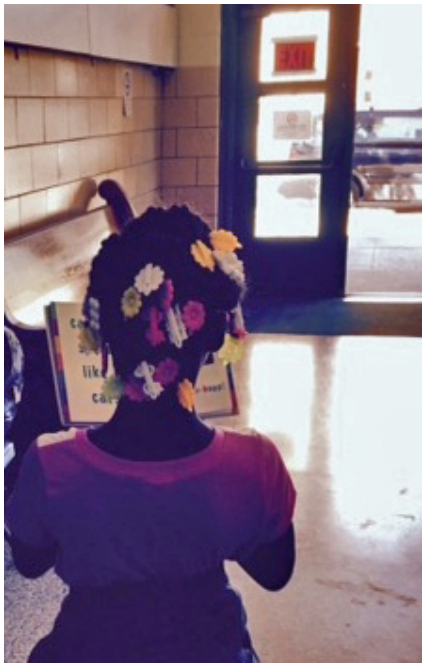
National Christ Child Society
Challenging Poverty:
One Child at a Time



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Challenging Poverty: One Child at a Time
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CHALLENGING POVERTY: ONE CHILD AT A TIME

A Manual for Chapter Program Development

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INTRODUCTION

NATIONAL CHRIST CHILD SOCIETY

Challenging Poverty, One Child at a Time

The chapters of the National Christ Child Society have been serving children in need in many different ways since 1887. Currently, our nearly 6,000 members from 43 Chapters volunteer annually more than 300,000 hours and serve more than 50,000 children. These services include our signature layette program for newborns, basic needs support for children of all ages, and, increasingly hands-on programs such as tutoring, reading programs and parent education.
The needs of today's children are great and many face significant challenges to becoming well educated and thriving:

- **So many live in poverty.** 14.7 million, or 1 in 5 American children, live below the poverty line defined by the U.S. Census Bureau as a median family income of $23,000 for a family of four. Many more live in families with higher but still inadequate family incomes to confer basic needs, some estimating more than 35% of U.S. children.

- **So few parents have higher education.** 60 % of all U.S. children living in families where the highest educational degree in the household is a high school degree or less (according to the Annie E. Casey Foundation), so these children lack educational role models and, depending upon the parents' educational level, adequate home supervision or mentoring.

- **Multi-generational poverty is harder to overcome**. For example, family background matters more than 8th grade test scores as an indicator of whether a child will graduate from college, according to the National Education Longitudinal Study of 1988 (Fourth Follow-up). This is just one example of the challenges facing even a high-performing and motivated child living in poverty being raised by parents who were themselves poor children.

Research has demonstrated that education and literacy programs are the most effective ways to impact the life of a child or parent raising a child. In his recent book *Our Kids: The American Dream in Crisis*, Robert Putnam urges, "Local mentoring programs exist in many communities across America, but poor kids themselves yearn for more adult mentoring. If such programs were dramatically expanded it could make a real difference in narrowing the opportunity gap." (Putnam, p. 259.)

Education, literacy and enrichment programs are impactful because they nurture the children individually, help build resiliency, and provide a social support network to facilitate social and emotional development that will endure over the child's life. Schools and social service agencies that serve under-resourced children often are themselves under-resourced to provide hands-on or individualized attention or enrichment activities beyond the basic curriculum.

Christ Child members are uniquely qualified and motivated to provide this nurturing, enrichment and learning. 75% of Christ Child Chapters today are engaged in programs focused on education and literacy, most of which include direct participation with children. These programs are consistent with the vision established by our founder, Mary Virginia Merrick, Servant of God, who said that "true charity is awakened by personal service our members render to children in need." Feedback from Christ Child volunteers gives testimony to the impact of hands-on programs: they empower not only the children and families they serve, but enrich the volunteers. Meaningful volunteer opportunities are thus a key catalyst to chapter growth and expansion of our impact to new communities.

In 2003, the National Christ Child Society created an initiative to develop and operate more hands-on programs. It published the original *Challenging Poverty* manual to assist Chapters to do so. The original *Challenging Poverty* manual provided detailed guidance from the field of social work on how to operate and evaluate mentoring and tutoring programs. This 2nd edition of *Challenging Poverty* is an updated, supplemental and streamlined version of the original:

- It builds on learning both in the field of social work and from recent Christ Child programs.

- It adds information related to education and literacy programs beyond tutoring and mentoring and adds a section detailing best practices from successful Christ Child programs.

- It is simpler and streamlined in recognition that most Christ Child members are not professional social workers or educators and therefore need more tailored and plain-language guidance to plan and program for maximum impact.

Challenging Poverty, 2nd edition, is intended for use by Christ Child Chapters across the country to start new hands-on programs and evaluate and make adjustments to existing programs. This manual:

- Lays out the National Christ Child Society approach to *Challenging Poverty, One Child at a Time.*

- Sets out the basic steps to set up, operate and evaluate hands-on programs to serve children and families.

- Provides detailed examples of successful Christ Child programs and what resources and volunteer capacity is necessary to be successful.

- Appends key resources on specific topics, such as volunteer guidelines and guidelines for tutoring and mentoring.

This manual is part of a broader set of program resources the National Christ Child Society makes available to its Chapters to *Challenge Poverty One Child at a Time*. The National Board also provides consultative support to chapters on program operation and development as well as

related fundraising, grant writing and communications. In addition to providing multiple program resources on our website, the National Board provides education regarding program innovations, best practices and solutions via our annual meetings at Conference/Convention and through webinars and teleconferences on program topics in between the annual meetings. The National Board also facilitates best practice sharing through conference calls, directly connecting chapters with like opportunities or challenges, and via membership communications channels, including newsletters and social media.

The National Christ Child Society hopes this manual is helpful in connecting Christ Child volunteers with children and families in ways that make a difference in the lives of all involved!

SECTION A

CHALLENGING POVERTY: ONE CHILD AT A TIME

The National Christ Child Society Approach to *Challenging Poverty*

Since our founding, our mission has always involved direct and individualized service to children, in effect, seeing the Christ Child in every child and treating him or her accordingly. Today our core principles are both well supported in modern social work and current Christ Child practice and are consistent with our founder's vision. Our basic approach is:

- Reach out to children in our communities through proactive service.

  "Find a need and fill it." Mary Virginia Merrick, Servant of God

- Collaborate with social workers and educators to establish programs to meet critical needs.

  "Volunteers will press forward to aid the specialized social workers to formulate a constructive program for the coming generation." Mary Virginia Merrick, Servant of God

- Provide members with meaningful volunteer opportunities through hands-on programs.

  "A personal love of Christ expressing itself in personal service for the children of the poor." Mary Virginia Merrick, Servant of God

- Ensure we are meeting children's needs by critically assessing our programs and their impact.

  "In addition to the active participation in the program, Board members and others have the unique responsibility of interpreting the needs of the community." Mary Virginia Merrick, Servant of God

- Be ambitious.

  "Nothing is ever too much to do for a child." Mary Virginia Merrick, Servant of God

- Change as needed to stay relevant.

  "The guiding priciple of the Society has always been personal service rendered for the love of the Christ Child to the least of these little ones. In developing this purpose the Society has widened and deepened its activities to meet the exigencies of its time." Mary Virginia Merrick, Servant of God

- Keep learning and improving through discussion and education.

  "Even the best trained workers among us are still learners. We know that to educate is to draw out . . . our work of up-building." Mary Virginia Merrick, Servant of God

SECTION B

CHALLENGING POVERTY: ONE CHILD AT A TIME

Cultural Competence: Understanding, Knowledge and Respect

"People of different religions and cultures live side by side and most of us have overlapping identities which unite us….We can love what we are without hating what – and who – we are not. We can thrive in our own tradition, even as we learn from others and come to respect theirs." *Kofi Annan, Former Secretary General, United Nations*

Overview

When considering the creation of a new or enhanced outreach program, a crucial element is the development of cultural competency. Culture can be defined as the sum of one's beliefs, rituals, customs and behaviors that guide one's life; they are learned through one's family and environment and passed down through generations. The ability to respond respectfully and effectively to people of all cultures, in a manner that affirms their worth and dignity, is cultural competence. There is a growing awareness among health and social services professionals that failure to address cultural differences leads to mistrust, conflict and potential ineffectiveness or failure of a program.

Meet Your Clients Where They Are

Cultural sensitivity begins with awareness of one's own biases and knowledge of the diverse elements of our clients' "story." This awareness should infuse programs with a non-judgmental approach and respect for cultural, class, and economic differences. In other words, meet your clients where they are, not only physically, but within the context of their experiences, history, economic status, language, values and patterns of behavior.

Avoid making negative assumptions about clients based on stereotypes, prejudices and broad brushstrokes. What one culture views as "traditional" in terms of parenting, manners, or work ethic may not reflect the values of another culture. Chapters should be conscious of the dynamics inherent when cultures interact by developing programs that reflect an understanding of the differences and build on the cultural strengths our clients bring to the table. For example, a child from a Spanish speaking home can be congratulated for being bilingual rather than chastised for speaking Spanish with his peers.

Money Isn't Everything

"Where people are" can also be viewed as what resources are available to them. The current term, under-resourced (preferred over needy, poor or underprivileged), refers to the lack of what a family needs to live comfortably and securely: food, clothing, health, education and skills, strong family structure, a feeling of control over their futures, income. Christ Child programs can be designed to provide access to one or more of these resources. Notice, money was last on

the list; "the ability to leave poverty is more dependent on other resources than it is upon financial resources" (*Bridges Out of Poverty*, 2006).

The Hidden Rules

The Bridges Out of Poverty concept refers to the hidden rules or skill sets of every economic class. For example, a wealthy person knows how to import a foreign car, a middle class person can pay to get his car fixed when it breaks, an under-resourced person knows the bus routes. According to the Bridges program, "poverty is the extent to which an individual does without resources." Economic class is not as much reflective of intelligence or work ethic as it is a reflection of the coping strategies and resources one has from birth, into childhood, and beyond.

Knowing how to behave in a workplace, how to use a formal language register (as opposed to colloquial or casual conversation), and how to find information are skills that the middle class take for granted; people in the middle class have absorbed the hidden rules of their class. For example, when addressing a person of authority, we speak with respect. If the only authority figures a child has encountered are the bill collector or a landlord evicting his family, the reaction will be more defensive than respectful. When a person has no dream of escaping menial labor, a boss's demands only reinforce hopelessness and are met with anger and frustration.

Schools, social service agencies and organizations like the Christ Child Society have an opportunity to make resources available and to share the hidden rules in an effort to break the cycle of poverty. Christ Child Chapters should include awareness of the culture of poverty in their volunteer training.

Protective Factors

Another perspective on being under-resourced comes from "Strengthening Families™, a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on "engaging families, programs and communities in building five protective factors:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Social and emotional competence of children."

www.strengtheningfamilies.net

According to the Center for the Study of Social Policy, these Protective Factors are conditions or attributes of all individuals, families, or communities that mitigate or eliminate risk. Families are successful when these protective factors are "robust and present in their communities." Strengthening Families is a common framework for community partners to use when addressing family issues. For a Christ Child Chapter, this is our starting point when approaching community partners and perhaps eventually become the basis of community-wide change.

Most Christ Child chapters are already engaged in 'concrete support' with the distribution of layettes and clothing. A potential outreach program for entire families can serve to strengthen one or more of these protective factors. The Toledo Chapter's *Parenting Today's Kids* program uses the Strengthening Families concepts as its basis and can be a model for other parent support programs.

Getting Started

How can cultural diversity be addressed when developing a program?

- Begin with developing cultural awareness and sensitivity among Chapter members. Consider educational opportunities, sharing resources listed in the *Challenging Poverty* Annotated Bibliography (page 29), and asking your community partner how they address cultural differences. Most schools and organizations have a discrimination policy, processes for addressing cultural issues, and often have cultural diversity training. Ask if your members can be part of that.

- Consider initiating a cultural awareness training session for volunteers in all capacities.

- When developing a program, focus your goals: offer resources, not disapproval.

- Work with a community partner to identify the resources that are really needed, not just what you think people in poverty should have.

- Rather than 'fixing' behaviors that are not like yours, demonstrate what behaviors can lead to successful outcomes. Be aware that parenting norms, etiquette and values differ across cultures. No one wants to be told their traditions are 'wrong' any more than the British want to be told they drive on the 'wrong' side of the road!

- Seek to develop relationships with your partners and clients of mutual respect and understanding. As James P. Comer, Professor of Child Psychiatry at the Yale University School of Medicine's Child Study Center, stated, "No significant learning can occur without a significant relationship." When teachers, mentors, tutors, and parents trust each other and value the positive outcomes of any program, they feel good about themselves, feel invested in the program, and work toward positive outcomes for the children together.

- Avoid stereotypes. Examine your beliefs about and attitude toward the client's culture to become aware of your own cultural biases. Develop an empathetic approach toward your clients; think about "walking in their shoes."

- Be sure your literature, lessons and marketing materials represent your clients' culture in terms of language and visuals. Avoid representing only a while middle class vision.

- Know that our attitudes are reflected in tone of voice, posture and facial expressions. As Pope Francis said, "Do you touch the hand of the one to whom you give alms, or do you toss the coin?" (*Vatican City 5.21.13*)

- Create a 'survival vocabulary list' for volunteers in the languages most often encountered during your programs. Even basic greetings are a welcoming gesture. If necessary work with an interpreter. Retired language teachers make wonderful CCS members!

Conclusion

Cultural Competence is a journey that requires ongoing self-reflection on the part of both CCS volunteers and clients about how culture impacts personal values and attitudes. The result will be a mutual respect for our commonalities and differences, an appreciation of the endless variety in God's creation.

SECTION C

CHALLENGING POVERTY: ONE CHILD AT A TIME

The Process of Program Development

Listed below is a set of sequential steps created to guide NCCS Chapters in developing programs which will meet the needs of volunteers, partnering agencies and their communities. Be it through tutoring, group activities/programs, or one-on-one mentoring, the goal is to empower Christ Child volunteers to have a more lasting impact in their service to at-risk children and families.

Overview

It is recommended that Chapter leaders read through and familiarize themselves with all of the steps in order to implement a program that reflects the goals, resources and constituencies of each Chapter. So start small, but also be ambitious in establishing a Chapter's longer-term goals so that more underserved children may be served, one child at a time. **Remember, it is expected that Christ Child Chapters establish their own program, not simply send volunteers to an existing agency program.**

The following steps can lead Christ Child Chapters to develop meaningful and successful programs:

1. Assess your current situation
2. Conduct thorough planning and research
3. Assemble a Program Committee
4. Design the scope of the new program
5. Evaluate your financial situation
6. Establish program logistics
7. Provide orientation of volunteers
8. Ongoing program evaluation

Each step will be explained in detail below.

STEP 1. Current Assessment

Before deciding on introducing a new program to the Chapter, it is important to assess the following:

- The success of your current programs. Are your programs meeting the needs of the community as well as the membership?
- The expertise and/or interests of your membership. Are members interested in more hands on opportunities?
- The number of volunteers available to participate in a new program
- Future plans for the chapter including any strategic planning

In order to help Chapters create new programs in a careful process that includes financial forethought, the following suggestions are offered:

- Is your Chapter currently meeting all financial commitments for existing programs without a struggle?
- Are you meeting your budget in terms of revenue, without exceeding your expenditures? Have you shown a surplus in revenue in several consecutive fiscal years? If so, it may be an excellent time to consider advancing your program activity by enhancing an existing program or establishing a new program.
- If meeting current needs is a stretch for your Chapter each and every year, it is prudent to concentrate on creating a stronger revenue stream before attempting additional drains on the budget.

Think of new program creation as a natural progression beyond the signature layette program where all Chapters begin their journey of service. When we envision a new and exciting program adventure, none of us want in any way to jeopardize our signature layette projects or other long-established projects. Clearly, we need to be financially solvent enough to support multiple efforts without risking our existing commitments.

Some Chapters have begun new projects with "an initiative" year or two to test the waters in terms of financial viability. This is often a wise approach and shows good stewardship. Using the initiative method allows for a thorough examination of the cost as well as the benefit of the program. If things go well and funding is in place without a struggle, the initiative phase can be replaced with a viable, on-going program if the Chapter board and volunteers are in agreement.

A great program idea will be fundable and will be readily staffed by willing volunteers.

Some Chapters meet new needs by applying for grants that ask for money restricted in use for the new program. For helpful grant-writing ideas, see the Appendix (page 59), for two grant PowerPoint presentations. Be sure to plan for future revenue streams to replace the grant funding; most grants are given for one year and are not often renewable.

Once the assessment is completed and you wish to develop/adopt a new program, you are ready to proceed.

STEP 2. Planning and Research

- Your chapter membership is a great resource for a new program. Many members are involved with multiple volunteer groups and agencies. Ask for their suggestions about programs in need, schools lacking aides or a demographic in need of parenting skills (as examples).

- Members may have suggestions for possible partners such as schools, Head Start, Catholic Charities, Pregnancy Help Centers and other such agencies.

- Other Christ Child Chapters' programs are available for your review. If there is an existing program that fits a need in your community, consider replicating the good work and good practices of other chapters. (See sample programs in Section G: Best Practices, page 66, and the NCCS website.)

- You may be able to adapt a program to meet the needs of your membership and community.

