

**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.

Project GRAD Akron will target 9<sup>th</sup> through 12<sup>th</sup> grade students at Buchtel Community Learning Center (CLC), formerly known as Buchtel High School, of the Akron Public Schools, Akron, Ohio. All Buchtel students are served by Project GRAD Akron (PGA), a non-profit educational reform program whose aim is to ensure a quality public school education for all at-risk children in economically disadvantaged communities so that high school graduation rates increase and graduates are closing the achievement gap prepared to enter and be successful in college. Buchtel CLC is a member school of the New Tech Network which is focused on re-imagining learning to equip students with 21<sup>st</sup> Century skills for success in post-secondary pursuits and have a skill set that prepares them for 21<sup>st</sup> century careers. For the mentoring component of the program we will target a minimum of 80 high school students under the terms of the grant.

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

In addition to the other services Project GRAD Akron provides to the students at Buchtel, the GRAD Mentors! program will specifically serve:

- Year 1: 20 – 12<sup>th</sup> graders, 20 – 11<sup>th</sup> graders, 20 – 10<sup>th</sup> graders, and 20 – 9<sup>th</sup> graders, total 80 students.
- Year 2: 20 – 12<sup>th</sup> graders, 20 – 11<sup>th</sup> graders, 20 – 10<sup>th</sup> graders, total 60 students *with continued support for first year college students.*
- Year 3: 20 – 12<sup>th</sup> graders, 20 – 11<sup>th</sup> graders, total 40 students *with continued support for first year college students.*

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

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

Item C: Our program design will be an expansion of existing Project GRAD Akron College and Career awareness and readiness programming through the addition of a formal mentoring component.

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

Founded on the principles of a comprehensive national initiative, Project GRAD (**G**raduation **R**eally **A**chieves **D**reams) Akron's goals are to improve the success of urban school students to academically achieve, graduate from high school, and enter and complete a college education. In collaboration with community partners, Project GRAD Akron's mission is to provide a system of programs, supports, and scholarships for underrepresented students to achieve success from kindergarten through career. Since 2002, Project GRAD

Akron has provided services and programs to students and families in the Buchtel Cluster of the Akron Public Schools. Additionally, since 2006 Project GRAD Akron has awarded more than 300 Buchtel graduates with scholarships of \$4,000.00 each, for a grand total of nearly \$1.4 million. In order to receive the Project GRAD Scholarship, Buchtel students must fulfill the requirements of the rigorous Project GRAD Akron Learning Contract. These requirements include academic, attendance, and graduation requirements as well as the completion of programs and services offered by Project GRAD at Buchtel, on local college campuses, and in the community. Our rich history of continuous value-added and student-centered programming provides us with a firm foundation of well established relationships with school personnel, students, families, and other community partners which supports this program expansion. Additionally, we have the operational infrastructure in place to implement and manage this program expansion.

The **GRAD Mentors!** program will enhance the services we currently provide to the students and their families and will deliver another sphere of support for students by directly meeting their individual needs so that they are able to create a personal vision for their future that is founded on their strengths. Through structured, caring, and committed personal relationships with an adult mentor, students will be empowered to realize their full academic and social potential.

In order to maximize the effectiveness of the mentoring relationships, students who are recruited and participate in GRAD Mentors! will be provided with mentoring services based on their grade level at entry. Upon graduation from Buchtel, our hope is that the mentor – mentee relationship will carry over into the college years for continued support.

**9<sup>th</sup> and 10<sup>th</sup> Grade Students** will participate in the **TEAM Mentor** program. This program will provide mentoring services through monthly roundtables during the school year facilitated by teams of mentors. Team mentors will be required to have a college degree or at minimum be a current junior or senior in college. The student to mentor team ratio will be one team of two mentors for every four students (2:4), as prescribed by The National Mentoring Partnership as the standard for Team Mentoring. Monthly roundtable topics will be based on Project GRAD Akron's Destined for Success curriculum which includes both large group and small mentor team groups with presentations and hands-on activities to develop the soft skills for success. Specific skill building knowledge and activities will cover communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. This cohort of students will work together to design and implement a community service project. Upon successful completion of the Team Mentor program, the students as rising juniors will be matched in a traditional mentoring relationship. All mentees will have the opportunity to participate in Project GRAD programming throughout the year as well, including college and career workshops, cultural and civic activities, and community events.

