

Application Template

Application Section I: Community Connectors Program Description

1. The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.

Reynolds Elementary School is part of the Toledo Public School District and serves students from kindergarten to 8th grade. The Lead Program will provide 5th-8th grade students with extensive one-on-one and group mentoring.

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

The Lead Program will focus its services at Reynolds Elementary School. The following chart provides the number of each youth per grade level. The totals include students who are in special education classrooms. Special education students in self-contained classrooms will be encouraged to participate in the Lead Program.

Grade	Student Totals
5 th	21 students
6 th	22 students
7 th	21 students
8 th	28 students

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 Lead Program is a school-based mentoring program available to students enrolled at Reynolds Elementary School (DuBois, et al., 2011; MENTOR, 2005). The program will be directed by The University Church (TUC) in collaboration with Reynolds Elementary School and other key partners. This mentoring program will utilize a combination of service delivery approaches (Lawner, et al., 2013). Mentoring will include the following activities: 1) One-on-One Mentoring; 2) After-School Group Mentoring; 3) High School Exploration Nights; 4) College Exploration Nights; 5) Enrichment Groups; and 6) Special Events.

Program Activity	Dosage	Focus Core Principle Outcomes Measure
One-on-One Mentoring	1 hour per week	<ul style="list-style-type: none"> • Development, Implementation, and Evaluation of SMART goals to prepare for careers • Increased positive interaction with adults as measured by identified program evaluation instruments
After-school Group Mentoring	1 x per week	

		<ul style="list-style-type: none"> Increased decision making to promote pathways towards achievement as measured by identified program evaluation instruments
Enrichment Groups	1 x per week	<ul style="list-style-type: none"> Increased mentee, mentor, parent, and teacher identification of positive character traits of mentee Increased ability to respond to stressors in a positive manner to promote sense of resiliency Increased belief in personal positive future Decreased behavioral difficulties within the home and school environment <p>All above outcomes are measured by identified program evaluation instruments</p>
Tutoring	2 x per week	<ul style="list-style-type: none"> Increased academic performance which promotes pathways towards achievement and career preparation as measured by school reports Increased exposure to education and career opportunities to believe in positive future as measured by participation in exploration nights
High School Exploration	2 x per month	
College Exploration	4 x per month	

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

Mentoring Overview

The working definition of mentoring employed by the Lead Program will be as follows: “mentoring is a structured and trusting relationship that brings young people together with a caring individual who offers guidance, support and encouragement aimed at developing the competence and character of the mentee” (National Research Agenda).

All mentees enrolled in the program will be required to work collaboratively with their mentor to establish both academic and overall-wellbeing mastery goals (Rhodes, Spencer, Keller, Liang & Nolan, 2006; Moller et al., 2012). The mentors and mentees will receive training on the development of SMART (Specific, Measurable, Achievable, Real, and Timeline) goals (O’Neil, 2004; National Staff Development). These goals will be reviewed at least once per month to assess progress and obstacles towards goals. The goal forms will look as follows:

GOAL
Action Steps:
Measurement:
Timeline:
Review (Outcomes):
Partners:

Progress towards goals will be celebrated with the students one time per quarter (Slack, et al., 2013). The school hosts quarterly school-wide success celebration events. The Lead Program will be incorporated into these celebrations and program staff will recognize the mentees’ achievements. Mentors and staff members will help students utilize personal goal forms and achievement awards to develop personal portfolios, which will be incorporated into those students’ school data binders.

Academic Support

The Lead Program will afford mentees the opportunity to receive direct academic support (Slack, et al., 2013). The mentors and program staff will have consistent, direct contact with the school administration and teachers. The mentees will participate in two hours of after-school academic support per week. Program staff will provide additional academic support during the school day as determined by the mentor, mentee, and teachers. This academic support component helps students build a strong foundation for academic achievement that gives way to positive futures.

The Lead Program will sustain and expand existing partnerships with the University of Toledo Honors College, the University of Toledo Health Science Campus, Mercy College, Lourdes University, Toledo Public School District, and

others. Such partnerships expose mentees to opportunities and promote academic success (Eby, et al.; 2008; Schwartz, et al. 2012). One time per week mentees will receive academic support directly at the University of Toledo's Honors College. The mentees and mentors will also participate in Exploration Nights to learn about high school, college, and career options. Consistent exposure to high school programs, colleges, and career will promote commitment to learning and achievement, while also nurturing the belief in a positive future self (DuBois, et al., 2011).

