Please set all cell phones to silent, pager, vibrate, “stun” or whatever setting will keep us from hearing your favorite snippet of Bach, Beatles, Beastie Boys or whatever music you happen to like.

Thank you.
We’ve got a problem...
The Role of Family and Community in Mentoring Alienated Youth in the American Midwest

- At-risk youth from blended family in farm belt.
- Suffers severe head trauma from extreme weather event.
- Undertakes high-risk journey to distant, mineral-based urban center.
- Accompanied by three homeless adults.
- Pursued by malevolent person of color (and airborne primates.)
"The Wizard of Oz"

(At-risk youth)

(Person of color)
**Friends of the Children** (Friends) is an intervention program for the most vulnerable children living in seriously high-risk environments

**Vision**

- *Teachers, Firefighters, and Friends*—Friends will become part of the “social fabric” of our communities; helping our nation’s most vulnerable children develop the relationships, goals, and skills necessary to break the cycles of poverty, abuse, and violence and become contributing members of their community

**Service model**

- **Most vulnerable children** are selected based on research-based risk factors
- Children receive *early intervention* starting in kindergarten or first grade and *long-term mentoring and support* continuing through high school graduation
- Children spend *one-on-one quality time* with a “Friend” who is a *full-time, carefully selected, and trained professional*
- Children are offered *comprehensive services* to meet their academic, social, emotional, and physical needs

**Outcomes for children**

- Avoid involvement in criminal justice system
- Avoid early parenting
- Graduate from high school with a plan for the future
Friends’ unique program is specifically designed to identify and support our nation’s most vulnerable children

Identify the most vulnerable children early...

...and provide them with a supportive, qualified adult

...and holistic services over a sustained period of time

- **Proactive child selection process**
  - Research shows that *early risk factors* can identify young children most likely to fall victim to later serious negative outcomes
  - Friends works with schools in *high-poverty areas* to select children based on risk factors and then conducts extensive outreach to families to enroll children

- **Early intervention**
  - Children enter by the end of first grade

- **Supportive, qualified adult**
  - Professional *Friends*
    - Full time, paid employees
    - College educated
    - Are experience and talented working with high-risk youth
  - Selected through rigorous hiring process
  - Receive extensive initial and ongoing training
  - Are highly supported and supervised by program staff

- **Holistic approach**
  - *Friends* develop quality one-on-one relationship with child
    - Meet with each child 8 times for 16 hours/month
    - Develop and update individualized goal plan for child
    - Engage in community service and other activities
  - *Friends* and program staff work to support each child’s academic, physical, emotional, social, and mental health needs
To start the business planning process, Friends developed a comprehensive Theory of Change for the network.

Helping our most vulnerable children living in seriously high-risk environments develop the relationships, goals, skills, and resources necessary to thrive.