- Research and identify schools and social service agencies with populations currently receiving services from the Chapter that include a large number of under-served children. Establish whether this population has additional needs that the Chapter could serve.

- Determine whether the school or social service agency is interested in developing a collaborative effort with the Chapter to provide direct personal support for at-risk children and their families.

- Check the Programs section of the national Christ Child Society website (www.nationalchristchild.org under Program Details) for more valuable suggestions.

- Make sure you are not creating a program to meet needs that are already being met by other programs in your community. Some needs exceed the capacity of existing programs and your Chapter may be able to fill the gap or you may complement existing programs. For example, a parenting program may need concurrent activities for the children.

STEP 3. Assemble Program Committee

A Program Committee should be assembled to provide leadership guidance for the development and on-going coordination of the new program.

The Program Committee will be most effective if it includes members who possess leadership qualities as well as interest in the proposed program. It may also be beneficial to include representatives from the school administration or the social service organizations with whom the Chapter chooses to partner in launching their program.

Once established, the Program Committee should present plans for the program to its board and/or full membership in order to gain consensus. The Program Committee will work to determine the most effective manner in which the new program can be implemented within the Chapter. In researching options and formulating best practices for the Chapter, Program Committee members should ensure that their proposed plans complement any strategic plans already in place.

Suggested Program Committee Composition:

- Committee Chairman (Internal)
  This individual is charged with moving the process along as well as documenting and coordinating written procedures.

- Program Coordinators (Internal)
  Depending on the size and scope of the program, a minimum of two coordinators should be appointed from within the Chapter to assist with the development of the program. It would be most advantageous if either or both of these members would continue on as Program Chairs the first year.

- School or Social Service Agency Representatives (External)
  Depending on the size and scope of the program, include a representative of the school or social service agency who expresses interest in partnering with Christ Child to develop a program. Have your ideas fleshed out before bringing in external members. They should serve as a collaborator or liaison rather than committee leader. Remember, this is a CCS led program.

STEP 4. Design Scope of New Program

At this point, you should have a general idea of what your new program will entail, whether it be a reading, mentoring, self-esteem, babysitting or parenting program, to name a few possibilities. The Program Committee is now tasked with developing a written program document. When writing the document, consider the following:

- Identify the purpose of the program (for example: help 5th graders with general manners, respect and self-esteem);

- Develop an outline;

- Develop a time table (i.e. is the program an ongoing or finite one);

- Propose possible locations for the program;

- Review the volunteer pool and the number of volunteers the Chapter hopes to develop for this particular program. Think of how to engage and utilize the CCS volunteers. (Consider what volunteer activities might occur off site, as part of preparation, materials gathering and follow up. This will expand the potential volunteer pool, especially if Chapter members are elderly, working or have young children.);

- Determine the budget for the program;

- How will you "market" the program to your members as well as to other agencies you may wish to bring it to;

- Involve all of the Program Committee in the process of finalizing the written Program document;

- Consider any cultural issues that will need to be addressed.

A Variety of Formats and Levels of Commitment

In determining the scope of the Chapter's program, be open to the many forms outreach can take, including one of the following:

- **Partnering with an existing mentoring or tutoring program** such as a school, pregnancy center or another social service agency in your community to establish a program that meets the needs of the constituency you want to serve as well as to provide Chapter members with fulfilling volunteer opportunities.

- **Limiting the focus of your program** to a specific issue based on the needs of your community and resources of your Chapter base. For example, a Chapter may wish to limit its focus to providing an after-school library for children who reside in an impoverished neighborhood, through partnering with a parish. As Chapter programs evolve and the membership feels more comfortable with the program, the membership can expand the breadth of their participation as well as the number of parishes.

- **Initiate group events**. The organization of theme-based group support activities for children and/or parents may be a comfortable approach to mentoring. These activities may be viewed as "supervised" activities, where Christ Child members can rely upon the support of one another. For example, in a book club program Christ Child members work together with groups of children to guide support and encourage through planned activities at regular intervals throughout the school year. In another example, Christ Child volunteers meet weekly to provide a support group for at-risk parents that focus on a variety of parenting issues.

- **Orchestrate Plans for Children's Activities**. Appropriate activities for children can also be planned and organized by members who do not wish to participate directly in the group sessions. This behind the scenes work could be done by the members in their homes or members may wish to meet and socially while supporting the program.

Set Short and Long Term Goals

The Program Committee should set short and long term goals to further develop and refine the program in a manner consistent with the resources and needs of its chapter and the community. First decide what outcomes you would like to see after one year. Most likely, these will be "baby steps" in terms of commitment and investment.

Look to the future. If your program proves to be beneficial, how will you position your chapter to expand and/or improve the program in five years? In ten years? Planning ahead gives you the opportunity to prepare the chapter financially and in terms of volunteer capabilities.

STEP 5. Evaluate Your Financial Situation

If pursuing a granted program idea, don't fall into the trap of seeing a grant application and striving to create a program that fits its funding profile. Creating a new program merely to acquire new funding makes little sense in the great scheme of things. Finding a granting source or other community backer who is of the same mindset as your program can be a beautiful marriage of two partners that creates a long-term funding solution.

Some Chapters create a new fund-raising campaign or an event with all proceeds specific to the new program. Still others replace an existing program that is "tired" with a new one and utilize the same budget allocation for the new project. Some Chapters have partnered with another agency to raise the dollars and the people-power to make the program vision a reality.

However you source your program funding, you will want to be certain to keep the donor or donors advised as to how their generous dollars are being spent. (More about this is mentioned in Section E, page 27 and the aforementioned Grant presentations in the Appendix.)

Find a viable funding source first and your program efforts can concentrate on **service.**

STEP 6. Establish Program Logistics

At this point, the Program Committee can begin to collaborate with school or social service representatives on the logistics of their partnership involving Christ Child volunteers. Important elements to consider include:

- **Identify a location** where Christ Child volunteers can meet with under-resourced children identified by the Chapter's partner, to provide educational support in the form of tutoring, group sessions or of a mentor/student relationship. It is essential that the meeting place be one where all can feel safe, where clients can get to easily, and that is accessible to volunteers.

  Possibilities include:
  - School Facility
  - Space provided by your Partnering Agency or local Catholic Charities Affiliate
  - Community Meeting Room (Parish, Knights of Columbus, Library or Hospital)

- **Establish the duration of the program**. This can be discussed with a school/social service partner; a defined program, such as an etiquette or parenting class can be repeated throughout the year or be introduced to multiple schools/agencies. A minimum of one year is recommended for a tutoring/mentoring program enabling participants to build trust and develop relationships.

- **Work with your school/social service partner** to determine the appropriate forms that are required to participate in the type of volunteer activities the chapter wishes to establish. For example, Christ Child members should fulfill Diocesan requirements for

protecting youth, e.g. a workshop and fingerprinting. Check with the Chapter's local Diocese for these guidelines.

- **Look forward to the ultimate goals**. Work with the school or agency partner to establish desired outcomes and determine a suitable evaluation tool or tools. Ascertain if any existing evaluations used by your partner will provide sufficient insight into the realization of your goals.

STEP 7. Provide Orientation for Volunteers

Chapters need to develop a group orientation for all members who participate or are interested in the new program. A group orientation should be provided and updated annually.

The orientation should include:

- Program goals and objectives;
- Chapter volunteer guidelines (See Volunteer Guidelines in Appendix page 55);
- Review of Diocesan Child Protection guidelines;
- Legal issues such as program ownership;
- Roles and responsibilities of tutors, mentors, group support participants and other volunteers;
- Profile of children being served, including the typical needs and problems to be addressed within the program (Refer to Cultural Competence, Section B);
- Expectations of volunteers in terms of duration and level of commitment;
- Forms and any other paperwork to be completed;
- Schedule of upcoming volunteer training.

Goals of Orientation

Upon completion of the orientation, Christ Child volunteers should clearly understand the cultural diversity of the clients, the program and their roles and responsibilities, specifically, their obligation to attend all program activities and group support sessions as part of their volunteer commitment.

STEP 8. Coordinate Training for Volunteers

Volunteers are most successful when they receive thorough training before beginning responsibilities in a program.

Training options for Chapter volunteers include:

- Chapter developed training
- The Program Committee is tasked with developing training materials based on the written program.
- School/Agency Partner developed training
- Chapters may have the option of joining an existing training program through the partnering organization;
- Other community resources including Colleges, Churches, and other social service agencies.

It is the responsibility of each Christ Child Society Chapter to review the Child Protection Guidelines provided by their Arch/diocese. Volunteers dealing with children are required to follow these guidelines.

STEP 9. Ongoing Program Evaluation

Purpose of Evaluation

Measuring the impact of the Chapter's program is an ongoing process that enables the Chapter and its partners to make intelligent choices about maintaining and improving the program. Evaluations may be used for the following reasons:

- Find out what is and what is not working in the Chapter's programs. Ongoing reviews are necessary in order to improve, renew or discontinue programs. Evaluations help to determine if the program continually meets the needs of the community as well as Chapter volunteers.
- Demonstrate to potential funders and the Chapter's community what your program accomplishes and how it benefits the constituency. For example, attach a Logic Model program evaluation to a grant application.
- Information obtained in a program's evaluation will clearly define a program for public relations purposes.

- Improve the volunteers' experience by identifying weaknesses as well as strengths in the program activities.

- Discover community needs that match Christ Child volunteer goals;

- Measure volunteer satisfaction;

- Gather feedback from your partnering school or agency.

An explanation of the Logic Model, a method of setting goals and measuring outcomes, follows in Section D. In addition, other evaluation tools are offered in Section E with examples of both in the Appendix, page 37.

SECTION D

CHALLENGING POVERTY: ONE CHILD AT A TIME

Program Planning and Evaluation Using a "Logic Model"

What Is a Logic Model and Why Use One?

Mary Virginia Merrick famously said, "Find a need and fill it." Sometimes identifying a need is much easier than knowing that the program you've created, the work you've done and the resources you are expending are actually filling that need. This is true not only of Christ Child programs but in the broader social work arena. As such, the social work profession has developed what is now a well-established approach to planning and evaluating programs that helps assure the need you are seeking to fill is being met by what you are doing. In the profession, this widely-used approach is known as a "logic model".

A logic model is a graphic roadmap of the relationships among the resources you can deploy in support of your program, the activities you plan to do, and the results you hope to achieve.

Ideally created while you are planning your program, the model can give those engaged in the program a common understanding of where you want to go and how. The two critical components are "logic", meaning systematic, thoughtful and complete analysis, and a "model", meaning some kind of a graphical representation of the key elements of the program and their relationship.

The model should clearly set forth the outcomes you expect as a result of the program and how you will measure them. In this way, all involved will know precisely what data or anecdotal information will need to be collected-and when--in order to measure your impact. This makes program evaluation a more objective exercise, reducing risks of "revisionist history." More objective evaluations in turn make it easier to make decisions to add resources, change partners, make adjustments or, where appropriate, close down a program.

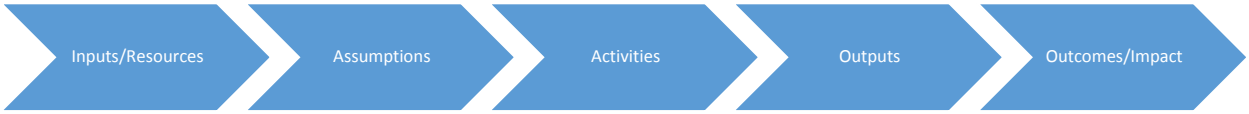
Since the publication of the first edition of *Challenging Poverty*, many Christ Child Chapters have used the logic model to evaluate their programs and have found the approach to be helpful in informing their decision-making. In addition, using the logic model tool has aided chapters in describing and depicting their programs and impacts in grant applications and fundraising.

Other Chapters have been daunted by the technical name and complexity of some logic models and therefore have not made use of the tool despite its many benefits. The guidelines below are intended to make it easier for Chapters of all sizes and experience both to use "logic" and to represent their analysis in a "model" that will be useful for planning, evaluating, raising funds for, as well as communicating about, their programs. Don't be taken aback by some of the detailed examples; not all will apply to any given program, and they are merely intended to make sure you can thoroughly tick through the ones that apply to yours.

Creating a Logic Model

Program planning is the ideal time to create a logic model, because it will help you systematically think through the elements of your program. Before doing that, it is critical that you have, as described in Section C above, identified a need or problem that you can articulate in the form of a specific **problem or issue statement** that the program you are planning can help address. Next, take these three steps to develop your program's logic model:

Break your program down into segments reflecting what you plan to do and what you intend to achieve. For example:



What you plan to do and why . . . ? *What you intend to achieve . . .?*

Provide detail about each program segment and list information in an organized way within each segment. This can be done via an outline or a graph. The important thing is making sure you address all key elements in a systematic way, gaining input from all partners in the effort. For example:

Inputs: Who will the program serve? *(Be complete).*

- Children? What age/grade/sex/interest, need or challenge?
- Their families?
- What are the local demographics?
- A school or other institution?
- School or institution's employees (such as teachers or after-school program directors)?

Resources: What resources will we need to do our planned activities?

- Participating children or families whom the program is intended to serve
- NCCS volunteers (and their capabilities/training, if appropriate)
- Other volunteers
- Professional personnel (social workers, librarians, teachers, etc.)
- Budget (see Financial Situation in Section C, page 14)
- Curriculum or learning aids
- Materials
- Physical space
- Specified time

Assumptions: What are your assumptions about what you plan to do? What do you believe to be true about the endeavor and the participants? Here are some examples that might apply to a reading program:

- Developing a love for reading in a child will facilitate her literacy
- Developing a love for reading in a child will aid her performance in all school subjects
- Children will willingly participate in the reading program
- Children will benefit from experiential learning through this hands-on reading project
- CCS has volunteers who can be trained and are motivated to participate in this program
- Parents, teachers and school administrators will encourage children to participate in this program
- High quality materials positively affect children's motivation to read

Note: Some assumptions can be verified or supported by third party research, while others are situation-specific. Both types are important to identify in the context of your program, because assumptions are at the root of our expectations of the outcomes and impacts of our activities.

When you later evaluate your programs, you can isolate what role your earlier assumptions may have had on your program's success. If experience demonstrates your key assumptions were faulty, you can hone in whether even a well-operated program is worth continuing or whether your resources can more effectively be deployed to meet the same or another objective based upon more certain assumptions.

Activities: In order to operate this program what will you need to do? Start out by looking at Section B, *Cultural Competence*, above, and then make sure to think through not only tasks necessary to starting the program but to its operation and evaluation. Here are some sample activities that could apply to any program:

- Gaining needed permissions from parents, entities, administrators, governments
- Coordinating with partner entities and their employees
- Determining roles and responsibilities for liaisons with partners, managing volunteers, creating materials, evaluating programs, etc.
- Recruiting volunteers
- Obtaining funding for program materials
- Purchasing and/or preparing program materials
- Conducting program (when, how frequently, where and with how many volunteers/participants)
- Communicating to parents about the program and encouraging parental support/involvement
- Working with partners to evaluate program impact
- Reporting on program progress to CCS and other key partners
- Public relations regarding program, including photographs and testimonials

Outputs: Once the activities are under way, what will be the evidence of the services you have delivered? What data will you collect as that evidence? Here are some examples of the types of evidence which might be relevant to any Christ Child program:

- Number of volunteer hours to prepare/coordinate program

- Number of children and/or families served
- Number of CCS volunteers for prep and programming
- Number of CCS volunteer hours engaged in program delivery
- Number of other volunteers and their hours
- Number of projects completed (books read, drawings completed, layettes packed)
- Number of items provided (layettes, books, stuff bags, clothing, coats, shoes, etc.)
- Number of schools/entities supported
- Number of dollars expended on program (and components)

Qualitative evidence related to the services you have delivered could include:

- Number of unsolicited testimonials
- Number of evaluation surveys completed
- Survey responses (from children, parents, partners, teachers, administrators, donors, community leaders or volunteers)
- Volunteer satisfaction ratings/comments

Note: The most important outputs may be program-specific, and should be thought through carefully. For example, for a book buddy type of program held at a library, the number of participating children who obtained library cards could be a good output of the program. In a self-esteem program for 5th graders, outputs could include thank-you notes the students wrote to third parties as a class assignment.

Whatever the program, it is critical to work with your partners to establish metrics that are directly related to the program activities and objectives and that are not so burdensome as to discourage involvement with the program because of related record-keeping. The best place to start is by asking your partner how they measure their own effectiveness and work your outputs into their existing framework. The point is to really break down what you are doing, what you can easily, repeatedly and reliably measure, and then determine how most easily to get the information from participants as real-time as possible.

Outcomes and Impact: What are the short- and long-term changes that will take place as a result of your program activities? Over the next 1-3 years? Over the next 4-6 years? Over 7-10 years? Outcomes and impacts are different from outputs. What actually happens in and is recorded about a program are outputs. The effects of your activities, as evidenced by the outputs and related to your program objectives, are the outcomes and impacts. Outcomes refer to the shorter term results of the activities and impacts refer to more lasting changes to people or institutions. And yes, the lines between the two are a bit blurry!

