

COMMUNITY CONNECTORS GRANT 2015  
NEW PASSAGE MOON SHOOTERS GRADES 5 AND 6

**PLEASE RESPOND TO LEAD APPLICANT THROUGH:**

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**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 is grades 5 and 6 from Central Academy of Ohio (CAO) has a poverty rate of 87% under Toledo City schools in Ohio. The New Passage Moon Shooters will be serving interested students and students referred by the school administration, teachers, and counselors as being at-risk for meeting school academic progress, withdrawn from society, lack personal self-worth, have disregard for enhancing the community, or has no interest plans for the future.

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

The New Passage Moon Shooters will serve a minimum 30 students per year in one-on-one and small group sessions. Grades 5 and 6 will be the target population.

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.

The New Passage Moon Shooters project will link professionals and skilled laborers with interested students in grades 5 and 6. Students will be provided opportunities to observe, experience and participate in building new skills for 21<sup>st</sup> Century careers. Through these relationships, students will be empowered to believe they can shoot for the moon and at least reach the stars.

Weekly each student will receive a visit by their mentor either at school or at one of the designated sites. Additional virtual mentorship time will be offered on in-climate weather days. Students will meet one-on-one with tutors and in group settings. Weekly site visits include homework help, behavioral

health training, self-esteem building, 21<sup>st</sup> Century skill building and participation in local entertainment events throughout Lucas County.

Being visible as a mentee is equally important as a mentor. The more a mentee has an opportunity to be visible, the more the mentee will desire to show off the new skills learned and build positive character. Practice makes perfect. Students receive an abundant amount of opportunities to practice modeling positive behaviors and mannerable skills.

Mentees will receive monthly on-site job training and observance skills for potential future careers. One of the future career foci is the Northwest Ohio and Southeast Michigan automotive industry. The productions, sales and management of the automotive industry will play an important role in student skill building. Mentees will also receive first hand training of the real estate industry. Mentee students will receive first hand observations of several 21<sup>st</sup> century careers in which training and job placement is offered in Lucas County.

- Students will receive bi-weekly goal skill building activities that are practiced with their mentor. 21<sup>st</sup> Century learners will need to learn how to set short term and long term goals in order to improve their school academics and prepare a future career. Goal building also assists students in accepting personal responsibility in their actions.
- The NPMS program promotes building character by showing each student his/her self worth. Mentor/mentee activities and group events will be scheduled that promote and instill students' ability to view themselves and others worthy of positive communications and interactions. Building character will stem from giving respectful feedback to the students' community.
- The NPMS mentors will assist mentees with developing pathways to achievement by assisting in homework help and study skills. Mentors will review weekly homework assignments and answer questions posed by mentees. Mentors will have the assistance of a licensed Ohio educator available as needed to answer questions about assignments that may be unclear to the mentor. Mentors will also receive a list of online resources to refer to in case answers are needed expediently to academic questions. Mentors will also provide mentees with online free resources and study practice sheets as needed to assist with student's ability to progress forward. Mentees will also learn critical self-adapting skills in order to counter the self-taught quick defense methods that often lead to negative outcomes. Mentees will practice creating new habits of positive problem solving skills, critical thinking, opposing peer pressure, refusing drug use and additional life-skills through active role-play with mentor and youth groups.
- Mentors will assist mentees in building resiliency by offering skills development in behavioral health processes. Self-regulation will be utilized by giving mentees steps and short procedures to follow when they feel a negative behavioral outcome is expected. Student mentees will learn their personal triggers and methods on how to manage.
- Through creating a new sense of self-worth from events and mentor activities, the mentee will develop a sense of value in his/her community. The mentees new skills will assist in action projects that build the community around him/her. These action projects prove self-value. And also show that the absence of his/her helpful actions, hurt the community. The NPMS mentor/mentee relationship and the group events will assist the mentee in personal growth. As the mentor listens to mentee explanation of challenges, a trust bond is created. The longer the mentorship partnering, the stronger the bond between mentor and mentee.

Outcomes;

1. 70% of mentees in the NPMS program will be promoted to the next grade level by the end of the year 1.
2. 75% of mentees in the NPMS program will demonstrate usage of a 21<sup>st</sup> skill from a future career of interest.

3. 80% of mentees will demonstrate practice of positive actions when faced with negative behavioral situations. This will be shown through surveys, paper/pencil outcome selection and through active role play.
  4. 85% of mentees will create their own short and long term educational and career goals along with a map on how they plan to get there.
5. Please describe the specific activities your program will conduct.

