

Application Template

SUCCESS MENTORS

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 target population for Success Mentors is **students in grades 5-8** from three Toledo Public elementary schools: **Glenwood, Sherman, and Rosa Parks**. In year one, Success Mentors will target students in grades 5-6. As students matriculate each school year, the program will retain participants year to year and enroll new 5th graders each fall. By year three, Success Mentors will serve students in grades 5-8 in each target school.

The poverty rate among students at these schools is much higher than the district average of 78.4%. According to the 2013-2014 report card by the Ohio Department of Education (ODE), 99.5% of the student population at Sherman was labeled “economically disadvantaged.” The same designation was reported significantly above average at Rosa Parks (98%) and at Glenwood (97.4%). Furthermore, ODE’s report cards for these schools indicated that the annual objectives for closing gaps in achievement were not met. These three schools continue to struggle with overall student achievement on standardized tests in Reading and Math. In total, only 2 of 42 indicators (4.7%) identified by ODE were met. In addition, students in these elementary schools advance to high schools that have graduation rates far below the district and state averages: Scott High School (61%) and Woodward High Schools (41%). Without Success Mentors, students in these three elementary schools will continue to struggle to achieve success in school and in life.

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

The table below depicts the enrollment targets for each school. Due to several factors including the intense nature of the intervention (i.e., 180 hours of programming annually), smaller schools, and high geographic mobility rates among urban students, Success Mentors is designed to have maximum impact with the targeted enrollment numbers below.

Schools	School Enrollment 2014-2015	First Year 2015-2016 Grades 5-6	Second Year 2016-2017 Grades 5-7	Third Year 2017-2018 Grades 5-8
Glenwood Elementary	246 <small>(97 in grades 5-8)</small>	22	30	35
Rosa Parks Elementary	270 <small>(92 in grades 5-8)</small>	15	22	30
Sherman Elementary	325 <small>(125 in grades 5-8)</small>	25	30	35

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

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.**

Program Overview

Success Mentors will feature a unique combination of three types of afterschool mentoring: one-on-one, small group, and large group. One-on-one mentoring will be the dominant method used. Students enrolled in the program will meet twice weekly for 30 weeks, providing an opportunity for 180 hours of direct impact annually. During the first day of programming each week, volunteer mentors and paid, part-time, trained staff will use several different evidence-based curricula (e.g. R Rules and Get Ready). The second day of programming each week will feature one-on-one mentoring and relationship building activities. Both days of programming will include homework help and dinner. To further enhance program impact, Success Mentors also will feature periodic hope-building/career exposure activities including guest speakers and field trips to high schools, colleges, universities, and career sites.

The afterschool mentoring component of Success Mentors will be further enhanced and reinforced by an in-school component called AVID (Advancement Via Individual Determination). AVID currently is being implemented by Toledo Public Schools (TPS). AVID helps to improve college-readiness by focusing on five skill areas: writing, inquiry, collaboration, organization, and reading to learn.

The integration of Success Mentors and AVID yields a highly innovative synergy of afterschool mentoring and school day activities that reinforce and support retention of vital workforce-readiness skills and promote success. This integration creates new pathways for students, schools, and the community to thrive.

Mission: Success Mentors exists to foster hope for a bright future by equipping and empowering youth to succeed in school and life.

Goals: The program's **goals** are to help students...

- 1) Learn to set goals and monitor progress that lead to success in education and employment;
- 2) Develop positive character traits needed for success in education and employment;
- 3) Solve problems and make decisions that lead to success in education and employment;
- 4) Overcome barriers to success in education and employment;
- 5) Envision a positive future and take the necessary actions to experience that positive future.

Alignment with the Core Principles of Community Connectors

The goals of Success Mentors are in direct alignment with the five core principles of Community Connectors. Success Mentors has addressed each of these core principles by linking them to specific goals, measurable objectives, program activities, and associated program evaluation methods that will yield the desired outcomes data. Please see **Appendix A** for the structural design program plan that clearly shows these linkages.

