

Application Section I: Community Connectors Program Description

1. The target population is students 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.

Connecting Kids Inside Out Community Connector Partnership (CKIOCCP) targets Medina Middle School's 8th grade adolescents who are at increased risk for poor academic outcomes, dropping out of school, delinquency and gang involvement, with the goal of developing caring and supportive relationships with mentors. Medina Middle School is one of 31 middle schools located in Columbus, Ohio School District. It is a public school that serves 455 students in grades 6-8. At Medina Middle School 58% of the students are African American, 29% Caucasian, 6.2% Hispanic, and 3.6% are Multi-racial. Nearly 94% of the 455 students receive free or reduced lunch 9.5% are limited English proficient, and 19% of the students have a disability.

In 2014, Medina Middle School ranked worse than 94.8% of middle schools in Ohio. It also ranked 15th among 17 schools in the Columbus City School District. The school's pass rate on required state examinations are 30.2% in mathematics, 51.1% in reading, and 16.3% in science. Medina Middle School employs 26 full-time teachers and has a student/teacher ratio of 17:1 twelve middle schools in the Columbus City School District having a lower student/teacher ratio (Ohio Department of Education School District Report Cards, 2014.) In addition to low academic performance, many students receive daily discipline offenses or referrals.

2. Provide the number of youth in each grade level and at each school your program proposes to serve.

There are 455 students at Medina Middle School in grades 6-8; there are 149 in grade 6; 152 in grade 7 and 154 in grade 8. CKIOCCP proposes to serve a minimum progressive of 25 boys and girls in 8th grade at Medina Middle School each year, thereby serving 75 adolescents over the three-year period, (2015-2018).

3. 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. *Amachi Program*
- C. Expansion of an existing program within the applicant organization
- D. Extension of an existing program to a new setting

4. 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.

CKIOCCP's Program is a one-on-one, community-based mentoring program that matches a faith-based adult volunteer mentor to an adolescent 8th grade boy or girl at Medina Middle School. The

mentoring relationships will serve to delay or reduce antisocial behaviors; improve academic success, attitudes and behaviors, peer and family relationships; strengthen self-concept; and provide social and cultural enrichment as well as goal setting/attainment.

Setting Goals to be Prepared for 21st Century Careers

As the 21st Century approaches, science and technology are assuming increasing importance. Familiarity with the basic concepts of science, mathematics, engineering, and technology, the ability to think critically and to make informed decisions about personal and societal issues are requisite for success. In order to engage the mentees and build their self-confidence, resiliency and interpersonal skills, while reinforcing school-day learning, participants will participate in STEM education. STEM education attempts to transform the typical teacher-centered classroom by encouraging a curriculum that is driven by problem solving, discovery, exploratory learning, and requires students to actively engage in a situation in order to find its solution. Mentees will be provided an opportunity to stimulate their curiosity and imagination through hands-on STEM experiences in interactive sessions aligned to STEM objectives. The curriculum is designed to meet Ohio's academic content standards and the Next Generation of Science Standards.

Building Character

CKIOCCP activities are designed to foster engagement in school and community and to foster mentees' development of a range of critical competencies to make informed choices about their futures and encourage socially responsible behaviors. Mentees engage in service-learning to make a positive contribution to the community. In collaboration with their principal, teacher and mentors, mentees choose either direct service/ personal contact or indirect service/ advocacy projects. Service Learning is a form of project-based learning that develops citizenship, responsibility and other positive character virtues.

Mentees will engage in conversations, learn through inquiry, and feel empowered to change through self-monitoring that reinforces critical thinking skills, reflection and self-assessment. Participants will use creative ways to share their experiences with each other as well as with the entire student body to express themselves and reflect on their experiences. Structured formal and informal group sessions promote personal success and address the importance of cultural factors in their lives, focusing on developing their strengths, capabilities, self-pride, self-esteem, rites of passage, discrimination, racism, risky behaviors, conflict resolution, ethical behavior, "the system", social media, pursuing healthy lifestyles, and life skills. Mentees will also have the opportunity to participate in and engage with their peers through a community based drug prevention and a youth leadership conference. Activities will tap into available resources in the community such as the library and cultural entities.

