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The Needs of Young Daughters Being Raised By Single Parent Fathers

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The Needs of Young Daughters
Being Raised By Single Parent Fathers

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A Practicum Paper
Submitted in Partial Fulfillment of the Requirements for the

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Certificate of Approval

This is to certify that the Capstone Project of

Nicoma Wood

Has been approved by the Program Director

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At the December 2010 graduation

Capstone Director:

_____

The Needs of Young Daughters
Being Raised By Single Parent Fathers

Executive Summary

The purpose of this study is to analyze the needs of young daughters being raised by single parent fathers in order to create a program that will assist in addressing these needs. Daddy's Girl, a program to be founded by the Nicoma Narjett Foundation will be created to provide inspiration, support, character education, and social development to young girls, between the ages of 10 to 16, who are currently being raised in single parent homes, where the father is the primary care taker. The researcher believes that by creating this program under the nonprofit organization, she will be assisting young daughters and their single parent fathers in addressing their young daughters' needs, as well as bringing awareness to the fact that there are single parent fathers who need assistance and proper resources in raising their daughter.

Young daughters, who are 10 years of age and older, tend to battle with self-esteem issues, puberty concerns, and the adjustment of entering or soon to be entering middle school. Further, the researcher believes that young daughters are in need of guidance, support, and nurturing assurance from a mother, mother like figure, or female mentor. An analysis of previous studies was conducted in order to determine the personal care needed for young adolescent girls who are 10 years of age and older. Due to the nature of this exploratory study, the following general questions were examined:

(1) What emotional and psychological needs are 10 to 16 year old girls currently experiencing?

(2)   What environments are needed for 10 to 16 year olds to open up about the problems they are experiencing, in order to help alleviate them?

(3)   What would 10 to 16 year olds like to do in this environment?

This research found that young girls want to be involved in an all-girls group where they can discuss their friendships, peer pressure, self-image and improve upon their self-confidence. They want to participate in activities in which they helped to develop and design. Due to the study findings, the researcher concludes with ways to move in creating a program that young girls in DeKalb County and Fulton County, Georgia, will be able to actively get involved in, which is age appropriate; thusly providing extracurricular activities that will not only maintain and improve the young girls' social interaction, but will help in addressing their problems and concerns, and in keeping them emotionally and physically healthy.

Acknowledgements

There is nothing better than the encouragement of a good friend.
-Jean Jacques Rousseau

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The Needs of Young Daughters
Being Raised By Single Parent Fathers

Table of Contents

<center>**The Needs of Young Daughters**
Being Raised By Single Parent Fathers</center>

Introduction

The needs and resources of single parent mothers and their children have been an important topic for decades. The purpose of this research is to analyze the needs of young daughters being raised by single parent fathers in order to create a program that will assist in addressing these needs. The benefit resulting from this research will bring awareness to single parent fathers who are taking care of their children and the needs of their daughters that may be going unmet. Also a program, Daddy's Girl, to be founded by the Nicoma Narjett Foundation will be created to provide inspiration, support, character education, and social development to young girls, who are 10 to 16 years of age.

According to Tim Grall, author of Custodial Mothers and Fathers and their Child Support, in 2007 there were 2.4 million custodial fathers in the United States (Grall 2007, 3). Growing up in single parent homes, youth of today report lower educational expectations on the part of their parents, less parental monitoring of school work and less overall social supervision than children from intact families (Astore and McLanahan 1991), which leads to even bigger problems and concerns, such as young girls becoming more violent. In 2003, the female juvenile assault rate rose from about 200 for every 100,00 in 1990, to 750; and analysts attribute that spike in the number of girls arrested to increased pressures from the breakdowns of family, church, community, and school, that have increased violence (Yin 2006).

Young girls, who are 10 years of age and older, tend to battle with self-esteem issues, puberty concerns, and the adjustment of entering or soon to be entering middle

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school. Further, I believe that they are in need of guidance, support, and nurturing assurance from a mother, mother like figure, or female mentor. The researcher will seek out primary data that have been evaluated by specialists in the field of early childhood education, psychology, and child development. In applying a thorough analysis, the following previous studies will be reviewed: Taking the Lead: Girls Rights in the 21st Century (2000), The Ten Emerging Truths: New Directions for Girls 11-17 (2001), The Mother Daughter Project (2007), and Meeting at the Crossroads (1994).

