

Midterm Paper

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## Introduction

Our community project includes a collaborative relationship between a group of five Master of Social Work students from Georgia State University, the Fulton County Schools Homeless Liaison, and the National Headquarters of StandUp For Kids (SUFK) in Atlanta, Georgia. SUFK is a non-profit organization that began in 1990 to address the needs of homeless and at-risk youth and has since spread out to 23 states and 47 cities. SUFK's mission is to eradicate the cycle of youth homelessness throughout the United States. SUFK, operated almost entirely by volunteers, offers several outreach programs designed to intervene and assist homeless youth with meeting their basic needs, staying in school, and navigating them into a stable and thriving environment (SUFK, 2012a). One of their programs focuses on identifying and providing support to unaccompanied homeless youth who attend alternative schools regularly. This is where an additional working relationship is formed between SUFK and homeless liaisons from the McKinney-Vento Homeless Assistance Act (SUFK, 2012b). For our project, we will work closely with an alternative school, Frank McClarin High School, specifically with the school social worker, Kedric Sledge. In addition, the Fulton County Homeless Liaison, Sara Smith, and the Executive Director of SUFK, Kelly Fields, are absolutely instrumental to this project's design and implementation.

Unaccompanied homeless youth endure an array of daily struggles, ranging from a safe place to sleep, to child care access, to obtaining transportation and food. These issues make them extremely vulnerable, which dramatically increases their risk of not thriving in academic contexts or graduating from high school (K. Fields, personal communication, November 8, 2012). This project seeks to develop a mentor program that involves matching unaccompanied homeless youth attending Frank McClarin High School with a mentor who they meet with on a

bi-weekly basis, discussing and sharing the student's academic performance, life skills, personal and educational goals, and their hobbies and interests. The intent is to create a framework for positive and supportive relationships, which may be currently lacking in these students' lives. Our main goal is to develop and implement a successful mentor program to support unaccompanied homeless students in their endeavors toward academic achievement and high school graduation despite their circumstances.

The overall scope of this project is to develop, introduce, and implement a pilot mentoring program, affectionately dubbed The Fulton Effect, at Frank McClarin High School in South Fulton County. This includes monitoring and evaluating an existing mentoring program in North Fulton County as a guide to frame our efforts. Through observing and conducting research, key program components and best practices will be identified and translated into the design of our program. This project includes establishing the program's foundation (name, mission statement, goals, objectives), creating a program and policy manual, recruiting mentors and matching them with students, setting and structuring meeting event dates, soliciting various sponsors (food and t-shirt donations), community mobilization and engagement, and resource development. Volunteer training and solicitation materials, as well as measurement tools to evaluate the program, will be developed and included for reference in the program manual. In addition, we are holding a kick-off and end-of-semester celebration for the students, mentors, and other involved constituents.

### **Participants & Ethical Issues**

#### **Participants**

The Fulton Effect will include participation of both students and mentors of any race or gender; however, as a team we have identified specified age parameters. The students will be

between the ages of 16 and 21, and the mentors are required to be above the age of 25. Since Frank McClarin High School is an alternative school, the ages of our participants are not characteristic of typical high school students; therefore, we decided on mentors who have reached an age that we feel yields a great enough gap to provide the realistic perspective of a role model. The only specific demographic variable our program requires is that the students are unaccompanied homeless youth, which is defined as “those who lack a fixed, regular, and adequate nighttime residence and are not in the physical custody of a parent or guardian” (S. Smith, personal communication, November 8, 2013). We have not required other specified demographics, but due to the population of Frank McClarin High School, the student participants as of now are considered at-risk, are over the age of 18, and are racial minorities. The mentors we have recruited are both male and female and represent varying ethnicities and ages. They all have different backgrounds, unique life experiences, and personal skill sets. Each one has different strengths to offer and is equipped to provide adequate support for the students.

The direct interaction our group will have with the participants of The Fulton Effect will be the initial pre-kickoff meeting with the students to gather information on their expectations and hopes for the program, at the kickoff when we give each participant program materials and present our expectations for the program, and when we administer pre- and post-program evaluations. In addition, we will be attending the bi-weekly meetings at the high school in rotating shifts to supervise, provide support, and collect the mandatory forms. However, we will not have any contact with the students outside of the bi-weekly mentor meetings, due to the hope that their mentor and Kedric, the school social worker, will be their points of contact for questions or concerns. We will also have contact with the mentors throughout the semester via email in order to schedule the meetings and share documentation such as meeting notes. We will

provide crucial support to the mentors and will answer any questions they may have throughout the process. Lastly, we will remain in constant contact with program sponsors to ensure the program runs smoothly.

As program implementers, and even more importantly as social workers, we have to take into careful consideration the Code of Ethics of the National Association of Social Workers (NASW). According to the NASW, "The Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers" (NASW, 2008). Throughout implementing The Fulton Effect, our team has gone through the Code of Ethics and applied it to ethical dilemmas we have encountered thus far and those we anticipate coming across in our future so that we will be informed of the proper protocol. The population represented by our students is already vulnerable because of their living situations, the fact that they do not have support or stability, and that they (specifically our current students) are racial minorities. According to Section 1.05 Cultural Competence and Social Diversity of the Code of Ethics (2008), we are required to obtain education about and seek to understand the nature of social oppression in respect to these differences. We are to be sensitive to the cultures and vulnerability. With this in mind, we have moved forward in our process of ethical evaluation.

### **Issue of Confidentiality**

There is a great confidentiality factor that needs to be addressed due to the intimate nature of relationship building between students and mentors. The students will be sharing very personal information with their mentors that they may not want to have discussed with anyone else. In respect to this, we have created a confidentiality agreement that is to be signed by those who are volunteering to be mentors. Mentors have to honor this by agreeing to safeguard any disclosures from students unless it is deemed harmful to themselves or others, in which case they

should immediately report the information to the one of the social workers. We have also created a release of information form that the students are required to sign so the mentors will be able to have access to their grades, attendance, and brief background information in order to offer effective and informed support and guidance. Further, we are creating a media release form for the students and mentors to sign in order to utilize any photos or audio-visual components pertaining to them for the purposes of presenting our project and marketing for the program in the future. However, we are promising that we will not use the names of the students or any identifiable information about their home or school situations in order to maintain their privacy.

### **Issue of Self-Determination**

The ethical issue of self-determination has come up multiple times throughout the course of our project. According to Section 1.02 Self Determination of the NASW Code of Ethics (2008), "Social workers respect and promote the right of clients to self determination and assist clients in their efforts to identify and clarify their goals." Our group has reflected on this subject due to a \$50 stipend we will be giving the students at every meeting. This stipend could be seen as an incentive for them to come to the mentor meetings and be a part of the program. We have wrestled with whether this incentive takes away from the student's self-determination to participate in the program, and unanimously we decided it does not. The Executive Director of SUFK helped us to understand that their needs of self-fulfillment cannot be met until they meet their basic needs of food, water, and shelter, which is reasoned using the theoretical underpinnings of Maslow's Hierarchy of Needs (K. Fields, personal communication, January 29, 2013). These students are in a particularly unique situation, and we do not see the incentive as a bribe, but rather a way for them to get their daily essentials, which will in turn allow them to focus on school and graduation. If they are hungry or embarrassed of the clothes they have been

wearing for weeks, they are much less likely to attend school and maintain good performance, as well as be willing to add an extra activity, such as The Fulton Effect, to their already overwhelming lives.