For example, for a self-esteem/social responsibility program for 5th graders, one output was a systematic request of teachers about any change of behavior/class dynamic in the two months following the 7-week program. Where the teachers found qualitative changes in behavior of their students for two months after the "respect for others" portion of the curriculum and could link it to provision of the curriculum, this was an outcome. An example of impact from the same activity could be a measurable reduction in bullying activity by that class over the next 4

years. Other examples of desired outcomes and impacts from a variety of types of programs follow:

Short-term outcomes (1-3 years):

- Improved respect for teacher and classroom dynamic within 2 months following self-esteem program
- Increased library cards/reading at home by book club participants
- Improvement in children's grades in non-reading subjects as a result of improved literacy through reading program
- Positive early infancy bonding by teen mother with newborn as a result of layette, enclosed book and related literature
- Reduced rough handling of infants due to shaken baby education
- Improved educational performance as a result of vision tests and proper eyewear
- Improved social interaction/attention span/academic performance by disabled kids as a result of gardening program

Long-term outcomes (1-6 years):

- Children who participated in reading/literacy programs continue to perform average or above average in school subjects or skills tests
- Book club children continue to read for fun
- Teenagers who participated in shaken baby education are more aware of the stresses of parenting as they reach sexual maturity
- Children who participated in gardening program are more curious about nature, science and the outdoors
- Children who were tested and corrected for vision continue to be tested for vision and maintain improved educational performance
- Parents who participated in parenting programs use the learning with their subsequent infants and children

Impact (7-10 years):

- Book club children continue to read for fun and disproportionately complete high school
- Parents who participated in parenting programs are better able to handle day to day stresses and maintain more nurturing home environments for their children as a result.
- Children whose vision was tested and corrected at an early age are more motivated to seek help to stay well and healthy

Note: Although some of the above outcomes and impacts may seem lofty, a program that does not provide any long-term change or impact may not be worth the resources devoted to it. Do your best to articulate the change that you hope to achieve over time with your partners, consulting contemporary research and literature as you do so.

As educational and enrichment programs are proven to have significant lasting impacts, don't be afraid to draw a clear trajectory between your educational program's outputs and outcomes—you can check your assumptions, outputs and outcomes at the time of evaluation.

Some programs truly only have short-term outcomes, which may in themselves be very important. Where this is the case, be clear about what the outcome is and its duration, so you can evaluate the program against the effort you are putting towards it.

Work within the framework your partners use to think through realistic outcomes, impact and timeframes.

And, remember, sometimes when you evaluate programs based upon the inputs you have identified you will identify outcomes and impact you had not foreseen and these may cause you to adjust your program and its logic model in unexpected ways.

Draw and fill in your model. Your goal here is to show a common-sense relationship between the information you've lined up under each segment to the other segments. It can be as simple as filling in a column under each segment and summarizing the information in bullet points to fit within a chart. The idea is to have a visual depiction, not just words, that appear on a single page which you can use to explain why you're doing your program and what you have to achieve. Such a single, clear page can help you show anyone, including partners, donors, and volunteers, the key elements of your program and how they fit into it. Funders and partners will have more confidence in your program if they can see you have put thought and rigor behind it and will be more likely to view you as a reliable partner to work with or invest their resources.

There is no single way to draw the model, but attached in the Appendix Section F (page 44), is an example of a completed logic model. In addition, a blank logic model template is posted on the National Christ Child Society website.

After you get all the key information together and have scrutinized it with everyone on your Program Committee, determine the best way for your committee to visualize the end product, whether it be a chart, matrix, or in text form. Creating a one page depiction of what your program intends to do, what you did to achieve the goal, and how well you succeeded will give you a valuable tool for communicating your project to Chapter members, donors, and the community.

SECTION E

CHALLENGING POVERTY ONE CHILD AT A TIME

Evaluation: Do We Really Have to Do That??

Evaluation is a key element in the process of developing and maintaining a program. Some may be daunted by the prospect or feel it is not a good "fit" for what they are doing. However, the only way you will know if you have met your goals is to use an evaluation tool. There are a variety of evaluations that your chapter can use, **starting with existing evaluations or grading done by your partner school or agency.** Work with your partner and don't reinvent the wheel! The important thing is to *continually* ask yourselves, "Is this working?" and "How can we make this better?" An objective tool is necessary in order to discover the strengths and weaknesses of your program, no matter how simple or complex it may be.

One bonus of evaluating the success of a program is the boost in volunteer morale. If a volunteer feels she is part of a successful program, one that truly changes lives, she is more likely to continue being a valuable volunteer.

Informal Evaluations: Collecting Anecdotal Data

Parents, teachers and children can all provide informal or anecdotal feedback, especially in a tutoring, mentoring or literacy program. Such data collection methods range from casual conversation to journals.

Methods for collecting data include:

- *Interviews*. One on one question and answer sessions can elicit information about changes in attitude, skill level and behavior. Each individual should be asked the same questions to maintain consistent data. This is time consuming and should be considered only for a small group.
- *Journals*. Older children can keep a log of their activities with a tutor or mentor along with their reactions to it. Volunteers can also keep a journal.
- *Observation*. The teacher, tutor or mentor can keep a continuing record for each child or for the class as a group. Note such things as changes in attentiveness, increased class participation, or whatever relates to the established goals. Be specific, objective and concrete. The first entry should list the goals and they should be referred to in each entry.

Even though anecdotes and journals are not hard data, they can be interpreted to demonstrate outcomes. For example, 10 of 15 parents report their children read more often at home than they did before involvement with your reading program. Or 70% of the students wrote in their journal that they feel more confident raising their hand in class. Those are successful and quantifiable outcomes.

Volunteers are valuable resources for gathering **anecdotal data** about your program. Ask them to write down stories told to them by clients, students, parents and professional staff. These stories can help assess the success of a program, and will prove valuable when doing fund

raising and grant writing. Volunteers can also gather anecdotes by asking specific questions, even in casual conversation. For example:

- What have you heard from students/clients this year that indicate our volunteer services made a difference or changed someone's behavior?
- Did the student/client meet the goals you had set for him? To what degree have the volunteers contributed to that?
- Did any of the students/clients share with you their attitude toward the volunteers?

Checklists

Checklists are useful when tracking specific desired changes or progress toward a goal. They can be designed for use by the tutor/mentor/reader, the student, or the teacher. They are also useful for self esteem or parenting programs. Simply consider the goals you set for your program or for the individual child. List them and have the designated person check off if they were accomplished, or rate them from 1 to 5.

In the diagram below (E1), the success of a child's tutoring experience can be evaluated in terms of meeting established goals set by his teacher, and shared with both the tutor and child.

5=Strongly Agree 4= Agree 3= Disagree 2=Strongly Disagree 1=Not applicable

Goal	5	4	3	2	1
Student actively engaged in tutoring activities.					
Student's attitude toward Math improved.					
Student can interpret simple multiplication story problems.					
Student learned multiplication tables.					
Student completed homework in a timely fashion.					

Diagram E1

In the first example below (E2), a mentor was told his mentee needed to work on self esteem and confidence. At the end of the year, the student was asked to check off those statements that were true. In the second (E3), a student can evaluate his own progress after working with a tutor.

	I am confident when I speak in class.
✓	I am happy when I go to school in the morning.
✓	I enjoy the activities I do with my mentor.
✓	I ask my teacher for help when I need it.
✓	I raise my hand sometimes when the teacher asks questions.
	I remember to bring my homework in every day

Diagram E2

Because of my work with my tutor, I am able to:

- ❒ get a better grade in Science class.
- ❒ complete my homework every day.
- ❒ set daily goals for myself.
- ❒ manage my time after school.
- ❒ ask questions in class.
- ❒ turn in neat papers.

Diagram E3

Volunteer Evaluations

Another way of evaluating a hands-on program is through the satisfaction of the volunteers. If the program draws primarily criticism or quickly loses volunteers, that is an indication that your procedures need to be changed. It is empowering to give volunteers an opportunity to reflect on the significance of their work, their contributions to the program, and the meaningful effect they have on the community.

The following is a sample volunteer survey.

5 = Strongly Agree 4= Agree 3= Neutral 2= Disagree 1= Strongly Disagree

Question	5	4	3	2	1
The clients/students appreciate the service I provide.					
I feel welcomed and appreciated by the staff of the school/agency.					
I feel the work I do is important, significant, and has a positive impact.					
I have the support and guidance I need to succeed.					
My volunteer work gives me a sense of accomplishment.					
In the past year, I have had the opportunity to learn and grow in my role as a tutor/mentor/story reader.					
I have adequate resources to accomplish my tasks and meet my goals.					
I am using skills I have in doing this volunteer work.					
I am kept informed about changes in schedule, duties and responsibilities.					
I feel empowered to make decisions and choices within established guidelines.					
The rules and guidelines for volunteers were clearly outlined.					
The program is well organized.					
I plan to continue volunteering in the program.					

Diagram E4

Evaluation: What Is It Good For?

As mentioned under financial considerations, tracking the success and challenge of your program is an important part of any project. Good records give us the ability to account for the program to current funders and to apply for additional funding from new sources. Think of the following suggestions and how they might fit into your situation.

- Appoint one well-organized and conscientious volunteer to head-up the tracking and evaluation mechanisms of the project.

- Track outcomes through a user-friendly feedback method from participants as well as volunteers.

- Evaluations could be as simple as a one page written survey or as detailed as an on-line response model, of which there are many readily available on the internet for a nominal fee.

- Consider asking partnering agencies or agencies with like-minds for sample surveys that work for their organization.

- Be certain to formulate a way to have access to records that include the ethnicity and socio-economics of those served by the program, as these particulars are often asked in grants.

- Be certain to communicate program outcomes annually or more often to funders.

- Written communication with donors may include testimonials from participants and/or volunteers.

- Think beyond written communication and include donors in program-site visits.

- Photographs can be useful in telling the program story. Always use a photo release which is included in the Appendix, page 63.

- Revenue sources and expenditures need to be tracked and copies of invoices/checks need to be available for authentication of granted or donated monies spent.

- If you have and utilize a logic model, use segments of its matrix for evaluating outcomes.

NOTE: Additional evaluation tools, currently used by CCS chapters, can be found in the Appendix (page 37).

SECTION F

CHALLENGING POVERTY: ONE CHILD AT A TIME

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APPENDIX 1: ANNOTATED BIBLIOGRAPHY

CHALLENGING POVERTY: ONE CHILD AT A TIME

Resources

Annie E. Casey Foundation

http://www.aecf.org/work/kids-count

Reliable data, policy recommendations and tools needed to advance sound policies that benefit children and families. Useable local statistics for use in program planning and grant writing.

Bridges Out of Poverty: Strategies for Professionals and Communities, Ruby Payne, PhD (2006).

Relevant website: http://www.ahaprocess.com

The Bridges Out of Poverty concept delves into how people in poverty manage without resources, not only financial but also emotional, spiritual, physical and in terms of support systems. It explores the 'hidden rules' of each social class stratum which are crucial to understanding the mind set and behavior of our clients.

Books Build Connections Toolkit, American Academy of Pediatrics.

https://littoolkit.aap.org/Pages/home.aspx

The toolkit has excellent information and tips for families to encourage them to talk, read, and sing with their children. Great basis for a literacy program. The information sheets can be used as a reference, but reproduction for distribution requires permission from the AAP.

Building Adult Capabilities to Improve Child Outcomes: A Theory of Change, Center on the Developing Child at Harvard University.

http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change

This 5 minute video depicts a theory of change for achieving breakthrough outcomes for vulnerable children and families. It describes the need to focus on building the capabilities of caregivers and strengthening the communities that together form the environment of relationships essential to children's lifelong learning, health, and behavior.

Child Trends

www.childtrends.org

Child Trends is a research center that has provided valuable information and insights on the well-being of children and youth for more than 35 years. Policymakers, funders, educators and service providers in the U.S. and around the world have relied on the data and analyses to improve policies and programs serving children and youth. Includes excellent resource for program development and grant writing statistics.

NASW Standards for Cultural Competence in Social Work Practice, National Association of Social Workers, 2001.
https://www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf
The standards manual for social workers in relation to cultural competency which implies a heightened consciousness of how clients experience their uniqueness and deal with their differences and similarities within a larger social context.

Our Kids: The American Dream in Crisis, Robert D. Putnam (2015).
This book details the growing income gap in America between our poor and our rich children through multi-generational anecdotes and citing much pertinent research. Putnam starts with stories of members of his 1959 Ohio high school class and progresses to present day, demonstrating how today's poor children have diminished opportunities relative to past generations in poverty. The book sets forth some suggestions for how best to make an impact on today's under-resourced children and most are related to education and enrichment, especially through tutoring, mentoring and classroom or after-school activities.

The Reading Teacher, Vol. 58, No. 3 November 2004, Paul Boyd-Batstone.
http://www.learner.org/workshops/teachreading35/pdf/anectodal_records.pdf
Method for collecting and using anecdotal evaluations.

Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, Eric Jensen (2009)
Every teacher or social worker knows firsthand about the effects that poverty can have on school age children, but this book explains what poverty, particularly multi-generational poverty, does to children's brains and why students raised in poverty are especially subject to stressors that undermine behavior and performance. Jensen also sets forth proven strategies for changing school and classroom environments to alleviate the stress caused by chronic poverty. The author advises how to empower students and increase their perception of control over their environments. In particular Jensen explores how enriching learning environments that include the arts and highly engaging instruction can change students' brains and improve their lives.

APPENDIX 2: EXPERT GUIDANCE

A Framework for Program Evaluation

Developing Evaluation Questions

An excerpt from the Work Group for Community Health and Development at the University of Kansas: Community Toolbox

There are four main categories of evaluation questions. Let's look at some examples of possible questions and suggested methods to answer those questions.

Planning and implementation issues: How well was the program or initiative planned out, and how well was that plan put into practice?

Possible questions: Who participates? Is there diversity among participants? Why do participants enter and leave your programs? Are there a variety of services and alternative activities generated? Do those most in need of help receive services? Are community members satisfied that the program meets local needs?

Possible methods to answer those questions: monitoring system that tracks actions and accomplishments related to bringing about the mission of the initiative, member survey of satisfaction with goals, member survey of satisfaction with outcomes.

Assessing attainment of objectives: How well has the program or initiative met its stated objectives?

Possible questions: How many people participate? How many hours are participants involved?

Possible methods to answer those questions: monitoring system (see above), member survey of satisfaction with outcomes, goal attainment scaling.

Impact on participants: How much and what kind of a difference has the program or initiative made for its targets of change?

Possible questions: How has behavior changed as a result of participation in the program? Are participants satisfied with the experience? Were there any negative results from participation in the program?

Possible methods to answer those questions: member survey of satisfaction with goals, member survey of satisfaction with outcomes, behavioral surveys, interviews with key participants.

Impact on the community: How much and what kind of a difference has the program or initiative made on the community as a whole?

Possible questions: What resulted from the program? Were there any negative results from the program? Do the benefits of the program outweigh the costs?

Possible methods to answer those questions: Behavioral surveys, interviews with key informants, community-level indicators.

How do you evaluate a specific program?

Before your organization starts with a program evaluation, your group should be very clear about the answers to the following questions:

What will be evaluated?

What criteria will be used to judge program performance?
What standards of performance on the criteria must be reached for the program to be considered successful?
What evidence will indicate performance on the criteria relative to the standards?
What conclusions about program performance are justified based on the available evidence?

An Example

To clarify the meaning of each, let's look at some of the answers for Drive Smart, a hypothetical program begun to stop drunk driving as an example.

What will be evaluated?
Drive Smart, a program focused on reducing drunk driving through public education and intervention.

What criteria will be used to judge program performance?
The number of community residents who are familiar with the program and its goals
The number of people who use "Safe Rides" volunteer taxis to get home
The percentage of people who report drinking and driving
The reported number of single car night time crashes (This is a common way to try to determine if the number of people who drive drunk is changing)

What standards of performance on the criteria must be reached for the program to be considered successful?
80% of community residents will know about the program and its goals after the first year of the program
The number of people who use the "Safe Rides" taxis will increase by 20% in the first year
The percentage of people who report drinking and driving will decrease by 20% in the first year
The reported number of single car night time crashes will decrease by 10 % in the program's first two years

What evidence will indicate performance on the criteria relative to the standards?
A random telephone survey will demonstrate community residents' knowledge of the program and changes in reported behavior
Logs from "Safe Rides" will tell how many people use their services
Information on single car night time crashes will be gathered from police records

What conclusions about program performance are justified based on the available evidence?
Are the changes we have seen in the level of drunk driving due to our efforts, or something else? Or (if no or insufficient change in behavior or outcome,)
Should Drive Smart change what it is doing, or have we just not waited long enough to see results?
To clarify the meaning of each, let's look at some of the answers for Drive Smart, a hypothetical program begun to stop drunk driving.

Among the issues to consider when focusing an evaluation are:

Purpose
Purpose refers to the general intent of the evaluation. A clear purpose serves as the basis for the design, methods, and use of the evaluation. Taking time to articulate an overall purpose will stop your organization from making uninformed decisions about how the evaluation should be conducted and used.

There are at least four general purposes for which a community group might conduct an evaluation:

***To gain insigh*t**. This happens, for example, when deciding whether to use a new approach (e.g., would a neighborhood watch program work for our community?) Knowledge from such an evaluation will provide information about its practicality. For a developing program, information from evaluations of similar programs can provide the insight needed to clarify how its activities should be designed.

