



Application Template

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.**

The goal of this program is intended to promote positive youth outcomes via relationships between young persons (mentees), who are enrolled in one of three elementary schools, within the East Cleveland School District, and non-parental adults (mentors) who are acting in a nonprofessional helping capacity. East Cleveland School District has a student population in which more than 40 percent is economically disadvantaged and has a graduation rate below 92 percent.

The target population for David's Challenge Young Achievers Program (YAP) is male and female students between the ages of 10 - 13 and enrolled in grades 5 and 6; predominantly from low-income, single-parent households; deemed academically at-risk and eligible for a free or reduce priced lunch. The elementary schools selected for participation in this project include Superior Elementary, Chambers Elementary and Mayfair Elementary.

According to the most recent census data the City of East Cleveland is primarily an African-American (93 percent) community of 17,520 individuals and families. The city has the distinction of being one of the poorest municipalities in Cuyahoga County with a median family income of \$20,577. A report published by the United Way of Greater Cleveland showed that 43 percent of East Cleveland residents live at or below 200 percent of the Federal Poverty Level and only 33 percent of the families own their own homes. Seventy-eight percent of the residents are high school graduates. The number one crime in East Cleveland is domestic violence with professional scrapping (vandalizing vacant property and removing copper) in close second.

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

David's Challenge Young Achievers Program currently serves twenty-two participants. This proposed project plans to serve an additional 128 youth for a total of 150 over the project period. Of those 150 youth, it is estimated that 30 will have an Individualized Education Plan (IEP).

Elementary School	Number of Youth Served by Grade Level	
	Grade 5	Grade 6
Superior Elementary (386 students)	30	30
Chambers Elementary (400 students)	25	25
Mayfair Elementary (318 students)	20	20
TOTAL	75	75

The East Cleveland City School District is located in East Cleveland, OH and provides public education to more than 3,500 students, in grades Kindergarten through 12, in seven buildings. The district spends \$13,831 per pupil in current expenditures with 52 percent spent on instruction, 45 percent on support services and three percent on other elementary and secondary expenditures. In 2013 - 2014, 72.4 percent of the Class of 2013 graduated within four years and eight percent of students enrolled in grades 9 - 12 dropped out of high school which was twice the national dropout rate of four percent. Fourteen percent of the students had an IEP. The school district's poverty status is rated as "high."

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

This project represents an expansion of an existing program within the applicant organization. David's Challenge, Inc. (DCI) was formed in 2004 to serve as a bridge between adolescence and adulthood for disadvantaged youth. The mission of the organization is to provide youth with transitional programs and services designed to direct them toward self-sufficiency and independence. DCI provides case management, individual, group and family counseling, academic enrichment, physical health and nutrition activities, mentorship and support services to youth enrolled in the following programs: College Preparation, Leadership, Leaders of Tomorrow, Just for Us Teens, Alpha Girls Group and the Young Achievers. The YAP is the focus of this application. Since the program's began 11 years ago, it has received praise from former city commissioners and has been awarded funding from the Ohio Department of Youth Services and Starting Point, a county -funded project, that links families to programs and services that meet their children's early care/educational needs.

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.

The YAP will provide mentoring services to youth between the ages of 10 - 13 and enrolled in grades 5 - 6. Youth will be identified and referred by the Intervention Specialist and Parent Teacher Organization (PTO) for three elementary schools (Superior, Chambers, Mayfair) within the East Cleveland School District. Once the youth has been referred to the project he/she along with the parent or guardian will complete a Mentee Application. The application form was adapted from a Gold Standard Mentoring Program and collects information, such as demographics, mentee interests, availability and some basic medical information. Youth are selected for participation based on the following criteria: agree to participate in face-to-face meetings with his or her mentor that average two times per week for one hour over the course of one year. Parental permission is required for participation in the project.

