
**IN THE ORPHANS' COURT DIVISION OF THE COURT OF COMMON
PLEAS
OF CENTRE COUNTY, PENNSYLVANIA**

IN RE: THE SECOND MILE

ORPHANS' COURT NO. 14-12-0255

KIMBERLY A. PATTON
REGISTER OF WILL &
CLERK OF ORPHANS COURT
CENTRE COUNTY PA

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**APPENDIX IN SUPPORT OF MOTION TO LIFT STAY AND
AMENDED PETITION FOR LIMITED DISTRIBUTION OF
ASSETS AND INCREMENTAL PROGRAM TRANSFER OF THE
SECOND MILE PENDING DISSOLUTION**

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APPENDIX TAB "1"

The Second Mile Friend Program: Centre Region 2002-2003

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A mentor may be defined as “an adult who, along with parents, provides young people with support, counsel, friendship, reinforcement and constructive examples.”¹ Mentoring can supplement parental support and engagement or it can, in fact, fill in where that support is missing. Since strong role models are often missing for at-risk youngsters, mentoring may be of particular importance for these children.² One study of mentor-mentee relationship development found, first, that mentors supporting younger children, rather than adolescents, had greater success and, second, that time spent in social activities was beneficial.³ Youth mentoring is a critical component of The Second Mile’s mission and is central to all three early intervention programs—Friend, Friend Fitness, and the Summer Challenge Camp Program.

The Second Mile’s Friend Program is designed to provide a context for school-aged youth to consistently engage and connect with positive adult role models. Through participation in the program, we expect Young Friends to demonstrate improved functioning in social settings, improved academic effort and/or performance, and increased engagement in service to others. This early intervention program pairs College Friends, collegiate volunteers recruited by The Second Mile, with Young Friends, kindergarten through sixth grade students in need of additional support, to participate together in recreational and educational events. The Second Mile’s Friend activities are scheduled regularly throughout the course of the school year and range from swimming and bowling to picnics and holiday parties. The educational components of the Friend Program promote development of healthy self-esteem and personal responsibility, and College Friend and Young Friend pairs work together on goals targeting academic and social success.

This paper focuses on the Friend Program held in the Centre Region during the 2002-2003 school year, serving youngsters in Centre, Mifflin, and northeastern Blair counties. During this period, college students at two additional sites delivered the Friend Program to children in Huntingdon and the remainder of Blair county, as well as to those in Clinton county. At all sites, College Friends were caring student-volunteers recruited from local universities and trained and supervised by Second Mile staff members. For the most part, College Friends volunteering at the Centre Region site attend the Penn State--University Park campus.

Historically, staff members have collected data on Young Friend and College Friend attendance at events, as well as Young Friends’ personal goal attainment. School counselors’ referrals have included reports of students’ progress in terms of improved social skills, goal-directed behavior, and attention to academics. While requested of all Young Friends in the past, only some participants have documented progress toward goals by submitting report cards; other information from parents, teachers, or counselors; or certificates they might have earned. Therefore, this information has been fragmented and incomplete. The immediate need was to collect and analyze data systematically, tie data collection directly to a defined set of goals for this early intervention program, and use findings to inform and guide ongoing program decisions at all Friend sites.

Program Goals

While most events are centered on recreational and social themes (e.g. skating, bowling, Halloween. etc.), staff members use events as educational opportunities by providing activities or educational mini-modules specifically targeting one or more of Friend Program’s three goals. While unable to demonstrate causation, we did hope and expect to see correlation between youths’ program participation and gains in these three areas, all of which

¹ America’s Promise (2003). *The power of mentoring: Caring by sharing experience*. Washington, DC: America’s Promise.

² Jekielek, M.A., Moore, K.A., Hair, E.C., & Scarupa, M.S. (2002). *Mentoring: A promising strategy for youth development*. Washington, DC: Childtrends. [Online] <http://www.childtrends.org/PDF/MentoringBrief2002.pdf> .

³ Herrera, C., Sipe, C.L., & McClanahan, W.S. (2000). *Mentoring school-age children: Relationship Development in community-based and school-based programs*. Public/Private Ventures/Commissioned By the National Mentoring Partnership and the US Dept. of Education)[Online]. http://www.mentoring.org/resources/pdf/relationship_dev.pdf .

are central to The Second Mile’s mission and which we considered to be indicators of broader positive change on the part of these children. The first goal--improved functioning in social settings--is the overarching goal of the program as a whole and is addressed continuously throughout all events. However, this goal also received direct attention as part of three activities or specific educational mini-modules. At six events, improved academic effort and/or performance was a focus, and, at five events, service to others was a focus area. Table 1 displays the three program goals and events during which each was targeted programmatically.

Table 1.
Friend Program goals targeted through educational mini-modules

	Event											
	1	2	3	4	5	6	7	8	9	10	11	12
Improved functioning in social settings	X							X				X
Improved academic effort and/or performance			X	X	X	X		X		X		
Increased engagement in service to others		X	X	X				X			X	

The Friend Program and America’s Promise/Penn State’s Promise

America’s Promise was conceived in 1997, when President Clinton and four former presidents and/or first ladies collaborated to raise awareness and action in support of the nation’s young people. As the America’s Promise web site states, “It’s a simple premise: The more support young people receive from their community, the more likely they are to be successful These are the Five Promises that America’s Promise strives to fulfill for every child:

- Ongoing relationships with caring adults—parents, mentors, tutors, or coaches;
- Safe places with structured activities during non-school hours;
- A healthy start and future;
- Marketable skills through effective education; and
- Opportunities to give back through community service.”⁴

The first coalitions were with communities—dubbed “Communities of Promise.” During the 2002-2003 academic year, Penn State University became the nation’s first “University of Promise.” As such, Penn State’s mandate was to take the framework provided by the America’s Promise program, implement it as appropriate in a university setting, and evaluate and report their findings to the national organization for the purpose of giving guidance to other universities as they, too, became Universities of Promise.

Because of the strong similarities between goals of the Friend Program and the Five Promises, The Second Mile’s Friend Program was identified as a Program of Promise and targeted for support through Penn State’s Promise. As a partner program, Second Mile staff members identified those events at which each of the Five Promises was addressed (see Table 2).

Table 2.
Promises addressed at the twelve Friend events

	Event											
	1	2	3	4	5	6	7	8	9	10	11	12
Promise 1: Ongoing relationships with caring adults	X	X	X	X	X	X	X	X	X	X	X	X
Promise 2: Safe places with structured activities during non-school hours	X	X	X	X	X	X	X	X	X	X	X	X
Promise 3: A healthy start and future	X	X		X			X	X	X	X		X
Promise 4: Marketable skills through effective education	X	X	X	X	X	X	X	X	X	X	X	X
Promise 5: Opportunities to give back through community service		X									X	

⁴ America’s Promise [online] <http://www.americaspromise.org>

Participants

Young Friends

School counselors, parents, teachers, or other youth service professionals refer youngsters in kindergarten through sixth grades, specifically targeting children who would benefit from social interaction with positive role models, as a result of changing family circumstances, difficulties with academic or social issues, geographic isolation, impoverishment, and/or lack of adult support and guidance. The number of Young Friends varies from year to year, but during this particular program year, 171 students registered for the Centre Region program (91 male, 80 female). While youngsters ranged in age from 4 to 12, just over 50 percent were 9 or 10 years old at the beginning of the program year, and over 80 percent of Young Friends were between the ages of 8 and 11. Only one child began the program at age 4, but 8 youngsters began the program year at age 12. In Figure 1, we show the number of boys and girls in the program, by age as of October 2002.

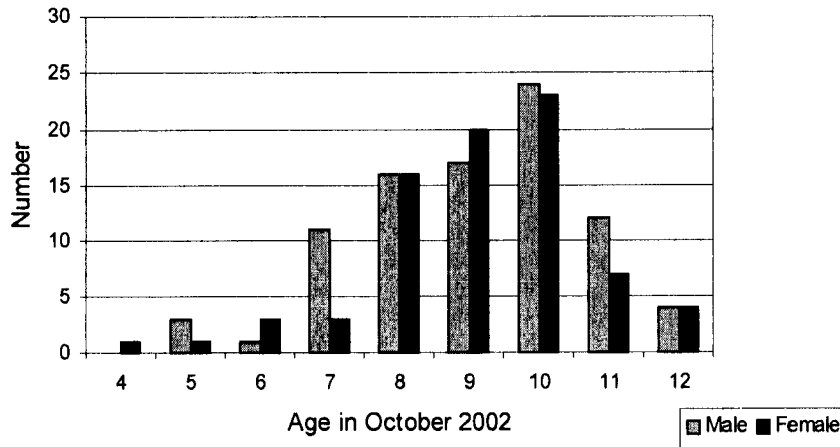


Figure 1.
Participant breakdown by gender and age

From this display, we see that genders are fairly well balanced across the age range served. The figure also makes clear the most prevalent ages of youngsters in the program. It should be noted that the young 4-year old female most likely turned 5 soon after these data were collected. Further, it should be noted that our youngest Young Friends are likely to become the core of that cohort of children who participate in the program for several years or more. This is to say that the kids who have been with us the longest (as shown in Figure 2) are also, by definition, those who started with the program at a young age.

Figure 2 shows a breakdown of participants by number of years in the Friend Program, where 1 year indicates this is the youngster's first year in the program. For just over 52 percent of participants, this was their first year in the program. Another 25 percent of our Young Friends were in the program for the second year. Ninety (90) percent of all participants had been in the program for 3 or fewer years. On the other end of the spectrum, one student was in the program for the eighth year, two in the program for the sixth year, and one in the program for the fifth year.

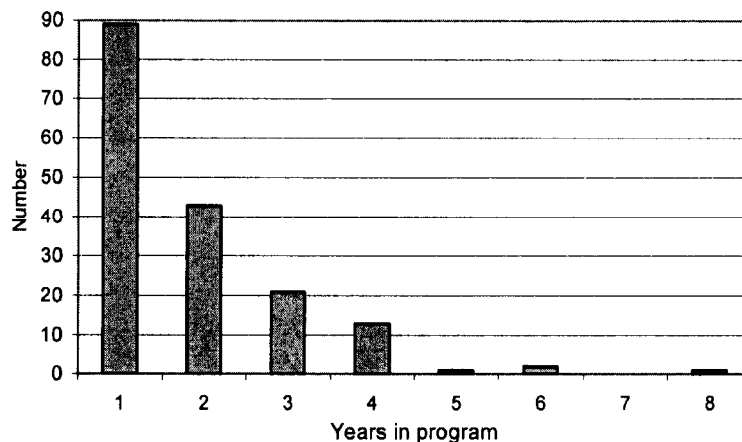


Figure 2.
Years in Friend Program (including current year)

College Friends

College students interested in volunteering to serve as mentors for elementary age students in the Friend Program apply for the program, typically in the fall of each program year. The majority are majoring in education, psychology, health and human development, social work, and recreation. Many are associated with The Second Mile in other roles, such as camp counselors or members of Penn State's Second Mile Club. The expectation is that these volunteers model appropriate behaviors, encourage and support social skills development and positive attitudes and behavior towards school, and, in general, develop healthy relationships with their Young Friend or Friends. College students are asked to commit to attending all or nearly all events through the course of the academic year. During the 2002-2003 program year, the Centre Friend Program had 132 registered collegian volunteers. Nearly all were students at Penn State's University Park campus.

Methodology

The purpose of this project was to systematize and make more comprehensive the data collection and analysis process across all Friend Program sites, beginning with the Centre Region Friend site. The Second Mile's affiliation with the America's Promise program through Penn State's Promise at the University Park campus demanded attention to, not only our own program goals, but also the Five Promises promoted by America's Promise. Consequently, the Centre Friend site became a pilot site for programmatic, curricular modifications in the form of "mini-modules" specifically targeting delivery of both the Friend Program goals and the Five Promises.

In order to collect data methodically, The Second Mile program staff identified mechanisms by which information could be gathered about each Young Friend's progress toward meeting the program's goals. For each program goal, staff members identified several existing or potential sources of data, as shown in Table 3. Some additional data are collected as a matter of course, including Young Friend attendance at Friend events; informal anecdotal reports from Young Friends, parents, or school personnel; and Young Friend goals and goal attainment. For the 2002-2003 program year, staff agreed that piloting use of Young Friend self-evaluations and College Friends' evaluations of their Young Friends was both reasonable and manageable. Systematic collection of report cards and evaluative data from school counselors were not added to the data collection process for this program year.

Table 3.

Friend Program goals and data sources

Program goals	Data sources
Improved functioning in social settings	<ul style="list-style-type: none"> • Young Friend self-evaluations • College Friend evaluations of their Young Friends • Completion of certain program elements (e.g. phone call, thank you letter) • Counselor or teacher evaluations^a
Improved academic effort and/or performance	<ul style="list-style-type: none"> • Young Friend self-evaluation • Report cards (1st and 3rd quarter)^a • Anecdotal comments from teachers or counselors • College Friend evaluations of their Young Friends • Counselor or teacher evaluations^a
Increased engagement in service to others	<ul style="list-style-type: none"> • Attendance at Friend events with community service components • Young Friend self-evaluation • Completion of community service goal • College Friend evaluations of their Young Friends

Note. Data sources are not intended to be all inclusive.

^a Not systematically collected during the current program year.

Research supports the importance of mentors' building consistent relationships with mentees over time. Tracking College Friend participation through attendance records offers a picture of consistency of those relationships, and program staff has collected these data each year. Similarly, we have collected Young Friend attendance data and information on goal completion annually. New during this program year were collection of data on implementation of educational mini-modules and event activities linked to one or more of the program goals or the Five Promises and piloting of evaluations by Young Friends and their College Friends. In addition, staff piloted use of self-evaluations by Young Friends and evaluations of the Young Friends by their College Friends as a way of promoting children's and collegians' reflection on and attention to the goals of the program. During this pilot year, College Friends completed evaluations of their Young Friends twice—once after the third event and again at the end of the school year—and Young Friends completed self-evaluations once.

College Friend evaluations of Young Friends consisted of a set of 10 variables--indicators of the three program goals. Using a 5-point Likert scale (1 = low, 5 = high), College Friends were to complete evaluations on Young Friends with whom they were grouped most regularly. If a rater did not know or had not observed an indicator, he/she marked "Not Observed." Evaluation forms included space for additional comments. Most evaluations were completed after the third event and, again, at the last. Although absent collegians were encouraged to complete and return the forms, not all College Friends did so. Consequently, inconsistencies occurred in the length of time between evaluations, the pre- and post-intervention pairings, and even pre- or post-intervention evaluation completion.

At the first event in January, all Young Friends in attendance completed self-evaluations consisting of 12 statements—indicators of the three program goals. College Friends read items to non-readers or struggling readers and encouraged children to be thoughtful and candid with their self-ratings. For each, the Young Friends were asked to circle one of five "faces" representing their responses on a 5-point Likert scale (see Figure 3).



Figure 3.
Young Friend Self-Evaluation Rating Scale

Using a statistical package (SPSS), we analyzed all evaluation data, evaluated change over time as perceived by the College Friends, and gained valuable lessons as to use of self-ratings by both groups—College Friends and Young Friends.

Findings

Attendance by Young Friends

Program staff tracked Young Friend attendance at each event. Over 171 students were registered for the program, but, typically, a number of our Young Friends attend none of the events. During the 2002-2003 program year, 128 youngsters attended at least one event. The following figure displays Young Friend attendance at each of the twelve events.

