school programs in operation in the school districts but that could change with future state funding agendas. We are currently devoting a considerable in-kind contribution of personnel, and this would surely continue.

Our county is one of the poorest in the state, but one advantage we have is that our organizations have learned to maximize resources and combine efforts to benefit many. We will utilize the expertise of all partners and groups to continue serving these most at-risk students, and more adequately prepare them for the future.

#### **Application Section V: Program Budget**

16. Complete the budget form attachment and justify each of the budget items by creating a budget justification.

\*Completed and attached

*By clicking this box, X I, Kim Conley, Director, Pike County YMCA agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.*



STATE OF OHIO  
DEPARTMENT OF TAXATION  
SALES AND USE TAX  
BLANKET EXEMPTION CERTIFICATE

The purchaser hereby claims exception or exemption on all purchases of tangible personal property and selected services made under this certificate from:

(vendor's name)

and certifies that the claim is based upon the purchaser's proposed use of the items or services, the activity of the purchaser, or both, as shown hereon:

The purchaser is a 501(c)(3) corporation and is  
net-for-profit.

*PURCHASER MUST STATE A VALID REASON FOR CLAIMING EXCEPTION OR EXEMPTION.*

Pike County YMCA  
Purchaser's Name  
400 Pride Drive  
Street Address  
Waverly, Ohio 45690  
City State Zip  
Garry M. Kinatta, Treasurer  
Signature and Title  
8/22/02  
Date Signed  
31-1665134  
Vendor's License Number, if any

Vendors of motor vehicles, titled watercraft and titled outboard motors may use this certificate to purchase these items under the "resale" exception. Otherwise, purchasers must comply with rule 5703-9-10 of the Administrative Code.

This certificate cannot be used by construction contractors to purchase material for incorporation into real property under an exempt construction contract. Construction contractors must comply with rule 5703-9-14 of the Administrative Code.



**Description of Nature of Partnership**

In order to ensure the effective implementation of the Community Connectors program throughout the state, applicants are required to partner with education stakeholders from the faith, business, and nonprofit communities. Each applicant must identify its partners and include description of each respective partner's roles and responsibilities in question 12 of the grant application.

A partner agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Community Connectors grant application. However, in partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement.

**Each member of the partnership is responsible for the following assurances:**

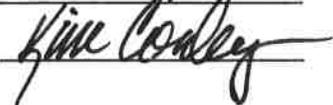
- 1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
- 3) Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
- 4) Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
- 5) Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.

**Lead Applicant**

Name: Kim Conley

Title: Director

Organization: Pike County YMCA

Sign: 

**Partner**

Name: Marcia Clark

Title: District Representative

Organization: Eastern Local Schools

Sign: 



Additional Partner (Optional)

Name: Brock Brewster

Title: Superintendent

Organization: Western Local Schools

Sign: *Brock Brewster*

Additional Partner (Optional)

Name: Stephen Martin

Title: Superintendent

Organization: Ross-Pike ESD

Sign: *Stephen Martin*



**COMMUNITY  
CONNECTORS**

CommunityConnectors.Ohio.gov

Additional Partner (Optional)

Name: Rick Swain

Title: Branch Manager

Organization: Ohio Valley Bank

Sign: *Rick Swain*

## Roles and Responsibilities Worksheet (Required)

Describe how each partner plans to contribute to the overall program including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc.

1. Faith-based organization: Pike County YMCA

-Time contribution: 15% of program budget for Management, 10% for fiscal administration

-Personnel contribution: Director, will oversee project; treasurer, will oversee all fiscal operations;

-Monetary contribution: N/A

-Shared responsibilities: Director will assist Program director in all aspects of program management

-Additional roles and responsibilities: will serve on Advisory Council; will be in charge of hiring Program director who will maintain all program data and records

2. School district partner: Western Local School District

-Time contribution: 5 days per month, 12 months per year

-Personnel contribution: Superintendent will serve as point person for program; \$500 per diem=\$30000/year in-kind

-Monetary contribution: N/A

-Shared responsibilities:: will serve on Advisory Council; will collect data and assist with program evaluation

-Additional roles and responsibilities: will post website page for program; will maintain outreach program to community.

School district partner: Eastern Local School District

-Time contribution: 5 days per month, 12 months per year

-Personnel contribution: Superintendent will serve as point person for program; \$500 per diem=\$30000/year in-kind

-Monetary contribution: N/A

-Shared responsibilities: will serve on Advisory Council; will collect data and assist with program evaluation

-Additional roles and responsibilities: will post website page for program; will maintain outreach program to community.

### 3. Business Partner: The Ohio Valley Bank

- Time contribution: 3 days per month, 12 months per year
- Personnel contribution: Branch Manager will serve as point person; \$400 per diem=\$14400/year in-kind
- Monetary contribution: N/A
- Shared responsibilities: will serve on Advisory Council; will work with area businesses to develop future funding alternatives
- Additional roles and responsibilities: will serve as liaison to chamber of commerce in disseminating program information

### 4. Community nonprofit (if applicable):N/A

- Time contribution:
- Personnel contribution:
- Monetary contribution:
- Shared responsibilities:
- Additional roles and responsibilities

Additionally, the Ross-Pike ESD is providing a personnel contribution to the program:

- Time contribution: 5 days per month, 12 months per year
- Personnel contribution: Grants and Programs Administrator will serve as point person; \$300 per diem=\$18000/year in-kind
- Monetary contribution: N/A
- Shared responsibilities: will serve on Advisory Council; will maintain website presence for program on ESD website
- Additional roles and responsibilities: will organize Evaluation Team and oversee external evaluation.

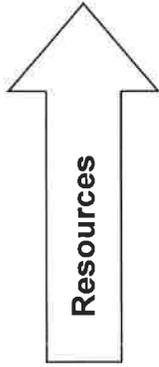


# COMMUNITY CONNECTORS

CommunityConnectors.Ohio.gov

Healthy Mind/Healthy Body, Pike County YMCA

Program Name: \_\_\_\_\_



## Resources

*What resources will be needed to conduct this program?*

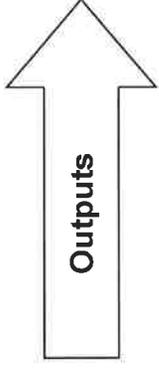
Transportation, supplies and equipment, personnel, volunteers and mentors and mentees; program space, appropriate data and solid evaluation.



## Program Activities

*What will we do with the resources?*

Serve high poverty students grades 5-10 through a mentoring program that combines physical fitness with a character education curriculum.



## Outputs

*Briefly describe the number of students engaged and the number of adults involved.*

120 students grades 5-10 will be served, with a total of at least 130 adults, including program staff, mentors and volunteers.



## Outcomes

*What are the short or intermediate term results that will be achieved?*

1. Setting goals to be prepared for 21<sup>st</sup> century careers
2. Building character
3. Developing pathways to achievement
4. Building resiliency
5. Believing in a positive future



## Goal

*What are the long term results that will be achieved?*

Strengthen communities, encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievement, higher levels of well-being, and health and workforce readiness for our state.

