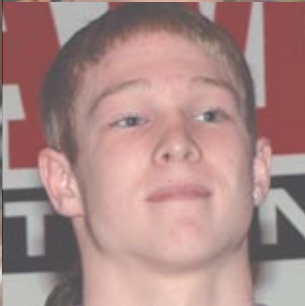


TEAMMATES™
MENTORING PROGRAM
LINCOLN PUBLIC SCHOOLS



***Program
Overview***

TEAMMATES MENTORING PROGRAM

TeamMates is a school based, one-to-one mentoring program founded by Tom and Nancy Osborne in 1991 in an effort to provide support and encouragement to youth. The goal of the program is to see youth graduate from high school and pursue post-secondary education. To reach this goal, community members volunteer one hour per week within their local school. These caring adults from the community serve as a positive role model, creating a mentor/mentee bond that gives youth a sense of hope, purpose and vision.



Tom Boatman, Board President and his mentee.

TeamMates Board of Directors

Dr. Kim Baxter, Tom Casady, Dr. Dick C.E. Davis, Mike Dunlap, Bruce Grewcock, Terry Kroeger, Steve Martin, Tony Messineo, Ben Muraskin, John Northrop, Tom & Nancy Osborne.

Lincoln TeamMates Board of Directors

Kris Baack, Linda Becker, Tom Boatman, Kathy Danek, Susan Ferris, Bob FitzSimmons, Jim Ford, Barry Gates, John Goff, Tom Grafton, Mark Hansen, Jim Keck, Daniel Klaus, Linda Major, Dr. Sandra Muskopf, Dave Myers, Jim Pogue, Carolin Roehr, Barb Smisek, Steve Waller, Dean Way.



Walter Powell, Program Coordinator
and his mentee.

A Letter From the Coordinator

TeamMates of Lincoln Public Schools continues to work in partnership with numerous organizations in the Lincoln community to help young people reach their full potential. This 2008 -2009 overview provides information about how the Lincoln school district is changing demographically and the positive impact that TeamMates is having on our ever changing district.

This past year has been an amazing year for TeamMates of Lincoln Public Schools. Because of the private support by many individuals, faith-based organizations, businesses and foundations, we are serving over 700 children in the Lincoln community and we continue to expand our reach each day. Our vision is to serve 2,000 young people in our community by 2015. To this end, we have developed a strategic plan and logic model to keep on track to meet or exceed this goal.

The need for mentors in our community, the state and the nation is great. In Nebraska alone, it is estimated that there are 50,000 children who would benefit from having a caring mentor in their lives. TeamMates helps to meet those needs through a school-based mentoring program. Mentors meet with a student for one hour per week in a school setting. The results of a mentor meeting with a student 24 or more times during the school year are significant improvement in grades, and a decrease in unexcused absences and disciplinary referrals. Subsequently, students are less likely to drop out of school and are more likely to pursue a post-secondary education.

Thanks for all that you do on behalf of TeamMates.

Sincerely,

Walter Powell, Coordinator
TeamMates of Lincoln

TeamMates Mentoring Program

5901 O Street
Lincoln, NE 68510
(402) 436-1990
www.lincolnteammates.org

TeamMates at a Glance

Gazing at the faces of our students at Lincoln Public Schools, we gaze upon the present and future of our community – and we gaze upon the soaring number of students that exceeded all projections, according to Susan Gourley, superintendent of Lincoln Public Schools.

The 2009-10 enrollment for LPS is 34,941 students, an increase representing growth that has exploded across all grades and throughout the community. “We are part of a thriving School District, and that is exciting and compelling,” Gourley said. “At the same time, we must face the brutal facts of that growth and what it will mean for our future needs.”

This growth will result in the changing demographics and growing diversity in students, as well as the growing diversity in student needs. Last year almost 40 percent of LPS children were identified as poor and qualified eligible for free lunches.

Enrollment

Total: 34,001 students (08-09)

Preschool/Elementary: 16,965

Middle School: 6,983

High School: 10,053

Qualify for Free/Reduced Lunch:
12,861 students (40% of total student enrollment)

Ethnic Distribution

White: 76.9%

African American: 9.6%

Hispanic American: 7.5%

Asian American: 4.4%

Native American: 1.7%

Gifted Services Provided to: 4,285 students (13%)

Special Education Services Provided to: 5,735 students (15.2%)

English Language Learners: 2,175 students

Languages: ELL students speak more than 60 languages.