Moreover, Mentees, with the supervision of a cooperating and participating teacher advisor, will organize a collegiate society to promote fellowship among those dedicated to learning and acquiring knowledge, leadership and service. The mission of the society is to sustain an honored community of diverse mentees by promoting excellence, advancing academics, leadership and service.

Developing Pathways to Achievement

CKIOCCP will create meaningful learning experiences for mentees and their families through: (1) a *financial literacy* simulation that provides a glimpse into the reality of financial responsibility and connects academic achievement with their money management and the kind of lifestyle they envision after graduation; (2) *College and Career Exploration* sessions designed for the mentees to discover their career interests and to think about college as an important part of their future; (3) *College Connection* offers mentees a first-hand look at a public university. On an official campus tour mentees will visit the student center, academic buildings, residence halls and get a good feel for student life by sitting with college students and eating in the dining hall. They will visit a class to observe other students and see how engaged they are, chat with students and talk with an academic

advisor, professors, and University administrators and the college's mascot; and (4) to leverage school enrichment opportunities, monthly *Lunch and Learn* and *Pathways to Excellence* sessions will be facilitated by a University Professor. *Pathways to Excellence* features guest speakers who share their expertise on selected topics. CKIOCCP will also provide: (5) opportunities to express school and team pride by being selected to serve as the school's mascot; (6) opportunities for eight mentees who are recognized as upholding the philosophy, mission and goals of the school by personal example to be selected as *student ambassadors*. Student ambassadors must possess strong interpersonal and communication skills, leadership qualities, a genuine interest in meeting new people, and a sense of school spirit and pride; (7) award certificates to recognize mentees' success and recognizing parents for their support; and (8) recognize the contributions of mentors, pastors, professors, volunteers, teachers, students, principal and program staff. In addition to acknowledging these achievements and contributions, these occasions allow the program to share our story about the partnership with the community.

Building Resiliency

Mentees will engage in workshops that focus on: a strengths model of development to promote resilience and a positive sense of self. Mentees will identify strategies for living in a society that often devalues them through negative stereotypes, assumptions, and expectations. CKIOCCP will also address the unique and shared ways in which mentees can develop into healthy, well-adjusted adults through workshop sessions that focus on self-improvement, critical consciousness, kinship network-understanding of social bonds and social duties while mentees' will gain an understanding of their history and heritage. Workshops will include keynote speakers, panel presentations, open dialogue and facilitated sessions to develop constructive ways to manage life's challenges and adversity, cope with destructive emotions like envy and anger; being a positive change agent; bouncing back after failure-reinforcement to continue; how to mobilize resources and facilities, learn new information, acquire new insights, and develop talents despite negative situations or messages from society.

Believing in a Positive Future

Beliefs in the future are an internalization of hope and optimism about future outcomes. Mentees will engage in a series of activities and exercises designed around the concepts of hope and optimism and will include sessions on developing realistic and optimistic goals that are Specific, Measurable, Attainable, Realistic, and Timely.

Outcomes

Assessing the success of the programs, activities and events to build hope includes both "*precursor*" outcomes and academic achievement outcomes. The precursor outcomes include increased attendance at school, higher rates of homework completion, reduced incidents of disruptive behavior, and improved study habits. Academic achievement outcomes assess the acquisition of knowledge and skills required to succeed in college: higher grade point averages and higher standardized test scores; moreover, structured activities have clearly identified and measurable learning goals or skill gains.

CKIOCCP program has established three ambitious yet realistic objectives to address the special needs of this population and identified their anticipated outcomes. These goals and objectives apply to each year of the project.

