The Mentoring Network

"Instilling Character, Confidence and Leadership Through Mentoring"

Governor John Kasich, under the Community Connectors Program, advocates the need for innovative mentoring opportunities that provide youth a brighter, more productive, and meaningful future. A perfect example of an organization that meets this need exists right in the Northeast Ohio communities of Bedford, Bedford Heights, Oakwood and Walton Hills. Under the auspices of The Mentoring Network, Inc., students from the Bedford City School District are already benefitting from what the Community Connectors Program requires in a successful mentoring program—a comprehensive array of mentoring services that have brought together students, their families, schools, the community, faith-based groups, and businesses so as to impact school performance and promote a positive, goal-oriented, and hopeful atmosphere for academic success. It is a program that not only fosters trusting and meaningful mentoring relationships between adults and youth, but is recognized by The Cleveland Plain Dealer, and is popular among the students of the Bedford City School District.[1]

Application Section I: Community Connectors Program Description

1. Identify the grade level or levels at each school that your program will be targeting.

The Mentoring Network will be implemented within the Bedford City School District. Specifically its services will impact: (1) students in grades 7-8 at Heskett Middle School located at 5771 Perkins Road, Bedford Heights, OH 44146, and (2) students in grades 9-12 at Bedford High School located at 475 Northfield Road, Bedford, OH 44146. Currently 78.5% of students within the district graduate in four years. In the middle school 86% of the students are African American, 70% of the students are economically disadvantaged and 1 in 5 students have disabilities. In the high school 83% of the students are African American with 58% of the population identified as economically disadvantaged.

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

See **Section 5** below (page 4), which include **Tables 1** and **2**.

3. Which of the following best describes the proposed project?

C. ☒ Expansion of an existing program within the applicant organization

4. Describe your project, how it addresses Community Connectors core principles & outcomes.

In the Northeast Ohio communities of Bedford, Bedford Heights, Oakwood and Walton Hills, there exists an innovative mentoring program making a difference in the lives of young people. During the past two years local businesses and churches have been partnering with the non-profit organization called The Mentoring Network to instill character, confidence and leadership in youth through a combination of individualized and group mentoring services directly within the Bedford City School District. Its services, which are comprehensive in scope, include a unique middle school initiative called UbU-r^3 (which stands for *You Be Yourself* with a focus on Respect, Responsibility, and Positive Relationships), one-on-one volunteer adult/student mentoring, group mentoring classes incorporating a custom-designed UbU-r^3 *Character Curriculum*, one-on-one staff/student mentoring, summer sports camps, a one-of-a-kind *Character Sports Coaching Initiative*, and weekly Character Classes in both the middle and high schools. Through a unique combination of mentoring, curriculum and supportive activities, the Mentoring Network allows youth to become hopeful lifelong learners exhibiting an ability to adapt, grow and eventually lead in today's world.

[1] Bedford's playoff football team learns character first: Tim Warsinskey's Take. The Plain Dealer. November 7, 2013. See file:///C:/Users/owner/Downloads/Plain%20Dealer%20Article%20Link%20(2).html

In November 2013 the Cleveland Plain Dealer caught wind of The Mentoring Network's success. This validation is well deserved. Although the school-based program began with 20 students, it now reaches 273 students in Heskett Middle School and 389 students in Bedford High School. Even the business partners (Golden Standard Enterprises, Federal Metals and Twist), and faith-based partners (The Bedford Church of the Nazarene, First Baptist Church of Bedford, Summit Church, Lima Community Church and Elevation Community Church) are committed to mobilizing support for the program. In fact, The Mentoring Network's partners have committed over $100,000 in support of its efforts to date. As stated by students in the program, the benefits are invaluable: "*I didn't really know what I was doing in life. Now I'm learning to set goals for myself. I'm learning how to dream*." • "*I'm learning to stop making excuses. And to stop doubting myself. To take action*." • "*My mentor is a great person. He is a great listener. He's teaching me to be a man*."

Currently many more students want to participate in The Mentoring Network's services. It would be a disservice to turn away these students who have expressed a need for *and* sought mentoring help. In turn, it would be unfair to students already participating in the program to bring in more students—which would alter the one-on-one mentor/mentee and group mentoring ratios. Therefore the purpose of this application is to secure additional financial support for The Mentoring Network to expand its services to reach another 153 students in middle school and 91 students in high school on an annual basis. (See **Section 5** below (page 4), which include **Tables 1** and **2**.) This will allow the program to grow and serve an estimated 73% of the entire middle school and 45% of the entire high school population within the Bedford City School District. It will also provide an after school mentoring club and pilot for the first time its high school Leadership Academy, an innovative effort designed to foster a community of future leaders for a hopeful tomorrow.

OUTCOMES: The Mentoring Network is an effective, sensible and research-based mentoring program that positively influences middle and high school youth *for the long term* by demanding the formation of quality mentoring relationships that inspire hope for the future.[2] Such relationships—which last for a minimum of one year—are aimed at instilling in students character, which in turn develops confidence (I can do this) and a hopeful desire to reach the end goal—which is leadership. This is exhibited through an increase in grades, confidence, motivation, and self-esteem, and a reduction in absenteeism, suspensions, and the dropout rate.

Principle: Building Character. The Mentoring Network will recruit talented mentors who can impact the lives of youth by instilling in them character, confidence and leadership. All of its initiatives—which include the UbU-r^3 *Character Curriculum*, UbU-r^3 one-on-one mentoring between volunteer adults and students, one-on-one mentoring between Its staff and students, an after-school club, summer sports camps, a one-of-a-kind *Character Sports Coaching Initiative*, the Leadership Academy and weekly Character Education Classes—aim to establish character skills in students that lead to positive habitual behavior. In fact each student participating in The Mentoring Network's services will be exposed to the lessons of the UbU-r^3 *Character Curriculum* so as to internalize critical values needed for the creation of a positive internal core. The lessons, which are shown in **Figure 1** (page 5) below, include respect, integrity, responsibility, commitment, appreciation, perseverance, and courage, among others. Once students develop a positive internal core, they gain a level of confidence that not only guides their decisions and actions, but transforms them into hopeful individuals and leaders within their school and local communities. In fact The Mentoring Network provides students with the opportunity to practice their character and leadership skills through job shadowing, taking initiative in the school culture, and participation in the newly-formed Leadership Academy. It will also strengthen family relationships and deepen students' feelings of belonging and connectedness—by requiring families to communicate regularly with program staff about the growth of their children.

Principle: Setting Goals to be Prepared for the 21st Century Careers. Hopeful thinking allows youth to have higher self-esteem, optimism, meaning in life, happiness, and better performance in sports and academics.[3] In order to become hopeful, students need to practice goal-directed thinking.

---

[2] Morrow, K., Styles, M. B. (1995). Building Relationships with Youth in Program Settings. Philadelphia: Public Ventures.

[3] Lopez, Shane J.; Rose, Sage; Rbinson, Cecil; Marquess, Susana C.; Pais-Ribeiro, J.L. (2009). Measuring and Promoting Hope in Schoolchildren. Handbook of Positive Psychology in Schools. Routledge, New York, NY.