To improve how things get done. This is appropriate in the implementation stage when an established program tries to describe what it has done. This information can be used to describe program processes, to improve how the program operates, and to fine-tune the overall strategy. Evaluations done for this purpose include efforts to improve the quality, effectiveness, or efficiency of program activities.

To determine what the effects of the program are. Evaluations done for this purpose examine the relationship between program activities and observed consequences. For example, are more students finishing high school as a result of the program? Programs most appropriate for this type of evaluation are mature programs that are able to state clearly what happened and who it happened to. Such evaluations should provide evidence about what the program's contribution was to reaching longer-term goals such as a decrease in child abuse or crime in the area. This type of evaluation helps establish the accountability, and thus, the credibility, of a program to funders and to the community.

To affect those who participate in it. The logic and reflection required of evaluation participants can itself be a catalyst for self-directed change. And so, one of the purposes of evaluating a program is for the process and results to have a positive influence. Such influences may:

- *Empower program participants* (for example, being part of an evaluation can increase community members' sense of control over the program);
- *Supplement the program* (for example, using a follow-up questionnaire can reinforce the main messages of the program);
- *Promote staff development* (for example, by teaching staff how to collect, analyze, and interpret evidence); or
- *Contribute to organizational growth* (for example, the evaluation may clarify how the program relates to the organization's mission).

Users

Users are the specific individuals who will receive evaluation findings. They will directly experience the consequences of inevitable trade-offs in the evaluation process. For example, a trade-off might be having a relatively modest evaluation to fit the budget with the outcome that the evaluation results will be less certain than they would be for a full-scale evaluation. Because they will be affected by these tradeoffs, intended users have a right to participate in choosing a focus for the evaluation. An evaluation designed without adequate user involvement in selecting the focus can become a misguided and irrelevant exercise. By contrast, when users are encouraged to clarify intended uses, priority questions, and preferred methods, the evaluation is more likely to focus on things that will inform (and influence) future actions.

Uses

Uses describe what will be done with what is learned from the evaluation. There is a wide range of potential uses for program evaluation. Generally speaking, the uses fall in the same four categories as the purposes listed above: to gain insight, improve how things get done, determine what the effects of the program are, and affect participants.

http://ctb.ku.edu/en/table-of-contents/evaluate/evaluation/framework-for-evaluation/main

Strengthening Families as a Platform for Collaboration

Collaboration across multiple service systems is central to the Strengthening Families approach. State and local leadership teams for Strengthening Families are made up of multiple agencies and partners, including community and parent leaders. Each represent a unique part of the systems of support that families need. Partnerships have developed because each partner can see a benefit of the Protective Factors to their own work with families, so they are willing to align resources and share leadership for planning and results. These leadership teams have demonstrated that Strengthening Families can be a powerful tool for helping separate elements of support join together as an effective system to achieve outcomes for children and families.

As a comprehensive approach to working with families and not a model program, Strengthening Families is intended to be adapted to different contexts, programs and service systems. This allows each partner to apply the Protective Factors Framework within the context of their own work with children and families – whether that is domestic violence services, family child care, services for children with special needs or others. In addition, because Strengthening Families does not require new funding and can be implemented through low-cost and no-cost innovations, it has helped agencies shape existing resources around common goals. States with no new dollars to spend have built the Protective Factors Framework into existing contracts, requests for proposals, trainings or other vehicles already in place to shape and support collaborative practices.

Strengthening Families also supports family leadership, an arena that has often been a challenge for formal service systems. The Protective Factors Framework applies to all families and focuses on building strengths, which offers a positive starting point for family engagement. Program strategies built on the framework are intended to be adapted to the cultures, traditions and values of participating families, since Protective Factors are built and expressed differently in different contexts. Many tools and concrete examples for building parent leadership and engaging families as partners have been developed through Strengthening Families initiatives around the country.

The Strengthening Families approach to collaboration, using the common language of research-based Protective Factors to describe results for families across systems, has led to:

- Better understanding of the role that each service system – both administrators and practitioners – plays in supporting families
- More effective partnerships among agencies and among individual workers
- A professional development system that fosters collaboration by creating a common language and common approach across disciplines
- Greater appreciation for the significant role that non-governmental community resources like informal networks, churches, social groups and cultural practices play in building protective factors with families
- Consistent, positive messages about building on strengths that encourage family engagement and partnerships
- Greater cumulative impact on results for both children and their families across systems

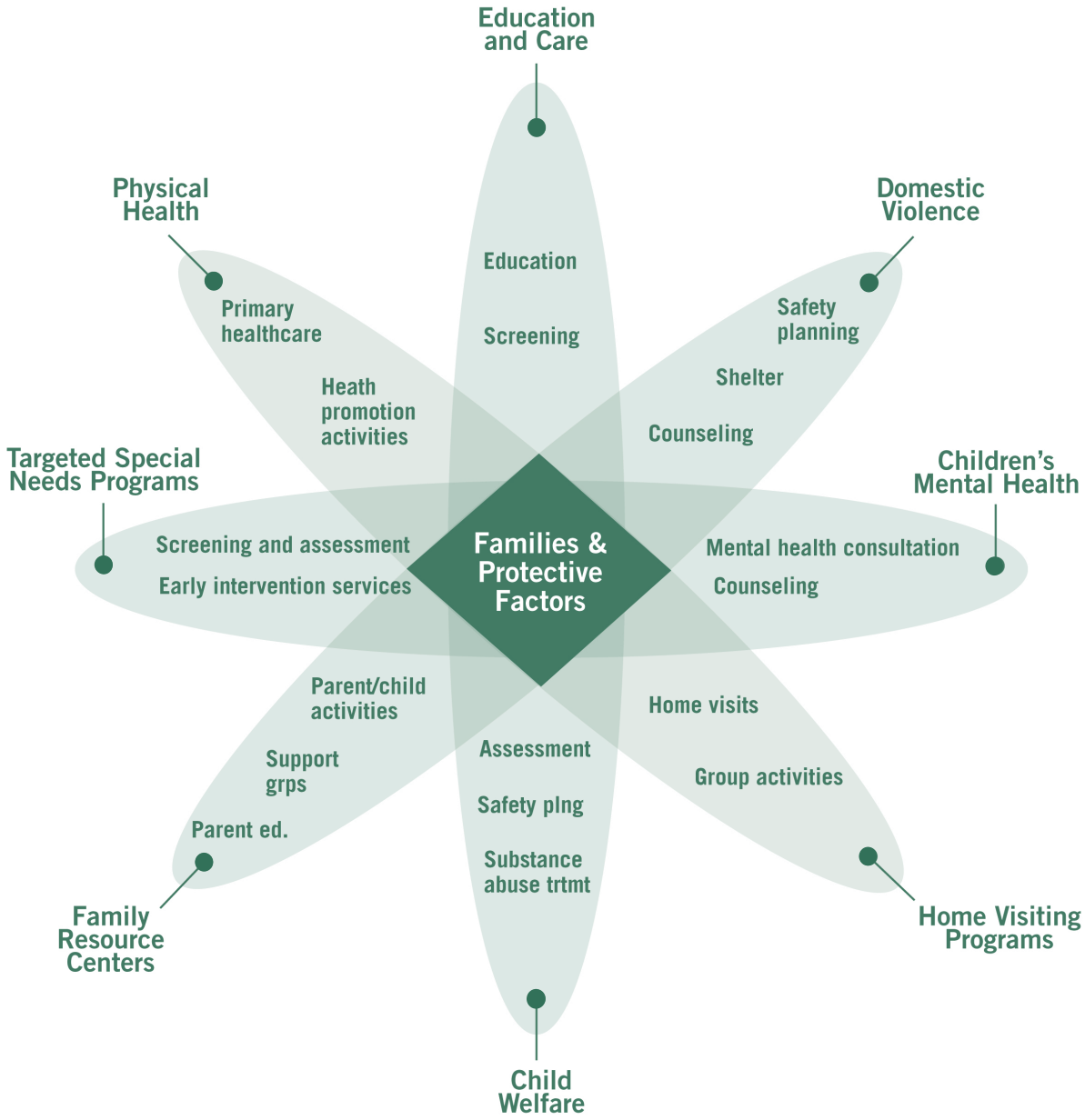
Strengthening Families as a Platform for Collaboration

State leadership teams have used the Strengthening Families framework to show how all parts of a system are linked through efforts to build protective factors with families.

Diverse agencies and programs are responsible for specialized parts of the system, but all of them focus some aspect of their work on families. Their goals intersect in the need to create a strong partnership with families and to support the family's role in promoting their children's development.

The Protective Factors Framework combines familiar research findings that already guide policies and practices into a comprehensive approach to supporting families. The framework offers a common language to describe what all families need regardless of which part of the system they touch:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children



APPENDIX 3: SAMPLE CHAPTER EVALUATION FORMS

Participant Evaluation Form
Pasadena Chapter
"Treasures" Course Evaluation*

1. What did you learn from Lesson 1 "Introductions"

_____

_____

2. What did you learn from Lesson 2 "Respect for Self and Others"

_____

_____

3. What did you learn from lesson 3 "Table Manners"

_____

_____

4. What did you learn from lesson 4 "Personal Appearance"

_____

_____

5. What did you learn from lesson 5 "Thank You Notes"

_____

_____

6. What did you learn from lesson 6 "Netiquette"

_____

_____

What do you remember about watching the Video of "The Life of Mary Virginia Merrick, Founder of The Christ Child Society"

_____

_____

What was your favorite snack and drink?

_____

Sample Evaluation of Program by Volunteers
South Bend Chapter's SUCCESS Tutoring Program

End of Year Volunteer Report

Dear
Thank you for all you have given to St. Adalbert School this past year: your time, your talent and your generous friendship to the children. Thank you for responding positively to the request to help the children. In preparation for a report to the CCS Board and to the Principal, we would appreciate your evaluation of the program. In addition to the folders you kept on individual children, please complete the survey below and include any anecdotal evidence you might provide. Please return to the CCS Center by (date).

1. With which teacher did you work this year?

2. In general, what did you do for this teacher?

3. What do you think went particularly well?

4. Do you have an anecdote about a particularly successful moment in your tutoring sessions?

5. What suggestions do you have for changes in the program?

6. What additional ways do you think the SUCCESS program can contribute to the school?

7. If there was one thing you would like to see changed about the partnership with the school, what would it be?

8. Will you be returning to the SUCCESS program in the Fall?

Sample Evaluation Form: Classroom Teacher
Baltimore Chapter, Book Buddies Program

This type of informal evaluation of one's partner can elicit valuable information that generates improvements and changes. This sample asked for specific information from the classroom teacher.

Dear ,

The Book Buddies of the Christ Child Society of Baltimore have certainly enjoyed reading to the adorable students in your homeroom this year. After each reading, we all comment about the continued growth we have seen in the students this year.

It is so nice to know that they anticipate our coming.

We would be most appreciative if you could help us as we plan for the next school year by answering a few questions and giving us any recommendations you may have.

1. Most of the books that we distributed to your students this year were used. We obtain the books by collecting from neighborhood groups and second hand stores that are willing to donate their surplus at the end of the season. Did you find these books acceptable?

2. We apply for several grants and were lucky enough to receive one from the Wiessner Foundation. The Scholastic books came through this grant. Did you find these books preferable to the used books?

3. If we were able to obtain new books from Scholastic could you recommend a few titles?

4. During the month of March we focused on manners. Would you like to see us do more theme related readings? If so, please recommend any that you would like.

5. Do you have any thoughts on the length of time we spend with the students?

6. If we were able, would you like us to come twice a month?

7. We would be most appreciative of any thoughts you might like to share with us.

Thanks for allowing us to come into your classroom. The Book Buddies have found this a very rewarding opportunity.

Sample Evaluation for Classroom Teacher

South Bend Chapter's SUCCESS Tutoring Program

Dear ,
During the past three months you have graciously permitted tutors/mentors from the Christ Child Society's SUCCESS program to be part of your classroom. At this time, you are asked to evaluate the work of this tutor/mentor and return the evaluation in the attached addressed envelope. By thoroughly assessing all aspects of this program, it is hoped we can improve to better suit your needs. For each of the following areas please circle the number that best reflects your opinion. The addition of specific comments is encouraged.

Name of Tutor/Mentor _____

	Strong Agree				Strongly Disagree
1. The tutor related well with my student(s).	1	2	3	4	5
2. The tutor was dependable by being present and on time.	1	2	3	4	5
3. The tutor followed my instructions.	1	2	3	4	5
4. The tutor gave me adequate feedback on her work with my student(s).	1	2	3	4	5
5. My student(s) made academic progress with this tutor.	1	2	3	4	5
6. My student(s) enjoyed working with this tutor.	1	2	3	4	5
7. I would welcome this tutor to work in my classroom again.	1	2	3	4	5

Please make additional comments below.

Sample Evaluation Form: Program Volunteers
Columbus Chapter
Mission Focused Program Evaluation
To be completed by the CCS Volunteer

Christ Child Society of Columbus Mission: The Christ Child Society is a non-profit organization of members dedicated to service to children in need, for love of the Christ Child

Please fill out this form as if you are explaining the project to someone who does not already know what you are doing for CCS of Columbus. It will be used for a report to National and to provide for ongoing project evaluation with recommendations to the CCS Board. Please return this form to (name) by (date).

Project/Program:

Chairperson(s):

Number of Active Volunteers: Number of Annual Volunteer Hours:

Number of Children Being Served Annually: Ages of Children Being Served:

Program
Describe the program-

Does the program fall within our mission?

How do you know this program is needed in our community?

With which organization(s) are you working? Please list or attach the name of the organization(s), address, contact person, telephone number, and email address.

Which needs of at-risk children are you trying to meet?

Is your project/program meeting the needs described above?

Which specific service(s) and/or materials does the project/program provide?

What is your budget for the year? What should your budget be next year?

Is the cost of the program reasonable for the quality and quantity of items or service provided?

Identify any changes made in the project/program during the year, and explain whether or not these changes have been effective.

Include the reasons the changes were made.

Volunteers/Member Engagement
Do you have an adequate number of volunteers in this project/program? Please explain.

Describe the duties and/or work performed by the volunteers in this project/program.

Have any new volunteers joined the program this last year? If yes, how many?

How many regular volunteers left the program in the last year? Do you have any insights as to why they left?

Was there an opportunity this year for new members or current members to see the program in operation or to learn about it? Please explain and suggest how can we do more to invite volunteers to the project?

Future of Program
Should the project/program continue? Why or why not?

Is this the best organization for us to be working with?

As you look to the future, where do you see this project/program- a year from now?

Three to five years from now?

Have you been made aware of other needs at the organization you serve that we should evaluate for a future program? How were you made aware?

Any additional comments?

Sample Volunteer Survey

Columbus Chapter

We are working to make sure the project volunteer experience is valuable and satisfying for each member. Your inputs will help CCS continue to impact the families and children we serve. Please return with your membership form. Choose the project you volunteer with most often and add any comments about it or others below.

I volunteer at:
___Childcare Center ___ Rosemont ___Run the Race ___Layettes ___All Saints ___Crib Club

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1	**I understand how this program fulfills the CCS mission.**						
2	**The volunteer work was meaningful to me.**						
3	**There was enough work to keep me busy.**						
4	**I felt safe while I was volunteering.**						
5	**I was informed about the time commitment.**						
6	**I received a clear explanation of what was expected in the work**						
7	**I would volunteer more often if there were more opportunities in the evening**						
8	**I felt welcomed by the other CCS members**						
9	**The organization where I volunteered made me feel welcome**						
10	**The work makes a difference to the families and children being served**						
11	**The Chapter showed appreciation for my volunteer work.**						
	Comments about volunteering:						
12	**Do you use the CCS web site?**	**Yes?**	**No?**	**How can it be improved for your use?**			
13	**How do you sign up to volunteer?**	**Meetings?**		**Sign up Genius?**		**Email blast?**	
14	**Do you read the newsletter?**	**Yes?**	**No?**	**How can it be improved for your use?**			
	Name:						

Logic Model Sample

Pasadena Layette Program

Purpose/Issue:
Whether layettes from the CCS of Pasadena provide poor, needy or otherwise disadvantaged new mothers with the basic tools they need to care for their new babies and themselves.