Outcomes to Measure Success

The outcomes of success for a well-designed program can be found within its SMART objectives. As detailed in **Appendix A**, the outcomes to measure success are directly linked to the Community Connector core principles. Below are the outcome indicators within Success Mentors' SMART program objectives:

- Knowledge of how to set short and long-term "SMART" goals
- Development of short-term performance goals and monitoring plan
- % of students who meet their short-term performance goal
- % students who develop a written plan for high school coursework
- Perceived benefits of goal-setting and goal-monitoring
- Increase in self-efficacy to achieve goals
- Increase in willpower to achieve educational and career goals
- Increase in motivation to achieve educational and career goals
- Increase in student self-discipline
- Increase in conscientiousness, as reported by students, parents, mentors, and teachers
- Ability to identify personal barriers to success in education and employment

- Development of a plan to overcome barriers to success in education and employment
- Ability to demonstrate effective decision making skills that lead to success in education and employment
- Self-efficacy to overcome self-identified barriers to success in education and employment
- At least one new mentoring relationship with a caring adult
- At least two caring adults who help to overcome barriers to success in education and employment
- Beliefs in a positive future in education, employment, and life
- Perceptions of being valued by adults
- % of students who take tangible action steps to achieve their individualized view of a positive future

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

Success Mentors is built on the foundation of developmentally appropriate curricula, activities, and projects that will help students in grades 5-8 prepare for 21st Century careers, build character and resiliency, explore pathways to achievement, and believe in a positive future. Success Mentors will feature high quality, caring, positive relationships between adult mentors and students, enrollment and retention strategies to maximize program impact, and continual reinforcement of learning concepts delivered during the school day that will build students' capacity to succeed in school and life.

In addition to reinforcement from the AVID curriculum that will be taught during the school day, Success Mentors will use two innovative, evidence-based curricula during its afterschool mentoring program: *Get Ready* and *R Rules*. This innovative integration of in-school and afterschool programming, as well as college and career exposure opportunities will ensure Success Mentors meets the identified goals and objectives. All references for evidence-based activities and best practices are included in **Appendix B**.

Description of Success Mentors (Afterschool Activities)

The afterschool programming will include mentoring activities using the two curricula identified below plus homework help and dinner during each session. These curricula will be implemented both in large and small groups by one-on-one volunteer mentors and paid staff members. Additionally, college and career exposure trips will happen predominantly outside the traditional school day.

Get Ready Curriculum: Get Ready is an early intervention and college awareness program designed primarily for low-income students and families under-represented in post-secondary education. Get Ready is funded primarily by the U.S. Department of Education through a federal GEAR UP grant (Gaining Early Awareness and Readiness for Undergraduate Programs) that has two primary objectives: graduate students from high school and transition students to some post-secondary education. Success Mentors will utilize curriculum materials for grades 5-8 that include the importance of goal-setting and planning, information about careers and related post-secondary options, various ways to finance post-secondary education, and the importance of making good scheduling choices in middle and high schools.

R Rules Curriculum: The R Rules: A Guide for Teens to Identify and Build Resources is based on the work Dr. Ruby Payne and is designed to help students navigate the facts and realities of poverty. The curriculum helps students recognize and build individual resources, specifically how to recognize and use patterns to predict, problem-solve, and plan, and explore economic issues and their relationship to earning and learning. R Rules offers students solutions to overcome obstacles linked closely to poverty and specifically addresses the benefit of having a "future story." The R Rules is aligned with components from High Schools That Work, GEAR UP, the American School Counselor Association Model, 21st Century Skills, and academic and vocational standards.

The Get Ready and R Rules curricula teach students a thorough and high-quality process to learn S.M.A.R.T. goals, create their own goals, and evaluate progress towards those goals. The curricula include the processes for external performance goals and internal mastery goals that increase achievement in school and life. The appropriate character traits needed for success—willpower, motivation, grit, and conscientiousness—are packaged within the curricula and aligns with the Community Connectors core principles of goal-setting, building character and resiliency, problem-solving, and fostering a sense of belief in a positive future.

Community and Family Mentors: Success Mentors will recruit mentors from Cedar Creek Church, ProMedica, other partnering community organizations, and students' family members. Success Mentors will use established criteria to best match mentors and students for compatibility. More details are included in the response to question 11 about mentor identification and support.

Community and family members will not only serve as mentors in the Success Mentors program but also as role models for success to increase students' beliefs in a positive future. Mentors will model the abilities, skills or strengths needed for success and help students work toward developing those skills and character traits. Mentors will commit to long-term relationships with students to nurture trust and help guide students through different processes for problem-solving and decision making in different areas of students' lives. Mentors will reinforce that students are loved, valued, and capable of having strong character. Students will feel they have an invested partner in their life journey. This increases resiliency correlated to self-esteem and a sense of belonging, so that students can overcome the stressors of poverty and succeed in school and life.

Exposure Field Trips: College and career exposure field trips will be conducted at least three times per year. Students will tour high school and college campuses, visit potential career sites, and job shadow. These trips allow students to actively participate and explore their interests and skills. Exposure trips also will stimulate meaningful conversations about models for problem-solving and decision making between mentors and students as students make plans for their own futures. To reinforce learning, particular attention will be paid to preparing students for these trips and debriefing students after these trips.