Therefore all students participating in The Mentoring Network's initiatives—regardless of the service—will develop SMART goals for academics, behavior, a future school-to-career pathway, and leadership skills. For instance, a student may set a goal to excel in the classroom by raising a math letter grade of D to a C. Once that short term goal is achieved, the next benchmark is to raise the C to a B letter grade. Another example is when a student sets a goal to reduce the number of suspensions such that by the end of the school year they are eliminated and attendance has improved. Students will also be encouraged to dream about a future career through goal-setting exercises and explore the possibilities through job shadowing. Throughout the school year "Process Rewards" will be distributed to students who complete pathways needed for reaching their goals, while "Outcome Awards" such as program pins will be awarded to students who complete various activities and reach their goals. Each month, with the exception of students in the Character Classes, the program will work with the school counselor's office to monitor students' academic and behavioral progress and encourage academic improvement so as to assess the effectiveness of its services and impact upon character development.

Principle: Developing Pathways to Achievement. The Mentoring Network will help all students—regardless of the service—to create pathways for achieving goals related to academics, behavior, the future school-to-career pathway, athletics, and leadership. It will do so by teaching students how to break down goals into workable benchmarks. Students will be required to determine what needs to be done, how to overcome obstacles, who they need to contact in order to succeed, how to determine when goals are met, and what assistance a mentor can provide to support them. Students will document their goals and dreams along with strategies to achieve them in a journal.[4] For instance, students will be required to journal for 5 minutes by writing or drawing a picture expressing their feelings. They will then describe the character values they practiced while reaching their goals (e.g. perseverance, dedication, etc.) and document how they handled roadblocks. All journals will remain at the school so that staff and adult mentors can periodically review them for progress, red flags, issue spotting, etc. At the end of the school year students will be given their completed journals so they can see their progression under The Mentoring Network program.

Principle: Believing in a Positive Future. The Mentoring Network will require all mentor-mentee relationships to be built on trust, empathy, authenticity and common interests while focusing on the needs of youth, the importance of youth in decision-making, and the need to have fun. This means its mentors will faithfully show up and connect with their mentees. They will also foster hope in their mentees through a "where there's a will, there's a way" attitude—an essential character trait that "*Hope Theory*" scholars Dr. C. R. Snyder and Dr. Shane J. Lopez insist are critical for turning optimistic thoughts into workable actions so as to achieve concrete life goals.[5] Mentors will learn how to foster the "can-do" attitude participating in training that emphasizes the following principles: (1) Love (show up and give); (2) Model (show integrity and sincerity); and (3) Coach (show grace and truth). The Mentoring Network will also require its mentors to be *the best listeners* who foster trust in their mentees. Instead of providing solutions, they will help students to pause and reflect on how to solve their problems. They will also encourage mentees about how to: (a) own the growth of their lives, (b) learn about who they are, (c) realize they are smart and valued, (d) choose the right friends, (e) develop skills to make better decisions, and (f) aspire to achieve in life.

Principle: Building a Sense of Resiliency. Since hopeful thinking can be taught and increased in students, The Mentoring Network will recruit hopeful mentors who enjoy being around other people and have a zest for life. The mentors will have personally learned how to bounce back from negative events, having practiced hope and resilience. During those times when a mentee feels his or her life is hopeless due to negative things happening over and over again, the mentor will present a can-do attitude and find out the underlying causes of the student's feelings—usually shown by late homework, slipping grades, etc. If a particular mentor requires additional assistance in meeting the needs of a mentee, he or she can receive help from another mentor with specific skills, knowledge or talents

---

[4] Lopez, S. J., Floyd, R. K., Ulven, J. C., & Snyder, C. R. (2000). Hope therapy: Helping clients build a house of hope. In C. R. Snyder (Ed.), Handbook of hope: Theory, measures, and applications (pp. 123– 150). San Diego, CA.

[5] Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry, 13,* 249-275. See also, Marquess, Susana C.; Lopez, Shane J.; Pais-Ribeiro, J.L. (2009). "Building Hope for the Future": A Program to Foster Strengths in Middle-School Students. *J Happiness Stud. 12:139-152*.

relevant to the issue at hand. If needed, the mentor may advocate on behalf of the mentee student with teachers and guidance counselors so as to put the student in the right direction. The Mentoring Network will also maintain open communication loops between staff, mentors, teachers, counselors, and principals so as to prevent student academic or behavioral backsliding. Students in turn will be encouraged to seek out their mentor for advice, make the right life choices when the mentor is not around, and turn to their parents/guardians who love them for support.

5. Describe the specific activities your program will conduct.

As shown in **Tables 1** and **2** below**,** The Mentoring Network currently serves 273 students in Heskett Middle School and 389 students in Bedford High School (662 total students) through its various services. With the support of Community Connector funds, the program will significantly expand its efforts to reach another 244 students on an annual basis. It will reach another 93 middle and 31 high school students through adult/student mentoring and 38 students through peer-to-peer mentoring for a total of 162 students. The Mentoring Network will also expand its services to reach another 60 middle school students (not involved in one-on-one mentoring) through an after school group mentoring club and another 22 high school students through its Leadership Academy for a total of 82 students. The overall number of students to be reached under the expansion is 244 students, growing its program by 35% (with an overall program total of 906 students impacted on an annual basis). The majority of students mentored in the program will be considered academically at-risk.

TABLE 1: Heskett Middle High School

Mentoring Network Services	Population Served						
	Current # Students Served 2014-2015	Future # Students Served Under Expansion 2015-2018					Add'l # Students Served from Current to Expansion
		Grade 7		Grade 8		Total	
		M	F	M	F		
Character Education Classes	236	116	120	--	--	236	--
1:1 Adult/Student Mentoring - **UbU-r^3**	27	20	20	20	20	80	53
After School Program	0	15	15	15	15	60	60
1:1 Staff/Student Mentoring	10	15	15	15	15	50	40
TOTAL	**273**	**166**	**170**	**50**	**50**	**426**	**153**

TABLE 2: Bedford High School

Mentoring Network Services	Population Served										
	Current # Students Served 2014-2015	Future # Students Served Under Expansion 2015-2018									Add'l # Students Served from Current to Expansion
		9th Gr.		10th Gr.		11th Gr.		12th Gr.		Total	
		M	F	M	F	M	F	M	F		
Character Education Classes	171	88	83	--	--	--	--	--	--	171	**--**
Peer-to-Peer Mentoring	2	--	--	--	--	10	10	10	10	40	**38**
1:1 Staff/Student Mentoring	14	8	8	3	3	8	3	9	3	45	**31**
Character Sports Coaching	152	10	22	10	19	26	18	30	17	152	**--**
Leadership Academy	--	--	--	--	--	5	5	6	6	22	**22**
Sports Camps	50	--	--	5	5	10	10	10	10	50	**--**
TOTAL	**389**	**106**	**113**	**18**	**27**	**59**	**46**	**65**	**46**	**480**	**91**

Although The Mentoring Network has targeted specific services for expansion, it will continue to maintain its current pace in serving other students identified in **Tables 1** and **2**. These services include the Character Education Classes, Character Sports Coaching and Sports Camps. The Character Education Classes, which annually serve over 400 students, are presented in a large group format and as such are generally aligned with the mentoring mission of the program, which is to instill in students character and confidence through leadership. The classes support the primary focus of The Mentoring Network's efforts to build character and serve as a referral program for Mentees into the UBU-r^3 and one-on-one mentoring services with staff in both the middle and high schools. Although not targeted for

expansion, Community Connectors funds will be used to enhance these large group services. For instance, funds will be used to create a more impactful and efficient program through development of a Mentoring Information System that monitors program progress and success, the commission of a formal evaluation, the creation of a Marketing Awareness Campaign that brings more adult volunteer mentors into the program, the purchase of mobile tablet technology that allows for easy recording of service implementation, the training of staff at national mentoring conventions, and the acquisition of additional part-time staff to better serve students through one-on-one mentoring during school hours. Therefore all of The Mentoring Network's services are impacted by the Community Connectors Program, regardless of whether they are existing, under expansion, or new.