Concurrently, potential mentors will be recruited from a pool of interested Parents, the Northern Ohio Recovery Association (NORA) and Cleveland Clinic Foundation, both of which are project partners. NORA operates a federally-funded project that trains and certifies community volunteers who commit to 80 hours of volunteer service. Presently, NORA has a cadre of 61 volunteers available to serve as mentors. Potential mentors will be provided with a Mentor Description that outlines what is expected of them and what they can expect from the project in terms of training and support, rewards and challenges, 12-month time commitment and two

hours per week in a one-on-one activity with a mentee, participation requirements and a description of the application process. Mentors must be at least 21 years old, be interested in working with young people and agree to meet time commitments, regular communication with project staff, submit activity information, take constructive feedback and no use of illicit drugs. In addition, those interested in mentoring must complete an application, agree to a criminal background check, a face-to-face interview with project staff and attend four hours of pre-match training. Those individuals that are determined to pose a safety risk, are unlikely to honor their time commitment or are unlikely to form positive relationships with youth will be screened out. The pre-match mentor training will include a review of the roles and responsibilities, rewards and challenges to being a mentor, the basic knowledge and skills needed to build an effective mentoring relationship, youth development, confidentiality, communication strategies, relationship closure and what to do in the event of an emergency and ongoing training and support opportunities.

Mentors and mentees will be matched according to preferences, availability, geographic proximity, interests and gender. For their first meeting, mentors and mentees will be required to attend a "getting to know you" activity coordinated by project staff. In addition, staff will organize other structured group activities, across five competency areas, throughout the course of the year. These five areas include health and physical, personal and social, cognitive and creative, vocational and citizenship. NORA, a project partner, has agreed to provide a prevention group for mentees focusing on alcohol, tobacco and other drug abuse.

Parental engagement and involvement are essential components of this project. Parents and guardians are encouraged to participate in at least 1.5 hours of activities per month. Monthly activities targeted to parents and guardians may include how to support their youth with reading, writing, math, their role in educational planning, such as youth with disabilities and IEPs, student rights and responsibilities and laws related to student support, management and discipline. David's Challenge will work with the PTO to emphasize the need for ongoing and consistent parental involvement. Nutritious and hot meals will be provided at all group activities for parents, guardians, mentors and mentees.

As part of this project, protocols will be established to effectively manage mentors, mentees and matches and case management protocol to ensure that project staff provides regular monthly support to mentors, as well as the youth and his or her parent or guardian. There is an intensive case management component in which the case manager will routinely check with the mentor and mentee in order to verify that the match is successful, address early indicators of stress in the mentor/mentee relationship and to provide ongoing support with the Program Coordinator. Regular and ongoing feedback about the relationship will gathered from the mentors, mentees and parents or guardians through semi-annual focus groups conducted by Case Western Reserve University.

An awards ceremony will be held at the end of every 12 month project period to recognize the volunteer mentors and mentees. In past years, the ceremony was held at a local hotel with a celebrity emcee, motivational key note address and dinner. Over 250 community leaders, stakeholders, volunteers, youth and families attended the recognition.

For the purposes of this project all activities will be provided at two sites located in East Cleveland: David's Challenge main office at 13308 Euclid Avenue and East Cleveland Boys and Girls Club at 14801 Shaw Avenue. The hours of operation at both sites are Monday through Friday from 3:00 PM to 5:30 PM.

The overarching focus of this project is to foster hope among disadvantaged youth in an effort to achieve long-term student and academic success. The core principles associated with achieving hope and hopefulness will be integrated into this project, including the following: 1. Setting goals to be prepared for 21st century careers, 2. Building character, 3. Developing pathways to achievement, 4. Building resiliency and 5. Believing in a positive future.

As part of the Mentor Training mentors will be trained on the Specific, Measureable, Attainable, Realistic and Timely (SMART) goal process to prepare them for teaching their mentee how to create their own goals (1). Through this process mentors will work with the mentees to identify positive character traits that are needed for success, such as self-control, will power, motivation, determination and optimism, and then help them develop those traits (2). In addition, mentors will assist the youth develop their critical thinking, problem-solving and decision-making skills by teaching them different models and serving as a guide as the youth applies the model to their life (3). It is anticipated that by participating in this process of developing their social, emotional and cognitive skills that they will become more resilient leading to a stronger belief in self and the ability to bounce back after adversity (4). This project will provide ongoing training, monitoring and case management to both mentors and mentees so that they feel valued and believe that they are valued (5).

In alignment with the core principles mentioned above the project outcomes will be evaluated across five domains: emotional/psychological, problem/high-risk behavior, social competence, academic/educational and career development.

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

Over the three year project period; this project will perform the following activities.