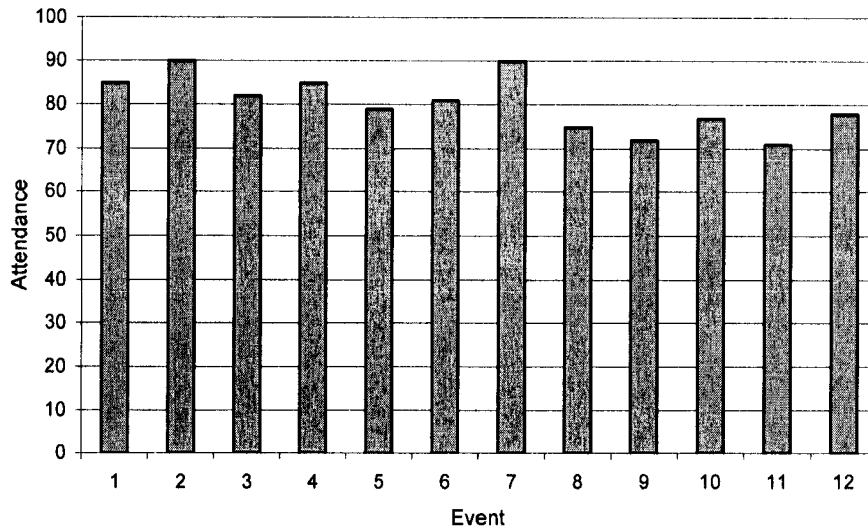


Figure 4.
Young Friend attendance by event

Our Young Friends tend to move more frequently than the population as a whole and their attendance often fluctuates based on family circumstances at any given time. Event attendance ranged from a high of 90 at two events to a low of 71 Young Friends at one event. The mean number of youngsters in attendance at any given event was just over 80. As Figure 4 shows, events during the fall had slightly more youngsters in attendance than those held in the winter and spring. However, the first event of the second semester (January 19, 2003) was one of the two events with the highest attendance. At least three explanations for the slight drop in attendance during the winter and spring come to mind. First, initial enthusiasm of Young Friends and their parents may drop slightly after the holiday season. Second, parents may be reluctant to send their children on buses and vans due to the hazardous driving conditions of the winter months. Third, some of our youngsters may have moved out of the area—not uncommon in our more transient than normal target population.

Young Friends received community service, attendance, and participation awards at the final event—an Awards Picnic. During the 2002-2003 program year, 80 Young Friends earned Community Service Awards by participating in the service activity held at Shaver’s Creek during the fall semester. Young Friends earned Excellent Attendance Awards by attending at least 10 of the 12 events held during the program year, and 60 of our Young Friends earned these awards. The remaining 68 youngsters, who had attended between 1 and 9 events, received Participation Awards.

Attendance by College Friends

Of the 132 college students expressing interest in becoming College Friends, 117 collegians attended at least one event. College Friend attendance ranged from a high of 105 collegians at the first event to a low of 62 attending the eighth event. The following graph shows College Friend attendance at each of the 12 events (see Figure5).

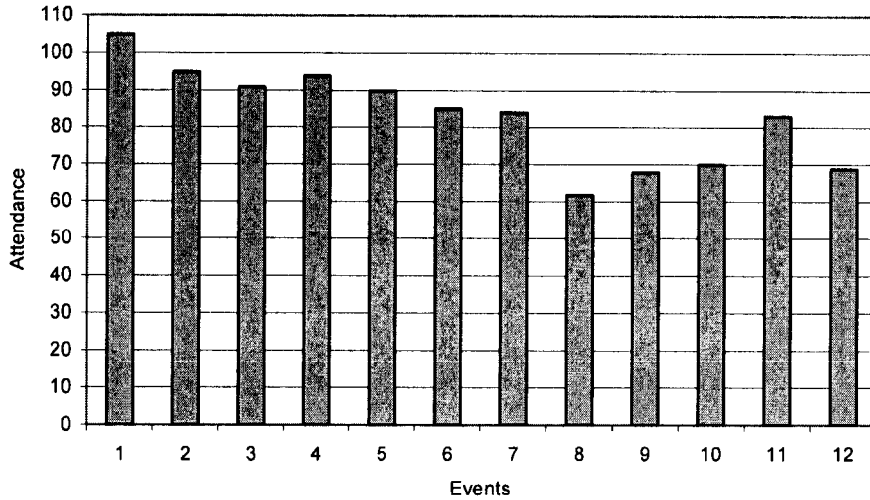


Figure 5.
College Friend attendance by event

Historically, we have seen a drop off in attendance from first semester to the second, and we saw a similar trend in this program year. To some degree, this has been a result of December graduations, second semesters spent abroad, or other reasons beyond our control. On the other hand, we also have a core of dedicated collegian volunteers who maintain consistent, long-term relationships with our Young Friends. During the 2002-2003 program year, 31 College Friends had perfect attendance. This number represents nearly 30 percent of those College Friends who attended at least one event.

Young Friend self-evaluations

The following table summarizes student responses to the Young Friend self-evaluation piloted at mid-year. Students tended to rate themselves high on all indicators. As the median ratings show, at least half of all respondents rated themselves a “5” on 7 of the 12 items, and at least half of all respondents rated themselves a “4” on the remainder of the items (see Table 4). Furthermore, although responses for more than half the items ranged from 1 to 5, one should note that the 25th percentile was at 4 for all variables.

Table 4.
Young Friend self-ratings

	Mean	Median	Range	
			Low	High
1. I like to help other people.	4.18	4	1	5
2. I participate actively at all Friend events.	4.57	5	2	5
3. I am polite to other kids and to grownups.	4.32	5	1	5
4. Trying my hardest in school is important.	4.54	5	2	5
5. I get along well with grownups.	4.17	4	1	5
6. I am doing well in school.	4.47	5	2	5

(Table continues.)

Table 4, continued.
Young Friend self-ratings

	Mean	Median	Range	
			Low	Low
7. I like to try new things and meet new people.	4.39	5	2	5
8. I make sure I am ready for school every day.	4.30	5	1	5
9. I get along well with other kids.	4.08	4	1	5
10. I am a good listener at Friend events.	4.43	5	1	5
11. People who know me think of me as a helpful person.	4.26	4	2	5
12. I am able to calmly and clearly express my feelings.	4.03	4	1	5

Note. Ratings could range from a low of “Really bad!” (1) to a high of “Really great!” (5) (see Figure 3).

From the preceding table, one may also note the following:

- Mean ratings varied little, ranging from 4.03 to 4.57.
- The highest mean ratings were on two superficially unrelated items: “Participate actively at Friend events” and “Trying one’s hardest in school is important.”
- The lowest mean ratings were on the following two items: “Can calmly and clearly express feelings” and “Get along well with other kids.”
- Responses on four items—“Participate actively at Friend events,” “Trying hard in school is important,” “Do well in school,” and “Like to try new things and meet new people”—varied less than others, in that they had median responses of 5, as well as a range of 2 to 5.

Table 6 displays correlations among the 12 variables on the Young Friend self-evaluation (bivariate correlations = Spearman’s *rho*). The matrix shows the majority of correlation coefficients to be statistically significant at the .050 level (i.e. there is less than 1 chance in 20 of there being no relationship).

Three variables appeared to be particularly strong indicators of students’ self-ratings on other variables ($r > .400$). They were as follows: “Likes to help others,” “Good listener at events,” and “Others think of me as helpful.” In each case, these variables correlated highly with five other variables. For example, “Likes to help others” correlated highly with “Polite to other kids,” “Likes to try new things and meet new people,” “Good listener at Friend events,” “Others think of me as helpful,” and “Can calmly and clearly express needs and feelings.” Three additional variables (“Polite to other kids,” “Likes to try new things and meet new people,” and “Ready for school every day”) appear predictive of four variables each. The six predictive variables and their respective dependent variables are displayed with correlation coefficients in Table 7.

Table 7.

Dependent and predictor variables with correlations > .400

Dependent variable	Predictor variable					
	Likes to help others	Good listener at Friend events	Others think of me as helpful	Polite to other kids	Likes to try new things and meet new people	Ready for school every day
Likes to help others	n.a.	.408	.524	.471	.464	
Polite to other kids	.471	.438	.538	n.a.		
Gets along well with other kids				.424		.505
Like to try new things and meet new people	.464	.446	.503		n.a.	
Good listener at events	.408	n.a.	.450	.438	.446	
Others think of me as helpful	.524	.450	n.a.	.538	.503	.414
Can calmly and clearly express needs and feelings	.455		.414		.427	.495
Trying hard in school is important		.439				
Doing well in school						.488
Ready for school every day			.414			n.a.

College Friend evaluations of Young Friends

College Friend evaluations of Young Friends provided feedback at two points during the program year. Figure 6 displays mean ratings by College Friends for both the fall and spring evaluations. Ratings ranged from 1 (low) to 5 (high), and if collegians had not observed a behavior or did not know, they marked "Not Observed." Overall mean ratings were greater in the spring (at the end of the program year) than they had been in the fall (most were completed at the conclusion of the third event). College Friends perceived students as demonstrating slightly greater gains on two items in particular--item 6 ("Interacts well with age peers") and item 10 ("Identifies ways to help others outside of Friend events"). It should be noted that Figure 6 displays means of all evaluations collected at those two points in time and does not reflect change of individual youngsters' over time. In addition, the following may be noted:

- In the fall, mean ratings ranged from a low of 2.68 ("Identifies ways to help others") to a high of 3.71 ("Treats others respectfully").
- In the spring, mean ratings ranged from a low of 3.45 ("Shows enthusiasm about helping others") to a high of 4.20 ("Interacts well with adults").
- Mean change from fall to spring on the 7 social behavior items averaged .49, on the 1 academic item was .76, and on the 2 service items averaged .70.

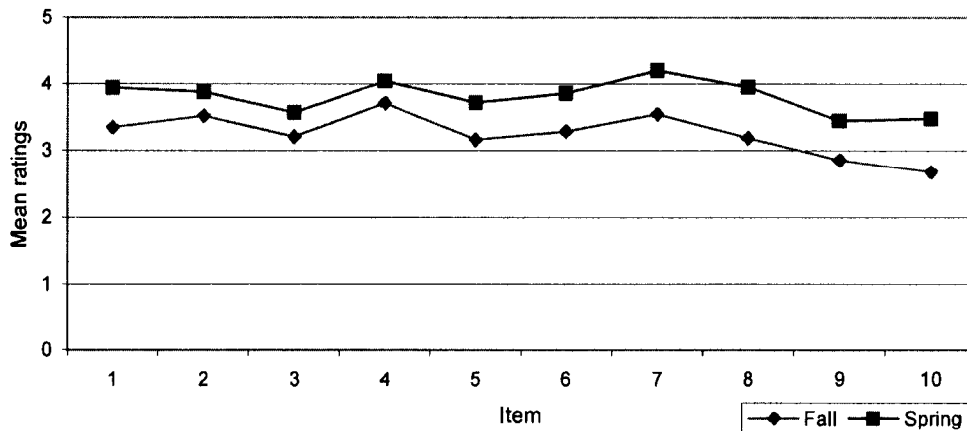


Figure 6.
Comparison of fall and spring mean ratings of Young Friends by College Friends

In those instances where both fall and spring evaluations were available for a given Young Friend, we were able to compare change over time through paired samples statistical analyses (paired t-test). With 37 sets of pre- and post-intervention data, we are able to be reasonably confident that any measurable differences were not due to chance. Table 8 displays mean pre- and post-intervention ratings only where we had both. Also displayed are standard deviations, corresponding t-statistics, and P values (significance, a measure of the statistical probability that there was no difference).

Bearing in mind that this was a pilot study that faced some challenges in terms of data collection, we must consider all findings preliminary in nature. However, from the table, one may note the following:

- Mean change in paired samples ranged from .14 to 1.12.
- In the case of six variables, odds are real change from early to late in the program year occurred (there is less than 1 chance in 20 of being wrong). The paired t-test shows significant change in the following: "Fulfills basic social conventions;" "Displays comfort and confidence in new situations;" "Expresses needs, wants, and feelings clearly and appropriately;" "Interacts well with age peers;" "Interacts well with adults;" and "Makes positive statements about his/her school experience."
- The variables about which we can be most sure of the existence of change were "Makes positive statements about his/her school experience" and "Interacts well with adults."
- For the variable with $p = .05$, we can be reasonably confident that change occurred (odds are only 1 in 20 of there being no real difference from before to after intervention).
- For three variables, there is no reason to suspect a before- and after-intervention difference.

Table 8.
Paired samples tests of College Friends evaluations of Young Friends

	Fall 2002 (Pre)		Spring 2003 (Post)		t- statistic	P
	Mean	Std. Dev.	Mean	Std. Dev.		
1. Fulfills basic social conventions (e.g. appropriate introductions, greetings, eye contact).	3.35	1.136	3.97	.897	3.745	.001
2. Participates constructively in activities (e.g. participates, behaves appropriately, remains "on task").	3.65	1.030	3.89	1.075	1.463	.152
3. Displays comfort and confidence in new situations.	3.08	1.131	3.56	1.157	2.834	.008
4. Treats others respectfully.	3.95	1.026	4.08	1.140	.896	.376
5. Expresses needs, wants, and feelings clearly and appropriately	3.39	1.050	3.72	.914	2.415	.021
6. Interacts well with age peers.	3.41	1.013	3.89	.843	3.176	.003
7. Interacts well with adults.	3.53	1.055	4.22	.832	4.868	.000
8. Makes positive statements about his/her school experience.	3.00	1.118	4.12	.928	6.615	.000
9. Shows enthusiasm about helping others and/or engaging in community service projects during Friend events.	3.00	1.390	3.47	1.279	2.041	.050
10. Identifies ways to help others outside of Friend events (either alone or through other organizations).	3.31	1.377	3.62	1.387	.938	.367

Note. Ratings ranged from 1 (low) to 5 (high).

Discussion and Conclusions

As we continue to expand the Friend Program (now in four and soon to be in five counties/regions across the Commonwealth), it is important to standardize data collection for program evaluation purposes. During the 2002-2003 program year, program staff refined program goals and implemented a plan for systematic data collection, beginning with the Centre Region site. This plan included piloting of two new evaluation instruments, both designed to promote reflective thinking about selected behaviors and attitudes considered closely tied to the overall program goals. In addition, the plan included collection of data demonstrating links between Friend Program goals, the Five Promises of America's Promise, and the curriculum presented as part of each event. Unfortunately, we experienced problems with our data collection and entry process and were not able to carry out this last piece.

The fact that a great majority of our Young Friends participate in the program for only one or two years may be an area that should be studied. Certainly, a significant number of our Young Friends move out of the Centre Region Friend Program catchment area, and some parents may assume that one or two years with the program is "long enough." We recognize that many maintain their links with The Second Mile by attending foster family events or by becoming Summer Challenge Campers. Nonetheless, it would be interesting to learn more from those students who choose to participate in the Friend Program for a short period.

Consistency of attendance on the part of both Young Friends and College Friends is always a concern, because research into mentoring shows the importance of relationship-building over time. Historically, the reasons for Young Friends' and College Friends' inconsistent attendance have differed. On the part of Young Friends, we have anecdotal evidence that family disorganization, disruption, and apathy result in non-attendance by our youngsters. We must continue to find ways to make participation easy and attractive for children's parents or guardians. In addition, we must strengthen the connections between our College Friends and their Young Friend partners and families, thus increasing the sense of commitment and obligation on the part of our Young Friends and, especially their parents/guardians, to participate in events.