(1) *Middle School UbU-r³ Classroom and Mentoring Sessions.* (*EXPAND Level of Service*) The UbU-r³ Program, which stands for "You BE Yourself" with a focus on "Respect, Responsibility, and Positive Relationships", offers 80 students in 7th and 8th grade the opportunity to participate in weekly group classroom and one-on-one mentoring sessions during the school day at Heskett Middle School. Classes will utilize The Mentoring Network's custom-designed UbU-r³ Character Curriculum, shown in **Figure 1**, are approved by the Bedford City School District. Its numerous character building lessons—which range from learning social etiquette to respecting self and others—are taught by The Mentoring Network staff in a group setting. They are to spark the interest of students through use of ice-breakers, quotes, definitions, team building and storytelling. Adult mentors assigned to students (one-on-one) will be required to attend the classes and participate in discussions by offering advice and real-world stories to compliment the lessons. Each lesson will end with the assignment: *What We Must Do This Week!* Afterward, mentors and mentees will spend one-on-one time together during lunch in the cafeteria to further discuss the life lesson of the day.

FIGURE 1: The Mentoring Network Character Curriculum			
•Character and Respect	•Character and Responsibility	•Setting Goals	•Self-Control of Emotions
•Desires and Actions	•Honoring Yourself and Others	•Don't Quit	•Full Devotion
•Focus and Concentration	•Building Upon Your Success	•Commitment	•Handling Adversity
•Leadership	•Power of Words and Thoughts	•Peer Pressure	•Excel in the Classroom
•Self-Doubt	•Competition (focusing emotions)	•Humility	•Relationships
•Accountability	•Tips for Becoming Successful	•Choices	•Perseverance
•Appreciation	•Courage	•Honoring a Promise	•Attitude

As part of the UbU-r³ Program, character classes will be offered during the school year in accordance with the following five themes: (1) **Fresh Start** (addressing goal setting, respect, responsibility, relationships); (2) **I Will Overcome** (addressing peer pressure, excelling in the classroom, focus and concentration); (3) **I Have a Dream** (addressing attitude, choices, handling adversity, perseverance); (4) **I Am** (addressing power of your words and thoughts, courage, self-doubt and commitment); and (5) **I Am Growing In** (addressing appreciation, Leadership, Humility, Honor Women, Honor Myself, etc.) A typical UbU-r³ character class for girls focusing on the **I Have A Dream** theme will be designed as follows: The first class will incorporate the I Have A Dream Speech of Martin Luther King Jr. ("MLK"). Rather than talk about the unrest and opposition surrounding the work of MLK, students will focus on why his speech mentions "I Have a Dream" ten times. This will allow students to realize how big MLK's dream really was and how dreaming big can help them to understand why staying in school is important. During the second class, speakers will be brought in to address various topics such as *Care For You,* while the third class will focus on encouraging students to learn from the mistakes of other famous figures such as Billy Holiday, etc. Students will create Dream Boards that foster creative thinking and serve as symbols for their lives in the fourth class. Mentors will be required to assess the dream boards of their mentees to gauge the condition of their thought processes and provide intervention and advocacy, if needed.

(2) *Middle School Character Education Classes.* (*MAINTAIN Level of Service*) The Mentoring Network staff will continue to teach a weekly Character Education Class for 236 students in 7th grade (mentor teacher/ student ratio will be 1:25) during the designated gym/health block at Heskett Middle School. The class will incorporate lessons from the Real Life Curriculum (which will be modified so as to remain current).

(3) *Middle School - UbU-r³ Big Events*. (*MAINTAIN Level of Service*) The Mentoring Network will continue to host group activities requiring joint participation of 80 mentors and 80 mentees. Activities may include visits to colleges, college fairs, museums, and community events/sports games.

(4) *Middle School - After School Club*. (*NEW Service*) Approximately 60 students not participating in the UbU-r³ program will meet with The Mentoring Network staff once weekly after school in to hang out and have fun in a safe environment at Heskett Middle School. The intent is to deter students from the opportunity of making poor choices during after school hours before their parents arrive home from work. Trusting relationships between the staff and students will be fostered through positive discussions about "How is life going?" and "How is school going?" Staff will promote friendly games, activities and team competitions/tournaments focused on forming friendships, leadership skills and positive attitudes toward school.

(5) *Mentoring for Students (Middle and High School)*. (*EXPAND Level of Service*) The Mentoring Network Staff will provide customized one-on-one mentoring sessions for 45 high school students and 50 middle school students not participating in the UbU-r³ Program. Sessions will be held during the school day (20-40 minutes/session). Of the 45 high school students. 25 will be referred for mentoring from The Mentoring Network's Ms. Christine Harrell, who is trained in providing more focused mentoring/counseling services to high risk students. Students will be referred for mentoring by teachers, principals or guidance counselors, and will require parental permission. Since students' behaviors and emotional needs are unique (e.g. difficulty handling the classroom setting, anger issues, etc.), the sessions will be flexible, allowing for discussions about coping skills, progress in school, setting goals, etc. Emphasis will be placed on a "we can do this" attitude through advocacy, development of trust, talking, and listening,

(6) *High School Character Class*. (*MAINTAIN Level of Service*) The Mentoring Network staff will offer a weekly 9th grade character session for 171 freshman students (mentor teacher/ student ratio 1:20) incorporating the Habitudes Curriculum as part of the Freshman Transition course at Bedford High School. Once a week the class will foster development of leadership skills and personal growth in a fun and engaging way. Through imagery, conversation and experiences, students will talk about who they are, their values, self-confidence, how to be career-ready upon graduation, and how to develop critical thinking skills that produce better life choices (e.g. choosing healthy friends, setting meaningful goals, etc.).

(8) *Sports Character Coaching*. (*MAINTAIN Level of Service*) During sports seasons, 152 student athletes will attend a Sports Character Class with The Mentoring Network's staff who will also serve as Character Coaches every Monday focusing on the need for effort, heart and character. Sports teams will include football, basketball, volleyball and soccer. Utilizing lessons from The Mentoring Network's Character Curriculum (**Figure 1**), student athletes will address: (a) unity as teammates, (b) the need to exhibit their best emotional, physical and social self both on and off the athletic field, and (c) why student athletes are capable of having strong character and being successful. To complement the lessons, the Character Coaches will meet with student-athletes right before sports games to motivate them on the importance of character, peak performance and leadership on and off the field.

(9) *High School Sports Camps*. (*MAINTAIN Level of Service*) Under the guidance of The Mentoring Network staff and high school sports coaches, 50 young men and women athletes will develop social and emotional skills while participating in their school-based summer sports camps. Staff will utilize the UBU-R³ Character Curriculum lessons (**Figure 1)** that focus on accountability, integrity, self-determination, self-control of emotions, honoring yourself and others, and goal setting etc.

(10) *Peer-to-Peer Mentoring*. (*EXPAND Level of Service*) About 40 students primarily from the Bedford High School Leadership Academy will serve as peer mentors for middle school students under a supervised one-on-one basis on the days the After School Club is in session. The high school mentors will focus on sharing life experiences by focusing on "What I would do different if I could go back to the 7th & 8th grade?" The mentors will be recruited by their principals and counselors, have a grade point average of 2.5 or higher, be involved in extra-curricular activities, have flexibility in their schedule, and display leadership in and out of the classroom. Thus younger students will receive mentoring from a "big brother / sister" while older students learn how to mentor in a safe environment.