As a team, we went to Roswell High School in order to view the mentoring program that would serve as a model to our own. We wanted to talk to some students involved in the program and their mentors, which we were able to do. We talked to a particular student who had been involved with the program for about a year. He was a student and an employee on both a full-time basis. His family was in Mexico, and he felt a strong responsibility to send money to them, which required him to work about 40 hours each week. At the end of the student's junior year of high school, he went to the school social worker and told her he was unable to finish school because he had to work in order to support his family back in Mexico. He knew he could not keep working that amount of hours and go to school at the same time. He was exhausted. After hearing this, the social worker introduced him to the mentoring program where he was able to have someone who encouraged and supported him. His mentor helped him understand that he could talk to his supervisor at work and ask for less hours, which was manageable now that he had the stipend money. This student is now only working 30 hours a week and is about to graduate high school. For him, the stipend saved his education and the future he will hold for the rest of his life (VC, personal communication, February 1, 2013). We believe this stipend is not taking away from their self-determination, but giving them the resources for empowerment to identify, clarify, and achieve their goals.

### **Issue of Power Differentials**

Another ethical issue to consider is power differentials within the program. Power differentials exist due to the fact that we need specified people to go to when issues arise or in

the case of an emergency. In a program like this where the population being served is at-risk, there needs to be a hierarchy of power for the participants, so there is a clear direction in which to go when a concern arises. This being said, the power differentiation is not oppressive or authoritative; it is one that brings security and safety for all involved. The mentors and students have a relationship where the potential of power differentiation has the ability to be as much or as little as they desire. As a team, we are training our mentors to be on an equal playing field with the students. We want to mentors to approach the students from a place of understanding and with the goal to take the student just one step further than where they are right now. We have given the mentors the responsibility of making sure the student is coming to school and keeping their grades up, which are necessary criteria for the student to participate in The Fulton Effect. This responsibility also brings the possibility for a negative power differentiation, but we have expressed to the mentors that this is not a dictatorship but a relationship. This accountability will bring respect and the feeling that mentors care about students' success. Our student participants do not have parental figures in their lives to ask about their grades or care about their academic success, so this relationship will help provide that for the students. In interviewing students who have participated in a similar program in the past, we asked them how they felt about their mentors holding them accountable for their grades and attendance, and they all expressed they enjoyed that part of the relationship. Each student communicated a feeling of connection and care associated with the accountability (VC, personal communication, February 1, 2013).

The relationships between the program coordinators, which is our student team as of now, Kelly, Kedric, and Sara are not revolved around power, but rather specified roles and responsibilities. There is not a hierarchy within these relationships, but "departments" that handle



different issues, which does not cause any sort of power differentials that are of concern.

### **Privileging the Voice of Student Participants**

Privileging the voice of the students in the program has been a primary goal in all of our endeavors throughout the development and implementation of this program. We have interviewed students who are currently participating in the program in an effort to find out what they like and dislike, what they wish to be different, what they think works well, etc. With this information, we structured our program and then adjusted it after meeting with the students we will be serving at Frank McClarin High School. We were able to arrange a time to meet with all of them at once to inform them on the program, as well as get their feedback regarding their expectations. We gave them a survey asking them what they wanted in a mentor, along with basic questions about their interests in an effort to better match them with mentors. They had the opportunity to share with us their personal goals and aspirations, so we could gain a clearer perspective and understanding of not just where they are coming from, but where they want to go. Our goal is to give them the opportunity to have the support they are missing on a daily basis and someone they trust to whom they can bring their questions and concerns. In order for this to be effective and for these students to feel empowered, we have to understand and inquire what they want because no one knows their needs better than themselves.

### **Individual Biases and Values**

As a team, we have discussed our own biases throughout this project and how our values may inform this program. We have openly discussed the fact that we are all white, educated, and have come from rather privileged backgrounds. This has required a mindfulness of us that we have been in touch with consistently. We are not pretending we can relate to where the students are coming from or that we know what is best for them because we are fully aware that we do

not. We are, however, trying to listen and use the resources we have to meet them where they are. We think that our education and experiences up to this point have given us a firm foundation on which to assess our biases and values, and we have been soundly aware of them throughout this process. The NASW Code of Ethics (2008) states that a core value of a social worker is recognizing the dignity and worth of a person. Social workers are to respect the inherent dignity and worth of those we encounter, treating them in a caring and respectful manner, mindful of individual differences and cultural diversity. We are to promote clients' self-determination, as well as seek to enhance their capacity and opportunity to change and to address their own needs (NASW, 2008). In providing mentors, we are supplying them with someone who can assist with reaching their goals and help them to feel empowered and accomplished. This program aims to provide a support system as guidance that emphasizes the value of their unique personal values.

## **Literature Review**

### **Introduction to the Problem**

The United States Department of Education defines homeless unaccompanied youth as those who do not have a stable, consistent place to stay at night and are not in the care of a parent or guardian (Aratani, 2009, pp. 3-4). An estimated 1.6 million children in the United States experience homelessness each year (Substance Abuse and Mental Health Services Administration [SAMHSA], 2010). According to the National Center on Family Homelessness (NCFH) (2011), Georgia ranks 49 out of the 50 states concerning the issue of child homelessness, where factors such as the extent of child homelessness, child well-being, risk for child homelessness, and statewide policies and plans to address the issue were considered (p. 1). 2.38% of all Georgia's children are homeless, and 12% of our children living in poverty are homeless (NCFH, 2011, p. 2). On a more local level, there are currently 1178 homeless youth in

Fulton County Schools, though this number is anticipated to rise to 1600 by the end of the school year. Additionally, there are 15 homeless youth enrolled at McClarin High School, 12 of whom are unaccompanied (S. Smith, personal communication, January 30, 2013). The demographics of youth that represent a majority of those who experience this issue across the nation are mostly over the age of 13, ethnic and racial minorities, and overwhelmingly self-identified as lesbian, gay, transgender, and bisexual (Aratani, 2009, p. 4; SAMHSA, 2010). Further, homeless youth are at a greater risk for mood disorders, mental health issues, and risk of drug or alcohol abuse than their youth counterparts who are not in homeless situations, as well as risk for exploitation by adults and delinquency (Powers & Jaklitsch, 1993, p. 397; SAMHSA, 2010).

### **Relation of the Problem to Education**

Unaccompanied homeless youth tend to have weak or unstable familial ties and social support networks (Aratani, 2009, p. 5). These types of supports, along with residential stability, are closely associated with educational success of youth, and homelessness often correlates with poor educational outcomes (p. 6-7). Common occurrences among homeless youth related to education are grade retention, absenteeism, poor grades especially in the areas of mathematics and reading, and failure to graduate high school (Aratani, 2009, p. 6). Powers and Jaklitsch (1993) suggest pattern among homeless adolescents to attend school infrequently, fall behind in academic performance, and eventually drop out (p. 395). While there are approximately 87% of homeless youth who are enrolled in school, only 77% attend school regularly (SAMHSA, 2010). The high school graduation rate for homeless youth is less than 25% (NCFH, 2011, p. 2). Aside from the difficulty youth have sustaining academic performance due to lack of housing, additional educational barriers are presented for homeless unaccompanied youth when considering factors such as maintaining necessary documentation (such as immunization records

and past grade reports), lack of clothing and supplies, inadequate medical care, and lack of reliable transportation (Powers & Jaklitsch, 1993, p. 398). It is evident there are a number of factors that contribute to the educational success of youth that are absent when they do not have stable home environments and support systems. This issue remains of great importance because without receiving appropriate supports to experience educational success, youth are less likely to acquire the necessary skills to escape poverty as an adult, thus perpetuating an endless cycle that contributes to worsening this social problem and weakening communities (SAMHSA, 2010).