We must address inconsistent College Friend attendance, as well. Apparently, some College Friends feel that their attendance is not essential and optional, since others will be available to take their places if they do not attend. In the past, we have had difficulty conveying to College Friends the importance of consistency when they take on their roles as mentors for these youngsters. We believe strengthening bonds between the College Friends and their Young Friends and families will have positive effects on both Young and College Friend attendance. This might take place in at least two ways. First, rather than allowing natural and fluid pairings to develop, explicit and long-term pairings of College and Young Friends might heighten both collegians' and youngsters' sense of commitment to each other. Second, when collegians have roles in Young Friend evaluation, we anticipate they will become more cognizant of the goals of the program and appreciative of the link between strong, consistent, and long-term relationships and their Young Friends' growth over the course of the program year.

Piloting a new Young Friend self-evaluation at mid-year provided us initial information about the youngsters' perceptions of themselves and their strengths and weaknesses. We know this population of youngsters has a tendency toward impulsivity and lack of reflective skills. Observation of our Young Friends as they completed their self-evaluations, as well as the results of those evaluations, confirms our prediction that youngsters would tend to rush through completion of this "worksheet." This pilot study provided us with information about how to better lead our young population through the process of self-evaluation in future program years.

Despite problems with administration of the Young Friend self-evaluation, we learned that our Young Friends saw themselves as active participants at Friend events and as students who believe trying hard in school is important. The first is an indication of their enjoyment of the Friend Program. The second reflects their understanding of the importance of school, despite difficulties they may have in that arena. If they saw areas of weakness, it was in being able to express their feelings and needs calmly and clearly and getting along well with other children. Both are indications of some of the most common reasons for their referral to the program.

Through research into the Centre Region Friend Program, we have learned lessons that are being implemented across all Friend sites during the 2003-2004 program year. Plans for the current program year have incorporated the following program modifications as a result of our findings:

- College Friend and Young Friend evaluations twice yearly at all four sites, with collection done at consistent points during the program year;
- Emphasis on the importance of consistent attendance to College Friends; and
- More explicit College and Young Friend pairings, to increase the bonds between the groups at the individual level and to increase sense of commitment of each College Friend and Young Friend.

Through the process of organizing existing data and piloting collection of two new forms of data, College and Young Friend evaluations, we have learned lessons that will help the data collection and program planning process in the future. Plans for the 2003-2004 program year include the following modifications to data collection:

- Systematic completion of self-evaluation questionnaires by Young Friends (leading them through the items more slowly, having College Friend read items);
- Collection of Young Friend report cards; and
- Accurate attendance data entry, ensured by cross checking attendance figures after each event.

Understanding those aspects of the program that are most effective and replication of those components at multiple sites becomes increasingly complex as new, geographically dispersed Friend sites are added. Training of program staff charged with implementation at each new site requires clear understanding of those components that are essential to maintaining program fidelity and those which may be modified based on the unique characteristics of a given site. Additionally, as we at The Second Mile endeavor to continually improve the quality of each of our prevention, early intervention and community-based programs, we must rely on data to assess program strengths and needs. This paper reported on initial efforts to systematize data collection for the Friend Program, and, from this initial study, we have identified steps that are being implemented both in the Centre Region and at other sites during the 2003-2004 program year.

Table 6.
Correlations among variables on Young Friend self-evaluation^a

	Likes to help others	Participates actively in events	Polite to other kids	Trying hard in school is important	Get along well with adults	Doing well in school	Likes to try new things and meet people	Ready for school every day	Gets along well with kids	Good listener at events	Others think of me as helpful	Can calmly and clearly express feelings
Likes to help others	n.a.	.471	.324	.135	.384	.464	.331	.360	.408	.524	.455	
Participates actively in events		n.a.	.189	.103	.146	.277	.225	.032	.245	.298	.265	
Polite to other kids		n.a.	.340	.383	.184	.373	.165	.424	.438	.538	.381	
Trying hard in school is important			n.a.	.257	.432	.277	.269	.395	.439	.193	.263	
Get along well with adults				n.a.	.108	.319	.228	.366	.176	.222	.222	
Doing well in school					n.a.	.181	.488	.238	.387	.272	.247	
Likes to try new things and meet people						n.a.	.364	.301	.446	.503	.427	
Ready for school every day							n.a.	.505	.387	.414	.495	
Gets along well with kids								n.a.	.286	.384	.346	
Good listener at events									n.a.	.450	.326	
Others think of me as helpful										n.a.	.379	
Can calmly and clearly express feelings											n.a.	

^aCorrelations = Spearman's rho, for use with ordinal variables. Statistics significant at the .05 level or higher are shown in **boldface**.

APPENDIX TAB "2"

The Second Mile Friend Fitness Program: Participant School Attendance and Performance

Prepared by:
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The Friend Fitness Program is an intensive, year-round mentoring program for adolescents, structured around twice weekly strength training sessions. At present, program sites are located in State College and Chester County. A new site is scheduled to open in Clinton County in early 2005. The program provides adolescents between the ages of 12 and 17 with positive adult role models as they work to reach personal, academic, and fitness goals. Trained mentors offer undivided attention during workouts; monitor and promote attendance; and support, recognize, and celebrate the accomplishments of their mentees and other participants.

Engagement in long-term mentoring programs has been shown to have positive effects on youth. A National Mentoring Partnership report cites other research findings showing improved school attendance and performance, as well as improved family relationships and reduction of initiation into substance use.¹ Not all mentoring programs are created equal, however. Those with the greatest links to positive outcomes incorporated long-term mentoring relationships, frequent mentor-mentee contact, and high quality relationships with mentors²—all characteristics of the mentor-mentee relationships in the Friend Fitness Program.

The long-term goal of the program is for Friend Fitness participants to become productive adults who contribute to their communities in positive ways. Some of these students face immense life challenges—family disruption, substance abuse issues, mental health problems, high dropout risk, and poor social skills. For these students, the Friend Fitness program and their mentors may be the only stable and encouraging forces in their lives. Other participants deal with normal pressures faced by all adolescents in today's society. For many of our participants, just attending the program on a regular basis, continuing with the program over time, staying in school, and remaining out of trouble testifies to these teens' perseverance in the face of adversity. Our mentors work tirelessly to keep their mentees "on the right path."

The Second Mile staff members regularly measure program outcomes in order to determine programs' effectiveness, to improve services to the youth we serve, to remain accountable to our board of directors, and to inform current and potential donors. The purpose of this study was to evaluate changes in participants' school attendance and performance over the past year.

Methodology

In order to evaluate attendance, we compared school attendance and unexcused absences for the first marking period of the school year 2003-2004 to those of the first quarter of the current school year. For those students who had not been part of the program for one full year, we used the report card data provided for the marking period just prior to their program entrance. For each student, we classified attendance and unexcused absences as worse, the same, or better than the comparison period. In order to avoid penalizing students who were able to maintain already perfect attendance, we added a fourth category, distinguishing those cases from others who had the "same" attendance rates.

In order to evaluate academic performance, we compared grades for the first marking period of the 2003-2004 school year to those of the first quarter of the current year. For those students who had not been in the program a full year, we used report card data provided for the marking period just prior to program entrance. We converted grades to a predetermined numeric code and, after conversion, calculated two separate sets of mean grades for both the comparison quarter and the first quarter 2004-2005 school year. The first was an average of grades on all courses. When calculating average grades for all courses, we excluded Physical Education courses and Pass-Fail or

¹ Herrera, C., Sipe, C.L., and W.S. McClanahan (2000). *Mentoring school-age children: Relationship development in community-based and school-based programs*. Alexandria, VA: The National Mentoring Partnership.

² Jekielik, S.M., Moore, K.A., Hair, E.D., and H.J. Scarupa (2002). *Mentoring: A promising strategy for youth development* (Research Brief). Washington, DC: Child Trends.

Satisfactory-Unsatisfactory courses. The second was the average of just those grades for core academic courses (e.g. English, Mathematics, Social Studies, and Science). In all cases, grades were rounded down to the nearest whole number (i.e. an average grade of 6.6 was recorded as a 6). For each student, we compared means for the current marking period to those of the comparison quarter and determined whether the comparison represented worse, the same, or better academic performance relative to earlier marking period.

Participants

As of the end of the first quarter of the 2003-2004 academic year, 42 students participated in the Friend Fitness Program at the State College site. At the end of the first quarter of the 2004-2005 academic year, that number had risen to 53 participants. Only those Friend Fitness participants at the State College site who had entered the program after June 1, 2003 and remained active as of November 1, 2004 were considered for participation in this study. Of the 23 students who met these criteria, we were able to gather sufficient report card data to make comparisons for 21 students.

Findings

In all, 65 percent of State College Friend Fitness participants either improved their school attendance records or maintained already perfect attendance records (see Figure 1). Specifically, 40 percent of participants improved their school attendance records relative to the comparison period one year ago—or, in the case of those in the program less than a full year, prior to program entrance. An additional 25 percent maintained already perfect attendance levels. Often, for students facing personal challenges, simply maintaining the *status quo* is a positive result. Fifteen (15) percent of participants maintained the same attendance record relative to the comparison period. One-fifth of participants had attendance records that were worse than those during the comparison period.

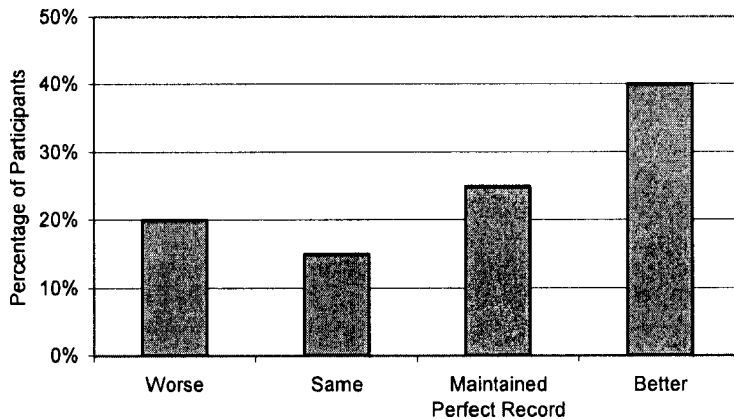


Figure 1.
Change in school attendance relative to comparison marking period (Nov. 2003 to Nov. 2004)

Many of our students have problems with school attendance in the sense that they have high numbers of unexcused absences. As shown in Figure 2, 75 percent of Friend Fitness participants reduced their number of unexcused absences or maintained already perfect records, relative to the comparison quarter. Fully 35 percent of participants reduced the number of unexcused absences, while an additional 40 percent maintained already-perfect records of no unexcused absences for the quarter.

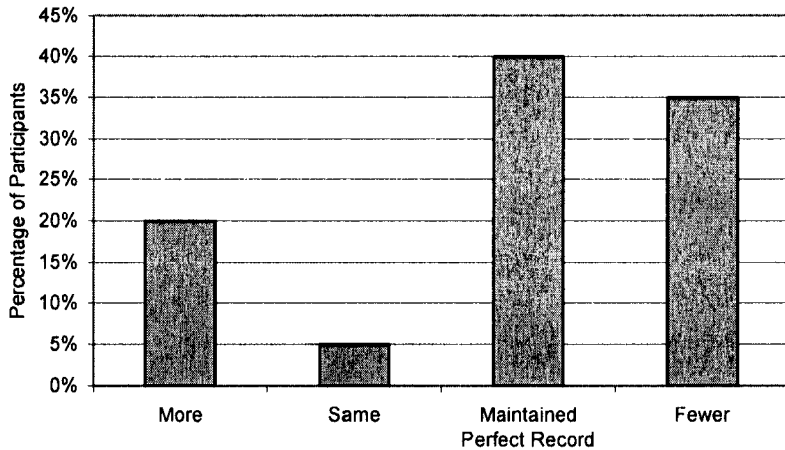


Figure 2.
Change in unexcused absences relative to comparison marking period (Nov. 2003 to Nov. 2004)

While attending school consistently is an important factor, academic performance is equally important. Changes in academic performance relative to the comparison quarter are presented in Figure 3. This figure shows that, for nearly 70 percent of participants, overall grade average increased, and average grades remained the same in nearly 20 percent of the cases. In less than 15 percent of cases, average grades for the first quarter of the current school year were lower than they had been during the comparison quarter.

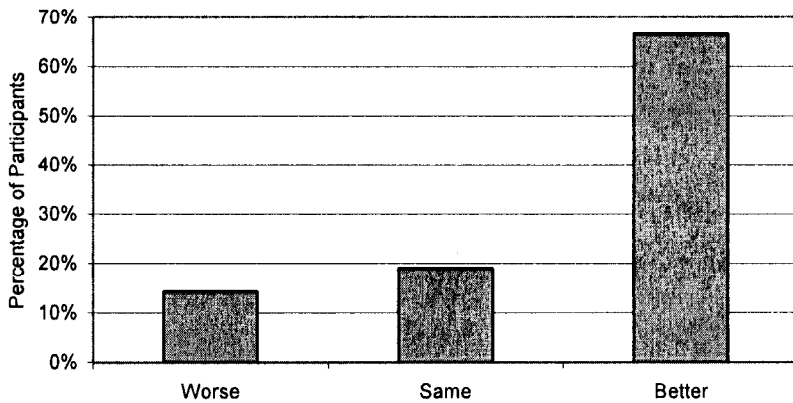


Figure 3.
Percentage of participants whose average grades were worse, the same, or better relative to the comparison period (November 2003 to November 2004)

We did the same type of assessment of students' performance in core academic courses (courses in English, Mathematics, Science, and Social Studies). The following figure displays the percentage of participants whose mean grades on core courses deteriorated, remained the same, or improved over the last year (or length of time in the program, for those students in the program less than one full year). From this figure, one may see that 71 percent of students improved their grade averages in their core academic courses during the fall quarter, as compared to the fall 2003 quarter (or, for those students in the program less than a full year, as compared to the quarter prior to program

entrance), and another 5 percent maintained the same grade average. Less than one-quarter of participants had grade averages that were lower than those during the comparison quarter.

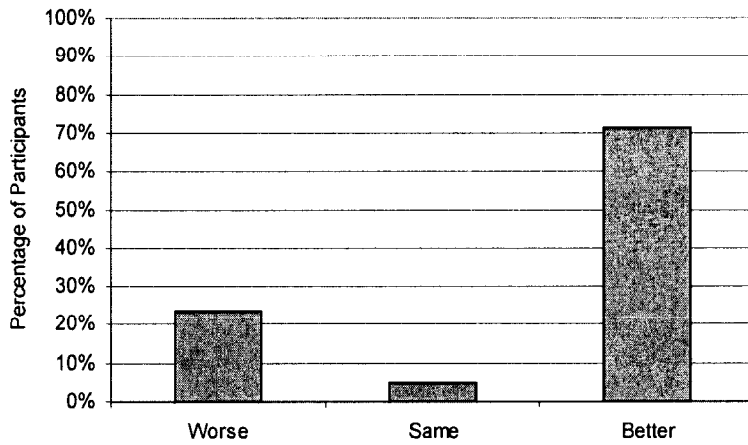


Figure 4.
Percentage of participants whose grades on core academic courses were worse, the same, or better relative to the comparison period (November 2003 to November 2004)

Discussion and Conclusions

Overall, participants in this study exhibited increased school attendance and concomitant reduction in number of school absences, as well as improved academic performance, relative to the comparison marking periods. While we cannot state causal relationships between participation in the Friend Fitness Program and school attendance and performance, correlations are strongly evident and are in line with other research into successful mentoring programs.

