

Application Template

Application Section I: Community Connectors Program Description

1. The target population is student's grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.

According to "The Urgency of Now: The Schott 50 State Report on Public Education and Black Males in 2011", on a national level, academically, only 10% of Black male 8th graders are deemed proficient in 8th grade reading; in Ohio it is 9%. The Champion Mentoring program will be open to all students within these grades, but will target minority students with a particular focus on African-American males. Frederick Douglass Elementary School is a neighborhood school located in the Walnut Hills community serving students in preschool through 6th grade, with over 97% of students at or below the poverty level. 5th and 6th grade students at Douglass will be targeted. Walnut Hills High School is a nationally top ranked magnet school, also located in the Walnut Hills community, serving students in 7th-12th grade. From Walnut Hills High School, we will target 9th, 10th, and 11th grade students. **Provide the number of youth in each grade level and at each school your program proposes to serve.** We propose, between the two schools, to serve a total of twenty-four (24) students in year one and forty-eight (48) students in each year following. From Frederick Douglass, we will serve twelve (12) 5th grade students from each incoming 5th grade class. Students will have the opportunity to continue in the program through 6th grade. In total, we will serve twenty-four (24) students each year. From Walnut Hills High School, we will serve twelve (12) students in 9th-11th grades in the first year and twenty-four (24) students from the same grade levels each following year. Students will have the opportunity to continue with the program through the 11th grade.

2. Select one: Which of the following best describes the proposed project? Select one.

- A. **Totally new program developed by this organization**
- B. Replication of an existing model in use by others
- Please provide the name of this model.
- C. Expansion of an existing program within the applicant organization
- D. Extension of an existing program to a new setting

3. Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

According to the United Way website, nationally nearly 6,000 American students drop out daily; in Ohio, it is estimated that annually 24,000 students will drop out of high school. Students are faced with more non-academic barriers to successfully achieving their dreams. Factoring in the impact of socio-economics, students need additional help and encouragement to ensure they become productive, contributing members of the community. The Champion Mentoring Program is a new collaboration designed to answer these needs for students at both Frederick Douglass and Walnut Hills by leveraging the strengths of both schools and the collaborating community partners. The program will be professionally supported and guided by the leadership team and trained staff. A three-pronged approach to mentoring will be used, utilizing several modules from successful programs including, but not limited to, Cincinnati Youth Collaborative, Life Pathways, Leader in Me, My Tomorrow, Men Organized Respectful Educated (M.O.R.E.), Parents for Public Schools, and Dream Builders University. Selecting modules from local proven programs will allow us to deliver a customized and targeted program that will directly meet

the needs of the students and families we are targeting. Together, mentors and mentees will build relationships around the five core principles, focusing on social/emotional development, as well as academic needs, through program lessons and activities to foster improved self-esteem, increased resiliency, higher aspirations, greater confidence, and better relationships. The program will be segmented into five core values delivered over an eight week themed-session. The session will include guided-structured lesson, guest speakers, 21st century technology enhancements, hands-on activities, field trips, high school/college/career exploration, community service learning, and family engagement. Each core value will compliment the Cincinnati Public Schools My Tomorrow initiative, including college and career exploration, advising, and technology. Additionally, mentors and mentees will attend an end-of-session activity based on the theme to reinforce and celebrate the learning and achievements.