While the topic of homeless youth failing to thrive in educational settings seems to be a problem that is deeply entrenched in complex social issues that affect communities, there has been some action on behalf of policy-makers to address the issue. In 1987, the Stewart B. McKinney Homeless Assistance Act was established to protect the educational rights of homeless students and to ensure they receive the same quality of education as if they were not in homeless situations by addressing some of the barriers to education they face in enrolling and succeeding in school (Hernandez Jozefowicz-Simbeni & Israel, 2006, p. 39). As a part of the No Child Left Behind Act, the McKinney-Vento Homeless Assistance Act was reauthorized in 2002, which broadened the scope of policies and services to protect the youth (p. 40). The renewed version of the act emphasized limiting mobility and school changes to avoid a disruption in the school year and ensuring that services provided to youth allowed them to stay in the mainstream classroom setting with their peers to avoid being segregated and ostracized (p. 40). States receive an allotment of funding to carry out McKinney-Vento requirements and are mandated to have a homeless education liaison in each school district to build awareness in the schools and community, as well as to serve as a coordinator of services (National Coalition for the Homeless, 2010). According to a publication collaboratively developed by the National Association for the

Education of Homeless Children and Youth, National Center for Homeless Education, and National Law Center for Homelessness and Poverty (2005), McKinney-Vento provides for the ability of youth to remain in their school of origin, attend and participate in classes and school activities, have access to school meals and various educational services, have transportation provided to them, and ensure school personnel are aware of their specific needs (pp. 1-3).

### **The Use of Mentoring to Address the Problem**

Research suggests a strong relationship between at-risk youth and lower academic achievement, with a substantially higher risk of school failure and dropping out (Thompson & Kelly-Vance, 2001, p. 227-228). Mentoring, an activity that occurs through structured programs where a youth is matched with an adult through a formal process and a relationship is built around providing assistance and guidance to allow the youth to grow into responsible adults, may provide a viable means of addressing this issue (p. 229). According to the National Mentoring Partnership, mentoring is defined as a “structured and trusting relationship that brings young people together with caring adults who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee” (Komosa-Hawkins, 2009). A national evaluation of Big Brothers Big Sisters mentor programs found that youth participating in one-on-one mentor relationships showed improvement in grades, perceived academic competence, truancy rates, and delinquent behaviors (Rhodes, Grossman, & Resch, 2000, p. 1662). Though the exact influence within the mentoring relationship behind these improvements could not be identified, Rhodes et al. (2000) suggest there are multiple components that contribute to positive outcomes, such as the formation of a close alliance between an adult and youth that encourages the youth to challenge previously held beliefs concerning these relationships, the new existence of a role model to communicate messages regarding the value of school and positive attitudes

toward academic success, and a source of trusted communication about normal tensions and conflicts that arise during adolescence (pp. 1662-1663). According to DuBois, Valentine, Holliday, and Cooper (2002), while no single feature or characteristic of mentor programs can be identified as the cause of positive trends in outcomes for youth, it appears that multiple components of relationships, such as frequency of contact, strength of emotional bonds, and longevity of connections make significant contributions to improved outcomes (pp. 186-188). Rodríguez-Planas (2012) contends the theoretical motivation behind the implementation of mentor programs lies in the fact that building strong, positive relationships with mentors provides for the support necessary for youth to overcome academic challenges by addressing weaknesses in non-cognitive skills, such as self-esteem, motivation, and trustworthiness (p. 483). Furthermore, youth who do not have sources of social support and cultural capital to encourage academic perseverance are likely to find the necessary encouragement in mentors who help them manage their circumstances while navigating school and working toward transitioning to higher education (p. 483).

### **Suggestions for Building an Effective School-Based Mentor Program**

Dappen and Isernhagen (2005) contend that the process of establishing a successful mentor program is divided into two stages, development and implementation, and they provide a roadmap for building a mentor program (p. 22-24). The authors suggest that when developing the school-based mentor program, coordinators should seek the involvement and support of important school officials, such as the board of education, superintendent, administrators, and staff to make sure they are on board with major aspects of the program and to gain maximum resources that are available (p. 23). General program parameters should then be identified, such as purpose, goals, and qualifications to participate (p. 23). Lastly, coordinators should explore

the community to determine other potential partners who should be involved (p. 23). Concerning the implementation part of the process, the authors suggest creating recruitment information for the students that matches up with the goals of the program and to target mentors who are involved in local businesses, are from service organizations, or are retired (p. 23). A comprehensive mentor training should then be provided, and criteria should be developed to match mentors with students (p. 23). Coordinators should implement regularly-scheduled meetings with clear agendas and should make use of evaluations to ensure sustainability and improvement of the program over time (pp. 23-24).

According to Mazzoni (2002), there are five core elements of a successful school-based mentor program. The first core element is having strong school support and project management, which involves ensuring a school culture that supports mentoring, coupled with strong leadership abilities of those in charge of the program (p. 67). With the support of the school in place, mentor programs tend to run smoother, as there is easy access to facility space, student information, and resources such as office supplies (p. 68). The second core element mentioned by the author is a structured recruitment process to bring in volunteers (p. 69). When program coordinators spend time in the community acting as an advocate and marketing the program to groups, the right people will be drawn to the program, and a sustainable volunteer base will persist over time (pp. 69-70). A well-developed screening process is the third core element identified (p. 70). To ensure the safety of youth, a screening process of potential volunteers should include a review of eligibility criteria by looking over the application, a background check, and an interview (p. 70). The fourth core element is investing in volunteers (p. 71). To increase likelihood of volunteer commitment, an ongoing supply of support through various channels such as training and recognition is necessary (p. 71). As volunteers are often the key to

success in these types of programs, making sure they are satisfied with their role in the program and the level of support they receive is crucial to a good program (pp. 71-72). The fifth and final core element of a successful mentor program mentioned by the author is evaluation (p. 72).

Having the ability to show both qualitative and quantitative results is essential to ensuring the future success of mentor programs for many reasons, including making future improvements to the program and to show positive outcomes for funders (p. 72). The authors argue that adhering to the five core elements they provide will increase sustainability and influence success of the program in the future (p. 72).

Smith and Stormont (2011) believe there are three essential areas that should be addressed when setting out to build an effective mentor program (p. 16). First, the program should be designed for a clearly defined target population in order to attend to their specific needs (p. 16). This is important because program coordinators should be aware of the risk factors, cultural norms, and needs of the selected population so that services are intentional and policies and practice methods are catered to the youth being served (p. 16). Second, there should be a developed infrastructure based on research to support the program with adequate resources as necessary (p. 16). This includes the provision of physical resources such as space for meetings to be held, adequate training for the mentors, and a strong administrative foundation to set up the program and monitor progress (pp. 16-17). Third, the program must be sustainable, which involves soliciting diverse sources of funding, having the support of school personnel, and constantly growing the program's knowledge base on the target population and best practices (pp. 17-18). The authors conclude that mentor programs in schools are most often successful when building a strong infrastructure and making factors that encourage sustainability are made a priority (p. 19).



