Student Mentor Application

Organization Overview:

Founded in 1997, Project Eye-To-Eye is a mentoring program that matches college and high school students with LD/ADHD, acting as tutors, role models and mentors, with elementary, middle, and high school students with LD/ADHD in order to empower these students and help them find success. Project Eye-To-Eye has opened and operates 38 chapters in 18 states, serving well over 2,000 individuals directly.

Mission:

Project Eye-To-Eye's mission is to improve the life of every person with a learning disability. It fulfils its mission by supporting and growing a network of youth mentoring programs for those with learning differences, and by organizing advocates to support full inclusion of people with learning disabilities (LD) and attention deficit hyperactivity disorder (ADHD) in all aspects of society.

Job of a Student Mentor:

- Attend weekly classroom visits on Wednesday Afternoons from 1:00 pm - 3:30 pm
- Mentor a Project Eye-To-Eye Mentee
- Participate in Informational and Training Sessions
- Share your personal experience with your Mentee what it is like being LD and/or having ADHD

Benefits of being a Student Mentor:

- Great for your resume and work experience
- Networking with Project Eye-To-Eye national community
- Develop leadership skills and confidence
- Have an impact in a young child's life

Did You Know ?

- 25 percent of all children with learning disabilities drop out of high school in comparison to 16 percent of students without disabilities. (*Source: The Center For Labor Market Studies*)

- Youth with learning, cognitive, behavior, or emotional disabilities are entering the correctional system at rates four to five times those of youth in the general population, and it is estimated that as many as 40 to 50 percent of all adult prison inmates have some form of a learning disability.
(*Source: National Longitudinal Transition Study-2 (NLTS2))*

- While 54 percent of students with learning disabilities aspire to go to college, only one in three students with a learning disability is enrolled in any postsecondary school within two years of leaving high school and less than 10 percent attend a four-year college or university. (*Source: National Longitudinal Transition Study-2 (NLTS2)).*

- Adults with learning disabilities are twice as likely to be unemployed than adults without learning disabilities. *(Source: National Center for Learning Disabilities (NCLD))*

- ***Project Eye-To-Eye's programming model empowers LD/ADHD students by building self-esteem through mentoring.***

Programming Model:

On one hand, our program model is very straightforward—adults with LD/ADHD mentoring children with LD/ADHD as a means of empowerment. However, underneath this program model is a set of clearly defined principles that focus our work:

1) **Mentoring and Hope:** Giving younger students with learning differences hope by bringing a mentor into their lives who can model success and empower younger students to imagine a positive future for themselves.

2) **Asset Based Academic Empowerment:** Mentors aim to provide their mentees with skills that facilitate academic empowerment, the development of self-advocacy skills, metacognitive skills, and proactive learning strategies and accommodations.

3) **Beyond Normal Art Club:** Empowering students to develop their strengths and validating the unique gifts in art that are too often ignored within traditional educational paradigms.

4) **Professional Development:** All Project Eye-To-Eye members are given training on LD/ADHD issues, art pedagogy, community development, and working with children.

Outcomes of Project Eye-To-Eye Impact:

Based on a study conducted by the Harvard Graduate School of Education, Project Eye-To-Eye has been shown to affect its students in the following ways:

- 94% of mentees felt better about themselves as a result of being a part of Project Eye-To-Eye.
- 95% of students reported that their mentor was the kind of student they wanted to be.
- Almost 80% of mentees strongly felt that their mentor helped them to think positively about their future.
- 96% of students felt that the art projects were meaningful as an alternative way of expressing oneself.
- 89% believed strongly that Project Eye-To-Eye helped them to understand what they are good at and increased their awareness and use of asset-based strategies & accommodations.

Comments from Project Eye-To-Eye Mentors:

"Project Eye-To-Eye serves as an essential reminder to me of the value of thinking in a variety of different ways. I see the importance of doing so in the eight graders with whom we work, which allows me to recognize similarities in my own work as a college student. I approach my studies in college with renewed enthusiasm as a result of Project Eye-to Eye."

"Project Eye-To-Eye was a wonderful experience for me because I was able to support a student who is in a similar situation to the one I was in when I was her age. Besides helping my mentee directly through discussion, I think that I helped increase the visibility of the learning disabled community and increase acceptance of it just by being present in the school."

"This mentoring program is something that I desperately wish I had available to me while I was growing up and developing my self-confidence. Working with the students is not only something has helped them overcome some of their difficulties with their learning differences, but it is something that helps me overcome the shame of my own learning disability."

"The work we have done in Project Eye-To-Eye has without question improved the life outcome of our students, increased their self confidence and showing them the path to higher education that was not there for us."

Comments from Project Eye-To-Eye Mentees:

"You won't believe this Mr. D. but there is actually someone who learns like I do! I thought I was the only one."

"Do you think that I can go Project Eye-To-Eye for the rest of the time I am in school?"

"My mentor has trouble paying attention and spelling just like me. And we both are smart!"

"I want to be a student just like my mentor."