The findings from this study will be used to start a nonprofit for young girls who are ten years of age and older, which will provide them with a program, focused around a curriculum provided by Girls Circle, the leading provider of gender-specific, research-based programs for girls. The programs are organized around the themes of friendship; being a girl; body image; diversity; connections between the mind, body and spirit; expressing individuality; relationships with peers; identity; and paths to the future. They will also have thorough discussions on body image, self-awareness, and the building of self-esteem. The young daughters will be actively involved in age appropriate extracurricular activities within the program to maintain and improve their interaction socially, and to keep them healthy. To ensure their continued success in education, they will also be engaged in an academics skills laboratory.

This paper will guide you on the literature reviewed for this topic, discuss the methods used, and explore the young daughters' needs for emotional support when dealing with school. The paper later discusses the need for mother-like figures for these young daughters, the need for a program, and how nonprofit organizations can help. It

concludes with a discussion on the proposed nonprofit organization designed to meet the needs of the young daughters, The Nicoma Narjett Foundation.

Literature Review

Since fathers are now more involved in raising their children, the perception has been that men are not able to provide the same tools that mothers possess to take care of children, such as nurturing. Fathers are finding, as they play the role of primary caregivers, that meeting the needs of being both mother and father are challenging.

Through the review of statistical data, more fathers are gaining the custody of their young daughters, and research has revealed that fathers realize that young girls need emotional support and stability from a nurturing parent, which is oftentimes lacking in a father's personal traits. Fathers are finding that meeting the needs of being both father and mother are difficult. Researchers generally agree that women are traditionally better nurturers and listeners, and find that men who gain custody of their daughters turn to their sisters, mothers, and female co-workers for support (Webber 2008).

Moreover, fathers are also finding themselves in the parenting role after the death of their spouses or divorce. In the 2006 article titled, "Number of Single Dads Growing in U.S.," TV writer Michael Weinberger discusses his wife Jakie who was diagnosed with a terminal disease and later died. Weinberg became a single parent, after the death of his wife, and realized that this job was not an easy one. It took more than just getting the kids off to school. He learned quickly that the top priority in dealing with his kids was not only about cooking or cleaning up the house, but responding to their emotional needs, letting them know that they were loved and providing security. In his words,

'I learned how to handle my kids, each kid specifically. Like one kid, I have to listen to him, listen really intently. Another son just needed to be touched lightly. He'd be reassured just by a light touch. And my other son, Joe, really acts out. He'd yell, scream and fight. And the trick with him was never move in too soon. Let him get it all out, then grab him, and hold him. Women, traditionally, are a little better at listening…What fathers maybe are not as good at as they should be is just to have time when they are with their kids and the kids are talking about whatever they want to talk about. And the father is not working to try to make some point to it, but just hearing the kids describe what's going on in their lives. That goes a long way toward kids feeling that they are nurtured. It really is something that's very important to kids' (Voice of America News 2006).

According to Marilyn Gardner's article titled *Life as a Single Dad*, men now account for 1 of every 6 single parents, up from 1 in 10 in 1970. Single fathers are looking on how to balance work with family life and are doing so with the support from family and work.

For Allen, a single father, whose son was only a toddler when his mom died, he decided at the beginning to move in with his mother for support and help in gaining more home management skills and responsibility. His mom helped him out a great deal and was the second pair of hands that he needed. On the job, Allen's boss allowed a minor adjustment to his hours so that he could pick up his son from the daycare and his company provided him with a laptop so that if his son gets sick he can work from home. Judell (interviewed for the article), a father with daughters who play soccer, discusses that his friends jokingly call him a "soccer mom." In his words,

4

'There's very little I could want for.' Then, reflecting for a moment, he adds, 'It would be nice to have a helping hand with the kids once in a while; (someone) to take them for a weekend. And it would be nice if I had someone to back up my messages to my teenage son' (Gardner 2003, 15).

While some single fathers, such as Judell, worry about teenagers who defy their parents or test the rules of the household, others wonder how to talk to their daughters about approaching puberty. According to Craig Winston LeCroy and Janice Daley, experts on children's mental health and founders of the "Go Grrrls" program to empower adolescent girls, girls who leave elementary school after sixth grade to go to middle school for seventh grade experience a significant drop in self-esteem, in contrast to girls who stay in a K through 8 elementary school (Hamkins and Schultz 2007).

In 1997, SuEllen Hamkins and Renee Schultz created the Mother-Daughter Project with several other women in their community. One of the concerns at the Mother-Daughter Project has been the image of the perfect girl now in circulation among eight to eleven year olds, which is influencing them to turn their attention from jumping rope and climbing trees to focusing on their appearance. It is stated that one reason for this is that over the past decade marketing groups have identified a new group of "tweens." Hamkins and Schultz (2007) state that this name "tweens" is harmful to girls because it is pushing eight to eleven year olds into thinking they are almost teenagers, instead of who they are, young children. They further contend that

When young girls are directly targeted by the media, they are that much more susceptible to messages that negatively influence their self-regard and distract

5

them from more important developmental tasks, such as learning how to act kindly towards their peers, write a proper paragraph, or imagine their future as novelist or an astronaut (Hamkins and Schultz 2007, 15).