According to Komosa-Hawkins (2009), there are several key steps to developing a mentor program that should be addressed to ensure it is thoughtfully and thoroughly built. The author argues that in all steps of the process, data should inform decisions, even from the very beginning (p. 125). Two of the first things that should be done are a needs assessment and the formation of an advisory council of stakeholders to inform the planning phase of the program and establish a focus (p. 125). Various program development components should be researched, such as availability of resources, how to create an appropriate budget, and how to engage the right partners and players (p. 126). It is also important to make sure all roles and responsibilities of key players are clearly defined and that a program coordinator position is created in order to allow the program to run as smoothly as possible (p. 127). The program coordinator should be responsible for building and sustaining relationships, training and recruiting mentors, overseeing operations, event planning, maintaining records, keeping up with a data-tracking system, and evaluating the program (p. 128). With the program structure and key team members established, the program implementation phase can begin. The author presents six standards necessary to implement a high-quality, successful mentor program (pp. 129-133). The first standard is recruitment, which should include the honest communication of program goals, desired outcomes, and anticipated challenges to potential volunteers (p. 129). The second standard is screening to ensure sufficient criteria are met by volunteers wanting to be mentors (pp. 123-130). This is extremely important to the process to ensure a background check is cleared, their commitment to the program, and that expectations for their experience are in line with operations of the program (p. 130). Training is the third standard of the program, which is necessary to maintain a quality of mentorship to the youth and sustainability of volunteers over time (p. 130). The fourth standard is matching because mentors are more likely to have a stronger, longer-

lasting relationship with youth when they are matched based on characteristics that encourage mutual interests and relationship styles (pp. 130-131). The final standard of a successful mentor program as outlined by Komosa-Hawkins (2009) is monitoring and support (p. 131). Periodic assessments of mentoring relationships, youth progress, and perceived mentor support levels are essential to maintaining sustainability of the program (p. 131-132). Furthermore, aside from developing and implementing the program, the author places significant emphasis on program evaluation as the only means to truly determine areas of improvement and success related to desired outcomes (pp. 133-134).

### **Previous Efforts to Address the Issue and Results**

An example of a previous effort to address the educational challenges of at-risk youth can be seen through Big Brothers Big Sisters School-Based Mentoring (Herrera, Grossman, Kauh, & McMaken, 2011). This involves relationships being built between mentors and youth through one-on-one meetings at the youth's school for about an hour a week to engage in both academic and non-academic activities (p. 346). Herrera et al. conducted a study to examine the impacts of participation in mentor programs on youths' school-related attitudes and performance, problem behaviors in and outside school, and social and personal well-being (p. 348). Participants in the study included 1,139 youth in fourth through ninth grades within 71 schools with school-based mentor programs that were run by 10 diverse Big Brothers Big Sisters agencies (p. 348). Students completed baseline surveys and then were randomly assigned to either a treatment group, where they were matched with mentors, or a control group, where they were placed on agency waiting lists (p. 349). Teachers of the student participants were also given baseline surveys before the start of the program to help chart their progress (p. 349). Individual agencies were responsible for recruiting and training mentors, and mentor meetings typically occurred in

large spaces at schools, such as the school cafeteria and library (p. 350). About half of the program meetings occurred during the school day, and the other half occurred after school, and while the mentors and students could typically choose how to spend most of their time together, a majority of the programs had structured activities during at least some of the meetings (p. 350). Student, teacher, and mentor surveys were administered at nine- and fifteen-month assessments, which included questions about the mentoring matches and the program itself (p. 349). Results indicate that compared to control group youth, the mentored youth showed greater academic gains, had improved perceptions of their academic abilities, and were more likely to report having a relationship with a supportive, caring, adult (pp. 356-357). Though several positive outcomes could be identified as immediate correlations with the program, findings also suggest these outcomes would not be sustained over time (p. 358). Implications of the study point to the necessity of future research to further explore school-based mentoring to determine effective program practices in relation to long-term outcomes (p. 359).

As there is a lack of literature detailing specific school-based mentor program initiatives related to unaccompanied homeless youth, to supplement our research findings, our group conducted an interview with Sue Levine, coordinator of the North Fulton Initiative (NFI), which is a mentor program sponsored by SUFK. Sue began NFI five years ago at Independence High School with the mission to help students stay in school and graduate, and from there it spread out to several other schools in North Fulton County. Working with a school social worker to start the mentor program, Sue recruited 7-8 unaccompanied homeless youth and matched them with volunteer mentors, beginning the program with no funding and a hopeful idea. She held two training sessions for the mentors, and they then began meeting in pairs during lunch time at the youths' school, each committing to 1.5 hours every other week. Sue's target volunteer base

consists of middle-age adults in their 40's and 50's who are established in their career and have flexibility at work to leave during the day to visit with the students. Sue also requires volunteers to shadow and observe current meetings before they are allowed to act as mentors. Concerning the matching process, she gathers as much information about the students as possible to make an appropriate match to a mentor, and students have no input in who ends up being their mentors. Mentors are required to take notes using a template during meeting sessions and turn them in to Sue. In order to participate, students must have a "C" grade average, maintain adequate attendance, and provide proof of a job or ongoing employment search. Youth are provided incentives to participate in the program, such as Walmart gift cards to purchase necessities to help them continue attending school and stay engaged uninterrupted despite their circumstances. Over the years, the program has demonstrated success through improved academic achievement of involved youth and has expanded to new schools to reach out to more youth (S. Levine, personal communication, January 19, 2013).

### **Our Approach to the Problem and Response to the Literature Review**

There are many ways in which our approach to the problem is similar to previous efforts. In many respects, we are using NFI as a model for our program and are utilizing suggestions by our project sponsors and our literature review findings to make changes to their framework as necessary. First, we are initiating a school-based mentor program that emphasizes one-on-one mentoring relationships among youth and caring adults. Next, we are recruiting and training mentors who have the flexibility, as well as commitment, to participate in the program for the entire semester as a means to provide a high level of continuity for the youth. We are also placing great importance on building supportive relationships that impact academic achievement and perceptions of personal competence as a result of the mentoring relationship. In addition, we

will incentivize the program in order to ensure the basic needs of the youth are met so they are able to engage in the program without the pressure of outside barriers. Finally, we are integrating an evaluation process within the program to monitor progress and to identify areas of improvement for future endeavors to ensure program sustainability. Our approach will be different to previous efforts in that we will not be using teacher evaluations to measure students' progress; we will be asking the school social worker to pull grades and attendance of each student on a bi-weekly basis, and we will be utilizing a rigorous student and mentor evaluation process. While we will be requiring that students maintain a "C" average and adequate attendance to participate in the program, job searching will only be encouraged, not mandated, as we believe this would provide unnecessary pressure on the youth at the onset of the program and could potentially deter efforts to remain in school and good academic standing. Furthermore, we will be taking steps to empower youth and privilege the voice of youth by interviewing them before matching them with mentors to find out what they want in a mentor program and the type of mentor they would like to be matched with. Lastly, unlike programs that specifically cater to at-risk youth, we will be mindful when we develop and implement our program to remember that our population served is unaccompanied homeless youth who have unique needs due to their unfortunate circumstances. This will inform our actions because we will be integrating this into how we train our volunteers, structure the program, and facilitate relationship building between the youth and mentors.