In another recent study, the Friend Fitness program demonstrated positive effects on participants' pro-social behavior, self-image, and sense of competence. In this University of Hawaii dissertation research on effects of the Friend Program on participants (both State College and Chester County sites), the researcher found common themes across both sites.³

Substantial evidence was obtained which demonstrated the positive effects of this mentoring program. Indications of perceived positive change was a prominent theme in the interviews, and the mentees' perceptions about changes in themselves provided strong evidence for positive program effects. The contention that involvement in this mentoring program was responsible for producing some level of change for the mentees was a universal theme (100%). Increased confidence/self-esteem (93%), positive physical changes (83%), improved ability to interact with others (people, peers, and family) (73%), and academic improvements (60%) were the four most frequently cited changes. These positive changes have important implications for supporting and enhancing skills and abilities of youth. One of the most interesting affirmations of this program's value expressed by the mentees was that it was a life-changing experience (23%), changing their lives for the better in some profound way.⁴

A key finding of that research was that physical changes in participants, while evident and valued, were far from the most significant effect of the program. Instead, both mentors and their mentees reported that participation in Friend

³ Galbavy, R. (2004). *Influences on the effectiveness of mentoring at-risk youth*. Unpublished doctoral dissertation (executive summary). University of Hawaii.

⁴ Ibid.

Fitness was in some way “life-changing.” For these students, the importance of the structured process of setting goals and being held accountable for making every effort to achieve them cannot be overstated. The study found both themes to be equally true of male and female adolescents.

Many of those students who participate in the Friend Fitness Program face challenging life circumstances. For these students, just staying in school is positive. This study shows us that, in general, participation in the Friend Fitness Program correlates positively with school attendance and performance. The effort put forth by volunteer mentors to guide these adolescents in positive directions appears to be benefiting program participants. Although our study of State College participants’ school attendance and performance was limited in scope, it has heartening implications for program participants. At this point, we need to broaden the scope of the study to participants at the Chester County site and collect similar data on participants at the Clinton County site, once that program begins, in order to determine if we are seeing similar results across program sites.

APPENDIX TAB "3"

**A Two-Year Follow-up Evaluation of
*The Second Mile Leadership Institute 2000***

Prepared by:
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The Second Mile Leadership Institute is now in its third year of implementation. This program provides leadership development to high school students from across the Commonwealth of Pennsylvania. The overarching goal of the Institute is to provide teams from participating high schools with skills and necessary support to develop and implement service projects benefiting their schools and/or communities. Specifically, planners at *The Second Mile* aimed to achieve the following:

- Encourage youth involvement in community service by providing them requisite leadership knowledge and skills;
- To emphasize work of and by teams rather than individuals;
- Focus on practical application of new skills through development and implementation of a plan supported at local sites by faculty mentors and, from off-site, by *The Second Mile* staff members;
- Combat student feelings of disenfranchisement and alienation by offering this opportunity to students whom their faculty saw as having untapped potential; and
- Connect students within individual high schools by teaming students representative of the diversity of their student bodies.

While teams' projects were intended for the school year immediately following participation in the Institute, *The Second Mile* hoped to see expansion of original team sizes, projects with impact on or involvement of the broader school community, improved school climate, and ongoing involvement of student participants in leadership for community service.

Each year, we have collected data about student and faculty perceptions at the conclusion of the Institute and at the end of the project "year." In spring 2002, a majority of our original 81 students were graduating seniors, although a few of them attending as juniors would have graduated the previous year. Although *The Second Mile* staffers have been in contact with these students and mentors on a regular basis, these data were primarily anecdotal. It was important for us to learn more about any long-term differences the Institute had made in students' lives and in the lives of their faculty mentors. The questions guiding our research were as follows:

- What difference has participation made in terms of students' knowledge and use of leadership skills, involvement in school activities, attitude toward school, academic work, and future plans?
- To what degree did the original team size expand to engage other students?
- To what degree did the project increase harmony among diverse groups within the school and improve the public's perception of students and the school?
- What impact did the project have on school climate during the first year of their project and in the two years since then; additionally, what impact did it have on their community?
- What effects did participation in *The Leadership Institute* have on faculty mentors?
- Was the team still in place, and did the original participants continue active membership?
- If the team was still in place, was the original project continuing or was the team working on a new project?

We used a mailed survey for data collection. In order to gather faculty mentors' perceptions about their student teams in addition to hearing from students themselves, we developed two parallel survey forms. In the student survey, we asked questions about the students, their teams, and their projects (see Appendix A). In a parallel survey, we asked faculty mentors of this original cohort about growth in leadership skills and involvement by their student participants and how, if at all, the Leadership Institute had affected the mentors personally and professionally (see Appendix B). The remainder of the survey was identical to that sent to students.

Each of the 81 student participants and 16 faculty mentors was mailed the survey with a stamped return envelope. A week after sending the student survey, follow-up phone calls were made to all students from whom we

had not received responses, and a week after that, non-respondent students were sent another copy of the survey with a note reminding them to return their completed protocols as quickly as possible. Non-respondent faculty mentors were sent an additional copy of the survey two weeks after the original. They, too, were sent a note reminding them of the value of their feedback. Table 1 displays response rates of the two groups. We were pleased to have received responses from at least one student or faculty member from each of the 16 teams in our original cohort group.

Table 1.
Survey response rates

	<u>Students</u>	<u>Faculty Mentors</u>
Total number of participants	81	16
Total number of responses	26	11*
Percentage responding	32.1%	68.8%

* One mentor sent an e-mail response with comments but no numerical data.

From the above table, one may note:

- More than two-thirds of faculty mentors responded, but fewer than one-third of students did so.
- The actual numbers of responses from students and faculty are insufficient to make statistically sound generalizations but provide useful data for generating tentative conclusions while piloting the research methodology.

Findings

Effects of *The Leadership Institute* on Students

Students were asked to report the degree to which their participation in *The Second Mile Leadership Institute* has made a difference in each of several aspects of their lives. For each of the items displayed in Table 2, students responded to the prompt, "What difference has your participation in *The Leadership Institute* made in terms of. . . ." Faculty mentors were asked to consider the students in their teams when responding to the same questions. Table 2 displays findings by item.

Table 2.
Student change resulting from participation in The Leadership Institute as perceived by students and faculty mentors

	<u>Student Ratings</u>		<u>Faculty Mentor Ratings</u>	
	Mean	Median	Mean	Median
Knowledge/use of leadership skills	2.50	3	2.60	2.5
Involvement in school activities	2.15	2	2.40	3
Attitude toward your school	2.19	2	2.70	3
Academic work (grades, kinds of courses you took, etc.)	2.27	2	2.10	2
Future plans	2.65	3	2.67	3

Note: Rating scale was as follows: 0 (None), 1 (Small amount), 2 (Moderate amount), 3 (Quite a lot), and 4 (A huge amount!).

From data displayed in Table 2, it can be noted:

- Mean ratings indicate agreement by students and faculty mentors that *The Leadership Institute* has made at least a moderate difference in students' lives.
- Median ratings show at least half of student respondents believe *The Leadership Institute* has made either "quite a lot" or "a huge amount" of difference in terms of both their knowledge and use of leadership skills and in their future plans.
- Median ratings by faculty mentors indicate they see even greater positive effects on students than do students themselves. At least one-half of faculty mentors believe *The Leadership Institute* has made either "quite a lot" or "a huge amount" of difference in students' lives in three areas: involvement in school activities, attitude toward school, and future plans.

- Mean ratings indicate faculty mentors have seen greater positive differences than have students in the following areas: knowledge and use of leadership skills, involvement in school activities, and attitudes toward their schools.
- Based on mean ratings, students have seen greater positive effects than have faculty mentors in the area of academic work.
- At least half of both students and faculty mentors perceive “quite a lot” of effect on students’ future plans as a result of students’ participation in *The Leadership Institute*.

Participation in *The Leadership Institute* has made differences in some students’ lives, as the following selected comments indicate:

- “The leadership program as a whole has helped my future plans become clearer.” (student)
- “Now I’m practically in charge of every activity in the school.” (student)
- “There is no doubt in my mind that the skills and methods of leadership I learned at the Institute affected my outlook on my role as a leader in the community.” (student)
- “Some (students) want to continue or begin a group like this at the college they are going to.” (faculty mentor)

On the other hand, some participant comments reflected barriers encountered by teams and team members. Some participants felt they could not access sufficient support from school administration. Others believed their teammates did not share their commitment to their team and project, rendering their team incapable of persevering when encountering obstacles. Comments reflecting these problems follow:

- “With respect to my attitude towards my school, The Second Mile project made me find out that my school administration is nothing more than a pile of . . . bureaucrats.” (student)
- “My group has been disappointing. (They) did not follow through on (their) project. They are . . . active in school activities but did not continue the mission.” (faculty mentor)

A second group of questions related to *The Leadership Institute*’s goal of building capacity within the participating high schools and of building community from within the school. We asked both students and faculty mentors to rate on a scale of 0 (no effect) to 4 (a “huge” effect) the degree to which each of several aspects of community-building occurred. These findings are displayed in Table 3, as follows:

Table 3.
Effects on community as perceived by students and faculty mentors

	Student Ratings		Faculty Mentor Ratings	
	Mean	Median	Mean	Median
Expansion of original team size	1.76	2	2.00	2.5
Increase in harmony among diverse groups within the school	1.76	2	3.25	2
Improvement in public perception of the school	1.84	2	2.38	2.5

Note: Rating scale was as follows: 0 (None), 1 (Small amount), 2 (Moderate amount), 3 (Quite a lot), and 4 (A huge amount!).

The following observations may be made:

- Students did not rate changes in these attributes of community-building as highly as did their faculty mentors.
- Student ratings were consistently bi-modal. Students indicated either the project had been hugely or not at all successful in terms of these attributes.
- At least half the students indicated they had been either moderately, quite, or hugely effective in expanding their original team sizes, increasing harmony among diverse groups within their schools, and improving public perception of their schools.
- Half the faculty mentors rated their teams as having been quite or hugely successful in expanding the size of the original team and in improving the public’s perception of their schools.
- At least half of the faculty mentors indicated their teams had been moderately, quite, or hugely successful in increasing harmony among diverse groups of students.

Student and faculty comments reported success in building school community through the project. Some of the more pertinent comments are as follows:

- “There have been (a great) many new people who joined our group.” (student)
- “We created a program with the special education students at (our high school). We began with a group of four and now have about 50 members. . . . The things (we) learned at The Second Mile helped out a lot!”(student)
- “We changed our project, but it’s still going!” (student)
- “It has been an excellent program, and we are continuing it after we graduate. Other students will take over our jobs of helping new students get acquainted with (our) school. It’s been a great success!” (student)
- “Although other students became involved, none had time to lead a separate group. The project will continue through the Student Council.” (faculty mentor)

Some teams were able to get additional participation, embed the project into the fabric of their schools, or provide benefits that reached beyond the walls of their schools. Several of their comments follow:

- “Our original group worked with other students in a group called PSU (Pride, Sprit, and Unity). For new students, PSU has now been (made) part of (the work of) the Student Council.” (faculty mentor)
- “We now post morning announcements and read announcements during lunch. Students now see the cafeteria as a more pleasant area. It also has become a great place to improve in-school communication—an area where we were in need of improvement.” (faculty mentor)
- “Our project generated over \$300 for Easter Seals. . . .” (student)
- “Our bridge is used by countless (school and community) residents.” (student)

On the other hand, other teams were unsuccessful in getting their projects off the ground, reinforcing their rationale for low ratings. The following selected comments by faculty mentors reflect their conviction that the Institute has benefits they as a group simply were not able to put into practice:

- “(Because of renovations to school), I’m sorry that we didn’t get to realize our goal of a “Moving on Up” type of experience for 8th graders.... I still hope to be able to do this before I retire.” (faculty mentor)
- “(I am) working on resuming active status for next year. I think this is a fantastic program!” (faculty mentor)
- “We were under unusual circumstances in that our school began three years of renovations and things have been a mess. We would like to participate again, perhaps next year or the year after.” (faculty mentor)
- “The project was great and had support from administration, but the kids were distracted and did not finish.” (faculty mentor)
- “The students chosen to attend were unable to complete their project as proposed due to their involvement in other activities. In that, the participants from our school lost out on the benefits of the program.” (faculty mentor)

Some members of unsuccessful teams reported difficulty engaging others in their projects. They believed their projects did little to increase harmony among diverse groups or improve the public’s perception of their schools. Some of the less favorable comments reflect frustration with the respondents’ schools or personnel, rather than with *The Second Mile Leadership Institute*. These comments may signal needs *Second Mile* staff members might have better addressed during the project year and give us insights for future Institutes and the follow-up years. Several of these comments follow:

- “After the first three months, most of the members on our team became discouraged and did not show up for meetings, so our project fell apart.” (student)
- “I think it would have worked out a lot better if the members of our group weren’t as involved in other school activities. It was hard to get everyone together at one time. The program helped us a lot though. . . . we just couldn’t make it work.” (student)
- “I believe that because of a lack of effort from (one) member, the team. . . fell apart. He acted like the team served no purpose. We have tried to regroup with more kids but it seems there is. . . a lack of interest.” (student)
- “When the students returned from the leadership training, they were inspired. However, that enthusiasm soon turned into a lot of problems. One of the major problems was the students could not get others to help.” (faculty mentor)

- “We. . . had the negativism of other faculty members. Since paper is usually scarce, the faculty did not like the use of paper by the students. This influenced some of the (team) members.” (faculty mentor)

An additional goal of the Institute is to have positive effects on both school and community climates. Table 4 displays means and modes based on student and mentor responses to several improvement indicators in this arena.

Table 4.

Effects on school and community climate as perceived by students and faculty mentors

	Student Ratings		Faculty Mentor Ratings	
	Mean	Median	Mean	Median
Have an impact on school climate during the 2000-2001 school year	1.67	2	2.00	2
Have an impact on your school's climate since then	1.44	0	2.00	2
Have an impact on your community	1.33	1	1.78	2

Note: Rating scale was as follows: 0 (None), 1 (Small amount), 2 (Moderate amount), 3 (Quite a lot), and 4 (A huge amount!).

Data displayed in the preceding table indicate the following:

- Overall, students and faculty mentors saw less impact on school climate or on the community than any of the other indicators of project success.
- Consistently, faculty mentors perceived a greater impact than did students on school climate during the project year, since the project year, and on the community at large.
- At least half of students and faculty mentors viewed their projects as having had at least “moderate” impact on their school climates during the year of their projects.
- At least half of faculty mentors perceived either “moderate,” “quite a lot,” or “a huge amount” of impact on all three areas—school climate during the project year, school climate since the project year, and on the community.
- At least half of student respondents perceived no impact on school climate since their project year.

The following comments are among statements made by students and faculty mentors about positive effects of the Institute on the climates of their schools and communities:

- “Our project had a great impact on our own group skills and also on our community. Overall, a very positive experience.” (student)
- “This workshop did so much for me and my school. It brought people together through our project and definitely made for a warmer climate. I’m so glad I was able to be a part of this!!” (student)

We were interested in learning if participation in *The Leadership Institute* has made a difference for more than just the students. We wanted to know if the Institute had any effects on teachers who agreed to serve as faculty mentors. Research evidence is clear that teachers feel overburdened by the myriads of obligations placed upon them as educators¹. We know that time is one of the scarcest commodities in schools. Since faculty mentors committed to *The Leadership Institute* on top of their other duties, we were concerned that the Institute should benefit them in ways extending beyond those accruing to their students. We also know that teacher burnout is real. It was, therefore, important to us to know if this extra obligation was an effective use of faculty mentors’ limited time. Table 5 displays faculty mentor responses to a set of questions about the value of participation to the mentors personally and professionally.

