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Sent: Friday, November 11, 2011 2:25 AM
To: test3@afamilyforeverychild.org
Subject: AFFEC Mentoring November 2011

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A Family For Every Child

November 2011

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Statistics and Research

Research confirms what we knew anecdotally or intuitively before -that mentoring works. A Research Brief published by Child Trends and titled "Mentoring: A Promising Strategy for Youth Development" found that youth who participate in mentoring relationships experience a number of positive benefits.

In terms of educational achievement, mentored youth have better attendance; a better chance of going on to higher education; and better attitudes toward school.

The Value of Mentoring

At its most basic level, mentoring helps because it guarantees a young person that there is someone who cares about them. A child is not alone in dealing with day-to-day worries.

Think back. Did you know how to study for a test or make plans for college? Do you remember wanting your first car or looking for a part-time job? Simple things that seem easy or straightforward to you now may appear to be a complete mystery to a young person.

Mentors provide their mentees with an experienced friend who is there to help in any number of situations.

Mentoring Provides Support

Support for Education

Mentors help keep students in school.

Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class (Public/Private Ventures study of Big Brothers Big Sisters).

Mentors help with homework and can improve their mentees' academic skills.

Support with Day-to-Day Living

Mentors help improve a young person's self-esteem.

Mentors provide support for students trying new behaviors. Youth who meet regularly with their mentors are 46% less likely than their peers to start using illegal drugs and 27% less likely to start drinking (Public/Private Ventures study of Big Brothers Big Sisters).

About 40% of a teenager's waking hours are spent without companionship or supervision. Mentors provide teens with a valuable place to spend free time.

Mentors teach young people how to relate well to all kinds of people and help them strengthen communication skills.

Support in the Workplace

Mentors help young people set career goals and start taking steps to realize them.

Mentors can use their personal contacts to help young people meet industry professionals, find internships and locate job

In terms of health and safety, mentoring appears to help prevent substance abuse and reduce some negative youth behaviors.

On the social and emotional development front, taking part in mentoring promotes positive social attitudes and relationships. Mentored youth tend to trust their parents more and communicate better with them.

Life Skills

Teaching teens life skills is very important if they are to develop into responsible adults. Life skills are those skills that people need to do on a regular basis, such as paying bills, keeping a check book, cooking, frugal shopping, cleaning, maintaining an apartment, finding and keeping a job, driving, voting, volunteering in the community and education and career goals.

We have started a program for our mentor/mentees and other foster youth.

Life Skills Classes

Calendar 2011/2012
A Family For Every Child
Mentor Director: Heather Smith
(541)343-2856

Classes are from 6:00 - 8:00
and dinner is provided.

Tuesday, October 25, 2011
Introduction to Program

Tuesday, November 22, 2011
Job Skills

Tuesday, December 20, 2011
Financial Planning

Tuesday, January 24, 2012
Health and Nutrition

Tuesday, February 21, 2012
Higher Education

Tuesday, March 20, 2012
Picking Careers

Tuesday, April 24, 2012
Military Awareness

Tuesday, May 22, 2012
Community Service/Responsible
Citizens

Tuesday, June 26, 2012
Living on Your Own

possibilities.

Mentors introduce young people to professional resources and organizations they may not know about.

Mentors can help their mentees learn how to seek and keep jobs.

The number of ways mentoring can help a youth are as varied as the people involved in each program. While the lists and statistics can be impressive, personal stories can be even more impressive. Take a look at mentoring success stories to see how mentoring works from different perspectives.

Mentoring and Academic Achievement

High school graduation is an economic imperative in today's global economy driven by knowledge and innovation. Mentoring is a positive youth development strategy that supports the goal of reducing the dropout rate by 50 percent over the next five years. Research has shown that mentoring has significant positive effects on two early indicators of high school drop-outs: high levels of absenteeism (Kennelly & Monrad, 2007) and recurring behavior problems (Thurlow, Sinclair & Johnson, 2002). A landmark Public/Private Ventures evaluation of Big Brothers Big Sisters programs showed that students who meet regularly with their mentors are 52 percent less likely than their peers to skip a day of school. An analysis of mentoring program evaluations conducted by Jekielek, Moore and Hair found that youth in mentoring relationships present better attitudes and behaviors at school and are more likely to attend college than their counterparts.

