



CENTRAL UNIFIED SCHOOL DISTRICT IMPACT MENTORING PROPOSAL

2017-18 Academic School Year

CenCal Mentoring Academy - Impact Mentoring “Targeted Intense Mentoring (TIM) Approach”

The CenCal Mentoring Academy Targeted Intense Mentoring (T.I.M.) is the model Cen Cal Mentoring Academy is currently using at the K-12 grade levels. Targeted Intense Mentoring is the approach and categorization of students into 3 categories. Each category will specify the amount and intensity of mentoring and services provided to the students referred.

CenCal is proposing to facilitate its *Impact Mentoring “Targeted Intense Mentoring Approach”* at *Central West & East High School and Persing & Pathways Continuation and Independent Study High Schools 5 days per week, 3 district middle feeder schools 5 days per week, and the 14 district elementary feeder schools 2-4 hours per week.* The “TIM Approach” allows us to provide a seamless approach to mentoring by engaging students as early as 5th grade and continue to work with them through 12th grade, if necessary. We believe that this approach will reduce the number of middle and high school students with poor attendance, behavior and academic issues, and will significantly reduce dropout rates.

High School/Middle School Feeder

The Impact Mentoring “TIM Approach” transitions at-risk students from negative personal and academic outcomes to successful academic achievement and positive behavior habits. The Impact Mentoring “TIM Approach” is a collaboration of efforts by the Teachers, Educators, Administrators, Parent and/or Guardian and Mentors on each campus and at home to provide intervention strategies that will lead the identified students to positive measurable results. The Teachers, Educators and Administrators at each school site will select troubled or at-risk students who are in need of the Impact Mentoring “TIM Approach”.

Each identified student will receive an intake survey that will determine the level of mentoring required to achieve a positive trajectory in the personal behavior and academic achievement. The students will participate in classroom discussions, small groups, and 1-on-1 discussions with 1-3 mentors each week. CenCal's qualified mentors discuss and teach life and social skills, restorative justice, anti-bullying, and employment readiness. In addition the mentors will also conduct scheduled home visits (as needed) to ensure that the student, parent, administration, and mentors are all communicating and working together to increase the chances of student success, both at home and at school. This intense mentoring approach helps the student and mentor become more accountable to each other while increasing both attendance and academic performance.

Elementary School Feeder

Each (2) middle school team will be assigned to 7 feeder elementary schools that feed into the middle schools. They will work with the campus administration to identify the top 10 students who can use a mentor and our program services. The mentors will visit two schools per week for one hour per to meet with

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the students, conduct life/social skill small groups, teach anger management, and anti-bullying classes (as needed). This outreach will allow us to identify students early on that are in need of mentoring and reduce the number of students in middle and high school with attendance and discipline problems.

Summer School Transition Program

CenCal will continue to mentor up to 20 transitioning 6th graders and 30 transitioning 9th graders for 2 hours per day, 5 days per week for 6 weeks during the summer. The goal of the summer program is to make sure that the identified students are prepared to transition and to smoothly assimilate into their new campus culture. This approach will reduce the number of discipline issues and attendance problems in the first quarter at each campus, which in turn will allow the administrators and teachers to be more effective.

“TIM Approach” Services and Classes

CenCal will meet with each student, parent or guardian, campus administrators, and teachers to determine what level of support, services, and classes are best suited to ensure a positive trajectory and outcome for each student.

The Impact Mentoring “TIM Approach” will facilitate the following mentoring services and/or classes:

- Evidenced-based 32 Week Mentoring Curriculum (Life and Social skills curriculum with the integration of restorative justice strategies).
- Anger Management - CenCal Mentoring Academy has received approval from Fresno County Juvenile Probation to offer a 14-week Anger Management class to students on probation and students identified by campus administration. (Fresno County Probation has agreed to accept this course to satisfy any court ordered anger management requirement for students on probation.)
- Anti-Bullying Course – CenCal Mentoring has partnered with the Fresno County’s S.H.A.R.E. Bullying Commission to offer a 6-8 week anti-bullying course for students in grades 4-12. The commission is a collaboration of organizations such as the Fresno County Juvenile Court, Fresno County Office of Education, and Focus Forward.
- Gender Specific Group Discussions – The “Girl Talk” or “Man Cave” discussion groups allow students to meet and discuss gender specific topics and issues.
- Teen Parenting Class (if requested) – This 8-week class provides teen parents and expectant teen parents with the tools necessary to start the process towards becoming good parent. They are connected with the resources and services available to assist them with the pregnancy and early parenting process.
- 1-on-1 Sessions – Mentors will also conduct 1-on-1 individual sessions with students on probation. Students will have been identified by administration as needing a mentor and/or any student requesting a mentor.