# Budget Summary



Budget summary automatically fills after completing individual annual budgets (Year 1, Year 2, and Year 3)

## Healthy Mind/Healthy Body, A Mentoring Program Of The Pike County YMCA

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	14,400.00	14,400.00	14,400.00	43,200.00
B. Payroll Fringe Benefits	1,101.60	1,152.00	1,152.00	3,405.60
C. Travel	-	-	-	-
D. Supplies	11,920.00	11,920.00	11,920.00	35,760.00
E. Equipment	2,000.00	-	-	2,000.00
F. Contracted Services	71,731.20	71,731.20	71,731.20	215,193.60
G. Training	5,000.00	-	-	5,000.00
H. Evaluation	94,300.80	94,300.80	94,300.80	282,902.40
I. Other Program Cost	62,538.20	62,538.20	62,538.20	187,614.60
J. Additional Mentor Support Cost	7,200.00	-	-	7,200.00
<b>TOTAL PROJECT COST</b>	<b>270,191.80</b>	<b>256,042.20</b>	<b>256,042.20</b>	<b>782,276.20</b>
LOCAL CONTRIBUTION	130,300.00	130,300.00	130,300.00	390,900.00
STATE MATCH	139,891.80	125,742.20	125,742.20	391,376.20
LOCAL %	48%	51%	51%	50%



**F. Contracted Services**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Transportation, district contract, \$4.67/ mile	\$4.67	15360	71,731.20
			-
			-
			-
		<b>Total</b>	<b>71,731.20</b>

**G.1. Staff Training**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
I Can Curriculum on-site	\$200.00	10	2,000.00
Poverty (Ruby Payne)	\$300.00	10	3,000.00
			-
			-
		<b>Total</b>	<b>5,000.00</b>

**G.2. Mentor Training**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
		<b>Total</b>	<b>-</b>

**H. Evaluation**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
		<b>Total</b>	<b>-</b>

**I. Other Program Cost**

Description	Total Amount
Admin. Fee for program director (fiscal fee as in-kind contribution)	26,538.20
	-
	-
	-
<b>Total</b>	<b>26,538.20</b>

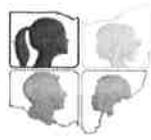
**J. Additional Mentor Support Cost**

Description	Total Amount
	-
	-
	-
<b>Total</b>	<b>-</b>

The Local Contribution consists of identified in-kind contributions and available funding designated for this program.

The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
<b>Total Budget</b>	<b>132,691.00</b>
<b>Local Contribution</b>	
<b>State Match</b>	<b>132,691.00</b>
<b>Local %</b>	<b>0%</b>



**COMMUNITY  
CONNECTORS**

CommunityConnectors.Ohio.gov

## Community Connectors GRANT ASSURANCES

The parties referred to in this document are the Ohio Department of Education, herein referred to as “THE DEPARTMENT,” and the applicant, herein referred to as the “GRANTEE,” and any partnering entity who is not the lead applicant, herein referred to as the “CO-APPLICANT.” THE DEPARTMENT may make funds available to the GRANTEE for programs operated by the GRANTEE in accordance with requirements and regulations applicable to such programs.

Consistent with state laws and regulations, the GRANTEE assures, if awarded a grant:

1. That the GRANTEE will accept funds in accordance with applicable state and federal statutes, regulations, program plans, and applications, and administer the programs in compliance with the United States and Ohio Constitutions, all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the GRANTEE under the Community Connectors and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the GRANTEE has the necessary legal authority to apply for and receive the proposed grant and enter into the contract.
4. That the GRANTEE will keep and maintain the required financial and compliance records in accordance with the Ohio Revised Code Section 117.11, utilizing generally accepted accounting principles (GAAP) unless the GRANTEE has requested and received a waiver from the DEPARTMENT as to the method of accounting practices.
5. That the GRANTEE will make reports to THE DEPARTMENT as required or requested, and that may reasonably be necessary to enable THE DEPARTMENT to perform its duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by THE DEPARTMENT and shall be supported by appropriate documentation.
6. That the GRANTEE will maintain records, and provide access to those records as THE DEPARTMENT and authorized representatives in the conduct of audits authorized by state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
7. That the GRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of the program, as may be necessary according to state law.
8. That any application, evaluation, periodic program plan or report relating to the Community Connectors will be made readily available to parents and to other members of the general public.

9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. That the GRANTEE may not use its state funding to pay for any of the following:
  - A. Religious worship, instruction or proselytization.
  - B. The salary or compensation of any employee of the GRANTEE or any CO-APPLICANT, whose duties or responsibilities include the activities specified in paragraph 10A, herein. Salary or compensation of an employee paid directly by a faith-based entity or house of worship is permitted to be utilized as an applicant's in-kind contribution to draw down state matching funds, and is not otherwise prohibited by this section.
  - B. Equipment or supplies to be used for any of the activities specified in paragraph 10A, herein.
  - C. Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 10A, herein.
11. That the GRANTEE shall continue its coordination with THE DEPARTMENT during the length of the grant period.
12. The GRANTEE shall cooperate in any evaluation by THE DEPARTMENT.
13. That the GRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
14. That the GRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
15. That it shall maintain records for five years following completion of the activities for which the GRANTEE uses the state funding and which show:
  - A. The amount of funds under the grant.
  - B. How the GRANTEE uses the funds.
  - C. The total cost of the project.
  - D. The share of that total cost provided from other sources.
16. That in the event of a sustained audit exception, and upon demand of THE DEPARTMENT, the GRANTEE shall immediately reimburse THE DEPARTMENT for that portion of the audit exception attributable under the audit to the GRANTEE. The GRANTEE agrees to hold THE DEPARTMENT harmless for any audit exception arising from the GRANTEE's failure to comply with applicable regulations.
17. That the GRANTEE is aware all state funds granted to it are conditioned upon the availability and appropriation of such funds by the Ohio General Assembly. These funds are subject to reduction or elimination by the Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the GRANTEE shall hold THE DEPARTMENT harmless for any reduction or elimination of state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the GRANTEE shall immediately cease further expenditures under the Community Connectors.
18. The GRANTEE will adopt and use the proper methods of administering the grant and any sub grants, including, but not limited to:





# ROSS-PIKE

## Educational Service District

475 Western Avenue Suite E  
Chillicothe OH 45601  
Phone: 740/702-3120 Fax: 740/702-3123

P.O. Box 578  
Piketon OH 45661  
Phone: 740/289-4171 Fax: 740/289-4542

*Making A Difference! Timely Support, Quality Service, Efficiency focused.*

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To Whom it May Concern:

The Ross-Pike Educational Service District is proud to support and be a part of the Pike County YMCA's endeavor to secure funding through the Community Connectors grant program.

The school districts of Pike County are seriously poverty stricken and the students there lack any types of enrichment activities.

The Ross-Pike ESD will serve as a member of the partnership and on the Advisory Council and will assist in the evaluation portion of the program. We will also assist in the outreach efforts of the YMCA to recruit mentors and mentees, and we will serve as a publicity point, including publicizing the program on our website and social media.

Thank you for making this opportunity available to Ohio's nonprofits and faith-based organizations, and for your commitment to Ohio's children.

Sincerely,

Stephen Martin, Superintendent  
Ross-Pike Educational Service District

**EASTERN LOCAL SCHOOL DISTRICT**

**1170 TILE MILL ROAD**

**BEAVER, OHIO 45613**

23 February 2015

To Whom It May Concern:

Please accept this as a letter of support for the application for the Community Connectors Grant that is being applied for by the Ross/Pike Educational Service Center and the YMCA of Waverly, Ohio.

Eastern Local School District is extremely interested in being involved in the Mentor Program that is being proposed. We are a District that was formed in 1959 by consolidating Beaver, Stockdale, and Union Local School Districts. Our District covers 107 square miles most of which lies in Pike County with portions in Jackson and Scioto County. In 2002, the Eastern Local School District moved into a new PreK – 12 complex which was 94% funded through the Ohio Facilities Commission. Currently the district serves 916 students and employees 101 individuals in Certified and Non-Certified positions. The median household income is \$31,649.00. The District is reimbursed at a rate of 90.07% for breakfast and lunch through being a participant in the Community Eligibility Option Program. Effective tax millage for operations is 20 which places the District at "the floor." Many employment opportunities are agricultural with other such as fast food, chain stores and the Centrifuge Plant in Piketon. Unemployment for the 2013-2014 year averaged 9%.

I, Marcia Clark, will take the position of the point person for the District. Having been an administrative employee of the District since 1996, I am familiar with all of the various nuances of the District. I am also responsible for many different aspects of operation in the district among them CCIP, OIP, Cafeteria, Transportation, Workers' Compensation, Buildings and Grounds, Special Education, etc.