Through exposure to education and career options, students develop stronger critical-thinking and decision-making skills that create pathways to achievement. Exposure trips also contribute to students' beliefs in a positive future by giving them a clearer picture of the possibilities within their communities and can provide clear direction for goal-setting and monitoring. Exposure field trips allow students to gather first-hand knowledge, envision their futures, and set goals to realize those futures.

Description of Success Mentors (Complementary In-School Activities)

Guest Speakers: Guest speakers who have been successful in education, careers, and life will help to translate Success Mentors' concepts into relatable real-world experiences. Guest speakers will be incorporated into both in-school activities and the afterschool mentoring component of Success Mentors and will include students, family members, community leaders, and professionals. Guest speakers will demonstrate the Community Connectors' principles of setting goals, building resiliency, and the importance of strong character. Guest speakers will provide role models for students while validating those concepts, skills, and behaviors needed to achieve success in school and life.

AVID Curriculum: AVID Elementary introduces strategies that promote critical thinking, literacy, and math skills across all content areas. This instructional framework is embedded daily into all classrooms in the three elementary schools Success Mentors will serve. AVID Secondary incorporates developmentally-appropriate methodologies for students in middle and high schools and utilizes an elective class to teach student success skills (e.g. communication, self-advocacy, note-taking, critical thinking) and organizational skills (e.g. time management, goal-setting). Reinforcement of AVID strategies and concepts during Success Mentors' afterschool program will create an environment of high expectations and rigor while also directly enhancing critical thinking skills and character building that lead to greater post-secondary readiness.

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.

Much of the foundation of Success Mentors came from *Mentor: The National Mentoring Partnership*, an assemblage of experts and more than 5,000 mentoring programs providing best-practice recommendations and resources to mentoring programs for over two decades. Specifically, *Elements of Effective Practice for Mentoring, 3rd Edition* details and provides a checklist of recommended best practices for every component of mentoring program design: mentor and mentee recruitment and screening, training, matching, monitoring and support, and closure. This checklist is referenced in **Appendix B**, along with other evidence-based activities and best practices used by Success Mentors. The response to question 11 in this proposal clearly

reflects the recommendations for best practices in each of these areas within Success Mentors.

Ensuring the program focuses not just on the outcomes, but the process by which it obtains those outcomes, Success Mentors will employ a number of best practices in engaging youth. The program will be using Paul Tough's best practice strategies for building optimism, resilience, grit, and will power outlined in *How Children Succeed* by modeling critical thinking and problem solving skills, allowing students to reflect on and revise their goals, and by celebrating successes to build self-efficacy. Tough notes that for students in poverty, the presence of a supportive adult correlate to the development of grit and resilience, and Success Mentors will ensure each student has an opportunity to build positive relationships with caring adults.

Framework for Understanding Poverty, research and strategies from Dr. Ruby Payne, and "Positive Youth Development" from the National Child Welfare Resource Center will be used as part of our training program for paid staff and volunteer mentors. Both sources provide techniques to build character, foster optimism, think critically, set and achieve goals, and write a future story. *Framework for Understanding Poverty* will equip staff and volunteers to teach students mental models for turning abstract concepts into concrete lessons and will provide specific tools to build the resources of students in poverty. Positive Youth Development will help our mentors and staff members develop strategies to build assets in students that translate into greater self-worth and self-efficacy. To continually elevate programming, expert resources from the Mentoring Resource Center, What Works Clearinghouse, Harvard Family Research Project, and the Duckworth Lab will be utilized to ensure training and program activities are grounded in best practices.

Finally, beyond what Success Mentors will do and how it will do it, research also justifies who it will serve. Success Mentors will focus on adolescents in grades 5-8. "The Forgotten Middle," a research study funded by ACT, asserts that performance in eighth grade is the most significant predictor of college readiness. By focusing on early adolescents, Success Mentors will ensure students build the skills and traits necessary for success in education, career, and life.

To maximize the successful integration of these best practice concepts, Partners in Education (PIE), the lead agency on this grant, has identified strong local leaders with substantial experience in two successful Toledo area program models: Kids Unlimited and the YMCA Youth Opportunities Program. Both of these programs have strong parent and community engagement, considerable volunteerism, high rates of program attendance and retention, and relevant and rigorous curricula. Staff will incorporate the lessons learned and best practices identified by these local programs. Using the expertise of successful local leaders ensures that Success Mentors is grounded in best practices.

Research has gone into every aspect of Success Mentors, including program design and implementation planning, target population, training and supporting staff and volunteers, and conducting rigorous evaluation of program impact. Partners In Education, Cedar Creek Church, ProMedica, Toledo Public Schools, and the University of Toledo (UT) are committed to investing the necessary resources to ensure all students receive the highest quality mentorship so that they are equipped and empowered to succeed in school and life.