(11) *Leadership Academy*. (*NEW Service*) Approximately 22 high school juniors and seniors from Bedford High School who are academic achievers and desire to be leaders in the community will be recommended for the Leadership Academy by their principal, counselors and teachers. The Academy will provide a workshop incorporating materials such as Stephen Covey's book Seven Habits of Highly Effective Teens. Students will address career and college readiness, resume building, interview skills, public speaking/leadership speech, how to secure internships, etc. From mid-September to December students will practice leadership skills learned in class through (a) the support of business coaches, (b) half-day shadowing opportunities at local job sites arranged with input from the local Chambers of Commerce and community mayors, and (c) community service activities approved by The Mentoring Network staff. From January-March community leaders will be brought into the classes to talk about how character helped them to achieve their career goals. Students will in turn be required to inspire middle school students through empowering speeches about leadership skills and goal setting. Upon completion of the program students will receive a Leadership Development Certificate to be attached to their resume.

6. Discuss how the program will utilize best practices to ensure program success.

The Mentoring Network is loosely based on The Mentoring Project ("TMP") located in Portland, Oregon. (See *www.thementoringproject.org*.) TMP is an advocacy and training organization that serves as a liaison between faith communities and matching agencies to provide mentors for fatherless youth. Like TMP, The Mentoring Network is a program that brings together the faith community and businesses dedicated to providing mentoring opportunities for students. It reflects the findings of DuBois and colleagues in their 2002 meta-analysis and exhibits the best practices of 55 mentoring programs in America, which include offering an appropriate setting, recruiting mentors with a desire to help, providing an expected frequency of mentor/mentee contact, offering ongoing training and activities for mentors and youth, and encouraging parental involvement.[6] The Mentoring Network also exhibits best practices for producing high quality mentor/mentee matches, as identified by MENTOR, a leading organization that advocates for youth mentoring in America. In its document *The Elements of Effective Practice for Mentoring*, MENTOR identifies six evidence-based standards for producing high-quality relationships.[7] As shown in **Section 11** below, The Mentoring Network exhibits all of these standards, which include: (1) recruiting appropriate mentors and mentees by realistically describing the program's expected outcomes; (2) screening prospective mentors to determine whether they have the time, commitment, and personal qualities needed to be an effective mentor; (3) training prospective mentors in the basic knowledge and skills needed to build an effective mentoring relationship; (4) matching mentors and mentees along dimensions to increase the odds of enduring relationships; (5) monitoring and supporting mentors with ongoing advice, problem-solving support, and training opportunities for the duration of the relationship; and (6) facilitating closure of mentor/mentee matches in a way that affirms the contributions of both the mentor and mentee and offers both individuals the opportunity to assess the experience.

7. Describe your organization's previous experience, evaluations, etc.

The Mentoring Network was founded as a non-profit in April of 2012. Before then it was an informal effort of individuals who volunteered their time to mentor middle school students within Heskett Middle School. Once formalized, its board of directors secured monetary support from the City of Bedford, the Village of Walton Hills, and the Bedford City School District. Today it has expanded its programing, volunteer base, and number of staff in order to reach 662 students. Although the current program monitors its success through collection of student data, survey responses, parent feedback and other anecdotal documentation, it does not have a formal evaluation to date. However, it has undergone yearly informal evaluations with the principals of both Heskett Middle School and Bedford High School. These evaluations have been positive because the Bedford City School District continues to provide the program financial support. Regardless, the program will commission the Cuyahoga County Educational Service Center to create a system that collects data, information and documentation, and objectively evaluates its effectiveness as a model mentoring program in Ohio.

---

[6] DuBois, D. L., Holloway, B. E., Valentine, J. C., and Cooper, H. (2002). Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review. American Journal of Community Psychology, 30(2): 157–197.

[7] Mentor (2009). The Elements of Effective Practice for Mentoring. See: www.mentoring.org.

8. What will make this collaboration successful and what are the indicators of its success?

The Bedford City School District is comprised of four municipalities. **ALL FOUR MUNICIPALITIES are 100% on board both financially and with in-kind services** in the form of experience and resources for the program—as shown in the attached letters of support. These mayors, along with Golden Standard Enterprise and the Bedford City School District, have also pledged over $160,000 in support of The Mentoring Network's efforts under the oversight of Community Connectors Program. (*See the Budget Narrative for details*.) The Mentoring Network is also supported by a dedicated board that is passionate about youth mentoring and heavily invested in its efforts. For instance, Mr. Keith Tousley as President of the organization, provides 15-20 hours of voluntary time to the program on a weekly basis. Its Board Chairman, Dr. Douglas Boquist, provides managerial support to the organization. The Board Directors Mrs. Virginia Golden and Mr. Samuel Vawters, who are the principals of Heskett Middle School and Bedford High School, ensure the program is supported financially by the Bedford City School District Board of Education and Superintendent of Schools, Mr. Sherm Micsak. The Treasurer, Mr. Joshua Taylor, who is the Vice President of the Marketing firm TWIST, provides considerable in-kind marketing support and consulting to the program, including web-site development (see The Mentoring Network's website at *www.startmentoring.org*.) And finally Pastor Mike Dennis, who serves as the lead Pastor of the Bedford Church of the Nazarene, is actively involved in the Character Sports Coaching Initiative, the mentoring of students, and offers the use of his church facility as a meeting place for students and services outside of the school building. The program is further supported by the faith-based community, as shown by the attached letters of support from the Bedford Church of the Nazarene, First Baptist Church of Bedford, Summit Church and Elevation Community Church. The program is also endorsed by The Federal Metal Company, as shown in the attached letter of support.

One of the main indicators of success for The Mentoring Network is the recruitment of volunteer mentors who will be trained on how to instill the principles of hope in youth. Therefore it will retain a marketing firm to create a Marketing Awareness Campaign that motivates, inspires and energizes the community to support its efforts. The campaign, which will focus on relationship-building and the need for adults to help kids, will target existing adult mentors, parents, local retirees, local college educational programs and college fraternities and sororities so as to increase support, funding and volunteer recruitment for the program. The campaign will also work with the local Chambers of Commerce to encourage businesses to provide financial support and job shadowing opportunities for students as part of a future workforce development initiative. The faith-based community, which includes the Bedford Church of the Nazarene, First Baptist Church of Bedford, Summit Church and Elevation Community Church will continue to provide considerable support in assisting The Mentoring Network to recruit adult mentors. The success of the Marketing Awareness Campaign will be measured by one-to-one interactions at events, phone calls from people seeking information, website traffic, new mentor volunteers, sign-ups for email/newsletter lists, and donations.

Application Section II: Program Management

9. Leadership Team: The Mentoring Network Leadership Team is shown below. It will be assisted by four part-time adult mentors who will provide one-on-one mentoring for Mentees during the school day. The mentors will have previous volunteer experience as mentors. They will also assist in the recruitment and interviewing of potential mentors, and frequently follow-up with mentors and families throughout the school year through emails, phone calls and face-to-face meetings. They will also develop newsletters, coordinate materials for services and lessons, and assist in fundraising efforts for the program.

