



Annual Report 2017-2018

“You can’t be what you can’t see.”

Mirian Wright Edelman, Founder of the Children’s Defense Fund



White County United Way



Carroll



North White



*The mission of the Community Mentoring Program is:
“To engage and excite the community to provide tools for our students to thrive.”*

*The vision of the Community Mentoring Program is:
“Every young person will have a vision and pathway to realize self-worth,
build quality relationships, pursue meaningful careers, and
achieve the confidence to reach personal fulfillment.”*

Program History

The Community Mentoring Program began in January 2016 with 17 mentors for 5th graders at one elementary school because of presentation on the benefits of mentoring by the president of the Indiana Youth Institute(IYI) (www.iyi.org) at a Region 4 Workforce Board annual meeting. In its third year, covered by this report, it has grown to one hundred and six mentoring relationships in eight buildings and five school corporations. The program was developed over a six-month period working with an IYI consultant after consulting with community members and educators.

How does the program work?

Teacher /Administrators recommend students based on perceived untapped potential. Parents / Guardians complete an extensive application /permission form. Mentors complete a similar form and submit to an Indiana State Police background check. School administrators match students and mentors. Mentors then attend an orientation session. Each child will, hopefully, meet with their mentor once each week during the lunch period or the period designated by the school. Depending on the school, the mentor may choose the day, which can vary week to week. The student’s mentor is there to be friend who can help their student visualizes a future where they have dreams and can see ways to realize those dreams.

The Community Mentoring Program promotes college and career readiness Pre K - 12 and encourages mentors to seek to discover and then emphasize the strengths they see in their student.

Community Mentoring Board of Directors

Mike Godlove	Director [REDACTED] Retired and former Region 4 Workforce Board member
Debbie Conover	White County Economic Development
Leslie Wineland Goss	Community Foundation of White County
Gloria Kinnard	Community Volunteer – Retired Principal
Patty Godlove	Community Volunteer – Retired School Aid
Kaylee LaOrange	Bilingual Director of Admissions at Trilogy Health Services

A Program of the White County United Way and a Partner with the Region 4 Workforce Board

Discoveries:

While we ask for kids with untapped potential, the reality is most of our students come from a poverty background.

Dr. Ruby Payne, author of Bridges Out of Poverty says, “The economic insecurity of low-wage workers and middle class in America threatens the viability of our communities. When Main Street empties of viable businesses and refills with pawn shops, used clothing stores, social service storefronts, and payday lenders ... when people can’t afford to stay in the community to raise their children because of the lack of well-paying jobs ... **and when the free and reduced-price lunch rate at the schools’ hits 50%, our communities are becoming unsustainable.** “

The most common psychological effect of living in poverty is depression from the stress of barely getting by day to day. The stress of the instability of poverty eats away at one's emotional stability.

From the Indiana Youth Institute (www.iyi.org)

“Suicide has been the second-leading cause of death for young Hoosiers between the ages of 15 and 24 since 2009. In a national survey that included 43 states, Indiana had the nation’s highest rate of students who have contemplated suicide (19 percent) and the country’s second-highest rate of high school students who have attempted suicide (11 percent).” According to IYI, the biggest effect of a mentoring program is a reduction in depression.

Free and reduces lunches as an indicator of poverty in Region 4 Workforce Counties.