Most common languages:

Spanish (44.1%),

Vietnamese (16.6%),

Arabic (12.1%)

The students who are served by TeamMates mentors in Lincoln Public Schools represent a very diverse population. Given the achievement gap between White, Hispanic, African American and Asian minority groups, the fact that a high percentage of students who are served by a TeamMates mentor come from minority or low-income groups creates a unique opportunity to positively impact these diverse populations.



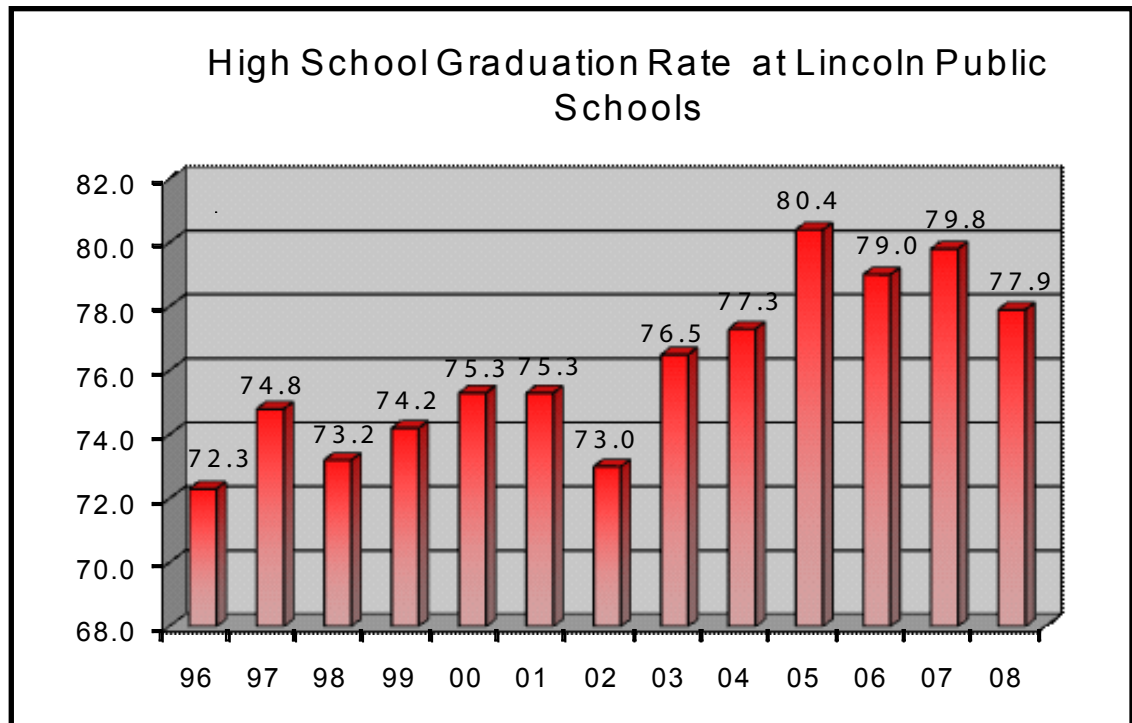
My experience with my TeamMate has been life changing. It started with just a few small games of checkers and chess, but it evolved into something more than that. He is my male role model in my life. When my dad was never there for me, my TeamMate was. I could always count on him for a shoulder to cry on, or someone to help me through a tough situation. He is someone to be proud of me, when no one else in my life is really there for me.

-TeamMates Scholar



My TeamMate is an amazing person. She's like another mother to me. If I have any problem, I know I can talk to her about it. She pushes me to do my best, and to achieve goals I set for myself. I am very grateful to the TeamMates program; it's given me my TeamMate and she has given me numerous opportunities.

