

# Administrative Manual

## DREAMS Intervention Program

### 1. Introduction

#### Establishment and Purpose:

The DREAMS program (Desire, Readiness, Empowerment, Action, and Mastery for Success) was established by Dr. Fr. Lijo Thomas in 2024 as part of an evidence-based approach to foster psycho-social and leadership development among underperforming middle school students. Designed as a three-year after-school program, it aims to empower young participants through mentoring, modeling, and motivation, bridging generational and cultural gaps while enhancing resilience and leadership skills.

#### Scope:

The DREAMS program offers a structured five-stage curriculum grounded in scientific theories, combining goal-setting, motivational theories, and self-determination principles. Its services include:

- **Mentorship:** A collaborative pairing of middle school students with college mentors and senior community volunteers.
- **Leadership Development:** Programs focused on emotional intelligence, authentic leadership, civic responsibility, and social consciousness.
- **Community Engagement:** Intergenerational and intercultural exchanges to strengthen community ties and promote the transfer of cultural values, skills, and experiences.
- **Skill Development:** Workshops, summer camps, and follow-up sessions designed to enhance personal, interpersonal, and leadership capabilities.

#### Key stakeholders include:

1. **Middle School Students:** Beneficiaries of mentorship and developmental interventions.
2. **College Students:** Young mentors who contribute their knowledge and skills while gaining leadership experience.
3. **Senior Volunteers:** Retirees and community members who share their wisdom and cultural values.

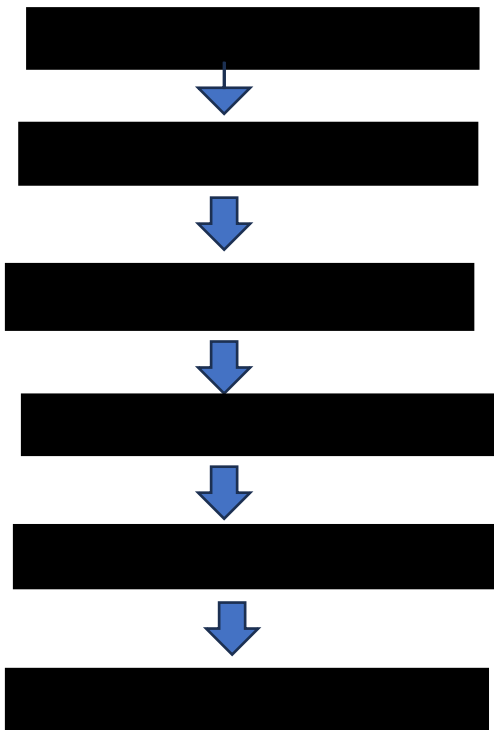
The DREAMS program contributes significantly to reconnecting educational institutions with local communities, empowering youth leadership, and fostering intergenerational understanding and collaboration.

## Objectives:

The specific objectives of the DREAMS program are:

1. To empower middle school students with psycho-social skills, resilience, and leadership capabilities.
2. To bridge generational gaps through mentoring and community engagement.
3. To enhance emotional intelligence and foster civic responsibility among participants.
4. To create a sustainable mentoring model that supports personal and community growth.
5. To provide a continuous feedback loop for evaluating the program's impact on individual participants and the broader community.
6. To build a shared sense of purpose by fostering intercultural and intergenerational exchanges.
7. To promote social consciousness and inspire a commitment to community service.

## II. Organisation and Governance



## **Roles and Responsibilities:**

### **Roles and Responsibilities of Faculty in the DREAMS Program**

#### **1. Mentorship and Guidance:**

- Act as mentors for college students and senior volunteers, ensuring they are prepared to effectively mentor middle school students.

#### **2. Curriculum Delivery:**

- Collaborate to design and implement a curriculum tailored to the needs of underperforming middle school students.
- Ensure high-quality delivery of sessions during summer camps, follow-up programs, and community service projects.

#### **3. Monitoring and Feedback:**

- Continuously assess the progress of middle school students, college mentors, and senior volunteers.
- Provide constructive feedback to all participants, encouraging growth and addressing challenges.

#### **4. Coordination and Collaboration:**

- Work closely with senior volunteers and college mentors to ensure a smooth flow of activities and achieve program goals.
- Facilitate communication between different stakeholders, including students, community members, and program leaders.

#### **5. Capacity Building:**

- Organize and lead training sessions for college mentors
- Foster a culture of learning and skill development among all participants.