The Mother Daughter Project has drawn comfort and strength from their strong relationships and open communication with their mothers, especially when negotiating intimidating developmental tasks such as transitioning to middle school or standing up to peer pressure.

Compared to previous decades, teen girls today have unprecedented opportunities to pursue fulfilling relationships, family roles educations, athletics, and careers – but they also have less day to day support and guidance while being exposed to graver dangers. This is where mothers can make a critical difference. A mother's awareness and involvement can help prevent a temporary difficulty in her daughter's life from becoming an entrenched and debilitating problem (Hamkins and Schultz 2007, 22).

Methodology

The following four studies were reviewed by the researcher in order to define the needs of young girls being raised by single parent fathers and to determine an appropriate program to create in order to fill those needs: Taking the Lead: Girls Rights in the 21st Century (2000), The Ten Emerging Truths: New Directions for Girls 11-17 (2001), The Mother Daughter Project (2007), and Meeting at the Crossroads (1994). Due to the nature of this exploratory study, the following general questions were examined:

(1) What emotional and psychological needs are 10 to 16 year old girls currently experiencing?

(2) What environments are needed for 10 to 16 year olds to open up about the problems they are experiencing, in order to help alleviate them?

(3) What would 10 to 16 year olds like to do in this environment?

Sources

Data were collected from September 6 to November 5, 2010, which entailed compiling, reconciling, and analyzing information from the four studies listed above. Further sources of data were reviewed through the use of academic literature and the university database system. This method of data collection was chosen due to the time constraints placed on the study, it was easily accessible, not costly, and this information would cut down the time needed to partake on such lengthy and detailed research, since the studies reviewed were done by professionals in the field.

Limitations of the Study

The researcher reviewed four studies. In two of these four studies, "New Directions for Girls 11-17" and "Taking the Lead," all the girls surveyed were representative of the United States and the 14 million young girls who currently live in the U.S. However, the findings do not directly relate to the population of Dekalb County and Fulton County, Georgia; the counties in which the program, Daddy's Girl, will serve. There was a generalization of the large population, in order to determine the needs of the

small population.   There was no study done to focus direct attention on that specific selection of the group.

Studies Reviewed

The four studies examined are as follows:

- The Girl Scout Research Institute – The Ten Emerging Truths: New Directions for Girls 11-17 research study which gave girls the opportunity to discuss the things that they care about, and share in the challenges they currently face, as well as their desires for their future. Over 3,000 girls participated in the study, and were the makeup of the 14 million girls between the ages of 11-17 who live in the United States today.   The study was conducted in conjunction with Partners in Brainstorms, Incorporated (Schoenberg, Doyle, and Bynum 2001).

- Taking the Lead: Girls Rights in the 21st Century, a nationwide survey of school age children, conducted for Girls Incorporated by Harris Interactive, Inc. Girls Incorporated is a national nonprofit organization that inspires girls to be strong, smart, and bold. In this national representative survey, the girls informed the researcher about what they want and what rights they have, don't have, and how those rights shape girls' lives today and their future (Kopelman, Nicholson, and Plotch 2000).

- "The Mother-Daughter Project," created by SuEllen Hamkins and Renee Schultz, engages young daughters in age appropriate activities that allows girls to communicate on how mothers can help daughters thrive during adolescence. This group was started amongst mothers and daughters in their communities. The two

authors bring with them over 40 years of combined experience in the fields of women's mental health and family issues (Hamkins and Schultz 2007).

- "Meeting at the Crossroads," authored by Lyn Brown and Carol Gilligan, includes a series of studies conducted by the Harvard Project on Women's Psychology and Girls' Development. The study was done at Laurel School, a private day school for girls in Cleveland, Ohio during the years of 1986 to 1990. They spoke with 100 girls between the ages of 7 to 18. These girls are often seen as fortunate, they come from middle-class or upper-middle-class families, and about 20 percent of them come from working-class families and attend the school on scholarship, 14 percent of the girls are people of color. Color is not associated with low class (Brown and Gilligan 1992).