**11<sup>th</sup> and 12<sup>th</sup> Grade Students** will participate in **traditional mentoring** through a match with an adult mentor (same gender and college educated) who has been recruited, vetted, oriented, trained, and matched with a high school student through a comprehensive matching selection process. The mentor will be required to commit to a total of six (6) hours of interaction with the mentee per month, at minimum, four (4) hours in person and two (2) hours of **e-mentoring**. In addition, the mentor and mentee will attend four roundtable sessions during the year (quarterly) which will include a social competence building component and an educational component. Specific focus areas of the workshops will include: relationship building/strengthening, goal setting, self-awareness and self-efficacy, soft skills, study skills, time management, and career spotlights. Each program year will culminate with both a college visit and career shadow day. All mentees will have the opportunity to participate in Project GRAD's College and Career Central program which is a comprehensive college readiness course designed for 11<sup>th</sup> and 12<sup>th</sup> grade students which provides information, knowledge, resources, and skills so that students are prepared for life after high school graduation, whether it be college, the Armed Services, or directly into the work world.

The Community Connectors core principles will guide all program activities and outcomes.

- 1) **Setting Goals to be prepared for 21st Century Careers** – Buchtel CLC New Tech students utilize Project Based Learning (PBL) to master academic content knowledge. Within this instructional approach students learn the essential skills for success in today's world. Critical thinking, problem solving, communication, and collaboration skills are embedded in the PBL learning process. Each of these skills will be reinforced through GRAD Mentors! activities to strengthen the “soft skills” and college-success skills which are vital to personal accomplishments. Mentors will work with students to develop systematic goals for their continuing and future career path through their mentoring relationship.
  - a. Outcomes: Students will apply critical thinking skills, demonstrate abilities in both written and oral communication, utilize problem solving skills, and practice ability to work on a team.
  
- 2) **Building Character** – Project GRAD Akron programming for Roundtable Sessions will focus on the Six Skills for Success - Commitment, Confidence, Courage, Creativity, Determination, and Integrity. Mentors will support student awareness of the application of and utilization of these skills through mentoring activities, in groups or on an individual basis. Additionally, the mentors will demonstrate these character building traits and model these skills which will provide students with the ability to integrate knowledge into applied behaviors through modeling. Mentees will participate in the development and implementation of a community service project during the school year.
  - a. Outcomes: Students will recognize and practice positive character traits, demonstrate respect for self and others, practice conflict resolution techniques, define and demonstrate strong character.
  
- 3) **Developing Pathways to Achievement** – Students will develop strong personal relationships with their mentor utilizing in-person and on-line interaction. Through this relationship, mentees will be progressively guided through a process of researching opportunities and establishing life goals that will impact their future. The process will involve making decisions and problem solving. Established goals will include immediate and future plans, as well as goals for their personal lives related to social competencies and societal norms that will position them on a path to success. Student achievements will be recognized and celebrated.
  - a. Outcomes: Students will develop S.M.A.R.T. goals, identify and utilize decision making skills, discuss career goals, and demonstrate improvement in academic performance and life skills.
  
- 4) **Building Resiliency** - Utilizing the Strengths-Perspective, focusing on what is right with students rather than what is wrong, mentorsMentors will provide a means for students to develop optimism through shared experiences of setting realistic goals and working toward goal achievement, challenging negative thoughts with positive options, identifying success and celebrating, and providing students opportunities to implement developing skills sets. Self-efficacy will develop through concrete activities as well as vicarious experiences /with /their mentor/Mentor.
  - a. Outcomes: Students will demonstrate their self-awareness, identify their strengths, and manage their feelings.
  