County	2000 Free	2000 Reduced	2000 F&R	2017 Free	2017 Reduced	2017 F&R	% Increase '00 - '17
Benton	16.6%	6.0%	22.6%	39.2%	8.6%	47.8%	112%
Carroll	12.2%	5.7%	17.9%	33.1%	9.1%	42.2%	136%
Cass	21.7%	7.6%	29.3%	40.5%	9.8%	50.3%	72%
Clinton	20.8%	7.2%	28.0%	49.9%	7.8%	57.7%	106%
Fountain	16.8%	6.1%	22.9%	38.0%	8.7%	46.7%	104%
Howard	21.2%	5.3%	26.5%	41.9%	8.0%	49.9%	88%
Miami	18.7%	7.8%	26.5%	38.5%	9.5%	48.0%	81%
Montgomery	18.9%	4.9%	23.8%	39.2%	8.1%	47.3%	99%
Tippecanoe	16.6%	5.3%	21.9%	36.3%	6.7%	43.0%	96%
Tipton	9.4%	3.8%	13.2%	30.6%	8.8%	39.4%	198%
Warren	11.5%	9.2%	20.7%	33.2%	7.7%	40.9%	98%
White	17.8%	8.3%	26.1%	35.9%	10.4%	46.3%	77%
Mentoring Schools							
North White	29.2%	11.3%	40.5%	57.0%	13.5%	70.5%	74%
Frontier	10.4%	5.5%	15.9%	17.8%	5.4%	23.2%	46%
Tri-County	13.7%	5.7%	19.4%	28.9%	9.2%	38.1%	96%
Twin Lakes	16.6%	8.8%	25.4%	35.7%	11.0%	46.7%	84%
Carroll Consolidated	8.7%	6.5%	15.2%	28.3%	7.7%	35.9%	236%

*Source www.iyi.org Kids Count Data Center

Working and failing to get ahead. Getting closer and closer to the edge.

“In 1969 and over most of the 1970s a full-time worker earning minimum wage could have maintained a three-person family above the poverty threshold.

During the 1980s, with no increases, the earning power of the minimum wage relative to the family poverty thresholds declined steadily.

In 1999, a full-time minimum-wage worker earned \$157 less than the income required to reach the two-person family poverty threshold.

Today, a minimum wage job (\$7.25 / hour, \$290 / week, \$15,080 / year) pays less than three hundred a week before taxes, which is less than twelve hundred dollars a month. Even if you are single, with no children and work two full time jobs, which is less than twenty-four hundred a month, that could barely cover cheap rent, gas, phone service, electric, internet (truly a necessity now), car insurance, food, water, household supplies, and bare necessities.

This scenario also leaves very few people the ability or time to go to school to elevate one's financial status. This is an existence of constant stress and concern over the next possible crisis that may cause you to lose your home, your car, and your means to make a living. What if the car breaks down? How will you get to work? How are you going to get the money for the repairs? What if you fall ill, or suffer a severe injury and have to be in the hospital where you can't work?

One of the reasons it is getting more and more difficult to get the workers we had in the past is that the workers who bring the middle-class culture with them are decreasing in numbers, and the workers who bring the poverty culture with them are increasing in numbers. The bottom line in generational poverty is entertainment and relationships. In the middle class, the criteria against which most decisions are made relate to work and achievement. As in any demographic switch, the prevailing rules and policies eventually give way to the group with the largest numbers.”

What must happen to break the cycles? Dr. Payne says, “Children must experience achievements in their current circle of reality with current relationship.” To do this, children must be provided emotional resources. Dr. Payne goes on to say that, “Emotional resources are the most important of all resources because, when present, they allow the individual to not return to old habit patterns. Emotional resources come, at least in part, from role models (mentors). When emotional resources are absent, the slide into poverty is almost guaranteed.”

