

KIDS HOPE USA: How it Works

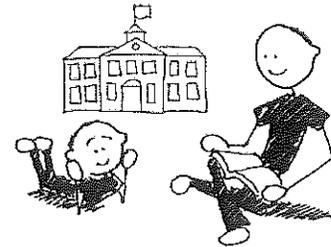
KIDS HOPE USA teaches each church to engage its own members in one-to-one relationships with at-risk children at a neighborhood public elementary school. The church appoints a director who is trained by KIDS HOPE USA to screen, train and supervise members who commit to faithfully mentor one child during weekly one hour session for at least one academic year.

Mentors are trained to understand that they may not evangelize on school grounds and must strictly adhere to the separation of church and state.

KIDS HOPE USA builds caring relationships...one child, one hour, one church, one school.

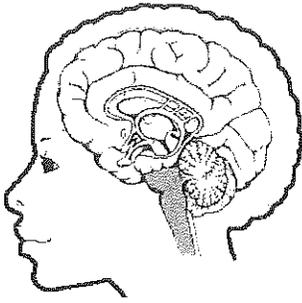
"It amazes me and the staff that you have kept your word. KIDS HOPE USA church volunteers are here faithfully one hour each week. Do you know what that means to a child?"

*Nancy Johnson, Assistant Principal
Rochester, Minnesota*



KIDS HOPE USA: The Impact

How can only one hour each week with a child make a difference?



School personnel consistently report that many children involved with KIDS HOPE USA exhibit significant change in **academic performance, attitude, attendance and behavior**, often in as few as two one-hour visits. How can this be? Brainstem research proves that children who live in unstable environments operate near the base of the brain. Governed by fight and flight impulses, these children are unable to learn. Any evidence of love and nurture moves the child up in the brainstem to those areas of the brain where he/she can experience belonging and learn.

According to a survey conducted by the Frost Research Center, 99.3% of the KHUSA children benefited from their relationship with a mentor. Children demonstrated change and growth in these four ways:

- ATTITUDE:** The children have a more cooperative spirit, and they are motivated to participate. They believe that they can succeed.
No one had seen Mary smile for 2 years. Miss Kathy, her KIDS HOPE USA mentor, has given Mary a reason to smile and be happy.
- BEHAVIOR:** The children exhibit less aggressive and violent behavior. They are less disruptive and are melded into the class.
Bryan had been the playground bully. Miss Sheila, his mentor, worked with him for only weeks before he applied to be a peer mediator to settle disputes on the playground.
- ACADEMIC PERFORMANCE:** The children improve in reading, math, spelling and test-taking skills because a caring adult believes in them and applauds their efforts.
A second grader, Kailey, had never spelled any words correctly. After working with Mrs. Irene for only four weeks, Kailey got her first 'A' in spelling.
- ATTENDANCE:** The children do not want to miss school, especially on the day they will meet with their KIDS HOPE USA mentor.
Mike refused to go home even though he was very ill. "I can't," he told the principal. "My KIDS HOPE USA friend is coming today, and I can't miss him."

Do you believe that the KIDS HOPE USA relationship was beneficial to this student? Yes No
Comments:

Student Referral Form



KIDS HOPE USA Student Referral Form

CONFIDENTIAL
For
KIDS HOPE USA
Teacher and Staff
ONLY

Student's Name _____ Age _____

Grade _____ School _____

Teacher _____ Date _____

Student is available (times): _____

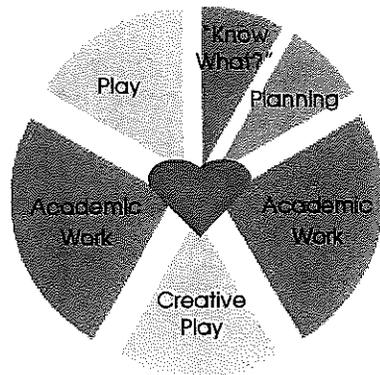
To help us better understand how to meet the mentoring needs of your student, please complete the following:

1. What do you notice as positive characteristics of this student?
2. Why do you wish to enroll this student in the KIDS HOPE USA mentoring program?
3. How do you feel a volunteer mentor could help this student develop academic skills?
4. Please define a specific objective for the mentor and materials to develop this student's academic skills.
5. Please comment on any other information that might be helpful in working with this student (special interests, hobbies, family situations). Use other side of sheet if necessary.
This information is kept confidential.