Exploring Young Girls' Needs

Research has shown that adolescent girls are psychologically distressed (Gilligan, Rogers, and Tolman 1991). They are suffering from anorexia or bulimia, relationship violence, obesity, stress, depression, suicide, sexual assault, self-injury, and are battling issues about the appearance of their body. Those who are not suffering are growing up in a society where it is happening all around them. The ability to come through these obstacles safely is through healthy relationships, which according to Hamkins and Schultz (2007) is done best when daughters have close relationships with mothers or mother like figures all the way up to adulthood. It is through these connections with their mothers or mother like figures that young girls draw their sources of strength. Girls look to their mothers on how they should be, how they should act, and how they are supposed

to relate to others. It is the connection that a girl has to her family that will protect her against the problems and issues that she faces outside of the home. Brown and Gilligan (1992) discuss that young girls begin to watch and listen by paying close attention to how the women in their presence act and relate to those around them.

It is very important for a daughter to have a relationship with her father, and that should not be discredited. This relationship develops a mindset and thought process as to how the daughters' future relationships with a man should take place, but it has been researched and reported that fathers prefer sons before and after a child is born; and that at the age of two, boys are getting twice as much attention than girls from their fathers. This attention continues to decrease, as they get older (Debold, Wilson, and Malave 1993, 274). In the 1991 book by Deborah Tannen, she discusses the lack of communication between men and women. A woman wants to have her feelings understood, and those interviewed for her book complain that women are often able to relate to young daughters because they have experienced similar situations. The author further discusses a story about Ellen, David's thirteen-year-old daughter, who was treated unfairly by a best friend, who called her a "baby" because of the way she acts around other boys. Her father's reply was to just "ignore" the friend. Ellen walked off upset due to the way her father chose to help her solve the problem, not realizing that there was a deeper issue at stake, not only with how she relates to young boys, but also the fact that she wanted to be heard and listened to by someone who could relate to her situation and circumstances. As girls continue to grow, their relationships with their fathers continue to grow apart. Some of the reasons are summarized below. For instance,

Girls begin to see and treat their fathers differently, and often express their feelings that their fathers do not know them. Fathers, girls insisted, had 'no time' for, 'no interest' in, or 'no patience' for girls' feelings and just didn't try to understand them. The girls focused on their fathers' inability or unwillingness to listen and to hear them (Debold, Wilson, and Malave 1993, 277).

Psychologist Carol Gilligan, has studied adolescent girls for decades, and in her book, *The Birth of Pleasure* (2002), she notes that girls find the best protection against psychological trouble through relationships in which they can talk openly and free about what is currently ailing them. The lack of their father listening or providing emotional interests adds to the needs of these young girls. Some of the current problems facing young girls are: education, self-esteem, puberty, sexual risks, and a lack of a support system.

Education

In elementary school, girls' most favorite subject is mathematics. By the time young girls reach middle school, they believe that they are not good at it. Psychologists Kimberly Schonert-Reichle and Daniel Offer state that "Prior to the onset of adolescence, girls are mentally healthier than boys, whereas, after adolescence, this state of affairs is reversed" (Debold, Wilson, and Malave 1993, 10). Young girls' academic performance begins to decline, and in order for young girls to remain on the right path in maintaining good grades, they need to continue to be monitored while doing their homework, have their homework checked on a consistent basis, and if possible, be tutored in the subjects in which they are proving to be having a difficult experience.

The American Association of University Women (AAUW) surveyed young girls nationwide in 1990, on their sense of self worth and belief in themselves. From those studied, 60 percent of elementary school aged girls were confident in who they were, by the time they were in high school, only 29 percent of the girls still felt the same way. The drop in the way young girls feel about themselves takes place between the time they are in grade school and junior high (Debold, Wilson, and Malave 1993, 11).

The AAUW further reports that boys are most likely to like a form of talent that they possess, while girls are most likely to like some part of their appearance. Girls begin to have a greater awareness of the world around them, and how they are viewed by boys and society, which leads them to be vulnerable and self-conscious. They are inundated with photos and perceptions of how a woman should be and dress through the television, the Internet, and magazines. Girls begin to place pressure on themselves when they realize that they do not measure up to the images they see in these various medium forms. The girls begin to disconnect themselves from their childhood and also view themselves as women. Conversely, the young boys in their class look at them as objects of beauty, and judge them against images seen in magazines, and talk about them in a good or bad way (Brown and Gilligan 1992).

This negative body image increases the chances of anorexia or bulimia. In a study done by Barbara Turnage (2004), she contends that a girl's sense of love and high self-esteem is attributed to her attachment to her mother and belief in mother's willingness to protect and prepare her for life. In the words of a young girl,

'When I turned 13, everything changed! You are now officially a teenager but you are not ready for a lot of what is happening to you – the peer pressure, pressure from boys, pressure to look a certain way, family pressures. It's hard because your friends are going through it too and you don't know what to do' -Kendra (Schoenberg, Doyle, and Bynum 2001, 12).