The District has determined that \$4.67 per mile is a fair and equitable charge for transportation.

Sincerely,

A handwritten signature in black ink, appearing to read "Marcia C. Clark", written over a light blue horizontal line.

Marcia C. Clark

Superintendent



# Western Local School District

From the Desk of  
**Brock D. Brewster**

*Superintendent, Western Local Schools*

*"All kids need is a little help, a little hope, and someone who believes in them.*

*Magic Johnson*

*I've got this theory that if you give 100% all the time somehow things will work out in the end.*

*Larry Bird*

To Whom It May Concern:

I am writing this letter both in support of Western Local Schools' application for the Community Connectors grant and also to show a drastic need in our community for activities that will allow our students to have the opportunity to experience things that they otherwise couldn't. Western Local is generally either the poorest or second poorest rural district in Ohio. Our median income is \$23,175 and our poverty as a percentage of our ADM is 92%. Only 4.7% of our population has a college degree or more and only 9.6% of our population has an administrative or professional occupation.

To say that our kids have certain disadvantages is a gross understatement. Most of our kids are living in households where survival is the primary goal. Very few of our students have the opportunity to interact with students and adults outside of our school setting. Transportation is a major issue. Very few of our kids have memberships to a gym or to the YMCA due to the cost of transportation and the fact that many of our households are one-vehicle only.

The extremely low percentage of our population with college degrees and professional occupations are directly related to the fact that our kids lack the exposure to the outside world. With the budget crisis that our school faced we cut out almost all field trips. We have started taking more lately but the trips we used to take when the money was available were the only exposure to "culture" that many of our kids got.

The mentoring and exposure opportunities that our kids could potentially receive as part of this grant would be a huge step in the right direction and is desperately needed. I truly believe that unless our kids are exposed to culture and to the world outside of our district they'll never realize the opportunities that exist nor will they begin to think seriously about the fact that there is life – a potentially good life – after Western High School. Therefore, Western Local Schools strongly supports the Community Connectors grant and a potential partnership with the YMCA.

Sincerely

Brock D. Brewster

3rd Edition

# Elements of Effective Practice for Mentoring™

Newly revised edition, which includes  
evidenced-based operational standards



Sponsored by

**MetLife Foundation**



## Introduction

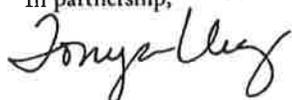
As a strategy for helping young people succeed in school, work and life, mentoring works. It helps give young people the confidence, resources and support they need to achieve their potential. But, the fact is this: these positive outcomes are only possible when young people are engaged in high-quality mentoring relationships.

The *Elements of Effective Practice for Mentoring* holds the key to success in producing high-quality relationships. The new edition of the *Elements* provides six evidence-based standards for practice that incorporate the latest research and best-available practice wisdom. It also reprises advice that appeared in earlier editions on program design and planning; program management; program operations; and program evaluation.

We believe adherence to the *Elements* will ensure that mentoring relationships thrive and endure. They include measures that any mentoring program in any setting can implement, as well as measures that any agency can incorporate within the mentoring element of broad-based, positive youth development programming. This means that community-based, corporate-based, school-based, faith-based and Internet-based mentoring programs can use the *Elements* to meet the specific needs of the young people they serve and the milieu in which they operate. And, it means that afterschool and other positive youth development programs which embed mentoring within their programming will find the *Elements* equally useful and adaptable.

These new guidelines are the culmination of a process that, once again, brought together the nation's foremost authorities on mentoring. The leaders are recognized in the Acknowledgments section. We thank each and every one of them for their invaluable counsel and dedication to making mentoring the kind of experience it should be for children.

For additional details about the research that underpins these guidelines or to learn more about approaches to implementing them, please visit [www.mentoring.org](http://www.mentoring.org). Finally, there will undoubtedly be a fourth edition of the *Elements*, so your feedback and suggestions are welcome. Meanwhile, we thank you for your interest and for continuing to help raise the bar as we all work to expand the world of quality mentoring.

In partnership,  


Tonya T. Wiley  
Chief Administrative Officer



**This edition of the *Elements* is divided into two parts:**

**Part I:** Operational Standards for Mentoring Programs (*or mentoring embedded into larger, positive youth development programming, like afterschool programs*)

**Part II:** Program Design and Planning, Management and Evaluation

Part I offers six evidence-based **standards** that address six critical dimensions of mentoring program operations: 1) recruitment; 2) screening; 3) training; 4) matching; 5) monitoring and support; and 6) closure. For each standard, specific **benchmarks** are advanced, along with research-based **justifications**. Together, the standards and benchmarks provide practical guidance on how best to approach the provision of high-quality mentoring in day-to-day operations — whether in a stand-alone mentoring program or a positive youth development program in which mentoring is one element. In addition, **enhancements**, based principally on the wisdom of outstanding practitioners, are offered for readers' consideration and use.

Part II provides equally practical advice regarding how to build a new mentoring program or strengthen an existing one. It focuses on program design and planning; program management; and program evaluation. The **program design and planning** section includes guidelines you can use to launch an effective new mentoring initiative. The section on **program management** focuses on what needs to be done to ensure that a mentoring program operates within a strong organizational context, no matter what the precise setting — which will continue to vary widely. The section on **program evaluation** imparts basic guidelines on how to prepare for and support this important function.

Finally, to review and adapt the operational standards and/or make use of advice regarding program planning, management, operations and evaluation, please check out two additional resources. First, meet with your local *Mentoring Partnership* (They now operate in 25 states and are one-stop sites for information about quality mentoring practice. See [www.mentoring.org/find\\_resources/state\\_partnerships/](http://www.mentoring.org/find_resources/state_partnerships/) for listings.). Second, please visit [www.mentoring.org](http://www.mentoring.org), the nation's most comprehensive resource for mentors and mentoring initiatives nationwide.



## **Standard 1: Recruitment**

**Standard:** Recruit appropriate mentors and mentees by realistically describing the program's aims and expected outcomes.

### **Benchmarks:**

#### **Mentor Recruitment**

**B.1.1** Program engages in recruitment strategies that realistically portray the benefits, practices and challenges of mentoring in the program.

#### **Mentee Recruitment**

**B.1.2** Program recruits youth whose needs best match the services offered by the program and helps them understand what mentoring is and what they can expect from a mentoring relationship.

### **Enhancements:**

#### **Mentor Recruitment**

**E.1.1** Program has a written statement outlining eligibility requirements for mentors in its program.

#### **Mentee Recruitment**

**E.1.2** Program has a written statement outlining eligibility requirements for mentees in its program.

## Justification for Recruitment Benchmarks:

Mentors' unfulfilled expectations can contribute to an earlier-than-expected ending of mentoring relationships.<sup>1</sup> Thus, it is important for programs to realistically describe both the rewards and challenges of mentoring when recruiting mentors. When imagined outcomes are not immediately realized or take a different form than what was originally expected, mentors may decide that the relationship does not meet their needs, and, consequently, they may end the match prematurely. Thus, when recruiting potential mentors, it is important to set realistic expectations regarding a mentoring relationship and what it can achieve. Practically

speaking, one way to set realistic expectations for a prospective mentor is to provide him or her with written eligibility requirements.

Also, mentees frequently report not knowing what to expect from a mentoring program and/or in a mentoring relationship.<sup>1</sup> Therefore, when mentees are recruited for participation in a mentoring program, it is important to provide them with information about what mentoring is and how it can be helpful to them. Program staff should also inquire about prospective mentees' expectations about being mentored and about the mentoring program. In this way, program staff can help prospective mentees develop both positive and realistic expectations.

### References

- <sup>1</sup>Spencer, R. (2007). "It's not what I expected": A qualitative study of youth mentoring relationship failures. *Journal of Adolescent Research*, 22, 331-354.





## Standard 2: Screening

**Standard:** Screen prospective mentors to determine whether they have the time, commitment and personal qualities to be an effective mentor.

