

Running Head: ONE (WO) MAN CAN CHANGE THE WORLD

One (Wo) man Can Change The World Program Proposal

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Program Purpose

The primary purpose of this program is to increase confidence levels among teen girls of color aged 12-18 years old in the College Park & Greenbelt areas through the self-esteem workshops and one-on-one interactions with their mentor. Teen girls of color who are participating in this self-esteem workshop will engage in interactive activities with other teen girls of color to improve their confidence level. This program will serve teen girls of color aged 12-18 years old who live in the College Park/Greenbelt area and who are able to travel to Eleanor Roosevelt High School every other Saturday for two hours. As for the mentors, each must be a female of color, between the ages of 19-25 years old and attend the University of Maryland, College Park. In order to for the program to be effective, the program will hold a maximum of 30 girls total (15 girls of color aged 12-14 years old and 15 girls of color aged 15-18 years old). Unfortunately, girls of color who have special learning needs will be excluded in this program due to budgeting concerns, but the program plans to expand to girls of color with special needs in the future

The Problem

According to the Dove Self-Esteem Project, a study released by the National Institute on Media and the Family stated that “at age 13, 53% of American girls are “unhappy with their bodies. By the time they reach 17, the number grows to a startling 78%.” (Dove, 2013a). Furthermore, 81% of U.S. girls aged 10 have a fear of being fat (Dove, 2013b). As individuals transition into adolescence, the transition can be tough for some girls as they go through physical, emotional and behavioral changes (Murray, Byrne & Reiger, 2011, p.269), especially if there is stress from home, school or other factors (e.g. developmental or intellectual disability, moving from place to place, etc.). As a result, the girl might be a subject to bullying and ridicule from other girls at school, which might cause increased her stress levels and lowered self-esteem. Therefore, it is

not surprising to see statistics show that 60% of girls do not participate in activities due to how they look, which impacts their academic performance (Dove, 2013a). Though there are programs and organizations, such as the Dove Self-Esteem Project, that deal with combating low self-esteem among girls, there are no self-esteem workshops targeted towards teen girls of color. Young black adolescents are the subject of negative self-esteem images from teachers, parents, social workers and the general society (Robinson, 2000, p.9). Furthermore, Asian adolescents reported lower self-esteem, despite their high academic scores (Bankston & Zhou, 2002, p. 389). Through these statistics, this program will help build confidence among teen girls of color, develop better relationships between teen girls of color and develop their emotional, cognitive and physical development.

Theory

Based on the program and research among the target population, the program follows the empowerment or feminist theory. The empowerment or feminist theory involves challenging the dominant group's perception, exposes power and privilege and focuses on oppression and marginalization (Jones, 2015). This program employs the empowerment or feminist theory because the program seeks to teach the target population to instill confidence and higher self-esteem by doing the interactive workshops and personal interactions with the mentor from the University of Maryland, College Park. It will work because the theory incorporated with the program will empower teen girls of color to learn and determine their own self-worth and their ability to accomplish so many goals based on their high self-esteem and outlook on life.

Measurable Objective and Assessment

The objective of this program is to increase self-esteem and empowerment among teen girls of color between the ages of 12-18 by 25% within the College Park and Greenbelt area. As mentioned earlier, the program will be held at Eleanor Roosevelt High School every other Saturday for two hours. The program will last about 3-4 months.

In the program, I plan to evaluate the self-esteem for the mentors and participants. As for the mentees, I will plan to assess the participant's self-esteem levels before the program and after the program using the Rosenberg Self-Esteem Scale, a popular method to measure one's self-esteem (Fetzer Institute, 2016). The survey will have a series of questions regarding their self-esteem in the areas of school, personal life and other areas. Based on the answers from the Rosenberg Self-Esteem Scale, scores totaling 70-80 will indicate that an individual has a high level of self-esteem while middle and low scores of 69-50 and 0-49 will indicate a moderate and low level of self-esteem, respectively. In this program, I plan to focus on enrolling individuals who received middle and low scores on the initial survey (before the program). The initial survey for participants will be distributed before the first program in order to establish the self-esteem levels. The survey will be distributed again before the program ends in order to evaluate self-esteem levels of the participants.

As for the mentors, I will have the mentors conduct the Rosenberg Self-Esteem survey as well in order to evaluate their self-esteem as college students and produce the achieved goal for this program. The scoring for the survey will be the same for the mentors. The initial survey will be distributed in the same fashion as the participants. In addition, mentors will conduct weekly progress reports for their selected girls in order for the Leader/Manager to accurately report on progress of each girl.