Puberty

By the age of twelve, two-thirds of adolescence girls' bodies change. These changes include height (growing taller), menstruating, blossoming breasts, body shape (round hips), the growth of under arm and pubic hair, as well as a desire for sexual contact. Most girls will have their first menstruation cycle between the ages of 11 and 14. There will be questions about sanitary napkins (pads) and tampons; areas of discomfort and cramp-like pains. When breast begin to bud, young girls will need a training bra in order to make them feel more comfortable at school and in social environments. These physical changes take place during puberty and if it is happening at a faster or slower rate than others, it can provide for discomfort, and a drop in self-esteem. As young girls are undergoing the stages of puberty, boys begin to look at them with desire, and young girls try to meet the standard of being beautiful to attract young boys to themselves. These changes in their body are difficult to experience and to talk about.

Sexual Risks

It is the age of adolescence in which young girls begin to explore their sexuality, and oftentimes may begin to have sex. While sexual exploration is a part of human development, it can result in transmission of sexual diseases or unplanned pregnancies. It is these unplanned pregnancies that can alter the life and limit the opportunities of young girls' futures.

Among sexually active females, unprotected intercourse or use of ineffective means of contraception remain commonplace. About three out of ten sexually active females reported using oral contraception as their primary method. Thirty-nine percent reported using no form of birth control. When presented with a list of possible reasons for not using contraception, the most frequently citied reasons included 'having unexpected or unplanned sex,' 'didn't think of it,' 'didn't think pregnancy would occur,' 'embarrassed to get contraception,' or 'pregnancy desired' (Gilligan, Rogers, and Tolman 1991, 126).

Not only are there risks of acquiring a sexually transmitted disease or getting pregnant, but there are risks for sexual assaults. A study done by the Kaiser Family Foundation (2005) showed that sex on television has doubled since 1990. Young girls have access, via the Internet, to x-rated web sites and chat rooms. Sexual assaults are happening at an alarming rate, with girls between the ages of twelve and eighteen to be most likely assaulted sexually. One out of four teen girls are raped by boys or men who they know (Hamkins and Schultz 2007, 25).

Support Systems

Currently, 50 percent of young girls are receiving care and support from religious groups and 43 percent are involved in a team or sports league (Schoenberg, Doyle, and Bynum 2001, 11). The older the young girl gets the more involved she becomes with religious groups, and less involved with a team and sports league. As they change from middle school to high school they become more involved in extracurricular activities. The Girl Scouts study found in its focus group and the online survey that girls expressed a need to be somewhere safe, and a place where they could discuss their life issues. The definition of safety, provided by the young girls, was a place of emotional and physical well-being. This safety was centered on confidentiality and assurance that what was discussed stayed between those in the room. Trust involved speaking with someone who would not judge them for their thoughts and who would listen to their problems and concerns. The young girls wanted to be valued for their abilities and dream possible dreams without the pressures of being around boys, family, or school.

"Well this year the pressure is the fear of not having a boyfriend. Next thing is who is still a virgin and of course that is something that my daughter would never talk to me about, no matter how many times I've tried."

-Michael, father of Krystal, age 13 (Schoenberg, Doyle, and Bynum 2001, 14).

"I like being in all-girl groups because you can share things. Also you form a bond between the girls in the group – you feel you belong." – Shar, age 14 (Schoenberg, Doyle, and Bynum 2001, 17).

The Need for Mother-like Figures

Research has shown that when a girl has a caring relationship, one in which she can discuss her thoughts and self-truths, her resiliency is reinforced (Hamkins and Schultz 2007). This reaffirms the need for mentors and mother-like figures, to fill the void of young daughters being raised in motherless homes. Young daughters will be able to share their problems and concerns with women from various backgrounds. They will be able to talk with those who are parents, or those who are not. They can garner advice from single women or married women, and even lean on the shoulders of stay-at-home mothers, or those who work in corporate America. It is not only the coming together of these women to share their experiences, their differences, and similarities in order to serve the purpose of guiding young girls down the path of adulthood, but also the sharing of these experiences that provide increased options that young girls will have in dealing with their own lives.

These relationships also promote growth in talking about personal areas of their lives that they may not feel comfortable talking about with others, or that could lead to the confidence in talking about it with their fathers. These mother-like figures can be looked upon as a source to share information with them that they do not feel comfortable sharing with others, or feel may be too risky to discuss. Among those topics of discussion are often sexuality and sexual abuse. In some cases, it is the mother-like figures who are informed firsthand of such situations, and they are also often the ones who prevent it from happening.