### Benchmarks:

#### Mentor Screening

- B.2.1** Mentor completes an application.
- B.2.2** Mentor agrees to a one (calendar or school) year minimum commitment for the mentoring relationship.
- B.2.3** Mentor agrees to participate in face-to-face meetings with his or her mentee that average one time per week and one hour per meeting over the course of a calendar or school year.\*

\*This benchmark may be addressed differently as long as there is evidence to support that the variation is associated with positive outcomes for mentees (e.g., combining in-person meetings with online communication or telephone calls; meeting almost exclusively online; meeting less frequently than once a week, with each meeting lasting for more than an hour, on average). As a general rule, programs should aim to either meet this benchmark or provide a clear rationale for doing otherwise. (See justification for additional comments on this topic.)

- B.2.4** Program conducts at least one face-to-face interview with mentor.
- B.2.5** Program conducts a reference check (personal and/or professional) on mentor.
- B.2.6** Program conducts a comprehensive criminal background check on adult mentor, including searching a national criminal records database along with sex offender and child abuse registries.

## **Mentee Screening**

- B.2.7** Parent(s)/guardian(s) complete an application and provide informed consent for their child to participate.
- B.2.8** Parent(s)/guardian(s) and mentee agree to a one (calendar or school) year minimum commitment for the mentoring relationship.
- B.2.9** Parents(s)/guardian(s) and mentee agree that the mentee will participate in face-to-face meetings with his or her mentor a minimum of one time per week, on average, for a minimum of one hour per meeting, on average.

## **Enhancements:**

- E.2.1** Program utilizes national, fingerprint-based FBI criminal background checks (e.g., the SafetyNET system operating under the auspices of the Child Protection Improvements Act, in cooperation with the National Center for Missing & Exploited Children).
- E.2.2** School-based programs assess mentor's interest in maintaining contact with mentee during the summer months following the close of the school year and offer assistance with maintaining contact.

## **Justification for Screening Benchmarks:**

Screening practices, including face-to-face interviews with prospective mentors, as well as reference and background checks, are recommended as a guideline across a wide range of mentoring programs.<sup>1,2</sup>

Reference checks are also essential for assessing the suitability of the prospective mentor for a mentoring relationship. More specifically, criminal background checks are a necessary component of screening prospective mentors and must be conducted before initiating any contact between the mentor and the mentee. The check provides a concrete method for mentoring programs to enhance the likelihood that the mentee will be protected and safe with his or her mentor.

Analyses indicate that it is important to gain access to records from national and not just state registries because criminals move, and one state registry alone may not provide a complete picture of an individual's criminal history. The SafetyNET

criminal background check system employs a fingerprint-based system that relies on nationwide records available through the FBI. Findings indicate that SafetyNET provides the best available protection against those who may have a record of serious crimes against children in one state and then apply to be a mentor in another state.<sup>3</sup>

## **Mentor and Mentee Commitment**

Longer-term mentoring relationships are associated with more benefits to youth than shorter-term relationships. Evidence for the importance of relationship duration has emerged from studies of community- and school-based models of volunteer youth mentoring.<sup>4,5,6,7,8</sup> For example, adolescents who participated in a relationship that lasted at least 12 months had more positive benefits as compared to youth in relationships that lasted fewer than 12 months.<sup>4</sup> In addition, prematurely ending a match may result in negative child outcomes.<sup>4,9</sup> Taken together, these studies establish the importance of mentoring relationships lasting for at least one

academic or calendar year. What may eventually emerge as the dominant influence on effects related to program duration is whether relationships are continued for the full duration of the established expectations, even if these are for a shorter period of time than one calendar year.<sup>10</sup> However, the current evidence suggests that longer is better and that programs that last less than one year generally produce less potent outcomes.

In addition to relationship length, the frequency of contact between mentor and mentee has also been linked to positive youth outcomes. Frequent, regular contact provides more opportunities to develop a close relationship by engaging in shared activities and providing ongoing social and emotional support.<sup>7,11,12</sup>

### References

- <sup>1</sup>The National Mentoring Working Group. (1991). *Mentoring: Elements of effective practice*. Washington, DC: National Mentoring Partnership.
- <sup>2</sup>Miller, A. (2007). Best practices for formal youth mentoring. In T. D. Allen & L. T. Eby (Eds.), *The Blackwell handbook of mentoring: A multiple perspectives approach* (pp. 307-324). Malden, MA: Blackwell Publishing.
- <sup>3</sup>MENTOR (2009). Analysis of funding drawn from the PROTECT Act child safety pilot. Alexandria, VA.
- <sup>4</sup>Grossman, J. B., & Rhodes, J. E. (2002). The test of time: predictors and effects of duration in youth mentoring relationships. *American Journal of Community Psychology, 30*, 199-219.
- <sup>5</sup>Frecknall, P., & Luks, A. (1992). An evaluation of parental assessment of Big Brothers Big Sisters of New York City. *Adolescence, 27*, 715-718.
- <sup>6</sup>Grossman, J. B., & Johnson, A. (1998). Assessing the effectiveness of mentoring programs. In J. B. Grossman (Ed.), *Contemporary issues in mentoring* (pp. 10-23). Philadelphia, PA: Public/Private Ventures.
- <sup>7</sup>Herrera, C., Grossman, J. B., Kaugh, T. J., Feldman, A. E., McMaken, J., & Jucovy, L. Z. (2007). *Making a difference in schools: The Big Brothers Big Sisters school-based mentoring impact study*. Philadelphia, PA: Public/Private Ventures.
- <sup>8</sup>Rhodes, J. E., Reddy, R., Grossman, J. B. (2005). The protective influence of mentoring on adolescents' substance use: Direct and indirect pathways. *Applied Developmental Science, 9*, 31-47.
- <sup>9</sup>Karcher, M. J. (2005). The effects of developmental mentoring and high school mentors' attendance on their younger mentees' self-esteem, behavior and connectedness. *Psychology in the Schools, 42*, 65-77.
- <sup>10</sup>Larose, S., Tarabulsy, G., & Cyrenne, D. (2005). Perceived autonomy and relatedness as moderating the impact of teacher-student mentoring relationship on student academic adjustment. *The Journal of Primary Prevention, 26*, 111-128.
- <sup>11</sup>DuBois, D. L., & Neville, H. A. (1997). Youth mentoring: Investigation of relationships characteristics and perceived benefits. *Journal of Community Psychology, 25*, 227-234.
- <sup>12</sup>Parra, G. R., DuBois, D. L., Neville, H. A., & Pugh-Lilly, A. O. (2002). Mentoring relationships for youth: Investigation of a process-oriented model. *Journal of Community Psychology, 30*, 367-388.





## **Standard 3: Training**

**Standard:** Train prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship.

### **Benchmarks:**

#### **Mentor Training**

- B.3.1** Program provides a minimum of two hours of pre-match, in-person training.
- B.3.2** Mentor training includes the following topics, at a minimum:
  - a. Program rules;
  - b. Mentors' goals and expectations for the mentor/mentee relationship;
  - c. Mentors' obligations and appropriate roles;
  - d. Relationship development and maintenance;
  - e. Ethical issues that may arise related to the mentoring relationship;
  - f. Effective closure of the mentoring relationship; and
  - g. Sources of assistance available to support mentors.

### **Enhancements:**

#### **Mentor Training**

- E.3.1** Program uses evidence-based training materials.
- E.3.2** Program provides additional pre-match training opportunities beyond the two-hour, in-person minimum.

- E.3.3** Program addresses the following developmental topics in the training:
  - a. Youth development process;
  - b. Cultural, gender and economic issues; and
  - c. Opportunities and challenges associated with mentoring specific populations of children (e.g., children of prisoners, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant.
- E.3.4** Program uses training to continue to screen mentors for suitability and develops techniques for early trouble-shooting should problems be identified.