All staff will be hired by August 7, 2015 and mentors will receive trainings 4 to 6 weeks prior to start day of September 7, 2015.

Prospective mentees from the Central Academy of Ohio will return interest surveys to NPMS staff following a lunch-room presentation. Mentees will be assigned a mentor through connected interests. Mentees will have the opportunity to meet up to three times per week.

Mentors meet with mentees at the school or at one of the site locations such as River of Life Community Church. This site is located on Upton Avenue in Toledo, Ohio. It is near 475 expressway that connects highways round-a-bout the city. The site location provides access to classrooms and study areas so that the mentor can adequately provide a safe environment for the mentee. Mentees will enjoy the convenience of the location as it is near the neighborhood park of Ottawa Park Metro-Parks. The River of Life Community Church is also providing a gymnasium for sports activities and basement for larger projects and arts activities.

At a mentor/mentee session students will take interest surveys and mentors will assess needs. Homework is completed along with pre-studying for upcoming tests. Mentors will also use this time to create "play" time with mentees for social skill building.

Twice monthly guest speakers will provide youth inspirational messages and advice avenues. Guest speakers will be from various backgrounds of industry, sports, arts, entertainment and area trade school and college professionals. Additionally boys and girls will be separated to create avenues for gender skill building to enhance social and behavioral development. Boys will partake in a Rites of Passage Training and Girls will learn Debutant skills.

Once monthly peer group activities will assist in developing positive self-worth, build social and life skills and create a sense of team-building. Group events will be planned for boys and girls separately as well as together. For example, on Spa Day girls will have an opportunity to have their nails manicured and boys will spend time at the local barbershop. Monthly group events will include trips to the Mud Hens Baseball games, Walleye Hockey matches, the Henry Ford Museum of the Automobile Industry, the Toledo Museum of Arts, the Detroit Institute of Arts, Tony Packo's (Jamie Farr endorsed) restaurant and much more.

Quarterly surveys and program evaluations will be distributed. Data will be calculated and analyzed by Ohio educational program evaluators. End of year tabulations will be analyzed and data collected will be used to create program improvements for the upcoming year.

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.

Best Practices for program success will be obtained by utilizing data collected through surveys and evaluative reports distributed by the evaluator. The NPMS will model the Cincinnati Youth Collaborative and the Indiana Youth Institute to create evidence-based scheduling and procedures for student success. The Cincinnati Youth Collaborative exceeds their outcomes yearly. They have over 1900 mentors and successfully promote students in grades 2 through 12 to above average goals. The CYC also is self-sustaining and the majority of its mentor professionals are volunteer.

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.

The NPMS is a newly formed organization. One of its staff members has ran a successful Rites of Passage boys mentoring program from National Family Life Education Center. The program was based off of ten proposed outcome topics; 1) Creating self-esteem, Building social, legal and moral attitudes, Building economic skills, Building social growth through community services, Improving study habits, Improving physical fitness, Learning conflict resolution skills and preserving family history and culture. All activities are mapped and timed for increased success. The proposed director Tylisia Riley has had over 10 years experience in creating and successfully implementing after-school programming through the state NCLB programs and various community afterschool programming. She serviced students of failed schools in the Toledo Public Schools district, according to the Ohio Department of Education listings at that time.

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

Success will be determined by the percentage of improvement of the mentees as set by the outcomes. The five areas of goal setting, building self-worth, character building, improving academic achievement and believing in a positive future will be met with the following indicators;

- a. The number and percentage of youth enrolled in the NPMS program
- b. The number and percentage of youth participating in the NPMS program
- c. The number and percentage of youth who completed homework assignments while in the NPMS program.
- d. The number and percentage of youth who decreased the number of negative behavioral incidents at home or out of school time while in the NPMS program.
- e. The number and percentage of youth who pass to the next grade level by the end of the schoolyear while enrolled in the NPMS program.
- f. The number and percentage of youth who improve their state testing scores
- g. The number and percentage of youth who decrease incidents of school related behavioral referrals.

- h. The number and percentage of mentors who remain in the program for at least one year.
- i. The number and percentages of the duration of mentor stays throughout the three year program.