- 5) **Believing in a Positive Future** – Through the process of cultivating strong mentor relationships and exposure to circumstances outside of their known world, students' world view will be expanded and their ability to realize the opportunities available to them will positively impact their view of their potential. Mentors will inform students about the post-secondary and career possibilities that await them, as well as personal goals of lifestyle choiceslifestyles through concrete connections between education and career-outcomes.
  - a. Outcomes: Students will develop strong relationships with adults and peers, define career options available to them, explain their future plans, and analyze and illustrate their potential.

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

Prior to program commencing:

- Hire program staff and develop job descriptions.
- Confirm management team duties and responsibilities.
- Marketing of GRAD Mentors! Program to students, families, and the community.
- Recruitment and selection of Mentees – Buchtel CLC students entering grades 9 through 12, identified with a 2.4 or greater CGPA (Cumulative Grade Point Average) and have a signed Project GRAD Learning Contract on file.
- Presentations to Project GRAD's network of civic, church, and professional organizations and to Greek-letter alumni and alumnae organizations regarding additional opportunities to support the students through the PGA's expanded program GRAD Mentors!
- Recruitment, selection, and intensive training of Team Mentors and Traditional Mentors – the process will include results from a Criminal Background Check, both state and national.
- Selection and matching process of mentors and mentees.

(All above stated activities will be conducted utilizing the operational standards of The National Mentoring Partnership, Elements of Effective Practice for Mentoring™)

Program Implementation:

- Orientation for students and parents – students and their parents will be provided with program expectations and asked to sign a Mentee Partnership Contract detailing the students and parents obligations to the program.
- GRAD Mentors! Kickoff Cook-out for official program commencement – a celebration to begin the program year.
- Mentor-Mentee Activities:

Team Mentoring: An orientation program will take place prior to the monthly roundtable sessions.

The agenda for each monthly roundtable session will be an Ice-Breaker activity, a short presentation followed by hands-on activities in the small mentoring groups facilitated by the Team Mentors. The roundtable topics will include communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism. Each session will end with a short "Life" Bulb activity that will be based on a specific life skill experience of the Team Mentor. A meal will be served each month. Students will be required to journal their reflections of the session on a monthly basis and mentors will provide written feedback to the students writing. Mentors will be required to maintain a checklist for each student documenting their attendance, participation, and any issues that need to be addressed by the program coordinator. A year-end culminating event will take place which will include recognition of accomplishment of each student. Sophomore students will participate in bridging activities for induction into the Traditional Mentoring program.

Traditional Mentoring: Mentor and mentee matches will be provided with an individualized introductory coaching session and orientation which will confirm understanding of the parameters of the in-person and e-mentoring activities. Mentors will contact their mentee to schedule their weekly meetings (time and place) and their e-mentoring activities. Mentors will have been trained to conduct activities with their mentee to meet program objectives. Weekly documentation of in-person and on-line activities will be maintained by mentor and submitted on a monthly basis. The mentor and mentee will attend quarterly Roundtable sessions. The agenda for these sessions will include: an ice-breaker, a short presentation, an activity to reinforce the new topic or skill, followed by a meal and fellowship. Roundtable presentations will include learning about relationship building/strengthening, developing S.M.A.R.T. goals, how to become more self-aware and realizing personal strengths, develop study and time management skills, and learn about a variety of career

paths through career spotlights (a career path will be explored and a representative from that field will speak). Each mentee will be required to journal their reflections of the session and their mentor will provide feedback. Toward the end of each program year, the matches will attend a college visit together. During the program year, the mentor will coordinate an opportunity for the mentee to shadow a professional, which could include themselves, in a work environment for one day. Additionally, we will provide support services to students during their first year of college after matriculation from the mentoring program.

