

Intro. Piece to IEAC for Four(4) Min. Presentation

HISTORY & MANDATE

The IC-Children & Youth (ICCYOUTH) program was created and developed by Felix N. Weekes in Montreal in 1986 for the children and youth from Canada's second oldest Black community, Little Burgundy. The mandate remains to partners with Schools and existing Social agencies to identify and offer disadvantaged "At-Risk" children and youth the opportunity to develop mentor-protégé relationships with University and College students, as Positive Role Models.

PURPOSE OF THE PROGRAM

ICCYOUTH proposes to develop a permanent structure within the existing infrastructure. University and college students will offer Sports/Leisure and Educational programs to children, youth and young adults enrolled in vocational training institutions, at their respective schools, communities and households. The most important aspect of the program is the interaction between the children/youth and student-leaders/mentors, each of who share closer cultural commonalities, as close-in-age. These relationships will serve as the foundation for providing other basic and required services like tutoring, counselling on an ongoing and consistent basis to our children, youth and their families, with the most important feature being, the extra attention of a trusted friend. *We believe the longer we have our children and youth engaged in our programming, the better chances we will have of changing perceptions, behaviours and attitudes.*

BENEFITS OF THE PROGRAM

Benefits to Elementary, High school and Vocational Students

Improved/Increased self-esteem, confidence and communication skills, improved academic performance, and increased opportunities in the classroom and shops, as well as to participate in recreation and leisure/sports activities and regular daily interaction with university and college student-mentors/leaders.

Benefits to Educational system and Community-based Activities

There will be an increase in the number of trained and directed HUMAN RESOURCES to organize, coordinate, develop and lead the proposed programming both at the school and vocational training sites and at ODAWA. We will improved participation and enthusiasm in school and attendance at ODAWA, as our Community HUB programming, through sports, recreation and leisure devised programming, as depicted through previously recorded data and graphs below from our past successful programming.

Benefits to Mentors/Leaders

Experience working with schools and other social service agencies, improved leadership skills and confidence, increased opportunity to network and build contacts, opportunity to apply theory-based learning to “*real-life*” experiences.

Benefit to Parents

Improved relationship with their children, low or no cost sports and recreational activities for their children, brighter future for their children

HOW THE ICCYOUTH PROGRAM WORKS

ICCYOUTH supplements school staff and programs at targeted schools, vocational training sites, households and ODAWA, as the Community HUB. We do this by developing highly motivated, energetic and specially trained and coordinated group of university and college student-mentors. The chosen student-mentors are tasked to develop various programming and encourage their proteges’ participation and training. Programming would involve issues, not limited to, such as anger management, conflict resolution and how “*free time management*” adversely affects the lives of children, youth and young people, including their families. *(Please see below data and Charts of past activities.)*

The In-School mentoring program uses a social development model through which recreation and leisure and other activities and *Peer mentoring as effective vehicles for change with “At-Risk” children and youth who are currently enrolled in school, including, vocational training sites; thereby assisting in the overall social and personal development of the children, youth, young people and their families in

their community. The Program is intended to run for the duration of the school year from September to April/May and includes a built-in and ongoing summary and evaluation component, which identifies and adopts “*best practices*” moving forward. We mandate our Student-Mentor/Leaders to devise Recreation-based and other Programming, before, during and after school and encourage participation of their protégés, including, at Community HUB-based and affiliated programming at The ODAWA NATIVE FRIENDSHIP CENTRE. The proposed after-and-out-of-school Community HUB-based programming is where further positive relationships will be fostered, strengthened and sustained. The college and university student mentors (Leaders/*Healers*) will affect positive personal, social and, will hopefully have the same positive effects on academic performance. It is our belief that baby steps towards consistent and continual positive achievements will reflect as such in the lives of Indigenous students recognized as “At-Risk” of failing, dropping-out of school, or otherwise not realizing their full potential, as it had in the past for students at Queen Elizabeth primary and McArthur and Rideau secondary schools, respectively.

These college and university student-mentors(Leaders/*Healers*) will be trained and Supervised by ODAWA led affiliates who will guide, instruct and direct the student-mentor/leaders to deliver various recreational, academic and vocational training programming. ODAWA affiliates will be responsible to procure all necessary administrative requirements, including, but certainly not limited to police record checks, while propagating and biding by *Strict* “CONFIDENTIALITY” Protocols.

The college and university student-mentors are perfectly situated to identify “At-Risk” and “High-Risk” behaviours of our children and youth within their natural school and community environment(s), and to develop and sustain positive relationships they are tasked to create and develop. In addition, they will be in a preferred position to respond to the needs of their protégés at both micro and macro levels. ICCYOUTH, with ODAWA as The Community HUB, will work closely with the principal, teachers and staff and will expect our mentors to be seen as *Positive Role Models*.