## **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
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- Lead Applicant Tylisia Riley, Director
  - Oversee all aspects of program management. Assign lead roles, mentor trainers, events, create log sheets for mentors and mentees, order necessary instructional materials, create transportation avenues for onsite and off-site events.
  - Bachelor of Science in Criminal Justice and Master of Arts in Criminal Justice. Ms. Riley is the administrative assistant to the Lucas County Auditor. She has a vast knowledge in avenues to connect students to the world around them.
  - Additionally she has five years experience as a director as a NCLB Educational Service Provider for Toledo City Schools.
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- Partner Tiffany Adamski, Director of Global Educational Excellence Ohio
  - Mrs. Adamski will provide classroom and gymnasium space for mentor/mentee activities. She will also create empty time blocks towards the end of the day to best facilitate time for mentor/mentee and small group sessions. She will provide space for storage of student Chromebooks and a reading library that focuses on building student character during hardship situations.
  - She has a Bachelors degree in Secondary Education, a Master's of Arts in Education and a Master of Science in Psychology.
  - Mrs. Adamski has 5 years experience as GEE's IB coordinator for Ohio, Michigan and schools in Jordan and DuBai. She also served one year as principal of Central Academy of Ohio. 10 years teaching experience in secondary and post secondary education. She creates innovative instructional models for schools in the U.S. and abroad.
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- Emory Whittington, III is the real estate broker for Whittington Group Realty
  - He will provide avenues for student exploration and practice of the real estate industry. He has 25 years experience in this industry.
  - He holds an Associate's degree in Real Estate Sales. He has 6 years experience in mortgage origination. And extensive coaching was completed under the direction of Walter Sanford &

Robert T. Kiyosaki.

- He has spent numerous years providing guidance and mentoring to youth in Toledo, Ohio at local community centers in the area of student leadership.

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.

#### TimeLine of Activities for YEAR 1

- July 2015 begin recruiting for mentors
- August 7, 2015 all staff will be hired. Training for mentors and staff will begin August 10, 2015.
- Training ends September 4, 2015
- Programming begins September 7, 2015
- Mentors visit lunchrooms at Central Academy of Ohio
- Mentees complete interest surveys.
- Permission slips are mailed home to parents. Mentors follow-up at school lunchtime for the following three school days.
- Upon receipt of permission slips, follow-up phone call from program coordinator to parent, then mentor begins one-on-one training.
- Surveys sent home to parents about student needs.
- Student mentee completes needs survey.
- Evaluator receives data for first quarter analysis.
- October starts monthly speakers and event field trips. Transportation provided from the school to events and from events to home.
- First quarter Leadership Team meeting. Concerns discussed. Adjustments made.
- December mentors, mentees and parents and classroom teachers complete surveys. Data analysis completed by program evaluator. Adjustments made to programming services as needed.
- January through April continue programming as outlined above.
- May end of year rap up. Final surveys and assessments completed from all stakeholders. Evaluator creates final end of year report.
- Leadership Team completes final end of year review of evaluator report. Leadership Team makes adjustments and creates program changes for YEAR 2. Preparation schedules are set for YEAR 2.

**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. An Ohio educational evaluator will be utilized to create screening logs, data collection materials and to monitor the compliance process. Staff will submit an up-to-date yearly BCI background check. Potential staff will be interviewed and successful candidates will show a strong desire to make a difference in the life of a child. Staff will be able to receive intervention training throughout the yearly program to assess needs and offer guidance during mentee difficulties.

b. Mentees will complete an interest survey. Upon entrance into the program, mentees will receive a one-on-one orientation from a staff member. Needs will be assessed based off of the five focus goals of the Community Connectors grant. A group orientation will take place at the first monthly event.

c. Families will be invited to all monthly group events. Monthly invitation flyers will be mailed home. The program website will also be an avenue for families to find out what's happening and the time and place of upcoming events. Monthly professional development training will be available for all staff via in-person and online web conferencing. One and a half hour training sessions after the program has begun will be given on the Lucas County Children's Services Child Abuse Prevention, CPR & First Aid, Assisting youth to succeed, Homework Help, Creating calming environments, Controlling Anger with Steps towards Control, Behavioral Health interventions, Assisting youth in setting personal goals, Interests to Careers, and Rites of Passage.

d. Fiscal accountability and compliance will be maintained by an educational financial consultant who has experience in program management of state assisted funding. All federal and state guidelines will be met in accordance with Community Connectors guidelines. This is a contracted service. Payroll will also be maintained by a contracted service.

e. Central Academy of Ohio is providing two classrooms for mentor/mentee small group sessions and areas for one-on-one connecting. The school will also make available the gymnasium during all session times.