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

The **GRAD Mentors!** Program design is based on best practices as identified by **MENTOR - The National Mentoring Partnership** ([www.mentoring.org](http://www.mentoring.org)), which has established evidence-based national standards for quality mentoring programs. MENTOR's Elements of Effective Practices for Mentoring™ has utilized and incorporated evidence from both the "latest mentoring research and evidence from experienced mentoring practitioners", to develop the Benchmarks and Enhancements (best practices) of proven effective mentoring programs (A Checklist for Mentoring Programs, MENTOR, Metlife Foundation). These evidence-based practices are believed necessary ingredients to produce "positive mentee outcomes". Our program will integrate the six evidence based operating standards as practice for program implementation, including recruitment, screening, training, matching, monitoring and support, and closure. The MENTOR "Checklist for Mentoring Programs" will serve as our guideline for program development and implementation for responsible mentoring.

Our model has incorporated program activities from the **iMentor Program**, "iMentor builds mentoring relationships that empower students from low-income communities to graduate high school, succeed in college, and achieve their ambitions. Students work with their mentors one-on-one, in person and on-line, to develop strong personal relationships, nurture a college aspiration, navigate the college application process, and build critical skills that lead to college success. Since 1999, iMentor has connected 13,000 students with mentors, through our partnerships with public high schools in New York City and nonprofits nationwide", iMentor, [www.imentor.org](http://www.imentor.org). The iMentor program has conducted both in-house and external evaluations which have concluded that their program has had a "statistically significant impact on: Standardized test scores, English grades, and school attendance", in addition to 75% of iMentor graduates having enrolled in college in 2013 and 85% of mentees reported their mentor is someone they can trust. During the State of the Union Address in 2014, President Obama referred to the iMentor program as being a successful program for "improving college opportunities for young people".

All Mentor applicants must pass a Criminal Background Check, state and national/FBI, per Best Practices. The background checks will be completed and processed for "Working with children". (Ohio Attorney General's Office). Determination of ability of volunteer to Mentor will be based on results with disqualifiers based on Ohio Revised Code.

We will utilize the KnowHow2GO Mentor Workbook. The workbook provides "Tips and tools to educate yourself and that important student in your life about the college preparation process....and have fun while doing it" (KnowHow2GO Mentor Workbook, MetLife Foundation). KnowHow2GO is a national college access movement established in 2007 which provides activities to prepare low-income and first generation students for college. [www.KnowHow2GO](http://www.KnowHow2GO).

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.

Project GRAD Akron has gained prominence in the community for service to youth, their families, and the community over 12 years with impact outcomes. Examples of impact outcomes include, a greater number of students graduating from high school, an increase in the number of students and families accessing more school and community services and supports, a greater number of stakeholders engaged in a college-going culture, and over 30 Buchtel350 seniors being awardedreceiving over \$1.4 million dollars in Project GRAD College Scholarships with opportunities to leverage additional scholarship dollars. Our Bridge to Kindergarten, a kindergarten transition program (10 years, 581 families served), Kids2College, an early outreach program for 5<sup>th</sup> through 8<sup>th</sup> grade students (5 years, 1299 students served), and our College Institutes, college access and academic support/remediation (11 years, 895 students served), are established programs that have each been developed and sustained through community collaborations and partnerships with the Akron Public Schools, The University of Akron, Kent State University, Stark State College, Junior Achievement, and College Advantage, to name a few of our partners. Our impact has resulted in positive change, influenced community assets, and led to leverage outcomes for organizational support. We conducted formal program evaluations formulated by logic models which provided outcomes that met or exceeded our expectations.

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

**Successful Collaboration:** Project GRAD Akron has a long history of bringing together community agencies and organizations to form successful program collaborations. The success is built on comprehensive planning and constructive communication, as well as utilizing the strengths and resources of each partnering organization for cohesive mutual goal attainment. Our organization brings to the group a comprehensive understanding of the community (internal and external), having intimate knowledge of the culture and values of the participating groups, and has a culturally competent staff. Fundamental precepts of our collaborative programming have been mutual respect, compatible values, capacity building based on self-interests of each collaborator, and consensus building for attaining program goals. Our experience will guide this project and maintain program integrity through preserving our commitments to uphold our core values.