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.

Success Mentors will be administered through Partners in Education, a non-profit agency that has enhanced student success through community engagement since 1994. Over the past 20 years, PIE has partnered with Toledo Public Schools and the Catholic Diocese to fill a vital role of linking community organizations and businesses to local schools and fostering strong partnerships. In addition to serving as the conduit for partnerships within the community, PIE has successfully implemented a number of programs for youth to meet the needs of the Toledo educational community. PIE launched College and Career Coach in 2011, a program designed to equip and empower youth to develop the necessary skills, attitudes, habits, and self-efficacy to succeed in high school and beyond. This program features an in-school curriculum that is taught during the school day. It also places significant emphasis on identifying a caregiver or other loved one to serve as a "Coach" and learn alongside the student ways to effectively support their development. For the 2014-2015 school year, College and Career Coach has already reached nearly 500 students and coaches with evidence-based programming. Program outcomes cannot be calculated at this point in the school year, but significant effort has been invested to collect baseline data on student knowledge, school day

attendance, and behavior to allow for successful tracking of outcome measures.

The UT program evaluation team conducted a rigorous program evaluation of the College and Career Coach program in 2012-2013; the Executive Summary can be found in **Appendix C**. Their initial evaluation revealed weaknesses in the structural design of the program. As a result of this initial program evaluation, much work has been done to strengthen the College and Career Coach program. The improved alignment of program components and improved measurement has yielded very positive early outcomes for this year. This same evaluation team from the university will serve as external evaluators for Success Mentors.

In addition to College and Career Coach, PIE has supported the AVID program by hiring, training, and supporting college student tutors for the AVID Secondary program. PIE staff supports the evaluation of AVID by analyzing data from focus groups. **Appendix D** shows key data points for AVID implementation within TPS.

Partners in Education also administers Mentors in Toledo Schools, an early literacy skill building program supporting first through third graders at three TPS buildings. This program utilizes STAR early literacy data and school day attendance to measure efficacy. In addition, PIE facilitates the Afterschool Alliance of Northwest Ohio, a professional development and quality-building initiative focused on the out-of-school time community in the Toledo region. Clearly connected and skilled in evaluation and continuous improvement, PIE is well-suited to effectively implement, manage, and evaluate Success Mentors.

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 depth of knowledge and experience in youth programming with Partners In Education and its collaborating partners. All partners have a long-standing history of collaboration and a shared mission of ensuring healthy communities where young people can thrive. Alignment of organizational values and core principles, as well as clarity on the mission of Success Mentors will serve as a strong foundation for a successful collaboration. Furthermore, the partners selected are strong and have complementary resources to make this collaboration successful.

Cedar Creek Church and ProMedica Health System will help recruit mentors. TPS will support student enrollment. A primary indicator of success is a full roster of students as indicated in question 2 and the same number of mentors to provide one-on-one guidance. A secondary indicator of success will be fulfillment of outcome objectives detailed in **Appendix A**. All collaborating partners will be updated three times yearly on student growth to empower every member of the team to continuously improve the work of Success Mentors.

In any partnership, communication, clear expectations, and clear role delineation are the keys to success. To that end, bi-monthly leadership team meetings with partners will be held to review the implementation, management, and evaluation of the program, including the examination of intermediate outcomes. These meetings will feature updates, announcements, and problem solving.

Students, mentors, teachers, and parents will be surveyed following each academic year to assess satisfaction with the program. To celebrate successes, each school year will culminate with an awards ceremony that will evolve into a graduation the third year of the program as students advance to and complete 8th grade.

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

Success Mentors' Leadership Team will include the members listed below. This group will convene bi-monthly to review progress towards outcomes, successes, and challenges. In addition to the brief bios below, resumes for PIE staff can be found in **Appendix E**.