Inputs: For whom are we doing the program +

At-risk infants and their families
Community/Social Service Agencies needing collaboration from outside sources to provide adequate services

Resources:
Human Resources
3 Layette Committee Co-Chairs
Provisional Volunteers
CCS Membership Volunteers
Knitters/Crocheters
Travelers to provide toiletry samples

Financial Resources
funding sources for clothing and essential items

Organizational Resources
Community Resources
Knitters & Crocheters in the Pasadena area
Christ Child members
Church members
High school students
Friends

Storage space for collected goods/Assembly place and location for layette assembly meetings

Assumptions:

- Poverty still exists and our community is home to a large number of at-risk infants and very poor families
- Layette items offer significant relief to families to infants that are living in poverty
- Layette items provided by CCS include items that cannot be obtained by families in poverty elsewhere
- CCS provides high quality layettes

- At-risk families need assistance beyond clothing to improve the quality of lives and the layette program is a gateway type of program for other offerings
- Funding for layette programs is ongoing

- **Activities:**
- Provide layettes to families in need either directly or through intermediary social service providers
- Marketing to identify families in need of layettes or agencies willing to identify the families
- CCS of Pasadena assembles a three person committee to lead the effort
- Purchasing/acquiring layette items from major vendors
- Packaging/assembling the layette items for distribution
- CCS members crochet, knit and buy items for layette packages for needy newborn babies and their families
- Distribute layettes to needy families, churches and intermediary social service providers
- Track distribution of layettes to families, churches and intermediary social service providers
- Establish relationship with churches and intermediary service providers to encourage distribution of layettes to those in need
- Conduct annual Layette Chair meeting to review Layette program and make sure specified goals are being met

Output:

- Number of garments distributed
- Number of layettes distributed
- Families served
- Children served
- Number of garments distributed
- Number of layette recipients who seek additional assistance from CCS
- Community recognition through press coverage, awards, letters of appreciation, certificates

Short- and Long-Term Outcomes:

Short

- At-risk families that need layettes receive high quality layettes that will help with their immediate needs for the first few months of life
- Social Service organizations are alerted to the at-risk families' situation and may make other services available to them

Long

- At-risk mothers become more comfortable in their role as mothers
- Child/family will be healthier/better-equipped for school
- Recognition of CCS efforts to challenge poverty one child at a time

Impact:

- New mothers receive resources that might contribute toward breaking out of poverty
- Babies born into at-risk families are no longer in need of clothing and toiletry items for the first few months of life
- CCS is able to meet the need for layettes for all at-risk families within the service area
- Mothers learn where they can obtain ongoing support
- Children may be healthier/more stable to complete their education
- Increased number of future volunteers
- Increased opportunities for fundraising

APPENDIX 4: CHAPTER PROGRAM GUIDANCE

St. Adalbert's School SUCCESS Program

Volunteer Tutor Handbook Sample

South Bend Chapter

SUCCESS:

The SUCCESS program builds on the long term relationship between Christ Child Society and St. Adalbert Catholic School. Through this program of volunteers working under the direct supervision of a St. Adalbert teacher during the school day, tutors work one-on-one or with a small group of students. Tutors are asked to commit to one hour per week during the academic year and the scheduling is a mutual agreement between the tutor and teacher. Tutors support students in reading skills or mathematics. The academic and emotional support of a committed and caring tutor benefits the social, emotional and academic growth of these children. Teachers note documented progress due to the tutors' support and are deeply appreciative of their work.

LOCATION OF ST. ADALBERT SCHOOL:

The address of St. Adalbert School is 519 S. Olive St., SB 46619.
It is located on Olive St. at Grace St. between Western Ave. and Sample St. The Principal and Secretary can be reached at (phone number).

PARKING:

There are two parking lots to the west of the school entering off Grace St. If you are parking during the lunch recess, park on the periphery of the lot or on the street.

ENTERING THE SCHOOL:

The school entrance is on the west side of the school building off the parking lot. When you come to St. Adalbert School at times other than when students are entering or exiting you will have to be "buzzed in." The "bell" is located to the left of the double doors at the entrance. Follow directions on the wall above the "bell." Identify yourself as a tutor / volunteer. Proceed up the inside stairs to the school.

SIGN-IN:

Each visitor to the school is asked to register in the book labeled *Volunteers and Visitors* which is located in the school office. The office is on the second floor at the northeast end (far end) of the corridor. Please sign in designating you are here for CCS (Christ Child Society) and sign out with the time you leave.

ABSENCE:

Your attendance at St. Adalbert School is very important to the success of the program. If you are unable to come on your assigned day, please call and leave a message in the office (phone number) to pass on to the teacher. If you know in advance that you will be absent, please call or email the teacher ahead of time so the teacher can make arrangements. Note that NOT ALL teachers regularly read their email after school hours. Teachers will make every effort to notify you in case of changes to the school schedule that would affect your tutoring (a field trip, special program or an assembly, bad weather, etc). If you are in doubt about whether or not school (or your class) is in session, please call the office or check the website (stadalbertschool.org).

If your assignment is not working well for you, please communicate this to the co-ordinator (phone and email address). She will work with you and the Principal to resolve any difficulty.

DIRECTORIES:
Due to privacy concerns we no longer distribute copies of our tutor directory. If you need to contact another tutor (perhaps to arrange to trade dates/ time) or for another purpose, contact the SUCCESS coordinator your partner teacher or the Secretary for that information. Your partner teacher and the school office have copies of the Directory for communication purposes and are respectful of your privacy.

SCHEDULE OF TUTORS:
A tutor assignment schedule will be provided for each teacher and the office. Contact the SUCCESS Coordinator (name and phone number) if you would like a copy of the Schedule of Tutors. Hopefully it will be available by mid-October. This schedule will show the assignments of all of the tutors and volunteers. Use this schedule to exchange assignments with other tutors if conflicts occur.

TIME SCHEDULE FOR SCHOOL:
School begins at 8:00 and dismisses at 2:45. Many students stay after school for extra help or activities.

SCHOOL CALENDAR:
The calendar for the year is provided by the coordinator at the beginning of the school year. Consult the calendar tab on the St. Adalbert School website (stadalbertschool.org) for updates or more detailed information.

STUDENT ASSIGNMENTS:
Each teacher prepares differently for a tutoring session. Some may have a prepared folder with assignments or written instructions. Other teachers may give verbal instructions on particular pages or skills to be reviewed during the session. Some teachers may ask a tutor to work with one student for a short period of time and then rotate to a different student. Discuss with your partner teacher how s/he would prefer to communicate with you concerning what you should try to accomplish with each child as well as any materials that might be needed. You might consider bringing pencils/pens and some blank paper in a folder for your use to make notes or illustrate points with your student. It is suggested that at the end of the tutoring session the tutor record what was done and any progress or struggles that can be communicated to the teacher. Some teachers might ask you to make notes on a continuous record form that becomes part of the student's academic growth over the year.

PLACE TO TUTOR:
Some teachers may suggest that you stay in the classroom for the tutoring session. Some will direct you to work in the hallway or the library if it is available. Tables and chairs as well as some church pews are available for tutors. Check with your partner teacher for a place that will be best for you and your student.

ATTIRE:
The children of St. Adalbert look up to you as adult role models. It is not required that you dress in any special way. Take your cues for attire from the teachers.

GREETINGS:
As a sign of respect, children should address you as Mr. or Mrs. or Ms. or Miss and then your last name or first name as preferred. This is how the students are instructed to address other adults in the school. Take your cue from how the students address their teacher.

BACKGROUND SCREENING:
The Diocese of Fort Wayne / South Bend, in agreement with the Charter for the Protection of Children and Young People issued by the National Conference of Catholic Bishops (11/2002), requires that all

diocesan employees and volunteers who have contact with children or young persons must submit to a background and clearance check. This process is called Safe Environment Training. In addition, volunteers in the school are asked to view a video. The authorization and reference forms are provided by the coordinator and returned directly to the Principal. The background check is done by the parish office and then reported to the diocese.

LIABILITY:
Individuals who fulfill the following diocesan requirements for volunteers working with children are covered by the St. Adalbert School Liability Policy (through the diocese) in the event of an accidental physical injury while on St. Adalbert Parish property:

- complete the Diocese of Fort Wayne/South Bend Volunteer Application
- submit to a background check and
- view the video Safe Environment Training

In the event of allegations of personal misconduct, all volunteers are covered by the St. Adalbert School Policy. In addition, if a volunteer is a member of The Christ Child Society of South Bend, the volunteer is also covered by The Christ Child Society of South Bend Liability Policy (through the diocese). In the event of allegations of personal misconduct, all volunteers would have access to the diocesan legal staff.

REPORTING CHILD ABUSE:
The law in Indiana states that anyone who works directly with children is considered a mandated reporter of child abuse. This means that if a child reports an incident of sexual, physical or emotional abuse to you, it is REQUIRED by law that it be reported to Child Protective Services. If you suspect that a child has been abused, it is necessary that you IMMEDIATELY report your concerns to the Principal. At that time you will be required to establish the reasons for your concerns. It is the responsibility of the Supervisor, in this case, the Principal, to report your concerns to the Department of Child Protective Services.

PROTECT YOURSELF:
The issue of improper behavior, in particular improper sexual behavior, has been a growing problem and concern within schools over the past few decades. When working with children, be aware of situations that could be misconstrued and cause you possible negative consequences. Work where you can be seen and/or heard by others. Keep doors open. Do NOT touch a child or in any way restrain a child. The question of whether or not to hug a child as a sign of affection is always present especially with the younger children. If a child initiates the hug, make it short. Shaking hands is always appropriate as it keeps your distance. Be sensible about what you say and do. Do not discipline a child. Speak with the teacher or Principal about improper behavior by students. Protect yourself.

CONFIDENTIALITY:
When you are with the children and staff at St. Adalbert School you will learn information about many of the students and teachers with whom you come in contact. You are privileged to know information that is confidential. It is expected that it remain so.

GIFTS:
It is natural that a tutor/volunteer might be interested in providing a gift to the children with whom s/he works. The Principal requests that you do NOT give an individual student

a gift. If you wish to “gift” a child, do it for everyone in the class (confer with the teacher ahead of time) or consider a classroom gift. In some circumstances it might be appropriate to give a gift outside of the school with the permission of the parents. Again, check with your partner teacher first.

STICKERS, BOOKMARKS, PENCILS AND OTHER SMALL MOTIVATORS:
All children love to be acknowledged for their hard work and progress made. These small tokens and motivators, along with encouraging words or written comments can go a long way toward keeping a student engaged. Feel free to use them as appropriate.

Thank you
for
your commitment
to the
students, teachers and families at

St. Adalbert
Catholic School

Tutoring and Child Mentoring Program Guidance
National Christ Child Society

PROGRAM OVERVIEW

Few bonds in life are more influential than those between tutor/mentor and student/mentee. Tutors and mentors can support and lend their experiences to help an individual in need. Tutors and mentors are individuals who, often with professional guidance, provide children and adults with support, counsel, friendship, reinforcement and constructive example. For simplification, the term mentor is used in this section with implication that a tutor and mentor are one in the same when working with a student and/or a mentee.

What is Mentoring?

A mentor is an individual who provides support, counsel, friendship, reinforcement and a constructive example. Mentors are good listeners, people who care, people who want to help others bring out strengths that are already there. A mentoring relationship can take many forms. In the best relationships, the mentor helps the mentee define and achieve his/her goals.

As a mentor, you might help your mentee:

- Develop strengthened life skills
- Develop strengthened parenting skills and knowledge
- Navigate day-to-day challenges of raising a family
- Plan a project for school
- Explore a topic of mutual interest
- Set some career goals and start taking steps to make them happen
- Learn more about the community and how to help others through volunteering
- Strengthen communication skills and ability to relate well to all kinds of people
- Make healthy choices about day-to-day life, from food to exercise and beyond

The list is almost endless!

Qualities of Successful Mentors

- A sincere desire to be involved with a person in need
- Respect for people
- An ability to listen actively
- Empathize
- See solutions and opportunities
- Flexibility and openness

The Role of a Mentor

A Mentor is a....	*A Mentor is Not…*
Friend	An ATM
Coach	Social worker
Motivator	Parent
Companion	Cool peer
Supporter	Nag
Advisor	Parole officer
Advocate	Savior
Role Model	Baby-sitter

Tips For Success

DO	DON'T
✓ Appreciate any signs of growth	o Think you are going to change the world overnight
✓ Listen carefully to what your mentee says	o Jump to conclusions
✓ Ask good questions	o Be judgmental
✓ Share your thoughts and feelings with your mentee	o Forget communication means listening too
✓ Remember to be on time	o Forget how important you are to your mentee
✓ Try your best to be a good role model	o Use poor language
✓ Learn any special rules that are part of your program	o Get talked into things that you know are against program rules
✓ Be interested in your mentee	o Try to be a parent
✓ Show that you recognize the mentee's values and lifestyle	o Try to inflict your beliefs or values on a mentee; rather, demonstrate your values
✓ Strive for mutual respect	o Settle for rudeness or foul language
✓ Be honest	o Think people in need can't spot insincerity

Common Concerns

Still have some concerns about becoming a mentor?

Lots of very successful mentors had concerns before they got started, too! We have compiled a list of the most common concerns and asked experienced mentors how they would respond to them.

What if my help isn't wanted?

It's not easy to trust a stranger, especially if you're a person who had a lot of bad experiences with adults in the past. It may take a whole lot to build up trust. Don't interpret caution as

rejection. A person may not show it–in fact, he or she may not even know it fully–but your help is definitely wanted.

What if something really serious comes up?

While most mentoring relationships develop and flourish without serious problems, things do happen. Mentors have an important role, but that role does not include medical or psychological treatment, or family counseling. There are support systems in place for real emergencies. The most a mentor is expected to do–and should do–is to help guide a person to the appropriate source of professional help.

What if I'm too different to relate well?

Many first-time volunteers worry that differences in age, race, religion, education, or gender will be insurmountable barriers. Actually, most experienced mentors report that mentoring a person from a different background broadened their own horizons and deepened their understanding of other people and cultures.

What if I do something wrong?

If you are there for your friend no matter what; if you listen and really hear what's being said; and if you do your best to counsel and not to judge, you will have done everything right. Some people are readier than others for a mentor. Some may test a mentor's commitment. Try not to take such behavior personally. Just keep trying your best and keep doing the right things. Gauge your success by your actions, not your mentee's

What encouragement can I give if my mentee disappoints him/herself?"

Mentors are in the business of helping people achieve their fullest potential. You can be sure that mistakes will be made. You won't be able to help a person learn from a mistake if you can't handle it yourself.

Can You Commit?

You now have a good idea of the qualities and characteristics required to be a great mentor. The final ingredient is commitment.

Closing the Tutoring/Mentoring Relationship

The tutoring/mentoring relationship will inevitably end in its present form. This end may be planned or be abrupt. How a relationship ends is key to how both the mentor and especially the mentee think about and value their experience together. It is important to be sensitive to the possibility that the student will feel betrayed or deserted when the relationship ends, even if the scheduled ending had been discussed when the student was first introduced to the idea of having a mentor. The following steps can help close the relationship in as positive way as possible.

Steps in Closing the Relationship:

- Alert students well in advance of the closure to the relationship.
- Encourage your student to verbalize his/her feelings about the change in the relationship. Set the example.
- Be honest, candid and supportive regardless of the reason for the termination, but talk about your thoughts and feelings for the student and your feelings about ending the relationship as you have known it.
- The reason(s) for departure should be discussed with the student by the mentor first and reinforced by the teacher/mentor coordinator with the student.
- Monitor your own feelings, such as sadness, guilt, relief, etc.
- Help students grow from the process; reassure them about what they have learned and are capable of accomplishing.
- Plan a special "fun" activity together during the last meeting, or exchange photographs.
- During the final meeting, talk about how enjoyable the relationship has been for you. Recall their progress and strengths. Tell your student about his/her great qualities. Let the student know how those qualities and strengths will help throughout his/her life.
- Reassure the student of your confidence in him/her. Discuss positive actions and directions for the future.

Closing Note:

Consider mentoring experience a s a step in not only the growth of a child but also as an opportunity for the Christ Child Society to expand its outreach today through faith-in-action programs fulfilling the vision of Mary Virginia Merrick.

Volunteer Guidelines

National Christ Child Society

Chapter program volunteers should be made aware of their roles in a tutoring/mentoring relationship through Chapter guidelines and each volunteer should be given a written copy of those guidelines. Below are sample guidelines for volunteer tutors and mentors within your Chapter, but they can be applied to many hands-on programs.

NCCS Volunteer Guidelines should be used in preparing such a document. It is recommended that the Chapter not enter into or sign a contractual agreement prepared by another agency before consulting their local general counsel on the matter.

Volunteers will:

- Interact with their mentee/student only on the school/agency property.
- Notify appropriate authority if mentee initiates out-of-program contact that is prohibited by this agreement.
- Commit to participate in the activities for the designated time of the program.
- Participate in the required training before participating in the program.
- Notify the tutor/mentor coordinator if they are to be late and/or unable to attend a scheduled meeting with their student.
- Conduct themselves in respectful and courteous manner in all interactions with students.
- Refrain from directing student to a website, book or other material unless recommended by the teacher/coordinator.
- Assist in completing any required program evaluation survey for CCS, the school or agency.

Grant Writing Advice for CCS Chapters of Any Size

2013 Conference Presentation

Grant-Writing Advice

For
Christ Child Chapters of Any Size

Deb Low
NCCS Board- Director At Large
South Bend Chapter

Things You Know and Some New Things Too!

The following tips are provided for chapters that are interested in the grant-writing process. Many of our chapters have had good results in obtaining granted monies. Others are beginning the process of turning to grants in an effort to place less reliance on fund-raising "events".

Whatever your expertise, it is our hope that some of the information supplied herein will inspire new levels of success.

Grant Writing:

"The act of facilitating a match between the organization that we love, and a grantor who has the financial ability to positively impact our mission."