¹ Zinn, L. F. (March 1997). *Supports and barriers to teacher leadership: Reports of teacher leaders*. Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Table 5.
Value of The Leadership Institute to faculty mentors

	Mean	Median
Knowledge and use of leadership skills	3	3
Knowledge and use of team building and teamwork	3.11	3
Involvement in other school climate improvement efforts	3.11	3

From the preceding table, one may observe the following:

- In general, faculty mentors found the Institute to be of value to them personally and professionally.
- On average, faculty mentors developed at least “quite a lot” in terms of all three personal and professional indicators--knowledge and use of new leadership skills, knowledge and use of teams and team building, and involvement in other school climate improvement efforts.
- At least half of respondents indicated “quite a lot” or “a huge amount” of effect on knowledge and use of leadership skills, knowledge and use of team building and teamwork, and involvement in other school climate improvement efforts, as a result of their participation in the Institute and their mentoring role during their project years.

As noted, this study lacks robustness due to the low number of attendees and resultant small response size. With only 16 schools in our original group, we recognize our findings can only offer hints as to the long-term effects of *The Second Mile Leadership Institute* on students, faculty mentors, and their high schools and communities. We intend to continue yearly two-year follow-up research with our participants, modifying the methodology slightly based on what was learned through this pilot study. First, we will alter the instrument to clarify several questions that may have caused some confusion. Second, in order to increase the response rate, we intend to mail the survey a month earlier to avoid conflicts with the end-of-school events. Third, we will consider conducting phone interviews with some respondents to garner additional qualitative data.

While recognizing our inability to generalize based on the small number of responses, we can draw some tentative conclusions, as follow:

- Students gain long-term benefits from participation in *The Leadership Institute* in terms of their knowledge and use of leadership skills, involvement in school activities, attitude toward their schools, academic work and future plans. Benefits most often accrue when students’ teams successfully complete projects.
- Completion of a project, while highly valuable, does not seem to be the sole determinant of whether or not students or their faculty mentors perceive the Institute as beneficial.
- *The Second Mile Leadership Institute* benefits students in ways that extend beyond the immediate bounds of their projects.
- Participation in *The Leadership Institute* has positive effects on participating high schools by involving the broader school community in a project beneficial to the school or community and by increasing harmony among various groups within the school.
- The Institute may positively affect the community’s perception of the high school, depending on the nature of the team’s project.
- The Institute benefits faculty mentors personally and professionally in arenas beyond simply their work with a Leadership team.

We anticipate our increased understanding of the Institute’s long-term effects to help as we market future Institutes. We know from other research that, of these 16 original schools, nine teams were successful in completing a project (a completion rate of 56.3%). We also know that, of the seven teams unsuccessful in completing their projects, six teams had faculty advisors who were unable to follow through with their year-long mentoring commitments. The following considerations may offer guidance to planners:

- In marketing to potential mentors, remind them of the importance of follow-through for the full project year and inform them of benefits to them both personally and professionally;
- Consider offering additional sessions during the Institute targeted to faculty mentors and their needs;
- Provide additional support from *The Second Mile* to teams that seem to be floundering; and
- Maintain contact with team members beyond their project year, encouraging them to continue using new knowledge, skills, and attitudes.

Nine of the 16 original schools chose to send new teams of sophomores to *The Leadership Institute* held in May 2002. Of these schools, two with previously unsuccessful teams returned with new groups of sophomore recruits "to try again." The remaining seven returning schools had had teams that either completed projects or whose projects are ongoing. This return rate meant that over half (56.3%) the original cadre of schools--the teams, their administration, and faculty--felt *The Leadership Institute 2000* was sufficiently beneficial to their students and schools to repeat the experience with new students and, sometimes, new faculty mentors.

This small study represents only a piece of a broader assessment of the effects of *The Second Mile Leadership Institute* on Pennsylvania high school students, their faculty mentors, their schools, and their communities. We have data on student and mentor evaluations for all three years of Institutes, and we recently completed a study of near-term impacts of *The Second Mile Leadership Institute* on students' perceptions of their knowledge, skills, and beliefs that their projects will succeed². In the short term, we plan to replicate this study with our next group of graduating seniors. Other avenues for research consideration could seek answers to the following questions:

- What are the benefits of participation in *The Second Mile Leadership Institute* for local high schools and communities?
- What effects do teams have on other students' involvement and engagement in their high schools?
- What effect does *The Second Mile Leadership Institute* have on bringing together diverse groups in participating high schools?

Our study of students and faculty mentors two years after their involvement in *The Second Mile Leadership Institute* offers interesting clues to the long-term effects of the Institute. First, it appears the Institute may well serve as a catalyst for change in attitudes and behaviors of youth. A major goal of *The Second Mile* is to "harness the energy, enthusiasm, and raw talents of our Commonwealth's youth so that adolescents feel empowered to act for that 'common good.'"³ At least one of our *Leadership Institute 2000* students has earned college scholarship monies as a direct result of involvement with the Institute. We have watched as members of some teams "passed the torch" on to younger students. Participation in the Institute seems to have positive effects on faculty mentors, as well. If faculty members feel rejuvenated by a project they view as beneficial, it stands to reason their senses of engagement as educators will increase. Our hope is that faculty mentors will bring future teams back and start "traditions" of involvement in *The Second Mile Leadership Institute*. In this manner, *The Second Mile's* newest program offering will have long-lasting effects on high schools and communities around the Commonwealth.

² Zinn, L.F. (August 2002). *Student perceptions of the near-term effect of The Second Mile Leadership Institute on their knowledge, skills, and chances of project success*. Unpublished paper.

³ Genovese, K. (October 2000). *The Second Mile Leadership Institute and the Pennsylvania State University Department of Speech Communications: Collaborative opportunities for Institute research, evaluation, and enhancement*. Unpublished paper.

APPENDIX TAB "4"

**AMENDMENT TO ASSET TRANSFER AND PROGRAM CONTINUATION
AGREEMENT**

This Amendment dated as of Feb 16, 2013 by and among **THE SECOND MILE**, a Pennsylvania nonprofit corporation (“TSM”), **ARROW CHILD & FAMILY MINISTRIES, INC.**, a Texas nonprofit corporation (“Arrow”), and **ARROW CHILD & FAMILY MINISTRIES OF PENNSYLVANIA, INC.** (“Arrow-PA”), a Pennsylvania nonprofit corporation, in intended to modify a certain Asset Transfer and Program Continuation Agreement dated as of May 7, 2012 (“Asset Transfer Agreement”)

RECITALS

A. Following the filing of the Petition for Distribution of Assets of The Second Mile Pending Dissolution (“Petition”), in which TSM requested Court approval to transfer certain of its programs and title and possession of certain of its assets to Arrow and Arrow-PA, with the Orphans’ Court Division of the Court of Common Pleas of Centre County, a jury convicted Sandusky on multiple charges, including unlawful contact with minors, corruption of minors and endangering the welfare of children and he was sentenced to a period of 30-60 years’ incarceration.

B. On August 27, 2012, counsel for TSM, counsel for the Office of Attorney General– Charitable Trusts and Organization Section and counsel for certain of the victims of Sandusky filed their Stipulation of Counsel Regarding Stay of Proceedings whereby counsel stipulated that “proceedings [as to The Second Mile’s Original Petition] shall be stayed pending final resolution of all pending and future tort claims asserted by victims of sexual abuse committed by Gerald Sandusky. On September 5, 2012, the Orphans’ Court entered an Order approving the Stipulation.

C. Now TSM desires to file a Motion to Lift the Stay and Amended Petition for

Limited Distribution of Assets and Incremental Program Transfer of The Second Mile Pending Dissolution ("Amended Petition") to permit TSM to transfer \$ 200,000 to Arrow and Arrow-PA to operate three of TSM's programs in the Spring of 2013, i.e., Friend Program, Friend Fitness Program and Leadership Institute ("Programs").

D. Arrow and Arrow-PA have agreed to operate these programs in accordance with the terms set forth herein.

E. The parties hereto intend that this Amendment shall embody all of their agreements and understandings related to the limited transfer of the three programs and assets to operate such programs.

NOW THEREFORE, for and in consideration of the mutual covenants herein, and intending to be legally bound hereby, the parties agree to modify the Asset Transfer Agreement as follows:

1. **Limited Transfer of Assets.** Upon receipt of an Order from the Orphans' Court, TSM shall transfer the cash sum of \$200,000 ("Lump Sum") to Arrow-PA, together with TSM's participant, donor and program information and the equipment listed in the asset list included on Exhibit "A."

2. **Operation of Programs.** Arrow and Arrow-PA agree to provide the Programs scheduled for the Spring of 2013, generally to include the Friend Program during the months of February, March and April, 2013, the Friend Fitness Program for the Spring of 2013 and the Leadership Institute during the Spring of 2013.

3. **Miscellaneous.**

a. All provisions of the Asset Transfer Agreement inconsistent with this Agreement shall be deemed modified and not enforceable, including the provisions of Article 2.3(f)-(i) of the Asset Transfer Agreement regarding the transfer of funds in excess on the Lump

Sum; the provisions of Article 2.5 regarding assumed liabilities; and the provisions of Article 3 regarding inconsistent closing deliveries. Any provisions not modified by this Amendment shall remain in full force and effect.

b. This Amendment shall be construed under the laws of the Commonwealth of Pennsylvania.

c. This Amendment may be signed in counterparts, and all counterparts taken together shall constitute the whole agreement as is one agreement was signed by all parties.

d. This Amendment may not be assigned by any party.

e. This Amendment shall only become effective upon the issuance of an Order of the Orphans' Court of Centre County approving the Amendment.

f. This Amendment shall only be amended by a writing signed or countersigned by each party.

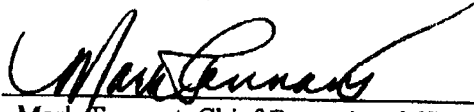
g. If any provision hereof is deemed by a court of final jurisdiction to be unenforceable or prohibited, such provision shall be stricken and the balance of the Amendment shall remain in full force and effect.

IN WITNESS WHEREOF, the undersigned duly authorized officers or agents have set their hands and seals the day and year first above written.

THE SECOND MILE

By: David Woodle
Title: David Woodle, President

**ARROW CHILD & FAMILY MINISTRIES
OF PENNSYLVANIA, INC.**

By: 
Title: Mark Tennant, Chief Executive Officer

**ARROW CHILD & FAMILY MINISTRIES,
INC.**

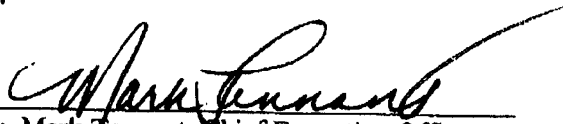
By: 
Title: Mark Tennant, Chief Executive Officer

EXHIBIT A

List of Equipment Being Transferred

Assets To Be Transferred To Arrow						
Category	Category	Breakdown/Description				
Staff/Office	Staff/Office	2 Desk Chair	3 Drawer Lateral File Cabinet	4 Drawer Vertical File Cabinet	Bookshelf	
Computer Equipment	Computer Equipment		3 Printers	2 Monitors	Cables	Speakers
Multimedia Equipment	Multimedia Equipment	1 Projector	3 Digital Cameras	HD Camcorder		
Other Equipment	Other Equipment	1 copier, Ricoh Aticio 3045	1 safe		1 fax machine	2 V-Hub teleconferencing phones
Vehicles	Vehicles	White 1997 Dodge Maxi-Wagon	Silver 2006 Ford Econoline			
Intellectual Property	Intellectual Property	Donor perfect Database copy	Program Filemaker File copies	Constant Contact data		
Development Items	Development Items	5-10 signed artist prints e.g. landscapes	~10 paintings (including an Altman)	20-30 pieces signed sports memorabilia	golf clubs and/or apparel from PSU golf shop valued ~\$1800	10 items of unsigned sports memorabilia
Program Materials	Program Materials	tents, cookware, & other camping equip; 10 bins children's bedding; 10 coolers	3 boxes stuffed animals; 10 boxes health/ hygiene materials	5 boxes prizes; 10 boxes books; 10 bins crafts; 15 bags sports equipment	1-2 sets of carnival equip; 2 boxes shirts; 4 boxes notebooks	teambuilding initiatives; various other camp & program materials

APPENDIX TAB "5"

THE SECOND MILE
Board of Directors Special Meeting
February 14, 2013

RESOLVED, that, after discussions with Arrow Child & Family Ministries (“Arrow”) and its affiliate, Arrow Family & Child Ministries of Pennsylvania (“Arrow-PA”), which previously had agreed to a certain Asset Transfer and Program Continuation Agreement dated as of May 7, 2012 (“Transfer Agreement”), it is in the best interests of the children served by The Second Mile, to modify the Transfer Agreement and agree to a limited transfer of assets so that Arrow can operate the Spring 2013 Leadership Institute, Friend Program and Friend Fitness Program.

RESOLVED, that the Board of Directors specifically agrees to the following limited transfers:

- a. The Second Mile will transfer the sum of \$200,000 to Arrow-PA, together with all participant, donor and program information. The cash transfer will permit Arrow/Arrow-PA to begin executing the three programs (Friend Program, Friend Fitness Program and the Leadership Institute) scheduled for the Spring of 2013.
- b. The equipment listed in the asset list attached to this Resolution as Exhibit “A” will be transferred to Arrow-PA.

RESOLVED, that the Board of Directors, Arrow and Arrow-PA have agreed generally to the terms of an Amendment to the Transfer Agreement as more fully set forth in the Amended Agreement attached to this Resolution as Exhibit “B.”

RESOLVED, that the President of The Second Mile is authorized to finalize the amendment to the Transfer Agreement consistent with this Resolution.

RESOLVED, that Board of Directors approves the filing of a Petition (“Petition”) to be filed with the Orphans’ Court to seek approval of the transfers contemplated by the amendment to the Transfer Agreement.

RESOLVED, the Board of Directors agrees to transfer such assets as identified in the amendment to the Transfer Agreement upon receipt of an order of the Orphans’ Court of Pennsylvania (“Orphans’ Court”) approving such transfer.

RESOLVED, that David Woodle, as President of The Second Mile, and Linda Gall, as Secretary, be and they hereby are authorized, empowered and directed (a) to negotiate and execute an amendment to the Transfer Agreement with Arrow and Arrow-PA, together with any and all documents, instruments and agreements deemed necessary in their reasonable judgment, and (b) to execute any documents that may be required to obtain the approval of the Orphans’ Court, together with any and all instruments, certifications, verifications and affidavits deemed necessary in their reasonable judgment in connection with the filing of the Petition and (c) to effectuate the transfers as contemplated by this Resolution upon approval of the Court.

The undersigned hereby certifies that she is the duly elected and qualified Secretary of The Second Mile; that the foregoing is a true record of a Resolution duly adopted at the Special Meeting of the Board of Directors of The Second Mile; that said meeting was held in accordance with the Bylaws of The Second Mile on February 14, 2013; and that said Resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary this 19 day of February, 2013:


Linda Gall, Secretary

9365215v1

APPENDIX TAB "6"

WRITTEN CONSENT OF DIRECTORS
IN LIEU OF A MEETING OF DIRECTORS

OF

ARROW CHILD & FAMILY MINISTRIES OF PENNSYLVANIA, INC.
A Texas Non-Profit Corporation

The undersigned Directors, constituting a majority of all of the members of the Board of Directors of Arrow Child & Family Ministries of Pennsylvania, Inc. ("the Corporation"), do hereby consent and agree pursuant to Sections 6.201 and 21.415 of the Texas Business Organizations Code and Section 3.13 of the Corporation's Bylaws, to the adoption of the following resolutions and to the actions authorized therein without a special meeting of the Board of Directors but with the same force and effect as if such meeting of the Board of Directors had been duly called and held.