Voice mail message from a student Project Eye-To-Eye first starting working with in the 6th grade.
"David, I can't believe it, I just got into college! I am going to College! You told me I could do it and now I believe you. Call me back…"

Comments from School Staff:

"The Project Eye-To-Eye mentoring program has had such an immediate impact on the lives of my students. They cherish the time they spend with their mentors and talk all week about their experiences."

Comments from Parents:

"Since my daughter started Project Eye-To-Eye she is like an entirely new student. She used to hate to go to school now she wakes up excited to go. She says she wants to be just like her mentor."

"Project Eye-To-Eye was a god send for our family. The program showed us our son would be able to do just fine in school."

Student Mentor Application

Name: _____ Date: _____

Gender: ☐ Male ☐ Female Date of Birth: ___/___/19____

Student ID: @00_____ Major:_____ Minor:_____

Academic Year (Please Circle One): Freshman Sophomore Junior Senior

Anticipated Graduation Year:_____

Are you in the PAL program? ☐ Yes ☐ No ☐ Yes, but no longer in PAL.

Cell Phone: (____)____-_____ E-mail:_____@curry.edu

Emergency Contact : (____)____-_____ Relationship:_____

Emergency Contact Cell Phone: (____)____-_____ Day Time: (____)____-_____

Do you have a valid driver's license? _____ Do you have a clean driving record? _____

Have you been van certified by the College, if so when? _____

If you have not been van certified would you be interested in becoming van certified?_____
This would give you the privilege to drive the other Student Coordinator and Mentors in one of the Curry vans to and from the William B. Rogers Middle School in Hyde Park, MA for the weekly classroom visit.

Please TYPE your responses to the following questions on a separate sheet of paper. Please include your name on ALL sheets.

1.) Why would you like to be a Project Eye-To-Eye chapter Mentor?

2.) How would you share your personal experiences growing up with a Learning Disability or ADHD to a fellow Mentor and Mentee?

4.) What do you hope to gain from being a part of this chapter?

5.) Do you have any questions or concerns?

PLEASE RETURN COMPLETED APPLICATIONS BY
4:30 PM on FRIDAY, MARCH 2 Campus Life Office, 2nd Floor in the Student Center.
WHEN RETURNING YOUR COMPLETED APPLICATION,
PLEASE BE SURE TO SIGN-UP FOR AN INTERVIEW.
QUESTIONS?
Please contact Chip Kennedy 617-333-2385 OR E-mail: ckennedy0910@curry.edu

FOR OFFICIAL USE ONLY:

Date Application Received:_____ Received By Staff: _____

Interview Date:_____ Interview Time:_____ Interview Confirmed Y or N

Recommendation for Program Fall 2012 - Spring 2012

Name of Applicant: _____

Name of Evaluator: _____

Relation to Applicant: _____

How long have you known the applicant? _____

In what context do you know the applicant? _____

_____

_____

1. How would you rate this applicant's level of maturity? *(1 = Not Mature, 3 = Somewhat, 5 = Exceptionally Mature)*

          1   2   3   4   5

2. How would you rate this applicant's level of responsibility and commitment? *(1 = Poor, 3 = Average, 5= Excellent)*

          1   2   3   4   5

3. How would you rate this applicant's ability to relate to others? *(1 = Poor, 3 = Average, 5= Excellent)*

          1   2   3   4   5

4. Would you recommend this applicant to work with middle school children who like the applicant have been labeled Learning Disabled (LD) and/or Attention Deficit Hyperactivity Disorder (ADHD)?

          Yes   No   Maybe

5. What qualities do you feel the applicant possesses that will help him/her serve as a role model for middle school students? _____

_____

_____

6. Please add any additional information you'd like us to know about this applicant that will help us get to know him/her better? _____

_____

_____

_____

PLEASE RETURN COMPLETED FORM

4:30 PM on FRIDAY, MARCH 2 Campus Life Office, 2nd Floor in the Student Center.
QUESTIONS?
Please contact Chip Kennedy 617-333-2385 OR E-mail: ckennedy0910@curry.edu

Signature: _____ Date: _____

IMPORTANT DATES

These dates are attentively scheduled, and are subject to change.

Project Eye-to-Eye Informational Sessions
Everyone is welcome and encouraged to attend!
Wednesday, February 1 & Wednesday, February 22
5:30 pm - 7:00 pm, Student Center Large Meeting Room

Project Eye-to-Eye Student Coordinator & Student Mentor Applications & Recommendations Due:
Friday, March 2 @ 4:30 pm, Campus Life

Project Eye-to-Eye Student Coordinator & Mentor Interviews
Week of Monday, March 5 through Thursday, March 8
Times TBD

Project Eye-to-Eye Chapter Meeting
Week of Monday, April 2 through Friday, April 6
Date & Time TBD

QUESTIONS

This schedule of events is subject to change.

Caressa Kislus, Coordinator Student Activities Office 617-333-2300 or E-mail: ckislus0807@curry.edu

or

Chip Kennedy, Disability Services Officer in Campus Life (617) 333 - 2385 or ckennedy0910@curry.edu.