<table>
<thead>
<tr>
<th>1. National Friends needs these resources</th>
<th>2. ...to provide these activities and services</th>
<th>3. ...so that chapters have these elements</th>
<th>4. ...needed to successfully implement these strategies</th>
<th>5. ...to produce these outcomes among children and youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative and Effective Personnel with Expertise in:</td>
<td></td>
<td></td>
<td>An enduring high-quality relationship for each child with a professional paid mentor (the Friend)</td>
<td>Intermediate Social and Emotional Development</td>
</tr>
<tr>
<td>• Management</td>
<td></td>
<td></td>
<td>• One-on-one long-term positive relationship</td>
<td>• Strong relationships with adults, peers, and community</td>
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<tr>
<td>• Business/strategy planning</td>
<td></td>
<td></td>
<td>• Individualized plans for success for each child</td>
<td>• Improved mental and emotional health</td>
</tr>
<tr>
<td>Program Development and Quality Assurance</td>
<td></td>
<td></td>
<td>• Review progress semi-annually</td>
<td>Making Good Choices</td>
</tr>
<tr>
<td>• Management of quality, including database and reporting system</td>
<td></td>
<td></td>
<td></td>
<td>• Reduced aggression and problem behaviors</td>
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<tr>
<td>• Curriculum development for child and adolescent programming</td>
<td></td>
<td></td>
<td></td>
<td>• Avoidance of substance abuse</td>
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<tr>
<td>• Training of supervisors and child serving staff</td>
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<td></td>
<td>School Success</td>
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<tr>
<td>• Evaluation management</td>
<td></td>
<td></td>
<td></td>
<td>• Academic performance and progress (attendance, appropriate classroom behavior, progression in reading/math/computer literacy and promotion)</td>
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<tr>
<td>• Developing and maintaining collaborative partnerships</td>
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<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>Infrastructure/Operations</td>
<td></td>
<td></td>
<td></td>
<td>• Improved health care (both physical and mental including reproductive when appropriate)</td>
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<tr>
<td>• Financial and HR systems, including hiring practices</td>
<td></td>
<td></td>
<td></td>
<td>• Plan and skills for the future (post high school)</td>
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<tr>
<td>• IT</td>
<td></td>
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<td></td>
<td>Long-term</td>
</tr>
<tr>
<td>Financial Sustainability/Development</td>
<td></td>
<td></td>
<td></td>
<td>• Avoid Involvement in the Criminal Justice System</td>
</tr>
<tr>
<td>• Fundraising with national and local major donors</td>
<td></td>
<td></td>
<td></td>
<td>• Avoid Early Parenting</td>
</tr>
<tr>
<td>• Developing/testing fundraising strategies including new products</td>
<td></td>
<td></td>
<td></td>
<td>• Succeed in School with a minimum of a high school diploma (1st choice) or GED</td>
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<tr>
<td>• Marketing and Public Relations</td>
<td></td>
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<tr>
<td>• Grant writing (government and foundations)</td>
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<tr>
<td>• Government Relations (lobbying)</td>
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<tr>
<td>• Developing and maintaining corporate Partnerships</td>
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</table>

Board Members with
- Commitment to Friends of the Children
- National connections (corporate, foundations, individuals)
- Expertise in a substantive area (finance, law, public relations, national organizations)
- Willingness to help with fundraising

Program Development
- Lead efforts to refine the program
- Provide assistance in addressing ad hoc program questions

Quality Assurance
- Establish standards and best practices for chapters
- Review outcome data for children and assist chapters in using data to improve program
- Assist chapters in selecting and retaining both children and Friends
- Provide curriculum and training for Friends, supervisors, Executive Directors
- Conduct site visits, provide coaching
- Assist chapters in identifying gaps; suggest strategies for addressing gaps

Infrastructure/Operations
- Provide support for hiring qualified and effective Executive Directors
- Establish standards for accounting, HR, and insurance; provide templates and free/fee-based support for implementation
- Assist in Board development (clarify roles, orientation, training, support)
- Implement regular processes to share information/lessons learned through intranet, conference calls, meetings
- Establish database system including forms, software, hardware

Financial Sustainability/Development
- Coordinate donor prospects
- Provide marketing/PR strategy and selected products, materials (like sponsorship); train chapters
- Provide case statement, framework and assist chapters in developing strategic plans including growth and development plans; Board, ED training

National Evaluation
- Provide leadership in seeking funds for and in managing program research, longitudinal evaluation study
- Dissemination of evaluation results

High Quality Friends
- High quality Friends who remain in relationship for a minimum of four years with a monthly minimum of 6-8 contacts of 16 hours with each child
- Friends with an associates degree or more (preferred); a minimum of two years direct experience with children living in seriously high-risk environments; safe driving record
- Friends who work with no more than 8 children

Selection of Vulnerable Children Living in High Risk Environments
- Children served by each chapter meet specified screening criteria (see risk and protective factors chart)
- Children identified by the end of the first grade
- Children selected in collaboration with credible and supportive community organizations
- A working relationship with child’s parents or guardians

High Quality Program Resources and Support, Directly or through Partnerships
- A safe space for Friends and children
- Educational support services
- Physical, emotional and social services
- Caregiver support for basic needs and appropriate interventions when necessary for child’s progress
- A strong working partnership with schools
- A commitment to program children through high school and as they move within the service area

Financial Sustainability/Development
- Personnel with development expertise
- Engaged and effective board
- Sound and active development plan, including local major donors
- Sound and active marketing and PR plan
- Adherence to national branding standards
- Diversified funding base
- In-kind and volunteer resources

Program resources and support, directly or through partnerships, in the following areas of need:
- Services for children, including physical, emotional and educational support, community service activities, special talent opportunities
- Services for caregivers, including referral to social services
- A safe space for Friends and children to gather