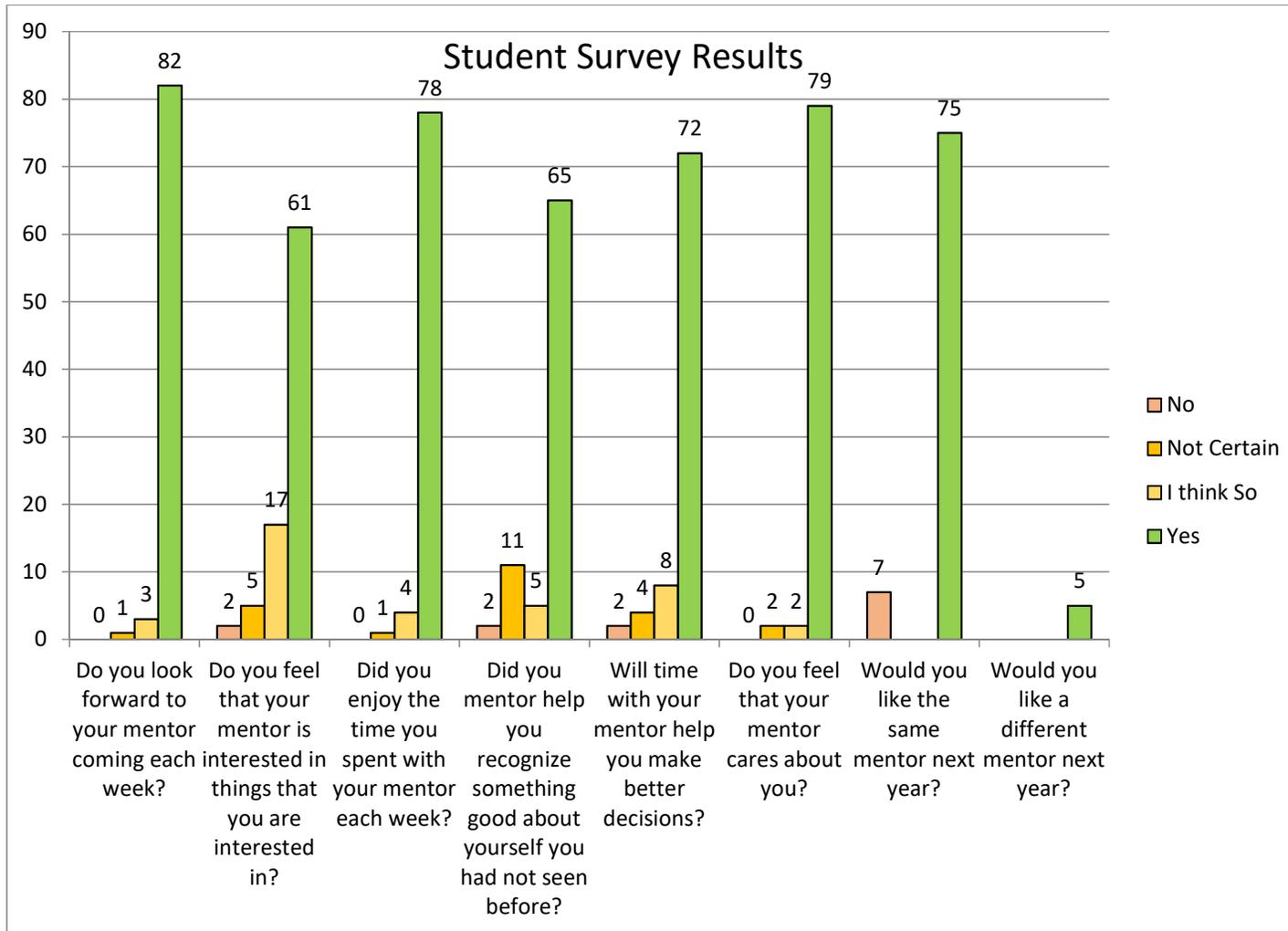
In our society, we seem to have put all the burden of education on a very few number of adults, rather than thinking about the diversity of adults. Should we not, instead, seek to build out a large network of adults in our children's lives? That network is, in fact, where we all get much of our learning, especially as it relates to our soft skills and work ethic.

Community Mentoring Program 2017-2018

School	Building	Mentor Relationships
Carroll Consolidated	Junior High	5
Frontier	Elementary	7
North White	Elementary	16
	Teacher Mentors @ Jr / Sr High	7
Tri-County	Primary	13
	Intermediate	3
Twin Lakes	Oaklawn Elementary	9
	Meadowlawn Elementary	21
	Roosevelt Middle School	25
	Total	106