The literature review altered our approach to the problem first by helping us conceptualize the occurrence of homelessness among youth on national, statewide, and local levels in relation to educational outcomes. Before reviewing the literature, our group did not realize the magnitude of the problem and how significant a mentor program could be in changing

the lives of youth in our community. However, this also opened our eyes to the lack of research on mentor programs specifically for unaccompanied homeless youth, as we were only able to concentrate our focus on the general provision of programs to at-risk youth. The best practices and core standards of success outlined in the literature informed our program's development, encouraging additional steps and goals to be established that would increase the program's likelihood for success and sustainability. For instance, we are now more aware of the importance of building strong partnerships in relation to many aspects of developing and implementing the program, from the beginning to identify key stakeholders and important players in the process, to establishing a strong volunteer base through good recruitment, and even connecting with community partners to acquire resources to keep the program running. Our approach has definitely changed as a result of learning this because we are now more aware as program coordinators of how we interact with individuals, groups, and organizations concerning our program in order to build and maintain strong relationships that will make the program last.

### **Frameworks/Models for Community Practice**

The Fulton Effect best fits into the Community Capacity Development Framework identified by Rothman (2007). Throughout time spent working on developing this program, group members have come to the conclusion that change can only be made with the involvement of those affected – unaccompanied homeless youth within Fulton County Schools. Input has been gathered from students that will be mentored, a student currently being mentored at Roswell High School, and a student who graduated from the North Fulton Initiative program and now attends Georgia State University. Furthermore, information about the strengths and weaknesses of the mentoring program was gathered from current mentors involved with the North Fulton Initiative, mentors being trained for The Fulton Effect, the Fulton County

Homeless Liaison, McClarin High School's school social worker, and the Executive Director at SUFK. According to Rothman (2007), all parties must work cooperatively together to overcome problems faced (p. 12), which were identified as encouraging unaccompanied homeless youth to remain in school, graduate with a sufficient grade point average, and attain adequate attendance throughout the school year. Capacity Development is described as the term of choice used for an approach that focuses on building social competency, another reason why The Fulton Effect fits within Rothman's Capacity Development framework (p. 22). The sole purpose of The Fulton Effect program is to empower students and to bring awareness to mentors and other community members about the issues unaccompanied homeless youth face on a day-to-day basis.

In addition, another model that can be used to describe The Fulton Effect is the Inclusive Development Model. According to Gamble and Weil (2010), there has been a shift from traditional expert-based program design to the involvement and active participation of community members and other participants to be engaged in the change (p. 246). As group members began to design The Fulton Effect processes and activities, students identified as mentees were spoken to and gave helpful insight into the program's design. As stated previously, a student who actively participated in North Fulton's program was also communicated with about things she would have changed and stated specifically that being involved with the mentoring program helped her achieve her goals (CC, personal communication, February 7, 2013). Program creators and community practitioners must have an understanding of the power of participation in order to foster empowerment and accomplish objectives (Gamble & Weil, 2010, p. 247). Mentors trained at SUFK were able to gain insight on challenges faced by unaccompanied homeless youth, including specifics about how they do not know where they will be sleeping, not having clean underwear, not knowing how to apply for a job, not being able to

take a shower, having unrealistic goals, and so much more. Being able to relate to students affected by this issue will ensure The Fulton Effect's objectives and outcomes will be met.

Without using techniques described by Rothman (2007) and Gamble and Weil (2010), the entire process could be jeopardized. Theoretical and empirical knowledge from the Community Capacity Development Framework and Inclusive Development Model improve the process of the project to guide our group throughout establishment of The Fulton Effect program. Without having input from students who have been through a similar program in North Fulton County, students who will be a part of this program in South Fulton, and past and current mentors, our group would still be struggling to bridge all elements of The Fulton Effect program together. Fortunately enough, The Fulton Effect coordinators and stakeholders have worked hand-in-hand and at a steady pace. Otherwise, all objectives would not have been completed prior to the launch date.

On many occasions when we conducted interviews during the development phase of the program, students emphasized they wanted someone to help them get to the next level academically and professionally (CC, personal communication, February 7, 2013). By having a mentor, building a trusting relationship, and talking with them on a bi-weekly basis, encouragement is fostered that helps the students move forward and take steps toward reaching their goals. Mentors are brought in to increase students' awareness of what is to be expected, identify goals, and discover ways in which they can achieve those goals together. The Fulton Effect has integrated all four themes of empowerment, social integration, participation and leadership development Rothman (2007) discusses that can be related to the Community Capacity Development, thus enhancing project outcomes (p. 23).



A stated weakness of the Capacity Development Framework is how its preoccupation with the process leads to endless, frustrating meetings that result in a slow pace of progress (Rothman, 2007, p. 24). If a timeline was not made, our group members would have had difficulty launching The Fulton Effect program on February 25, 2013. Endless, frustrating meetings were definitely accounted for, as a lot of preparation has gone into developing the program; however, something was always accomplished at each. Submitting weekly progress reports is one way we were able to conceptualize our progress within the context of these meetings to avoid getting wrapped up in the exhausting process.

### **Goals/Objectives and Methodology**

#### **Description of Measurable Objectives**

The goal of this project is to develop and initiate a mentoring program at Frank McClarin High School in South Fulton County for unaccompanied homeless youth that encourages students to stay in school and maintain good grades, work toward personal goals, and graduate high school while developing the skills needed to plan for their future. In order to develop this program and meet project goals, there are several objectives that must be met. The first measurable objective in developing the mentoring program is establishing the program's framework, which includes creating the program's name, mission statement, description, goals, and objectives, as well as developing the program's policies, procedures, and guidelines. The project's second measurable objective is identifying the participants who will be involved in the mentoring program. For example, the school social worker is to identify the students who are eligible to participate in the program and receive a mentor. Our group, with help from the three project sponsors, is to recruit volunteers who are then identified as mentors, once they receive training and commit to the program. The third measurable objective for initiating a mentoring

program at Frank McClarin High School is launching the kickoff party on February 25, 2013. A fourth measurable objective of the project is for mentors and students to participate in bi-weekly meetings and establish a relationship that encourages the students to attend all their classes, maintain a “C” grade average, and develop important life skills.

### **Measurement of Meeting Objectives**

In order to measure the progress of meeting these four objectives, specific instruments and outcome measures are used. In establishing a framework for the program, there are two specific outcome measures used that determine the progress of meeting this first measurable objective. One outcome measure is creating a flyer that lists the program’s newly developed name, mission statement, and the program’s description, as well as defines the program’s goal and objectives. As a result, the flyer will help measure and identify our progress in completing the initial steps in establishing the program’s framework. The flyer also provides a way to introduce the program to others (e.g., the students, volunteers, teachers, other schools in South Fulton County, and potential partners). The second outcome measure that determines our progress on the objective of establishing a framework is the deliverable of our program’s policy manual and supplemental materials. Similar to the flyer, the development of these documents indicates that our objective is met and the program’s framework is established.

In order to initiate an effective and successful mentoring program, a logic model was developed as a guide and point of reference in achieving project goals and objectives. Pertaining to the second measurable objective of identifying program participants, the logic model also functions as an effective instrument tool to gauge the progress of this objective (see Appendix A). To explain further, the logic model gives a structured outline of all the resources, inputs, and activities involved in the program, outputs of the associated activities, and the program’s short-

term, intermediate, and long-term outcomes. As a result, progress of our objectives can be measured as the model is followed. For example, the Executive Director at SUFK is listed as a resource in The Fulton Effect logic model. One of her tasks is to assist in identifying mentors for the mentoring program by recruiting and training volunteers, which are two activities listed in our logic model. In the end, her efforts contribute to the output of mentors being identified. In essence, the logic model functions as an important instrument, which measures progress made on identifying program participants. If the steps are followed, then the objective is met. However, if the steps are not followed, there will be little progress in meeting the objective to identify program participants.