### **Roles and Responsibilities of Students (College Mentors) in the DREAMS Program**

#### **1. Mentorship for Middle School Students:**

- Act as role models and mentors for middle school students, providing academic, emotional, and social support.
- Help students navigate through the five stages of the DREAMS model, focusing on personal growth and resilience.

#### **2. Active Participation in Program Activities:**

- Lead and facilitate sessions during summer camps, follow-ups, and monthly virtual subgroup meetings.
  - Assist middle school students in completing their community service capstone projects.
- 3. Skill Development:**
- Develop leadership, communication, and problem-solving skills by engaging in program activities and mentoring sessions.
  - Reflect on their own growth as mentors and identify areas for improvement.
- 4. Fostering Relationships:**
- Build strong and supportive relationships with middle school students and senior volunteers.
  
  - Promote intergenerational understanding by respecting and learning from the experiences of senior volunteers.
- 5. Community Engagement:**
- Actively contribute to community service projects designed to address local issues and foster social responsibility.
  - Inspire middle school students to understand and contribute meaningfully to their communities.
- 6. Providing Feedback:**
- Regularly provide input to faculty leaders on the effectiveness of activities, challenges faced, and areas for improvement.
  - Participate in program evaluations and self-assessment to improve their mentoring approach.
- 7. Promoting a Positive Environment:**
- Motivate middle school students to achieve their goals and celebrate their milestones.
  - Foster a collaborative and inclusive atmosphere within the program.

### **III. Staff Management**

#### **Induction and Orientation:**

- **Induction Program:**

Interested students/faculties are given a formal induction by the Faculty Lead/Overall Coordinator. Introduction to the cell's mission, vision, and operational guidelines is provided.

- **Orientation Activities:**

Training on dealing with mentees (school students) and familiarization with the roles and responsibilities.

Opportunities to attend skill development sessions such as Outbound Leadership Trainings.

## **Transition Process for Transfer/Resignation/Termination:**

### **In case of transfer/resignation/termination of the faculty heads**

- Email notification is sent to the Overall Coordinator and the faculty identifies their replacement or send in their recommendations for the position before leaving.
- All the documents is handed over to the Overall Coordinator/Faculty Leader.

## **IV. Operational Framework**

### **Processes and Procedures for Services and Functions**

#### **1. Student and Mentor Identification:**

- Identify 40-45 underperforming middle school students through collaborations with local schools, counsellors, and community organizations.
- Select 30 college mentors and 8-10 senior volunteers based on applications, interviews, and their willingness to commit to the program's vision.

#### **2. Group Formation and Mentorship Allocation:**

- Organize participants into five groups based on the DREAM model (Desire, Readiness, Empowerment, Action, and Mastery).
- Maintain a 1:2 mentoring ratio for personalized attention and consistent guidance.

#### **3. Program Interventions:**

- **Quarterly Interventions:** Conduct 8 days of physical intervention per quarter, including:
  - 5-day summer camps focused on leadership, emotional intelligence, and goal setting.
  - 3-day follow-up sessions emphasizing skill-building, reflection, and action planning.
- **Monthly Virtual Meetings:** Facilitate online group meetings to work on capstone community service projects, ensure continuous engagement, and provide feedback.

#### **4. Curriculum Delivery:**

- Implement a structured curriculum focusing on personal, interpersonal, and leadership development.
- Use interactive sessions, workshops, role-playing, and case studies to enhance engagement and learning.

#### **5. Community Service Projects:**

- Guide groups to identify and execute capstone projects addressing local community needs.
- Monitor project progress and provide resources and mentorship to overcome challenges.

#### **6. Continuous Monitoring and Feedback:**

- Use surveys, observation reports, and performance reviews to assess progress.
- Regularly collect feedback from students, mentors, and senior volunteers to refine the program.

#### **7. Program Evaluation and Reporting:**

- Maintain a feedback loop to evaluate the impact on middle school students, college mentors, and senior volunteers.
- Submit quarterly reports on milestones, challenges, and overall community impact

### **Perception Building**

#### **1. Institutional Branding:**

- Highlight the program as a transformative initiative that bridges generational and cultural gaps while empowering communities.
- Share success stories and testimonials from participants across social media platforms, newsletters, and community events.

#### **2. Community Engagement:**

- Build strong relationships with local schools, civic organizations, and community leaders.
- Involve parents and guardians in the program through regular updates, open houses, and workshops.

#### **3. Recognition of Achievements:**

- Celebrate milestones and accomplishments through awards, certificates, and recognition events.
- Publicize the achievements of students, mentors, and senior volunteers to inspire participation and build trust.