Intermediate Social and Emotional Development
- Strong relationships with adults, peers, and community
- Improved mental and emotional health

Making Good Choices
- Reduced aggression and problem behaviors
- Avoidance of substance abuse

School Success
- Academic performance and progress (attendance, appropriate classroom behavior, progression in reading/math/computer literacy and promotion)

Other
- Improved health care (both physical and mental including reproductive when appropriate)
- Plan and skills for the future (post high school)

Long-term
- Avoid Involvement in the Criminal Justice System
- Avoid Early Parenting
- Succeed in School with a minimum of a high school diploma (1st choice) or GED
“I was bad...”
Living a Dream

T.R. sits relaxed in the chair, his head tilted to one side. T.R. entered the Friends of the Children program at 8 years old, labeled an "at-risk" youth because of a number of factors, including his unstable home and dangerous neighborhood. When asked, T.R. sums up his childhood in a word, "crazy." After enrolling in Friends, his life gradually began to change. T.R. describes his efforts to stop "hanging with the crew," and focusing instead on the goals he was able to establish with his Friend, Zach. "Having someone that was always there for me impacted my life in every area," T.R. explains. "Zach taught me how to read and he showed me things I'd never seen. We went fishing, to the movies, to group activities with other kids... Friends has definitely made a difference in my life."

In addition, it was T.R.'s Friend who encouraged him to play football when he was a small 4th grader. "I don't know what he said to the coach, because I wasn't that good, but he let me play for the 5th/6th grade team." Now, nearly eight years later, the seed planted by Zach has bloomed. T.R. has earned a football scholarship to the University of Oregon.

T.R.'s voice takes a serious tone as he describes his plans for the future. "I want to go into the NFL, and I want to get my degree in Business Sports Marketing or Business Management." Another thing T.R. states about his future is, "I'm going to stay focused, and not go down the wrong road."

T.R. flashes a large smile as he discusses his future. He appears un-phased by the contrast between his roots and what the future holds in store for him, as though it couldn't be any other way. He is at the beginning of a new chapter, living out his dreams. He is humble. He is excited. He is ready.
Storytelling as Best Practice

How stories strengthen your organization, engage your audience, and advance your mission.
Why is narrative so powerful?

What makes a good story?

How do you build a lasting storytelling culture?
Storytelling is an integral part of our history, identities, culture, and even how we remember.

Why is narrative so powerful?
Why is narrative so powerful?

“...the primate who tells stories...”

Gould
Why is narrative so powerful?
“I don’t know any stories.”
Why is narrative so powerful?

- The “How We Met” Story
- The “Where I Was on 9/11” Story
- The “Why I Prefer Dogs over Cats” Story
- The “My Annoying Teenager” Story
- The “I Should Be on American Idol” Story
- The “Why I Do What I Do” Story

IDENTITY

STORIES YOU WANT TO TELL
- STORIES NOBODY WANTS TO HEAR

STORIES YOU TELL (YOU)
Why is narrative so powerful?

The Mob at the Gates

The Triumphant

Individual

The Benevolent

Community

CULTURE

Rot at the Top
Why is narrative so powerful?
Why is narrative so powerful?

soap and shoe in a sentence

8 out of 21
Why is narrative so powerful?

soap and shoe in a question

“?”

16 out of 21
Why is narrative so powerful?
What makes a good story?

Good stories have a time-tested structure that engages our emotions and delivers what we all seek: meaning.
What makes a good story?

“It’s going to be okay, Jennifer.”
Parenting is the most important thing we do!

How well we do it will determine the LONG-RANGE HAPPINESS of our children (and of ourselves). Parenting is too important to leave to chance and too important to be approached defensively or by reaction.

Like anything else in life, good parenting requires AN OFFENSE with clear goals and plans and tried proven methods.

ValuesParenting.com is based on the experience and PROACTIVE philosophy of #1 best selling authors RICHARD & LINDA EYRE...and on having a well-conceived PROGRAM for teaching your children. The Values Parenting site changes monthly with different ideas and methods to help you STRENGTHEN YOUR FAMILY. You can also become a member of Values Parenting to receive even more benefits.

Read a letter from the founders, Linda & Richard Eyre

Daily Parenting Thoughts
Daily-Fri, 03, Nov: Thee lift me and I’ll lift thee, and...
Weekly-Wednesday: LIFEBALANCE for the week ending...