- Convene a project management team responsible for the planning, implementing, monitoring, continuous quality improvement, evaluating and sustainability of the project. The team will review existing or establish new policies and procedures that support project operations and develop a comprehensive strategy for managing project activities, including the budget, volunteer hours, mentor/mentee matches, risk management, staff training and data collection for the project evaluation. This management team will meet monthly with meeting summaries prepared and disseminated to team members.
- Recruit, screen, orient, train, match, monitor and support 50 mentors and 50 youth, per year for three years using evidence-based standards and practices incorporated into the design of the project.
- Hold an annual award event to recognize the accomplishments of the mentors and the youth.
- Evaluate the project and disseminate findings. To ensure project quality and effectiveness, the evaluator will measure project process, expected outcomes, conduct focus groups and monitor fidelity to the process and evidence-based practice. The evaluator will participate in monthly project management team meetings at which time evaluation data will be shared to assist with continuous quality improvement and course correction, if needed. The final report will be disseminated to key stakeholders, funders, interested community members and organizations and project management team members.

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.**

This proposal includes operational evidence-based standards outlined in the Elements of Effective Practice for Mentoring - Third Edition. These standards include mentor/mentee recruitment, screening, training, matching and support. The evidence that justifies each of the standards is based on the latest mentoring research and on the evidence from experienced mentoring practitioners. In addition, the following research and evidence-based practices designed specifically for mentoring at-risk youth will be incorporated (OJJDP, 2014):

- Matching mentors and mentees based on interest and skill
- Providing ongoing training
- Providing additional mentor support
- Incorporating advocacy/teaching roles for mentors
- Engaging parents
- Providing structured activities
- Intensive Case Management

During the planning and implementation phases the project will be structured in a way as to adhere to these evidence-based standards and practices to ensure that both the youth and mentors experience the positive outcomes as a result of project participation.. The extent to which the proposed project implements the standards with fidelity will be assessed during the project evaluation.

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.**

David's Challenge, Inc. is a faith-based organization with over 11 years' experience providing educational, mentoring and supportive services for vulnerable populations residing in the City of Cleveland, East Cleveland and Cuyahoga County, Ohio. The organization has a staff of 10 uniquely qualified individuals who reflect the racial, cultural and linguistic characteristics of the targeted population. All project staff are trained to work with people from diverse backgrounds, to explore and accept value systems other than their own and to understand how culture and values influence behavior.

Last year, more than 350 adults and children participated in the agency's academic assistance services, including Adult Education and Out of School Time Learning Opportunities. David's Challenge, Inc. is certified by the Ohio Department of Education to provide Adult Education, GED preparation and remedial tutoring.

The Leaders of Tomorrow Program (LOT) is an example of a similar program operated by David's Challenge, Inc. This project provided mentoring services to 100 youth referred by the Cuyahoga County Department of Justice Affairs Reentry program after a period of incarceration at an Ohio Department of Youth Services (ODYS) facility for six years. Participant outcomes included completion of high school, abstinence from alcohol and other drug use and no further criminal justice involvement. Mentors were recruited from faith-based and community-based organizations. Partnership agreements were critical to the success of the project which enhanced the capacity to sustain the project from local foundations and other private funders.

The agency has demonstrated the organizational capacity to design, implement, manage, evaluate and sustain successful projects similar to the proposed project described in this application. David's Challenge, Inc. received funding, for six years, from the Cuyahoga County Department of Justice Affairs and the last three years from Ohio Department of Youth Services to provide mentoring to the most challenging population of young men and women returning to the community from a period of incarceration at one of the Ohio Department of Youth Services facilities. Since 2009, David's Challenge, Inc. is the only program in East Cleveland that receives funding from Cuyahoga County to provide Out of School Time Learning Opportunities programming.

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

This collaboration will be successful because of the shared vision and early involvement of the key stakeholders, including the members of the project management team. Team members were selected based on their commitment to the project, self-motivation, experience, skills and diversity of backgrounds. The roles and responsibilities of each member of the management team have been clearly defined. Project management team meetings will be held monthly to monitor and improve services with summary notes written and distributed by the project manager.

The success of this collaboration will be defined by achieving the project's goals and objectives, number of mentor referrals partner organizations, attendance at monthly project management team meetings and project sustainability.

Application Section II: Program Management

9. Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization.