### **Mentee Training**

- E.3.5** Program provides training for the mentee and his or her parent(s)/guardian(s) (when appropriate) on the following topics:
  - a. Program guidelines;
  - b. Mentors' obligations and appropriate roles;
  - c. Mentees' obligations and appropriate roles; and
  - d. Parental/guardian involvement guidelines.

## **Justification for Training Benchmarks:**

### **Mentor Training**

Mentor training is a vital component of any successful mentoring program.<sup>1</sup> Mentor training is particularly important because it has documented implications for mentors' perceptions about the mentor-mentee relationship, including their feelings of closeness, support, satisfaction and effectiveness as a mentor.<sup>2,3,4</sup> Further, these perceptions of the mentor-mentee relationship are thought to influence the positive outcomes and continuation of the mentor-mentee relationship, suggesting the lasting importance of mentor training for youth outcomes.<sup>4</sup>

### **Length of Mentor Training**

According to recent research, community- and school-based mentors in Big Brothers Big Sisters of America programs who attended fewer than two hours of pre-match training reported less positive feelings of closeness and support about the relationship with their mentee, spent less time with their mentee and were less likely to continue their relationship into a second year than mentors who received more training.<sup>3</sup>

### **Content of Mentor Training**

Mentors and mentees may experience difficulties when their motivations and goals for the mentoring relationship do not match. Mentors' motivations are especially influential in the early stages of the mentoring relationship.<sup>5,6</sup> Mentors' motivations also influence whether they obtain information about mentoring prior to the match, plan for future activities with their mentee and form expectations about the mentoring relationship.<sup>7</sup> And, mentors who report a discrepancy between their initial expectations of their relationship with their mentee and their actual post-match experiences with their mentee are less likely to report an intention to stay in the mentoring relationship.<sup>8,9</sup> Consequently, training should include a focus on mentor motivations, as well as on helping mentors to identify their goals, modify unrealistic expectations and plan to compare their goals with their mentees' goals to identify and address discrepancies between the two.

Given that having realistic expectations is associated with relationship longevity, training should address the needs of special populations of mentored youth, such as the children of prisoners, children in foster care, children in the juvenile justice system,

children who have dropped out of school and immigrant children.<sup>8,9</sup> For example, immigrant youth face unique challenges, including stress related to discrimination, poverty and separation from family members.<sup>10</sup> Training for mentors of immigrant youth should raise volunteers' awareness of these challenges, as well as heighten their cultural sensitivity. In addition, training should stress the negative outcomes associated with early termination, as research suggests that the termination of a mentoring relationship may be particularly destructive for immigrant youth, especially if they have already experienced the loss of family members during the process of migration.<sup>11</sup>

In another example of a special population, children of incarcerated parents struggle with issues of trust and social stigma.<sup>12</sup> These children often believe that no one trusts them because of their parents' criminal history and have trust issues themselves due to their unstable family situation.<sup>12</sup> Training for mentors of

this population should emphasize building trust, for example, by being consistent and following through with plans. Mentors of children of prisoners should also be aware of the possibility that their mentees may feel embarrassed about their parent's incarceration, and they should be equipped with the skills necessary to respond effectively in the event that these feelings are disclosed.<sup>12</sup>

Finally, long-term positive mentoring relationships develop through demonstrating positive relationship behaviors such as authenticity, empathy, collaboration and companionship.<sup>9</sup> Training should also focus on developing and sustaining these relationship-enhancing behaviors. Further, training on how to foster a developmental (i.e., cooperative, mentor-driven relationship designed to meet the needs of the mentee) versus prescriptive (i.e., mentor as authority figure) mentoring relationship is recommended.<sup>13</sup>

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## Standard 4: Matching

**Standard:** Match mentors and mentees along dimensions likely to increase the odds that mentoring relationships will endure.

### Benchmarks:

- B.4.1** Program considers its aims, as well as the characteristics of the mentor and mentee (e.g., interests, proximity, availability, age, gender, race, ethnicity, personality and expressed preferences of mentor and mentee) when making matches.
- B.4.2** Program arranges and documents an initial meeting between the mentor and mentee.

### Enhancements:

- E.4.1** Program staff member should be on site and/or present during the initial meeting of the mentor and mentee.

### Justification for Matching Benchmarks:

Matching mentors and mentees based on similarities such as age, gender, race and ethnicity, as well as mutual interests, is frequently recommended. However, research comparing cross-race and same-race matches has found few, if any, differences in the

development of relationship quality or in positive outcomes — suggesting that matching on race may not be a critical dimension of a successful mentoring relationship.<sup>1,2</sup> Thus, although the research is not yet conclusive, it has been suggested that matching based on qualities such as the mentor's skills and common interests with the youth should take precedence over matching based on race.<sup>3</sup>

In addition, it has been suggested that a mentor's interpersonal skills be considered during the matching process.<sup>4</sup> For example, one specific interpersonal skill that has been studied in recent research, known as attunement, is defined as a mentor's ability to identify and solve relationship barriers. Research has found that the strongest mentor-mentee relationships are with mentors who

were either highly or moderately attuned, which suggests that a mentor's ability to tune in to others should be considered in making a match.

Once matched, mentoring best practices suggest that mentors and mentees should have a formal, initial meeting documented by the mentoring program.<sup>5</sup>

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## **Standard 5: Monitoring and Support**

**Standard:** Monitor mentoring relationship milestones and support mentors with ongoing advice, problem-solving support and training opportunities for the duration of the relationship.

### **Benchmarks:**

- B.5.1** Program contacts the mentor and mentee at a minimum frequency of twice per month for the first month of the match and monthly thereafter.
- B.5.2** Program documents information about each mentor-mentee contact, including, at minimum, date, length and nature of contact.
- B.5.3** Program provides mentors with access to at least two types of resources (e.g., expert advice from program staff or others; publications; Web-based resources; experienced mentors; available social service referrals) to help mentors negotiate challenges in the mentoring relationships as they arise.
- B.5.4** Program follows evidenced-based protocol to elicit more in-depth assessment from the mentor and mentee about the relationship and uses scientifically-tested relationship assessment tools.
- B.5.5** Program provides one or more opportunities per year for post-match mentor training.

### **Enhancements:**

- E.5.1** Program has quarterly contact with a key person in the mentee's life (c.g., parent, guardian or teacher) for the duration of the match.
- E.5.2** Program hosts one or more group activities for mentors and their mentees, and/or offers information about activities that mentors and mentees might wish to participate in together.
- E.5.3** Program thanks mentors and recognizes their contributions at some point during each year of the relationship, prior to match closure.

## Justification for Monitoring and Support Benchmarks:

### Practices Designed to Provide Monitoring and Support

Matches that are monitored and supported are more satisfying and successful, which, in turn, leads to more positive youth outcomes.<sup>1,2,3,4</sup> Continued monitoring of the relationship should especially focus on the development of close relationships, as youth who perceive more trusting, mutual and empathic relations with their mentors experience greater improvements than youth who perceive lower levels of these relationship qualities.<sup>5</sup> Mentoring programs that provide monthly calendars of low-cost events, offer tickets to events or provide opportunities to participate in structured activities are associated with positive outcomes.<sup>6</sup>

### Assessment of Mentor/Mentee Relationship

Assessing the quality of each mentoring relationship from the perspective of both the mentor and mentee

can yield valuable information for supporting individual matches.<sup>7,8</sup> Many surveys have been developed for this purpose, but only a small number are evidence-based and have been rigorously evaluated for reliability and validity.<sup>7</sup> Programs could benefit by seeking out and using scientifically-validated surveys when assessing mentoring relationship qualities.

### Advanced Mentor Training for Ongoing Support

After the mentor and youth have begun their relationship, mentors can benefit from additional training on topics such as increasing multicultural understanding, particularly regarding issues of race and class differences.<sup>9</sup> This type of training would provide mentors with the opportunity to identify and discuss possible cultural differences they and their mentee may encounter, which could help to prevent potential misunderstandings in the future.