**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.**

a. Time commitments. Each partner will contribute necessary time to complete items on their assigned task list. The school leader will be committing to time of scheduling students "free mentor/mentee" time out of class without being penalized. Her time will also be comprised of scheduling gym availability for usage.

b. Personnel contribution

No personnel contribution time is needed from Central Academy of Ohio.

No personnel time is needed from the River of Life church.

Yes, contribution of personnel time is needed in the form of inkind services from Emory Whittington, III and the New Passage Moon Shooters to assist with mentoring dialogue creation and building the student learning concepts.

c. monetary contribution

No monetary contribution is needed in year one. During year two each partner will be asked to begin sponsorship requests and build fundraising efforts in order to create sustainable funding during year two and year three.

d. shared responsibilities

All partners will be asked to attend 2 hour monthly leadership team meetings. Central Academy of Ohio will select students at-risk of dropout, academic failure and have repeated behavioral health issues.

Mentors and mentees attend group events monthly that include family and community support and attendance.

e. use of facilities, etc.

The River of Life Church and Central Academy of Ohio will be asked to provide facility usage at a minimal rent rate, in order for students to be able to meet in a safe, stable environment with their mentors.

### **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. Records will be maintained by mentor staff and turned in weekly to the program manager who will catalogue mentee attendance log sheets, youth interest and dialogue surveys, behavioral logsheets, intervention logs, and career portfolios. All data will be used in a collect/analyze/evaluate/review/improve method procedure to ensure reliability.

Mentor training hours will be obtained by attendance log-in sheets on site for each training. Program manager will maintain an online record system of staff's required paperwork, attendance at mandatory training sessions, and logsheets of mentor/mentee and mentor/group mentee sessions and events.

The program will provide increased opportunities for academic growth through the use of intervention strategies, web-based remediation techniques, 70% of students participating in mentor/mentee one-on-one and small group sessions will show progress towards one year of growth meeting benchmarks outlined in each student's individual academic plan. New students will be recruited on an on-going basis. Individual student data will be received by the professional evaluator and interpreted into usable graphs, charts and outlines that each mentor can use to improve student progress. The 2 hour Leadership Team meetings will utilize data to create environments, strategies and instructional materials most conducive to bring forth individualized mentee growth. Active role-play mini-plays will also create immediate visual evaluations in which students are seen utilizing learned skills of behavioral health improvement.

**b. Gathering of data to measure progress of program towards meeting the selected goals**

Weekly data will be collected and delivered to program manager. The evaluator will receive all data (formal and informal) along with family/community questionnaires, current year student assessment data, and mentee interest surveys.

**c. Projected indicators of success**

- Decreased incidence of mentee behavioral referrals at school and outside school
- Increased awareness of future career skills in area of interest
- Staff and mentor surveys completed at 100%
- Youth mentee surveys completed at 100%
- Increased practice of mannerable gestures by mentees
- Improvement in mentee academic scores

**d Barrier 1.** Collecting an amount of surveys that will qualify for creating a reliable analysis. A minimum of one survey per student and one survey per staff member during each evaluation stage.

**Solution 1.** The program manager will assign numbers to each survey and each student will receive a random number. Students will be matched with their survey forms and will fill out the form during a mentor session. Mentors will collect surveys from each of their assigned mentees and turn them into the program manager.

**Barrier 2.** Maintaining consistency with mentor services for every child

**Solution 2.** Maintain professional development seminars that emphasize how students are to be serviced, which forms to use on certain occasions, and the do's and don'ts of adult/youth mentorships.

**Barrier 3.** Retaining mentors during challenging moments in the mentees life.

**Solution 3.** Program manager maintains constant check-ins with mentors to determine needs and offer intervention strategies in the areas of academics, behavioral health, social deficiencies and gaps in communication.

**Barrier 4.** Sustaining program with local contributions for year 2, year 3 and beyond.

**Solution 4.** Mentor team of five meet with fundraising experts and create fundraising projects on large and small scales that include sponsorships and donations to ensure longevity of financial contributions.

14. Applicants are to complete the program 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.

During year 1,2 and 3 the applicants will utilize their strength in collective networking to create quarterly fundraising efforts, sponsorships and formal grant proposal applications. Larger efforts will be in a yearly dinner and a ticket raffle for land and house raffling. The program leadership team believes that by year three, it will be fully sustainable. Plans to continue these efforts have been discussed for efforts through 2018.

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

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

*By clicking this box,  I (Insert Name) \_Tylisha Riley\_\_ 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.*