**Success Indicators:**

- Retention in program – average number of Roundtables attended by Team Mentoring Youth, average number of monthly interactions with Traditional Mentoring Youth
- Student Attendance – student school attendance percent at end of each school year
- Student Engagement – number of students who remain for one year, two years, three years
- Mentor Engagement – number of mentors who remain for one year, two years, three years
- Mentor Self Satisfaction – number of mentors satisfied with program results
- Goal Setting – number of goals established and number of goals achieved
- Student Persistence in First Year of College – number of students who attend and continue in continuing in college their first year of college
- Student Self-Efficacy – number of students with increased self-efficacy
- Evaluation – percent of evaluation activities completed by youth and mentors
- Relationships – percent of relationships sustained one year, two years, three years
- Youth – number of youth served during program
- Outcome comparisons and multi-year experiences of students/mentees

## 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

**NAME AND TITLE: Jacqueline Silas-Butler, Executive Director, Project GRAD Akron**

RESPONSIBILITIES FOR PROJECT: Project and financial oversight; recruitment of partnering organizations, fundraising activities for program sustainability.

QUALIFICATIONS: Bachelor of Arts degree in History and Political Science, Juris Doctor degree

PRIOR RELEVANT EXPERIENCE: More than 30 years of legal experience, including serving as Judicial Magistrate with the Summit County Juvenile Court, Assistant Prosecuting Attorney, and chairperson of numerous community programs to benefit youth, including serving as the chairperson of various youth programs and scholarship for her church and sorority.

**NAME AND TITLE: Laurie Curfman, BASW, MA, Director of Programs, Project GRAD Akron**

RESPONSIBILITIES FOR PROJECT: Project Coordinator – program design, implementation, management, oversight, and evaluation.

QUALIFICATIONS: Bachelor of Arts in Social Work, Master of Arts with a concentration in School and Community Administration.

PRIOR RELEVANT EXPERIENCE: Over 15 years of work with school and community collaborative programming in urban school settings through successful program development, implementation, and evaluation, as well as direct services for youth and families. Cultivation of sustained and strong partnerships and collaborative efforts with community agencies and organizations, and institutions of higher education. Passion for working with youth to provide them with exposure and opportunities to support and enhance their academic and personal achievement.

**NAME AND TITLE: Sonya Gordon, Principal, Buchtel Community Learning Center** David James, Superintendent of Akron Public Schools

RESPONSIBILITIES FOR PROJECT: Program support through data sharing, facility/classroom space, recruitment support, parental contacts, program promotion.

QUALIFICATIONS: Principal, Buchtel Community Learning Center

RELEVANT EXPERIENCE: Mrs. Gordon has served as the Administrative Principal at Buchtel for five years and previously as an Assistant Principal for an additional six years. She was instrumental in the planning and implementation of Buchtel becoming a member of New Tech which has re-imagined teaching and learning through a rigorous project-based learning curriculum.

**NAME AND TITLE: Rev. Dr. Charles Tyler, Pastor, Wesley Temple AME Zion Church**

RESPONSIBILITIES FOR PROJECT: Recruitment of mentors, participation in partner meetings, and participation in sessions & program activities.

QUALIFICATIONS: Bachelor Degree in History Education, two graduate degrees in Educational Administration and Public Administration, and Juris Doctorate degree.

PRIOR RELEVANT EXPERIENCE: Church Pastor, school board attorney for Richmond Heights School District, husband and father to three children, developed ministries for child care, nutrition, employment, education, and finance management programs. He is a visionary, insightful, and research oriented.

**NAME AND TITLE: Elizabeth S. Bartz, President & CEO, State & Federal Communications, Inc. BUSINESS**

RESPONSIBILITIES FOR PROJECT: Seeking corporate & business organizations to participate in job shadowing experiences and career exploration opportunities; Recruitment of mentors, serving as mentors, participation in partner meetings, and participation in sessions & program activities. Fundraising support for program sustainability.