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## Standard 6: Closure

**Standard:** Facilitate bringing the match to closure in a way that affirms the contributions of both the mentor and the mentee and offers both individuals the opportunity to assess the experience.

### Benchmarks:

- B.6.1** Program has procedure to manage anticipated closures, including a system for a mentor or mentee rematch.
- B.6.2** Program has procedure to manage unanticipated match closures, including a system for a mentor or mentee rematch.
- B.6.3** Program conducts and documents an exit interview with mentor and mentee.

### Enhancements:

- E.6.1** Program explores opportunity to continue the mentor/mentee match for a second (or subsequent) year.
- E.6.2** Program has a written statement outlining terms of match closure and policies for mentor/mentee contact after a match ends.
- E.6.3** Program hosts a final celebration meeting or event with the mentor and mentee to mark progress and transition.

## Justification for Closure Benchmarks:

### Prevention of Premature Closure

Research findings suggest that matches that end prematurely can result in negative outcomes for mentees such as increases in problem behaviors.<sup>1</sup> Thus, standards regarding closure are designed to prevent potentially avoidable, premature closures.

### Reasons for Closure

Mentoring relationships can end for a wide range of reasons that are both predictable (e.g., conclusion of academic year program) and unpredictable (e.g., moving, illness). Also, closure may occur as a result of interpersonal or practical challenges that result in the mentor losing interest or motivation to sustain the mentoring relationship (e.g., mentee having no phone, failure of the mentee to attend scheduled meetings, failure to discuss personal issues).<sup>1</sup>

### Closure Procedures

Regardless of why the mentoring relationship is ending, programs should always assist the mentor

in trying to end the relationship on a positive note for everyone involved.<sup>2</sup> Program staff should provide pre- and post-match training to prepare mentors and mentees for anticipating the end of the relationship, as well as for how to end the mentoring relationship in a positive way.<sup>3</sup> Mentors and mentees should discuss memories of fun times they have had together and participate in a special activity for their last meeting.<sup>4</sup> A best practice guideline is to hold a graduation night, which allows mentees to have a sense of closure with both the mentor and the program.<sup>2</sup> Also, recognition of the specific contributions of mentors and mentees is recommended.<sup>5</sup>

An exit interview with the mentor and mentee can help the program determine whether there are any additional resources or supports that the program could provide that would allow the match to continue. Interviewing the mentor and mentee at the end of the relationship allows them to reflect on the positive experiences they shared and the impact that they had on each other. It also provides the mentoring program with an opportunity to assess how well it adhered to its own standards.

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## Part II:

### *Program Design and Planning, Management, Operations and Evaluation*

*(Source: Elements of Effective Practice™, 2nd Edition, 2003)*

## Program Design and Planning

### Design the parameters for the program:

- Define the youth population that the program will serve;
- Identify the types of individuals who will be recruited as mentors (such as senior citizens, corporate employees and college students);
- Determine the type of mentoring that the program will offer — one-to-one, group, team, peer or e-mentoring;
- Structure the mentoring program — as a stand-alone program or as part of an existing organization;
- Define the nature of the mentoring sessions (such as career involvement, academic support and socialization);
- Determine what the program will accomplish and what outcomes will result for the participants, including mentors, mentees and sponsoring organizations;
- Determine when the mentoring will take place;
- Determine how often mentors and mentees will meet and how long the mentoring matches should endure;
- Decide where mentoring matches primarily will meet — workplace, school, faith-based organization, juvenile corrections facility, community setting or virtual community;
- Decide who are program stakeholders and how to promote the program;

- Decide how to evaluate program success; and
- Establish case management protocol to assure that the program has regular contact with both mentors and mentees concerning their relationship.

### **Plan how the program will be managed:**

- Select the management team:
  - Establish policies and procedures; and
  - Implement ongoing staff training and professional development.
- Develop a financial plan:
  - Develop a program budget;
  - Determine the amount of funding needed to start and sustain the program;
  - Identify and secure a diversified funding stream needed to start and sustain the program;
  - Determine the amount of time each funding source can be expected to provide resources;
  - Establish internal controls and auditing requirements; and
  - Establish a system for managing program finances.
- Implement the program:
  - Recruit program participants, such as mentors, mentees and other volunteers;
  - Screen potential mentors and mentees;
  - Orient and train mentors, mentees and parents/caregivers;
  - Match mentors and mentees;
  - Bring mentors and mentees together for mentoring sessions that fall within program parameters;
  - Provide ongoing support, supervision and monitoring of mentoring relationships;
  - Recognize the contribution of all program participants; and
  - Help mentors and mentees reach closure.
- Plan how to evaluate the program:
  - Decide on the evaluation design;
  - Determine what data will be collected, how it will be collected and the sources of data;
  - Determine the effectiveness of the program process;
  - Determine the outcomes for mentors and mentees; and
  - Reflect on and disseminate findings.





## **Program Management**

### **Ensure the program is well-managed:**

- Form an advisory group:
  - Define the advisory group roles and responsibilities;
  - Recruit people with diverse backgrounds to serve on the group; and
  - Facilitate the advisory group meetings to improve programming and management.
  
- Develop a comprehensive system for managing program information:
  - Manage program finances;
  - Maintain personnel records;
  - Track program activity, such as volunteer hours and matches;
  - Document mentor/mentee matches;
  - Manage risk; and
  - Document program evaluation efforts.
  
- Design a resource development plan that allows for diversified fundraising:
  - Seek in-kind gifts;
  - Hold special events;
  - Solicit individual donors;
  - Seek corporate donations;
  - Apply for government funding; and
  - Seek foundation grants.

- 
- Design a system to monitor the program:
    - Review policies, procedures and operations on a regular basis;
    - Collect program information from mentors, mentees and other participants; and
    - Continually assess customer service.
  
  - Create a professional staff development plan:
    - Provide ongoing staff training; and
    - Build on staff members' skills and knowledge.
  
  - Advocate for mentoring:
    - Advocate for pro-mentoring, public policies and funding at the local, state and federal levels; and
    - Encourage private sector leaders to adopt pro-mentoring policies and provide funding.
  
  - Establish a public relations/communications effort:
    - Identify target markets;
    - Develop a marketing plan;
    - Gather feedback from all constituents;
    - Develop partnerships and collaborations with other organizations; and
    - Recognize mentors, mentees, other program participants, funders and organizations that sponsor mentoring programs.





## Program Operations

### Ensure strong, everyday operations:

- Recruit mentors, mentees and other volunteers:
  - Define eligibility for participants, including mentors, mentees and parents/caregivers;
  - Market the program; and
  - Conduct awareness and information sessions for potential mentors.
  
- Screen potential mentors and mentees:
  - Require written applications;
  - Conduct reference checks, such as employment record, character reference, child abuse registry, driving record and criminal record checks;
  - Conduct face-to-face interviews; and
  - Hold orientations.
  
- Orient and train mentors, mentees and parents/caregivers:
  - Provide an overview of the program;
  - Clarify roles, responsibilities and expectations; and
  - Discuss how to handle a variety of situations.
  
- Match mentors and mentees:
  - Use established criteria;
  - Arrange an introduction between mentors and mentees; and
  - Ensure mentors, mentees and parents/caregivers understand and agree to the terms and conditions of program participation.

- 
- **Bring mentors and mentees together for mentoring sessions that fall within the program parameters:**
    - Provide safe locations and circumstances; and
    - Provide resources and materials for activities.
  
  - **Provide ongoing support, supervision and monitoring of mentoring relationships:**
    - Offer continuing training opportunities for program participants;
    - Communicate regularly with program participants and offer support;
    - Help mentors and mentees define next steps for achieving mentee goals;
    - Bring mentors together to share ideas and support;
    - Establish a process to manage grievances, resolve issues and offer positive feedback;
    - Assist mentors and mentees whose relationship is not working out; and
    - Ensure that appropriate documentation is done on a regular basis.
  