- Each themed session will create pathways to success by focusing on the Connector Core Principle by creating pathways to success. The five themes will be: “Dream with your Eyes Open”, (*Setting Goals to be Prepared for the 21st Century Careers*), “My Playbook to Success”, (*Developing Pathways to Achievement*), “The 5 C’s of Life”, (*Building Resiliency*), “If You Can Believe It, You Can Achieve It”, (*Believing in a Positive Future*), and “The Champion Leader in Me”, (*Building Character*).
 - **“Dream with your Eyes Open” (*Setting Goals to be Prepared for the 21st Century Careers*)**. Participants will be encouraged to dream again and set goals to achieve those dreams. They will develop long and short term S.M.A.R.T. Goals in three main areas: Academic/Education, Social/Emotional, and College/Career. Mentors will assist their mentee in developing accountability strategies to ensure their goals are monitored and achieved. Families will have opportunities to engage through family focused goals.
 - **“My Playbook to Success” (*Developing Pathways to Achievement*)**. Participants will develop and improve critical thinking skills to reduce risky behaviors. Students will use the My Tomorrow playbook features during the learning process. Mentors will support their mentee to develop and enhance their problem solving and decision making skills for various stages of life. Mentors will have opportunities to share their own personal “playbook” experiences with their mentees, providing tangible life examples for students to use in developing their strategies. Families will have the opportunity to develop a family version of the playbook.
 - **“The 5 C’s of Life” (*Building Resiliency*)**. Participants will learn about the 5 C’s of life: Competence, Confidence, Connection, Control, and Coping; based on the book “Roots & Wings” by Kenneth Ginsburg, M.D., MS Ed, FAAP, a pediatrician specializing in adolescent medicine at The Children’s Hospital of Philadelphia. Participants will explore different time frames of their lives in a “time machine” to learn, design, and develop strategies from their past, present and future selves. Students will acquire skills to cope with the highs and lows of life, recover from hardships, handle stress, learn from failures and be prepared for future challenges to become more resilient individuals.
 - **“If You Can Believe It, You Can Achieve It” (*Believing in a Positive Future*)**. Knowing that we all have something to offer to our families, our schools, and our communities. Mentors and mentees will have opportunities for the development of quality relationships that are strong and enduring; participants will have an experience that will impact their lives for the better, forever. Mentors will guide mentees through various strength analyses formats, to discover their strengths, weaknesses, opportunities and potential barriers from which they can expand their ability to dream into the future, create goals, and strategize for achievement. Participants and families will also have the opportunities to visit high schools, colleges, technical/trade schools, companies and organizations to expand their horizons.

- **“The Champion Leader in Me.” (Building Character)** Character is learned and can become a way of life when practiced and reinforced regularly. We will implement components of the Franklin Covey Leader in Me model with all participants and families. Based on *The 7 Habits of Highly Effective People*, The Leader in Me equips students with the self-confidence and skills they need to thrive in the 21st-century economy. Mentors will support students in learning and implementing the 7 habits. Families will have the opportunity to participate in activities to support the development of character and leadership. The projected overall outcomes of the program will measure consistent/improved attendance in the program and school, student academics, behavior, increased awareness of college/career opportunities, improved self-esteem, increased resiliency, reduced risky behavior, improved leadership qualities, and increased opportunities for family engagement.

4. Please describe the specific activities your program will conduct.

Each session of the Champion Mentoring program will include learning, hands on activities and field trips, and be enhanced by technology. The elementary mentees will receive one-on-one mentoring at the same scheduled time in a designated location, for 45-60 minute each session, twice a week by an adult mentor and twice a week by a high school student mentor. The high school mentees will receive one-on-one mentoring, for 60-90 minute each session, twice a week by an adult mentor. In addition, the high school mentee will also serve as the mentor for the elementary student, creating a three prong approach. Mentors will receive professional development in the five core values and lesson objectives. The concepts will then be introduced and facilitated by the Facilitator/Mentor Coordinator to the mentor/mentee teams in a group setting. Next, the mentors will work individually with their mentees on the designated focus area/activity in the allotted time frame. Each eight week session will include guided-structured lesson plans, guest speakers, 21st century technology enhancements, hands on activities, field trips, and family engagement. Additionally, mentors and mentees will attend an end-of-session activity based on the theme to reinforce learning. Exposure, hands on experience, and opportunities to demonstrate learning is vital to reinforcing student learning. Each month, students will have an opportunity to participate in field trips including career shadowing with their mentor, high school shadowing day with their mentor, visits to local high schools, universities and trade schools, fairs, and other events. Monthly parent/family engagement learning opportunities will be designed to provide additional support to the mentees based on the themed sessions. These sessions will be facilitated by the Mentor Coordinator and Guest Speakers. Additionally, African-American males will be enrolled in the district wide M.O.R.E. program to further strengthen successful outcomes of the targeted population.

5. Discuss how the program will utilize best practices to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

We reviewed several mentoring programs nationally and locally, including: Big Brothers/Big Sisters, Cincinnati Youth Collaborative (CYC), C.P.S. M.O.R.E. and the Columbus City Schools Mentor Project. We reviewed these organizations for best practices in program, data collection, safety and family engagement to marry with current district and Community Learning Center best practices. CYC currently has the longest-standing provider sanctioned agreement with Cincinnati Public Schools; they offer one-to-one, group mentoring, and worksite mentoring. The best practice models have yielded the following results in the last 5 years.