#### **4. Collaboration with Stakeholders:**

- Partner with NGOs, corporate sponsors, and educational institutions to enhance resources and outreach.
- Organize public exhibitions, presentations, and community service showcases to demonstrate the program's impact.

#### **5. Program Transparency:**

- Maintain clear communication with all stakeholders through newsletters, reports, and progress updates.
- Share evaluation findings and program improvements openly to build credibility and trust.

### **List of Files and Registers Maintained**

#### **1. Participant Records:**

- Profiles of middle school students, college mentors, and senior volunteers, including contact details, goals, and progress reports.

2. **Program Attendance:**
  - Attendance registers for summer camps, follow-up sessions, and virtual meetings.
3. **Curriculum and Resources:**
  - Copies of the curriculum, session plans, and training materials used in the program.
4. **Activity Logs:**
  - Detailed logs of workshops, mentoring sessions, and community service projects.
5. **Feedback and Evaluation Records:**
  - Surveys, observation reports, and feedback forms from participants and stakeholders.
6. **Financial Records:**
  - Budgets, expense reports, and funding details related to program operations.
7. **Community Service Documentation:**
  - Reports and photographs of capstone projects, including objectives, implementation, and outcomes.
8. **Communication Records:**
  - Emails, meeting minutes, and correspondence with stakeholders, schools, and community organizations.
9. **Impact Reports:**
  - Quarterly and annual reports highlighting program milestones, challenges, and overall impact.
10. **Event Documentation:**
  - Records of awards ceremonies, recognition events, and exhibitions showcasing program achievements.

## **V. Performance Management**

- **Measurable Outcomes:**

- **Student Engagement and Interaction:**

- Monitoring the level of interaction and engagement between school students and college students through various collaborative activities, workshops, and mentoring programs.

- **Skills Development:**

- Assessing improvements in communication, teamwork, and social skills among the students, particularly in how school students interact with peers and faculty.

- **Positive Behavioural Changes:**

- Evaluating changes in attitudes, motivation, and overall performance in mentees (school students) after participating in activities led by mentors (college students) for the period of 3 years. This includes tracking improvements in self-confidence, time management, and goal-setting.

**Review and Evaluation:**

The review and evaluation process aims to continuously improve the performance through formal evaluations at the end of each term and mid-term progress checks. Methodologies include surveys and feedback from both school and college students, faculty observations of interactions and skill development, and tracking behavioral progress. Based on the outcomes, necessary adjustments will be made to improve program delivery and student engagement for ongoing growth and effectiveness.

**VI. Compliance**

Adherence to institutional guidelines for collaboration with external organizations (schools and other colleges).

The cell operates according to the policies and guidelines laid down by the Let Us Dream Organization and the institution.

**VII. Communication and Stakeholder Engagement****• Communication to Stakeholders:**

Communication to the stakeholders (middle-school students, college students, senior volunteers) are through emails, phone calls, online and offline meetings, and inbound/outbound leadership sessions.

**VIII. Appendices:**



# D R E A M S

## A Success Intervention Program for Middle School Students

Dear Parents/Guardians,

**D.R.E.A.M.S (Desire Readiness Empowerment Action Mastery to Success)** is a three-year life personal mentoring, orientation and motivational program for middle school students. It starts with a five day summer camp with psycho-social and life-skills training programs. The program has been designed to help teenagers learn and practice psychosocial and interpersonal skills within a supportive community of peers and senior mentors and trainers. This will help the participants to identify their talents, strengths and weaknesses and develop their potential to the fullest; prompting them to achieve a value-guided personality for sustainable success in academics and in life.

This program provides teens the opportunity to make new friends, build meaningful relationships and participate in life-changing events and feel rejuvenated with a new sense of purpose in life. The focus of the program are - self, family and life values to help one succeed. Enjoy great music, team-building challenges, games, interactive sessions and a lot more..

- **Camp Dates:**
- **Timing:**
- **Highlights:**
  - **Mentoring Area: Personal Skills, Interpersonal skills, and Leadership skills.**
- **Camp Location/Address:**
- **Cost: Free of Cost**

### Contact Details:

Title	Name	Email ID	Phone No.
Chapter Program Director			
Chapter Community Leader			
Chapter Student Coordinator			



**D.R.E.A.M.S.**  
**CODE OF ETHICS**

**Dear Parents and Guardians,**

We are keen that your wards participation in the DREAMS program will be an exciting experience that your teen will benefit from. To ensure this we have put in place a Code of Ethics to ensure that all participants have a safe and fun experience. Please read through the document and sign it at the bottom of the page.