<p>Goal: Replicate and implement the Amachi program by linking faith-based mentors with 8th grade adolescents at Medina Middle School who are at increased risk for poor academic outcomes, dropping out of school, delinquency and gang involvement.</p>	<p>Impact: Increase the adolescents' developmental assets, leading to improved academic outcomes and participation, improved interpersonal relationships, personal responsibility and community involvement and reduce juvenile delinquency and participation in harmful activities.</p>
<p>Objective 1: To link 25 - 8th grade adolescents at Medina Middle School to 25 faith-based mentors in order to develop a positive and supportive mentoring relationship, leading to positive outcomes and asset-development for the adolescents.</p>	
<p>Activities</p>	<p>Outcome</p>
<ul style="list-style-type: none"> • Recruit, select, train and support 25 faith-based mentors to work with 25 adolescents who are at increased risk for poor academic outcomes, dropping out of school, delinquency and gang involvement. • Screen and accept 25 mentors who successfully pass background screenings that include reference checks, criminal history check, driving record check, in-person interview. • Recruit and train 3 faith-based volunteer coordinators who provide ongoing support to the mentors. • Identify and recruit potential 8th grade participants through referrals from Medina Middle School principal and teachers. • Screen and accept 25 adolescents through an enrollment process that includes application, in-person interviews with adolescents, and parent/guardian permission. 	<ul style="list-style-type: none"> • Faith-based mentor applicants will be recruited and screened, including reference checks, criminal history check, driving record check, in-person interviews. • 25 faith-based mentors will be selected and trained to provide positive adult relationships to 25 adolescents who are at increased risk of poor academic outcomes, dropping out of school, delinquency and gang involvement. • 70% of the adolescents matched to a mentor will show improvement of 50% in the adolescent's developmental assets, as reported by parents, mentors and teachers, at the end of 9 months or one academic year Measured by program-based outcome evaluation model. Outcome measures include academic performance, social competencies and self-confidence.

<p>Objective 2: To increase the development of positive assets in 25 adolescents by providing them with meaningful experiences leading to positive youth development.</p>	
<p>Activities</p>	<p>Outcome</p>
<ul style="list-style-type: none"> • Promote monthly contacts between 25 mentors/mentees to promote the development of a safe, trusting relationship between adolescents and a caring adult role model outside of the family. • Provide 6 support groups for the faith-based Mentors. • Provide 8 group activities (i.e., recreational, educational and community service related) that promote the development of a positive mentoring relationship. • Provide Mentors with guided discovery resources for skill-building in the areas such as decision-making, talking about feelings, dealing with anger, etc.) 	<ul style="list-style-type: none"> • 70% of adolescents matched will report positive relationship development within Year 1, measured through ongoing CKIOCCP professional contacts. • 70% of adolescents matched to a mentor will show improvement in 50% of outcome indicators (assets), as reported by parents, mentors and teachers, at the end of the 12 months or one academic year. Measured by program-based outcome evaluation model. Outcome measures include academic performance, social competencies and self-confidence.

Objective 3: To encourage family involvement and participation in their child's learning.	
Activities	Outcome
<ul style="list-style-type: none"> • Provide forums and workshops that connect adolescents and their parents in student learning. • Provide enrichment learning experiences for mentors, mentees and their families • Provide monthly parent/guardian contacts. • Provide information and referrals that link parents and/or guardians to community resources. 	<ul style="list-style-type: none"> • 50% of parents and/or guardians will participate in enrichment learning experiences.

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

CKIOCCP will provide the following activities:

1. Offer a STEM education curriculum that is driven by problem solving, discovery, exploratory learning, and requires students to actively engage in a situation in order to find its solution. The curriculum is designed to meet Ohio's academic content standards and the Next Generation of Science Standards.
 2. Offer service-learning opportunities to encourage socially responsible behaviors and make a positive contribution to the community.
 3. Conduct monthly *Lunch and Learn* and *Pathways to Excellence* Workshops and learning experiences that foster financial literacy, career exploration and development, resilience and a positive sense of self
 4. Provide college campus visitation for mentees
 5. Recruit, screen, and select Mentors and Mentees (application, screening, training, background check, face-to-face interviews)
 6. One to one mentoring.
 7. Provide differentiated instruction in STEM, environmental education and conservation subjects, career development and character education.
 8. Provide training for mentors and staff.
 9. Increase awareness of the program through publications and presentations.
6. 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.