Keith Tousley, President: The Mentoring Network (non-profit partner)
Experience: Mr. Tousley is the co-founder of The Mentoring Network. He started the organization after impacted by the experience of mentoring a young man in foster care. His desire and passion is to see men and women from all over Northeast Ohio discover and use their gifts through the process of mentoring. He is a business owner with a management degree from Hiram College. For the past 3 years he has been providing 15-20 hours of weekly in-kind staff support (e.g. curriculum and staff development, character coaching, and mentoring in both one-on-one and group settings. **Responsibilities**: Oversee implementation of The Mentoring Network services, manage the Leadership Academy, and oversee the Community Connectors grant**,** staff and Executive Director.

TBD - Executive Director: The Mentoring Network (non-profit partner)

A part-time Executive Director ("ED") with solid experience and success in youth mentoring and program management will be hired to: (a) oversee the programs services, evaluation, and the development of the Management Information System and Marketing Campaign by hired contractors, (b) implement the high school peer-to-peer mentoring effort and fundraising efforts, (c) oversee the collection of data/information by staff, (d) ensure that the staff complete weekly summaries of activities, census, skills learned, obstacles observed and needs, and objectives for the following week. Monthly reports will be created utilizing the weekly summaries, and submitted to the fiscal agent, the Cuyahoga County Educational Service Center. The ED will meet with the board of directors on a bi-monthly basis.

Dr. Douglas W. Boquist, Board Chair, The Mentoring Network (non-profit partner)

Experience: Dr. Doug Boquist is currently a Lead Pastor of Lima Community Church. Prior to that, he served as the lead pastor of the Bedford Church of the Nazarene. Dr. Boquist serves as the Board Chair for The Mentoring Network. Doug and his wife have led volunteer efforts in public schools in Youngstown, Boardman, Bedford, and now Lima Ohio. These efforts have included mentoring, creating multi-church intervention programs, organizing church and school adoptions and character development programs for team sports. Doug has a BA (psychology) from Mt. Vernon Nazarene University, and MA (theological communication) and doctorate (D.Min, spiritual formation) from Ashland University. **Responsibilities**: Provide financial assistance and advice on program management.

Mike Dennis Pastor / Bedford Church of the Nazarene (faith-based partner)

Experience: Pastor Mike Dennis is currently Lead Pastor at Bedford Church of the Nazarene, which he has served for over 33 years. He also serves on various boards, including Huntington Bank, Mt Vernon Nazarene University board of Trustees, and various leadership positions in the Nazarene Denomination. Mike and the Bedford Church of the Nazarene have been deeply involved in the community, specifically participating in mentoring within the public schools, including a program in the elementary schools called "Kid's Hope" where volunteers spend 1hr per week tutoring and providing love and guidance to elementary school students. Mike has served as a mentor in the UbU-r^3 program and is a volunteer mentor with the Bedford High School Varsity Football program. He has a BA & MA from Trevecca Nazarene University as Well as Cross Cultural Ministries Degree from Nazarene Theological Seminary. **Responsibilities**: Provide advice on program management, assist with the recruitment of adult mentors, and continue to serve as a volunteer mentor with the Bedford High School Varsity Football program.

Virginia A. Golden / Principal of Heskett Middle School (school district partner)

Experience: Mrs. Golden is the Building Principal at Heskett Middle School. She serves on the Mentoring Network's Board of Directors as its Secretary. Her undying passion and commitment for educating youth is evident in the great work she does daily with children in her school and community. She has a BA degree (Business Adm. and teaching certification in 7-12 Business Educ.) from Wittenberg University, Master's Degree (K-12 special educ.) from Cleveland State University, K-12 Principal and Ohio Superintendent licenses, 30 years of experience as a public school educator, and member of the Association for Supervision and Curriculum Development (ASCD), Association for Middle Level Education (AMLE), National Association of Secondary School Principals (NASSP), and National Alliance of Black School Educators (NABSE). **Responsibilities**: (a) provide general oversight of program activities in the school, (b) periodically report on program progress to the Superintendent of Schools, (c) participate in monthly Leadership Team meetings, (d) serve as a liaison between program and the staff of the school, on an as needed basis, and (e) participate in evaluative surveys.

Samuel J. Vawters / Principal Bedford High School (school district partner)

Experience: Samuel J. Vawters, who is a graduate of Bedford High School, currently serves as building principal of Bedford High School, where he has held this position since 2010. He holds a bachelor's degree in Elementary Education from Central State University, Wilberforce, Ohio. He holds a Master's degree in Education Administration from The University of Akron, and a Superintendent's license from (Ashland University. Prior to serving as principal at Bedford High School, he was an elementary school principal for the Cleveland Metropolitan School District. **Responsibilities**: (a) provide general oversight of the program activities in the school, (b) periodically report its progress to the Superintendent of Schools, (c) participate in monthly Leadership Team meetings, (d) serve as a liaison between the program staff and the staff of the school, on an as needed basis, and (e) participate in evaluative surveys.

Josh Taylor, Director of Strategy & Development: TWIST (business partner)
Experience: Mr. Taylor is a marketing director at TWIST. He is in charge of developing and leading the development of marketing strategies for clients. He has a passion for community development and serves on the WVIZ IdeaStream's Community Advisory Board, West Park YMCA Board, and The Mentoring Network as its Treasurer. **Responsibilities**: Will oversee the contractor developing the marketing awareness campaign.
The Federal Metal Company (business partner)
Experience: Mr. David R. Nagusky is Chairman of The Federal Metal Company and has made financial contributions to The Mentoring Network in 2014. **Responsibilities**: will spend a few hours a month helping to integrate assets, both human and financial, toward helping The Mentoring Network reach more students, and will participate in monthly Leadership Team meetings.

10. A timeline of all major activities must be provided.

Program or Activity	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	START UP														
Middle/High School - Character Classes					X	X	X	X	X	X	X	X	X		
Middle School UBU-R^3 Mentoring & Classes						X	X	X	X	X	X	X	X	X	
Middle School UBU-R^3 Big Events								X			X		X		
Middle School - After School Club						X	X	X	X	X	X	X	X		
Middle School 1:1 Mentoring by Staff						X	X	X	X	X	X	X	X		
High School Sports Character Coaching					X	X	X	X	X	X	X	X	X	X	
High School Sports Camps														X	X
High School Peer-to-Peer Mentoring							X	X	X	X	X	X	X		
High School Leadership Academy						X	X	X	X	X	X	X	X		
Mentoring Awareness Campaign	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Volunteer Recruitment Activities	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Adults & Student Recruitment & Screening				X	X	X	X	X	X	X	X	X	X	X	X
Adult Mentoring Introductory Training					X										
Adult Mentoring Match/Pairing Activities					X	X									
Adult Mentor Workshop								X			X				
Adult Mentoring Frequent Follow Up		X	X			X	X	X	X	X	X	X	X	X	
Parent/Guardian Initial Meet & Greet					X										
Mom Daughter/Son Activities								X				X			
End of Year Award Ceremony													X		
Evaluation				X	X	X	X	X	X	X	X	X	X	X	X
Development of MIS & marketing Campaign	X	X	X	X	X	X									