Several outcome measures are used to determine the progress on meeting the third measurable objective, which is to launch the kickoff party on February 25, 2013. The first outcome measure that identifies some progress in meeting the kickoff deadline is recruiting and training mentors. A second outcome measure is matching students with mentors. Identifying and coordinating sponsors to donate money, food, and supplies for the participants' lunch several days before the launch is a third outcome measure that identifies much progress in meeting this objective. The fourth outcome measure that determines significant progress in meeting the kickoff deadline includes providing necessary materials and supplies for all participants. For example, at the kickoff party the mentors are to receive folders with the meeting schedule, a list of possible conversation topics, their confidentiality agreement form, the weekly report sheet, mentor criteria form, and weekly eligibility review. The students are to receive a card with the meeting schedule and stipend requirements, as well as a duffle bag with personal necessity items. If the mentors are recruited and trained, all participants are paired, space is coordinated, food is arranged, and materials are provided, the progress of meeting the kickoff deadline is measured

and identified as a success.

To measure the progress of meeting the fourth measurable objective of an established relationship between mentor and student that encourages academic and personal growth, certain outcome measures and evaluative instruments are utilized. An outcome measure that determines progress towards establishing a relationship includes continued participation of both the student and mentor throughout the project's duration. An instrument used to determine if the relationship is positive and encouraging and measures progress is the post-program evaluation given to the mentor and student toward the end of the pilot program to rate their satisfaction and gain their perceptions of the program. To measure the progress related to class attendance and adequate grade performance, students' current grades and attendance are compared with those from last semester by means of a student academic performance evaluation instrument that we will create. Finally, a pre-and post-program student evaluation is used as an instrument to measure progress of the mentor relationship and its impact on the students' personal and professional growth. The pre and post evaluation identifies if the student has gained insight regarding certain personal goals and life skills targeted by the program (e.g., steps to graduation, applying to college, job searching, and building healthy relationships with adults). As a result, there are many tools used to examine and measure the progress in meeting this fourth measurable objective to provide these students with a positive relationship and opportunity for a brighter future.

### **Timeline for Project Implementation**

**January.** Before the implementation of the mentoring program at Frank McClarin High School begins, clear lines of communication among the group are established through a group email and messaging account. In addition, group meeting times are scheduled for the rest of the semester in order to accomplish required project tasks. For most of January, the group observes

and researches best practices for the future mentoring program at Frank McClarin High School. For example, the group has meetings and interviews with participants of the NFI. The participants that group members meet and interview include the coordinator of the North Fulton program, Sue Levine, and North Fulton school social workers, mentors, and students. The observations made and information obtained from NFI during these meetings and from specific program documents received gave us insight as we begin the process of implementing a mentoring program at Frank McClarin High School.

**January 29, 2013.** Establish the program's initial framework (e.g., program name, mission statement, description, goals, and objectives); Create a marketing flyer

**January 30, 2013.** Create initial logic model as a guide and point of reference for the project; Visit Independence High School to observe mentor/student meetings

**February.** Many of the process objectives required in launching a successful mentoring program are expected to be accomplished.

**February 1, 2013.** Identify five students to participate in the program; Visit Roswell High School to observe mentor/student meetings

**February 5, 2013.** Tour Frank McClarin High School to determine time and location of the kickoff party and subsequent meetings; Meet the identified students and give them a "get to know you" survey, introduce the program and gather their input, and have them sign a release of information form

- Student mentees attain knowledge about Fulton Effect program (mission, goals, and objectives)

**February 6, 2013.** Engage with community members and recruit volunteers interested in becoming a mentor

**February 8, 2013.** Schedule volunteer training and inform the eight volunteers interested in becoming mentors of the training's time and location

**February 10, 2013.** Develop and draft the program manual to provide structure and information

- Roles and responsibilities of key participants are clearly defined
- Key participants attain knowledge about Fulton Effect program (mission, goals, and objectives)

**February 12, 2013.** Purchase supplies for policy manual and mentor packets; Start recruiting, identifying, and coordinating sponsors to donate money, food, and supplies for the kickoff and subsequent meetings

**February 13 & 17, 2013.** Provide training sessions for volunteers/mentors

- Mentors attain knowledge about Fulton Effect program (mission, goals, and objectives) as well their individual roles and responsibilities
- Mentors attain knowledge about the unique situation of unaccompanied homeless youth and how to best interact in a mentoring relationship

**February 19, 2013.** Identify committed mentors and match mentors and students based on the "get to know you" survey; Determine each mentor and student meeting time and place; Secure food and donation sponsors and menu for kickoff; Finalize policy manual; Send email to mentors to inform them of details about the kickoff

**February 22, 2013.** Purchase any extra food or supplies for kickoff; Coordinate food pickup; Print and put together program materials; Discuss kickoff party agenda; Gather supplies for giveaways

**February 25, 2013.** Launch The Fulton Effect Mentoring Program at McClarin High School; Provide lunch and distribute program materials; Obtain students' grades and attendance from last semester for student academic performance evaluation

- Encourage mentor and student mentee to form a trusting relationship

**February 26, 2012.** Record students' grades and attendance from last semester into the evaluation chart

**March.** The mentoring program is in full swing, and certain process and outcome objectives are being met. For example, students are engaged in program activities and follow established program guidelines, and student mentees attain knowledge about positive relationships, communication skills, decision-making skills, and personal and professional development

**March 11, 2013.** Begin first official mentor and mentee meeting; Reinforce stipend guidelines and provide students with first \$50 stipend; Distribute pre-program student evaluation survey to students and collect results

**March 12, 2013.** Start recording pre-program evaluation data

**March 25, 2013.** Have second official meeting of program; Students turn in receipts to the program coordinators and fill out stipend record sheet

**April.** Program participation continues and student growth and development begins to take place. We anticipate that students will gain knowledge about the importance of building a successful and sustainable future. The students' GPA and self-esteem increase, and their overall awareness of college application process increases. In addition, students begin taking steps to transition into responsible adults and positive relationships are built between mentor and student mentee

***April 8, 2013.*** Have third official meeting of program; Distribute the post-program evaluations to students, mentors, and program coordinators and gather the results; Collect current grades and attendance for student academic performance evaluation

***April 9, 2013.*** Begin recording and analyzing data from post program evaluations and student academic performance evaluation

- Knowledge about Fulton Effect program strengths and weaknesses is attained

***April 22, 2013.*** Have fourth official meeting of the program

**May.** Many of the program objectives are met.

- Student mentees get mentored on a bi-weekly basis until end of semester.
- Student mentees maintain GPA of "C" average. Increased self-esteem levels among student mentees.
- Student mentees maintain adequate attendance in school.
- Students begin working towards personal goals and plan for their future.

***May 6, 2013.*** Fifth meeting

***May 20, 2013.*** End-of-the-year celebration

**Long term objectives.**

- The Fulton Effect transitions into an ongoing, sustainable program at McClarin High School
- North Fulton Initiative incorporates The Fulton Effect name, mission, goals, and objectives
- Additional South Fulton schools adopt and initiate The Fulton Effect program for school year 2013-2014
- Sustainable volunteer base is established



- Increased number of student mentees participate in The Fulton Effect program
- Student mentees, if eligible, graduate from high school

### **Preliminary Plan for Analyzing Results**

A preliminary plan is set in place in order to analyze the results and data obtained from the various instruments used for measuring progress in meeting the measurable objectives described above. As mentioned previously, students' academic progress is measured by the student academic performance evaluation, which compares students' grades and attendance from last semester with their current grades and attendance and makes it possible to analyze results easily and effectively. For example, once all the grades and attendance records from the previous and current semesters are collected, the grade point average of each semester and sum of attendance from each semester is entered into a chart, and the measurable progress is calculated and recorded.