-TeamMates Scholar

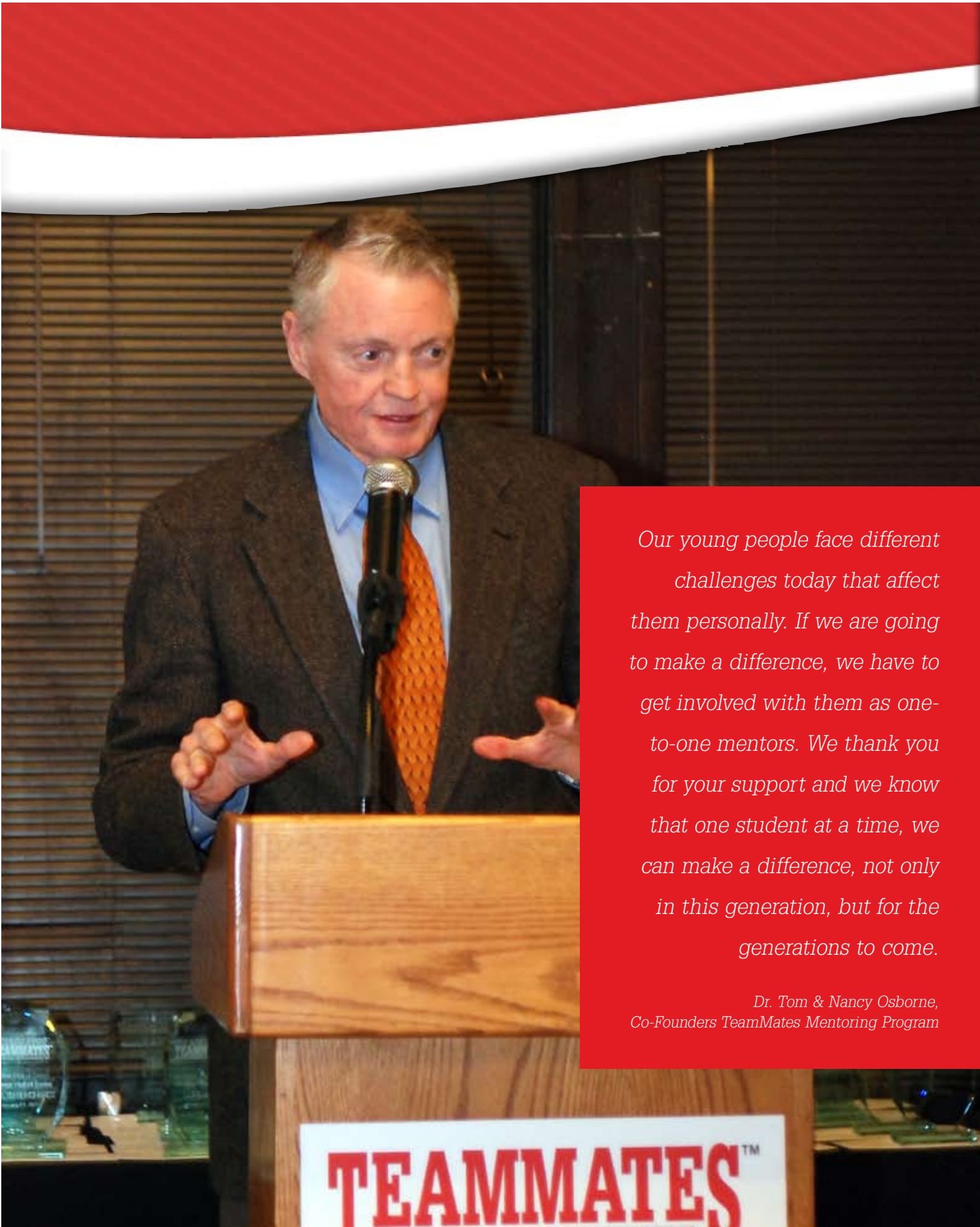


Lincoln Public Schools Superintendent Susan Gourley says that the district, which has a relatively high graduation rate when compared to the national average, is at the point where helping kids

who drop out must go beyond school walls. "There are some issues that require more than excellent teaching. They require the effort of our entire community," she said.

These past few years of being involved in the TeamMates Mentoring Program has impacted my life in many ways. I felt that someone cared for me and wanted me to make something of myself. I was involved in some bad choices that I made while attending middle school, and felt that people judged me on the bad decisions I had made. It was not until a teacher introduced me to TeamMates that I began to look towards my future. I felt that my TeamMate really cared for me, and that made me want to be the best student I could be.