QUALIFICATIONS: Degrees in journalism ('80) and a master's degree in political science ('82) from Kent State University. She joined State and Federal Associates in Alexandria, Virginia, in 1983 to manage that company's government compliance publications. Ten years later, Bartz purchased the compliance publications department from State and Federal Associates and moved its operations to Akron, Ohio.

PRIOR RELEVANT EXPERIENCE: Active supporter of Project GRAD Akron and has served on various fundraising committees for the organization. Organization has provided in-kind staff support as well as corporate support to organization.

**NAME AND TITLE: Jacqueline Jackson, Evangelist and Youth Director, Greater Holy Trinity Church of God in Christ**

RESPONSIBILITIES FOR PROJECT: Program advertisement, recruitment of mentors, participation in partner meetings, participation in Roundtable sessions, program activities, and general program support.

QUALIFICATIONS: Bachelor of Arts degree. Pursuing Masters Degree. Youth Ministries Director and employed in fund development at Kent State University.

PRIOR RELEVANT EXPERIENCE: Experience with youth through her ministries with the church, has worked with Buchtel students through a variety of programs and services, highly involved in numerous community outreach activities.

**NAME AND TITLE: Theresa Carter, President, OMNOVA Solutions Foundation**

RESPONSIBILITIES FOR PROJECT: Seeking corporate & business organizations to participate as mentors and in job shadowing experiences and career exploration opportunities; fundraising support for program sustainability.

QUALIFICATIONS: Served nearly 30 years with the OMNOVA Solutions, formerly General Tire and GenCorp. Received her Bachelor of Arts degree from the University of Alabama and has been actively involved in the Akron community for over 30 years. The OMNOVA Solutions Foundation is dedicated to making a positive impact in the communities where the employees of OMNOVA Solutions Inc. work and live. The Foundation's highest giving priority is education, with more than half of its annual budget devoted to supporting pre-K through university level programs and organizations that teach and motivate America's future leaders and workers. For example, the Foundation's annual scholarship program helps young adults in OMNOVA's plant communities realize their dream of a college education. In addition, the OMNOVA Solutions Foundation supports programs for economic development and activities related to improving health and quality of life.

PRIOR RELEVANT EXPERIENCE: Previously served on the Board of Directors for Project GRAD Akron and actively continues to support fundraising activities of the organization.

9. 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.