If you have preschoolers... Click Here
If you have elementary schoolers... Click Here
If you have teenagers... Click Here

JOY SCHOOL              TEACHING VALUES             RAISING TEENS
What makes a good story?

“It’s going to be okay, Jennifer.”
What makes a good story?

- **PROTAGONIST**
  - INCITING INCIDENT
  - BARRIER
  - BARRIER
  - BARRIER

- ACT I
- ACT II
- ACT III

- RESOLUTION

- GOAL
What makes a good story?
What if a nonprofit had created Nike’s slogan?

While an occasional disinclination to exercise is exhibited by all age cohorts, the likelihood of positive health outcomes makes even mildly strenuous physical activity all the more imperative.
What makes a good story?
What makes a good story?

**PROTAGONIST**
Izzy Paskowitz

**GOAL**
Share the joy of surfing

**BARRIER**
Kids don’t want to go

**OVERCOMES BARRIER**
Takes them anyway

**MEANING**
More to sports than who won or lost
How do you build a lasting storytelling culture?

Identify your organization’s “core stories” and make sure every board and staff member knows them by heart.
How do you build a lasting storytelling culture?

- The “How We Met” Story
- The “Where I Was on 9/11” Story
- The “Why I Prefer Dogs over Cats” Story
- The “My Annoying Teenager” Story
- The “I Should Be on American Idol” Story
- The “Why I Do What I Do” Story

IDENTITY
How do you build a lasting storytelling culture?

- The “Mob at the Gates” Story
- The “Triumphant Individual” Story
- The “Benevolent Community” Story
- The “Rot at the Top” Story

CULTURE
How do you build a lasting storytelling culture?

**ORGANIZATIONAL IDENTITY AND CULTURE**

- **The “Nature of our Challenge” Story**
- **The “Emblematic Success” Stories**
- **The “How We Started” Story**
- **The “Performance” Stories**
- **The “Striving-to-Improve” Story**
- **The “Where We Are Going” Story**
How do you build a lasting storytelling culture?
How do you build a lasting storytelling culture?

WHAT IS COL?
- Chronology of Events
- Funding/Partners
- Memorandum of Understanding
- ODL for Development

BOARD OF GOVERNORS
FOCAL POINTS
STAFF
JOINING OUR TEAM
ABOUT THE COMMONWEALTH
FINANCIAL AND GOVERNANCE INFORMATION
CONTACT US

LEARNING FOR DEVELOPMENT

HOME ➤ ABOUT COL ➤ WHAT IS COL?

What is the Commonwealth of Learning?

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL is helping developing nations improve access to quality education and training.

Headquartered in Vancouver, Canada, COL is the world's only intergovernmental organisation dedicated solely to promoting and delivering distance education and open learning, and is the only official Commonwealth agency located outside Britain.

Mandated to be in the vanguard of technological change in education and training, COL and its international network of partner organisations have helped the Commonwealth's 53 member nations and their citizens realise widespread access to quality, current education and training for over fifteen years. Fully operational since 1989, COL is financially supported by Commonwealth governments on a voluntary basis. It responds to Commonwealth needs through in-country and regional programmes and initiatives, as well as fee-for-service consulting for international agencies and national governments.
How do you build a lasting storytelling culture?

COL's Mission

The Commonwealth of Learning helps governments and institutions to expand the scope, scale and quality of learning by using new approaches. COL promotes policies and systems to make innovation sustainable and works with international partners to build models, create materials, enhance organisational capacity and nurture networks that facilitate learning in support of development goals.

- COL's Mission Statement
  (Three-year Plan, 2006-2009)
How do you build a lasting storytelling culture?
How do you build a lasting storytelling culture?

Mission, Audience & Goals

CoSN Mission

The Consortium for School Networking (CoSN) is the country’s premier voice in education technology leadership with a mission to serve as the national organization for K-12 technology leaders who use technology strategically to ultimately improve teaching and learning. CoSN provides products and services to support and nurture leadership development, advocacy, coalition building, and awareness of emerging technologies.