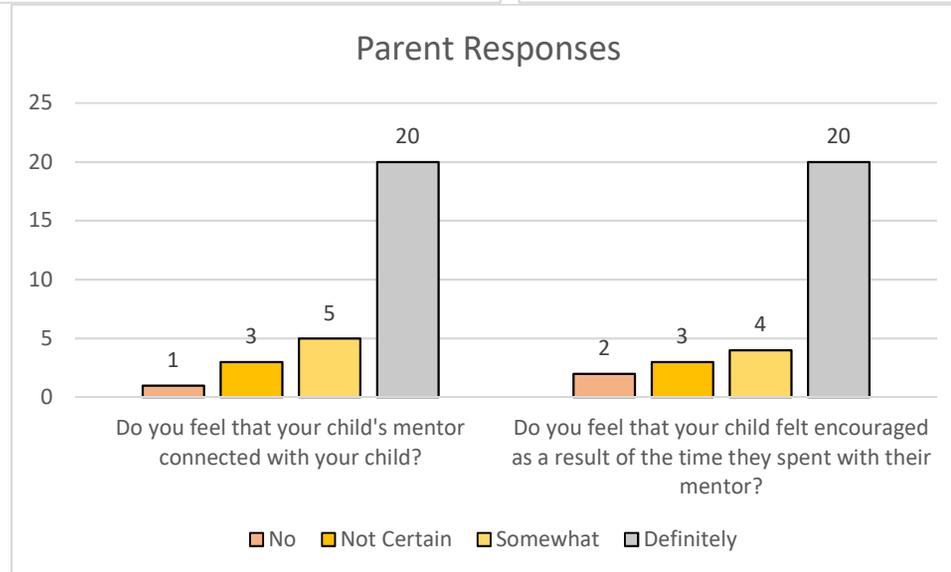
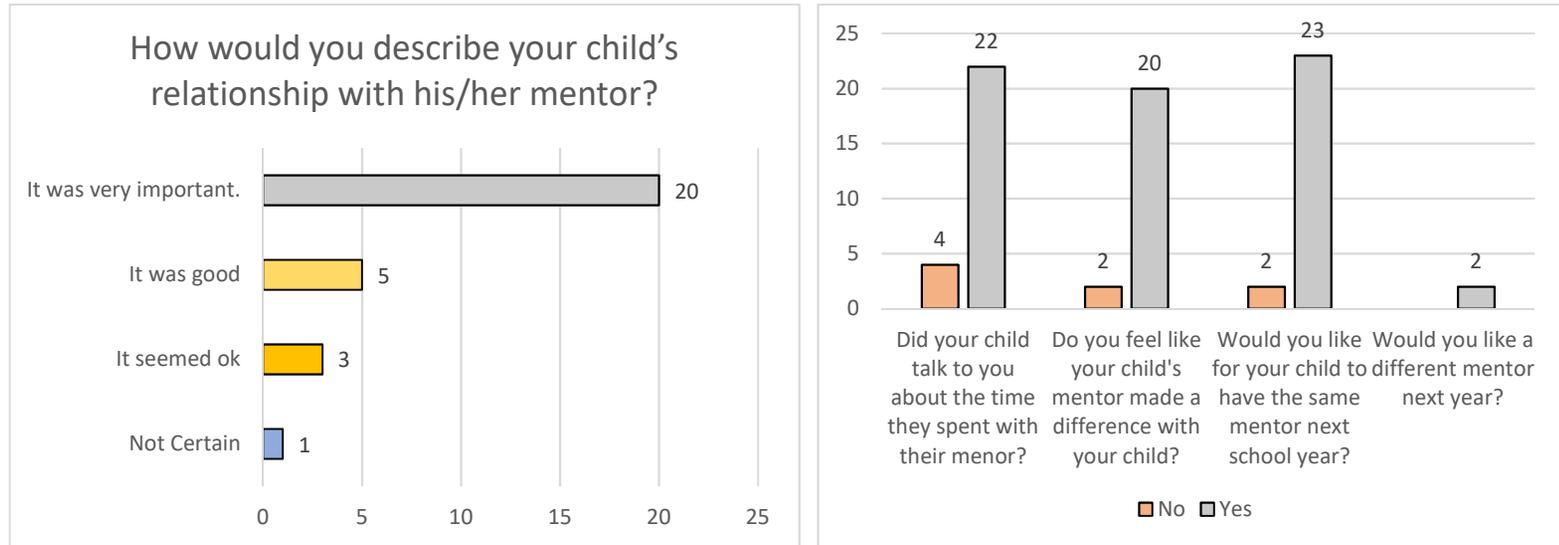
Outcomes

Each year the mentors, the students, the teachers, and the parents are surveyed. The results of those surveys follow in this report. Longer term, parents grant permission for the Community Mentoring Program to access school records and it is expected that data will show higher graduation rates and increases in post-secondary education.