How to begin a successful grant-writing endeavor in your chapter:

Talk to:

- members of your chapter
- donors
- community leaders in your area

Who's Who

- Find out who is connected with whom in the business of giving and granting in your community and/or region
- Take "respectful" advantage of those relationships and referrals
- Ask for introductions and a personal meeting with the "connection" present
- Inform the "connected contacts" of interactions & outcomes with their referrals

Grant Writing Advice for CCS Chapters of Any Size

2013 Convention Presentation

Pursue grants and proposals from the following:

- Your Diocese
- The Bank or Credit Union where your chapter holds its accounts
- Merchants from whom your chapter purchases goods
- Community Service Clubs in your region/area (i.e.)
- Knights of Columbus/Elks Club/Civitans/Soroptimst/Altrusa
- Community Foundations and their Donors
- Hospitals and/or Medical groups- especially those who are child-oriented and/or Catholic

Begin Before You Start

Establish and cultivate a solid relationship with the grantor before a request proposal is submitted

Researching the Potential Grantor

Prior to meeting the Grantor:

- Utilize every available source to learn about them and their gifting history with other organizations, their capabilities for granting and their capacities for doing so
  - What's their emphasis
  - Who have they gifted
  - What's their giving cycle
  - Who's who in their organization
- A good source for this info is:
  - www.foundationcenter.org

Begin the Process of Cultivation:

- Invite the potential grantor to witness your operation firsthand
- At the conclusion of the tour spend one-on-one time with the grant-maker
- The importance of an acknowledgment can not be over emphasized
- Develop an on-going relationship with the grantor that involves contact at several times annually, not just at proposal time

Craft the Proposal:

Consider the following:

- Information that you gathered during their visit to your chapter site
- Any prior information that you obtained regarding their giving history
- Areas of your operation, in which your guest showed the most interest

Proposal Considerations

- Is your grantor "faith-based" or secular?
- What's in a name?
- Emphasize our non-denominational mission- early and often

Grant Writing Advice for CCS Chapters of Any Size

2013 Convention Presentation

Gather Pertinent Information:

Every Grantor requests very specific documents from the grant-seeker. These may include but not be limited to some of the following information about your Chapter:

- Documentation of your 501(c)3 Status
- Your most recent audit or a copy of your Form 990
- Year to Date Budget with revenue and expenses
- Budgets of your Chapter's specific programs
- A listing of your Board of Directors and Officers

Important Grant-Writing Supplies

- Official Chapter Letterhead (for accompanying cover letters)
- Good quality bond paper for all attachments and grant pages
- Large Mailing Envelopes to hold grants of differing sizes
- Address Labels

Most Grants Contain

- A cover letter
- The application, or in the absence of a formal application, a narrative explaining who you are and what you do
- Attachments to the application; as required by the grantor and also added by you if necessary to make your case for funding
- Examples of all of the above are given in the appendix

Tell Your "Story"

- Remember that everyone loves to read a compelling story- even adult grantors
- Share your passion for your chapter's mission
- Use real-life stories, quotes, examples of how your organization makes a difference in the lives of individual children and families in your community
- Utilize statistics and pertinent data to reinforce your story

Write/Read/Re-write and Read Again:

- The importance of proof-reading cannot be emphasized enough
- Find the best time of day for you to write and proof-read your drafts
- Edit and re-edit until you feel satisfied that you have best-told the story that you set out to tell
- Don't be afraid of "word economy"!
- Find another pair of eyes and a good "buddy" who can look at your work and from whom you can take constructive criticism

Follow-up/Track/Follow-up:

Your work is not complete when the granted monies arrive!

- A thoughtful and heartfelt acknowledgement must be promptly sent to the grantor
- Strictly abide by all report requests as outlined in the grant guidelines
  - Are reports required quarterly, semi-annually or when all the monies are spent?

Grant Writing Advice for CCS Chapters of Any Size

2013 Convention Presentation

"A Grant-Writer's Work is Never Done"……

- Communication is key
- "Show and Tell" the good works their dollars do
- Compile a file of all correspondence to and from the grantor in paper and electronic form
- Always remember that you will want to call upon this source for funding again and set the stage for their further involvement with each and every inter-action

Thinking Beyond Grants:

There are many ways to positively impact your revenue stream beyond granted dollars:

- The donation of in-kind goods can allow chapters to keep budgets down while cultivating new donor sources
- Any viable budget line item can become an in-kind gift
- Refrain from accepting in-kind items that do not directly impact your operating budget

Ideas for Beginning "Gift-In-Kinders"

- Any items included in your Layettes
- Items that may be used in your silent auction fund-raising activities
- Office supplies and printing

Parting Thoughts to Keep Grant-Writers Sane:

- The work we do as grant-writers has dignity and compassion
- We are not in the business of **begging**
- We do not "**hit someone up**" for a donation
- We make a difference in the lives we serve and our work allows the grantor to do the same
- We "ask" for the children; not for ourselves!

Post Script

Remember:

I am just a phone call or an e-mail away!

Deb Low
dlow@nationalchristchildsoc.org

Appendix

Available on the NCCS website www.nationalchristchildsoc.org

- Sample Cover Letter
- Sample List of Attachments
- Sample Request # 1
- Sample Request # 2
- Sample Narrative Statement
- Sample Acknowledgement
- Sample Year-end Report to Grantor # 1
- Sample Year-end Report to Grantor # 2

Knowledge You Can Gain from Grant-seeking Victories

2014 Convention Presentation

Sharing the Wealth:
Knowledge You Can Gain from Grant-seeking Victories

September, 2014

Presented by Deb Low
South Bend Chapter Member
NCCS Board Member
dlow@nationalchristchildsoc.org

Atlanta's Chapter Demographics

- 11 Years Old
- 53 Members
- Total Operating Budget of $13,770

Whole Kids Foundation Grant

- Why does this partnership make sense?
- The Corporation has an easily identifiable connection with a current CCS/Atlanta project

Success with a Nationally Known Entity

• **Written Procedure:**	**Application Length 12 Pages**
• **Obstacles**	**Persistence pays off Year One vs: Year Two**

Explore all Possibilities

- Ascertain what other benefits your relationship with the grantor can produce for your Chapter
- Visit and Revisit
- Thanks have no bounds

Atlanta's Financial Gain

- Amount of Grant: $2,000
- Percentage of Total Annual Budget: 15%
- Percentage of Annual Project Budget: 200% (Utilized Grant for Sustainable Equipment Rather Than Program Needs)

Knowledge You Can Gain from Grant-seeking Victories

2014 Convention Presentation

Tucson's Chapter Demographics

- 43 Years Old
- 36 Members
- Operational Budget of $25,500

Building Relationships with Local Community Foundations

Donor Designated Funding

Special Grants

Bequests

How this Partnership came-to-be

- Cultivation
- Written Procedure -- 5 Pages
- Purpose of the Grant

Financial Benefit to Tucson

- Amount of Grant: $4,000
- Percentage of Annual Budget: 20%
- Potential Obstacles Reliance Factor

Cape May's Chapter Demographics

- 32 Years Old
- 46 Members
- Annual Operating Budget of $58,000

Cape May's Faith-Based Grant

- Be Ecumenical
- One grant can lead to another; never stop looking and listening
- Monies may change as subsequent grants arrive

Knowledge You Can Gain from Grant-seeking Victories

2014 Convention Presentation

The Cape May Process

- Length of Proposal -- 1-2 Pages
- Year-Round Relationship with Grantor
- Report Outcomes

Financial Outcomes to Cape May

Amount of Grant: Year 1 $10,000
Years 2 and 3 $5,000

Percentage of Annual Budget: Year 1 18%
Years 2 and 3 8.5%

Additional Advantages to this Relationship

South Bend's Chapter Demographics

- 67 years old
- 418 Members
- Operating Budget of $408,000

Private Family Foundation Involvement with the South Bend Chapter

- Family Background
- Connection to an event/tour of facility
- Relationship Building
- Proposal Process Varies

Financial Impact on South Bend's Budget

- Yearly Average Granted Monies: $20,000
- Percentage of Operating Budget 5%
- $ Over Time (7 Year Relationship) $140,045
- Follow All Guidelines and Rules!

Other Successful Strategies

Source	Successful Chapter
• Sports Foundations:	Phoenix
• Banks and Credit Unions:	South Bend
• Hospitals/Medical Charities:	Albany
• Chambers of Commerce:	Cape May

CHRIST CHILD SOCIETY PHOTO RELEASE FOR CHILD

I, (please print your child's name)_____, give Christ Child Society of _____, the National Christ Child Society, and their affiliates, subsidiaries, licensees, and any successors and assigns (collectively, "Christ Child Society"), the right and my permission to use my child's image, photograph, or likeness in publications, promotional materials, and marketing efforts, without further compensation. I agree to waive any right to inspect or approve the finished product.
I further acknowledge that the Christ Child Society reserves the right to caption and edit the image, photograph, or likeness as determined by the Christ Child Society in their sole discretion. I understand that any such image, photographs, or likeness may be used in publications, print ads, electronic media, or other media now known or hereafter known. I understand that Christ Child Society is under no obligation to use my child's image, photograph, or likeness.

I release and hold harmless Christ Child Society and their licensees, employees, and designees from any and all liability arising from any personal or proprietary right I or my child may have in connection with such uses.

I am 18 years of age or older, and have carefully read this release before signing below. I fully understand the contents, meaning, and effects of this release, and that my child's participation is completely voluntary.

Name: _____

Signature: _____

Address: _____

City: _____ State _____ Zip_____

Date _____

Name of Minor
Child_____

Relationship to Minor
child_____

Remember: As with any legal document, please check with legal counsel as to the effective use of this type of form.

CHRIST CHILD SOCIETY PHOTO RELEASE FOR ADULT

I, (please print your name)_____, give Christ Child Society of _____, the National Christ Child Society, and their affiliates, subsidiaries, licensees, and any successors and assigns (collectively, "Christ Child Society"), the right and my permission to use my image, photograph, or likeness in publications, promotional materials, and marketing efforts, without further compensation. I agree to waive any right to inspect or approve the finished product.
I further acknowledge that the Christ Child Society reserves the right to caption and edit the image, photograph, or likeness as determined by the Christ Child Society in their sole discretion. I understand that any such image, photographs, or likeness may be used in publications, print ads, electronic media, or other media now known or hereafter known. I understand that Christ Child Society is under no obligation to use my image, photograph, or likeness.

I release and hold harmless Christ Child Society and their licensees, employees, and designees from any and all liability arising from any personal or proprietary right I may have in connection with such uses.

I am 18 years of age or older, and have carefully read this release before signing below. I fully understand the contents, meaning, and effects of this release, and that my participation is completely voluntary.

Name: _____

Signature: _____

Address: _____

City: _____ State _____ Zip_____

Date _____

Remember: As with any legal document, please check with legal counsel as to the effective use of this type of form.

Sample Volunteer Hours Tally Sheet
Columbus Chapter

Name:													
	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Total
TRAVEL TIME:													
Activity:													
ADMINISTRATIVE:													
General Membership Meetings													
Operational Activities													
Board Meetings													
Membership Event: _____													
Membership Event: _____													
Membership Event: _____													
FUNDRAISERS:													
Annual Fund													
Baby Shower													
Celebrate													
Grant													
Layette Fundraising													
Memorials													
Red Wagon Fare													
Treasures on the Green													
Other CCS Fundraiser: _____													
Other CCS Fundraiser: _____													
PRIORITY SERVICE PROJECTS													
CCS Crib Club at Women's Care Center													
Layettes													
CCS at Rosemont Center													
CCS at St. Stephen's Community House													
Tutoring at St. Mary's and All Saints													
Other Priority Service Project: _____													
Other Priority Service Project: _____													
CCS at Ronald McDonald													
CCS at Health Department													
SUBTOTAL BY MONTH													

Best Practices

Examples of Successful Chapter Programs

Overview:

Across the country, Christ Child Society Chapters have established creative, helpful, and potentially life changing programs that involve under-resourced children and their families. The following are examples of programs that have proven to be successful. They vary in size, number of volunteers, cost, and level of expertise required. These programs are designed for a range of audiences as well, from very young children to entire families. The examples included here can serve as a resource when chapters consider the development or expansion of an outreach program.

The programs are listed alphabetically by Chapter name. Many programs overlap in content and client focus so no attempt was made to classify them. Explore and enjoy the amazing work of Christ Child Society Chapters.

Contact names are current as of July, 2015 and may change as new leadership steps in; however, they have expressed willingness to provide further information.

First Glance Teen Moms/Young Moms
Akron Chapter

Partners: First Glance, a nonprofit that works with teens in the Kenmore neighborhood of Akron

Volunteers Used: 6

Costs: $1,000

Clients served: 60 to 70

Why the Program was established:
Two CCS Chapter members attended a conference on teen pregnancy in the Akron area. Karen Freeman, the founder of First Glance, spoke at the conference. CCS was very interested in reducing the number of teen pregnancies in the Akron area and the chapter was looking for a hands-on project that would work with area children. First Glance was excited in 2010, when CCS offered to present several programs.

The goals were to support the Teen Moms by presenting programs that focused on healthy eating, effective parenting and basic life skills. The importance of reading to their children is emphasized and the chapter has given the families many children's books.

Summary:
First Glance Teen Moms/Young Moms already had a meeting space and met every Tuesday. Having this already established made it an easy project to start. A program is scheduled with the Moms once a month. Young Moms are mothers who started in the Teen program but are now in their 20s. There is no committee other than two committee chairs, but many members have presented programs which have included: parenting, healthy eating and meal planning, cooking together, cooking demonstrations, budgeting and financial planning, Juvenile Court, crafts for the home, card stamping, gardening, Moms have been given crock pots and frying pans.

The Teen Moms meet for dinner at 4:00 PM and then they meet for a presentation or program at 4:45-6:00 PM. Their children go to babysitting during the program. The Young Moms meet for dinner at 6:00 and their program is from 6:45-8:00 PM. The younger children and babies go to babysitting. The Tiny Glancers, about 6-8 preschoolers, meet while their mothers attend their program. Volunteers read a book and do an activity. There actually has not been as much interest in this program.

There are also two field trips every year. In October they go to the Pumpkin Farm and in June to the zoo. CCS members provide a buffet at both events and at the zoo, every child receives a beanie baby.

For 2016, the chapter is looking for a parenting program that includes lesson plans that members could present. They would also like to alternate cooking classes and parenting classes.

Contact: Linda Hart
Lhart99035@aol.com

Book Buddies
Baltimore Chapter

Partners: Armistead Gardens School, Heritage Early Learning Center

Volunteers Used: 6-8 per session

Costs: The Chapter has applied for and received grants

Clients served: 150 per month

Why the Program was established:
Literacy is the way to break the cycle of poverty. In the last few years the Chapter has collected and given out over 14,000 books to children within the Baltimore organizations they support. CCS helps the children start their own libraries, reads aloud to the children, collects and hands out school supplies and backpacks in their partnering schools.

The first step was to contact school principals and ask if they needed help. CCS sent in readers, homework helpers, warm clothes, school supplies and, always, books. Whatever the organization needed, every effort was made to help them. Evaluation forms were sent out at the end of the year to ask for their feedback. The Chapter particularly felt there was value in knowing what didn't work so they could make adjustments.

Summary:
Book Buddies is one of the Chapter's most hands-on programs. They meet monthly at two Baltimore City Title One Schools and read to students in the Pre-K. They usually have two readers per classroom and read three books to a group of 15-20 students during a thirty-minute session. After reading and discussing the books, the students are invited to choose a book for their home library.

One of the monthly readings was on the topic of manners. The students were delighted to role-play and join in demonstrating good manners. For the 2015 -16 school year the Chapter is working on more thematic readings. Some of the suggested topics are seasons, friendship, dental health and fairy tales. The Chapter has been fortunate to receive two grants that will enable them to supply the students with new books related to the theme of the readings. They take great care in selecting books to read to the group. CCS has worked with a public librarian to create a list of diverse books that will interest these young learners. The teachers made many worthwhile suggestions to have the students interact more during the reading session.

The Chapter has formed a wonderful relationship with the teachers, staff and pre-K students. After the winter program at one of the schools, the families were able to choose clothing items that had been sourced by CCS. CCS was invited and attended end of the school year events and closing programs. It was so gratifying to watch these students develop during the school year.

Contact: Mary Galvin Wilson
mg.wilson82@gmail.com

BEST PRACTICES

Wellness and Career Awareness
Baltimore Chapter

Partners: Various subject matter experts; schools, shelters and community organizations

Volunteers Used: 1 to 10, depending on the topic

Costs: $0.

Clients served: 2,000 over the past two years

Why the Program was established:
The program was established as a way to foster healthy habits and offer a broader perspective on the world of work.

Summary:
With a clear need in the community for wellness, fitness, and preparation for success in the working world, the Chapter seeks experts in a variety of fields to present information to their various partner organizations including schools and shelters. Often, the topics are requested by the school or organization as they see a need. The Chapter is cautious to partner with well run organizations and have readjusted their partnerships if necessary.

Career awareness is stressed at each session no matter what the topic. Part of each presentation is about the speaker's career and how to prepare for it.

A key to the Chapter's success is applauding the generosity of their speakers, the stores and universities who have provided goods or speakers, and the community members who support the program. Check out their Facebook page for examples of how to recognize donors and grantors (https://www.facebook.com/BaltimoreChristChildChapter).