KIDS HOPE USA: The Hour

What does a session look like?

KIDS HOPE USA volunteers spend one hour each week with a child referred by the teacher. Divided into six parts, the purpose of this sixty-minute period is to address the emotional, social, and academic needs of the child.



“Know what?”	Gives the child an opportunity to tell the mentor a few of the many things that have happened in his/her life since the last session.
Planning	Allows the child and mentor to review the material the teacher has provided for the session. This brief process reassures the mentor and invites the child to “own the lesson” for the day.
Academic Work	Focuses on the lesson or material the teacher has provided for that session. This material generally includes reading, vocabulary, or spelling but may also include mathematics. The actual length of the session will depend on the attention span of the child.
Creative Play	Supplements the academic work through the use of learning games and other strategies that may be more accessible and engaging for the child. The mentors are trained to use creative play materials provided by the KIDS HOPE USA Director.
Play	Ends the hour with a game, reading a favorite story, shooting baskets, or some other fun activity. This is a relaxing and enjoyable time of relationship building.

Where do the child and mentor meet?

KIDS HOPE USA designates the school as the site for adult-child interaction for two reasons:

- The school is a safe and non-threatening environment for children and mentors.
- The mentors must be able to interact with the child’s teacher (that person who knows the most about the child’s needs and potential).

When are the sessions held?

Sessions are conducted at lunchtime, during school hours, or they may overlap the beginning or end of the school day.

Parent Consent Form



KIDS HOPE USA

Parent/Guardian Consent Form
(Reproduce on school letterhead)

Dear Parents/Guardian:

_____ (school) has developed a partnership with _____ (church) through KIDS HOPE USA—a program that trains caring older teens and adults how to befriend children and help them learn. Your child's teacher has suggested that _____ could benefit from having a KIDS HOPE USA mentor. A KIDS HOPE USA mentor is someone who is trained to:

- Meet with your child for one hour each week at the school for at least one year.
- Work with your child in practicing certain academic skills, including reading.
- Be a positive role model and friend who could give your child a positive experience.

Please note that the KIDS HOPE USA program complies with the separation of church and state. No religious activity of any kind will take place on school property during school hours.

We would like permission for your child to participate in the KIDS HOPE USA program and be assigned a mentor. Please complete, sign, and return the attached student information and permission sheet tomorrow as we would like to start the program as soon as possible. All information is kept strictly confidential. If you have any questions, please feel free to call the school. Thank you for helping us to provide the best education possible for your child.

Sincerely,

(principal or teacher)

KIDS HOPE USA - Parent/Guardian Consent Form

I give permission for my child, _____, to participate in the KIDS HOPE USA program and work with a KIDS HOPE USA mentor while attending _____ (school). This includes consent for the school to provide my child's mentor with certain academic objectives and/or skills that the mentor should work on with my child and for the school to participate in evaluation of the KIDS HOPE USA program.

Parent/Guardian Name _____ Date: _____
(print) (signature)

Address _____

Email: _____ Phone: _____

KIDS HOPE USA has resources to help students in a variety of areas. In order for us to better understand and mentor your student, please indicate below any particular needs or concerns that apply to your student:

- | | |
|---|---|
| <input type="checkbox"/> would benefit from help in this subject(s):
_____ | <input type="checkbox"/> is being treated for ADD/ADHD. |
| <input type="checkbox"/> has been diagnosed with a learning disability. | <input type="checkbox"/> has an incarcerated parent. |
| <input type="checkbox"/> struggles socially at school. | <input type="checkbox"/> has experienced a recent loss. |
| | <input type="checkbox"/> is allergic to _____ |

Is there anything else you would like to share about your student? _____

Mentoring Session Activities

This is one example of how a teacher might seek regular input from teachers in order to help mentors use the mentoring hour more effectively.



KIDS HOPE USA Mentoring Session Objective

Child's Name _____ Date _____

Mentor's Name _____

Primary objective for today's session;

- Reading skill, strategy, or theme:
- Math skill or strategy
- Spelling:
- Writing:
- Other:

How many sessions, approximately, would you like the mentor to focus on this objective? _____

Notes:

Daily Progress Report



KIDS HOPE USA

Daily Progress Report

Mentor's Name: _____ Student's Name: _____

Teacher's Name: _____ Date: _____

HOW DID YOU SPEND YOUR KIDS HOPE USA HOUR? (Fill in only what you did, using this as a guide.)