Organization: David's Challenge
Name and Title: Faith Dickens, Executive Director
Grant Responsibilities: Applicant and fiscal agent, project implementation, submit programmatic and fiscal reports, Chairs Project Management Team

Qualifications: Master's Degree Social Work Administration
Prior Relevant Experience: Ms. Dickens has worked with youth for the past twenty-one years; She provides oversight to mentoring programs for juvenile offenders. In addition, she has been providing Out of School Time Extended Learning Opportunities for elementary school students for the past eleven years.

Passion for the Program: Ms. Dickens has demonstrated a strong commitment to the development of our children, youth and young adults. Her innovative efforts have created opportunities for youth to excel.

Organization: Northern Ohio Recovery Association
Name and Title: Anita Bradley, Executive Director
Grant Responsibilities: Volunteer recruitment, prevention component early intervention drugs and alcohol, business partner and Project Management Team member.

David's Challenge, Inc.

Qualifications: Master's Degree in Social Work Administration
Prior Relevant Experience: Specializes in community organizing, program planning, adolescent development
Passion for the Program: Ms. Bradley has over 23 years' experience in the delivery of programming targeted to at-risk youth and adults in Cuyahoga and Lorain Counties.

Organization: Cleveland Clinic - Stephanie Tubbs Jones Health Center
Name and Title: Rhonda Draper, Volunteer Manager
Grant Responsibilities: Provide mentors, Serve on the Project Management Team
Qualifications: Ms. Draper ND, has been working to provide volunteers to the community for the past twenty years. In addition, her area of expertise is children and youth as she has practiced as a Pediatric Nurse Practitioner.
Prior Relevant Experience: Ms. Draper has worked with several Faith-based and Nonprofits to provide volunteers in several capacities including education, medical, mental health and substance abuse.
Passion for the Program: Ms. Draper understands the needs of this population and "giving back" to the community. Ms. Draper is very excited about the opportunity to be a part of this partnership to the East Cleveland Community.

Organization: Case Western Reserve University
Name and Title: Margaret Baughman, Ph.D., Senior Research Associate
Grant Responsibilities: Program process and outcome evaluation, Serve on the Project Management Team
Qualifications: Dr. Baughman serves as the primary evaluator, on federally-funded projects, for the Cleveland Municipal Court and the Cuyahoga County Court of Common Pleas.
Prior Relevant Experience: Over 20 years' experience conducting process and outcome evaluation on programs that target at-risk youth and adults.
Passion for the Program: Dr. Baughman is dedicated to increasing our understanding of the effects of social science interventions and especially passionate when afforded the opportunity to work with local youth and adults.

Organization: Aldridge Consulting
Name and Title: Shari Aldridge, MSW, President
Grant Responsibilities: Project management, sustainability, Project Management Team
Prior Relevant Experience: Ms. Aldridge has over 29 years' experience with program and resource development, monitoring and project management.
Passion for the Program: Ms. Aldridge has committed her professional career to developing and funding programs that support disadvantaged individuals and families.

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.

This project is an expansion of existing services; therefore, relationships are established and experienced and trained staff is in place. David's Challenge is well positioned to begin services by September 7, 2015.

Community Connectors Application, March 6, 2015

Key Activity	Description	Responsible	Completion Date
Planning	Convene program management team, review program structure and requirements of the grant	Project Management Team (PMT)	Within two weeks of award notification
Recruitment, Screening and Selection	Initiate recruitment strategy; develop recruitment material, refine criteria for mentee/mentor selection, screen mentees/mentors against selection criteria	PMT Program Coordinator Case Manager	August 15, 2015
Orientation and Training	Train staff, orient potential mentors to the program (complete application form and consent to a background check), orient interested youth (complete application form, parental permission is granted); train mentors; applications are reviewed and screening/background checks are complete.	Program Coordinator Case Managers	September 7, 2015
Matching	Develop criteria for matching; match mentees and mentors; organize and conduct a "getting to know you" activity for the first mentor/mentee meeting; arrange group activities on an ongoing basis.	Program Coordinator Case Manager	October 15, 2015