- 86% of high school students were promoted to the next grade
- 95% of seniors graduated from high school
- 78% of seniors successfully transitioned to college

In order to successfully measure the impact, consistent/effective data collection and evaluation will be

important. To achieve our outcomes we will partner with a local evaluator, observing HIPPA/FERPA laws, and implement Cincinnati Public School guidelines for ensuring data integrity and student confidentiality. Additionally, we will use Memorandums of Understanding with all participating partners to establish clear responsibilities and expectations. One of our primary concerns is the safety of our students. We will use the Cincinnati Public Schools best practice guidelines for screening and monitoring. All volunteers will complete an application, interview screening, and a FBI/BCI fingerprint background check prior to volunteering in the program. The district does not require background check for those mentors under the age of 18. Once accepted into the program, all volunteers will participate in an orientation and professional development prior to the beginning of the program, with on-going professional development. According to the National P.T.A. website: "When families are involved in their children's learning, both at home and at school, their children do better in school." Specific types of involvement are contributing factors to that success; programs that link to learning, and supporting their children's progress. Family involvement improves student success and results in children staying in school and being successful. As we continue to use innovative ways to engage parents/families in the learning process, we have modeled and developed our program using the following National PTA standards:

- **Standard 2:** Communicating effectively. We will establish regular on-going communication with participant families, including newsletters, emails, flyers, and phone calls.
- **Standard 3:** Supporting student success. We will provide families with information to support their students learning throughout the life of the program.
- **Standard 5:** Sharing power. Providing families with opportunities to participate in the implementation and management of the program.
- **Standard 6:** Collaborating with community.

6. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

Activities Beyond the Classroom partners with Cincinnati Public Schools to provide all athletic programs 7th-12th grade for the entire district. It employs nine athletic directors placed in nine high schools and contracts with hundreds of game workers, security, concessionaries and more. The partnership is governed by a \$1,525,000 contract, which includes a \$650,000 purchasing budget; ABC is in the first year of its third contract renewal. In SY 2014-2015, ABC was awarded three 21st Century Path A Grants totaling \$1,500,000. The grants focus on literacy and extending the school day using a four tiered approach. Additionally, ABC is the lead agency for four CPS Community Learning Centers. ABC currently employs services for evaluation from Cincinnati Children's Hospital Innovations to support the 21st Century Path A Grants, along with Learning Partner Dashboard, PowerSchool, and Cayen for capturing data.

7. What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?

We have collaborated with current and new partnerships to create a strong team. ABC has a 10 year relationship with Cincinnati Public Schools providing athletics and a variety of other services. As the organization has expanded their commitment to education, they have partnered with several schools within the district for 21st Century Grants. Through their athletic programs, they have been partnered with Walnut Hills for many years, in addition to the Executive Director being a Walnut Hills alumnus. The collaboration between ABC and Frederick Douglass began this year with the Safety Patrol and Girls Soccer programs and will be expanding with this project. Union Savings Bank has been a long standing corporate partner with Frederick Douglass Elementary School for more than 8 years. Union has been committed to education and youth development in Cincinnati for more than a decade. Christ Emmanuel Christian Fellowship is a long standing partner with both Frederick Douglass Elementary School and Walnut Hills High School. Located in the Walnut Hills community, the church is committed to community engagement, education, and youth development. Senior Pastor Michael Dantley is an

educator, former principal of Frederick Douglass and a Walnut Hills High School alumnus. Frederick Douglass is a CPS Community Learning Center that continues to grow with 8 consecutive years of Value Added academic student growth. With scores of community partners, and a host of targeted programs and after school clubs, Walnut Hills High School is a jewel in the crown of C.P.S. with a 93.6% graduation rate. It is a 7th-12th grade, all college preparation high school which has won many national awards and is consistently recognized. In addition to its strong academics, it offers over 100 different teams and after school programs. The collection of partners connected with the schools will create a strong collaboration for success, leveraging long standing relationships, strengthens, knowledgebase, and people resources.