- **Jennifer Kephart**—Executive Director, Partners In Education. Ms. Kephart will spend approximately 5% of her time ensuring Success Mentors achieves its outcomes and is positioned for sustainability within the community. Ms. Kephart holds a Master of Business Administration degree and has nearly twenty years' experience in organizational development and financial management, supervision, efficiency management, and outcomes delivery. Ms. Kephart is passionate about growing parent and community involvement within schools to ensure students are set up for success.
- **Faith McGlown**—Program Director, Partners In Education. Ms. McGlown will spend approximately 70% of her time leading the strategic visioning and implementation of Success Mentors, ensuring progress towards outcomes, and managing staff responsible for daily tasks. Ms. McGlown holds a Master of Education degree and has led two highly reputable Toledo afterschool programs: Kids Unlimited and YMCA. She also brings significant administrative and organizational development experience. Faith is passionate about balancing the equity in education for low-performing, high-need urban communities and empowering those students with the educational tools and resources for global citizenship and marketplace.
- **Jennifer Conley**—Program Manager, Partners In Education. Ms. Conley will spend approximately 35% of her time building partnerships within the schools, the families, and the community to ensure Success Mentors' staff and volunteers are supported in building strong relationships. Her focus will be on volunteer support. Ms. Conley will earn her Master of Public Health degree in May 2015 and has considerable experience within Partners In Education, as well as the Youth Opportunities Program. She also has a long track record of community engagement in various communications roles. Ms. Conley is passionate about helping students recognize their full potential and connecting them to valuable tools they need to succeed.
- **Ed McCauley**—Local Outreach Pastor, Cedar Creek Church. Pastor McCauley is passionate about seeing kids get a great education and has spent his career acting on his God-given gift of mobilizing people to volunteer for worthy causes. He has led Inner City Ministry and experienced the struggles caused by illiteracy. He will spend approximately 1% of his time recruiting volunteer mentors to help combat illiteracy.
- **Gaye Martin**—System Manager, ProMedica Mission Services. Ms. Martin joins the Success Mentors Leadership Team to spend approximately 1% of her time promoting the mentorship opportunity and connecting PIE to other initiatives with complementary missions. Ms. Martin holds several degrees from the University of Toledo, including a Master of Business Administration, and has extensive experience in leading health- and education-based initiatives as a representative of local health systems. Ms. Martin is particularly passionate about working with K-12 youth and linking them to community resources.
- **Celeste Smith**—Minority Health Coordinator, Toledo-Lucas County Health Department. Ms. Smith's experience includes many years of leadership in the community with culturally diverse families, many living in poverty. She has a master's degree in counseling and holds a bachelor's degree in family life education. Ms. Smith will spend approximately 1% of her time supporting mentor recruitment and championing Success Mentors in the community; she possesses a great passion for the underserved.
- **Cedric Brock**—Pastor, Mt. Nebo Baptist Church; Ombudsman, Toledo Public Schools. Pastor Brock will bring his experience in student retention, community outreach and mobilization, and sales to further Success Mentors by spending approximately 1% of his time recruiting mentors and supporting student enrollment. Pastor Brock is passionate about public education and promoting student achievement.
- **Gayle Lake**—Community Liaison Director, Toledo Public Schools. Ms. Lake has spent much of her career in high quality expanded learning programs, including nationally-recognized Higher Achievement. In her role at TPS, Ms. Lake is responsible for building partner capacity to engage in continuous improvement. Ms. Lake will spend approximately 1% of her time representing TPS for Success Mentors. Ms. Lake is passionate about forging meaningful and strategic partnerships and working with middle schoolers!
- **James Jones**—Alpha Phi Alpha, University of Toledo; Program Manager, United Way of Greater Toledo. James will spend approximately 1% of his time on mentor recruitment, retention, and general program promotion. James currently serves as the Program Manager for United Way's Grad Coach program and is passionate about integrating deep and meaningful services for students.

A representative from the UT program evaluation team will attend all Leadership Team meetings. During the regular Leadership Team meetings at the beginning and end of each school year, a parent and student representative, principal, and building representative from each school will be invited to join the discussions to

prepare for and reflect on Success Mentors' programming. Additionally, Tina Wozniak, Lucas County Commissioner, will be invited to join these meetings as a long-time supporter of PIE's programming.

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.

Below is a timeline of major activities beginning with the grant award in April 2015 and ending with the first year of implementation. In June 2016, the cycle started in June 2015 repeats for the remaining two program years.