Key Activity

The program will focus on various aspects of life that might affect girls' self-esteem, such as school, personal life (e.g friendships, relationships, etc.), media and body image family/home life, etc. The program will occur for 3-4 months. The key activity in this program will consist of workshops. Each workshop will focus on these aspects through interactive activities where participants will perform either group or individual activities or a small project that will take more than one session, which will last between 30 minutes to an hour. As girls perform these activities, they will begin to build their own confidence levels not only among themselves, but with other females of color in their age group.

After the workshop finishes, the participants will be assigned to their mentor (based on the mentor and participants preferences before the program begins) for a "Mentor & Me" session where participants will have a chance to talk one-on-one with their mentor and share any concerns to their mentor, whether it relates to the chosen session or not. In addition, the mentor will have a sample prompt of questions and topics for mentors to ask their selected participant during the session. However, the mentor can ask impromptu questions, but they cannot make the girl uncomfortable. If the girl refuses to answer the question, then the mentor has to respect that decision. This session will last for about 30 minutes before the program ends.

Since this program is working with teenage girls of color, it is important that all staff members and mentors need to be trained in cultural competence because each girl who participates in the program comes from a different background, family structure and culture. Therefore, it is important that cultural competence is included in order for the girls to receive a beneficial and valuable experience in this program.

Budget Narrative

Personnel:

- Leader/Manager-1 FTE. Person will possess at least a Bachelor's in Public Health or related field (Psychology, Family Science, Education, etc.). In addition, the person will have at least 5 years of experience working in the selected age range and/or with children in general. Will help interview, train and select mentors before program begins, supervise and oversee selected topics/workshops with Program Director & Program Specialist for approval. In addition, the Leader/Manager will pre-approve all social media related information before it is released by the Media Specialist. Finally, the Leader/Manager will have weekly meetings with mentors, Media Specialist and Program Director/Program Specialist in order to ensure the program and program's contents are running smoothly and receiving updates about the girls.
- Program Director-1/4 FTE. The person responsible for coordinating and creating the workshop activities for the program. In addition, the person is responsible for collaborating with the Leader/Manager with creating the booklets for the mentors and girls. The Program Director is responsible for maintaining and organizing the workshop evaluations and delivering them to the Leader/Manager before the program ends. Also, the Program Director is responsible for creating a prospective list of supplies to the Leader/Manager for supplies, then delivering the approved list to the Program Specialist to purchase.
- Program Specialist(s)-1/4 FTE. This person is responsible for assisting the Program Director with the workshops and booklet for the mentors and girls. The person will meet with the Program Specialist weekly in order to plan, develop and organize the workshops

before the programs and help the Program Director collect and compute the evaluation of the workshops from the mentors after each workshop. In addition, he or she is responsible for purchasing and collecting workshop supplies before each workshop.

- Media Specialist- $\frac{1}{4}$ FTE. The person is responsible for creating and developing inspirational videos, photos and other related media from the program for participants, their families and the website. The person will be in charge of maintaining the program's website and social media outlets, if created during this time. Must have experience in photography and design (Adobe InDesign, Photoshop, etc.), social media (Youtube, Pinterest, Twitter, Facebook, etc.)
- Mentors- $\frac{1}{8}$ FTE. Mentor has to be an undergraduate student from the University of Maryland, College Park between the ages of 19-25 and identifies themselves as a person of color. In addition to conducting "Mentor & Me" sessions with their selected participant, mentors have to communicate with their selected participants outside of the program through email, phone, or in person at least weekly. The mentors are expected to commit at least 4-6 hours each week for this program. If more funding is available to continue the program, the mentors might receive more, based on their experience with the program, related experience/coursework and degree.

Mission of One (Wo)man Can Change The World

The mission statement of One (Wo)man Can Change The World is to inspire, empower girls of color to grow up as healthy, educated and independent women who are capable of changing the world, one girl at a time. Through the self-esteem workshops and mentorship, the program plans to encourage girls to become resilient, smart and brave individuals, to take risks and master physically, intellectually and emotionally trials in their lives and to develop meaningful friendships filled with mutual respect and support with other girls of color.