The following Code of Ethics will be expected of all participants:

- Be polite, friendly, and courteous.
- No disrespect to the DREAMS team or any participant of the program
- No damage or vandalism to any property
- No bullying, fighting, or threatening of any nature.
- No possession of drugs, alcohol, tobacco, or weapons of any kind
- No “rough play” behavior that may be unsafe to others or self
- Help others identify their talents to the fullest
- Take responsibility for your own actions.

I have read and understand the above-mentioned Code of Ethics. I agree that not adhering to the Code of Ethics may result in my ward’s suspension from the program.

I release the DREAMS team or any volunteer or partnering institutes from all liability that may result from personal injury or injuries to self or venue property, resulting from any uninvited physical activity of the ward.

Participant’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_

## **CONSENT TO PARTICIPATE IN DREAMS PROGRAM AND SUBSEQUENT EVALUATION**

### **PURPOSE:**

Your child will be participating in a study to evaluate the effectiveness of the DREAMS program

### **PROCEDURES:**

If you provide consent for your child to participate in this DREAMS Evaluation Program, they will be provided a 5-day free summer camp focused on building self-esteem, self-confidence, and peer and family relationships.

The Program will be implemented each year as 5 days of Summer Camp and 3 days of quarterly follow ups. Snacks will be provided to your child each day free of charge on the summer camp dates.

The youth will be provided with activities and information, which will enhance self-esteem, sociability, and engage in music and art activities across the mentoring sessions of the Program. They will be administered a short survey pre- and post-Program which has measures of teen self-esteem, sociability, self-worth, and relationship quality.

### **DISCOMFORTS, INCONVENIENCES, AND/OR RISKS & BENEFITS:**

There are no foreseen risks to the youth participating in this Program. Should any emotional distress or discomfort occur in any youth, they will be excused from the Program, without prejudice or penalty. The benefits are in knowing if this Program serves a positive purpose in enhancing self-worth and self-esteem among youth.

### **CONFIDENTIALITY:**

Your identity will be protected to the extent allowed by law. You will not be personally identified in any reports or publications that may result from this study.

### **COSTS/COMPENSATION:**

There will be no cost to you nor will you be compensated for participating in this evaluation.

### **RIGHT TO REFUSE OR WITHDRAW:**

You may refuse to participate or withdraw from the study at any time.

### **CLOSING STATEMENT**

I have read this Informed Consent form. This evaluation has been explained to me and all of my questions have been answered. I have been told of the risks or discomforts and possible benefits of the study. I voluntarily give consent for my son/daughter to participate in this study. I will receive a signed and dated copy of this consent form.

Signature of Legal Guardian/Parent

Date

## Assent Form

Dear Student:

We request your participation in our effort to evaluate the DREAMS program. The purpose is to gain a better understanding of the impact the project has on the participants.

Participation in the study is voluntary, which means you do not have to take part if you don't want to. Your participation will involve responding to a few questions about your behaviors and attitude through surveys and interviews. Your participation will be anonymous (you do not have to mention your name in the survey form). Your responses will be kept completely confidential.

Please read the following and sign below if you agree to participate.

I understand that:

- If I don't want to take part in the study that's ok and I won't get into trouble
- Anytime that I want to stop participating that's ok
- My name will not be known and my answers will be completely private

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Thank you in advance for your cooperation and support.

For further information regarding this research please contact:

DREAMS TEAM

Email: [bangalore@letusdream.org](mailto:bangalore@letusdream.org)

## **REGISTRATION FORM**

**PARTICIPANT'S FULL NAME:**

**PARTICIPANT'S ADDRESS:**

**DATE OF BIRTH:**

**GENDER: FEMALE/ MALE**

**PARTICIPANTS CURRENT GRADE: 6<sup>TH</sup> / 7<sup>TH</sup> / 8<sup>TH</sup>**

**SCHOOL NAME:**

**CLASS TEACHER NAME:**

**PARENT / GUARDIAN NAME:**

**PARENT / GUARDIAN EMAIL ADDRESS:**

**MOTHER:**

**FATHER:**

**PARENT / GUARDIAN MOBILE NUMBER:**

**MOTHER:**

**FATHER:**

**EMERGENCY CONTACT (OTHER THAN PARENTS):**

**PHONE NUMBER, ADDRESS:**

**DETAILS OF THE PERSON WHO IS GOING TO DROP/ PICK UP THE STUDENT FROM THE PROGRAM VENUE:**