CKIOCCP will utilize the *Elements of Effective Practice on How to Build A Successful Mentoring Program*, developed by MENTOR/National Mentoring Partnership, to guide the program. *Elements of Effective Practice* focuses on program design and planning; program management, and program evaluation. It presents six evidence-based standards addressing mentor and mentee recruitment, screening, training, matching, monitoring and support, and closure. Each standard offers benchmarks for day-to-day operations. Each standard also offers program enhancements. The resource includes a section on practical advice in building a new mentoring program or strengthening an existing one.

CKIOCCP's project goal is to successfully replicate and implement the Amachi program. The AMACHI program model is "People of Faith Mentoring Children of Promise" and uses a partnership of secular and faith-based institutions. The model was developed from research findings on the benefits of mentoring, including findings about both practices that work and those that are less likely to be successful, and the potential of inner-city congregations to address some of the significant challenges facing their communities.

Two aspects of the Amachi design that are important to note:

- First, the role of the Churches that were the building blocks of the program, the places where access to potential qualified mentors and they are a community that can provide support to the mentors.
 - Second, the infrastructure for the program provided by intermediaries, particularly Big Brothers Big Sisters (BBBS) and all twelve of the organizations had in common the goal of ending the cycle of incarceration through best practices.
7. 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.

Connecting Kids Inside Out (CKIO), a non-profit organization, will serve as the lead agency and will provide the partnership with critical links to activities and programs. Established in 2011, CKIO successfully manages numerous government and privately funded minority youth programs. CKIO sponsors *Let's Go Outside*; an annual family oriented outdoor expo that targets urban minority youth, *Let's Go Outside* attracts 200 participants and gives the public a chance to learn about wildlife viewing, fishing, archery, GPS maps and navigation, soil and conservation, and includes a petting zoo and other activities.

8. What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?
- Mentors remain longer than their one year commitment.
 - The number of adolescents seeking admission to the program is greater than the number of slots available and increase each year.
 - The collaborators remain committed throughout the project.

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:
- Name and title
 - Responsibilities for this grant project. (Percent of time should be included in the budget document.)
 - Qualifications
 - Prior relevant experience

Ms. Tamala A. Solomon, founder, Connecting Kids Inside Out – (non-profit) will serve as the Lead Partner and Coordinator. Ms. Solomon has over 25 years of demonstrated non-profit leadership, successful fundraising, effective volunteer and staff management, creative program and project development, evaluation, and community engagement, and effective adolescent and youth programming for minority populations. Additionally, Ms. Solomon has served as Director of Alumni Relations and External Affairs at Ohio University Patton College of Education, since 2007. Ms. Solomon holds a BS degree in Sociology from Ohio University. Her life passion is working with the young people and she invests her time and energy helping kids relate to the great outdoors through recreation and outdoor "ed"venture experiences. She develops curriculum and facilitates workshops on STEM education. Ms. Solomon will oversee operation of CKIOCCP program.

Mrs. Charmaine Tinker has over 40 years of middle school teaching and administrative experience. She is the Principal of Medina Middle School and was formerly principal of Sherwood Regional Alternative Middle

School in Columbus, which concentrated on the disciplines of math, fine art, and science. Mrs. Tinker believes that knowledge is power and, as a professional educator, fosters those attributes most needed for my students to lead wholesome, successful, and productive lives. She will supervise teachers and assist with the adolescent recruitment process; she will serve on the Steering Committee, Site Based Improvement Council, and the Advisory Committee.