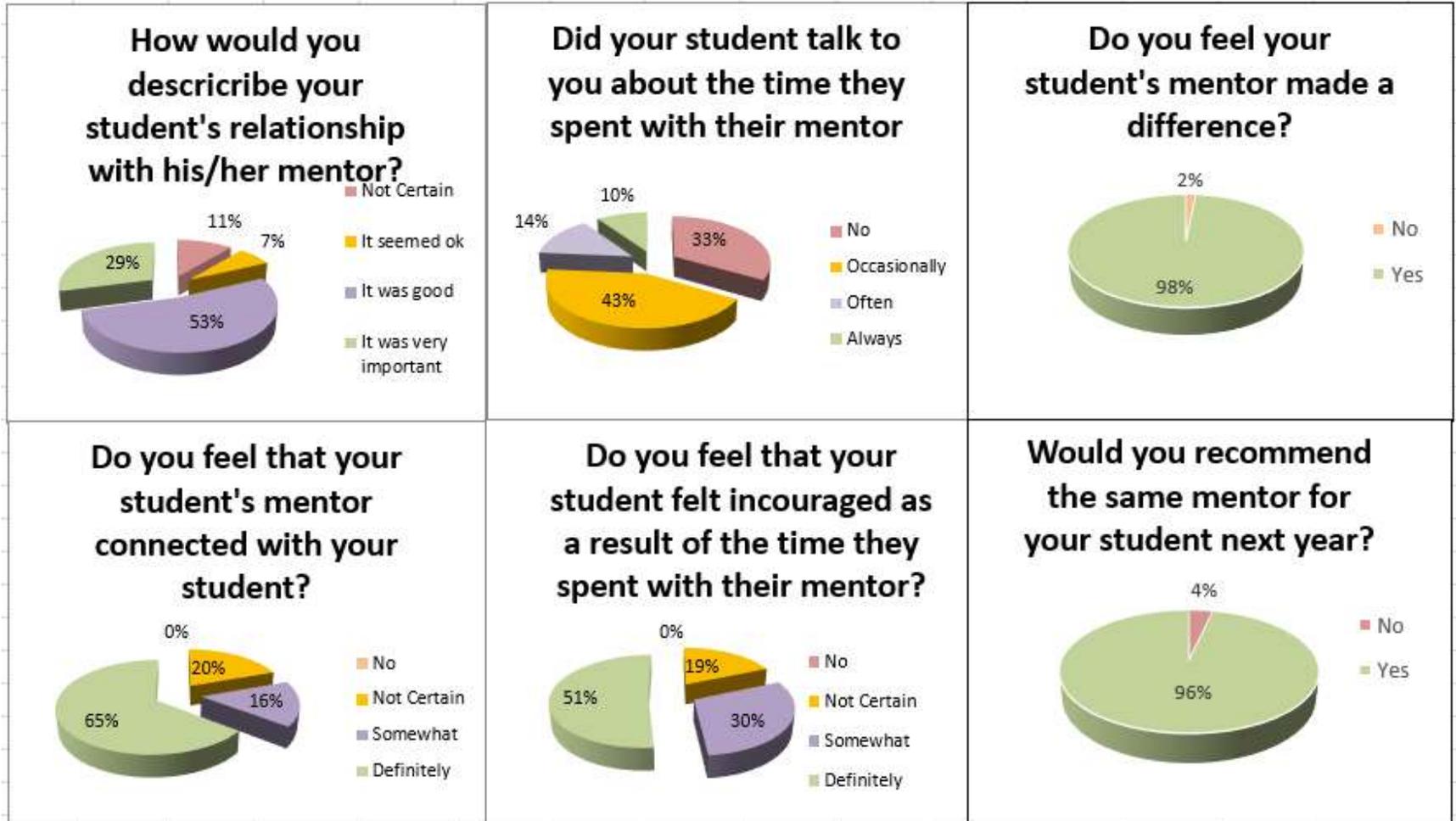


Note: all participants did not return their surveys

Parent / Guardian Survey Responses

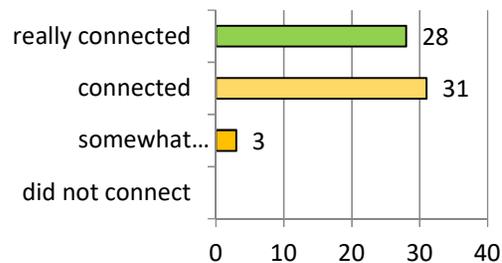


Teacher Survey Response

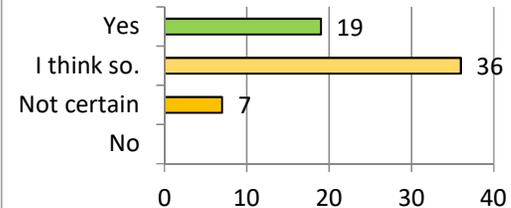


Mentor Survey Responses

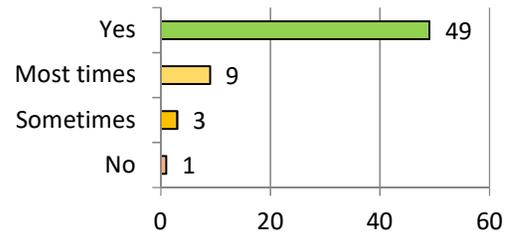
Did you connect with your student? I felt my student and I...



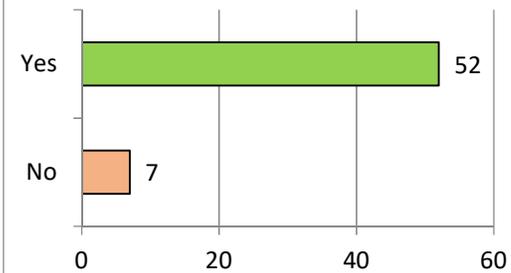
Do you feel you were making a difference when you were with your student?



Do you feel you received adequate support and supervision from the program staff?



Would you like to be matched with your student next year?



An example of what the Community Mentoring Program is about.

At the end of each year the Community Mentoring Program surveys the student, the mentor, the teacher and the parent / guardian and some of the questions ask for comments. Below are one mentor's and their student's comments.

One 5th grade mentor's survey comments:

Did you connect with your student?

“Superficial connection – rarely discussed feelings.”

Do you feel you were making a difference when you were with your student?

“Sometimes - but rarely.”

Please provide any additional comments:

“I hope she will still meet (next year), maybe our relationship needs more time and nurturing.”

Their student's survey comments:

Do you look forward to your mentor coming each week?

“(Mentor) is the best mentor I could ask for.”

Do you feel that your mentor is interested in things that you are interested in?

“We (both) love sleeping and art.”

Did you enjoy the time you spent with your mentor each week?

“Yes because we always have the best stuff to talk about.”

Did your mentor help you recognize something good about yourself you had not seen before?”

“She helped me realize that I was better at art than I thought.”

Will time with your mentor help you make better decisions?