Month	Activity
April – May 2015	Inform School Administration of funding award; Program Director (PD), Program Manager (PM) and School Principals (SP) meet and establish work group committee with PD, PM, and selected school staff; begin curriculum mapping; gather school policies and procedures; survey families; conduct classroom presentations; facilitate evaluation and budget meetings; update school staff on project; apply for food program.
June 2015	Work group meets; review environmental data; facilitate Leadership Team meeting; continue curriculum mapping; participate in end of school celebrations; recruit students and families; recruit mentors; manuals finalized.
July 2015	Work group meets; review and adopt policies and procedures; complete curriculum mapping; review evaluation plan; identify site-based program space; recruit community mentors and guest speakers; plan field trips.
August 2015	PD, PM, and SP meet; convene Leadership Team; interview and hire project staff; work group meets (including site-based project staff); finalize and implement 8-hour staff orientation and training; recruit mentors; facilitate weekly 2-hour mentor orientations; recruit students and families; participate in back-to-school events; facilitate "Kickoff Events"; survey school stakeholders; confirm field trips and guest speakers; finalize annual program calendar.
September 2015	Program begins (Sept 7); baseline assessment/evaluation tools used; PD, PM, and SP meet; work group meets; convene Leadership Team; enroll students and mentors; conduct mentor orientations.
October – November 2015	Convene Leadership Team (October); implement programming; conduct field trips; incorporate guest speakers; collect mid-year program evaluation data; work group meets monthly; enroll students and mentors.
December 2015	Analyze evaluation data; convene Leadership Team; facilitate 1-day professional development for Success Mentors staff; lead 1-hour training for volunteers; host Holiday celebration with student goal review.
January – February 2016	PD, PM, and SP meet (January); implement programming; conduct field trips; incorporate guest speakers; work group meets monthly; convene Leadership Team (February); collect program data.
March – April 2016	Review and analyze program data; convene Leadership Team (April); lead 1-day professional development for Success Mentors staff; lead 1-hour training for volunteers; begin planning 2016 – 2017 school year.
May 2016	Complete school year data collection and analysis; PD, PM, and SP meet; continue planning for following school year; Year-End Goals Celebration; recruit mentors to return; encourage students to return.
June 2016	Complete program evaluation; report to funding sources; continue plans for next school year; celebrate mentors; recruit mentors; debrief with Success Mentors staff and stakeholders; facilitate Leadership Team meeting; finalize budget and implementation plan for following school year.

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.

PIE, Cedar Creek Church, ProMedica, TPS, and UT have carefully planned out implementation of Success Mentors to ensure utilization of best practices in reaching appropriate milestones as indicated below.

Screening Mentors and Staff: Potential Success Mentors and staff will be screened for time, commitment and personal qualities needed to work with mentees according to the written role description. Potential Success Mentors and staff will be required to complete an application, interest inventory, and background check, provide a list of personal and professional references, and participate in a face-to-face interview. Mentors also will be asked for their commitment to work with mentees one day per week for the duration of the school year.

Orientation of Mentors and Staff: Success Mentors and staff will complete training on the following topics: program mission, goals, policies, and procedures; mentor and mentee roles; communication skills; diversity issues; positive youth development; crisis management; child abuse reporting; R Rules, Get Ready and AVID curricula implementation.

Supporting Mentors and Staff: Success Mentors and staff will be supported consistently and frequently by the Program Manager and Program Director. Mentors will have the opportunity to provide feedback weekly and will be asked for formal evaluation feedback three times per year. Both mentors and staff will receive ongoing professional development and training to ensure continuous improvement. Mentor's interests and personal qualities identified during the screening process will be used in matching with mentees and PIE staff will facilitate relationship-building activities during the first month of programming each year. Finally, informal mentor gatherings will be encouraged to share stories and provide peer-to-peer support.

Monitoring: Mentor attendance and mentor/mentee interactions will be documented daily. PIE staff and the UT program evaluators will conduct routine and unscheduled program observations using a program quality assessment tool that reflects best practices in youth programming. All observations will be documented in detail. Additionally, progress towards program outcomes will be reviewed bi-monthly and Success Mentors staff and volunteers will be asked to provide qualitative data as part of a robust evaluation plan.

Closure: At the end of each academic year, mentors will be surveyed regarding their interest in maintaining contact with their students throughout the summer. Success Mentors staff will seek parent permission in cases where there is interest and mentors will be required to document summer contact. Each staff member and mentor also will be asked for formal feedback on his or her experience and when appropriate, be asked to return to the program the following year. PIE and its partners will work to ensure abundant mentors for re-match opportunities, if necessary, and all mentor/mentee relationships will be celebrated at the end of each academic year.

Identification of Mentees: Success Mentors is designed to prepare students for success in high school and beyond. TPS offers the Early High School Opportunity (EHSO) for seventh and eighth grade students to earn high school credits at their local high schools and participate in AVID Secondary. Success Mentors will aim to enroll younger students who would qualify for EHSO by using the same criteria: C or above grade point average, satisfactory school day attendance and behavior, and proficient standardized test scores and those students who are trending towards the same criteria. Success Mentors will utilize teacher and guidance counselor referrals to identify the most appropriate students for the program.

Intake Process for Mentees: To officially enroll in Success Mentors, students must submit an application that includes a parent signature and participate in a pre-enrollment interview. The interview serves to determine "fit" for the program and stress the importance of regular attendance and year to year retention. Success Mentors staff also will connect with a caregiver for each interested participant to confirm their investment.

