



PROJECT EYE-TO-EYE
CURRY COLLEGE CHAPTER

Student Coordinator 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 fulfills 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 Student Coordinator:

- Take on a leadership role within your Project Eye-To-Eye Curry Chapter that will require you to be the point person of your group. This will require you to be in charge of the Mentors and Mentees.
- Recruit Student Mentors
- Help plan informational meetings
- Review Project Eye-To-Eye Student Mentor Applications
- Run weekly art rooms on Wednesday Afternoons from 1:00 pm - 3:30 pm
- Facilitate group meetings and trainings
- Check in with National Staff each week via phone or e-mail

Reasons to be a Student Coordinator:

- Impacting the lives of children with learning disabilities/ADHD
- Creating a new community at your school
- A way to become a leader on your campus
- Forever leave your mark in your community
- Meet new people
- Inspire your Mentees to be future Mentors
- Have fun!

Benefits of being a Student Coordinator:

- Great for your resume and work experience
- Networking with Project Eye-To-Eye national community
- Develop leadership skills and confidence
- All expense paid 4 day trip summer 2012 at the Organizing Institute at Brown University in Providence, RI, where you will be trained on how to run a chapter and developing your action plan for the year.



PROJECT EYE TO EYE
CURRY COLLEGE CHAPTER

Learning Disability Facts

- 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.



PROJECT EYE TO EYE
CURRY COLLEGE CHAPTER

1) Meetings with Faculty Contact & Mentee Contact

At the end of the summer please email both of your Faculty and Mentee Contacts to set up meetings with each of them for when you return to school. Both of these meetings must be in person. Please do not forget to bring your Chapter Binders and Action Plan Packets. Here are the important things to remember for your first meetings:

- Mentee Faculty Contact
 - College/High School Faculty Coordinator
- Go through your recruitment Action Plan Packets with them
Ask if they wouldn't mind...

2) Recruitment/Advertising: What do people pay attention to at your school?

Please do not limit yourself to the ideas below. Think about what works best for YOUR school, your population...Why are people volunteering their time?

- Want to change the world?
- Need to complete community service hours?
- Have a connection to the work?

Looking to build their resume?

Some Ideas:

- Have your Faculty Contact send out campus wide emails
- Have your Director of Disability Services send out emails to all students with LD
- Posters/flyers in the library/student center/Disability Service Office
- Announcements in classes and specific classes that have community service requirements – partnering with the education, psychology, and sociology department if applicable
- Have an information meeting/event (with food!)
- Host a campus wide art room in your student center with previous mentors
- School radio station, television channel, podcast, newspaper, and/or magazine
- Work with other campus clubs, non-profits, and athletic teams
- Sign up for a table/booth at your activities fair
- Utilize Faculty & Coaches

For More Ideas: Go Advertising and Recruitment Tab of your Chapter Manual

3) Mentor Training

In preparation for our visit to your chapter in the fall for the mentor training, you must complete the following items:

- Speak to faculty contact about finding housing for Alex & Katie (email them room confirmation)
- Find and formally request a room for the training to take place
 - With long tables, use of projector, be able to do art there
- Email and have mentors complete the pre-survey link
- Remind mentors of date/time/location via email, texts, and calling
- Get supplies for the art project and snacks for the meeting



PROJECT EYE-TO-EYE
CURRY COLLEGE CHAPTER

4) Art Room Preparations

Art Rooms are the heart and soul of a Project Eye-To-Eye Chapter. In order to make sure you are prepared for the meetings, be sure to remember the following steps:

Weekly:

- Create Mentee Emergency Contact List and put in Chapter Manual
- Create Mentor Contact List and put in Chapter Manual
 - ♦ Bring Chapter Bible to every art room!
- Important email reminders (Mentor Weekly Emails are on CD/Manual)
 - ♦ Mentors day before the art room– email should include day, time and meeting place for carpooling (if applicable) and project description (instructional videos on Eye-To-Eye Facebook profile page)
 - ♦ Project rep
 - ♦ Print out the project descriptions
 - ♦ Watch instructional video (found on Project Eye to Eye Facebook profile. Make sure you have read and prepared how your going to present the project and how you may have to modify the project depending on the ages of your mentees. Make sure you have the instructional video ready if you plan to show it during the art room.
 - ♦ Purchase and bring all special supplies that you will need and any that you have run out of since the last week
 - ♦ Purchase and bring snacks

During the Art Room:

1. Check in
 - a. Settle down go around and see how everyone is doing - Not everyone has to share
2. Introduce that week's project in 5 minutes
 - a. Explain goals
 - b. Give examples
 - c. Get everyone excited
3. Recap Art Room Constitution, for example...
 - a. No running
 - b. No hitting
 - c. Have Fun
 - d. ***Respect each other***
4. Making rounds
 - a. Make sure every group has started the project
 - b. After 15 minutes - make sure everyone has an idea
 - c. After 30 minutes - everyone starts a dialogue about the goals of the project, for example...
 - ♦ To express feelings about self, label of LD/ADHD, school
 - d. Clean up
5. Present Projects
 - a. If time permits allow each student/or their mentor to talk about the project to the group. If there is not enough time for everyone you can start with presenting projects next week before the start of a new project.

6. Concluding art room
 - a. Make sure to leave the art room clean
 - b. Remind mentors to connect the D.O.T.S.

Determination:

- Learning to believe in yourself
- Proving the doubters wrong
- Always focusing on their future

Organization:

- Finding what works for you
- Putting in the extra effort needed to find success

Talking about it:

- Feeling comfortable with yourself and your LD

Self-Advocacy:

- Taking school seriously
- Learning to use accommodations
- Asking for help

Make sure they each call (646) 374-8137 or email mentor.feedback@yahoo.com

5) Weekly Phone Chats

Weekly phone chats are an essential part of being a Project Eye-To-Eye Coordinator. It is a time for you to let us know what has been going well with the chapter, but it is also an important opportunity for us to help with the challenges you are encountering. Preparing for the chats and communicating your concerns is crucial. Here are some things to consider before you speak with us:

- Describing how the last art room went
 - o Was the project engaging to the mentees? Do you think it was successful?
 - o How is the LD/ADHD conversation progressing?
 - o Logistics: how many people attended, were there any behavior problems, etc.
- Planning for the next art room
 - o Which project are you going to be doing?
 - o How will you present the project?
 - o Will you need to modify the project?
 - o Any concerns and questions you have about the project?
- How is mentor participation?
- How is your relationship with your faculty contacts?
- Big picture goals – PR, event planning

6) Prepare for the Future

- Continue to add to your Chapter Binder throughout the year
- Add important emails, faculty and parent contacts, sponsors, copies of used flyers, mentee emergency contacts, permission slips, and mentor contact information
- Example:
 - o Where did you get the food for end of the year graduation ceremony?
(Add the name of the business, location, phone number, and the name of the person you talked to, into the Chapter Binder for future coordinators)



PROJECT EYE-TO-EYE
CURRY COLLEGE CHAPTER

Student Coordinator 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 Coordinator?
- 2.) How would you share your personal experiences growing up with a Learning Disability or ADHD to a fellow Mentor and Mentee?
- 3.) What leadership skills do you feel you will bring to the position?
- 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



PROJECT EYE TO EYE
CURRY COLLEGE CHAPTER

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: _____



PROJECT EYETO EYE
CURRY COLLEGE CHAPTER

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: _____



PROJECTEYETOEYE
CURRY COLLEGE CHAPTER

IMPORTANT DATES

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

Project Eye-to-Eye Informational Sessions

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 and Recommendations Due:

Friday, March 2 @ 4:30 pm
Campus Life, 2nd Floor Student Center (Next to the Bookstore)

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

Project Eye-to-Eye Student Coordinator Chapter Training

4 Day Training at Brown University
Summer 2012 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.