-TeamMates Scholar



Our young people face different challenges today that affect them personally. If we are going to make a difference, we have to get involved with them as one-to-one mentors. We thank you for your support and we know that one student at a time, we can make a difference, not only in this generation, but for the generations to come.

*Dr. Tom & Nancy Osborne,
Co-Founders TeamMates Mentoring Program*

The Staggering Social and Economic Implications of Lincoln's Dropouts

In the March 2006 study, *The Silent Epidemic*, the Gates Foundation discovered one of the critical factors in keeping youth from dropping out is that the student has a strong relationship with at least one caring adult at school. Sixty-two percent of the students surveyed in the study said schools need to do more to help students with problems outside of class and only 40 percent of students said they had someone to talk to at school. Mentors play a vital role by listening to youth about their problems and providing the much needed caring adult at school.

During the 2009-2010 school year, more than 200 new TeamMates matches were made with a caring adult volunteer. However, 450 young people are still waiting. The need is for more adults willing to become mentors and for support with operational expenses to recruit, screen, train, and match new mentors. Once the mentor has been recruited, he/she must complete the TeamMates application and begin the screening process. The background check includes a Nebraska Health and Human Services check for child abuse and neglect and a One Source criminal background check. Each new mentor/mentee match costs approximately \$500.

Students with a mentor are more likely to graduate. High school graduation yields an economic advantage for the community. In Nebraska, it costs approximately \$45,000 a year to house a juvenile offender and it costs less than \$500 a year to sustain a TeamMates mentor/mentee match (that is less than the national average for mentoring programs). The U.S. Department of Education states "every young person who drops out of school for a life of drugs and crime costs a state between \$1.5 and 2 million."

According to the Nebraska Department of Education, the state of Nebraska has an overall dropout rate of roughly 30 percent. Drop-out rates among African American students have reached 35 percent and over 40 percent of all Hispanic students are dropping out of school. These numbers are alarming when one considers the future consequences for youth without a high school diploma. SRI International conducted a study to determine the impact of these dropouts to the community and found the following:

- Lost Earnings - \$494 million (\$260,000 X 1,900)
- Lost tax revenues - \$186 million (\$98,000 x 1,900)
- Loss in Lifespan - 17,480 years (9.2 years x 1,900)

Over 90 percent of TeamMates graduates this past academic year indicated they had plans to attend a post-secondary institution. By providing a TeamMates mentor, we can improve not only their academic achievement, but also their futures as valuable, productive citizens in our community.



Changing Lives . . . Changing our Community

TeamMates of Lincoln Public Schools serves over 700 students in the school district. Each student and each mentor match has a unique story. The common theme: Mentors make a difference in the students' lives by always being there for the student no matter what and inspiring them to have dreams about the future and reach goals they never thought possible.

