

DRAFT Memorandum of Understanding

Between Tucson Unified School District, No. 1
and
The Desert Men's Council, DBA: **Boys to Men Tucson Mentoring**

Purpose

Boys to Men Tucson Mentoring (BTMT) and the Tucson Unified School District, No. 1, hereafter, "TUSD" agree to enter into a collaboration to better provide facilitated, school-based group mentoring services for boys in selected TUSD high and middle schools. The purpose of this *Memorandum of Understanding* (MOU) is to provide the framework for the School-Based Mentoring (SBM) Program to be carried out by BTMT during the 2017-18 school year and in subsequent years.

Background Content

Mentoring teenaged boys in a school setting provides a unique opportunity to positively affect the lives of the boys themselves, but also to influence the culture and climate of the schools and the families they serve. BTMT's school-based mentoring program has operated in selected TUSD schools since 2013. It provides adolescent boys with group mentoring and role modeling so that they can learn integrity, accountability, compassion, and respect for others. This program helps boys develop personal responsibility and guides them toward a healthy manhood. Well-trained, background checked, volunteer mentors actively listen to the boys, for past experience has shown that teenage boys really want the opportunity to be heard and seen by good male mentors. Our volunteer mentors accept these students the way they are, and tell the truth about the struggles they faced as adolescent boys. The mentors encourage the boys to find healthy strategies that circumvent or overcome the individual difficulties that they may encounter, while remaining a positive member of their school and community.

Goals of this Collaboration

- Increase school retention rates, improve academic performance, reduce discipline referrals, improve attendance, and build student interpersonal and relational skills.
- Build the self-esteem, self-awareness, and personal accountability of program participants.
- Inspire young men to make constructive life choices through education, positive adult male role modeling, and positive peer associations.
- Link young male students to a community, school-based, group mentoring program that includes group activities and other opportunities beyond the school campus.

Communication Strategy

While honoring and maintaining program participant confidentiality, BTMT will provide the school administration with post-mentoring session overviews, which will contain attendance and other metrics, as well as anecdotal evidence of positive changes and an outline of general discussion themes or topics.

Outcome Effectiveness

BTMT will conduct its own pre-and-post activity surveys to help assess changes in emotional literacy, as well as teacher, peer and family relationships. BTMT will administer a simple Developmental Assets Profile (DAP) survey for each participant and share these results with the school administration. We envision that this self-assessment will prove its usefulness as a tool for determining program effectiveness and individual impact.

School Culture and Learning Environment

BTMT will partner with each school site administration to identify and develop ways for student participants to positively influence

school culture and learning climate. The list of participating schools in (and the waiting list for other sites that may become partner sites based on resource availability and suitability) is included in Attachment A.

Obligations of the Partners

TUSD, individual school leaders, and BTMT jointly acknowledge that no contractual relationship is created by this MOU, but that both partners agree to work together in the spirit of collaboration, to ensure that there is a united administrative and managerial commitment to the SBM Program by means of the service components outlined below. The activities and services that this partnership will deliver, but are not limited to, include the following components:

Location—SBM will take place at school sites in a meeting area, which provides secure space for large-group discussion circles of up to 18 participants, group play, eating snacks and consuming non-alcoholic beverages. The meeting area will be left as it is found in good order. In addition, BTMT will be provided the exclusive use of a cabinet in a secure area in which to store program supplies, forms, books, etc.

Use of School Site Outdoor Space—From time to time, BTMT may request the use of playground/playing field space for group activities that may not be appropriate for the designated meeting space at a school site. Such requests will be presented to the school principal or his/her designee with as much advance notice as possible

Frequency—With some exceptions, SBM will be scheduled weekly with an approximate start date of _____ and ending approximately _____. Examples of exceptions include cancellations due to weather days, school-wide testing days and assemblies, teacher professional workdays, school breaks and vacation days. Also, BTMT reserves the right to cancel weekly sessions, based on mentor availability, or other factors,

Identifying Students for Participation—BTMT will deliver a brief verbal overview of the SBM Program to the school faculty and staff. School administration and faculty will identify participants for the program. The school principal, or his/her designee, will contact the parents/guardians of potential student participants, introducing BTMT and securing permission from the student’s family for BTMT to follow up with telephone contacts, parental consent agreements and individual presentations to students and their families. Parents/Guardians may also sign up their student at school open house, or class orientation events with the approval of school administration.

Length of Student Participation—The longer and more actively a teenaged boy participates in SBM, the greater and longer lasting will be the results. For this reason, the school partner and BTMT will make every effort to ensure that students participate in school-based mentoring throughout the academic year.

Parental Consent—BTMT will provide, distribute, collect, and store the parent/guardian student enrollment consent forms. The TUSD and host school administration shall have access to the consent forms upon request.

Attendance—BTMT will record meeting attendance of all school staff, mentors and students for each session and report to the host school administration. BTMT staff will also keep track of participant task hours in each school circle.

Mentors—Each school will provide a designated staff member, e.g., a teacher, administrator, school support staff, or social worker—employed by the school—to serve as a point of contact, or liaison between BTMT and each school’s administration, and also, at the discretion of the school administrator, a male staff mentor who regularly attends SBM sessions. The SBM Program works best when there is a school community member who is willing to sit regularly in the circle with the boys. BTMT will train and support this adult in the non-judgmental listening methods BTMT uses. In an ideal situation, these school representative(s) provide regular communication/logistical/scheduling support, and crucial continuity

and ongoing support to the boys during the rest of the school week when BTMT staff are not on site. BTMT recommends that school administrators make this service a regular part of the assigned staff's duties, and not something "extra" for them to do. The approximate time required as a SBM site-based mentor, and/or the point of contact, is variable, but generally around one-and-a-half to two hours per week.