In addition to student academic progress, students' personal and professional growth is measured and analyzed through a pre- and post-program student evaluation that determines the students' progress toward understanding and applying certain personal and life skills. After distributing the pre-program evaluation survey at the first official mentor and student meeting on March 11, 2013, the first round of data is gathered and recorded in an Excel spreadsheet. Toward the end of the semester on April 8, 2013, the second round of data is collected by means of the post evaluation survey and then entered into the spreadsheet. The data recorded represents the rate of the students' perceived level of knowledge on steps to graduation, applying to college, job searching, and building healthy relationships with adults, which is based on a Likert scale ranked one to five. First, each student's responses from the beginning will be compared to those at the end to determine if individual progress has been made and if the mentor relationship made a

positive impact. Second, the ratings of all the students will be averaged for each category, so the overall progress of students and program effectiveness are measured and results are analyzed.

The last instruments used to measure and analyze data are program evaluation surveys for students, mentors, and program coordinators, which are tools used to identify the program's areas of strengths and weaknesses and ways to improve. The program evaluation surveys will be given to mentors, students, and program coordinators toward the end of the semester on April 8, 2013 in order to provide adequate time to record and analyze all the data for the presentation. For every survey, there are open-ended questions regarding positive and negative aspects of the participant's experience and his or her suggestions, as well as questions to be rated on a Likert scale pertaining to the participant's level of satisfaction with several aspects of the program. The surveys filled out by all participants will be retrieved, and the data will be recorded in a similar fashion as the student pre- and post-program evaluation data. For example, the data will be displayed on a spreadsheet, and averages will be calculated of key program areas in hopes to analyze results and acquire insight on ways to strengthen the success of The Fulton Effect mentoring program for future efforts.

### **Social Media**

Utilizing close consultation with our project sponsors, we identified a need to create something similar to a concept note, which would define our program's mission, goals, and objectives while also remaining applicable to a diverse audience for (i.e. mentors, school administrators, community members and organizations, mentees, and possible community sponsors, etc.). From these guidelines, we will create a flyer that has the potential to reach diverse constituents, while simultaneously providing a brief, yet descriptive, overview of the program and the role it will play in the lives of unaccompanied homeless youth and in the community. In addition, we will utilize email marketing for recruitment, outreach, scheduling,

and program updates and developments. A project email account was created to encourage organized, thus, effective communication methods among program sponsors, volunteers, and possible donors and/or partners. These forms of social media will enhance our project immensely. Through successful employment of these techniques, we will be able to better articulate our program's goals and presence in the community, thus, not only promoting our program, but also pushing for societal awareness and advocacy for combating youth homelessness in the community.

### **Budget**

The successful implementation and development of the program requires specific out-of-pocket expenses. The group will utilize the allocated funding limit of \$200.00 to acquire these program necessities. Initial expenses will include the cost of printing marketing materials, forms, and other program documents, as well as program manual binders and tabs, a flash drive for the project sponsor, and mentor folders. These items will help to ensure organized program functioning and that confidential or sensitive materials are kept secured. The group has allocated \$30.00 for printing services and \$70.00 for program materials. Also, transporting to various destinations is required of group members, whether it is to and from the designated location for mentor meetings or to other schools in the county for monitoring and evaluation purposes. Mileage will be recorded and updated as the project continues. For transportation-related needs, the group predicted that roughly \$100.00 would cover these expenses (See Appendix B).

In addition to the aforementioned, the group has identified several expenses that, according to GSU, are non-reimbursable. These items refer to materials that would be directly given to clients associated with the program (e.g. food or gift cards). For our program meetings, two necessary items have been recognized as non-reimbursable: food and food-related items. For

every bi-weekly mentor meeting, lunch will be provided for mentors and mentees. Food-related items refer to materials such as cups, plates, napkins, bowls, and silverware. The group has developed an action plan with strategies and resources to obtain donations for these items. Assigned members will create a recruitment plan that includes phone, email, and in-person pitches. Also, a list of potential donors will be created and maintained (e.g. restaurants, clubs, organizations, businesses, etc.), with contact information, overview of the business/organization, and notes associated with the frequency and type of contact. This factor will be of utmost importance during our recruitment process because planning, persistence, and organization is crucial in forming partnerships and, ultimately, obtaining donations. Our plan is to first approach possible donors in person to provide contact and program information and then follow-up with email and phone correspondence. If that is not possible, we will focus on phone and email correspondence. Not only are we trying to recruit one-time food donors, we are also attempting to create a presence in the community through forming relationships with local establishments in hopes of securing a long-term commitment. If successful, program sustainability will increase because the community is not only aware of the program but also supports it. All recruited food donors will receive a certificate, program t-shirt, and 'thank you' letter, which shows our appreciation of their donation and service to the community and being a part of encouraging Fulton County youth to stay in school and succeed. In addition, gift cards that will be provided to students for participating in the program will be supplied by SUFK. However, it is the intention of the program that if we are successful this semester, they will be granted-funded in the future.

#### **MOU (Memorandum of Understanding)**

Please see Appendix C for a copy of the Memorandum of Understanding signed by each student and project sponsors.

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Appendix A  
The Fulton Effect Logic Model



**Logic Model Builder (LMB) » The Fulton Effect (#15458)**

**Problem / Goals**

**Problem Statement**

Unaccompanied homeless youth are defined as students who lack a fixed, regular and adequate nighttime residence and who are not in the physical custody of a parent/guardian. Currently in Fulton County Schools there are nearly 1300 students who have been identified as homeless per the McKinney-Vento Act. Of these, 91 have been identified as unaccompanied homeless youth. Under these circumstances they do not receive adequate guidance and support to help ensure they graduate from high school and attain life goals.

**Goals**

- a. Promote educational stability amongst unaccompanied homeless youth in Fulton County with the outcome of successful high school completion.

**Rationale / Assumptions**

**Rationales**

- a. Engaging in a one-to-one mentor experience will provide the encouragement and support necessary for students to reach academic and personal achievements.

**Assumptions**

- a. Involvement with the Fulton Effect program will result in student mentee GPA increase.
- b. Involvement with the Fulton Effect program will result in student mentee high school completion.

**Timeframe / Resources**

**Timeframe**

- Start Date:** February 25, 2013
- End Date:** May 20, 2013

**Resources**

- a. Georgia State University MSW Students
- b. Sue Levine, Program Coordinator at North Fulton Initiative
- c. Sara Smith, Homeless Liaison for Fulton County Schools
- d. Kedric Sledge, School Social Worker at McClarin High School
- e. Kelly Fields, Executive Director at StandUp for Kids

**Activities / Outputs / Outcomes**

Activities	Outputs	Shorter-Term Outcomes	Intermediate Outcomes	Longer-Term Outcomes
1. Conduct outreach and training <ul style="list-style-type: none"> <li>a. Engage with community members who are interested in becoming a mentor.</li> <li>b. Provide training to identified mentors, sponsored by StandUp for Kids.</li> <li>c. Reach out to Sue Levine,</li> </ul>	<ul style="list-style-type: none"> <li>a. 8 mentors have been identified.</li> <li>b. Program structure has been created based on information attained from Sue Levine.</li> <li>c. 2 training sessions will be held during the week of 2/10/2013 for</li> </ul>	<ul style="list-style-type: none"> <li>i. Mentors attain knowledge about unaccompanied homeless youth.</li> <li>ii. Student mentees attain knowledge about positive relationships, communication skills, and decision-making skills.</li> </ul>	<ul style="list-style-type: none"> <li>i. 5 student mentees get mentored on a bi-weekly basis until end of semester.</li> <li>ii. Positive relationships built between mentor and student mentee.</li> <li>iii. 5 student mentees maintain adequate attendance in</li> </ul>	<ul style="list-style-type: none"> <li>i. The Fulton Effect transitions into an ongoing, sustainable program at McClarin High School.</li> <li>ii. North Fulton Initiative incorporates Fulton Effect name, mission, goals, and objectives.</li> <li>iii. Additional South Fulton</li> </ul>