Audience

Our membership includes a unique blend of education and technology leaders, policy makers, and influencers from the public and private sectors. Our target audience includes:

- Key technology leaders (Chief Technology Officers [CTOs], Chief Information Officers [CIOs], Technology Directors, etc.) from school districts and state education agencies across the county.
- Technology leaders and influencers who see the accelerated use of technology as a means to improve teaching, learning, and administrative processes in their districts or states.
- Policy makers interested in technology’s role in helping prepare our children to compete in the 21st Century Knowledge Economy.
- Private sector leaders, particularly those that market technology-oriented products and services to education, who seek a deeper understanding of the K-12 market and the use of technology to improve learning.
How do you build a lasting storytelling culture?

Ongoing Strategic Focus:

- **Leadership Development:** CoSN engages in programs and activities such as reports, analysis tools, and professional development resources that improve the capabilities of school leaders at the national, state and local levels to ensure that information technology has a direct and positive impact on student learning.

- **Advocacy:** CoSN maintains a strong and effective voice in policy formation and implementation to ensure that law and policy at the federal level serve the interests of all students in our schools, and serves its members by being a conduit for education on such matters and supporting member advocacy efforts at the local, regional and state levels. **Attend the 2007 Washington Education Technology Policy Summit 2007 Summit Flyer.** Join our Friends of Advocacy or Donate an Item to our Silent Auction **2007 Advocacy Donation Form.**

- **Coalition Building:** CoSN actively cultivates partnerships and collaborative efforts with other organizations, government agencies and the private sector to improve access, equity and professional development around the use of technology in schools.

- **Emerging Technology:** As new technologies are developed and made available to schools and educators, leaders need information and tools on how to integrate these technologies to create the best learning environments for their students and teachers. CoSN stays on top of emerging technology trends and provides the framework to help school leaders ask important questions, evaluate the options and make informed decisions.

Century Knowledge Economy.

- Private sector leaders, particularly those that market technology-oriented products and services to education, who seek a deeper understanding of the K-12 market and the use of technology to improve learning.
How do you build a lasting storytelling culture?
How do you build a lasting storytelling culture?

Education is the key to hope and possibility.

International

For more than 30 years, AED has worked to increase access to quality K-12 education in more than 30 developing countries in Africa, Asia, and Latin America. AED’s efforts have focused on improving teaching and learning, involving parents in schools, creating more opportunities for girls, and integrating technology into education strategies.

U.S.

Since its founding in 1961, AED has worked to improve decision making for educational reform and workforce development in the United States. We work at all levels of the education system, focusing on teacher preparation and student achievement. Programs support children with disabilities, Migrant Head Start, high-school and middle-school reform, youth engagement, and access to higher education.

IMPACT STORIES:

> Dramatic Changes in Namibia’s Classrooms
> Global Learning Portal

> Increasing Student Achievement by Improving Teacher Education
How do you build a lasting storytelling culture?

AED is a nonprofit organization working to solve critical social problems throughout the world.

AED > Education > International > Namibia Classrooms

March 26, 2007

Dramatic Changes in Namibia’s Classrooms

In the past 14 years Namibia’s education system has undergone a transformation so sweeping that it could be described as extraordinary.

Since gaining independence from South Africa in 1990, this young nation in Southwestern Africa has gone from an apartheid educational model that served only the privileged few—and even those students were racially segregated—to a structure that welcomes all children into integrated classrooms.

“The government has completely reformed the system,” said Donna Kay LeCzei, a senior education advisor with the AED Global Education Center. Since January, 2000, LeCzei has worked alongside the Namibian government through the Namibia Basic Education Support, or BES II project.

When AED started working in Namibia, the project was located in 14 schools. Currently, BES II’s school improvement program is working in more than 900 schools which represents about 75 percent of the primary schools in six regions of the country’s 13 regions.

The goal of the project is to improve the professional development of the teaching corps, create a learning model that centers around the student, implement the use of continuous assessments, and involve parents and community members in school improvement plans and activities.
Questions & Comments
How do you build a lasting storytelling culture?

The Sacred Bundle

Lakota Indians
Jane Goodall’s Sacred Bundle of Hope
Not The End
(hopefully)
• **Elmira, NY** (1977)
  400 white rural families

• **Memphis, TN** (1987)
  1,138 African-American urban families

• **Denver, CO** (1993)
  735 Latino urban families
“Suddenly I’m talking from my heart, and not just from the mind.”

David Olds • Baltimore 1970