Budget Spreadsheet**SAMPLE ONE-YEAR PROJECT BUDGET September 2014 – November 2014****EXPENSES**

Item	Amount in dollars
Salaries and wages	
Manager/Leader (Bachelor's Degree: Public Health)- 1FTE	Employed by program (\$45,000)
Program Director ¼ FTE	\$250 Stipend
Program Specialist(s)-¼ FTE	\$200 Stipend
Media Director ¼ FTE	\$250 Stipend
Booklet for Mentors and Girls	\$400
Supplies	\$300
Printing and copying	\$150
Award Ceremony/Party for Mentors & Girls	\$250
Total Expense	\$46800

References

- Bankston, C.L., & Zhou, M. (2002). Being Well vs. Doing Well: Self-Esteem and School Performance among Immigrant and Nonimmigrant Racial and Ethnic Groups [Abstract]. *The International Migration Review*, 36(2), 389-415.
- Beating the blues: girls, negative body image and depression (27, June 2013b). Retrieved from <http://selfesteem.dove.us/Articles/Written/beating-the-blues.aspx>.
- Fetzer Institute. (2016, January 20). Self Report Measures For The Scientific Study Of Love And Compassion. Retrieved from <http://www.loveandforgive.org/research/measures>.
- Jones, M.M. (2015). Lecture notes on Chapter One: Theory and Practice of Human Services Delivery. FMSC383: The Delivery of Human Services to Families.
- Murray, K.M., Bryne, D.G., & Rieger, E. (2011). Investigating adolescent stress and body image. *Journal of Adolescence*, 34(2), 269-278. doi: 10.1016/j.adolescence.2010.05.004.
- Robinson, L. (2000). Racial Identity Attitudes and Self-Esteem of Black Adolescents in Residential Care: An Exploratory Study. *The British Journal of Social Work*, 30(1), 3-24.
- Robins, R.W., Hendin, H.M., & Trzesniewski, K.H. (2001). Measuring Global Self-Esteem: Construct Validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin*, 27(2), 151-161. doi: 10.1177/0146167201272002
- What is low body confidence? (28, June 2013a). Retrieved from http://www.selfesteem.dove.us/Articles/Written/What_is_body_confidence.aspx.

Program Proposal Paper

_____1. **Style and format (0-4 points)**

- 1-inch margins, Times New Roman 12-point font
- Running head, header, page numbers, and section headers are used
- Rubric with signed honor statement is attached to the end of the paper

_____2. **Purpose of program and population to be served (0-7 points)**

- The primary goal or purpose of the program is clearly described
- The means by which the goal will be achieved, or type of intervention, is clearly described
- Population or group that the program targets is specified
- Number of people to be served is given; inclusion/exclusion criteria are given with rationale

_____3. **Need or problem (0-8 points)**

- Is clearly identified
- Is demonstrated to warrant a human service intervention/prevention program
- Prevalence in the general population is discussed
- Prevalence in the target population is discussed
- Is thoroughly explained (why does this need exist?) with citations (must cite AT LEAST 6 scholarly sources, 2 of which can be class lecture material and textbook material)
- Is consistent with the goal or purpose of program
- Is shown not to be addressed by programs already available to the target population

_____4. **Theory (0-7 points)**

- Is clearly identified and cited
- Is briefly discussed
- Relationship between theory and program is clearly described (why program will work)
- Theory and program goal are consistent

_____ **5. Measurable objective and assessment (0-8 points)**

- _ A measurable objective is clearly described
- _ Achievement of objective will achieve program goals
- _ The time (by date or in months) by which it is to be achieved is given
- _ An empirical method for measuring it is identified
- _ A scholarly reference is given for the empirical method of measurement
- _ The proportion of participants who are expected to achieve a specific score is given

_____ **6. Key activity that will be carried out in order to achieve the objective (0-7points)**

- _ Is clearly described
- _ Information is given on how often it will occur
- _ Information is given on the time period during which it will occur (by dates or in months)
- _ Rationale is given for why it is expected to achieve the program objective, theory
- _ Rationale is given for why it will be appropriate for the participants, cultural competence

_____ **7. Budget narrative: staffing and other resources needed (0-7points)**

- _ Position titles are given with FTE equivalence
- _ Qualifications for each position are briefly explained
- _ Other resources are explained and justified
- _ Staff and resources are appropriate for project

_____ **8. Budget spreadsheet (0-7 points)**

- _ Budget is feasible for a first year project
- _ Position titles are given with FTE equivalence
- _ Other key resources (space, materials, transportation, food or snacks, etc.) are described
- _ Salaries and costs of other resources are given
- _ Salaries and costs are appropriate to staff and resources requested
- _ All budget items/costs are for the same time period as indicated in the spreadsheet heading

_____ **9. Logic model (0-8 points)**

- _ Title of the program
- _ Activities
- _ Resources
- _ Outputs
- _ Outcomes
- _ Impacts

_____ **10. Program fits with organization's mission (0-5 points)**

- _ Organization for which program is proposed is named and briefly described
- _ Organization's mission is clearly described, preferably quoted & cited
- _ Program's goal is restated
- _ Mission and goal are consistent
- _ Relationship between organization's mission and program's goal is clearly described

_____ **11. References (0-6 points)**

- _ A minimum of 6 references must be used (at least 4 in need/problem section, 1 for theory, 1 for measurement scale)
- _ Course material must be reflected in the references
- _ All citations in the text are reflected in the reference section
- _ References/citations follow APA Manual of Style, 5th edition, particularly internet citations
- _ All references in the reference section appear in at least one citation in the text, APA style

_____ **12. Overall quality of writing (0-6 points)**

Completely free of typographical and spelling errors

- _ Capitalization is appropriate throughout memo
- _ Grammatically correct (punctuation, sentence structure)
- _ Professionally written: third person, no colloquialisms, no contractions, etc.
- _ APA style: numbers are correct, commas at the end of a series, etc.

One (Wo) man Can Change The World Logic Model

One (Wo)man Can Change The World 14

Resources	Activities	Outputs	Outcomes	Impact
<p>Personnel: Mentors, Program Director, Program Specialist, in order to oversee workshop and activities during program</p>	<p>Recruitment</p> <ul style="list-style-type: none"> - Teachers at teenagers’ selected schools will advertise the program in addition to displaying flyers in the school -Mentors will be notified by listserv, posters throughout campus and information session for interested mentors -Provide two separate information sessions for interested teenagers and interested families 	<p>Teenagers: 30 girls total (15 girls of color aged 12-14 years old and 15 girls of color aged 15-18 years old). Participants will complete 12 workshops and will have an end of the year of party and award ceremony in order for families to watch the award ceremony and witness the change in their teenager</p>	<p>Short Term: develop better relationships between teen girls of color and develop their emotional, cognitive and physical development during the midpoint of the program (1 ½-2 months). After completing the program, we expect 55% of teen girls of color who had low scores on the Rosenberg self-esteem to have their self-esteem increase by 50% We expect 45%of the teen girls of color who had moderate scores on the Rosenberg self-esteem test to have their self-esteem</p>	<p>The families of the teenagers will have a better understanding of how to empower their daughter in society with the tools the teenager has gained during the program.</p>
<p>Facilities</p> <ul style="list-style-type: none"> - 2 Large classrooms: used for workshops between the two age groups (main meeting area during program) -8-10 smaller classrooms for “Mentor & Me” sessions (contingent on number of mentors who participate in program) -1 large room (e.g. gymnasium): used for the award ceremony and party at the end of the program 	<p>Training</p> <ul style="list-style-type: none"> - Directors, Mentor and Specialist meet weekly with Manager/Leader in order to discuss and give weekly reports about the workshops and girls in the program -Staff will receive training 1-2 months before the program begins while mentors will receive 2 weeks of training before programs begins 	<p>Mentors and other staff members will gain experience working with teenagers of color. Mentors and staff members will receive training before program begins.</p>	<p>Long Term: teenagers will increase their self-esteem levels not only among oneself, but with other people of color not only at the individual level, but at the group level at the end of the program.</p>	<p>Teen girls of color will be empowered to learn and determine their own self-worth and their ability to accomplish so many goals based on their high self-esteem and outlook on life</p>
<p>Supplies</p> <ul style="list-style-type: none"> -Posters, markers, journals, pens/pencils -Costumes (for workshops that involve group work and/or a small presentation in front of others 	<p>Performance & Evaluation:</p> <ul style="list-style-type: none"> - Award ceremony and party for families and community members in the College Park and Greenbelt areas. 	<p>Award Ceremony will be conducted at the end of the program, which will be open to families and community of College Park and Greenbelt</p>		

<p>Budget *Directors and Specialist are given a stipend or *Supply costs (Copies of booklet: \$400, Printing and Copying: \$150, Party: \$100, Certificates for Girls: \$50-75)</p>	<p>Evaluation - Girl will fill out forms before, and after program in order to evaluate the effectiveness of self-esteem among girl. -Mentors will complete self-esteem before program in order to determine eligibility for program. Selected mentors will complete weekly progress reports of their selected girls and workshop evaluation overall effectiveness of the program.</p>			
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I pledge on my honor that I have not given or received any unauthorized assistance on this assignment.

Name (signed) _____Rebecca Udofia_____ **Date**__12/14/2015_____