Mrs. Kelly Simmons-For the past 30 years, Kelly Simmons' genuine love for children especially middle school children which drove her to learn, and to teach. Mrs. Simmons has for over 24 years' experience teaching math and science in the Columbus City School District, Mrs. Simmons currently serves as the science teacher for Medina Middle School and will serve as the Teacher liaison to the partnership and as Mentee Support Coordinator.

The faith-based organizations, *Eastern Union Missionary Baptist Association and Men of Courage*, are uniquely positioned to recruit faith-based mentors. As members on the leadership team, Rev. John S. Little and Rev. Dr. Harold A. Hudson, who have mentoring programs within their respective churches, will provide advice, counsel and expertise for the project. *Rev. John S. Little* is Senior Pastor of Resurrection Missionary Baptist Church in Columbus, Ohio and was the former Church Administrator for Mount Hermon Missionary Baptist Church. Rev. Little serves as the Moderator of Eastern Union Missionary Baptist Association and an active member of the Baptist Pastor's Conference of Columbus and Vicinity, Baptist Ministerial Alliance of Columbus and Vicinity, Ohio Baptist General Convention, National Baptist Convention, USA. *Rev. Dr. Harold A. Hudson* is Senior Pastor of Calvary Tremont Missionary Baptist Church. Additionally, he serves as the Vice President of Enrollment/Associate Dean for Doctoral Studies at United Theological Seminary in Dayton, Ohio and on the faculty of Ohio Christian University. *Rev. Dr. Harold A. Hudson* is an active member of the Baptist Pastor's Conference of Columbus and Vicinity, Baptist Ministerial Alliance of Columbus and Vicinity, Ohio Baptist General Convention, and National Baptist Convention, USA. Dr. Hudson has leveraged resources to support mentoring for young men of color. *Mr. Anthony Jones* has over 15 years of mentoring experience. *Mr. Jones*, President and founder of Men of Courage, will serve as Case Manager and Mentor Support Coordinator. He will assist with the screening of volunteers, supervision of the program; maintain regular contact with the Mentors, adolescents, and their parents/guardians; review monthly reports; and liaison with Pastors, church volunteer coordinators, mentors and the community. Mr. Jones serves on the leadership team.

Mr. Terry Cosby is Ohio's State Conservationist for the USDA Natural Resource Conservation Service. Mr. Cosby has established outreach programs for at risk minority youth and believes that someone helped us get where we are in life and we must pass it on to our younger generations. He supports education and recreation opportunities for underrepresented and underserved populations. Mr. Cosby will serve on the leadership team, serve as assistant chair of the resource development committee, and provide fiscal management to the project.

Dr. Lisa Harrison, Middle Childhood Education program coordinator at Ohio University, will serve as an advisor and consultant to the project. Dr. Harrison, a former middle school mathematics teacher, has a passion for working with adolescents and pre-service teachers who are committed to becoming middle level educators. Her research interests and publications include teacher education preparation, teaching for equity and social justice, and socio-cultural factors influencing young adolescent development and academic achievement.

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.

The following table details the quantitative projections and timelines to be achieve over the next twelve months.

Month	Activity
Month 1 May	Hire CKIOCCP Program Coordinator and identify church

	volunteer coordinator
Month 2-June	Recruit 35 volunteers, identify 35 adolescents; applicants who are not selected will be placed on a waiting list to assure that target participation levels of 25 mentors and adolescents are achieved.
Month 3-July	Train 25 volunteers, enroll 25 volunteers and enroll 25 adolescents
Month 4-August	Match 25 adolescents to 25 volunteers; provide on-going support to 25 mentor/mentee matches; provide 1 st activity for match participants; provide first session for volunteers; provide guided discovery learning session for matches
Month 5-September	Provide on-going support to 25 mentor/mentee matches; provide kick-off event for mentor/mentee matches, families, program staff, volunteers, committees and community; support session for volunteers
Month 6-October	Lunch and Learn Session1; mentoring; provide on-going support to mentor/mentee dyads
Month 7-November	Lunch and Learn Session2; mentoring; provide on-going support to mentor/mentee dyads; data collection
Month 8-December	Lunch and Learn Session3; mentoring; provide on-going support to mentor/mentee dyads
Month 9-January	Lunch and Learn Session4; mentoring; provide on-going support to mentor/mentee dyads
Month 10-February	Lunch and Learn Session5; mentoring; provide on-going support to mentor/mentee dyads
Month 11-March	Lunch and Learn Session6; mentoring; provide on-going support to mentor/mentee dyads; data collection
Month 12-April	Lunch and Learn Session7; mentoring; provide on-going support to mentor/mentee dyads; annual report