1. RELATIONSHIP BUILDING ACTIVITIES (circle all that apply)

Book About Me "How are you Feeling?" face chart "Know what?" stories
Snack and share General conversation Other: _____

2. ACADEMIC ACTIVITIES

Reading: _____ Math: _____
Spelling: _____ Other: _____

3. CREATIVE PLAY (Educationally based play time)

Games: _____ Art: _____
Other: _____

4. FREE PLAY (What did you do just for fun?)

How did your Student respond? Scale of 1 (needs improvement) to 5 (outstanding)

Attitude:	1	2	3	4	5	Motivation:	1	2	3	4	5
Cooperation:	1	2	3	4	5	On-task:	1	2	3	4	5
Completion:	1	2	3	4	5	Attentive:	1	2	3	4	5

Any concerns:

What is your response to this session? Scale of 1 (discouraged) to 5 (encouraged)

1 2 3 4 5

Anything memorable happen today? (quote, joy, humor?)

I would like further assistance and/or communication about the following needs related to the child I mentor:

ACADEMIC PROGRESS SOCIAL NEEDS PHYSICAL NEEDS EMOTIONAL ISSUES

I would like to speak to the director / teacher (circle as needed)

I may be reached at:

Phone _____ E-mail _____

If this is an issue that needs immediate attention, please call the director or talk to the principal before leaving the school.

KIDS HOPE USA: Participating Teacher's Role

One word describes the teacher's role in KIDS HOPE USA: **indispensable**. Teachers know and love the children and possess an understanding of their needs. KIDS HOPE USA volunteers must rely on teachers and other school personnel for specific directions in their work with the children. Teachers and their principals have the following responsibilities.

- Submit the **Student Referral Form** (enclosed) to the KIDS HOPE USA Director to identify the at-risk children and their needs.
- Send the **Parent Consent Form** (enclosed) home with the child to secure parental approval for participating children.
- Develop one or more objectives using the **Mentoring Session Activities** (enclosed) and provide materials to help the mentor and child achieve the objectives. The objectives and materials are generally made available for the mentor in a folder and can be designed to cover a session, a month, or a semester. The more direction you can provide a mentor, the more successful they can be.
- Review the **Daily Progress Report** (enclosed) submitted by the mentor after each session and respond as needed. These reports are designed to keep you informed about developments in the adult-child relationship and give the mentor an opportunity to share specific concerns.
- Validate the mentor's work by sharing information about the child's progress and completing an annual assessment of the impact of the program on the child using the **Teacher's Evaluation** (enclosed).

The mentor's effectiveness will be enhanced as you share expectations, problems, and suggestions. The mentors, most of whom are not educators, will find ideas, hints and tools, based on your experience, helpful and rewarding.

"I am so impressed with the level of dedication seen in the KIDS HOPE USA volunteers. They come so well prepared and trained. And when you see the caliber of people-doctors, lawyers, teachers, mothers, fathers, students...it's impressive."

*Second Grade, Teacher
Grand Rapids, Michigan*



Teacher's Annual Evaluation

(To be completed in May)

THE CARL FROST CENTER FOR SOCIAL SCIENCE RESEARCH



KIDS HOPE USA

Teacher Evaluation, Kindergarten

Student Name _____ Grade _____

Teacher Name _____ Date Completed _____

School Name _____

Please evaluate your student on the following dimensions. Only the KIDS HOPE USA director and staff will see and use this information. The child's confidentiality will be strictly maintained.

Please make your ratings: E = Excellent Achievement S = Satisfactory/Some Achievement
 using the following scale: G = Good Achievement U = Unsatisfactory Achievement

Circle One:

General Achievement Goals	Beginning of School Year				End of School Year				Progress During Year		
	E	G	S	U	E	G	S	U	L Good	J Some	_ Not much
Positive Behavior, Self-Regulation, and Control											
Academic skills											
Motivation for schoolwork											

Specific Content Areas	Beginning of School Year		End of School Year		Progress During Year		
	YES	NO	YES	NO	J Good	_ Some	L Not much
Student can identify ABC's in isolation							
Student can count to 20							

In the context of this student's behavior, academics, and motivation for school, what are the biggest areas of progress?

In the context of this student's behavior, academics, and motivation for school, what are the biggest needs for improvement?

Do you believe that the KIDS HOPE USA relationship was beneficial to this student? Yes No

Comments:
