What do Dear Mentors do to help families?

Dear mentors receive training on how to work with families.

Project Implementation Overview:

- Meet with YOCE staff, and Dear Mentors.
- Memorandum is sent to all families.
- Dear mentors receive training on how to work with families.
- Dear mentors attend weekly meetings with the YOCE team.
- Dear mentors assist with YOCE team's needs to support learning.
- Dear mentors coordinate with the child's teacher to allow the family.
- All introductory visits with the family.
- An introductory visit with the family.
- Proposal is generated for interested families.
- Families are invited to participate if their child meets the eligibility.

Ken Boyd

Educational Interpreter
Developmental

Maximize your child's language acquisition and social and emotional development, and give your child support and guidance on how to help them understand what it means to be a child and to be a part of a developing family. Teachers are required to keep students in their program, and to attend the parent’s support group at least one time a month. Teachers are required to attend a monthly parent-teacher conference.
Family Outcomes:

- Improved communication between parent and child.
- Increased confidence in their ability to communicate with their child.
- Parents reported feeling more positive about their child's educational achievement.
- After only a few sessions with a deaf mentor, parent attitudes and confidence levels have already begun to shift.

Initial grant budget: $3,006.30

Breakdown of budget:
- Initial grant budget: $3,006.30
- Indirect costs (9.32%): $295.80
- Mileage allowance: $250.00
- 50 hours of deaf mentor services: $2,500.00

Staff Outcomes:
- Showed increased social interaction skills with their deaf and hard of hearing child.
- Improved family engagement with the program staff and administrators who met with families in the pilot project regularly resulted in positive outcomes for deaf students.
- Program staff and administrators who met with families in the pilot project regularly reported noticing positive outcomes related to the project.

Other
- showed increased social interaction skills with their deaf and hard of hearing child.
- Improved family engagement with the program staff and administrators who met with families in the pilot project regularly resulted in positive outcomes for deaf students.
- Program staff and administrators who met with families in the pilot project regularly reported noticing positive outcomes related to the project.
Educational teams in ensuring children meet these milestones. These milestones: Meet needs play a key role in supporting parents and families. Steps must be taken for any child who is not meeting those milestones ages 0-5 based on documented regulations and their remediation needs. SB 210 requires that the language development of D/HH children, age 2-10, have the language development of D/HH children who are able to reach the same level of proficiency. D/HH children with hearing loss ages 6-10, given the right support, and accountability for the educational agencies responsible for working with children with hearing loss ages 0-5, given the right supports, and measurable educational objectives in language development.

New California Law SB 210:

Why does this matter?

Dear mentor, as well.

eligible children will be given the opportunity to receive support from a professional,得到有效, from receiving this service for our families. Families who would benefit from receiving this service for our families. It is a hallmark of the California Department of Education, as well. Because the Dear Mentor project provides services, the California Department of Education, as well. The project has received the support of the Deaf and Hard of Hearing community partner. NORDA, for the Deaf and Hard of Hearing.

What's next?
...to creativity

...We can go from good

For deaf and hard of hearing children.

Hearing program into a regional leader in best practices.

Deaf mentors will help build VOCE's deaf and hard of