<b>GRAD Mentors! PROGRAM IMPLEMENTATION TIMELINE: YEARS 1 - 3</b>		
<b>Task</b>	<b>Description</b>	<b>Time Period</b>
<b>PLANNING:</b>		
		<i>April - May, 2015</i>
Structure the Mentoring Program (Year 1, 2 & 3 as needed)	Identify staff, Commence Advisory Committee, Create and develop all program forms, develop Procedure Manual, design/print marketing materials, develop tracking systems.	
<b>MENTOR/MENTEE RECRUITMENT AND SELECTION:</b>		
		<i>May - August, 2015</i>
Mentor Recruitment (Year 1, 2 & 3 as needed)	Make contacts and distribute marketing materials. Follow-up with all inquiries. Distribute and collect completed Application Packets.	
Mentee Recruitment (Year 1, 2 & 3 as needed)	Identify and recruit students. Develop criteria for mentee selection. Recruit and register targeted participants.	
Mentor/Mentee Selection (Year 1, 2 & 3 as needed)	Select participants who meet the established criteria.	
<b>ORIENTATION AND TRAINING:</b>		
		<i>August – Sept. 7, 2015</i>
Pre-Orientation and Training (Year 1, 2 & 3 as needed)	Conduct intensive staff training. Administer pre-testing.	
Mentor Orientation (Year 1, 2 & 3 as needed)	Orient selected/registered mentors to the program. Consent to a federal and state background check.	
Mentee/Parent Orientation (Year 1, 2 & 3 as needed)	Orient selected/registered students into the program. Students and their parents will sign a Mentee Partnership Contract detailing the students and parents obligations to the program.	
Mentor Training (Years 1, 2 & 3)	Mentors attend an intensive training session.	
Mentor Application Review, Screen and Selection (Year 1, 2 & 3 as needed)	Applications reviewed and screened/background checks completed.	
<b>MATCHING:</b>		
		<i>September, 2015</i>
Pre-Matching	Match mentor and mentee on the biases of information from application.	<i>August – Sept. 4, 2015</i>
Kick-Off (Years 1, 2 & 3)	Kickoff Cook-out for official program commencement activity. Mentors and Mentees meet.	<i>Date: TBD, Week of August 24th24th24th24thSeptember 7th</i>
Mentor/Mentee Activities (Years 1, 2 & 3)	<b>Team Mentoring Program</b> – Monthly roundtables during the school year facilitated by teams of mentors. Community Service Project. ----- <b>Traditional Mentoring Program</b> - Mentors and mentees meet to develop schedule of in-person and e-mentoring. College visit and job shadowing activities.	<i>September 2015 – June 2016</i>  <i>Monthly/quarterly/ on-going</i>
<b>ONGOING PROGRAM SUPPORT:</b>		
		<i>August 2015 - July 2016</i>
Additional Mentor Training and Support Sessions. (Year 1, 2 & 3 as needed)	Mentor support meetings. Monitor mentor/mentee relationships.	
Feedback from Mentors and Mentees (Year 1, 2 & 3)	Collect feedback from mentors and mentees through post-test activities.	
<b>RECOGNITION:</b> (Year 1 - 3)	Culminating event & Closure activities for program year.	<i>May-June, Annually</i>
<b>EVALUATION:</b> (Year 1, 2 & 3)	Collect, analyze, present data. Measure outcomes and conduct evaluation. Review Program progress and refine as needed.	<i>On-going Annually Annually</i>

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. **Mentors:** The screening process will require a written application, a reference check, Criminal History check, In-person interview, Proof of Insurance (Traditional Mentor), Check of prior volunteer experience, and orientation. Applicants must sign an agreement to: a one year commitment, attend training sessions, notify program coordinator of any concerns or problems, maintain confidentiality of youth discussions, and ask for help when needed. Orientation will include a program overview, learn what mentoring is and the benefits of mentoring, the expectations and restrictions, specific time commitments, addressing safety issues, explanation of program policies and procedures, and a schedule of program activities. Monitoring will be conducted monthly with check-ins to address activities, safety, concerns, youth development, and relationship development. (MENTOR™)
- B. **Mentees:** Students will be identified by grade level and counselor referral. Program pamphlet stating benefits and expectations of mentees and their parents will be distributed with follow-through. Students will complete an application, an interview, and an interest inventory. A mentee profile will be developed. Student and parent will complete a Mentee/Parent Contract and Permission form. Mentees and parents will be required to participate in an orientation.
- C. **Family Involvement:** Parents will be required to attend the Mentee orientation. They will be invited to attend the opening and closing activities. Parents will receive a monthly touch-base contact by phone or email (their preference) from their child's mentor. **Mentors:** After the initial trainings prior to the program commencing, quarterly workshops will be offered for on-going support and will include the topics of "Relationship Building", "Activities to Do with Your Mentee", "Communication and Conflict Resolution", "Values and Self-Awareness", and an opportunity to network and share experiences.
- D. Fiscal Accountability and Faithful implementation of project: Budget reconciliations will occur at the end of each month to maintain fiscal accountability. A checklist of program activities will be maintained to ensure the program is on track and meeting all required objectives.
- E. Other: We will utilize the MENTOR™ "Tools to Structure Effective Program Operations", from the National Mentoring Partnership's *How to Build a Successful Mentoring Program Using the Elements of Effective Practice Tool Kit* ([www.mentoring.org/program\\_resources](http://www.mentoring.org/program_resources)).