<p>Program Coordinator at North Fulton Initiative, to attain guidance for the Fulton Effect Program,</p>	<p>identified mentors,</p>	<p>iii. Student mentees gain knowledge about the importance of building a successful and sustainable future.</p>	<p>school.</p> <p>iv. Student mentees begin working towards personal goals and plan for their future,</p> <p>v. Student mentees maintain GPA of "C" average,</p> <p>vi. Student mentees begin taking steps to transition into responsible adults.</p> <p>vii. Increased self-esteem levels among student mentees,</p>	<p>schools adopt and initiate Fulton Effect program.</p> <p>iv. Sustainable volunteer base is established.</p> <p>v. Increased number of student mentees participate in Fulton Effect program.</p> <p>vi. Student mentees, if eligible, graduate from high school.</p>
<p><b>2. Develop program manual</b></p>				
<p>a. Provide structure and information for key participants (StandUp for Kids Executive Director, Homeless Liaison, School Social Worker, Program Coordinator).</p> <p>b. Provide structure and information to identified mentors.</p>	<p>a. Roles and responsibilities of key participants are clearly defined,</p> <p>b. Identified mentors have better understanding of their roles and responsibilities.</p>	<p>i. Key participants, mentors, and student mentees attain knowledge about Fulton Effect program (mission, goals and objectives),</p>	<p>vi. Student mentees begin taking steps to transition into responsible adults.</p> <p>vii. Increased self-esteem levels among student mentees,</p>	<p>vi. Student mentees, if eligible, graduate from high school.</p>
<p><b>3. Implement mentoring program</b></p>				
<p>a. Match student mentees with an identified mentor.</p> <p>b. Encourage mentor and student mentee to form a trusting relationship.</p>	<p>a. Students are engaged in program activities and follow established guidelines of program,</p>	<p>i. Knowledge regarding personal and professional development is gathered among student mentees</p>		
<p><b>4. Develop and administer evaluation tools</b></p>				
<p>a. Encourage student mentees to fill out a pre-measurement "get to know you" form.</p> <p>b. Provide post-evaluation forms to student mentees, mentors, and key coordinators.</p>	<p>a. Student mentees and mentors will be matched based on information acquired from "get to know you" form,</p> <p>b. Information regarding strengths and weaknesses of Fulton Effect program are provided,</p>	<p>i. Knowledge about Fulton Effect program strengths and weaknesses is attained.</p> <p>ii. GPA increases, self-esteem increases, overall awareness of college application process increases.</p>		

Appendix B  
Draft Budget

Table A1  
Itemized Budget Draft for Expected Reimbursable Project Expenses

<b>Item #</b>	<b>Item</b>	<b>Description</b>	<b>Source</b>	<b>Total allocated cost (\$)</b>
1	Gas/Mileage	Transportation to North & South Fulton Schools/meetings/etc.	Various	\$100.00
2	Program Materials/Supplies	Program manual binders, tabs; flash drive for sponsor; mentor folders	Office Depot	\$70.00
3	Printing	Marketing materials, student surveys, evaluation forms	Fed-Ex	\$30.00

Table A2  
Itemized Budget Draft for Expected Non-Reimbursable Project Expenses

<b>Item #</b>	<b>Item</b>	<b>Description</b>	<b>Quantity</b>	<b>Source</b>	<b>Means of procurement</b>
1	Food & drinks	Meals (e.g. pizza, hamburgers, barbecue, etc.)	Bi-weekly, serves 10-12 individuals	Obtaining donations	Donor recruitment, through in-person/phone/ email solicitation, social networking
2	Food-related supplies	Items such as plates, napkins, silverware, cups, etc.	Bi-weekly, serves 10-12 individuals	Obtaining donations	Donor recruitment, through in-person/phone/ email solicitation, social networking
3	T-shirts	Program t-shirts for participants, sponsors, donors, etc.	Approximately 50	Obtaining donations	Utilization of previously existing partnership between group member and printing company
4	Gift cards	Gift cards to provide students for necessities	\$50 per student, bi-weekly	SUFK	SUFK provides funding out of organization's budget

Appendix C  
Memorandum of Understanding

## Memorandum of Understanding

**Title:** Fulton County Schools, Homeless Program (in conjunction with Stand Up for Kids and McClarin High School), and Georgia State University School of Social Work Community Project, 2013

**Georgia State University Students:** Paula Wilson, Amberleia Henson, Lauren Jones, Jennifer Greenlee, Molly Fraiser Vance

**Project Supervisor:** Sara Smith, Kelly Fields, and Kedric Sledge

**Project Summary:** Fulton County Schools and Stand Up for Kids would like to initiate a new mentoring program in some South Fulton High Schools (starting specifically at McClarin High School) targeting unaccompanied homeless youth who are enrolled in full time school. This program will pair each student with a mentor from the community who will come in to the school during lunch time on a bi-weekly basis to support and guide them to complete their high school courses and earn their HS diploma. Stand Up for Kids has received a grant to help fund this program and possibly provide participating students with a small monthly stipend based on their grades and attendance.

**Statement of Responsibilities for GSU Students:**

- Observe the existing program in North Fulton and interview those involved
- Develop a timeline for the project
- Coordinate the kick-off meeting at McClarin High School
- Establish guidelines for the program using the NFI program as a guide
- Develop a measurement tool to use to support future grant writing for the program
- Create an end of the year survey for students and mentors
- Research best practices
- Begin implementing the program

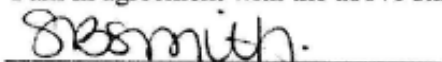
**Statement of Responsibilities for the School Social Worker and Homeless Liaison:**

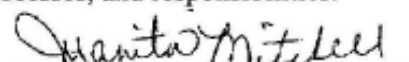
- Identify specific names of students to be involved in the program
- Provide a meeting space at the school
- Serve as a liaison between the agency and the school

**Statement of Responsibilities for Stand Up for Kids:**

- Provide a lead person at the agency to head the initiative
- Assist with identifying and screening volunteers

I am in agreement with the above stated tasks, processes, and responsibilities.

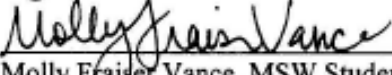
  
Sarah Smith, Homeless Liaison, Fulton Co. Schools

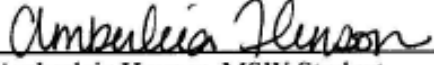
  
Juanita Mitchell, Finance Director (SUFK) For  
Kelly Fields, Executive Director, StandUp For Kids


  
Kedric Sledge, McClarin High School Social Worker

  
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Paula Wilson, MSW Student

  
\_\_\_\_\_  
Lauren Jones, MSW Student

  
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Molly Fraiser Vance, MSW Student

  
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Amberleia Henson, MSW Student

  
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Jennifer Greenlee, MSW Student