Application Section II: Program Management

9. Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people. Bios should also include:

- Ife Bell, Community Resource Coordinator-Frederick Douglass Elementary School
 - **Roles & Responsibilities:** The Resource Coordinator will collaborate with key stakeholders to ensure the success of the program components including implementation/management, monitoring, recruitment, and data collection for the program primarily at Frederick Douglass School; they will also serve as a liaison amongst the collaborating team. Additional responsibilities will include targeting students for program participation and securing additional partnerships and resources partners to meet desired outcomes and goals. **Qualifications & Bio:** As the Resource Coordinator for Frederick Douglass Elementary School, Ife has developed and cultivated strategic relationships/partnerships with key stakeholders and community leaders to reduce barriers to academic success for targeted students and families, and improved and enhanced the learning environment for student success. She also serves in several leadership roles within the district and in the community at large. A University of Cincinnati Alumni with a Bachelor's in Business Admin, she has a passion for seeing our youth and families flourish into productive and contributing citizens in the community.
 - **Prior relevant experience:** Led a team to design the Power of One volunteer-tutor program. Securing community and corporate volunteers for one to one and small group tutoring, which includes screening, orientation, training, data collection/management, monitoring and recognition. As part of the data management, she designed and implemented an online volunteer tracking system used to customize to targeted students including materials/curriculum, training of volunteer, and frequency to achieve desired impact on student growth. Recognition is also a vital component to a volunteer campaign, honoring the team with an annual Volunteer Appreciation event to recognize volunteer efforts and achievements.
- Jerron Gray-Walnut Hills High School
 - **Responsibilities:** Mr. Gray will collaborate with key stakeholders to ensure the success of the program components including implementation/ management, monitoring, recruitment, and data collection for the program primarily at Walnut Hills High School; in addition, he will serve as a liaison between the collaborating team for this project. Additional responsibilities will include targeting students for program participation, and securing additional partnerships and resources partners to meet desired outcomes and goals.
 - **Qualifications & Bio:** Mr. Gray has been an educator for more than 20 years and has been the 10th grade science teacher at Walnut Hills High School for over 10 years, where he also leads the Black Cultural Club. Mr. Gray is passionate about education and it is visible in his life. He now serves as the Director of Christian Education at Christ Emmanuel Christian Fellowship and also coaches a youth basketball team.
- Brenda Newberry, Program Director-Activities Beyond the Classroom (ABC)
 - **Responsibilities:** As the Program Director for ABC, Brenda will serve as the main point of contact for this project. The responsibilities will include collaborating with key stakeholders to support the success of the program components including implementation/ management, monitoring and data

collection. The main focus will be on data, including State reporting requirements through collaboration with the partners, schools and outside evaluator. Additional responsibilities will include securing additional partnerships and resources partners to meet desired outcomes and goals.

- **Qualifications & Bio:** Brenda started with ABC as a Program Director of Youth Tennis for CPS elementary schools. In June 2014, Brenda joined ABC fulltime as a coordinator for district-wide programs, PreK-12th grade. Brenda was born, raised and educated in South Carolina, graduating from Clemson University. She moved to Cincinnati in 2002 and worked in a variety of endeavors including teaching at the University of Cincinnati and in the real-estate industry.
 - **Prior relevant experience:** As a program director Brenda has experience in supporting the implementation, monitoring and evaluation of programs.

 - Lem Davis, Vice President of Community Lending, Union Savings Bank
 - **Responsibilities:** Will serve as the point of contact for Union Savings Bank for this project. The main responsibility will be recruiting mentors from the bank, attending partner meetings, reviewing data, and supporting program implementation and outcomes.
 - **Qualifications & Bio:** Mr. Davis has more than 20 years with Union Savings Bank and currently serves as the Vice President of Community Lending. A graduate of Northern Kentucky University with a Bachelors Degree in Business Communications, Mr. Davis is committed to youth and community development through homeownership. He serves on the board of Childhood Food Solutions, is a former board member of Greater Cincinnati Mortgage Counseling Services, and currently teaches mortgage budgeting classes at the Home Ownership Center. Additionally, he is a long standing member of the Local School Decision Making Committee (LSDMC) for Frederick Douglass Elementary School, where he provides community input on key school decisions and initiatives; he has also tutored at Frederick Douglass and Great Oaks, and volunteered with Jr. Achievement. Such projects and outreach commitments have provided him with opportunities for community engagement and youth development.