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

a. <u>Screening, orientation, supporting, etc.</u> The Mentoring Network's staff will oversee recruitment of UbU-r^3 mentors and high school peer-to-peer mentors. For the adult mentors, the program will conduct three face-to-face interviews with prospective mentors, require a TB test, contact references and commission a comprehensive criminal background check. Once recruited, all mentors will complete an application which states he/she agrees to a one school year minimum commitment for a mentoring relationship. (High school mentors will require parental permission as well.) Mentors will then be matched with mentees along dimensions likely to increase the odds that a mentoring relationship will endure. The program will arrange and document an initial meeting between the mentor and mentee. Before the first meeting each mentor undergoes UbU-r^3 Orientation Training and is given a UbU-r^3 manual that addresses topics such as: 'What is a Mentor?' and the 'Three Major Tools of a Mentor". Once with their mentees, the mentors will be provided journals to record conversations with mentees. The Mentoring Network's full-time and part-time staff will provide ongoing support to help mentors build and sustain strong relationships with their mentees, while the Executive Director will provide oversight of the high school mentors. Communication with mentors will occur twice per month for the first month of the match and monthly thereafter about ongoing advice and problem-solving support. The program staff will also document information about each mentor-mentee contact,

including, at minimum, date, length and nature of contact. Matches will be brought to a closure in a way that affirms the contributions of both the mentor and mentee. The program's experienced mentoring staff will be the facilitators of The Mentoring Network's training workshops for all mentors. Full time staff will be provided the opportunity to participate in the annual mentoring conference to learn new ideas and establish professional mentoring connections. The Executive Director will monitoring the work of the staff through observations and weekly reporting.

***b. Mentee Identification and intake process*.** The Mentoring Network will recruit students during the school orientation session through a presentation to parents and students in the school gym. Students fill out a statements explaining why they want to be a mentee in the program. If selected to be a mentee, parent/guardian will complete an application and informed consent form for their child, which includes a one school year minimum commitment for the mentoring relationship.

c. Families and Ongoing Training*.** Parent encouragement and involvement play a big role in the success of The Mentoring Network. Therefore the program will provide an *Initial Meet & Greet Orientation* for parents/guardians and students (mentees). Parents/guardians will be shown that the program is there to support them and help grow their children. During the orientation families will be given packets about the program and participate in training for the mentee on the following topics: (1) Program guidelines; (2) Mentors' obligations and appropriate roles; (3) Mentees' obligations and appropriate roles; and (4) Parental/guardian involvement guidelines. The program will also ensure monthly contact with a key person in the mentee's life (e.g., parent, guardian or teacher) for the duration of the match. *Mom-Daughter/Son Activities:* The program will conduct family activities throughout the year including Cooking and Finance Classes and retreats such as (a) Camp Night at a park-like setting to encourage communication between moms and daughters through various bonding activities so that moms can tune into their growing daughters; and (b) Iron Sharpens Iron Camp at an off-site setting for 50-75 young men. This camp will be based on a carpentry theme where young men use different tools to make something and each tool is used to emphasize a principle of life. It will also involve two guest speakers and breakout sessions about how one man sharpens another (e.g. men need other men to grow, aligned and moving in the right direction). *End of Year Award Ceremony*: A final celebration called the Tie and Tiara Ceremony involving the mentors, mentees and family members will be held at the end of the school year to acknowledge progress and achievement throughout the year. The program will thank mentors for their contribution and recognize students through distribution of medals and certificate of completion forms. ***Ongoing training: The Mentoring Network will provide two workshops for mentors to review the effectiveness of mentoring relationships and offer advice on navigating through the hurdles of mentoring youth, including discussions of youth depression and the need for community mentoring.

d. *Assessing fiscal accountability and implementation of project plans*. The Executive Director of The Mentoring Network will ensure that the staff complete weekly summaries of activities, census, skills learned, obstacles observed and needs, and objectives for the following week. Monthly reports will be created utilizing the weekly summaries, and submitted by the Executive Director to the fiscal agent, the Cuyahoga County Educational Service Center ("ESC"). As the Fiscal Agent, the ESC will provide a monthly budget status report to the Executive Director and President of The Mentoring Network to ensure the program remains fiscally on track.

Application Section IV: Sustainability

For the past three years, partners of The Mentoring Network have contributed over $100,000 toward its efforts. With the support of Community Connectors grant funds, it will expand services so as to reach many more at-risk students in the community. In doing so, the program has secured $160,490 in cash contributions to support its efforts over the course of the next three years. These contributions include—as shown by their letters of support and role and responsibilities form--$90,000 from the mayors of ALL four communities served by the Bedford City School District (Bedford, Bedford Heights, Oakwood Village and Village of Walton Hills). Although The Mentoring Network is well-ingrained into the fabric of the Bedford City School District, it will seek further support from other community partners through publication of its evaluation results. The program will also use the marketing awareness campaign to obtain future funding and volunteers from private donors, foundations, corporations, and government grants. In fact the Executive Director of the program will immediately begin to secure additional funding for the program and will continue to do so throughout the next three years. The

Bedford School District Board of Education and Superintendent of Schools, mayors, and local chambers of commerce will be apprised of the success of services so as to promote continued public and private support of The Mentoring Network as a model mentoring program in Ohio.

11e. *Any other critical information*. The Mentoring Network is a program established by volunteers and primarily carried out by volunteers. It started out of the idea that mentoring has just as much, if not more impact on the Mentor as it does on the Mentee. Its vision came out of the idea that Greater Cleveland is filled with thousands of men and women with unique talents and abilities who hope to make a lasting impact in life outside their family or career. Therefore The Mentoring Network will measure whether it instills hope building by administering at the end of the school year a confidential Pre and Post Survey that not only captures and showcases the growth of Mentees—but Mentors, their teachers and family members. *NOTE*: To ensure The Mentoring Network's community contributions are maintained throughout the term of the Community Connectors Program, the Bedford City School District will honor all match contributions for those partners experiencing unforeseen financial circumstances.

12. Attached Roles and Responsibilities worksheet.

Roles and Responsibilities Worksheet (Required)

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.

1. Faith-based organization:

- Time contribution
  (1) Mr. Doug Boquist is currently the Lead Pastor of Lima Community Church in Ohio and serves as the Board Chairman for The Mentoring Network. He will provide advice on program management and recruitment of adult mentors and participate in monthly Leadership Team meetings. (Percent of time: 2%) (2) Mr. Mike Dennis is Lead Pastor at Bedford Church of the Nazarene. He will provide volunteer Sports Character Coaching / mentoring services for the Bedford High School Varsity Football program. He will also assist in getting the word out about The Mentoring Network's need to recruit adult mentors for its UbU-r3 program and participate in monthly Leadership Team meetings. (Percent of time: 3%)
- Personnel contribution

- Monetary contribution
- Lima Community Church in Ohio will provide $10,000 annually to support the efforts of The Mentoring Network for a total overall three year match of $30,000.
- Shared responsibilities
-
- Additional roles and responsibilities

2. School district partner:

- Time contribution
  (1) The Bedford City School District has been a tremendous supporter of The Mentoring Network since it began in 2013. Its Superintendent of Schools will provide updates regarding its progress to the school board. (Percent of time: 0.5%) (2) Ms. Virginia Golden, as principal of Heskett Middle School will: (a) provide general oversight of The Mentoring Network's activities in the school, (b) periodically report its progress to the Superintendent of Schools, (c) participate in monthly Leadership Team meetings, (d) serve as a liaison between The Mentoring Network staff and the staff of the school, on an as needed basis, and (e) participate in evaluative surveys. (Percent of time: 2%) (3) Mr. Samuel Vawters, as principal of Bedford High School will: (a) provide general oversight of The Mentoring Program’s activities in the school, (b) periodically

report its progress to the Superintendent of Schools, (c) participate in monthly Leadership Team meetings, (d) periodically report its progress to the Superintendent of Schools, (e) serve as a liaison between The Mentoring Network staff and the staff of the school, on an as needed basis, and (f) participate in evaluative surveys. (Percent of time: 2%)

- Personnel contribution
  (1) Teachers and school counselors within both Heskett Middle School and Bedford High School will refer students needing mentoring services to The Mentoring Network and participate in its evaluation surveys. (Percent of time: 0.25%) (2) Teachers and school counselors will refer high school students for The Mentoring Network's Leadership Academy and participate in evaluative surveys. (Percent of time: 0.25%)
- Monetary contribution

The Bedford City School District will contribute $32,990 over the three years of the program ($17,506 for year 1, $7,134 for year 2, and $8,350 for year 3).

