

HISPANIC YOUTH MENTORING PROGRAM

KOSCIUSKO LEADERSHIP ACADEMY 2003-2004

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Kosciusko Leadership Academy

HISPANIC YOUTH MENTORING PROGRAM

1. INTRODUCTION

- **Gain Attention** – By the end of 2010 it is predicted the Hispanic population will be the largest minority group. In the past 10 years, the Hispanic population in Kosciusko County has almost tripled bringing the student population in some elementary schools to as high as 24% Hispanic students. Many times these children are left behind in the classroom because they need just a little extra help.
- **Preview/Thesis** – *Today we would like to propose a plan to make use of Hispanic bilingual high school and college student volunteers to work with English Language Learner elementary students to improve their academic skills, provide positive role models and to encourage the younger children to finish their education* The older students would **act as tutors and mentors** for the elementary English Language Learner students. Secondly, it would provide a **self-esteem building experience for both age groups of students**. Thirdly, the program would provide **peer role models for the younger students**, helping them to develop ways to overcome personal obstacles, encouraging them to stay in school and ultimately complete their education and possibly go on to complete a college education. Using the tools we are providing, this program could be easily **incorporated into any school system**.
- **Relevance/Expectation** – The expectation of the Hispanic Youth Mentoring program is to provide as much support and acculturation opportunities as we can to encourage Hispanic youth to stay in school, attain a quality education, and strive to become a valuable resource in their community. We all share a stake in the success of future generations.
- **Credibility** – Through our research, we have met with elementary and high school officials, Hispanic high school students, Hispanic families and even a city councilman. They all overwhelmingly agreed this program would be a great asset to English Language Learner youth in Kosciusko County.

2. BODY

- **Main Point** – By providing the extra help of a tutor, English Language Learner students would increase their academic skills and therefore score higher on ISTEP tests. According to the Indiana State education figures, Hispanic 3rd graders score an average of about 20% lower than non-Hispanic 3rd graders on the language arts section of ISTEP tests and around 15%-20% lower on math skills. With a little extra one-on-one help, these scores could improve
 - a. **Support Discussion** – The elementary school years lay the foundation for learning. General skills must be learned during the elementary years to provide a foundation on which to build during the middle, high school and college years. By using bilingual students, they could explain concepts to the English Language Learner students in their native language. Once the students understand the concept in their own language, then it would be easier to transfer that knowledge into English
 - 1. **Transition** – Not only would the elementary students improve their academic skills, this program would build the self-esteem and confidence of both age groups.
- **Main Point** -Becoming more proficient in their schooling would build the self-esteem of an English Language Learner child.
 - a. **Support Discussion** - They would feel more a part of their school family and proud of their accomplishments. The younger student would gain confidence in his or her schoolwork. It would also increase the self-esteem of the older student, as he or she would be helping someone improve his or her disposition and outlook. It would give them an excellent avenue to give back to their community and culture. It also would be an exceptional item to put down on resumes, as well as college and scholarship applications. It may even spark an interest in the high school student to strive to become a teacher, or at the very

least for the elementary student to become a mentor when they reach high school

1. **Transition** – Who could be a better role model for a young student than their Hispanic mentor?
- **Main Point** – Young children need positive role models to look up to and to show them that if they set goals they can accomplish them through determination and hard work.
 - a. **Support Discussion** – The high school or college student would encourage the elementary student to work hard and to take school seriously. By doing so, they can achieve a positive future as an adult. Additionally, it would show the older students the enhanced abilities they have learned over their school years and make them feel proud of these accomplishments as they move forward to higher education or skilled employment.
 1. **Transition** – We are proud to be able to provide any school with the needed tools to incorporate this volunteer program into their after-school schedule.
 - **Main Point** – We propose to start with Jefferson, Madison and Lincoln Elementary schools as our pilot schools in the Warsaw Community School System.
 - a. **Support Discussion** – These schools have the highest percentage of Hispanic students in the county– ranging from 21% to 24%. High school/college mentor students would apply to volunteer to participate in this program or high school/college counselors would hand pick the mentor students. Either way, there would be a screening and training process. Elementary school teachers would be surveyed to see which had students that could benefit from this program. Then the high school/college student and the elementary teacher would connect and discuss session times and areas where their student needed help. The volunteer term would be short, 6 weeks at a time, as to not overwhelm any of the participants involved in this program. It would take a commitment on the part of the

teacher who would have to stay after class once a week on their own time to supervise the mentoring pair. The high school student would need to be responsible enough to attend each tutoring session and the younger student's parents would need to provide transportation home at the end of the weekly session.

3. **CONCLUSION** – In conclusion, we know with community support, this program can be a great benefit to English Language Learner students. A Warsaw high school teacher has already agreed to serve as a coordinator for this program, if needed. We hope to contact Grace College to see if they would be interested in providing additional mentor volunteers.
- **Review** – We feel it would be time well spent in incorporating this program into the Warsaw Community School system and using it as a pilot program for the other county school systems. There are over 900 Hispanic youth registered with the county schools, 650 of them are considered English Language Learner students. We must provide as much support and encouragement as we can to ensure they receive a quality education and provide opportunities for them to give back to the community.
- **Challenge** – Today, we challenge you, as community leaders, to show your support for the Hispanic Youth Mentoring program. Grant monies or corporate sponsorship would insure make possible provision of tutoring supplies, translation fees, recruitment, screening and training items for the high school/college age mentors, publicity funds and possibly provide an incentive to participating elementary school teachers who would be giving up their free time to oversee this arrangement. Remember, we all share a stake in the success of future generations.