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

**See attached Roles and Responsibilities Worksheet.**

Lead Non-Profit: Project GRAD Akron; School District: Akron Public Schools, Buchtel Community Learning Center (Grades 7 -12)CLC; Faith-Based Organization: Greater Holy Trinity Church of God in Christ and Faith-Based Organization: Wesley Temple AME Zion Church; Business: State and Federal Communications; and Community Non-Profit: OMNOVA Solutions Foundation.

## 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.
- a. Student and Mentor Program Enrollment and Participation: We will maintain sign-in sheets for all activities, both Mentor and Mentee, and track attendance, documenting hours on task. Each Team Mentoring mentee will complete a Reflection Ticket for all activities. Each Traditional Mentor will submit a monthly Communication Log documenting both hours of contact and details of interactions. All attendance and hours will be managed utilizing a spreadsheet for monthly data collection. Case Management documentation will be maintained for each student.
- b. We will utilize the following evaluation tools to document intervention outcomes:
  - i. Student interviews conducted by Jesse Foster, professional Impact Evaluator.
  - ii. Student Attitudes: Youth View™ OST- The Youth View™ OST (Out of School) is a validated social emotional survey instrument that measures non-academic indicators, including School Climate Factors (Adult Relationships, Peer Relationships, Sense of Safety), Sense of Belonging (do students feel connected to program?), Student Motivation Factors (Self-Efficacy), and Student Aspiration Factors (Future Self and College Identity).
  - iii. Student academic achievement - semester GPA (Grade Point Average), and grades.
  - iv. Program specific evaluation instruments – we will utilize survey tools from MENTOR – The National Mentoring Partnership Tools for Effective Program Operations, including The Parent Survey, Mentor Evaluation/Program Impact, Gauging the Effectiveness of Youth Mentoring –youth, and combined program evaluation, Program Coordinator, mentor, Mentee Program Evaluation.
  - v. College and Career Readiness (CCR) Student Survey – University of Illinois, Urbana. This survey instrument provides results to document change in three domains – decision making, multi-tiered instruction and intervention, and effective collaboration and coaching.
  - vi. College Preparation: Entrance exams (ACT/SAT), FAFSA completion rates, Application and Acceptance rates
- c. Projected Indicators of Success
  - Retention in program
  - Student/Mentor Attendance and Participation
  - Student Engagement
  - Mentor Engagement
  - Mentor Self Satisfaction
  - Goal Setting
  - Student Persistence in First Year of College
  - Student Self-Efficacy

d. Anticipated barriers: The greatest barrier we anticipate is attrition of students. There are numerous factors causing students to withdraw from Buchtel, the two main causes are family mobility and school choice. We also anticipate a small number of mentors who withdraw from the program due to work or family obligations. To address these potential barriers, we will have open recruitment for both mentors and mentees to maintain our program participation goals.

14. Applicants are to complete the program model.

**See 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.

We will work closely with our applicant partners to strengthen our intra-connections as well as to develop additional partner connections based on positive program results. We anticipate impactful outcomes at the end of year one that will serve to promote the value of an investment in our program. The fund-seeking cycle will continue with the added support and leverage of our applicant partners. Additionally, we conducted market research to gather data which would provide us with a solid indication of the level of support we could receive from our community stakeholders for this initiative. Cold calls were made to a dozen agencies/organizations/businesses that have connections to Project GRAD Akron in a variety of forms. The calls were followed up with an emailed flyer describing the potential mentoring opportunity. Our responses overwhelmingly indicated support for this initiative in terms of involvement in a variety of ways, all twelve contacts made affirmed the interest of their organization/business in participating with the program. We firmly believe that through cultivating these relationships we will have the support we need to continue the program at an impactful level, whether it be by the organizations providing mentors, other volunteer support, in-kind contributions of supplies, materials, expertise, or by cash donations.

We will vigorously pursue the generation of funds to sustain this program through development channels of corporate and individual donations, foundation funding, fundraising, and grant applications.

#### **Application Section V: Program Budget**

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

*By clicking this box,  I (Insert Name) **Jacqueline A. Silas-Butler, Esq.**, 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.*