Family Involvement: Success Mentors will involve mentee families by providing quarterly events that include a Kickoff Night, an end-of-year celebration, family fun nights, and capacity building workshops. Success Mentors staff also will conduct outreach to families monthly via phone, text, email, or newsletter. Each school will designate a parent representative to participate in Leadership Team meetings twice yearly.

Ongoing Mentor Trainings: Success Mentors and Success Mentors staff will receive a comprehensive pre-service orientation. Additionally, mentors and staff will participate in training twice during the school year that cover the topics of student motivation and engagement, positive youth development, poverty and diversity, and curricular content delivery. Progress to program goals and mentor “Session Summary” forms also will be utilized to identify appropriate training topics.

Assessing Fiscal Accountability: Budget to Actual comparisons will be conducted monthly by PIE leadership to adjust expenses as necessary. PIE has invested in a robust accounting system to ensure impeccable financial stewardship and will share financial information with the Success Mentors Leadership Team quarterly. Substantial policies and procedures have been created to validate and track all expenses accurately.

Assessing Program Model Fidelity: PIE will utilize the UT evaluation team to assess program implementation with fidelity to the original design. Most critical is the utilization of best practices. More information on program evaluation is detailed in Section III.

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.

Partners In Education, Cedar Creek Church, ProMedica, and Toledo Public Schools serve as the lead partners for Success Mentors. Each partner has unique responsibilities in the fulfillment of the mission of Success Mentors and all partners will contribute to the recruitment and retention of students, mentors, and other champions. All partners will serve as advocates for Success Mentors in the community. Roles are identified and clarified in an attachment of the essential **Program Element - 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. 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 selected goals;
- c. Projected indicators of success; and
- d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

The University of Toledo Program Evaluation Team: The program evaluation team is led by Drs. Timothy R. Jordan and Joseph A. Dake, Professors of Public Health at the University of Toledo (UT). Drs. Jordan and Dake have very strong track records in program design, strategic planning, and program evaluation. Their biographical sketches can be found in **Appendix F.** PIE has been working with the UT Program Evaluation Team since 2012. Their guidance during the design phase of Success Mentors has ensured program planning in direct alignment with the core principles of Community Connectors.

Program Evaluation Design: Experts in mentoring and after-school programs readily acknowledge that many past program evaluations were weak due to the lack of control/comparison groups. Without a comparison group, it is impossible to rule out other plausible explanations for program results. To address this common weakness, the evaluation design for Success Mentors will be rigorous, featuring a quasi-experimental, pre/post, mixed-methods design. To help eliminate alternative explanations for results, students in Success Mentors (i.e. the intervention group) will be matched by socio-demographic variables to similar students who will not receive the mentoring program (i.e. the comparison group). Both groups of students will be assessed

using the same measures, schedule, and methods. Such a rigorous evaluation design will yield the type of outcomes data desired by Governor Kasich and those in charge of the Community Connectors program.

To assess and improve program implementation and quality, the UT evaluation team will use process evaluation techniques which will monitor the implementation of program components and activities. The evaluators will use impact evaluation techniques to assess whether the program met its stated objectives. Outcome evaluation techniques will be used to determine if Success Mentors was more effective than the usual and customary exposures received by students in the comparison group.

Plan for Record Keeping, Mentor Contact Hours, Training Hours, Counts of Students: Attendance will be taken at every program event and training for mentors, students, parents and program staff. Attendance statistics, including the nature of the event, location, and date of the event will be entered into a statistical software program (SPSS) by members of the program evaluation team. SPSS statistical software will allow evaluators to sort attendance data in multiple ways, including identification of the number of unduplicated students served. The program evaluators also will develop weekly mentor interaction logs (“Session Summary Forms”) for mentors to document mentee interactions. Included in these summaries will be the date and time of mentoring, students present, the purpose and content of the session, mentoring/teaching methods used, perceived student engagement/interaction, and mentors’ perceptions of student outcomes. Furthermore, documenting mentor contact hours, staff contact hours, and the nature of contacts with students will allow the program evaluators to determine which aspects of Success Mentors were most impactful.

Gathering of Data to Measure Program Progress, Goals, and Objectives: Data collection already has begun through interviews with school personnel to understand the environment in which the program will operate. Additionally, a sampling of parents has provided their perceptions of skill-building priorities for their students. Data collection during the formative stage of program development is vital to program success. Additional parents and prospective mentors and students will be interviewed in the coming months using elicitation focus groups and interviews. Results will inform the evaluation and the design of data collection tools.