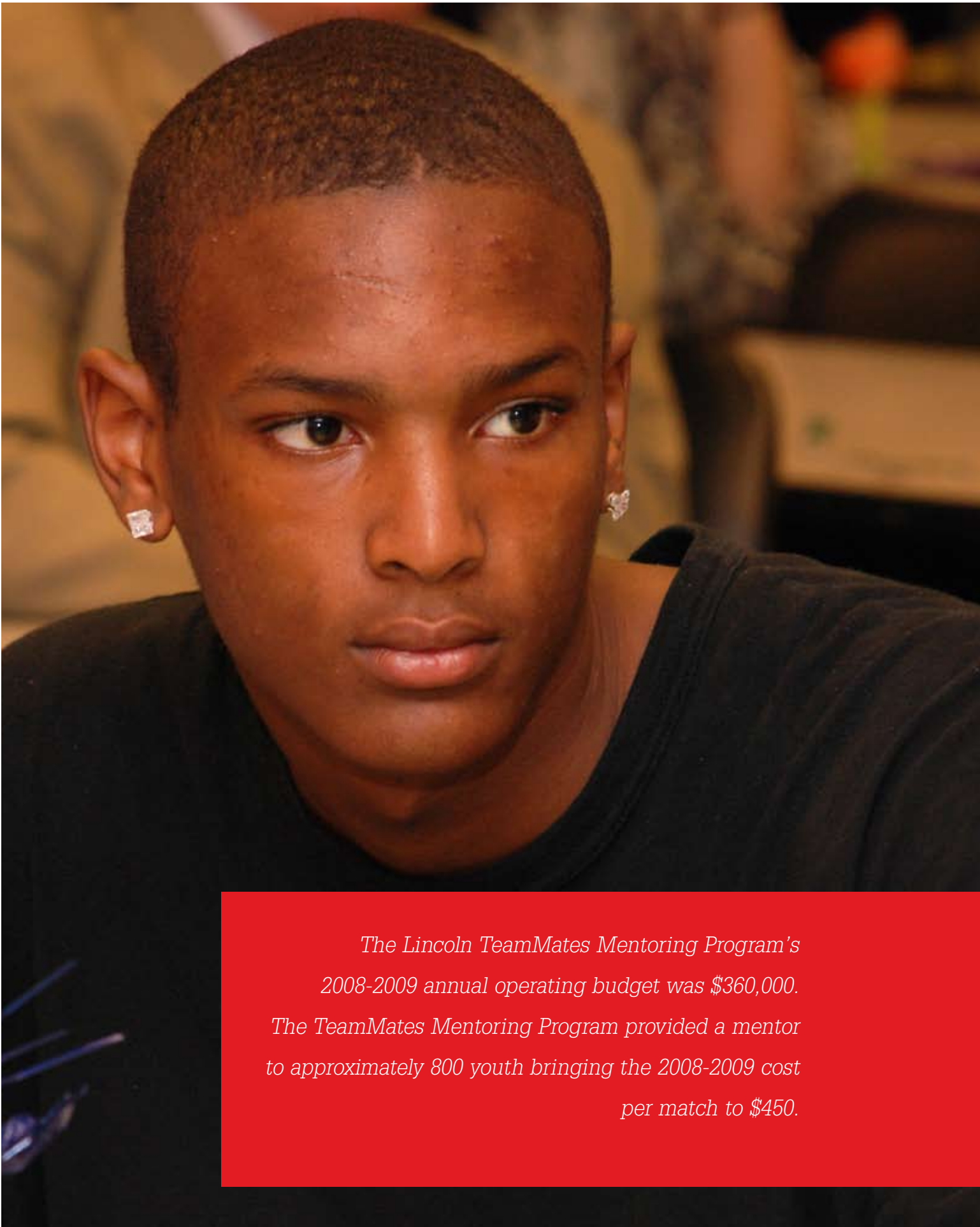


The following are three brief stories of the TeamMates who graduated high school in 2009:

School wasn't always high on Domaneak's agenda. Often he stayed home to take care of younger siblings. Because of the influence of his mentor, his academic life turned around. He earned a scholarship and is attending a university out of state. His mentor began with him in third grade and stayed with him through college admission.

Ryley was feeling hopeless when he learned about TeamMates in third grade and was matched with a mentor. During the next five years, Ryley developed a great respect for his mentor. He began to look at life differently –with hope and vision and he learned how to live. Ryley graduated in 2009 with plans to attend college.

Hali was a very quiet child when she received a TeamMate in third grade. At first her mentor just primarily read to her. Later, she helped find opportunities and scholarships giving Hali completely new experiences. Those experiences opened a door to education in a new way for Hali. She graduated high school in 2009 and is on her way to college study in language arts.



The Lincoln TeamMates Mentoring Program's 2008-2009 annual operating budget was \$360,000. The TeamMates Mentoring Program provided a mentor to approximately 800 youth bringing the 2008-2009 cost per match to \$450.

Strategic Planning

The Mission of TeamMates

To positively impact the world by inspiring youth to reach their full potential through mentoring.

The Goal

The program's goal is to see youth graduate from high school, as well as to motivate them to pursue a post-secondary education. To reach this goal, youth meet one hour per week with a caring adult that serves as a mentor. Mentors are volunteers from the community that have dedicated themselves to making a difference in a young person's life. Mentors provide positive affirmation to their mentee that will provide him or her a sense of hope, purpose, and vision.