Student-mentors are mandated to devise and record their overall summary and evaluation of their programming, relationships and observations, during the course of the school year. The culmination of their observations and interactions will serve to identify and analyze stake-holders' pre-determined concerns, as per mobilization and needs assessment. This is how we will continue to learn and devise "best practices," programming, moving forward. Same data will also be used to comprise and create a report to our partner stake-holders and other interested parties. The college and university student-mentors will receive substantial training, programming and design and adhere to established protocols through signed contracts, as part of their program, with emphasis on the *"IMPORTANCE OF CONFIDENTIALITY!"*

OCDSB teachers and staff will be invited to take an integral part of the overall and proposed programming. Our proposed programming could not be as effective without the support of the school principal, teachers and staff. As such, college and university student-mentors will be assigned to various willing and able teachers and staff to lend a hand, both inside and out, of willing and designated teachers, staff and classrooms.

Based upon past programming results, we are confident that we will be able to show marked improvement to self-esteem which is sure to translate to greater confidence and success in school, vocational training program and to their larger community and society.

ICCYOUTH is Intended to work simultaneously with our school system, as partners to create *"Specialized Programming"* for identified ICCYOUTH and young people.

Our program is designed to continually develop and grow to reach the school's general student population.

In support of these conclusions, we offer in the below attached appendices, past individual reports of data from McArthur High School, Queen Elizabeth elementary school, including, the participation of Algonquin and University of Ottawa students. Please take note of the number of participants at our then

Thursday and Friday evening Community basketball program at McArthur, which we later expanded to Rideau high school with even *greater numbers. This was made possible by our partners at the City of Ottawa sponsored reciprocal-use agreement with the Ottawa-Carleton District School Board. Below are some activities organized and coordinated by our group of mentors:

1999-2000 Table of CAAP Mentors' Participation in Schools

	Number of Mentors	Total Mentoring Time per Mentor	Average Time in School per Mentor
Queen Elizabeth P.S. Mentors	11	323.5 hrs	5.7 hrs
McArthur H.S. Mentors	31*	693.3 hrs	2.8 hrs
Algonquin Student Participation	13	219.8 hrs	4.4 hrs
Ottawa University Participants	23	797.7 hrs	4.1 hrs

* This figure represents the start of the program when all mentors began their placements at McArthur h.s. Later in mid-November, 11 mentors left McArthur to begin at Queen Elizabeth elementary school.

Table of Programs Started or Supplemented by CAAP Mentors/Staff 1999-2000

Program Name	Number of Different Participants	Total Attendance	Number of Different Staff/ Mentors	Total Time Spent by Staff/ Mentors
Tutoring (assorted subjects)	21	73	12	78.6 hrs
Yearbook	11	29	2	4.5 hrs
Weight Room	19	196	3	34.8 hrs
Ping Pong (lunch hour)	14	35	3	17 hrs
Volleyball (lunch hour)	17	32	5	14 hrs
Basketball (after-school) (McArthur)	26	60	7	29 hrs
Basketball (coaching at	27	325	2	30.5 hrs

Queen E.)				
Lunch and Recess Assorted Activities (Queen E.)	N/A	N/A	7	48 hrs
Girls Club	12	49	2	12 hrs
Cheerleading	18	155	4	58.8 hrs
Basketball Club	90	1264	17	1428 hrs

The above two tables show activities organized and coordinated by our mentors during the school year(s) 1999-2000 and 2000-2001 at targeted OCDSB schools/sites.

Table of Programs Started or Supplemented by CAAP Mentors/Staff October '00 to January '01

Program Name	Number of Different Participants	Total Attendance	Number of Different Staff/ Mentors	Total Time Spent by Staff/ Mentors
In-Class Help	N/A	N/A	22	413.5 hrs
Lunch and Recess Activities	275*	2040*	11	94 hrs
Tutoring (assorted subjects)	8	29	4	36 hrs
Basketball Club	80+	1500+	30	94.5 hrs
Ping Pong and Pool Club				
Cheerleading	25	70	2	12 hrs
French Club	22	176	2	15.75 hrs
Student's Council Supervision	9	45	3	7.25 hrs
Girls Club	5	9	2	2.75 hrs
Spelling Club	19	38	1	1.5 hr

(*) Approximate numbers based on Mentor observation.

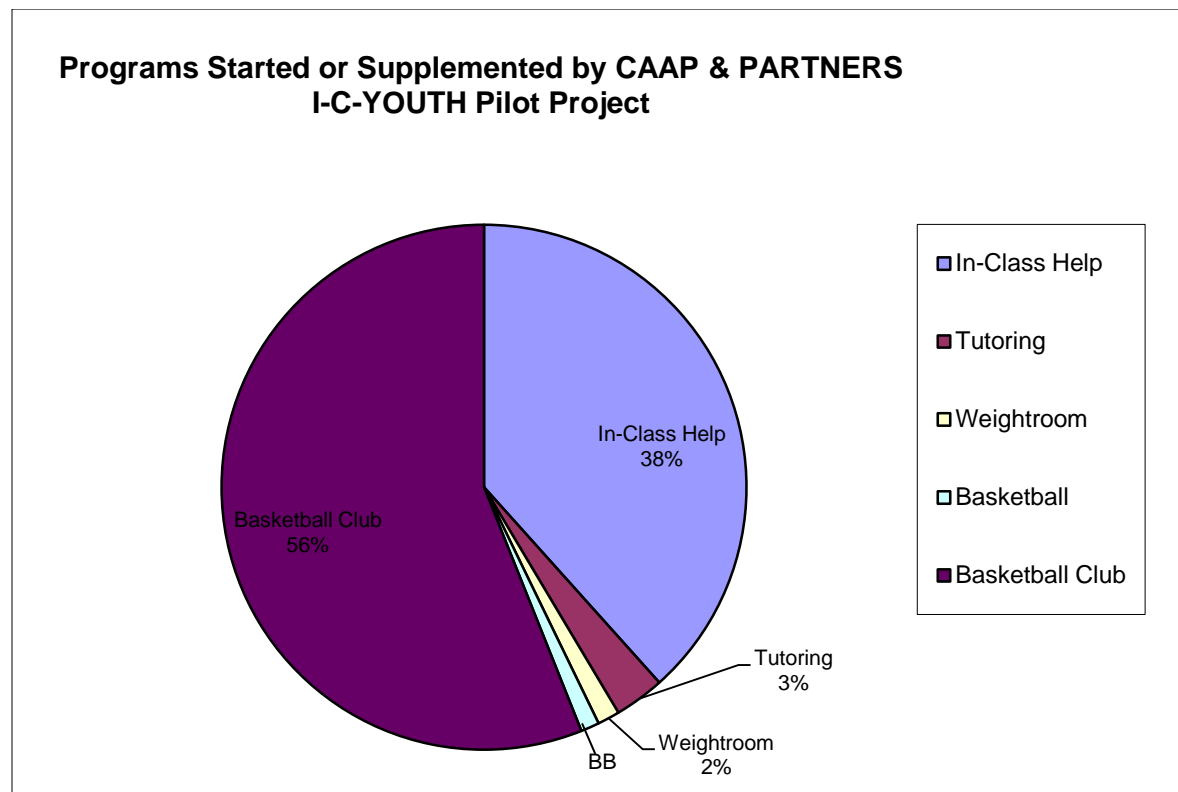
(N/A) Simply too difficult to calculate since every student benefits in some fashion from mentor participation in the classroom.

Table of CAAP Mentors' Participation from October '00 to January '01

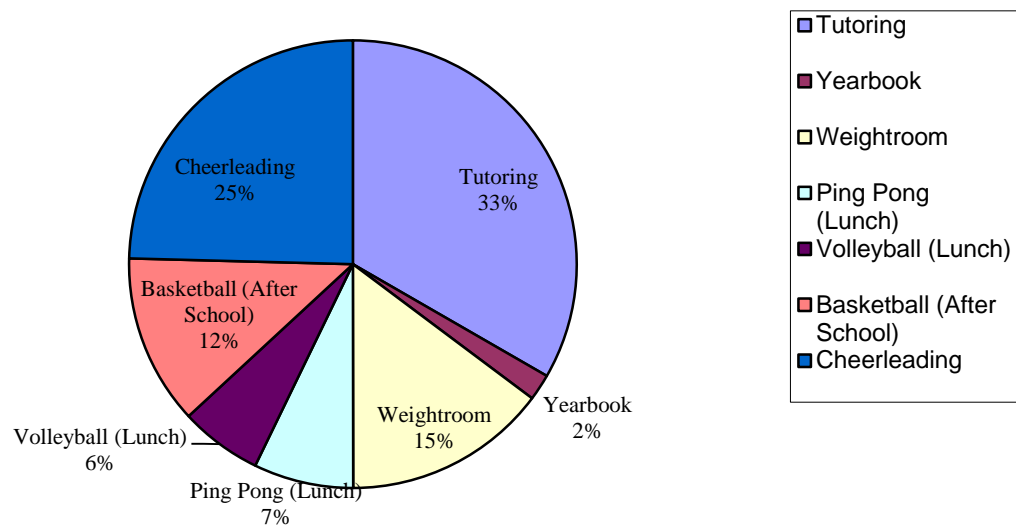
	Number of Mentors	Total Mentoring Time per Mentor	Average Time Mentored per Mentor per Week

Connaught E.S. Mentors	11	365 hrs	4.5 hrs
McArthur H.S. Mentors	11	285 hrs	3.9 hrs
Ottawa University Participants	22	650 hrs	4.2 hrs

This table shows the amount of mentors at each targeted school/site, including total hours and the average amount of time spent by each of our mentors.



**Programs Outside of the Classroom Started or Supplemented by CAAP & Partners
I-C-YOUTH Mentors**



The above graphs represent mentors in contact with children and youth, both during school and after-school, within the last school year and this school year, to date.