Dropping out of school is not a singular event but rather the culmination of a long process of disengagement. It is critical that intervention efforts aimed at students with a disproportionate number of risk indicators for dropping out of high school reach students young enough. Children between 9 and 15 are commonly at important turning points in their lives. It is during this time that they may permanently turn off from serious engagement in school life and turn to a variety of risky behaviors that can limit their chances of reaching productive adulthood. Encouragingly, this is also the age bracket during which preventative intervention is most successful and youth are most capable of envisioning a positive future and plotting the steps they need to take to reach their goals. They are at the right stage of development to best absorb and benefit from the skills of a strong mentor (Rhodes and Lowe, 2008).

A recent highly-comprehensive study conducted by Communities In Schools and the National Dropout Prevention Center at Clemson University (Dropout Risk Factors) identified a variety of predictive risk factors for dropping out. The report states that while there is no single risk factor that causes dropping out, each additional risk factor an individual faces increases the likelihood of dropping out. Some of the key alterable risk factors the study cites are:

- Teen parenthood;
- Substance abuse;
- Criminal behaviors;
- Lack of self-esteem;
- Poor school performance/Grade retention;
- Absenteeism;
- Discipline problems at school;
- Low educational expectations/Lack of plans for education beyond high school; and
- Lack of interaction with extracurricular activities.

There are also numerous external risk factors for dropping out, such as gender, socioeconomic status, level of parental education, involvement with child welfare services, living in a

Safe and Sound

By: Angel - Age 14
AFFEC mentor child

You are the one I lay my head
on
when I am afraid.
A simple act of kindness
is the way we should behave.
The loving of a special heart
is when we know it's true.
The only thing I want to do
is be and stay with you.
So don't be afraid to come into
my life
and fix my heart that seems so
broken down
Because I know you're here with
me
And I am safe and sound.

Volunteer Roles Needed

Do you have 10 hours a month to give to a child? Mentors are desperately needed.

PROGRAM INFORMATION

The Heart Gallery Mentor program was created to provide one-on-one mentoring relationships for youth who are living in foster care. Youth are matched with an adult volunteer mentor who has similar interests, by spending time together forming a friendship. We ask that the mentor spend approximately 10 hours a month with the youth doing things like: visiting parks, sports activities, watching a movie, doing homework, or talking about what life has to offer the child. These are just examples; many more options available.

The mentor and the mentee will decide what activities to do together to build a lasting bond. The mentoring program is designed to bring stable, long-term relational support to foster youth. Mentoring relationships can provide stable emotional support, increase self sufficiency and expose foster youth to new cultures and experiences, thus broadening their vision of "what could be" in their lives.

Life Skills Program Help Needed:

Fitness Coordinator - Our topic for the month of January will be nutrition and fitness. We need someone that can help the kids figure out a fitness program that they can do at home. We also

single parent home and having a parent in prison. Given that the more risk factors a student faces the more likely he/she is to drop out, we can extrapolate that interventions aimed at reducing and removing these alterable risk factors will be more successful at preventing students from dropping out.

Mentoring by a caring adult over a prolonged period of time has been shown in countless academic studies to be effective in combating these risk factors. A number of studies have revealed a correlation between a young person's involvement in a quality mentoring relationship and positive outcomes in the areas of school, mental health, problem behavior and health (DuBois & Karcher, 2005; Rhodes, 2002; Zimmerman, Bingenheimer & Behrendt, 2005).

November Children Waiting for Mentors

Randy is a 9-year-old boy who lives in Eugene

Randy loves playing with cars and legos. He's an active boy with a lot of energy. Randy likes to ride BMX bikes, playing basketball, skateboarding and swimming. He is very gentle with animals and loves his cat. He would like to play baseball. Randy would prefer a male mentor.

Tyler is a 13-year-old boy who lives in Eugene

Tyler would like to share a mentor with his brother. Tyler likes to watch movies, play on the computer, swimming and video games. He also likes animals.