**EXECUTION OF MOTION TO LIFT STAY AND
AMENDED PETITION FOR LIMITED DISTRIBUTION OF
ASSETS AND INCREMENTAL PROGRAM TRANSFER
OF THE SECOND MILE PENDING DISSOLUTION**

RESOLVED, that it appears to be in the best interests of this Corporation that the Corporation enter into an agreement with The Second Mile, a Pennsylvania nonprofit corporation ("TSM") entitled the *Motion To Lift Stay And Amended Petition For Limited Distribution Of Assets And Incremental Program Transfer Of The Second Mile Pending Dissolution* (the "Agreement");

RESOLVED FURTHER, that the Chief Executive Officer of the Corporation is hereby authorized and directed, without the joinder of any other person, to take such steps as are necessary to negotiate the terms of the Agreement with the various parties;

RESOLVED FURTHER, that, the Chief Executive Officer is hereby authorized to fix and negotiate such terms, conditions, and consideration for the Agreement in final and acceptable form;

RESOLVED FURTHER, that, the Chief Executive Officer of this Corporation is authorized and directed to execute and deliver on behalf of this Corporation and in its name the Agreement, the Bill of Transfer, the Assignment and Assumption Agreement and various other related documents, and to execute and deliver in the name of and on behalf of this Corporation all other instruments and documents as may be deemed necessary or proper to effect the transactions contemplated thereby; and

RESOLVED FURTHER, that the Chief Executive Officer of this corporation is hereby authorized and directed to do any and all acts and things necessary to carry out, perform, and consummate the transactions of the Agreement.

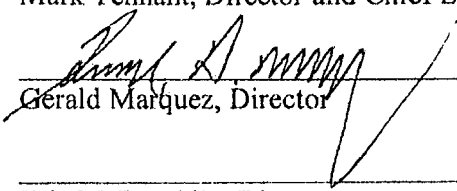
RATIFICATION OF ACTIONS

RESOLVED, all actions of the officers during the prior period of time since the last meeting of directors or consent of actions of the directors are hereby ratified and approved.

IN WITNESS WHEREOF, the undersigned Directors execute this Written Consent to be effective as of the 31th day of January, 2013.

The resolutions made herein shall be effective upon the signing of no less than 3 Members of the Board.

Mark Tennant, Director and Chief Exec Officer



Gerald Marquez, Director

Eric McLauchlin, Director

Melissa Rod, Director

RATIFICATION OF ACTIONS

RESOLVED, all actions of the officers during the prior period of time since the last meeting of directors or consent of actions of the directors are hereby ratified and approved.

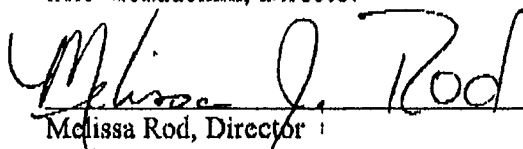
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The resolutions made herein shall be effective upon the signing of no less than 3 Members of the Board.

Mark Tennant, Director and Chief Exec Officer

Gerald Marquez, Director

Eric McLaughlin, Director



Melissa Rod, Director

RATIFICATION OF ACTIONS

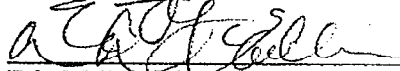
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Mark Tennant, Director and Chief Exec Officer

Gerald Marquez, Director



Eric McLaughlin, Director

Melissa Rod, Director

WRITTEN CONSENT OF DIRECTORS
IN LIEU OF A MEETING OF DIRECTORS

OF

ARROW CHILD & FAMILY MINISTRIES OF PENNSYLVANIA, INC.
A Texas Non-Profit Corporation

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**EXECUTION OF MOTION TO LIFT STAY AND
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RESOLVED FURTHER, that, the Chief Executive Officer is hereby authorized to fix and negotiate such terms, conditions, and consideration for the Agreement in final and acceptable form;

RESOLVED FURTHER, that, the Chief Executive Officer of this Corporation is authorized and directed to execute and deliver on behalf of this Corporation and in its name the Agreement, the Bill of Transfer, the Assignment and Assumption Agreement and various other related documents, and to execute and deliver in the name of and on behalf of this Corporation all other instruments and documents as may be deemed necessary or proper to effect the transactions contemplated thereby; and

RESOLVED FURTHER, that the Chief Executive Officer of this corporation is hereby authorized and directed to do any and all acts and things necessary to carry out, perform, and consummate the transactions of the Agreement.

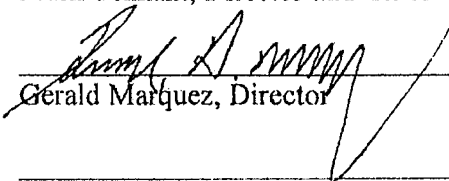
RATIFICATION OF ACTIONS

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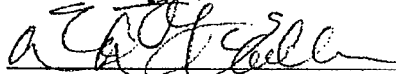
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Gerald Marquez, Director



Eric McLaughlin, Director

Melissa Rod, Director

APPENDIX TAB "7"

PROPOSAL OF ARROW CHILD & FAMILY MINISTRIES TO ACQUIRE AT THE REQUEST OF THE SECOND MILE CERTAIN PROGRAMS AND FUNDS TO MAINTAIN THESE PROGRAMS

1. INTRODUCTION

Arrow Child & Family Ministries ("Arrow") is an international Christian organization that operates various disciplines of social service programs to serve vulnerable children and families in the United States and Honduras. Arrow's founder and CEO, Mark Tennant, is from Pennsylvania. Mr. Tennant founded Arrow in 1992 in Texas, and the organization has provided services in Central Pennsylvania since 2007.

Arrow is comprised of five related entities, which are listed below and detailed in Section 9.

- Arrow Child & Family Ministries, Inc. ("Arrow Ministries") - The Managing Entity
- Arrow Child & Family Ministries of Pennsylvania, Inc. ("Arrow Pennsylvania")
- Arrow Child & Family Ministries of Maryland, Inc. ("Arrow Maryland")
- Arrow Child & Family Ministries of Texas, Inc. ("Arrow Texas")
- Arrow Child & Family Ministries of California, Inc. ("Arrow California")

The Second Mile ("TSM") expressed an interest in Arrow submitting a proposal to operate five key TSM programs through an initial transfer of resources by TSM. These programs are:

- **Challenge Program**

The Challenge Program is a week-long residential summer camp that helps young people from across the Commonwealth develop the skills they need to succeed. During their week at camp, participants not only partake in typical camp activities like swimming and hiking, but also are guided by staff and volunteers to work on skills in conflict resolution, effective communication, and goal setting. Each camper sets behavior and academic goals, as well as plans a community service project for the upcoming school year.

- **Friend**

The Friend Program is a mentoring and recreational activities program that pairs collegiate volunteers with elementary students in need of extra support. At monthly events, College Friends and Young Friends participate together in healthy and educational activities. These types of events include picnics, holiday parties, swimming, and bowling. The proposed budget anticipates the Friend Program to continue at the following six sites: Blair County, Centre Region, Clinton County, Lancaster County, Lehigh Valley, and the Southeast Region.

- **Friend Fitness**

The Friend Fitness Program helps struggling teens achieve personal, academic, and fitness goals through individualized strength training with adult mentors. Approximately 25 teens are anticipated to participate in the Friend Fitness Program in Centre County.

This Program also includes social and team-building activities such as picnics, group workouts, and luncheons for students and mentors.

- **Foster Family Support**

In partnership with Pennsylvania Children and Youth Agencies, The Second Mile's Foster Family Program works to support and recognize foster parents statewide in their admirable efforts to help kids in need. The program aims to attract foster parents, recognize outstanding foster parents, and offer recreational activities for foster families. Several recreational events, which are held at no cost to the participants, make up the program, which is anticipated to touch more than 4,000 foster family members. Among these events are multi-county activities held at sites including Hershey Park, Allenberry, Playhouse, Knoebels, and Lakemont Park.

- **Leadership Institute**

The Second Mile Leadership Institute is a four-day conference that encourages and empowers students from across Pennsylvania to make a difference in their communities. Each Spring, teams of high school sophomores, along with faculty mentors, attend the Institute, which features workshops and guest speakers that focus on topics ranging from fundraising and publicity to group function and communication styles. Students are asked to identify a problem in their school or community and develop a project to overcome it.

If approved, the entity that would assume these programs is Arrow Pennsylvania. The benefits of transferring these programs to Arrow Pennsylvania are discussed in Section 6.

Upon transfer, Arrow Ministries and Arrow Pennsylvania will be responsible for managing and operating the TSM programs for 24 months as funded, and will be responsible for raising the money needed to sustain the programs thereafter. The programs will be delivered as originally designed and implemented by TSM; however, they will be renamed Arrow Challenge Program, Arrow Friend Program, Arrow Friend Fitness, Arrow Foster Family Support and Arrow Leadership Institute. The details of post-transfer program operations are discussed in Section 7.

Arrow Ministries and Arrow Pennsylvania conducted a careful review of TSM's program budget and fundraising costs, and also evaluated necessary transition costs such as stakeholder outreach, which includes staff, partners (school counselors), parents, volunteers and financial supporters; rebranding; relocation of offices; employee/volunteer screening and training costs; and other related costs. Given these factors, Arrow Pennsylvania is requesting the transfer of \$2,553,943 from TSM to assume operation of the above noted programs for the initial 24-month period. Thereafter, Arrow Ministries and Arrow Pennsylvania will be responsible for raising the needed funding. The initial 24-month budget is detailed in Section 8.

2. ABOUT ARROW CHILD & FAMILY MINISTRIES

Arrow is a leader in treatment foster care for children who have been severely traumatized by abuse and/or neglect. The objectives of treatment foster care are to rescue children from immediate trauma, provide a nurturing environment where they can learn to love and trust again, create a climate that is conducive to a normal maturation process, support them to

reconnect and return home to their families or kin, or prepare them for adoption or for independent living when they "age out" of foster care. Arrow also provides early intervention programs that strengthen families at risk of child abuse and neglect.

Arrow Ministries is actively engaged in supporting underage victims of sexual abuse and child sex trafficking. In June 2011, Arrow Ministries opened a residential treatment and educational facility in Honduras for sexually abused girls. In spring 2012, Arrow Ministries will open the first long-term, comprehensive care facility for underage victims of domestic child sex trafficking in Texas. It will be one of four such facilities in the United States. As part of this effort, Arrow Ministries is reaching out to junior high and high schools as well as universities to educate students about child sex predators.

Arrow Ministries and its related entities have a total of 382 employees. These employees represent a diverse mix of ethnicities, religions, and socio-economic backgrounds. All employment decisions, including those relating to hiring, training, promotions, transfers, benefits, compensation, placement, and termination, are made without regard to race, color, religion, age, national origin, gender, disability, economic status, veteran status, sexual orientation, or any other protected class by applicable Federal and State law. Arrow strives to maintain a staff that is culturally reflective of the communities we serve, assessing that quality in an ongoing manner.

Arrow Ministries and its related entities has a distinguished national board of directors comprised of twelve influential and dedicated leaders. The national board demographics for gender are evenly split, with 50% of the members being men and 50% women. One board member is African American, two board members are Latino/Hispanic, and the remaining members are Caucasian. The list of National Board members is attached as Exhibit 1. Arrow Ministries and Arrow Pennsylvania Articles of Incorporation are attached as Exhibit 2.

3. ARROW MINISTRIES' AND ITS RELATED ENTITIES' CONSOLIDATED FINANCIAL ASSETS

Arrow Ministries and its related entities are a \$36 million global organization. For the seven months ending January 31, 2012 (the most recent financials), earnings for Arrow Ministries and its related entities on a consolidated basis was approximately \$488,000. Cash on hand as of January 31, 2012 was \$1.3 million with approximately \$407,000 in unrestricted cash. Approximately 98% of all payables are current on a consolidated basis with 100% being current for Pennsylvania.

Approximately 96% of income in FY2011 for Arrow Ministries and its related entities was derived from contracts with state and county welfare agencies. Fluctuations in state budgets and Arrow's goal of delivering services well above the standard of care set by the states requires Arrow Ministries and its related entities to raise private funds in order to meet our service goals. Additionally, Arrow Ministries opened a comprehensive residential care facility for victims of child abuse in Honduras in the summer of 2011, and is in the process of licensing a similar facility in Texas for underage victims of domestic sex trafficking. Both projects are 100% privately funded. To meet the increasing need for private funding, Arrow Ministries established a Development Team in 2008. In FY2010, Arrow Ministries raised \$942,000 in private funding

and YTD FY2012 has raised \$1,247,000. The most recent 990's for Arrow Ministries and its related entities are attached as Exhibit 3.

4. ARROW'S UNIQUE CONNECTION TO PENNSYLVANIA

Growing up in Washington, Pa., Arrow Founder and CEO Mark Tennant knew the Sandusky name well. He played at The Brownson House on Jefferson Avenue and walked past the youth football field, now called Art Sandusky Field, on his way to school. But there was a dark secret below this idyllic Pennsylvania childhood – Mr. Tennant was being severely abused by his mother's live-in boyfriend. When the day came that it was too much to bear, he mentally and physically broke down while at school. He thought telling someone would make it all go away – instead his life took a turn for the worse. Mr. Tennant was immediately removed from his family and placed in foster care.

For nearly three years he was moved from foster home to foster home, and his anger grew. He wondered why he was being punished for something that was not his fault. Thankfully at the age of 13, Mr. Tennant was relocated to Bedford where he was placed in the loving home of a Christian family. His life was finally on track.

Mr. Tennant earned a pastoral degree from Oral Roberts University and dedicated his life and career to ensuring children and families have access to effective and caring resources. His work with another health and human services foundation led him to Texas, and in 1992, he formed Arrow Child & Family Ministries. The organization is dedicated to promoting and enhancing the positive growth of children and families through preventive, supportive, and therapeutic services. Over the years, the ministry grew to Maryland, California, Honduras and Altoona, Pa., where Mark's extended foster family resides today.

As the shocking news about the allegations against Jerry Sandusky unfolded in November 2011, Mr. Tennant felt as if he were reliving his childhood nightmare. In what could only be explained as the hand of God at work, Mr. Tennant turned his heart home, accompanied by a team of the nation's best and brightest professionals in the child and family services industry, to lend support in this time of crisis and preserve The Second Mile programs.

5. ABOUT ARROW PENNSYLVANIA'S CURRENT PROGRAMS AND STAFF

Arrow Pennsylvania serves seven counties in Central Pennsylvania: Blair, Bedford, Cambria, Centre, Clearfield, Huntingdon, and Mifflin.

The current programs offered by Arrow Pennsylvania are:

- **Child Abuse Prevention**

Through free community trainings, we are informing parents and those who work with children how to protect them from abuse, recognize abuse, and report suspected abuse. We also sponsor Mandated Reporter trainings for social workers, medical and mental health professionals, teachers and child care providers.