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;
 - b. Identification and intake process for mentees;
 - 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;
 - d. Assessing fiscal accountability and faithful implementation of project plans; and
 - e. Any other critical information you would want the Community Connectors team to know.
- a. Volunteers will be recruited from EUMBA churches. CKIOCCP volunteer enrollment team member will be available onsite. CKIOCCP volunteer enrollment team members will conduct the in-person interview at the church and provide follow-up or additional information. Follow-up may include a second interview, a home visit to the volunteer's home, interviews of significant others, a counselor's recommendation for volunteers receiving counseling. CKIOCCP volunteer enrollment team members will receive direct and immediate follow-up from the Program Coordinator. Mentors must be 18 years of age or older and commit to 3-5 hours of weekly contact with their mentees for at least one year. The mentor's enrollment process includes completing an application, submitting three references, including one from the church pastor or other church official, and in-person interview. Criminal background checks, driving record checks, and reference checks of mentors will be conducted by the Ohio Attorney General's Office Division of Investigations. Volunteers who successfully complete the screening are invited to serve as mentors.

- b. Mentees will be recruited from Medina Middle School 8th grade and made fully aware of all program guidelines and the roles and responsibilities of each participant. Medina School Principal, the Mentee Support Coordinator and the CKIOCCP Program Coordinator will conduct the in-person interview. Mentee selection is based on academic performance, and other risk factors. Once the mentees have decided to be involved in the program they are ready for training and instructed on the purpose of the program; its benefits to them; and the level of commitment they would be expected to make as mentees. The Program Coordinator will speak to the mentees about who the volunteers are and why they want to be mentors. On-going training and support sessions will be scheduled regularly to provide feedback and coaching to maximize their mentoring experience.
- c. CKIOCCP will create opportunities for success for participation by mentees and their families to emerge as agents for meaningful and sustainable positive change through: (1) a financial literacy simulation that helps participants get a glimpse into the reality of financial responsibility and connects academic achievement with the kind of lifestyle they envision after graduation, and to understand what it will be like to manage their money in the real world; (2) College and Career Exploration sessions designed for the mentees to discover their interests about careers and to think about college as an important part of their future; (3) College Connection is an opportunity for the mentees to have a first-hand look at a public university, learn about its history, take an official campus tour with a trained tour guide.
- d. Formative evaluation procedures will assure appropriate record keeping and timely implementation of activities. The leadership team will meet monthly to review project activities and timelines. The project work plan identifies the timelines and persons responsible for major activities. Fiscal accountability is provided by the project's structure. The Program Coordinator is responsible for managing project resources. General business principles will be utilized including maintain receipts for expenditures [and approval by the leadership team.

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.

The CKIOCCP will greatly augment the limited supplemental services available to these Medina Middle School students and family members while complementing existing services. The table below provides a broad picture; please refer to the attached Roles and Responsibilities Worksheet attachment.