Brady is an 11-year-old boy who lives in Eugene

Brady would like to share a mentor with his brother Tyler. Brady likes school, Taco Bell and the Jets. He loves to watch America's Funniest Videos and action movies. Tyler likes to run and going to the park. He wants to take drawing lessons.

Chris is a 17-year-old boy who lives in Eugene

Chris likes to go fishing and likes video games. He likes baseball, basketball and soccer. Chris is a San Francisco 49er fan. He likes playing Risk and would like to learn some Martial Arts. Chris would prefer a male mentor.

Patrick is a 13-year-old boy who lives in Elmira

Patrick is outgoing and social. He likes to talk a lot. Patrick likes sports and his favorite team is the Ducks. He likes to read the Teen Study Bible and likes to watch Veggie Tale movies. Patrick likes to go camping and trying new foods. He plays the guitar and has a new interest in photography.

David is a 10-year-old boy who lives in Beaverton

David is an active young man. He likes to run and play and spend time outdoors. He is very good at video games and likes to play sports. David likes animals and would like a mentor that likes to be active. David would prefer a male mentor.

Nathaniel is a 13-year-old boy who lives in Springfield

Nathaniel likes to read, ride his bike and animals. He wants to learn to play the drums. Nathaniel likes action movies, playing video games and playing Rugby with his friends. He is very talkative and loves the Ducks. Nathaniel also likes to go to the batting cage and swimming. His favorite restaurant is Home Town Buffet.

Eli is a 4-year-old boy who lives in Eugene

Eli would like to share a mentor with his 10-year-old sister. Eli is an active little boy. He likes adult attention and loves playing with other children. He likes to watch movies and being around animals.

they can do at home. We also need someone that can teach the kids about buying healthy food on a budget.

Dinner Donations - We provide dinner for the kids each month when they come to our Life Skills meeting. If you would like to donate dinner, (homemade or you can buy it at a restaurant) for a group of 24, please let us know. We need dinner for our December 20 meeting.

Door prize donations - We are using gift cards as incentives for the youth in this program. We are looking for \$5.00 gift cards from stores, restaurants or anything that would be of interest to a teen.

Questions?

Feel free to call at 541-343-2856 or email:
heather@afamilyforeverychild.org

Michael is a 13-year-old boy who lives in Springfield

Michael likes to ride bikes, play miniature golf and building things. He has a great sense of humor and loves to laugh. Michael likes playing video games, music and swimming. Michael would prefer a male mentor.

Adam is a 16-year-old boy who lives in Thurston

Adam likes to go to the movies and swimming. He loves pasta and trying new foods. He likes to ride his bike and to go hiking. Adam runs cross country at school and would like help with math. He likes to go camping, playing video games and the Lakers. Adam would prefer a male mentor.

Elizabeth is a 13-year-old girl who lives in Springfield

Elizabeth likes to talk and to read. She loves to roller skate and to dance and sing. She would like to take a gymnastics class. Elizabeth likes baseball and basketball. She likes going to the coast and loves enchiladas. Little kids make her laugh and she loves elephants.

Annie is a 10-year-old girl

Annie likes to do arts and crafts, watching movies and reading books. She likes to go swimming, bowling and loves animals. Annie would like to share a mentor with her four-year-old brother.

Maggie is a 15-year-old girl who lives in Roseburg

Maggie likes to ride horses, going for walks and drawing. She is an incredible artist. Maggie likes math and would like help with science. Her favorite color is purple and she loves Disney movies.

Rae is a 10-year-old girl who lives in Elmira

Rae loves to read, music and eating cheese pizza. She likes painting pottery, rollerskating and acting. She likes to go to the park and swing. Rae likes the Ducks, Sponge Bob and playing Clue. She wants to be a scientist when she grows up.

Rachel is a 14-year-old girl who lives in Eugene

Rachel likes arts and crafts, sports and riding her bike. She likes music, dancing, and to play golf. Rachel likes playing video games and cooking. She is very creative and dramatic.



HEART GALLERY MENTOR PROGRAM

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