Outcomes data from both the intervention group (Success Mentors) and the comparison group will be collected three times during the school year: at baseline (before the program is implemented), mid-year, and, at the end of the school year. In subsequent years, baseline data will be collected from new, incoming students only. Multiple data points allow the evaluation team to identify trends over time. Quantitative data will be collected via valid and reliable paper/pencil survey tools that will be developed by the UT evaluation team. Such tools will measure variables such as motivation, willpower, knowledge, and self-efficacy. School records and reports from teachers and parents (e.g., attendance records, academic performance, and discipline records) will be collected during the same three points each school year. Focus groups, personal interviews, and telephone interviews will be used to collect qualitative data throughout each school year from mentors, parents, students, program staff members, and teachers. Such a thorough, mixed-methods approach to data collection will ensure that the evaluators can successfully measure program progress, goals, and objectives.

Projected Indicators of Success: The projected indicators of success are listed on **page 2** under question 4 (see “Outcomes to Measure Success”). If a program has been designed well, the indicators of success can be found within the program’s SMART objectives. **Appendix A** includes the structural program design that clearly delineates the indicators and measures of success in each S.M.A.R.T. objective.

Anticipated Barriers to Successful Evaluation: The Success Mentors team does not anticipate barriers that will inhibit successful completion of a strong program evaluation. UT’s skilled and experienced evaluation team and the necessary partners are already in place and prepared. However, there may be potential barriers to successful results of program evaluation. Achieving successful results of the program evaluation may be negatively impacted by the following potential barriers: 1) low enrollment in the program, 2) low rate of volunteerism by adult mentors, 3) potential attrition of students if they choose to leave the program from year to year and, 4) mobility of students (i.e. changing schools) within the school district. A strong program evaluation will facilitate the awareness of perceived or tangible barriers that may minimize program impact and help to identify strategies to overcome such barriers.

14. Applicants are to complete the program model.

The Program Model can be found as an attachment entitled **Program Element – Success Mentors Program Model**. It clearly identifies alignment between Resources, Program Activities, Outputs, Outcomes, and Goals.

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.

Partners In Education, Cedar Creek Church, ProMedica, TPS, UT, and other partners are committed to sustaining Success Mentors long past the three year grant cycle. A program of this scope and design is needed in Toledo and the community has rallied around initiatives aiming to increase Lucas County graduation rates.

Financial Sustainability: PIE has a strong reputation as a result of its historical role of building, managing, and sustaining strong partnerships and programs in Toledo. This credibility *and* an impeccably-designed program creates confidence that this model will be invested in locally through on-going grant seeking. PIE has leveraged the match requirement of Community Connectors to generate investments from its very engaged Board of Trustees who have pledged cash contributions. PIE also hosts two signature fundraising events annually: the Toledo Dragon Boat Summer Learning Festival and Beethoven and BBQ. Proceeds from these events support operating and administrative expenses to ensure all public funds go directly to programming. Additionally, the collaborative nature of Success Mentors yields in kind contributions of space, marketing and promotion materials, and other resources from each of the partners included. Finally, because of the proposed outcomes of Success Mentors, local universities, colleges, and employers will be asked for in kind, cash, and staff intern support.

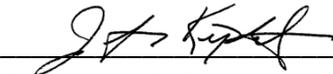
Sustainability of Partnership: The partnership surrounding Success Mentors is highly sustainable. All organizations involved have a history of partnership and there is clear synergy in mission, vision, and values. Further, there is exceptional leadership within each organization and a robust communication plan. Beyond that, the goal of Success Mentors aligns very clearly with many community priorities. Aspire is a local priority that unites community partners around the healthy development of children, cradle to career. One of the five areas of focus is post-secondary readiness. Success Mentors will impact this outcome area directly. United Way of Greater Toledo has identified increasing graduation rates as one of its Live United 2020 goals. The activities of Success Mentors directly contribute to this work.

Each partner within this collaboration is well-regarded in Toledo; the priorities of the Toledo community are in direct alignment with the opportunities of this program; Success Mentors' program design is very strong. The combination of these three factors assures the sustainability of this important work.

Application Section V: Program Budget

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

The full budget form has been submitted as **Program Element – Success Mentors Budget Form**. Partners In Education is committed to responsible stewardship of all investments and will demonstrate fiscal responsibility with funds contributed through Community Connectors. The local match will be comprised of in kind personnel time and cash from existing Board of Trustees' pledges, The Toledo Rotary, Owens Illinois, and fundraising efforts. PIE, Cedar Creek Church, ProMedica, TPS, and UT are confident this investment will yield a stronger Ohio where students have a sense of hope for a bright future and the resources to succeed in school and life.

By clicking this box, I (Insert Name) **Jennifer Kephart** -  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.