Creation of a Program

The Girl Scouts study revealed that young girls want a variety of options from a large range of activities when it comes to participating in a program. The young girls would like to participate in sports, take trips, spend time outdoors, deal with their emotions and improve their self-confidence, look at their range of career opportunities; and girls want to do everything from the traditional activities that young girls partake in, to the non-traditional activities that boys often participate in. Girls also expressed the need to learn by doing, even as it relates to their emotional issues. The study revealed they wanted to participate in the following activities:

Those ages 11and 12 wanted to:

- Talk about friendships,

- Outdoor and sport-related activities, and

- Improve self-confidence.

Those ages 13-15 wanted to:

- Develop their self image,

- Take trips, and

- Listen to music.

Those ages 16 and 17 wanted to:

- Discuss career possibilities,

- Self-defense, and

- Discuss managing their time (Schoenberg, Doyle, and Bynum 2001, 21).

It is through a nonprofit or community-based organization that young girls will find comfort in getting their emotional, psychological and creative needs met. It is in these

environments that they learn to open up and discuss concerns and problems that they are experiencing at school or in their homes, enjoy activities with their peers, and improve their self-esteem.

Nonprofits in the field of Public Administration

Nonprofit organizations are classified by using a number of terms: voluntary sector, third sector, and non-governmental sector, to name a few. It is inclusive of universities, hospitals, religious edifices, civil rights groups, etc. Nonprofits play an important role in society as social and economic service providers. They provide a public good and a plethora of resources in order to service those who are in need. There are approximately 1.8 million nonprofit organizations that are currently registered with the IRS (Boris and Steuerle 2006, 5).

Devolution

The war on poverty, which took place during the 1960s and early 1970s, created government interdependence on nonprofit organizations. The federal government used nonprofit organizations as agents for the expansion of the welfare state (James 1987). A vast number of the services that were provided at the time helped spawn the growth of the nonprofit sector and the service programs. For example, "More than 60 percent of the nonprofit human service providers operating in the early 1980s were founded after 1960" (Boris and Steuerle 2006, 261). The government spending on social welfare programs, aided in the growth of the nonprofit sector. In the 1990s, the word "devolution" entered the vocabulary of public administration. This term was created on the assumption that

government is not always well informed or close to the problem taking place in communities, and that the best people who could handle and address the needs were the locals themselves. Policy makers embraced devolution for this reason (Boris and Steuerle 2006).

With states and local government now able to use resources in ways that they see fit, they looked to local nonprofit and social service providers to assist in helping those who they were unable to provide assistance to. In this way, nonprofits are providing a service in partnership with the government through the financing of these public services. Sometimes the government cannot provide specific public services because they are costly, they do not help a large demographic, or there are a limited amount of people who are in need of a certain service. In this regard, the government will look to the nonprofit sector in order to meet the needs of the public. Many social entrepreneurs are dedicating their lives to a cause that they are passionate about by starting up nonprofit organizations and creating community-based programs.

The New Entrepreneur and Social Entrepreneurship

An entrepreneur is looked upon as being the organizing and managing force behind a new business. Entrepreneurs are innovative, looking to rid the old way of doing things, and creating a new way of handling a problem or situation. Entrepreneurs are the initiators and drive behind missions, goals, and objectives of an organization. This drive is not by capital or business, rather seeing change in their surrounding communities; acting without reservation with their current resources, and letting their spirit of altruism be their guide. This social innovation is used in various fields, such as education, health,

the environment, and the eradication of poverty. A social entrepreneur dedicates his or her life to social improvement.

The Nicoma Narjett Foundation

Based on the needs and the outcome of this study, as a social entrepreneur, the researcher plans to assist in filling those needs. The Nicoma Narjett Foundation will seek to provide inspiration, support, character education, and social development to young girls, between the ages of 10 to 16, who are currently being raised in single parent homes, where the father is the primary care taker.

The Nicoma Narjett Foundation will meet after school, during the Georgia academic school year from August until May. From 3 o'clock post meridiem to 7 o'clock post meridiem, the young girls will participate in a curriculum provided by Girls Circle, the leading provider of gender-specific, research-based programs for girls. The programs are organized around the themes of friendship; being a girl; body image; diversity; connections between the mind, body and spirit; expressing individuality; relationships with peers; identity; and paths to the future.