“She helped me solve problem with my (?) without using violence.”

Do you feel that your mentor cares about you?

“Yes because she helps me with the problems in my life.”

What's next?

In July of 2018 we changed our fiscal agent from the Region 4 Workforce Board, which will continue to remain a partner to the program, to the White County United Way. This should enable us to actively recruit funding to move the program to sustainability and increased outreach. We are also in negotiations with the Family Health Clinics (FMC) located in Delphi, Monon, and Wolcott. While the CMP was originally conceived as an early effort at workforce development, which we believe it is, the reality of the impact poverty has on our students has brought the issue of student mental health also to the forefront. We believe long term, with the right partners both issues can be address effectively through the use of mentors. Our goal is to have a part time or full-time employee dedicated to the program by the end of the 2017-2018 school year.

Indiana State Senator Buchanan and Representative Lehe were presented with information on the Community Mentoring Program on February 17, 2018 at a third house meeting along with the following ask,

“We are asking you to introduce legislation to fund the Community Mentoring Program (CMP) in order to harness its volunteer-built success and expand its impact throughout the state. Volunteers have successfully rooted CMP in this pilot region, but without a full-time director to manage the program, we might never be able to bring that success beyond the schools it currently serves. Our dream is to curb the effects of poverty by pairing enthusiastic adult mentors with children who need them. Our current reach is county-wide, but we are ready to grow. It should be noted that the state of Ohio funds a similar mentoring program.”