**HISPANIC YOUTH
MENTORING PROGRAM
2004-2005**

Objective: Bilingual students will assist elementary teachers and mentor Hispanic elementary students one hour a week after school for six weeks. Students will work with a classroom teacher to encourage students to improve their academic performance in the classroom.

Students: Hispanic students in grades 10-12 with a B average grade or higher and they must be accepted by the program's sponsor.

Elementary Teachers: Elementary teachers will be responsible for the student mentor and the elementary student in this program for 3:45 p.m. to 4:45 p.m. during the term. Elementary teachers must be present and working in the classroom from 3:45 p.m. to 4:45 p.m.

Program: Student mentors accepted into the program will be matched with an elementary teacher that is also interested in this program. Hispanic students will then work with a teacher for an entire term one hour a week after school. The teacher and student will determine the day and role the student mentor will play in the classroom each week. Student mentors are expected to work only one hour a week during the term from 3:45 p.m. to 4:45 p.m.

Terms:

Term One September 13 to October 22

Term Two November 8 to December 17

Term Three January 17 to February 25

Term Four April 4 to May 13

TO: WCHS Staff

FROM: _____

Subject: Hispanic Student Mentoring Program

I am the sponsor this year for a new elementary after school tutoring program. Our goal is to encourage Hispanic students in grades 10-12 to "give-back" to an elementary school in our community by becoming a mentor. We want students to serve at least one six-week term during the year. They will be asked to serve one day a week after school from 3:45 p.m. to 4:45 p.m.

Terms for 2004 - 2005

Term One - September 13 to October 22

Term Two - November 8 to December 17

Term Three - January 17 - February 25

Term Four - April 4 to May 13

I know many of you already support community service projects. I hope this will provide another opportunity for your students to serve the community. Please contact and/or discuss this mentoring program with your students that you think might be interested in this program and encourage them to see me during or after school to get more information about our program.

Please contact _____ if you have any questions or concerns.

Dear Elementary Teachers:

A Hispanic Mentoring Program is coming to your school. A unique after school tutoring program is being offered to your students.

Warsaw Community High school will be sending Hispanic Student Mentors to classrooms in the community. These selected students will be available to help elementary students with homework, reading, math, computer and English language skills. Our goal is to offer a student mentor one day a week after school for a six-week term. Below are the terms for the school year.

Terms:

Term One	September 13 to October 22
Term Two	November 8 to December 17
Term Three	January 17 to February 25
Term Four	April 4 to May 13

All mentoring will be done after school in your classroom with your students. You must be present to monitor/supervise the tutoring session.

Each student mentor will be held accountable to strict guidelines. Teachers will be asked to complete an evaluation form at the conclusion of each session. Again, our goal is to serve you and your students.

All sessions will be after school from 3:45 p.m. to 4:45 p.m. You and the student mentor will decide which day each week will work best for you and your students.

If you are interested in this program, please e-mail _____ at WCHS. Please indicate the term(s) you would be interested in as well.

Dear Parents:

Hispanic Student Mentoring is coming to your school! A unique after school tutoring program is being offered to your child.

Warsaw Community High school will be sending Hispanic Student Mentors to classrooms in the community. These selected students will be available to help elementary students with homework, reading, math, computer and English language skills.

All mentoring will take place in your child's classroom. Your child's teacher will be also be present and assisting your child.

Your child's teacher will decide which day of the week the mentoring will take place. All sessions will be after school from 3:45 p.m. to 4:45 p.m. Please pick up your child at 4:45 p.m. Please be on time.

My child _____ has permission to stay after school to participate in the mentoring program.

Classroom Teacher _____

Grade _____

I expect my child to follow all rules and guidelines associated with this after school program. I will also make sure my child has a ride home at 4.45 p.m

Parent/Legal Guardian (please print)

Parent/Legal Guardian Signature

Home Phone Number _____

Work Phone Number _____

Hispanic Mentoring Program Participant

Please print

Name _____

Address _____

_____ E-mail _____

Home Phone _____ Cell phone _____

Grade _____ Grade point average _____

Course Schedule (2004-2005)

	Term I	Term II	Term III
1.			
2.			
3.			
4.			
5.			

Which elementary school would you prefer to work as a student mentor?

	Elementary school	Teacher(s)
First choice	_____	_____
Second choice	_____	_____
Third choice	_____	_____

Which term(s) would you like to serve as a mentor?

_____ Term One	September 13 to October 22
_____ Term Two	November 8 to December 17
_____ Term Three	January 17 to February 25
_____ Term Four	April 4 to May 13

_____ **Term One** (September 13 to October 22)

_____ **Term Two** (November 8 to December 17)

_____ **Term Three** (January 17 to February 25)

_____ **Term Four** (April 4 to May 13)

I (please print) _____ have volunteered to be part of the Hispanic Student Mentoring program. I have read the guidelines and understand my responsibilities. I understand I am responsible to report to my assigned school and teacher one day a week from 3:45 p.m. to 4:45 p.m. I will follow directions given to me by the participating teacher. I will also contact the teacher ASAP if I am unable to attend due to a conflict. I will be an excellent role model, dress in a professional manner and I will encourage elementary students to improve their academic skills. Failure to follow these guidelines will result in my dismissal from the mentoring program.

Student signature _____

Date _____

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Each student mentor will be held accountable to strict guidelines. Teachers will be asked to complete an evaluation form at the conclusion of each session. Again, our goal is to serve you and your students.

All sessions will be after school from 3:45 p.m. to 4:45 p.m. You and the student mentor will decide which day each week will work best for you and your students.

.....
WCHS student _____ has asked to be placed in your classroom during _____ term.

I will/will not be a sponsor of a student mentor this term.

Teacher (please print) _____

Teacher Signature _____

School _____ Grade _____ Room _____