Below is a listing of the various topics that have been presented so far:
Nutrition/Healthy Eating: nutritionist from Medstar Health for pre-K and kindergarten students at one school;
Body Flow: Various instructors from Lynne Brick Health and Fitness. 13 Body Flow classes were offered which featured hip music with Pilates and yoga to promote wellness and reduce stress; presented at varied grades at five schools;

Self Image and Confidence: A speaker from Stevenson University presented two classes at two different schools for middle school students;

Budgeting Your Money: Two different speakers with finance backgrounds at one school for middle school students, and one at a shelter for moms;

What is a Career? Published career expert spoke to middle school students at one school
Oral Health: Two dental students from U of MD School of Dentistry presented to two classes at two different schools to pre-K and 1st grade students;

Bullying Awareness and Prevention: The First Lady of Maryland, Katie O'Malley, was the keynote for two events to conclude a month-long 'It's Cool to be Kind' campaign at two different schools for two years. Grades K through 8 for the one school, and middle school students for the other school;

Public Service Careers: A staff member who works for a Maryland Senator in Congress spoke to middle school students at one school. Mayor Stephanie Rawlings-Blake spoke to 8th grade students at another school;

Professional Image and Looking Your Best: Nordstrom managers met with moms at a shelter;

Lactation Information: Presented by a health care provider. There were two programs at one shelter for moms as part of a baby shower the Chapter sponsored;

Parenting Effectiveness: A parenting coach presented one program at a shelter as part of a baby shower the Chapter sponsored;

Yoga/Meditation: A yoga instructor led a class for moms at a shelter.

Often the featured speaker has give-aways for students or moms such as goody-bags for oral health, lactation booklets, make-up for image, printed information from the Senate and water bottles for the fitness classes. Donations have been given of fitness classes, informational handouts, clothing, and bus transportation.

Contact: Cathleen White
cathleencwhite@gmail.com

St. Rocco and St. Francis School Libraries
Cleveland Chapter

Partners: St. Rocco and St. Francis Schools

Volunteers Used: 2 at St. Francis; 4 at St. Rocco

Costs: $500 for each school

Clients served: nearly 200 students at each school

Why the Programs were established:
The closing of the school in which the Chapter previously operated a library created the opportunity for them to operate a library elsewhere.

At St. Rocco, the chairperson had a contact who connected them with St. Rocco and the match was made. The steps to initiate the program included meeting with school personnel, developing a working plan for the library, and recruiting volunteers.

St Francis, whose librarian of 35 years was retiring, had a very tired library, not a place students enjoyed coming. CCS was able to use shelves from one of the schools that had closed and the Chapter has taken every opportunity possible to add books to the library shelves. The chairperson works at the Scholastic Book sales event just so that she can take advantage of the free books that are available to her as a result. In the five years that the Chapter has operated this library, they have added over 3,700 books to the shelves.

Summary:
The St. Rocco School library meets on Mondays during the school year from 8:45 am to 12:00 pm. Although it began as one library to serve Kindergarten through 8th grades, because the students were housed in two different buildings, it now operates one library in each building. One library serves pre-kindergarten through 1st grade students and the other library serves 2nd through 8th grade students. Stories are read to the youngest students.

CCS is in the process of obtaining shelving for the books and will continue to work to bring more books into the library. This year, due to the generosity of one of the public suburban libraries, they were the recipient of approximately 2,000 books which were placed on the library shelves. (The daughter of one of the members is an employee of the library and was able to make this connection.) As a start-up library that is not computerized, much time and effort went into preparing the books for lending, including creating pockets with cards and methods to track the loaning process.

The Chapter tries to stock the shelves with books in which the students have an interest and it is a joy to watch their excitement when they see that new book on the shelf. It is both a pleasure and a privilege to have the opportunity to foster reading comprehension, language development, imagination, and overall school achievement by operating two libraries at St. Rocco School.

The St. Francis School library meets on Tuesdays during the school year from 9:45 am to 2:15 pm and on Wednesdays during the school year from 9:45 am to 1:15 pm. The library is operated manually – so the books must be prepared with card pockets, sign-out cards, and due date cards. Christ Child members take charge of the lending process. The members also read to the youngest members who come to the library. Library etiquette is taught and a love of reading and books is instilled.

It has been a joy to create energy in the space and see the students excited about new books. It has also been a joy to give brief descriptions of older titles, give some encouragement for reading these older titles, and watch the excitement develop. Faculty and staff have confirmed that CCS is making a difference at St. Francis School.

Contacts:
St. Rocco: Paula Conrad
paulajconrad@gmail.com
St. Francis: Liz Niehaus
emniehaus529@gmail.com

Parmadale Head Start Pre-school Enrichment Program
Cleveland Chapter

Partners: Head Start

Volunteers Used: 2

Costs: $150

Clients served: 100 annually

Why the Program was established:
The Cleveland Chapter began a pre-school enrichment program at the Parmadale Head Start because they wanted to help meet a need. It seemed like the perfect place to have one of their programs because it was – and is – located on the same grounds as their office space. In addition, it was affiliated with Catholic Charities, an organization that has been very good to the Christ Child Society of Cleveland over the years. Steps taken to initiate the program included finding a chairperson, meeting with the Head Start personnel, developing a program, and recruiting our volunteers.

Summary:
This program meets every Tuesday during the school year from 9:30 to 11:00 and from 1:30 to 3:00. The member volunteers read to the children and discuss the stories to enhance reading and language development.

While the program has always included reading to the children, for most of its existence it also functioned as a lending library. Since the age group is three to five, however, it became very difficult to get the books back. Consequently, about two months ago, the Chapter changed the program to a story time program. Members model a love of reading and a love for books all the while engaging the children in the story that is being shared.

Contact: Laura Cengic
lauracengic@gmail.com

Literacy Enrichment
Columbus Chapter

Partners: The Christ Child Society Child Care Center at St. Stephens Community House

Volunteers Used: about 15 per class

Costs: $2,000; CCS provides financial help to the Center beyond the literacy program budget.

Clients served: 50

Why the Program was established:
When St. Stephens Community House started the Child Care Center, they asked CCS members to help lay the groundwork plans. CCS has absorbed the care of the Childcare Center's library and has a longstanding library day with one member reading to each class of children.

Two years ago, CCS was looking at volunteer opportunities and decided to increase hands on volunteer activities with the children at the center. They decided to add enrichment activities to the library day. The chapter was inspired by a tutoring program from a Florida chapter. A group of interested volunteers, many with experience in early childhood education, met to formulate a plan to provide enrichment activities once a month to expand on a theme. The Child Care Center director and other St. Stephens' leadership approved these ideas

Summary:

The planning group meets quarterly to plan education themes, suggest book titles and age level appropriate activities for the coming months. Activities are divided among volunteers and a newsletter is prepared to let parents know what was done with the children.

The group leader sends out reminders and volunteers are solicited from chapter weekly news updates and can sign up on SignUp Genius or just call or email the group leader. They communicate regularly with the teachers and center director to be sure they are doing what is helpful for the children and the Center.

This year they contracted with a local company called We Joy Sing to provide a music teacher once a month on library day. The children and teachers seem to enjoy the music program, so the chapter has applied for a local grant in hopes of defraying some of the costs.

Six to eight volunteers come for each enrichment day and at least six volunteers come for the music since they are in the room singing and doing motions with the children and teachers.

Contact: Barb Rowland
rrolan@columbus.rr.com

The Literacy Program
Detroit Chapter

Partners: Whitmer Resource Center, Pontiac, Michigan

Volunteers: over 20 volunteers signed to help last year; 9-12 volunteer each session

Costs: The Chapter budgets $7,000 and last year they received a $3,000 donation from the Shannon Foundation

Clients served: 100 to 120 children each month

Why the program was established:
The Literacy Program started in 2009 after receiving a $15,000 Grant from the Herrick Foundation. This grant allowed the CCS to start a new Literacy Program to inspire children that are faced with poverty and illiteracy. At this time, they chose to visit the Whitmer Resource Center. The program was initially called the "Mystery Reader Program" but now it is called the Literacy Program.

Summary:
Volunteers start at 10am and read to two classrooms at one time. After reading the book they have a discussion, a song (sometimes), a project and a snack. Typically, the session lasts for 45 minutes; the previous 30 minute schedule was too short. The volunteers read to 4 classrooms of 25 to 30 students. Books are ordered based on classroom size. Last year the Chapter did 5 presentations to the First Grade Class and 5 to the Second Grade Class. Around 1,100 books were ordered last year.

Some of the reading themes were:

- Dr. Seuss read the book *The Cat in the Hat*. All the volunteers dressed as Cat in the Hat and passed out red and white stovepipe hats to all the students. They played rhyming Bingo and the winner won Dr. Seuss stickers. The children counted one fish, two fish, as they ate Goldfish crackers for a snack. Each student picked their favorite Dr. Seuss book to take home.

- *In the Jungle, the Mighty Jungle*, was the song on an animal theme visit. *Excuse Me, I'm Trying to Read!* featured a young girl in Africa trying to read a book while being troubled by different animals; the reader used animal puppets during the story. They made bookmarks with animal stickers and ate Jungle Pals Fruit Snacks.

- The volunteers were dressed in Detroit Tigers apparel for the baseball theme. The book read was *Strike Three, Marley!* – a cute story about a Dad, daughter and their dog who go to a baseball game. The students took a 7th inning stretch and sang *Take Me Out to the Ball Game.* They were all players as they put on their baseball caps which they had decorated with foam stickers. They received a copy of the book to read over the summer.

Contact: Mary Bergmann
marybrose522@comcast.net

Elementary School Tutoring
Fort Wayne Chapter

Partners: Precious Blood School, Queen of Angels School, St. Joseph's School

Volunteers Used: 14

Costs: Budget for $100 (no real costs, occasionally purchase books)

Clients served: 70 per week

Why the Program was established:

The schools didn't have many resources available to provide for aides in the classroom and not as many parents available to assist teachers. The chapter has tutored at Precious Blood and Queen of Angels for several years. This year they added St. Joseph's which is 95% Hispanic and probably 90% on vouchers. Tutors are available for grades K through 8.

Summary:

The chapter began the partnership by meeting with the Principal and seeing how they could best help the students and be of assistance to the teachers. They started their tutoring at the end of the school day during a time designated for homework, as many of the students' parents were Spanish speaking and might not be able to assist at home.

Contact: Barb Niezer
tniezer@aol.com

Second Saturday
Milwaukee Chapter

Partners: Hope Network, 16th Street Community Center, Marquette University High School, Divine Savior Holy Angels High School

Volunteers Used: 15-20

Costs: $8,000

Clients served: 50 Moms and 80 children each session

Why the Program was established:
As with most CCS chapters, the Milwaukee Chapter gives layettes to multiple local agencies to distribute to new, under-resourced mothers. The Chapter developed Second Saturday as an effort to follow the children after they receive layettes.

Summary:
The mission of the Second Saturday Program is to help mothers and their children by providing a regular meeting place where they can participate in social and educational activities with an emphasis on reading.

The program operates out of All Saints Parish where the Chapter rents space. Participants come from multiple community resources, including Hope Network, which also provides books and other donations, and the 16th Street Community Center, which presented the Chapter with the Community Partner Impact Award in July, 2015. All layettes include a flyer for Second Saturday which attracts some of the Moms to the program.

The Second Saturday program encourages literacy. CCS volunteers read to children at each meeting, followed by an activity or craft project. Each family is given a book to take home. A variety of educational programs for mothers are provided, including stress reduction exercises, a craft project, and journaling. A volunteer pediatrician or nurse answers questions, a big help for new mothers. A nutritious lunch is also provided for all Moms and children in attendance.

Volunteers from area schools sign up through their Service Coordinator to assist at Second Saturday by mentoring and doing activities with the children.

One goal of the program is to add a translator to make the program more beneficial to Spanish speaking Moms.

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Golden Gate Elementary School
Naples Chapter

Partners: Golden Gate Elementary School, Naples, FL

Volunteers Used: about 12

Costs: Budget $10 -12,000 annually; $250,000 over 12 years

Clients served: School enrollment is over 900, housed in two buildings primary and grades 3-5

Why the Program was established:
When the Naples chapter was established in 1998, the charter members wanted to become involved with tutoring and reading in a school in an impoverished area. The first school they worked with was not very welcoming. Golden Gate has very easy to work with and their relationship has developed into a business partnership with the school.

Summary:
What started as a tutoring project blossomed into the chapter becoming a resource for children who lack many basic necessities. The students face many challenges: 94% are eligible for free lunch; 82% come from non-English speaking families; 59% have trouble with English.

In addition to tutoring and mentoring, the volunteers use the Early Literacy and Learning Model (ELLM) to improve skills in a pre-reading program. ELLM, is "a literacy-focused curriculum and support system designed for preschool children ages 3, 4, and 5 years old. The program is designed to enhance existing classroom curricula by specifically focusing on improving children's early literacy skills and knowledge" (http://floridaearlylearning.com).

The partnership established with the school also involves providing many aspects of daily operation, equipment for the students, and health and clothing needs. Each year, the principal submits a wish list and the chapter budgets about $10 – 12,000 when money is available.
In the past, the chapter has provided:

- A garden for the primary building, in conjunction with Home Depot. The garden is part of a science project for grade 2
- Picnic tables used by teachers for working with children and parent meetings
- Reference books for the teachers
- Agenda (assignment) books for all students
- Clothing, especially school uniforms (4 volunteers do the shopping)
- Themed murals to brighten the hallways
- Library books and volunteering in the library
- A fitness track and playground equipment
- Running club uniforms

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Wolverine Community Outreach Project
Northern Michigan Chapter

Partners: Wolverine Elementary, Middle and High Schools

Costs: N/A

Clients served: 370 students in the Wolverine schools

Why the Program was established:
The Wolverine Community Outreach Project began when a Christ Child Society of Northern Michigan member learned of the tremendous needs of the children in this school district. This member was given a name of a child for their back-to-school clothing project (now called Shower of Love). When she delivered the clothing, she realized how many other children needed assistance. Then she contacted CCS Board regarding these needs and many more children were added to the clothing list.

Summary:
For more than 9 years the Chapter has met the many needs of the students in elementary, middle and high school. The Wolverine Outreach Project was established by CCS with two members serving as liaisons between school administration and faculty and the CCS Board.

Clothing closets have been created within offices in both the Elementary/Middle and High Schools that are continually stocked with essential clothing including coats, shoes and boots. Several CCS members deliver clothing and supplies as needed throughout the school year.

Tennis shoes were purchased when the Chapter realized that the students were sharing shoes during gym classes. The Chapter also learned that students' clothing was taken home by teachers to wash because the parents had no means to wash their clothes. They purchased washers and dryers for each of the two schools. They provide soap and supplies as needed.

Recognizing that clothing only fulfilled a portion of what these Wolverine students needed, CCS responded to requests and assisted in developing two additional projects: 1. Strings Music Program (an after school program, taught by retired music teachers that volunteer their time; CCS purchased used instruments, sheet music, strings and t-shirts) and 2. Cooking classes (CCS purchases food and supplies such as cookware and utensils).

The Northern Michigan outreach is an example of all-encompassing support of a school which can take many forms and evolve over time.

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Christ Child Treasures
Pasadena Chapter

Partners: None

Volunteers Used: 9 to 12

Costs: Expenses totaled approximately $700 which included classroom supplies, snacks, and handouts. Since the program was established recently, many expenses were generously underwritten by the ladies who began the program.

It is estimated that accurate expenses might be between $1500 and $2000 which includes binders, colored pens/pencils, program session paper copies, snacks and the end celebration. The end of year celebration was donated by a member who owns a restaurant; however, that celebration could take place at the school with food and party items donated by members. Cost will be carefully monitored this year that were not anticipated last year in the program's infancy.

Clients served: 60 in one school, with plans to expand.

Why the Program was established:
Several members of Christ Child Pasadena saw an increasing and an important need and envisioned a multi-week program teaching "life skills" to adolescent students as a building block to a successful and fulfilling life. Emphasis was placed upon the qualities desired for the benefit of the students including the enhancement of one's self-confidence which begins with introductions, one's appearance, recognition of good qualities in self and others, and saying no to bad choices.

Summary:
The members decided to develop a program for at-risk 5th and 6th grade children from local parochial schools to prepare the students with skills that stress the important principles of respect, consideration, and honesty. The program's basic principle was to develop an awareness of self and the people around them by incorporating faith, prayer and respect of others through day-to-day skills that will remain with the children through adulthood.

The program is more than an etiquette or manners program; it includes social skills that apply to today's world, with an emphasis upon Catholic values, and are relevant to both young gentlemen and young ladies. Our world faces new challenges sometimes due to technological advances. With that in mind and to tailor the program to issues confronting young adults today, a contemporary aspect of the program includes how to recognize and deal with threats to themselves and others (bullying, drugs, and social media).