- **Foster Care**
We recruit and train foster parents, and place in those homes children and youth who have come into the custody of the Children and Youth system due to their families being unable to care for them.
- **Family Preservation**
This service focuses on assisting families with crisis management and restoring healthier coping strategies so children can safely remain at home. We also provide the family with tools to help keep future crises from developing.
- **Family Reunification**
Once a child is removed from the home, an Arrow family specialist builds on the family's innate strengths to safely parent their children in order for the child to be able to return home.
- **Kinship Support**
This service allows extended family members to care for children who would otherwise be placed into traditional foster care. The child is able to maintain family connections in a safe and familiar environment while receiving support tailored to meet the child's and family's needs.
- **Public and Private Adoption Services**
We facilitate adoptions for children in the foster care system whose birth parents voluntarily sign over their parental rights or who have had their rights terminated, as well as adoptions through the private arena. We are affiliated with Statewide Adoption Network (SWAN).
- **Reflections for Life**
For adults who have not thoroughly processed negative events from their past causing anti-social behavior, Reflections for Life prepares them, both emotionally and psychologically, to live free of grief and reside comfortably in society outside of the legal system.
- **Life Paths**
This is a six-month in-home support program aimed at youth who are currently involved with the Juvenile Probation Department. The program engages a youth and their family or kin to develop self-awareness in relation to past loss, family connections and how those events are impeding them from realizing their full potential. The support utilizes Darla Henry's "3-5-7 Model" as a core basis for its work and has shown promising outcomes related to recidivism. Darla Henry, of Harrisburg, Pa., is a leading social worker, trainer, teacher and consultant with extensive experience in the child welfare field.

The Arrow staff currently working in Pennsylvania are:

- **Joe Leshko**

National Chief Program Officer, Arrow Ministries

Mr. Leshko oversees Arrow programs nationally. He lives in Pennsylvania and his primary office is in Maryland. He will play a key role in integrating TSM programs with Arrow. Mr. Leshko earned his Bachelor of Science degree from Towson State University in 1977, and Master of Science degree from Morgan State University in 1985. He earned his State Certificates for teaching special education, administration, and supervision from Loyola College in Baltimore. Before joining Arrow in 1996, Mr. Leshko was employed by the Sheppard Pratt Health Systems where he worked for 18 years educating and advocating for special needs students in a variety of programs and populations. Since joining Arrow, Mr. Leshko has developed The Arrow Center for Education; Maryland's foster care program, which serves over 100 children each year; a 42-bed residential diagnostic program; and a transitional living program for adolescent females. In addition to his Maryland duties, Mr. Leshko was recently assigned responsibility for Arrow's U.S. programs, which include Maryland, Pennsylvania, Texas and California. Mr. Leshko is a past Board member of the National Association of Private Schools for Exceptional Children (NAPSEC) and the Immediate Past-Chairman of NCASES, NAPSEC's National Accreditation Board. Mr. Leshko has also served as a Board Member and Vice President for the Maryland Association of Resources for Families and Youth (MARFY), as well as a Board Member for Maryland Association of Nonpublic Special Education Facilities (MANSEF). In September 2007, Mr. Leshko was appointed to one of 12 positions on the newly created Providers Advisory Council by the Secretary of the Department of Human Resources in Maryland and currently holds the position of Chairman of the Maryland Providers Council. Mr. Leshko has spent over 35 years administering, advocating and serving children, families and programs in a variety of states across the nation.

- **Melinda Shea**

State Director, Arrow Child & Family Ministries of Pennsylvania

Ms. Shea leads all Arrow programs in Pennsylvania. The Program Director of the newly formed School and Community Based Programming initiative (formerly TSM) will report to her. She earned a Bachelor of Science degree in Human Development and Family Studies from Pennsylvania State University and her Masters of Social Work through Temple University. She has been working in the child welfare system for over 15 years, the last 12 of which as Program Director for In-Home Services for at risk youth, children and youth who have been removed from their homes due to abuse and/or neglect and their families. Ms. Shea joined Arrow in 2007, and she currently oversees operations in seven Pennsylvania counties. She, along with her team consisting of Master's level Social Workers and Family Specialists, provide intensive in-home counseling services for families involved with the Child Welfare System, foster care services, public and private adoption programming, grief and loss counseling for youth who have been determined as delinquent and are involved with Juvenile Probation and a grief and loss psycho-educational group for adult offenders through the Parole and Probation Office. Ms. Shea is a certified instructor of Family Development Credentialing and is a leader in the local Permanency Practice Initiative. She serves as chairperson for the Bridging the Gap and

Visitation Subcommittee to train and support birth and resource family connections to lessen trauma for children in out of home placement.

- **Wendy Burket**

Director of Foster Care and Adoption

Ms. Burket holds a Bachelor of Science Degree in Psychology from the University of Pittsburgh and a Master of Social Work from Temple University. She is a Licensed Social Worker, Family Group Decision Making Trained Facilitator, Managing Aggressive Behavior Trainer, Authorized Representative for Pennsylvania Adoption Law, and was adjunct teacher for Saint Francis University's Undergraduate Social Work program. She is responsible for the oversight of all state foster care and adoption operations and she provides clinical and administrative supervision for foster care and adoption programs.

- **Jesse Gutshall**

Family Specialist

Ms. Gutshall holds a Bachelor of Social Work from Elizabethtown College and a Master of Social Work from Temple University. She is a Family Development Credentialing and Advisor and holds an Animal and Human Health Certificate. She is responsible for providing case management and support for children in foster and pre-adoptive care. She also completes child profiles to assure any child in out of home placement has a thorough family, medical and educational history, and provides in-home child preparation and permanency support for children and their families who have been removed from their birth homes.

- **Michelle Hammel**

Family Specialist

Ms. Hammel holds a Bachelor of Social Work from St. Francis University and a Master's of Social Work from Temple University. She is a Family Development Credentialed Worker and Managing Aggressive Behavior Certified Instructor. Michelle is responsible for providing case management and support for children in foster and pre-adoptive care. She also completes child profiles to assure any child in out-of-home placement has a thorough family, medical and educational history and provides in-home child preparation and permanency support for children and their families who have been removed from their birth homes.

- **Kelly Keagy**

Family Specialist

Ms. Keagy holds a Bachelor of Science degree in Rehabilitation Services from The Pennsylvania State University. She holds Family Development Credentialing and is responsible for providing case management and support for children in foster and pre-adoptive care. She also completes child profiles to assure any child in out-of-home placement has a thorough family, medical and educational history and provides in-home child preparation and permanency support for children and their families who have been removed from their birth homes.

- **Kimberly Taylor**
Family Specialist
 Ms. Taylor holds a Bachelor of Science degree in Psychology from University of Pittsburgh at Johnstown and is a Family Development Credentialing Graduate. She provides intensive in-home services to children and youth and their families through family preservation, reunification and kinship support programming. Ms. Taylor works with families who are at risk or who have already had their children removed from their care due to abuse and/or neglect and provides case management, skill building, counseling and crisis intervention to families referred by local county children and youth agencies.
- **Ashley Saylor**
Family Specialist
 Ms. Saylor earned a Bachelor of Science degree in Psychology from Juniata College. She provides intensive in-home services to children and youth and their families through family preservation, reunification and kinship support programming. She works with families who are at risk or who have already had their children removed from their care due to abuse and/or neglect, and provides case management, skill building, counseling and crisis intervention to families referred by local county children and youth agencies.
- **Angie Best**
Family Specialist
 Ms. Best holds a Bachelor of Science degree in Science Recreation and Park Management from The Pennsylvania State University. She is also an Approved Family Development Credential Portfolio Advisor and Family Group Decision Making Facilitator/Coordinator. She is responsible for providing case management and support for children in foster and pre-adoptive care. She also completes child profiles to assure any child in out of home placement has a thorough family, medical and educational history and provides in-home child preparation and permanency support for children and their families who have been removed from their birth homes.
- **Cathy Walker**
Family Specialist
 Ms. Walker is a Licensed Practical Nurse. She holds a Family Development Credential from Temple University and a Parent Educator Certificate. She is primarily responsible providing in-home child preparation and permanency support for children and their families who have been removed from their birth homes.
- **Amanda J. Treon**
Program Assistant
 Ms. Treon holds a Bachelor of Science degree in Human Development and Family Studies from The Pennsylvania State University. She is a Family Specialist and Family Development Credentialing Graduate and Advisor. She is responsible for the overall administrative support for each state program and assures contract and licensing compliance.

- **Bonnie Laughlin**

- Family Home Developer**

- Ms. Laughlin holds a Bachelor of Science degree in Home Economics Education from The Pennsylvania State University and she is a Family Development Credentialing Instructor. Bonnie trains, educates and supports resource families and she participates in matching and support group opportunities.

6. BENEFITS OF TRANSFERRING TSM PROGRAMS TO ARROW PENNSYLVANIA

There are two key benefits of transferring the TSM programs to Arrow Pennsylvania. First, and most importantly, the TSM programs will be preserved and the at-risk children participating will continue to receive the services they need to reach their full potential and grow to be healthy, happy and productive members of the community. Second, joining the Arrow Pennsylvania and TSM portfolios of service creates a comprehensive continuum of care for at-risk children which includes preventative and early intervention programs, family support, and basic and treatment foster care. Such level of care will aide children and families before events in the home, school, or community necessitate a more severe and costly intervention by local government agencies.

There are significant synergies between the two organizations:

- TSM's mission to challenge young people to achieve their potential as individuals and community members by providing opportunities for them to develop positive life skills and self-esteem as well as providing education and support for parents and professionals addressing the needs of youth is consistent with Arrow's goal of serving children and strengthening families through prevention and early intervention programs.
- TSM's Challenge Program and SMILE camps for at-risk youth are similar to the Arrow Texas Adventure Camps for youth living in the foster care system. Both camps use similar techniques to teach self-esteem, leadership, problem-solving skills, teamwork and healthy relationships.
- Arrow Pennsylvania's state office in Altoona is within close proximity to the TSM State College location.

Arrow Pennsylvania's expertise in child welfare is transferable and will add value to the existing TSM programs:

- Arrow Pennsylvania's expertise in serving children who have been severely abused and/or neglected adds a layer of care currently not offered by TSM. For example, if in the course of participation in a TSM program a child disclosed incidents of abuse at home, the TSM counselor or volunteer mentor is required to report the incident to the Pennsylvania ChildLine. But that is where support for the child would end, as TSM was not licensed in other forms of intervention. Arrow Pennsylvania is a leader in treatment foster care for children who have been removed from their homes by authorities and are severely traumatized by abuse and/or neglect. Arrow Pennsylvania is licensed to provide clinical

case management and in-home therapy or therapeutic support to children who have been physically, psychologically, or sexually abused.

Once the TSM programs are transferred to Arrow Pennsylvania, services that can be offered to a child who reports an incident of abuse at home include, but are not limited to: Family Preservation programs that help families modify their home environment or the behavior of family members so the child can remain in the home safely; Kinship Support which allows extended family members to care for a child that would otherwise be placed in foster care; and Basic and Therapeutic Foster Care whereby Arrow Pennsylvania places the abused child with foster families that have been specially trained in childhood behavioral problems stemming from maltreatment.

7. POST-TRANSFER PROGRAM OPERATIONS

Arrow believes that the TSM programs are well designed, effectively delivered and have achieved measurable positive outcomes. The program names are firmly established with participants, parents, school partners and donors, and as such the TSM programs will be called Arrow Challenge Program, Arrow Friend Program, Arrow Friend Fitness, Arrow Foster Family Support and Arrow Leadership Institute. These programs will fall under the newly formed Schools and Community Based Programming division of Arrow Pennsylvania.

As we move forward in the transition process, a full review of best practices of both the legacy TSM and Arrow Pennsylvania programs will be conducted to leverage the best procedures for effective, safe and successful delivery of the comprehensive youth service programs.

- **Office Locations and Staffing**

All current TSM offices will be closed and moved to new office locations. The new offices will be located in State College, which will be called the Central Region office and will serve as the headquarters for the School and Community Based Programming division; in the Harrisburg area, which will be called the South Central Region; and in the Philadelphia area, which will be called the South East Region. There will be a total of 11 employees in the School and Community Based Programming division for the first 24 months of operations. Staffing for each office will be as follows:

Central Region Office

There will be six full time staff and two part time staff. Additional support will be provided by two to six Program Interns and one to four Development and/or Communications Interns.

- Program Director
- Program Coordinator
- Program Specialist
- Program Specialist (part time)
- Central Region Development Director
- Program Administration
- Development Administration
- Accounting (part time)

South Central Region Office

This office will focus on the south central Pennsylvania region including the eight counties of Adams, Cumberland, Dauphin, Franklin, Lancaster, Lebanon, Perry and York. There will be one fulltime Program Specialist on staff in this office.

South East Region Office

This office will focus on the southeast region of Pennsylvania including the seven counties of Bucks, Chester, Delaware, Lehigh, Montgomery, Northampton and Philadelphia. There will be two fulltime employees:

- Program Specialist
 - Southeast Region Development Director
- **Arrow's Employee and Volunteer Screening and Training Protocols**

Arrow takes the protection of children very seriously. The safety and well being of the children in our care is our top priority and we do not tolerate any inappropriate behaviors. Arrow Ministries and its related entities exceed the required standards set by our licensing entities and have implemented a series of measures to prevent abuse in all of our programs:

 - Rigorous screening of all staff, volunteers, and foster parents that includes background checks, behavioral interviewing questions that assess abuse risk, and personal and professional reference checks. This includes FBI fingerprint checks, state sexual abuse registry checks, and in some cases we conduct State Department of Public Safety checks.
 - Clear policies that define appropriate and inappropriate boundaries between adults and children.
 - Comprehensive training of staff, volunteers and foster parents regarding how to prevent abuse and how to report concerns.
 - Swift response to red-flag behaviors and warning signs of abuse.
 - Strict requirements that all staff must report any suspicions of abuse to law enforcement.

Because many of TSM programs involve volunteer mentors, Arrow Ministries has engaged the services of Praesidium, a national leader in abuse risk management and loss control services, to ensure we implement the best training and protocol measures available.

Studies show that traditional abuse prevention efforts don't work. Agencies can't rely on teaching children about stranger danger or just ensuring everyone has a clean background check. The fact is that 90% of offenders are known and trusted by the child and their family and approximately only 4% of offenders have a criminal history. Arrow Ministries and its related entities are committed to having a system of checks and balances that includes strong

policies that define appropriate and inappropriate boundaries; train staff, volunteers, parents and children on these policies; and respond swiftly to violations of these policies and other red-flag behavior regardless of someone's position or level of authority. Arrow takes the protection of children very seriously and will always err on the side of safety when handling these issues.

Arrow Ministries and its related entities will also seek Praesidium accreditation, and will undergo a rigorous risk assessment to review and scrutinize eight primary operational areas within our business including: policies, screening and selection, training, monitoring and supervision, consumer participation, feedback systems, responding and administrative systems. Assessment results will be benchmarked against 800 best practice standards and empirically based data collection methods to assess the risk of abuse in an organization. Arrow Ministries and its related entities will be accredited for three years, and during this time will uphold fundamental organizational values and stringent safety practices that demonstrate our commitment to protecting those in our care from abuse.

The Arrow Pennsylvania organization chart as it will look post-transfer is attached as Exhibit 4. Applicable Corporate Policies and Procedures for Arrow Ministries and its related entities are attached as Exhibit 5.

8. BUDGET TO FUND TRANSITION AND OPERATIONS OF TSM PROGRAMS

The budget to manage and operate the five TSM programs for 24 months is \$2,553,943. This budget was developed through a detailed financial analysis of TSM's existing program and fundraising costs; estimated transition costs such as stakeholder outreach, rebranding, relocation of offices; employee/volunteer screening and training costs; and other related costs as discussed below. These funds will be restricted to the transfer and operation of the identified five TSM programs and will not be used for any other program operated by Arrow Ministries and its related entities.