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Home Visits

We believe that Home Visits are the key component to not only establishing a strong relationship with the student and family but also increases the chances for student success both at home and at school. CenCal believes the value and effectiveness of the home visit process is increased when we engage and include the parents/guardians in the mentoring process.

The mentors will contact the selected student's parent/guardians to schedule a home visit. The mentors will meet at the home and introduce themselves and the Impact Mentoring "TIM Approach" to the parents/guardians. They will ask the parents if they would like any specific help with the student and if they would like to be frequently updated on their child's progress. Follow-up home visits will be based on the parent's availability and the student's progress.

Students on Probation

CenCal Mentoring has developed a very strong partnership with Fresno County Probation. This partnership has allowed CenCal the opportunity to work closely with juvenile probation with the goal of reducing the juvenile recidivism rates. Each student on probation will be assigned a CenCal mentor with whom they will meet each week. The mentors will work with every student on Probation to assist them through the probation process, reduce the chance of them reoffending, and to help them establish academic consistency and success.

SARB Students

During the SARB process the family will be introduced to the mentor assigned to their student. The mentor will be responsible for meeting weekly with each SARB student, providing student updates to the District SARB staff, and follow up with parents to ensure that the student and family have the necessary tools and resources required to improve student attendance and academic success. Students that are currently on a SARB contract could also receive a mentor on a case by case basis.

Central USD Impact Mentoring "TIM Approach" Summary

The annual costs include the following:

- Implement Impact Mentoring "TIM Approach" mentoring at 22 school sites: 2 High schools, 2 continuation and 1 Independent study schools, 3 (feeder) middle schools, and 14 elementary schools (feeders) in Central Unified.
- 1 supervisor, team of 2 mentors at the high school, team of 2 mentors serving the continuation and independent study schools, two teams of 2 mentors serving the middle and elementary school feeders.
- The supervisor, along with 1 middle school mentor, will provide mentoring services 2 days per week or 2 hours per week at 14 elementary (feeder) schools.
- Provide 3 mentors to mentor up to 20 transitioning 6th graders and 30 transitioning 9th graders for 2 hours per day, 5 days per week for 6 weeks during the summer.
- Work with site administrators and staff to identify students needing mentoring services.
- Meet with site administrators, staff, parents, and students to determine the programs and support needed by student and their families.

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- Work closely with District SARB coordinators, site administration and staff, students and parents to ensure a stronger chance of SARB students attending school and achieving academic success.
- Implement group and classroom discussions with selected students.
- Provide automatic one-on-one mentoring to students on probation.
- Provide outreach activities, incentives, and field trips.
- Conduct Home Visits with identified students.
- Provide a reduction campus discipline and safety issues.
- Reduce absenteeism with the identified students
- Provide monthly reports to site administrators.

2 High School - 2 mentors, 5 days per week

2 Continuation and 1 Independent study campus - 2 mentors, 5 days per week

3 Middle Schools – Two teams of 2 mentors (4 total), 5 days per week

14 Feeder Elementary Schools – 2 mentors, 2 campuses per week, 60 – 90 minutes per visit

Transition Summer School - 3 mentors, 6 weeks, 5 days per week, 2 hrs. per day (6th & 8th grade)

8 Interns - 2 college interns from Fresno State and Fresno Pacific will be assigned to each team.

1 Team Supervisor

Total Central Unified Impact Mentoring “TIM Approach” Staff - 19

Mentoring staff – 11

College Interns – 8

12 Month Comprehensive Immersion Program Budget (Academic School Year) **\$235,000** per year

**Total Funding Requested for the
2018-19 School Year**

\$235,000

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