Key Activity	Description	Responsible	Completion Date
Monitoring and Support	Determine the mechanism for getting regular feedback from the mentors/mentees; conduct regular mentor support meetings; provide case management services; prepare and distribute monthly newsletter	PMT Program Coordinator Case Manager Youth Coaches	Ongoing
Match Closure and Recognition	Celebrate and recognize the accomplishments of the program and the accomplishments of the mentors/mentees.	PMT Program Coordinator Youth Coaches	One year from the inception of the project
Evaluation	Collect data on mentors/mentees related to outcomes; measure outcomes and conduct process, outcome and fidelity evaluation; review progress for continuous quality improvement purposes; review lessons learned and disseminate findings.	PMT Dr. Baughman Program Coordinator Case Manager Youth Coaches	Ongoing
Project Management Team Meetings	Convene a Funding and Resource Development Workgroup; monthly meetings; continuous quality improvement, sustainability, grant compliance	PMT Relevant Staff	Monthly from the date of award

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

Screening – The screening process for mentors involves a written application, a commitment of one calendar year, a face-to-face interview, agreement for the prospective mentor to participate in face-to-face meetings with his or her mentee that average one time per week for two hours, as well as reference and background checks. Background checks are also conducted on all project staff working directly with the youth.

Orientation - The pre-match mentor training will include a review of the roles and responsibilities, rewards and challenges to being a mentor, the basic knowledge and skills needed to build an effective mentoring relationship, youth development, confidentiality,

communication strategies, relationship closure and what to do in the event of an emergency and ongoing training and support opportunities.

Monitoring and Support - As part of this project, protocols will be reviewed and revised, as needed to effectively manage mentors, mentees and matches and case management protocol to ensure that project staff provides regular monthly support to mentors, as well as the youth and his or her parent or guardian. The intensive case management component includes a case manager who will routinely check with the mentor and mentee in order to verify that the match is successful, address early indicators of stress in the mentor/mentee relationship and to provide ongoing support. Regular and ongoing feedback about the relationship will be gathered from the mentors, mentees and parents or guardians through semi-annual focus groups conducted by Case Western Reserve University.

Identification and Intake Process for Mentees – Youth will be identified and referred by the Intervention Specialist and Parent Teacher Organization (PTO) for three elementary schools within the East Cleveland School District. Once the youth has been referred to the project he/she along with the parent or guardian will complete a Mentee Application that collects information, such as demographics, mentee interests, availability and some basic medical information. Youth are selected for participation based on the following criteria: agree to participate in face-to-face meetings with his or her mentor that average two times per week for one hour over the course of one year. Parental permission is required for participation in the project.

Family Involvement – Parental involvement is an essential component of this project and is viewed as means to increase the chances for positive outcomes. Parents will be encouraged to attend monthly educational workshops on topics, such as parenting, nutrition, IEPs and youth development. In addition, parents and families will be invited to participate in activities, along with the youth, including informal recreational outings hosted by David's Challenge. Outreach to encourage parental involvement will be made through the Parent Teacher Organization.

Ongoing Training of Mentors – Training opportunities will be offered to mentors, on a monthly basis, as a way to enhance their skills, knowledge and abilities in serving as a mentor to and building relationships with youth. Topics will include, but not limited to, guidance around serving as a role model and appropriate ways in which the mentor can offer guidance to the youth to facilitate the youth's relationships with peers and family members.

Fiscal Accountability – All funds awarded under this program will be maintained in a manner that they will be accounted for separately and distinctly from other sources of funding. David's Challenge has effective internal controls in place to safeguard grant assets and assure that they are used solely for authorized purposes. Both the agency executive director and project manager are familiar with grant management regulations.

Implementation Fidelity - This project will implement and maintain fidelity to the identified evidence-based practice while at the same time ensuring sensitivity to the unique characteristics of the youth served by the program. Fidelity to the evidence-based practice will be monitored at monthly project management team meetings. Course correction will be made in the event the project is moving away from the intent of the practice.

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. Please see the attached Roles and Responsibilities Worksheet.

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.

Plans for Keeping Records - The process evaluation will assess the effectiveness of program implementation and provide recommendations for improvement including 1) records of mentor contact hours; 2) unduplicated counts of students serviced each month; 3) keep track of mentor training hours; 4) keeping track of parent/guardian activity involvement each month. These counts will be provided by the case manager who will be tracking these program aspects by electronic database that Dr. Baughman will build and train the case manager to use. These indicators will be shared at the monthly project team management meetings and should an indicator not be meeting the benchmark, the team can troubleshoot and formulate a corrective action plan.