  - **Recognize the contribution of all program participants:**
    - Sponsor recognition events;
    - Make the community aware of the contributions made by mentors, mentees, supporters and funders;
    - Actively solicit feedback from mentors and mentees regarding their experiences; and
    - Use information to refine program and retain mentors.
  
  - **Help mentors and mentees reach closure:**
    - Conduct private, confidential interviews with mentors and mentees; and
    - Ensure mentors, mentees and parents/caregivers understand program policy regarding their meeting outside the program.





## Program Evaluation

### Ensure program quality and effectiveness:

- Develop a plan to measure program process:
  - Select indicators of program implementation viability and volunteer fidelity, such as training hours, meeting frequency and relationship duration; and
  - Develop a system for collecting and managing specified data.
- Develop a plan to measure expected outcomes:
  - Specify expected outcomes;
  - Select appropriate instruments to measure outcomes, such as questionnaires, surveys and interviews; and
  - Select and implement an evaluation design.
- Create a process to reflect on and disseminate evaluation findings:
  - Refine the program design and operations based on the findings; and
  - Develop and deliver reports to program constituents, funders and the media (at minimum yearly; optimally, each quarter).

For additional details about the research that underpins these guidelines and to learn more about the approaches to executing them, visit [www.mentoring.org](http://www.mentoring.org).





## Glossary of Terms:

### **Responsible mentoring:**

- Is a structured, one-to-one relationship or partnership that focuses on the needs of mentored participants.
- Fosters caring and supportive relationships.
- Encourages individuals to develop to their fullest potential.
- Helps an individual to develop his or her own vision for the future.
- Is a strategy to develop active community partnerships.

**Types of Mentoring:** Responsible mentoring can take many forms: traditional mentoring (one adult to one young person); group mentoring (one adult to up to four young people); team mentoring (several adults working with small groups of young people, in which the adult-to-youth ratio is not greater than 1:4); peer mentoring (caring youth mentoring other youth); and e-mentoring (mentoring via e-mail and the Internet).

**Locations of Mentoring:** Mentoring can take place in a wide array of settings, such as at a workplace, in a school, at a faith-based organization, at a juvenile corrections facility, in a community setting and in the virtual community, where e-mentoring takes place.

Source: Rhodes, J.E. (2002). *Stand by me: The risks and rewards of mentoring today's youth*. Cambridge, MA: Harvard University Press.

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Question	Pre-Test (Agree)	Post-Test (Agree)	Point Change	Percent Improvement
1. My friends can change or influence the way I act or behave.	13.4%	54.7%	+41.3	+208.2%
2. Helping others in my daily life helps me.	41.8%	68.2%	+27.1	+65.9%
3. I should prepare for a job interview.	12.4%	75.2%	+62.8	+406.5%
4. Goals are reached by luck.	53.7%	23.1%	+30.6	+132.4%

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##### The Parents

The parents of American school children are frustrated with the educational problems in the public schools and want some significant improvements. There are many concerned parents who take an active role in the education of their children. Unfortunately, there are far more who don't. The number one problem of most teachers is related to the parents of the children they are trying to teach.

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Thousands who became teachers found themselves mired in an educational nightmare that crushed their original dreams. Many teachers are tempted to quit the profession, but most of them keep on teaching in spite of the difficulty and the frustration they face every day in their classrooms. Statistics reveal there is a major problem in our schools regarding the character of the children. Teachers are on the front line of addressing this issue.

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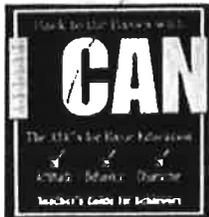
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Like the K-5 curriculum, this program is an effective "hands on" tool to help students help themselves. This dynamic curriculum is designed to take the teacher through the entire six segments with extensive teacher's notes, tips, procedures to follow, bonus section and more.



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## Locke's Goal-Setting Theory

### Setting Meaningful, Challenging Goals

*What you get by achieving your goals is not as important as what you become by achieving your goals.*

*Henry David Thoreau, American author and philosopher.*

Many of us have learned – from bosses, seminars and business articles – the importance of setting ourselves SMART objectives. We know that "SMART" stands for Specific, Measurable, Attainable, Relevant, and Time-bound. But are these the only factors to consider if we want to achieve our goals?

Dr Edwin Locke and Dr Gary Latham spent many years researching the theory of goal setting, during which time they identified five elements that need to be in place for us to achieve our goals.

In this article, we'll look at their research, and find out how to apply it to our own goals.

### About Locke and Latham's Theory

In the late 1960s, Locke's pioneering research into goal setting and motivation gave us our modern understanding of goal setting. In his 1968 article "**Toward a Theory of Task Motivation and Incentives**," he showed that clear goals and appropriate feedback motivate employees. He went on to highlight that working toward a goal is also a major source of motivation – which, in turn, improves performance.

Locke's research showed that the more difficult and specific a goal is, the harder people tend to work to achieve it.

In one **study**, Locke reviewed a decade's worth of laboratory and field studies on the effects of goal setting and performance. He found that, for 90 percent of the time, specific and challenging (but not too challenging) goals led to higher performance than easy, or "do your best," goals.

For example, telling someone to "try hard" or "do your best" is less effective than saying "try to get more than 80 percent correct," or "concentrate on beating your best time." Likewise, having a goal that's too easy is not motivating. Hard goals are more motivating than easy ones, because it feels more of an accomplishment to achieve something you've worked hard for.

A few years after Locke published his article, Dr Gary Latham studied the effects of goal setting in the workplace. His results supported Locke's findings – that there is an inseparable link between goal setting and workplace performance.

In 1990, Locke and Latham published their seminal work, "**A Theory of Goal Setting & Task Performance**." In this book, they repeated the need to set specific and difficult goals, while outlining five other characteristics for successful goal setting.

### Locke and Latham's Five Principles

According to Locke and Latham, there are five goal setting principles that can improve our chances of success:

1. Clarity.
2. Challenge.
3. Commitment.
4. Feedback.
5. Task complexity.

Let's look at each of these elements, and explore how you can apply them to your personal goals and to your team's objectives.

## 1. Setting Clear Goals

When your goals are clear, you know what you're trying to achieve. You can also measure results accurately, and you know which behaviors to reward. This is why SMART is such a useful mnemonic.

However, when a goal is vague – or when you express it as a general instruction like "take initiative" – it isn't easy to measure, and it isn't motivating. You may not even know you've achieved it!

### How to set Clear Goals

#### Personal Goal Setting

- Write your goal down and be as detailed as possible. Use SMART, and consider putting your goal into the form of a **personal mission statement** for added clarity.
- Think about how you'll measure your success toward this goal. What specific metrics will you use?
- Once you've set your goal, examine how it makes you feel. Are you excited? Does the challenge motivate you? If you don't feel strongly about the goal, you might need to clarify it or change it entirely.

#### Team Goal Setting

- Set clear goals that use specific and measurable standards. For example, "reduce job turnover by 15 percent."
- Write down the **metrics** that you'll use to measure your team members' success. Be as specific as possible, and make sure that everyone on your team understands how you'll measure success.

## 2. Setting Challenging Goals

People are often motivated by challenging goals, however it's important not to set a goal that is so challenging it can't be achieved.

### How to set Challenging Goals

#### Personal Goal Setting

- Look at your goal. Is it challenging enough to spark your interest?
- Develop **self-discipline**, so that you have the persistence to work through problems.

#### Team Goal Setting

- Use the **Inverted-U model** to find the best balance between pressure and performance when you set goals.
- Think about how you'll **reward** team members when they

**Personal Goal Setting**

- Identify ways that you can reward yourself when you make progress. Incremental rewards for reaching specific milestones will motivate you to work through challenging tasks.
- Before taking on a major goal, research it thoroughly. This will help you be realistic.

**Team Goal Setting**

- achieve challenging goals.
- If possible, create some friendly competition between team members or departments. Competition can encourage people to work harder.

### 3. Securing Team Commitment

To be effective, your team must understand and agree to the goals – team members are more likely to "buy into" a goal if they have been involved in setting it.