Core Values

There are several guiding principles that represent our core values and how we plan we reach our goals. They are listed below:

- **Commitment to Youth** – We are committed to serving youth with compassion and respect.
- **Safety** – We are committed to the safety and protection of the mentee and mentor.
- **Integrity and Trust** – We are committed to the integrity and trust in all relationships.
- **Inclusion** – We are committed to the inclusion of mentees and mentors from diverse backgrounds.

Vision

It is TeamMates of LPS vision to effectively serve 2,000 youth and be nationally recognized as the model district for the TeamMates Mentoring Program as the leading school-based mentoring program by June 2015.

Strategic Themes and Goals

TeamMates of LPS will require effective allocation and application of its resources if we are to achieve our vision to serve 1,000 youth by 2010. Our strategic planning and daily decision making is what drives our program to do the best for the youth that we serve. The goal are as follows:

Goal 1: Increase the number of active mentor-mentee matches to 1,000 by June 2010

Goal 2: Raise \$218,000 by June 2010

Goal 3: Award ten scholarships to graduating mentees

Goal 1: Increase the number of Active Mentor/Mentee Matches to 1,000 by June 2010.

Goal 2: Raise \$218,000 by June 2010.

Goal 3: Award Ten Scholarships to Graduating Mentees.

Inputs

In order to accomplish our goals we will need the following resources



Mentors • Donors • Board Members/Staff • Faith-Based Partners • Business Partners
Service Organization Partners • College/University Partners • Foundations • Grants

Activities

Accomplishing the following activities will result in the following measurable deliverables



RECRUITING MENTORS

- Faith-Based Organizations
- Local Businesses
- Service Organization
- College/University

SUPPORTING MENTORS

- Quarterly Newsletter
- Mentor Section on Website
- Mentor Academics
- Mentor Networking Group

RECOGNIZING MENTORS

- Mentor of the Month Featured on Local TV
- Award Presentation at Annual Recognition Event

RECOGNIZING STUDENTS

- Award Presentation at Annual Recognition Event
- Scholarships

Outputs

Accomplishing these activities will result in the following evidence of progress



- Increased Number of Mentor/Student Matches.
- Greater Mentor Retention.
- Increased Number of Students Pursuing Post-Secondary Education.

Outcomes

We expect the following measurable changes within the next three years



STUDENTS

- Improvement in Academics
- Decrease in Discipline Referrals
- Decrease in Unexcused Absences