Data Collection - At the program intake, all youth and parents/guardians will meet at one of the sites and evaluators/case manager will consent/assent the participants and collect all pre-test outcome data. This data collection event will occur again at the end of the program. Should a youth leave the program early; the evaluators will try and arrange a meeting at a site to collect these data with the case manager or with them. Outcome data collection tools and evaluation analysis will be conducted across the five outcome domains: emotional/psychological, problem/high-risk behavior, social competence, academic/educational and career development. These domains will be measured by the youth completing a CDC Middle School Youth Risk Behavior Survey Surveillance (YRBS) at the beginning of the program and at the end. There is also national, state and local YRBSS data so YAP youth data can be compared to other youth as well. The YRBS measures youth behaviors that contribute to unintentional injuries and violence, unhealthy dietary behaviors, inadequate physical activity, sexual behaviors, alcohol and other drug use, tobacco use. Youth Character Building will be measured with a pre/post the Developmental Assets for Adolescents and a pre/post 15 Thriving Indicators behavioral change. Youth Achievement will be measured in a number of ways including collecting report cards, tracking number of school tardiness, detentions, and suspensions, extra-circular activities such as sports, clubs, community sport league and church choirs. Youth Resiliency will be measured at pre/post by collecting data from Shepler's Risk and Protective Factors Checklist V.3. Positive Behaviors and Future Planning will be measured by a pre/post assessment of the 15 Thriving Indicators which are markers of thriving for adolescents.

The Elements of Effective Practice for Mentoring Checklist for Mentoring Programs will be used for program fidelity analysis purposes. Regular and ongoing feedback about the program will be gathered from the mentors, mentees and parents/guardians through semi-annual focus groups conducted by Case Western Reserve University. Data from the process evaluation, youth measures, and focus group feedback will be used to modify program components, procedures, practices and to justify the continuation of the program. All process data will be collected in an ongoing fashion and any trends or data inconsistencies such as high program attrition rate will be brought to the attention of the project management team for discussion.

Project Indicators of Success - There will be a number of program success and program effectiveness indicators including 1) detecting positive behavioral change in school engagement

which will be defined as an increase in grades, decreases in negative school behaviors, increases in school/community engagement, 2) increases in parent/guardian engagement, 3) positive changes in Character Building, Resiliency, and Future Planning, 4) stability in mentor and mentee relationships, 5) minimum hours of mentoring time spent, 6) positive feedback by mentees, mentors, and parent/guardians about their experiences.

Anticipated Barriers - Program limitations and barriers could include: youth absenteeism or high attrition rates; lack of securing mentors, mentors not able to engage consistently, incomplete data such as youth not providing report cards, inadequate tracking of mentor activities, trainings or lack of case management checking in with mentors and mentees regularly. However, since there is an intensive case management component, the case manager and program evaluator will attend monthly meetings and data will be provided in an on-going fashion including semi-annual focus groups with youth, mentors and parents/guardians, any program limitations and barriers will be detected and dealt with promptly before they can impact program outcomes.

The evaluation will assist the program management team identify whether the program is meeting its goals, identify achievements and milestones that warrant praise, continuous quality improvement, assure funders and stakeholders of the program's accountability and build credibility and sustainability.

14. Applicants are to complete the program model. Please see the attached logic model that will be used to evaluate the effectiveness of the proposed project. The model shows a geographical depiction of the logical relationships between the resources, activities, outputs and outcomes of the project.

Application Section IV: Sustainability

15. Describe how you plan to maintain the program after the grant funding period.

For the past 11 years David's Challenge has worked closely with its community partners to ensure on-going availability of services for the youth, parent and mentors involved in agency programming. The Project Management Team will be responsible for maintaining the sustainability of the project through continued and expanded community partnerships and rigorous resource development activities. The following approaches will be used to ensure project sustainability: develop a funding and resource development committee of the Project Management Team, evaluate ways in which partner organizations, including the East Cleveland Board of Education, can provide or share services, articulate the value of the program to community institutions using outcome data from the project evaluation, developing Memoranda of Understanding with project partners and increasing the use of volunteers in the delivery of services.

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 the attached three-year project budget and justification.

By clicking this box, I Faith Dickens 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.