This doesn't mean that you have to negotiate every goal with your team members and secure their approval. They're likely to commit to it as long as they believe that the goal is achievable, it is consistent with the company's ambitions, and the person assigning it is credible.

#### How to Secure Commitment to Goals

**Personal Goal Setting**

- Stay committed by using **visualization** techniques to imagine how your life will look once you've achieved your goal.
- Create a **treasure map** to remind yourself why you should work hard. Visual representations of your goal can help you stay committed, even when the going gets tough.

**Team Goal Setting**

- Allow team members to set their own goals. This will increase their sense of commitment and empowerment.
- Use **Management by Objectives** to ensure that your team's goals align with the organization's goals.
- Use **Amabile and Kramer's Progress Theory** to enhance your team's motivation and commitment with small wins.

### 4. Gaining Feedback

In addition to selecting the right goals, you should also listen to feedback, so that you can gauge how well you and your team are progressing.

Feedback gives you the opportunity to clarify people's expectations and adjust the difficulty of their goals.

Keep in mind that feedback doesn't have to come from other people. You can check how well you're doing by simply measuring your own progress.

### How to Give Feedback on Goals

#### Personal Goal Setting

- Schedule time once a week to analyze your progress and accomplishments. Look at what has and hasn't worked, and make adjustments along the way.
- Learn how to **ask for feedback** on your progress from others.
- Use technology to track and measure your progress. Apps like **Lift** are a good place to start.
- Measure progress by breaking difficult or large goals down into smaller chunks, and seek feedback when you reach each milestone.

#### Team Goal Setting

- Learn how to **give your team members feedback** that's objective, useful and positive.
- Create a timetable to schedule regular feedback for your team.
- Use the **Stop – Keep Doing – Start** model for quick feedback sessions.

## 5. Considering Task Complexity

Take special care to ensure that work doesn't become too overwhelming when goals or assignments are highly complex.

People who work in complicated and demanding roles can often push themselves too hard, if they don't take account of the complexity of the task.

### How to set Complex and Challenging Goals

#### Personal Goal Setting

- Give yourself plenty of time to accomplish complex goals. Set deadlines that apply an appropriate amount of pressure, while still being achievable.

#### Team Goal Setting

- Your team members might need additional training before they work toward their goal. Give everyone a **training needs assessment** to identify any

**Personal Goal Setting**

- If you start to feel **stressed** about meeting your goals, they might be too complex or unrealistic. Reassess both of these areas and modify your goals if necessary.
- Break large, complex goals down into smaller sub-goals. This will stop you feeling overwhelmed, and it will make it easier to stay motivated.

**Team Goal Setting**

- knowledge or skills gaps.
- If you notice that any team members are overwhelmed, consider putting them into a **coaching** or **mentoring** relationship with a more experienced colleague.

**Key Points**

Goal setting is something that many of us recognize as a vital part of achieving success.

By understanding goal-setting theory, you can apply Locke and Latham's principles to your goals. Their research confirms the usefulness of SMART goal setting, and their theory continues to influence the way that we measure performance today.

To use this tool, set clear, challenging goals and commit yourself to achieving them. Be sure to provide feedback to others on their performance towards achieving their goals, and reflect on your own progress as well. Also, consider the complexity of the task, and break your goals down into smaller chunks, where appropriate.

If you follow these simple rules, your goal setting will be much more successful, and your overall performance will improve.

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**MichaelP wrote** This month

Felicia, the article references AUTHORSHIP as: Sarah Pavey and the Mind Tools Team. Citing it I would use Mind Tools the ULR and the retrieval date. good luck with your paper.



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# Fundamentals of Curriculum

WEDNESDAY, SEPTEMBER 23, 2009

## A Framework For Understanding Poverty

Kelly Brelsford

### Background

Ruby K. Payne's A Framework for Understanding Poverty, has sold over 1,000,000 copies since 1996. Her company aha! Process Inc. conducts 800 to 1,000 workshops and seminars a year. Dr. Payne has been considered by some to be the premier expert on the effects of poverty on children in regards to education. Others view Dr. Payne and her work with a much more critical eye. I've found considerably more criticism than praise.

### Summary

A Framework for Understanding Poverty is intended by the author to provide people living in middle and upper classes with a better understanding of the challenges that face those living in poverty. Payne's company has built an entire model based on her framework. Aha! Process Inc. defines the model as "a comprehensive, research based approach to success in schools that meets the requirements set under the Federal no Child Left Behind Act." According to the company's website, aha! Process Inc. is conducting a study in 28 schools to measure the effects of the model.

The following is a chapter-by-chapter summary, taken from information provided by WikEd, a project of the CTER program, an online Master of Education degree program in the Department of Educational Psychology, College of Education, University of Illinois at Urbana-Champaign.

Chapter One - Definitions and Resource: prepares the reader to understand the messages in the rest of the book by defining several terms. This chapter also gives a scenario involving a 10 year old girl living in poverty.

Chapter Two - The Role of Language and Story: an overview of the five different registers of language, concentrating on formal and casual. This chapter offers the ability to use formal registers (and its benefits) as one of Payne's "hidden rules of the middle class."

Chapter Three - Hidden Rules among Classes: begins with a quiz that helps to point out to the reader things that are taken for granted by members of upper and middle classes. This chapter also provides a chart consisting of some "hidden rules among classes."

Digital clock

12:40:16 pm

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Stem Education

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No Child Left Behind

Global Competition: Impacting the U.S. in Multiple...

The New Jersey Core Curriculum Content Standards: ...

A "Quick and Dirty" Method of Curriculum Mapping:

Fixing and Preventing the Dropout Rate

Technology & Curriculum

A Framework For Understanding Poverty

Curriculum Mapping

Summary of the First Two Classes

This Course's Website

The Need for STEM Education in Today's Schools

We Need To Redefine "Cool"

Chapter Four - Characteristics of Generational Poverty: provides differences between generational poverty and situational property and middle class.

Chapter Five - Role Models and Emotional Resources: discusses the importance of appropriate role models and emotional support to those living in poverty. This chapter also advises that those living in poverty are often raised in dysfunctional relationships, and this inhibits children from going through developmental stages at appropriate times.

Chapter Six - Support Systems: is an overview of the support systems that a child can access in times of need. This chapter provides seven categories of support systems.

Chapter Seven - Discipline: describes Dr. Payne's approach to a successful discipline plan for poverty-stricken students. This chapter advocates the use of structure and choice, behavior analysis, participation of the students, and teaching hidden rules (among others).

Chapter Eight - Instruction and Improving Achievement: seeks to provide teachers with instructional strategies that will lead to achievement.

Chapter Nine - Creating Relationships: seeks to provide educators with strategies to build relationships with students living in poverty, which can lead to achievement for those students.

#### Criticism

One of many reasons why critics have begun to question the validity of the information within A Framework for Understanding Poverty is because Dr. Payne is essentially self-published. The information within books that are self-published does not have to be verifiable, valid, reproducible, or reliable. One published critic, Anita Bohn, questions the validity of Payne's case studies in her 2006 article "A Framework for Understanding Ruby Payne." Bohn writes that Payne's case studies are no more "substantive than a few random anecdotes about children and families she claims to have encountered over the years." Bohn's dislike of Payne is made apparent by the terminology she uses; she refers to followers of Payne's work as "minions."

Bohn is particularly concerned with one certain element of Payne's work. Bohn was told by a teacher who had participated in an aha! Process Inc. seminar that she learned that "poor people can't think abstractly." This quote makes it fairly easy to see why Bohn as well as many others find the picture of poverty-stricken children and families painted by Payne's work to be insulting, superficial, and bigoted. A 2008 content analysis of Payne's framework, Miseducating Teachers about the Poor: A Critical Analysis of Ruby Payne's Claims about Poverty by Bomer et al. concludes that Payne's work is an example of "deficit thinking," (a deficit thinker believes that minority children

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