The class runs for seven weeks with 2 to 2 1/2 hours each week. The classes include:

1. Introductions – making acquaintances, handshakes

2. Respect for Self and Others –recognizing the good qualities in oneself, bullying, standing up for one's self

3. Table Manners – setting a table, polite behavior

4. Personal Appearance – proper dress, modesty, hygiene

5. Thank You Notes – learning about CCS and Mary Virginia Merrick, acknowledging kindnesses, writing notes, preparing mail

6. Social Media Savvy – appropriate messages, think before hitting "send," cyber bullying

7. On the Road to a Restaurant! - lunch at a local restaurant to practice new manners

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Educational Enrichment
Phoenix Chapter

Partners: three Catholic elementary schools

Volunteers Used: Book Club Buddies - 16-18; Story Book Friends - 18

Costs: $3,000 annually

Clients served: Book Club Buddies - 46 monthly; Story Book Friends - 55 monthly

Why the Program was established:
This is the only program that allows Phoenix CCS members to interact with children. Because of the interaction this is one of their most rewarding and fulfilling activities. Educational Enrichment was started as a result of *Challenging Poverty: One Child at a Time*. There are two programs under Educational Enrichment, Book Club Buddies and Story Book Friends. There are two Story Book Friends programs in two different schools and one Book Club Buddies program in another school. Both programs run only during the school year.

When introducing one of these programs into a school the first contact is with the Principal and/or Pastor. At the beginning of each year another contact is necessary to confirm there is still a time slot to spend with the children and work out other logistics. Staying in touch with the teachers and Principal is key to making this program a success.

Summary:
Story Book Friends: Reading to/with first graders and sometimes second graders. A book is read and followed by an activity related to the book. A healthy snack is provided also. Volunteers are matched with the same group of children each time, allowing them to get to know each child better.

Book Club Buddies – Involves fourth and fifth graders. Books are handed out one month and a book discussion and related activity are completed the following month. Snacks are also provided.

Activities for 2014-15 included:

- September: Introduction to the project and distributed the first book, *Farmworkers' Friend. The Story of Cesar Chavez* by Donald R. Collins. Decorated the student book bags and prepared the notebooks to be used through the year.

- October: Discussed the *Farmworkers' Friend*, decorated a photo book, and gave the children photos taken of them in September to start the book. Distributed *Lunch Money* by Andrew Clements.

- November: Discussed *Lunch Money* and decorated piggy banks. Distributed *Holes* by Louis Sachar.

- January: Discussed *Holes* and made friendship bracelets. Distributed Roald Dahl's *Revolting Recipes.*

- February: Discussed *Revolting Recipes* and had students make up a recipe. Distributed *Esperanza Rising* by Pam Munoz Ryan.

- March: Discussed *Esperanza Rising* and decorated a flower pot to be planted with bean seeds. Distributed *Egypt Game* by Zilpha Keatley Snyder.

- April: Discussed *Egypt Game* and provided each group with the makings of a blank board game which they then devised as a game.

- May: A brief review of the years' books and then students were each assigned to make a drawing of one of the books read this year. The drawings are then mounted on a large poster board for a decoration for the school.

The books are the big expense but being able to provide each child with a new book to own each month was an important part of the project when it was originally developed. Now because of budget constraints, the children are asked to return the books. It seems to have worked out and most of the books have come back so not as many will have to be ordered next year. The ideal situation would be to be able to let the children keep their books and in so doing build a small library of their own. These children come from homes in which books are not able to be part of the families' budget.

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SUCCESS Tutoring
South Bend Chapter

Partners: St. Adalbert's School

Volunteers Used: 13

Costs: $0

Clients served: over 100

Why the Program was established:
In 2004, the CCS board approved this program organized to form a formal tutoring program at St Adalbert's School, one of the poorest schools in South Bend. The program was built on the work of several Christ Child members who had been tutoring in the school and offering their assistance for more than 5 years.

Summary:
SUCCESS stands for St Adalbert School United with Christ Child Educational Support Services. It is a tutoring and mentoring program for students at St Adalbert's School. Volunteers from Christ Child are tutors, mentors and act as classroom helpers under the guidance of the faculty and principal.

In the first years of the program, emphasis was on the K-3rd grade reading program. Teachers in those grades made specific requests of days and times to have help in their classrooms. During this first year 30 volunteers gave over 1000 hours.

The program has a CCS coordinator whose responsibilities are :

- Find suitable people to assist with the work of the school;
- Keep track of necessary forms required by the diocese for volunteers working in the school;
- Talk to the teachers, tutors, and principal about the progress of the program;
- Do an assessment of the program at the end of the year;
- Develop and maintain a handbook for the program (available in the Appendix, page 47);
- Monitor a mentoring program.

Over the past 11 years, CCS has gained the trust of the staff and their role has expanded. They were asked to mentor students, staff the library/computer lab, tutor middle school students during study hall, and occasionally "team teach." The faculty has expressed their gratitude with an Appreciation Tea for the volunteers.

In 2015, CCS members will bake cupcakes once a month for the students whose birthdays are in that month, to be handed out during lunch on a selected day. This addition to the program began with the realization that many of these children have very little in the way of birthday celebrations, and it gives them the opportunity to have the spotlight for a day.

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The Reading Enrichment Program
at Dunbar Learning Center
Stuart Chapter

Partners: Dunbar Child Care Center

Volunteers Used: 15

Costs: $3400 dollars for 2016. $2400 for the three year old program and $1000 for new books for the children for Christmas and graduation and art supplies for projects with the children.

Clients served: 40-42

Why the Program was established:
The program was sparked by a new member of CCS who felt a need to go beyond the layette program and proposed volunteering at the Dunbar Center, a school where the students are at or below the poverty level. As a retired Kindergarten teacher she knew that the best way to help these children was through education. The program started by funding books for the students at Christmas, then graduation, and then, one by one, members wanted to become involved. Today the Stuart Chapter has 15 volunteers who make up two teams that go into the three and four year old classes once or twice a month.

Summary:
CCS members started to want to volunteer with the children, first with the four year old group and then with the three year old group. They started to do a special project with the children once a year. The first was Cat in the Hat, then Cinderella and then the Cow That Fell in the Canal. All of these were based on a favorite children's book with music and art activities connected to the project. Volunteers wore costumes and many members participated. The children really enjoyed these special days. Volunteers also started to attend the pre-K graduation and all the children were presented with easy reader books and a stuffed animal.

When there is a need at the Dunbar Center, CCS steps up to help. Last year CCS adopted the three year old program and Christ Child gave them $2400 for the year for supplies for their classroom projects. When classroom computers needed repair or replacement, they helped out, and CCS donated $500 for a new computer for the four year olds. When the three year olds needed blankets for naptime, they supplied them. At the 2015 graduation, the volunteers learned that the four year olds' class teacher was pregnant so they organized a baby shower for her. The Stuart Chapter has truly 'adopted' Dunbar Center.

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Parenting Today's Kids
Toledo Chapter

Partners: The Catholic Club, United Way of Toledo, La Posada Family Shelter, Volunteers of America, Polly Fax Academy, Strengthening Family Intiative

Volunteers Used: 20, rotating 6-8 per session

Costs: $5,000

Clients Served: Fall 2014 through July 2015 – 93 parents, 251 children, Child Enrichment, 83

Why the program was established:
The Toledo Chapter collaborated with Toledo Catholic Charities to assist with and implement a parent education program in 2003. It was decided to focus on providing parent support, education and guidance. A group of volunteers began presenting at a local homeless shelter, under the direction and guidance of a licensed social worker employed by Catholic Charities and a member of CCS.

After three years, the group moved to a more central location, the Catholic Club (under Catholic Charities), a family support and education facility.

Goal: Chapter volunteers provide at-risk parents with education, support and mentoring in order to increase their parenting skills and strengthen each family's protective factors.

Summary:
The program:

- The curriculum includes ACT (Adults and Children Together) and workshops on 1-2-3 Magic, a Prime Time video on discipline, and Keeping Kids Safe.
- Three twelve week series per year are held, with two hours per weekly session.
- Volunteers commit to a series, attending at least five sessions.
- Volunteers participate in the sessions primarily by contributing their knowledge as a parent, and mentoring the participants. They can choose to co-present on any topic. Volunteers contribute nurturing, nutritious snacks that are served at each session. All volunteers must follow Diocesan guidelines for Protecting Youth and adhere to the CCS Volunteer Policies.

Child Enrichment: Child Enrichment volunteers, as well as the Catholic Club staff, provide child care and activities for the children of parents attending PTK. The Christ Child volunteers providing this service belong to the Child Enrichment Program.

Incentives: Twelve diapers are provided at each session to each parent as needed. At the conclusion of each series, participants receive gift cards for gas or from a grocery or discount

store based on attendance and participation, as well as completion certificates. There is a party at the final session, which is a summary of the skills they have learned as well as a celebration of their success. It is also a feast!

Evaluation: The evaluation is a component of the ACT curriculum.

There were obstacles. In the beginning there was a lack of transportation, limited marketing, poor scheduling and referral agencies were reluctant to refer to a fledgling program. Partnering with a transitional housing program was tried, but it was found to be more feasible to partner with the Catholic Club. Transportation needs were met with bus tokens. In addition, cab rides are provided after the participant attends three sessions. With time, the program gained credibility in the community and referrals came from many sources such as the Lucas County Children Services, the Courts, homeless shelters, schools, probation officers and self-referrals. The volunteers continue to participate in ongoing training and professional development.

Throughout the last twelve years the program has continually been evaluated and revised. This will continue as they strive to meet the challenges ahead.

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Theater Vision
Toledo Chapter

Partners: Toledo Community Foundation, Raymer School
Volunteers Used: 8

Costs: $1,000

Clients served: 75

Why the Program was established:

The chapter sought to introduce early grade school children living in the central city to live theater. The principal of the school was approached, along with the teachers, and an agreement was reached that the CCS volunteers would provide lessons and activities to prepare for a live theater performance as well as an introduction to etiquette on buses and in the theater. Grants were solicited for the Toledo Community Foundation for assistance with the cost of the buses.

Summary:
The goal of the program is to acquaint under-resourced children with live theater. The chapter provides tickets and transportation for students in the first grade at Raymer School. The Toledo Community Foundation helps with the cost of the buses for transporting children from the school to the Valentine Theater in downtown Toledo. Once the title of the performance brought in by a Children's Theatre group is announced, volunteers help to prepare the children for the performance by familiarizing them with the play through classroom activities and interactions. They also concentrate on teaching appropriate bus and theater behavior.

As part of the preparation for the March 2015 trip to see Curious George in *All-You-Can-Eat Meatball Day*, the Chapter provided treats for the students, hand-painted Curious George pins and hand-piped cookies.

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Girls on the Rise
Washington DC Chapter

Partners: Referring schools, Archdiocese of Washington (who manages the youth facility where the program is housed), other social service agencies in the community.

Volunteers Used: Each Chapter Guild volunteers for/supports one activity per year. So, at least 100 volunteers support the program per year. (Note: the over 400 member DC chapter is divided into smaller guilds.)

Costs: $200,000

Clients served: The program serves 35 girls and families in after-school activities, 65 girls and families in camp, an additional 50 per community based events or about 300 per year total.

Why the Program was established:
The need to address, programmatically, the problems that the children and families of Washington Highlands (in Southeast Washington DC) faced. The desire to help the Merrick Youth Center establish itself as a hub for community based programs and support.

Summary:
Program Description:
The Girls on the Rise Program is a multifaceted empowerment program for girls in Ward 8 and their families. Operating at the Mary Virginia Merrick Center in Southeast, D.C. the program provides a safe, enriching after-school program for girls ages 8-18.

The majority of the girls who attend the program reside with their mothers in this much underserved area of the city. The girls rarely miss a day and come eager and ready to fully participate in the program.

The Program development followed these steps:
1) Formed a Merrick Center Committee who examined issues facing the Center and the community. Committee was made up of Chapter leadership and interested members.

2) As a committee, discussed potential ways to address these issues; met with other service providers from the community.

3) At the same time, the board conducted a strategic planning process to examine all of their programs and determine some new directions and initiatives.

4) The process resulted in a desire to pursue a program at the Center that directly impacted the children and families in the immediate neighborhood.
5) Developed a strategy, with the strategic planning members and the committee, to conduct a needs assessment of the community; this would be directed by a staff member in order to determine next steps in program development.

6) Hired a Program Director to be housed at the Center and begin conducting the needs assessment and setting up potential partnerships and a framework for a program.

7) Developed an inaugural summer camp program (which is very closely aligned with the Chapter's long history of providing summer camp experiences for low income children) for at-risk girls in the neighborhood of the Center.

8) Reviewed the success of the initial summer session, then worked with Program staff to develop an after-school program to address, throughout the year, the same issues with at-risk girls on a daily basis.

9) Expanded programs and staff to include educational, recreational, wellness, outreach, social-emotional, family support and clinical components; subsequently added staff members to assist with these facets including a family support worker, a licensed clinical social worker and program assistant.

10) Currently looking to add a transitional counseling piece to assist program participants with transition to high school, college and work which will result in an additional staff member dedicated to working with participants in grades 7 through 12.

Girls on the Rise Afterschool meets daily (M-F) from 3:00 – 6:00 at the Merrick Youth Center in Southeast, DC. Program activities offer an opportunity to discover who they are as young women - their dreams, desires, capabilities, skills, and talents. Over the course of the year, the girls are able to improve their life skills and self-esteem in a fun, safe and nurturing environment.

The Girls on the Rise receive academic support from local Catholic high students and participate in structured recreational activities such as Girls on the Run and Girls on Track. Daily activities include self-esteem groups (using a structured girl-centered curriculum), wellness and nutrition, entrepreneurial activities, homework help, clinical groups, counseling and structured recreation such as Zumba, yoga and dance.

In addition, the parents and families of the girls receive comprehensive support services such as case management, crisis counseling, individual, mentoring, job coaching, parenting groups and training and referrals to outside agencies. The program provides Wellness Workshops for the families as well as special community event days that are open to the girls, their families and other members of the community. The program is staffed with a Program Director, Family Support Worker, Clinical Social Worker and Program Assistant. All of the CCS Chapter Guilds participate in volunteer activities at the Center each year ranging from holiday boutiques, running buddies, museum field trips, hygiene product drives, self-esteem workshops, community gardening and much more!

The Girls on the Rise Summer Camp is a day camp for at risk girls at the Merrick Center in Ward 8. The camp serves approximately 65 girls ranging in age from 6 to 14 years old. The camp serves many of the same girls from the After School Program. Throughout the six week session, the girls work through weekly themes such as Self Discovery, Positive Body Image,

Making Choices, Understanding Emotions and Self-Identity. They participate in activities such as team building, Zumba, self-defense, healthy eating, creative writing, arts and crafts, yoga and field trips.

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Christ Child Tutoring Program
Washington DC Chapter

Partners: local schools

Volunteers Used: 16 regular tutors who work weekly and 5 substitutes. Each tutor works with approximately 3 students per week

Costs: $5000 which includes training and materials

Clients served: 45 -50 students per year.

Why the Program was established:
The Chapter had a history of conducting informal tutoring (homework helpers, reading buddies etc.) with some of their partner schools (defined as those schools where we have placed a CCS social worker to provide counseling). However, they wanted to provide a chapter-wide approach that would initially target reading deficits for the students in the schools. They look at much of the data indicating the importance of reading proficiency by Grade 3 and wanted to intervene to help students make that benchmark.

Summary:
Steps to implementation:
1) Formed a working group of interested members, board members and committee chairs to begin brainstorming; discussed need, focused goals and possible approaches.

2) Divvied up responsibilities and had each member of the group research a number of volunteer-driven reading programs. Included in the research were site visits and interviews with different organization heads. (The Chapter focused on those programs that were "volunteer friendly," easy to follow, well scripted etc., so volunteers were welcome from all backgrounds and weren't limited to those with teaching experience.)

3) Once a particular approach/program was settled on (a decoding/phonemic awareness program developed by Really Great Reading), they arranged for an initial training session, conducted by the founder and a trainer from Really Great Reading. Tutoring was to be 1-1; they planned to focus on 2nd to 4th grade to ensure benchmarks were met but were open to others if needed.

4) Concurrently, they began recruiting members and distributing flyers, via email, to garner interest.

5) During the process of determining the approach, Chapter members reached out to the partner school principals to determine need and interest. They emphasized the importance of having a space for the tutors and that they expected the schools to make an initial referral of students and the volunteers would then complete diagnostics to determine kids who had specific decoding needs and would benefit from the program.

6) Approximately 20 tutors were trained that first year (including those who would be weekly tutors and those who would be substitutes) and ordered the necessary materials so each tutor would have a "kit."

7) A volunteer site coordinator was selected for each school who worked with the education/ learning specialist to determine appropriate students, schedule their tutoring sessions and begin.
8) All students were pretested using a brief decoding survey.

9) Students were tutored 1-1, weekly, for a school year then post-tested at the end of each year.

10) The Chapter worked with the Archdiocese of Washington to ensure that all volunteers met their child-protection requirements in terms of training and background checks, as required for all staff and volunteers in the schools.

The Tutoring Program is heading into its 5th year. Tutoring is provided by volunteer who are specially trained in a phonics based reading curriculum, Phonics Boost (a product of Really Great Reading). Volunteers commit to weekly sessions with struggling readers in four of the partner schools.

Using this evidence-based curriculum, the CCS tutors focus on decoding skills with students in 1st through 7th grades. All tutoring is conducted 1-1 onsite at the student's school.

After post testing, the past two years have shown that 100% of the students have demonstrated an increase in reading ability. In addition, when surveyed, classroom teachers are noticing an increase in decoding and other reading skills, class participation and interest in reading for pleasure. Next year, the Chapter looks forward to expanding the program by adding more tutors and including more subject areas such as math.

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NOTES