 - Michael Dantley, Senior Pastor-Christ Emmanuel Christian Fellowship Church
 - **Responsibilities:** Will serve as the point of contact for Christ Emmanuel Christian Fellowship for this project. The main responsibilities will be in recruiting mentors and volunteers for field trips, attending partner meetings, reviewing data and supporting the implementation and outcomes of the program. In addition, he will support the parent/family engagement opportunities.
 - **Qualifications & Bio:** Dr. Michael E. Dantley's most recent position was the Dean of the School of Education at Loyola University Chicago. Prior to accepting this position, Dr. Dantley served as professor and chair of the Department of Educational Leadership at Miami University, Oxford, Ohio. Prior to his position as department chair, Dr. Dantley served as the Associate Provost and Associate Vice President for Academic Affairs and before that position, Dr. Dantley was the Associate Dean for Academic Affairs in the School of Education, Health and Society at Miami. When not serving in his administrative capacity at the university Dr. Dantley taught courses in organizational and leadership theory, ethics and leadership, critical spirituality, leadership and social justice, the principalship, educational leadership theory and philosophy and change in the department of Educational Leadership. His educational background and community engagement will be a valuable asset to the team.
10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.
- On a regular basis, key team members will meet to develop, manage, monitor and evaluate the program at key stages. Additional resources will be engaged throughout the life of the project to support the needs of the project including staff, parents, community members, and other partners.
 - Announcement of Grant in April and the release of funds we will begin the planning and implementation of the program.
 - In May 2015, we will conduct assessments, plan program implementation, develop time-line for the role out phases of the program including session times, location, and additional resources. In

addition we will identify candidates for the Mentor Coordinator position. In June we will launch the mentor recruitment campaign, through on-site and off-site presentations. We will identify 40 potential mentors for the program. The Mentor Coordinator will complete professional development and begin working. In July we will begin screening potential mentors for the program, including conducting required background checks. Once screening is completed, selected mentor will attend orientation and professional development. August 19, 2015, school will begin. We will identify and recruit target students for participation in the program. Students will attend an informational session at each site. Students selected for participation will attend a Family Informational Orientation. High School mentors will be trained and screened as well during the same time. By September 7th we will host the Champion Mentoring Program Mentor & Mentee Launch Event. Students will participate in their first one-to-one mentoring session. In October, we will host the first of the monthly parent/family engagement sessions. In November, we will host the first of the five end-of-session activities for mentors and mentees.

11. Describe the implementation process for reaching the following milestones:

a. *Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;*

We will be recruiting volunteer mentors who have a life vision, self-motivated, a leader, visionary, self-starter, works-independently and sees the “big picture of life”. Mentors will be recruited from community and faith-based organizations, corporate volunteers, college students and high school students. The main source of recruiting for adult mentors will include the grant partners Union Savings Bank and Christ Emmanuel Christian Fellowship Church, with opportunities for recruitment from other community partners. All volunteers will complete an application, interview screening, and a FBI/BCI background check prior to volunteering in the program. The district does not require background checks for mentors under the age of 18. Successfully screened volunteers, once accepted into the program, will participate in an orientation and professional development prior to the beginning of the program with on-going professional development. Mentor Coordinators, additional staff, and volunteer mentors will receive professional on-going professional development to ensure desired outcomes. On-going professional development will be provided for each module and will include relationship building, best practices, proper module delivery, and assessment to support the mentees in the learning experience to meet desired outcomes. The Mentor Coordinator services will be recruited, screened, trained, supported, and contracted through ABC Foundation, and will report to the Champion Mentor Team and school based administration. They will be responsible for providing coordination, data collection, recruitment, professional development, and support services for the program, participants, and partners. The Mentor coordinators will participate in on-going professional development. Together, the Resource Coordinator and Walnut Hills Club leader will be responsible for the implementation, supervision, management, data, evaluation, monitoring and overall success of the program.

b. *Identification and intake process for mentees;*

The program will be open to all students within the grade levels designated. The primary focus of targeted students will be African-American males. Criteria for identification of potential participants will include teacher/staff recommendations, academic data including but not limited to grades, GPA, standardized test scores, attendance, behavior referrals and additional risk factors. Students identified to participate in the program will receive program information, have an opportunity to participate in an informational meeting, complete program permission slips, and attend a family orientation.

c. *The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency;*

It takes a village to raise a child. Family engagement is vital, and together with

mentors, students are more likely to succeed. We will offer various opportunities in collaboration with Christ Emmanuel Christian Fellowship, Talbert House, and Parents for Public Schools to offer families to opportunities to engage in the program, including monthly family engagement sessions, guest speakers, workshops, videos, resources, and support. On-going professional development will be provided for mentors and staff in best practice areas, mentoring concepts, program modules, core concepts, and relationship building. They will include differentiated delivery options and technology enhancements. Staff and mentors will receive professional development every six to eight weeks; staff will also receive additional professional development twice per year. Professional development topics will include the five core values, the five community connector's core principles, and additional information to support the desired outcomes around high school transition and graduation.

d. Assessing fiscal accountability and faithful implementation of project plans

ABC has a federal annual financial A-133 audit, performed by Clark, Schaeffer, Hackett CPA firm, which reviews both fiscal and program implementation.

e. Any other critical information you would want the Community Connectors team to know.