The girls will have an opportunity to discuss the issues plaguing them that they cannot necessarily discuss with their fathers, such as puberty, boys, and school work. To start, the researcher will work with thirty 10 year-old girls who are being raised by their custodial fathers. These girls will spend the first thirty minutes on homework, and the rest of the time will be dedicated to the curriculum and activities for that day. They will be exposed to leadership development courses to increase listening and speaking comprehension skills, academic skills lab to improve their educational skills, and will

work on community service projects to prepare themselves for civic responsibilities. Also, they will receive coaching in the areas of health, personal hygiene, and self-esteem, financial literacy courses to prepare them for financial responsibilities and obligations, and the opportunity to travel internationally.

The young girls will be evaluated every three months through personal interviews. The evaluation will provide an opportunity for the program to review the girls' files to see the changes that they are making. The questions that will guide the review process are as follows: Has self esteem increased? Has communication with father improved? What types of social relationship exists with peers? To what extent is growing and learning from the curriculum that is being taught occurring?

It is pertinent to note here that Girls Circle also has an evaluation metric system that comes along with its curriculum guide. In 2007, an executive summary posted on its website (www.girlscircle.com) showed improvements in the following three areas: an increase in self-efficacy, an increase in perceived social support, and a positive change in their body image. Along with an individual interview and evaluation system, assigned individual mentors will be requested to keep journals on the girls, detailing any improvements and areas they need to work on, including setbacks.

Conclusion

The researcher has concluded through a review of the literature that fathers are now more involved in raising their children. The perception has been that men are not able to provide the same tools that mothers possess, to take care of children, such as

nurturing. Fathers are finding, as they play the role of primary caregivers, that meeting the needs of being both mother and father are challenging.

This analysis uncovered how young girls are dealing with their current problems of education, self-esteem, puberty, sexual risks, and lack of a support system. The ability to overcome through these obstacles is challenging, but it is possible through the assistance of a mother-like figure or female mentor. Young girls want to be involved in an all-girls group where they can discuss their friendships, peer pressure, self-image and improve upon their self-confidence. They want to participate in activities that they helped to develop and design. In these environments, they open up to discuss their concerns as well as problems that they are experiencing either at school or in their homes. They also enjoy activities with their peers, and improve their self-esteem.

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Appendices

Appendix A

How to Start a Non-Profit Organization

Task	Completed
Assess the need for an organization • Research community need • Research current mentoring programs	
Identify the mission, vision, goals and objectives	
Choose a name for the organization	
File federal paper work: • Name Reservation • Articles of Incorporation	
Form Board of Directors	
Draft bylaws	
Develop a strategic plan, budget, and financial plan	
Establish a record-keeping system for the organization	
Establish an accounting system	
Establish a budget	
Obtain an EIN# from the IRS	
File 1023 paper work for tax exemption status	
File for state and local tax exemptions	
Meet the requirements of state, county, and municipal charitable solicitation laws	
Apply for a non-profit mailing permit	
On an ongoing basis, re-evaluate the board's composition and role	

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For a detailed description on starting a non-profit please visit:
http://www.boardsource.org/dl.asp?document_id=17

Appendix B
Program Implementation Timeline
PROGRAM IMPLEMENTATION TIMELINE
(This timeline is designed to serve as a guide, as many mentoring programs take six to nine months to begin operating.)

Task	Description	Time Period
PLANNING:		Months One to Three
Pre-Planning	Conduct Needs Assessment.	Varies by Program
Pre-Program Development	Review the *Elements of Effective Practice*	
Structure the Mentoring Program	Determine the purpose, type of youth/student needs, goals, mentoring model, and structure of the program as outlined in the *Elements.*	
	Assign/hire program coordinator.	
	Form an advisory committee.	
	Develop/select forms and determine budget.	
MENTOR/MENTEE RECRUITMENT AND SELECTION:		Month Four
Mentor Recruitment	Identify potential sources for recruitment.	
	Develop public relations materials.	
	Make contacts and mail marketing/public relations information.	
	Follow up on all sources.	
Mentee Recruitment	Develop criteria for mentee selection.	
	Determine if prospective mentees meet criteria.	
Mentor/Mentee Selection	Select only those who fit the established criteria.	

Task	Description	Time Period
Document Data about Mentees	Choose data to document on the basis of the outcomes you wish to accomplish. Also, disseminate a pre-mentoring survey to mentees.	
ORIENTATION AND TRAINING:		Months Five and Six
Pre-Orientation and Training	Identify trainers.	
	Conduct staff training.	
Mentor Orientation	Orient potential mentors to the program. Potential mentors complete application form and consent to a background check.	
Mentee Orientation	Orient interested youth to the program Expectations should be clearly communicated. Potential mentees complete an application form. Parent permission is granted.	
Mentor Training	Mentors can attend a mentor training held by one of MENTOR's State or Local *Mentoring Partnerships*, or programs can conduct their own.	
Mentor Application Review, Screening and Selection	Applications are reviewed and screening/background checks are completed.	
MATCHING:		
Pre-Matching	Develop criteria for matching.	Prior to orientation
	Match students and mentors on the basis of information from application (gender, interests, career interest, skills).	
Kick-Off	Formal opening of the program that allows for the first mentor/mentee meeting and "getting to know you" activities. Parents may be invited.	Varies according to program