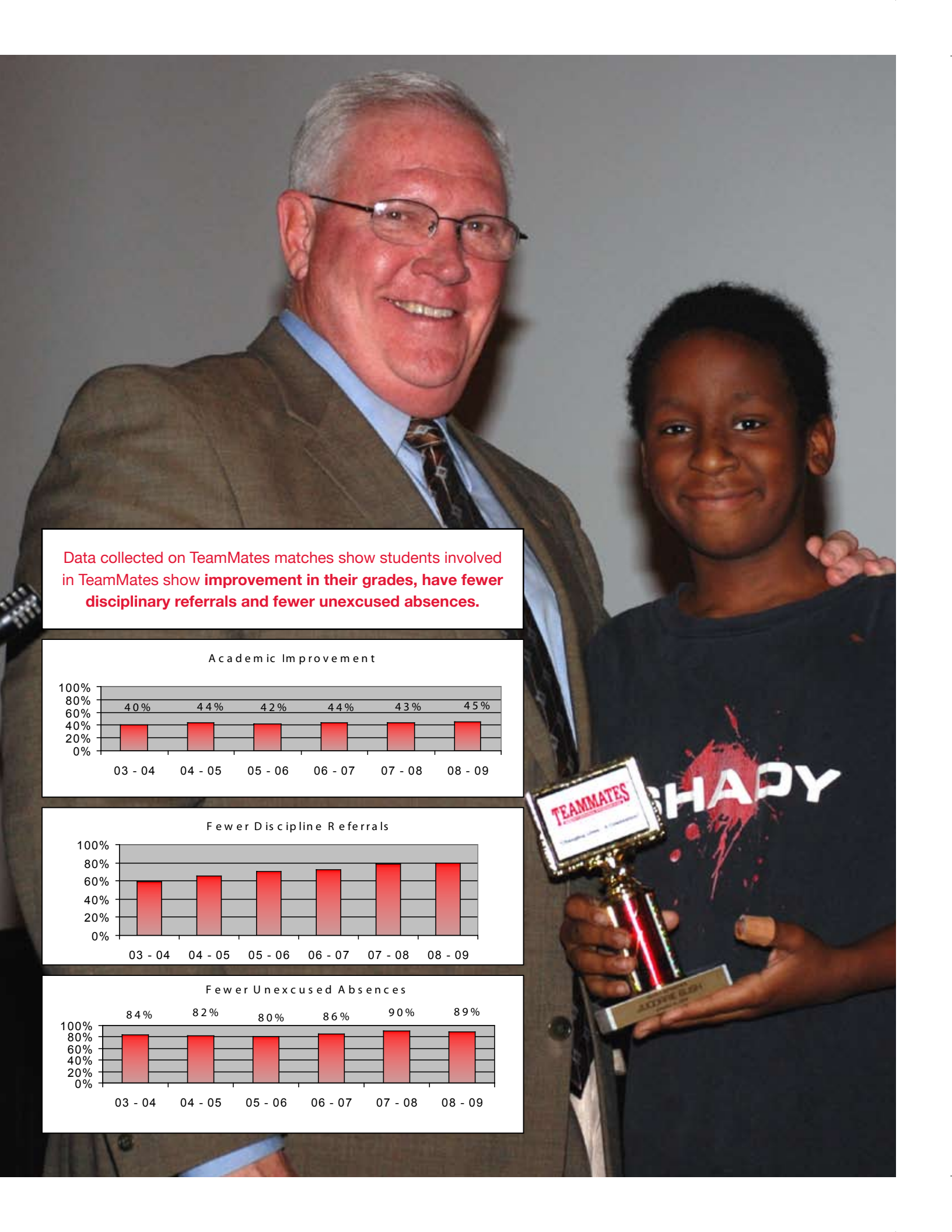
SCHOOL DISTRICT

- Improved Graduation Rates
- Increased Number of Graduates Pursuing a Post-Secondary Education

Impact

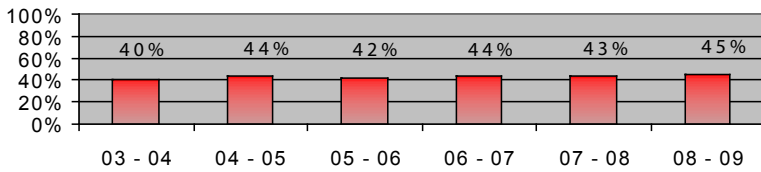
We expect the following impact/trend within the next three to seven years

- To Serve 2,500 Youth by 2015 and be a Model Program for the Leading School-Based Mentoring Program in the Country.

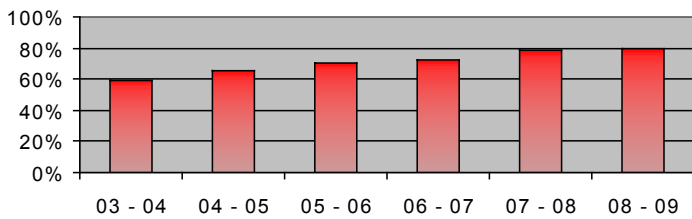


Data collected on TeamMates matches show students involved in TeamMates show **improvement in their grades, have fewer disciplinary referrals and fewer unexcused absences.**

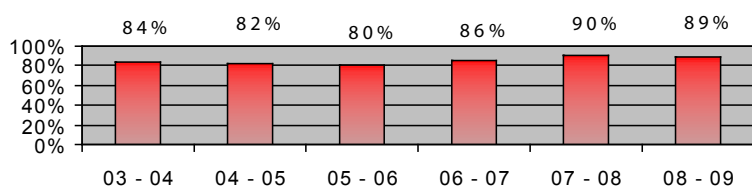
Academic Improvement



Fewer Discipline Referrals



Fewer Unexcused Absences



From one of the TeamMates partners:

"We encourage our employees to be involved with TeamMates and provide flexibility for them to give their time. We back up that philosophy with our financial support. People learn a lot when they serve as role models – not only for their own lives but also for their jobs and the people they work with. When employees are supported and give their time to the community, they feel valued; as a result, the corporation wins the employee's loyalty."

- Lincoln Benefit Life



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