Partner	Contribution
Connecting Kids Inside Out	oversee operation of CKIOCCP program
Medina Middle School	supervise teachers and assist with the adolescent recruitment process; serve on the Steering Committee, Site Based Improvement Council, and the Advisory Committee, Teacher liaison to the partnership and as Mentee Support Coordinator
<i>Eastern Union Missionary Baptist Association</i>	serve on the leadership team; assist with recruitment, screening, and selection of volunteers, adolescents, and their parents/guardians; review monthly reports; and liaison with the community
<i>Men of Courage</i>	serve as Case Manager and Mentor Support Coordinator assist with the screening of volunteers, supervision of the program; maintain regular contact with the Mentors, adolescents, and their parents/guardians; review monthly reports; and liaison with Pastors, church volunteer coordinators, mentors and the community
Ohio's Natural Resource Conservation Service	serve on the leadership team, serve as assistant chair of the resource development committee, and provide fiscal management to the project

Teacher Education Dept., Patton College of Education	Facilitate workshops; assist with evaluation of programs
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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;
 - b. Gathering of data to measure progress of program towards meeting the selected goals;
 - c. Projected indicators of success; and
 - d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

The project will employ a variety of program evaluation strategies. The purpose of this evaluation effort will be to systematically collect data in order to (a) assess areas for program improvement (formative evaluation) and (b) measure program effectiveness (summative evaluation). *Elements of Effective Practice* will provide the framework for program management and program evaluation. *Elements* presents six evidence-based standards addressing mentor and mentee recruitment, screening, training, matching, monitoring and support, and closure and offers benchmarks for day-to-day operations. These standards and the associated benchmarks will guide data collection and evaluation. The project secretary will use a sign-in process to record contact hours and an unduplicated count of students served each month. School attendance records of mentees will also document mentees participation in STEM education.

Formative evaluation will assess the fidelity of the implementation of the program. Meeting minutes from staff, Leadership team, advisory committee, and site council meetings will be used to identify areas of operation in need of attention and the response to these identified needs. Interviews with parents/guardians and feedback from mentors, mentees, and staff will also be used.

Summative evaluation will use a number of indicators. CKIOCCP program will integrate the Building Developmental Assets model developed by the Search Institute of Minneapolis. The Developmental Assets model identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults and a set of tools for assessing these Assets. CKIOCCP program will use these tools. In addition, school attendance data, mentee standardized test scores, and teacher evaluations will be used to assess impact (student improvement and achievement). Other indicators assessed will be the number of mentors who remain active beyond their one year commitment, the number of mentee applications each year, and the number of mentoring relationships which remain active beyond their one year commitment.

An experienced third party evaluator will be hired. The Evaluator will use observational methods, surveys and participant and partners' feedback, and program records to prepare an annual evaluation report in years 1 and 2 and a final report in year 3.

14. Applicants are to complete the program model.

Please refer to attached LOGIC MODEL.

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.

Ongoing Plan for Resource Development

- To ensure long-term financial and resource stability of our mentoring program we will create a Resource Development Committee. The Committee's responsibility consists of developing a resource development plan for long-term stability to assess both the internal and external resources, and to provide a written resource development plan that will allow the partnership to seek varying types of funding support to keep our program going in the future.
- replicability

The most critical component of CKIOCCP is a solid program foundation of recruiting volunteers and nurturing the volunteer staff-because they are the life of the program. Our program has a viable sustainability plan to guarantee the mentees are not abandoned because the program fails financially. Both the mission and goals are integrated into all parts of the program to serve as a tool to direct and inspire and will remain focused on throughout the life of the program as well as specific outcomes included. The program will have sound evaluations to determine if we are reaching our goals and we will provide meaningful, ongoing contact, including supervision and support, with our mentors and mentees, as well as established match closure procedures.

CKIOCCP has passionate, committed persons in leadership...to tell our story. The partnership is not on an island by ourselves and we are connected with other vested partners, stakeholders, steering committee, advisory groups, universities, state agencies and community mentoring and youth-serving organizations for purposes of education, support, sharing resources, and exploring other funding opportunities. Our focus will be unique in what we offer to the school, our mentees and our mentors and to the local community and the program can be replicated.

Application Section V: Program Budget

16. Complete the budget form attachment and justify each of the budget items by creating a budget justification. Please see attached.

By clicking this box, I (Insert Name) Tamala A. Solomon 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.