- Shared responsibilities

- Additional roles and responsibilities
  The Bedford City School District will provide the following to The Mentoring Network at no cost: (1) Transportation of peer mentoring students from Bedford High School to Heskett Middle School, (2) Use of office space and copiers in Bedford High School and Heskett Middle School, (3) Use of classrooms, school gyms, libraries, cafeteria space, sports gyms, and sports fields associated with Heskett Middle School and Bedford High School.

3. Business partner:

- Time contribution
- (1) Mr. Joshua Taylor, who is the Vice President of the Marketing firm TWIST, will: (a) provide general oversight advice about the progress of The Mentoring Network's marketing awareness campaign, (b) provide continued maintenance of The Mentoring Network's website, and (c) participate in monthly Leadership Team meetings. (Percent of time: 1%) (2) Mr. David R. Nagusky, who is Chairman of The Federal Metal Company, will: (1) spend a few hours a month helping to integrate assets, both human and financial, toward helping the Mentoring Network reach more students and enrich the lives and improve the opportunities of students, and (2) participate in monthly Leadership Team meetings. (Percent of time: 1%)
- Personnel contribution

- Monetary contribution
- Golden Standard Enterprises will contribute $2,500 annually to The Mentoring Network's efforts for a total three year contribution of $2,500.
- Shared responsibilities

- Additional roles and responsibilities

4. Community nonprofit (if applicable):

- Time contribution

- Personnel contribution

- Monetary contribution

(1) The City of Bedford will contribute $15,000 annually to The Mentoring Network's efforts for an overall total 3 year contribution of $45,000, (2) Oakwood Village will contribute $5,000 annually to The Mentoring Network's efforts for an overall total three year contribution of $15,000, (3) the Village of Walton Hills will contribute $5,000 annually to The Mentoring Network's efforts for an overall total three year contribution of $15,000, and (4) The City of Bedford Heights will contribute $5,000 annually to The Mentoring Network's efforts for an overall total three year contribution of $15,000.

- Shared responsibilities

- Additional roles and responsibilities

The City of Bedford Heights will contribute its recreational facilities at no cost to The Mentoring Network.

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Description of Nature of Partnership

In order to ensure the effective implementation of the Community Connectors program throughout the state, applicants are required to partner with education stakeholders from the faith, business, and nonprofit communities. Each applicant must identify its partners and include description of each respective partner's roles and responsibilities in question 12 of the grant application.

A partner agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Community Connectors grant application. However, in partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement.

Each member of the partnership is responsible for the following assurances:

1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
3) Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
4) Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
5) Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.

Lead Applicant
Name: Keith M Tousley
Title: President
Organization: The Mentoring Network
Sign:

Partner
Name: Sherman C. Micsak
Title: Supt.
Organization: Bedford City Schools
Sign: SHERMAN C. MICSAK

Partner
Name: R Michael Dennis
Title: Lead Pastor
Organization: Bedford Nazarene
Sign:

Partner
Name: PETER J. NAGUSKY
Title: PRESIDENT
Organization: THE FEDERAL METAL CO.
Sign:

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Additional Partner (Optional)

Name: Gary V. Gottschalk

Title: Mayor

Organization: Village of Oakwood

Sign:

Additional Partner (Optional)

Name: STANLEY C. KOCI

Title: MAYOR

Organization: CITY OF BEDFORD

Sign:

Additional Partner (Optional)

Name: Kevin Hurst

Title: Mayor

Organization: Walton Hills

Sign:

Additional Partner (Optional)

Name: FLETCHER BERGER

Title: Mayor

Organization: City of Bedford Hts

Sign: Fletcher Berger

Additional Partner (Optional)

Name: Joshua Taylor

Title: Director of Strategy

Organization: TWIST

Sign:

Additional Partner (Optional)

Name:

Title:

Organization:

Sign:

Application Section III: Program Evaluation

13a. *Plans for keeping records and ongoing reporting*. In preparation for its growth, the Cuyahoga County Educational Service Center ("ESC") will develop for The Mentoring Network a secure Microsoft Access based database called Mentoring Information System ("MIS") that will collect, analyze and interpret information to determine the extent to which the program is effective in meeting the needs of students, their families, the school district and the community. Specifically it will keep track of: Mentors/Mentees, Mentors'/Mentees' Development, Mentor/Mentee Match, Mentor/Mentee contact hours, type of support services provided, survey results, etc. A unique auto-generated identifier will be created for each new Mentor and Mentee in order to avoid duplication of census. Pre and Post surveys will be developed, and administered for each activity (catered towards each theme) at the beginning and the end of the year. Observation forms will be developed and deployed for 'other' vested parties, such as teachers, guidance counselors, parents, principals, etc. Surveys and observation results will be recorded in MIS. Key Performance Indicators from **paragraph 13c** below, as well as others deemed important as the program evolves will be recorded in MIS. The feasibility of integrating existing district data, such as grades, attendance, suspension/expulsion, state assessment results, etc. will be assessed in order to provide future robust studies. MIS, at a minimum, will provide weekly, monthly, quarterly and annual summaries for review by The Mentoring Network. Because it is MS Access based, it will be modular and can incorporate enhancements at minimal cost. Furthermore, MS Access is readily integrated with MS Offices Suite (Excel, Word, etc.) which points to unlimited potential for automation. The centralized data in MIS will allow for a complete analysis of the information collected. Evaluation of the program's success and effectiveness will be concluded afterward.

13b. *Gathering of data*. The Mentoring Network will incorporate both quantitative and qualitative examinations of performance, services and behavior resulting in a judgment concerning the desirability of the outcomes. In fact, capturing information for evaluation and program monitoring will be highly influenced by the design of MIS. Therefore the ESC will interview all stakeholders to: (a) determine system requirements, (b) examine the application and selection process of mentors and mentees, (c) determine the completeness of the actual applications, and (d) develop the governance of who, when and how the information will the information be entered and maintained in MIS. The program calendar will provide a guide as to whether MIS is religiously maintained. The weekly and monthly summary reports will be scrutinized for accuracy and completeness before it is distributed and will provide an audit trail for the program. Quality of program observation results will based on engagement of the observer. The design of observation forms/survey need to be precise in order to provide proof of the effectiveness of the program, what needs improvement, etc.