Task	Description	Time Period
Mentor/Mentee Activities	Arrange for group activities on a regular basis.	Could be held monthly, but should be held at least quarterly
	Assist mentors/mentees with activity ideas.	Regularly
ONGOING MAINTENANCE AND SUPPORT:		
Feedback from Mentors and Mentees	Determine a mechanism for getting regular feedback from the mentors and mentees.	Prior to mentor training
Additional Mentor Training and Support Sessions	Conduct regular mentor support meetings.	Varies according to the program
	Monitor mentor/mentee relationships.	Monthly
RECOGNITION:	Celebrate and recognize the accomplishments of the program and mentors'/mentees' contributions. Invite stakeholders.	Annually at a minimum
EVALUATION:		
	Determine what outcomes to measure and evaluate.	During planning phase
	Collect data on participants and mentors related to your outcomes.	Monthly
	Measure outcomes and conduct evaluation.	Annually
	Review program progress and refine as needed.	Annually
	Reflect on and disseminate findings.	Annually

Courtesy of and adapted from The Maryland Mentoring Partnership, *Vision to Reality: Mentoring Program Development Guide,* and Mentoring Partnership of Long Island, *The ABC's of Mentoring*.

Appendix C

The Girls Circle survey integrates the validated Schwarzer's Self-Efficacy instrument and is for use with any combination of the Girls Circle Activity Guides. It includes instructions for independent evaluation of your own female adolescent programs, criteria for collaboration with the Girls Circle Association on national research of the Girls Circle Model, consent forms, information sheet, and Girls Circle survey included. For internal evaluations, programs will need a statistician for t-tests. A younger girls revised survey which has no reference to drugs, alcohol, or sex has also been developed and is currently available by request. Contact the Girls Circle office at: info@girlscircle.com or by calling (707) 794-9477.

The Girls Circle Survey Measures:
School attachment
Avoiding Self-Harm
Positive Body Image
Avoiding Tobacco and Alcohol
Communicating Needs to Adults
Making Healthy Choices regarding
    Nutrition, Self-Care, and Activities
Avoiding Sex or Using Protection if
    choosing sexual activity
Self-Efficacy*
* The Self-Efficacy measurement is a Schwarzer's validated, integrated instrument.

Below are some sample questions from the survey:

Skills Acquired after Girls Circle Participation

The questions were answered with:
 1=not at all true; 2=hardly true; 3=moderately true; 4=exactly true

When I meet a new person, I find things that we have in common.
I try to see beyond girls' reputations.
I use my words to express my feelings.
I tell adults what I need.
I feel good about my body.
I forgive myself when I make a mistake.
I pick close girlfriends and boyfriends who treat me the way I want to be treated.
I tell people how much they mean to me.
I treat girls who are NOT my friends with respect.
I am proud to be a girl/young woman.
When I make a decision, I think about all of my options.
When I'm mad at someone, I try to talk things out

Long-term Effects of Participation in Girls Circle

The questions were answered with:
 1=not at all true; 2=hardly true; 3=moderately true; 4=exactly true

I like school.
I participate in a sport, activity, or hobby that I love.
I try to take care of my emotions and body.
I make my own decisions about if or when to have sex.
I make my own decisions about if or when to drink or use drugs.
I use protection if I have sex.
I eat healthy food.
I don't hurt my body when I'm upset.
I don't drink.
If I drink, I don't get drunk.
I build relationships with adults who help me with my goals.

Participant Satisfaction – Open Ended Questions
What have you learned about yourself since starting Girls Circle?
What have you learned about the other girls in Girls Circle?

Appendix D

MONTHLY MENTOR/MENTEE CONTACT LOG

Mentor Contact Log for the month of: Year:
Name of Mentor:
Name of Mentee:

Date	Time	Activity	Comments

Which activity did the mentee appear to enjoy the most?

Which activity did the mentee appear to enjoy the least?

Did the mentee say or do anything that gave you a reason to have concerns?

If yes, explain.

What services can we offer to assist you?

Do you have any suggestions for improving this program?

Formatted mentor/mentee form provided by the Connecticut Government.
It can be retrieved at: www.ct.gov/dcf/lib/dcf/.../formatted_form-
mentor_mentee_contact_log.doc