- 12.** Describe how each applicant partner plans to contribute to the overall program plan including, but not limited to, time contribution, personnel contribution, monetary contribution, shared responsibilities, use of facilities, etc. Complete the **Roles and Responsibilities worksheet** attachment.

See Attachment

Application Section III: Evaluation Plan

- 13.** The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:

- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;

We will leverage the strength of the evaluator to support data collection, data integrity, and analysis. Systems and processes will be developed and enhanced to support the success of the evaluation process. Students will be paired with the same adult mentors through the life of the program. Changes will be made when the need arises. We will employ the services of an outside evaluator to support our data collection needs.

Mentor student contact hours and professional development will be tracked using our internal online reporting system, making it convenient for reporting, ensuring that more accurate and timely data is received. Mentors will log each session with an opportunity to provide feedback. The Mentor Coordinator will regularly take program attendance for all participants, as well as monitor and ensure that each session is logged correctly and in a timely manner. The data will be shared with the evaluator bi-weekly and reviewed by the team monthly to make program adjustments and enhancements.

- b. Gathering of data to measure progress of program towards meeting the selected goals; We will collect quantitative and qualitative data to measure impact, develop strategies and make data informed decisions. The program evaluation will primarily consist of qualitative data including pre and post surveys of all stakeholders and participants at varying times of the program. Surveys will be conducted at key milestones, including the end of session, monthly family engagement sessions, quarterly and annually, for on track monitoring. Quantitative data collection will include a similar frequency and will measure/gather academic data (GPA or Grades), school attendance/tardiness, program attendance, behavior referrals, and graduation rates. We will ensure that the information is collected and shared following the HIPPA, FERPA, and additional best

practices standards in data collection. Parents/Guardians will be required to complete the CPS Parent/Guardian Consent Form Student Computerized Records release form. This will allow the release of pre-established student based data relative to the program to be shared with participating partners. All students will complete a permission slip and an interest survey.

c. Projected indicators of success;

Program indicators for success will primarily be measured using qualitative measures including surveys. Overall results will include improved self-esteem, reduction in risky behavior choices, increased academic improvement, improved positive school culture, relationship development, building character, increased resiliency, improved critical thinking, increased engagement/participation, and increased family engagement.

- Elementary Student outcomes will be:

- 85% of students will establish short term goals and long terms goals that include career/higher learning
- 70% of students will report an increase in self-esteem
- 75% of students will acknowledge having a positive relationship with an adult
- 75% of participants will attend weekly sessions
- 50% of parent/guardian will attend the monthly family sessions

- High School Student outcomes will be:

- 85% of students will establish short term goals and long terms goals that include career/higher learning
- 70% of students will report an increase in self-esteem
- 75% of students will acknowledge having a positive relationship with an adult
- 72% of participants will attend weekly sessions
- 50% of parent/guardian will attend the monthly family sessions

d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

- There will be foreseen and unseen barriers to successful evaluation. Some of the foreseen challenges will arise with student mobility; annually between 25-33% of students in CPS do not finish at the same school they started with. District wide, 8% of students are experiencing a form of homelessness; at Frederick Douglass, it is 25%. These factors make accurate assessment a challenge. Additional challenges arise in the ability to track students for multiple years within different buildings, which is why we relied on the data collection plan above.

14. Applicants are to complete the program model.

See Attachment

Application Section IV: Sustainability

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

Sustainability of the program will be gained by the support of additional partners and resources. The success of the program will attract and sustain new and current partnerships. The current program partners are committed to the life and duration of the program. Additional partnerships will be established to support and expand the partnership. Prior to this Union Savings Bank has a strong track record for financial commitment which is included in this grant and are aware of the duration of the grant and fully understand the long term commitment. ABC, the lead partner, has become integrated

into the fabric of the district. ABC has a strong fundraising track record with deep community ties and traditionally has raised over \$500,000 annually, in addition to city and state contracts. Some notable funders are the Cincinnati Reds, Cincinnati Bengals, Procter & Gamble, and General Electric.

Application Section V: Program Budget

16. Complete the **budget form attachment** and justify each of the budget items by creating a budget justification. **See Attachment**

By clicking this box, I (Insert Name) Brian Leshner agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.