13c. *Projected indicators of success*. The objectives of The Mentoring Network (establish/improve mentoring, enhance/improve the organizational capacity/efficacy/cost effectiveness, and improve outcomes for at-risk local youth) will be achieved and demonstrated through weekly/monthly/quarterly/annually reporting. Key performance indicators (KPI) will include: (1) Recruiting and Developing quality mentors (from 18 to additional 48 mentors); (2) Number of students served by the program (from 51 to 165 students); (3) Increasing quality-time between mentees and mentors, frequency and total time; (4) Other quality involvement between mentors, mentees, and other influencing adults; (5) Maintain/Increase attendance rates; (6) Increase Academic achievement, (7) Improve Retention and Graduation Rates; (8) Improve employability of mentees – measured by job interviews and jobs held (will collect baseline during the first year); (9) Mentees creating personal charters: Setting Goals and Objectives; Identify individuals who will influence outcome; steps and milestones; timeline; identifying risks and solutions to address risks; % of Quality; (10) How many milestones/goals/objectives met in the year; % achieved; (11) Program retention (will collect baseline during the first year). Surety of the successful project indicators will showcase the measureable outcomes that reflect each of the five Community Connector Core principles.

13d. *Anticipated barriers*. Survey questions will capture and showcase the growth of each mentor and mentee by the end of the year. Therefore the Mentoring Network expects 100% participation in administered surveys, but will accept 95% as a target for success. In order to encourage participation, participants who complete surveys will be entered into a drawing for a chance to receive gift cards.

Attached Program Logic Model

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Program Name: The Mentoring Network

Resources	Program Activities	Outputs	Outcomes	Goal
What resources will be needed to conduct this program?	*What will we do with the resources?*	*Briefly describe the number of students engaged and the number of adults involved.*	*What are the short or intermediate term results that will be achieved?*	*What are the long term results that will be achieved?*
The Mentoring Network requires monetary funds to support: (1) materials and supplies, (2) tablets, (3) staff costs for part-time executive director and various coordinators, mentors and mentor counselor, (4) development of a Mentoring Information System, (5) Implementation of a formal evaluation and mentoring information system, (6) creation of a marketing awareness campaign, and (7) mentor background checks.	Provide following services: (1) middle school UbU-r3 Program, (2) one-on-one volunteer adult/student mentoring, (3) group mentoring classes incorporating a custom-designed UbU-r3 Character Curriculum, (4) one-on-one staff/student mentoring, (5) after-school mentoring club incorporating peer-to-peer mentoring, (6) summer sports camps, (7) a one-of-a-kind Character Sports Coaching Initiative, (8) a Leadership Academy (9) weekly Character Classes in middle & high schools.	The program will serve 488 high school students and 406 middle school students annually. Of this amount 232 additional students (133 from middle school and 99 from high school) will be served under expansion services focusing on 1:1 mentoring, the new Leadership Academy and after school mentoring club. The total number of adults involved is 60 adult mentor volunteers, 2 FT mentor staff, 4 PT mentor staff, 1 executive director and 2 volunteer Coaches from Leadership Committee.	1. Setting goals to be prepared for 21st century careers 2. Building character 3. Developing pathways to achievement 4. Building resiliency 5. Believing in a positive future	Strengthen communities, encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievement, higher levels of well-being, and health and workforce readiness for our state.

Application Section V: Program Budget

16. Complete the attached budget form.

Community Connectors GRANT ASSURANCES

The parties referred to in this document are the Ohio Department of Education, herein referred to as "THE DEPARTMENT," and the applicant, herein referred to as the "GRANTEE," and any partnering entity who is not the lead applicant, herein referred to as the "CO-APPLICANT." THE DEPARTMENT may make funds available to the GRANTEE for programs operated by the GRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with state laws and regulations, the GRANTEE assures, if awarded a grant:

1. That the GRANTEE will accept funds in accordance with applicable state and federal statutes, regulations, program plans, and applications, and administer the programs in compliance with the United States and Ohio Constitutions, all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the GRANTEE under the Community Connectors and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the GRANTEE has the necessary legal authority to apply for and receive the proposed grant and enter into the contract.
4. That the GRANTEE will keep and maintain the required financial and compliance records in accordance with the Ohio Revised Code Section 117.11, utilizing generally accepted accounting principles (GAAP) unless the GRANTEE has requested and received a waiver from the DEPARTMENT as to the method of accounting practices.
5. That the GRANTEE will make reports to THE DEPARTMENT as required or requested, and that may reasonably be necessary to enable THE DEPARTMENT to perform its duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by THE DEPARTMENT and shall be supported by appropriate documentation.
6. That the GRANTEE will maintain records, and provide access to those records as THE DEPARTMENT and authorized representatives in the conduct of audits authorized by state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
7. That the GRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of the program, as may be necessary according to state law.
8. That any application, evaluation, periodic program plan or report relating to the Community Connectors will be made readily available to parents and to other members of the general public.

9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. That the GRANTEE may not use its state funding to pay for any of the following:
    A. Religious worship, instruction or proselytization.
    B. The salary or compensation of any employee of the GRANTEE or any CO-APPLICANT, whose duties or responsibilities include the activities specified in paragraph 10A, herein. Salary or compensation of an employee paid directly by a faith-based entity or house of worship is permitted to be utilized as an applicant's in-kind contribution to draw down state matching funds, and is not otherwise prohibited by this section.

    B. Equipment or supplies to be used for any of the activities specified in paragraph 10A, herein.

    C. Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 10A, herein.
11. That the GRANTEE shall continue its coordination with THE DEPARTMENT during the length of the grant period.
12. The GRANTEE shall cooperate in any evaluation by THE DEPARTMENT.
13. That the GRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
14. That the GRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
15. That it shall maintain records for five years following completion of the activities for which the GRANTEE uses the state funding and which show:
    A. The amount of funds under the grant.
    B. How the GRANTEE uses the funds.
    C. The total cost of the project.
    D. The share of that total cost provided from other sources.
16. That in the event of a sustained audit exception, and upon demand of THE DEPARTMENT, the GRANTEE shall immediately reimburse THE DEPARTMENT for that portion of the audit exception attributable under the audit to the GRANTEE. The GRANTEE agrees to hold THE DEPARTMENT harmless for any audit exception arising from the GRANTEE's failure to comply with applicable regulations.
17. That the GRANTEE is aware all state funds granted to it are conditioned upon the availability and appropriation of such funds by the Ohio General Assembly. These funds are subject to reduction or elimination by the Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the GRANTEE shall hold THE DEPARTMENT harmless for any reduction or elimination of state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the GRANTEE shall immediately cease further expenditures under the Community Connectors.
18. The GRANTEE will adopt and use the proper methods of administering the grant and any sub grants, including, but not limited to:

A. The enforcement of any obligations imposed by law.
B. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
C. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.

19. The GRANTEE, by submission of a grant proposal, agrees that THE DEPARTMENT has the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The GRANTEE acknowledges this authority under Ohio Revised Code Section 3301.07 (C), as applicable.
20. . In the purchase of equipment and supplies, the GRANTEE will comply with state ethics laws and Ohio Revised Code Section 2921.42.
21. That the GRANTEE will have effective financial management systems, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
22. That the GRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for the grant.

This assurance is given in consideration of and for the purpose of obtaining any and all grants, loans, contracts, property, discounts or other financial assistance extended after the date hereof to the GRANTEE by THE DEPARTMENT, including installment payments, after such date on account of applications for financial assistance which were approved before such date. The GRANTEE recognizes and agrees that such financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the State of Ohio shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the GRANTEE, its successors, transferees and assigns. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the GRANTEE.

GRANTEE

3/10/15	3/10/15
Authorized Representative Date	Fiscal Representative Date
Keith M. Tousley	Jennifer Dodd
Printed	Printed

*By clicking this box ☒, I **Keith Tousley, President of The Mentoring Network** 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.*