Mentor Training—BTMT is dedicated to providing quality training for new mentors in all of its programs. Specifically, for site-based mentors, we strongly encourage each mentor to participate in all BTMT training programs. All BTMT mentors must pass a background check.

Volunteer Mentor Credentials— In addition to BTMT's background check system, all volunteer mentors will be further screened through the existing TUSD fingerprint verification system. The volunteer mentors that will be providing their services on TUSD campuses this school year are listed in Attachment B. TUSD and Tucson Police Dept. (TPD) School Resource Officers who participate as mentors in the SBM circles have also been background-checked and received group mentoring training provided by BTMT.

Program Statistics—TUSD will gather, compile and provide statistical anonymized student data relating to school attendance, grades, and discipline referrals by school site. This aggregate data will be provided to BTMT not more than ten (10) business days after the end of each academic semester.

Program Research—TUSD and BTMT will allow access to the University of Arizona School of Anthropology, and its Bureau of Applied Research in Anthropology, for the purpose of studying the efficacy and impact of the SBM Program. All research design summaries or abstracts, survey instruments, and/or other research materials and parental consent forms intended for use in this effort will be reviewed and authorized by the University as well as the appropriate authorities at TUSD and BTMT prior to their use. A separate research proposal will be submitted to the TUSD Research Office for review and approval each academic year.

Program Evaluation—Both TUSD and BTMT will share program effectiveness findings, subjective assessment outcomes, aggregate student metrics, and best practices, on a continuing basis and in summary form as part of an end-of-the-school-year report.

Community Volunteer Recruitment, Training & Retention—BTMT will deliver all required training to school personnel who participate in the SBM Program at no cost. Further, BTMT will also provide experienced volunteer mentors and professional staff to lead and deliver SBM sessions at each school site. To help ensure the long-term sustainability of this mentoring effort, the District and its school site administrators will assist BTMT to identify, recruit, and retain responsible and caring men from the local community to serve as volunteer mentors.

Grant Proposal Solicitation—From time to time, the District, individual school administrators and BTMT may work together to prepare and submit grant proposals to provide sustainable funding to ensure continued SBM services.

Indemnification – To the extent permitted by law, each party shall defend indemnify and hold harmless the other party, including each of their respective officers, directors, shareholders, employees, representatives, agents, successors and assigns from and against all claims of third parties, and all associated losses, to the extent arising out of a party's negligence or willful misconduct in performing any of its obligations under this Memorandum of Understanding.

Severability—A mentoring relationship is a fragile thing, and it is the hope of BTMT that solid, committed, adult mentors will volunteer and stay involved with the students throughout each school year. However, if either the school or BTMT find it necessary to suspend or conclude the school-based mentoring program, at a particular school site, both organizations will do their utmost not to do so abruptly and will make every effort to provide opportunities for closure for all participants – boys and men alike.

Camp Cooper—Usually on an annual basis, BTMT provides a Challenge Weekend activity for teenaged boys who participate in its

several service programs. Invitation to participate in this after-school activity will be extended to all participants including those students involved in the SBM Program. In the past, this event has taken place at the TUSD-owned facility at Camp Cooper in the Tucson Mountains. This MOU envisions the continued use of this facility on an annual basis scheduled during the Spring semester break.

Additional MOU Items

This Memorandum of Understanding will be in effect from _____ to _____ at which time it will be reviewed for effectiveness, possible improvement, and/or renewal.

The annual expense to support one boy in the School-Based Mentoring Program is approximately \$1,250. It is understood that no financial compensation will be exchanged by either party as part of this joint collaboration.

We, the undersigned, have read, agree with, and approve this MOU.

Printed Name of BTMT Executive Director

By _____ Date: _____
Boys to Men Tucson

Printed Name of TUSD Superintendent:

By _____
Tucson Unified School District No. 1

Date: _____

It's easier to build strong children than to repair broken men.

Fredrick Douglass (1818-1895)

Attachment A

Schools in which the SBM Program is currently active

- Tucson High Magnet High School
- Pueblo High Magnet High School
- Cholla High Magnet High School
- Catalina High Magnet High School
- Doolen Middle School
- Roskruge Bilingual K-8 School
- Utterback Middle School

Waiting list -- Schools that may be added as SBM Program sites as additional resources become available and with the consent of the District and site leadership.

- Palo Verde Magnet High School
- Hollinger K-8 School
- Pistor Middle School
- Valencia Middle School
- Roberts-Naylor K-8 School
- Robins K-8 School

Attachment B

BTMT Volunteer Mentors who will be at School Sites in the 2017-18 School Year

Aboud, Quentin
Dillard, Mike
Foster, Carl
Gibbons, Tom
Heyl, John
Hipp, Earl
Hopkins, Steve
Hudak, John
Isaacson, Barry
Martinez, Marcellino – Junior Mentor
Nagle, Steve
Rietz, Steve
Sharp, Chris
Shirk, David
Stagg, Ryan – Junior Mentor
Tree, Andrew
Wadley, Ron – Junior Mentor
Wernette, Tim
Westerburg, Daniel

BTMT Staff

Jacome, Felipe

TUSD Staff Mentors

Bernier, Joe
Carrillo, Efrain
Huang, Fred
Lambert, Brian
Lopez, Dale
Neal, Kris
Wunderlich, Craig

TPD Staff Mentors

Aros, Mark
Figueroa, Miguel
Higuera, Jose