Budget for First 12 months of Operations

The cost to fund the transition and programs for the first 12 months is \$1,384,124. The most significant costs are listed below and include a detailed description to provide further clarification on the proposed expenditure. As with any transition, a significant focus has been placed on allowing the programs to continue at current levels, ensuring maximum utilization and investing in their long-term sustainability.

Activities and Recreation (\$10,150) – costs associated with providing recreational activities at the previously noted events. Costs by event include:

Friend Program	\$ 2,200
Friend Fitness	\$ 300
Foster Family Support	\$ 100
Summer Challenge	\$ 6,750
Leadership Institute	\$ 800

Clothing (\$3,950) – costs associated with the purchase of T-shirts and Polo shirts for participants and staff at the events. Costs by event include:

Summer Challenge	\$ 2,500
Leadership Institute	\$ 1,200
Friend Fitness	\$ 250

Payroll (\$443,900) – Payroll costs associated with program and administrative staff. Included are salaries for retaining eleven (11) employees, including nine (9) full-time and three (2) part-time.

Payroll Benefits (\$88,663) – Employee benefits for the retained full-time employees. These benefits include, Medical, Dental, Vision, AD&D, STD, Life, and Retirement.

Payroll Tax (\$40,679) – Payroll taxes for the retained employees. These taxes include Social Security, Medicare, Federal Unemployment and State Unemployment.

Fees and Permits (\$10,630) – These costs relate to miscellaneous fees require by governmental and other agencies. Also included are annual licensing fees related for the DonorPerfect software.

Insurance (\$17,486) – These costs relate to the purchase of required insurance and include Worker’s Compensation, Auto, Commercial Blanket Bond, and General & Corporate Liability.

Office Reproduction (\$9,300) – These costs relates to copying and other document reproduction requirements of the programs. These costs by event and cost center include:

General Program	\$ 150
Summer Challenge	\$ 2,800
Friend	\$ 225
Friend Fitness	\$ 75
Leadership Institute	\$ 800
Copier Maintenance	\$ 2,250
Development	\$ 3,000

Office Supplies (\$13,000) – These costs relate to the purchase of office supplies as needed to run the programs. Below is the detail of the costs:

Program Supplies	\$ 3,000
Development Supplies	\$ 1,000
General Supplies	\$ 2,000
Envelops	\$ 4,000
Letterhead	\$ 3,000

Postage (\$19,000) - These costs relate to the mailing and shipping for The United States Post Office, UPS, and FedEx as needed by the programs. These costs by event and cost center include:

Arrow Adventure	\$ 3,500 (Formerly SMILE)
Summer Challenge	\$ 2,500
Foster Family Support	\$ 1,000
General Program	\$ 2,000
Development	\$10,000

Professional Services (\$105,557) - These cost relate to required contracted service used by the programs. Below is a detail of the cost:

Audit Fees	\$ 5,500
Constant Contact	\$ 500
Direct Mail Services	\$ 1,500
Consultant - Dev.	\$60,000
Training	\$ 5,000
Drug Testing	\$ 450
FBI Testing (\$33 each) camp	\$ 2,607 - These relate specifically to staff, mentors, and staff
Background Test	\$30,000 - These relate specifically to volunteers at \$20 each

Program Counselors (\$32,800) - Costs of counselors for the Summer Challenge Program.

Program Food & Lodging (\$128,300) - These costs relate to the purchase of food and lodging for the programs. These costs by event and cost center include:

Arrow Adventure	\$ 9,558 (Formerly SMILE)
Summer Challenge	\$78,595
Counselor Training	\$ 2,974
Leadership Institute	\$37,173

Program Services (\$11,000) - These cost relate to the conference cost and institution fees for the Summer Challenge Program.

Rent (\$70,000) - Rental office space related to maintaining office in three (3) locations across the State. These costs by location include:

State College	\$28,000 - 2,000 square feet at \$14.00 per square foot
Harrisburg	\$21,000 - 1,500 square feet at \$14.00 per square foot
Philadelphia	\$21,000 - 1,500 square feet at \$14.00 per square foot

Telephone (\$16,500) - Telephone expense related to cell phones, local calling, long distance, and Internet for the three (3) office locations. These costs by location include:

Cell Phone	\$ 3,360
Teleconferencing	\$ 1,500

State College	
Local & LD	\$ 2,640
Internet	\$ 1,140

Harrisburg	
Local & LD	\$ 2,640
Internet	\$ 1,140

Philadelphia	
Local & LD	\$ 2,640
Internet	\$ 1,140

Transportation of Children (\$26,300) – Transportation cost related to programs. These costs by program include:

Friend	\$19,000
Summer Challenge	\$ 7,000
Leadership Institute	\$ 300

Travel (\$77,200) – Included are costs related to staff and administrative travel. It is anticipated that for the first year an increase in travel of management and senior leadership will be essential to ensure a smooth and successful transition. It is estimated that for the first six (6) months, two (2) trips a month will be necessary. For the next six (6) months, Arrow has budgeted one (1) trip per month. After the first year, travel will be around once a quarter. Included are the cost of flights, hotel, meals, and rental cars.

Management Fee to Arrow Ministries (\$56,394) – Included in the management fee is the cost for functions necessary to maintain an equitable employment program; ensure adequate working environment; provide coordination and articulation between Pennsylvania operations and the Office of the President, secure proper administrative functioning of the Board of Directors and manage the financial, budgetary, and other Human Resource responsibilities of the overall program. This expense is based on a cost-to-cost allocation process and averages around 10%. For the first year, many of the costs will be charged directly to the programs and have been included in this budget, and as such only a 5% administrative fee will be charged.

One-time Cost – The following costs detailed below - are considered one-time cost and are only required as a result of the transition and rebranding efforts needed to effectively take over TSM programs. A detail of each cost of provided below.

Praesidium (\$38,500) – Praesidium is a national leader in abuse risk management and loss control services. Historically, Arrow has developed and operated programs that are licensed and regulated by state agencies. Because the programs offered by TSM do not fall under this regulatory category, Arrow will seek Praesidium Accreditation, which publicly demonstrates that the organization, it's employees and volunteers have undergone rigorous independent assessment and done whatever is necessary to meet the highest standards in abuse prevention.

Rebranding (\$120,000) – The rebranding initiative includes all costs related to the name change including collateral materials such as letterhead, business cards, program forms, event banners and signage; updating videos, website and social media sites; outreach efforts including direct mail and meetings with partners and supporters; and media relations efforts.

Legal (\$30,000) – Included are costs related to legal services retained to assist on the transition of the programs and other assets from TSM to Arrow.

Budget for Subsequent 12 Months of Operations

The budget to fund these programs for the subsequent 12 months of operations is \$1,169,819. For the most part, all costs were carried over from the 12 months. The major exceptions included a reduction in professional services, travel, rebranding and legal. These reductions are a direct result of reduced costs as Arrow Pennsylvania moves into year two of the transition. The detailed budget for 24 months of operations and the list of TSM assets to be transferred to Arrow Pennsylvania to support the programs are attached as Exhibit 6.

Sustaining the Programs Beyond Year Two

As we look forward, we cannot disregard the damage done to TSM by the allegations against its founder Jerry Sandusky and the impact his trial may have on future donors. TSM's fundraising efforts stopped in November 2011 with the news of the child sexual abuse allegations and the majority of the Development staff was cut in January 2012. In FY 2010, TSM's net income from special events was \$730,000 and in FY 2011 it was \$611,410. In FY 2011, TSM held 16 fundraising events. For FY 2012, TSM has held three fundraising events that raised \$83,000 in total and there are no plans for future events until the transfer of programs is determined.

Arrow recognizes that the success of the TSM programs over the past decades has been accomplished through an effective network of stakeholders that includes staff, partners (school counselors), parents, volunteers and financial supporters. Arrow Pennsylvania will launch an aggressive outreach campaign aimed at retaining and growing donor relationships.

The first step will be to reach out to the TSM network of over 10,000 individuals, explain the plan going forward and seek their continued support, which they have graciously and successfully provided in the past. This initiative will include direct mail and a series of group and individual meetings throughout the state so partners and supporters have the opportunity to personally meet Arrow Ministries' leadership.

Arrow will also form volunteer Advisory Councils in State College, and the Harrisburg and Philadelphia areas. Council members will be recruited from local businesses, child welfare organizations, the church community and philanthropists who have a passion for helping at-risk children. Advisory Councils will assist Arrow Pennsylvania staff with advocacy and awareness, fundraising, and developing and managing special events.

Arrow Pennsylvania is excited about the opportunity to expand existing youth and family services through the assumption of the TSM programs. We are confident the community and donors will continue to see the value in supporting at-risk children through these quality programs. However, if the necessary fundraising goals required to sustain the programs after

the initially 24 months is not achieved, Arrow Ministries and Arrow Pennsylvania reserve the right to make operational adjustments, as deemed appropriate.

9. ARROW CHILD & FAMILY MINISTRIES ENTITIES

- **Arrow Child & Family Ministries, Inc. (“Arrow Ministries”) - The Managing Entity**
Arrow Ministries is a non-profit Texas corporation that is classified as a public charity under section 509(a)(2) and is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Arrow Ministries was formed in 2002, and is the corporate managing entity that provides overall development, management, oversight and financial accountability for all Arrow operations. Arrow Ministries is governed by the National Board of Directors. The office is located at 2929 FM 2920 Road, Spring, TX 77388.
- **Arrow Child & Family Ministries of Pennsylvania, Inc. (“Arrow Pennsylvania”)**
Arrow Pennsylvania is a non-profit corporation that is classified as a public charity under section 509(a)(2) and is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Arrow Pennsylvania was formed in 2004 and operations began in 2007. Arrow Pennsylvania is licensed by the Pennsylvania Department of Public Welfare, Office of Children, Youth and Families. The organization provides basic and treatment foster care, child abuse prevention services, family support services, and public/private adoption services. The National Board of Directors serves as the board of Arrow Pennsylvania. The office is located at 3220 Pleasant Valley Blvd, Suite 160, Altoona, PA 16602.
 - **Arrow Pennsylvania Financials**
For the first seven months of the current fiscal year, Arrow Pennsylvania’s total revenue was \$493,971, which represents an increase of \$94,930 over the same prior year period. Arrow Pennsylvania has a YTD deficit of \$17,921, which includes non-recurring expenditures of approximately \$16,000. Because of this deficit, Arrow Ministries’ Chief Financial Officer performs monthly reviews of Arrow Pennsylvania’s financial reports, performance metrics, and projections with the State Director in order to assess current financial strategies and program development opportunities. Arrow Ministries’ management anticipates that recent program changes along with the addition of the Life Paths program, which is conducted in conjunction with the Juvenile Probation Department, will put Arrow Pennsylvania in a breakeven position for the current fiscal year.

At the end of the fiscal year (June 30, 2011), Arrow Pennsylvania had a negative net asset balance of -\$362,613 and losses were approximately \$47,934. This expected deficit directly relates to substantial start-up costs incurred in 2007, when the ministry commenced operations in Pennsylvania. In the first three years, Arrow Pennsylvania’s program delivery costs far exceeded what the State of Pennsylvania reimbursed. Arrow Ministries is constantly managing such state funding shortfalls. However, we are seeing a deficit reduction trend as Arrow Pennsylvania is managing the shortfall through recruitment of new foster

families, targeted fundraising efforts, and program diversification and/or consolidated.

Arrow Ministries stands behind Arrow Pennsylvania and all other entities to ensure proper funding for programs nationally.

- **Arrow Child & Family Ministries of Maryland, Inc. ("Arrow Maryland")**

Arrow Maryland is a non-profit corporation that is classified as a public charity under sections 509(a)(2) and is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Arrow Maryland was originally formed in 1997. Programs within Maryland are licensed by the Maryland Department of Human Resources Office of Licensing and Monitoring and the Maryland Department of Health and Mental Hygiene. All schools hold a Certificate of Approval from the Maryland State Board of Education. A locally elected board of directors governs Arrow Maryland as required by state law.

The organization provides basic and treatment foster care and respite; a 90-day diagnostic residential care program for children ages 12-18 who are in need of comprehensive assessment in order to assist in future placement, treatment and educational planning; operates a Type III short-term, transitional education program designed to support students living at the residential care facility; operates a transitional living program for females ages 13-20 who are aging out of the foster care system without the necessary skills to live independently; and operates two special education Type I schools for children in grades 6-12, who have demonstrated difficulty in mainstream settings. Its primary place of business is 1605 Cromwell Bridge Road, Baltimore, MD 21234, which is also the location of the treatment foster care program, a respite program, the diagnostic center, the Type III School and one Type I School. Arrow Maryland also has an office in Salisbury that offers treatment foster care and respite services.

- **Arrow Child & Family Ministries of Texas, Inc. ("Arrow Texas")**

Arrow Texas is a non-profit corporation that is classified as a public charity under sections 509(a)(2) and is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Arrow Texas was formed in 1992, and is licensed by the Texas Department of Child Protective Services and the Texas Department of Aging and Disability.

The organization provides basic and therapeutic foster care; child abuse prevention services; family support services; public adoption services; operates an emergency shelter (formally called Panhandle Assessment Center) for children who have been removed from their home by authorities due to abuse and/or neglect; and provides in-home therapeutic care for individuals with developmental disabilities; and operated the Arrow Adventure summer youth camps. Arrow Texas is in the process of licensing a long-term comprehensive care facility for domestic victims of child sex trafficking. The National Board of Directors serves as the board of Arrow Texas. Its primary place of business is located at 2929 FM 2920 Road, Spring, TX., 77388. Other office locations are

in Amarillo, Angleton, Arlington, Beaumont, Bryan, Carrollton, Corpus Christi, Lubbock, Richmond, Round Rock, San Antonio, Tyler, and Waco.

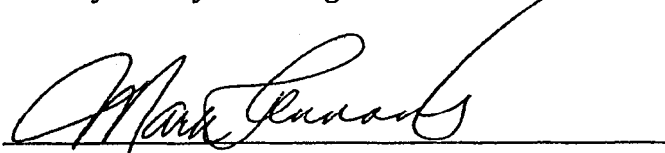
- **Arrow Child & Family Ministries of California, Inc. ("Arrow California")**

Arrow California is a non-profit corporation that is classified as a public charity under section 170(b)(1)(A)(vi) and is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Arrow California was formed in 2007, and is licensed by the California Department of Social Services, Children and Family Services Division. Arrow California provides basic and treatment foster care, child abuse prevention services, family support services, and public/private adoption services. The National Board of Directors serves as the board of Arrow California. Its office is located at 601 E. Daily Dr Suite 223, Camarillo, California 93010.

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Arrow Child & Family Ministries is pleased to submit this proposal to acquire certain programs of The Second Mile and the funds necessary to operate these programs. We strongly believe the programs offered by The Second Mile benefit at-risk children and should be preserved. Furthermore, we feel the programs will enhance the services currently provided by Arrow Child & Family Ministries of Pennsylvania through effective early intervention that supports children and families before events necessitate more severe and costly intervention by local government agencies.

Thank you for your thoughtful consideration.

A handwritten signature in black ink, appearing to read "Mark Tennant", written over a horizontal line.

Mark Tennant
Founder and CEO, Arrow Child & Family Ministries

Date

Exhibits to this Proposal of Arrow Child & Family Ministries

To Be Supplied Upon Request