Enrichment

The Lead Program will facilitate after-school enrichment groups one time per week. The enrichment groups will focus on the promotion of positive physical and mental health for mentees. The program will partner with the school-based mental health program (TACKLE) and the University of Toledo Social Work Department.

Toledo faces the unfortunate reality of having the fourth highest rate in the nation of human trafficking of minors into the sex industry (Northwest Ohio Innocence Lost Task Force, 2009). Therefore, facilitating healthy personal boundaries, developing a positive identity, and believing in a positive future have never been more critical for the city's children. The Lead Program will use the Human Trafficking and Social Justice Institute's expertise to facilitate prevention enrichment groups.

In addition to prevention enrichment groups, the Lead Program will provide groups to assist with the positive management of stressors, management of risk factors, and bolstering protective factors (Compton & Shim; 2015; Institute of Medicine, 2009). The mental health program staff will support students with the positive management of Adverse Early Life Experiences (AELE) which are identified as "inconsistent, stressful, threatening, hurtful, traumatic, or neglectful social interchanges" (Compton & Shim; 2015; p.48). Increased experiences with AELEs directly correlate with increased risk factors for long-term health and mental health consequences. The Lead Program will create a safe and supportive environment where stable and consistent adults can nurture resilience and promote positive social-emotional outcomes (Compton & Shim; 2015).

Health, nutrition, and physical fitness enrichment groups will also be available. The Lead Program will continue to partner with The University Church Garden Program, The University of Toledo Health Care Access Initiative, and Mercy Health Partners (Kohl's Kids In Action). Health, nutrition, and physical fitness groups will follow Fuel Up to Play 60 and USDA Dig In! curriculum. These groups will focus on the promotion of overall health through nutrition education, community gardening, and the promotion of 60 minutes of physical activity per day.

Basic Needs

According to the 2014-2015 Ohio School Report Card, over 89% of Reynolds Elementary students are considered economically disadvantaged, and may therefore be at risk of food insecurity. Food insecure families face "uncertainty about future food availability and access" (Compton & Shim; 2015, p. 149). Furthermore, Reynolds Elementary School is located in a food desert, which means the community has minimal access to fresh fruits, vegetables, and other foods due to the lack of grocery stores (USDA, 2015).



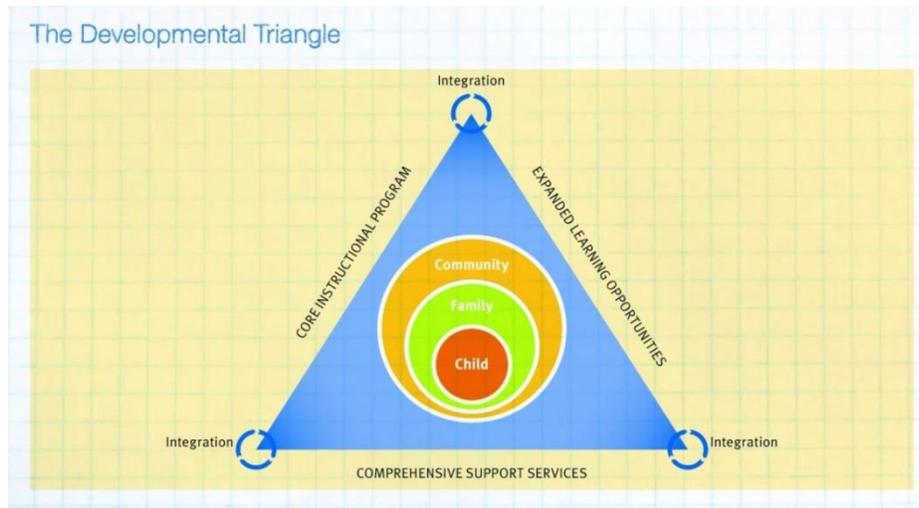
The Lead Program partners with Children's Hunger Alliance to provide students with dinner two nights per week. In addition, the program collaborates with The University Church's Community Garden and Food for Thought's mobile pantry initiative to provide students' families with fresh fruits and vegetables along with non-perishable food items.

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.

National Mentoring Partnership and National Mentoring Center

The Lead Program will expand on an existing program. This expansion utilizes the National Mentoring Partnership and National Mentoring Center's guidelines on quality, research-based, best practice mentoring programs.

The **mission** of the partnership between The University Church (TUC) and Reynolds Elementary School is: to *provide comprehensive supports for the whole student, whole family, and whole community*. The University Church will be implementing the Lead Program, which will be modeled after the Cincinnati Youth Collaborative mentoring programs. Similar to the **Cincinnati Youth Collaborative**, The Lead Program will be one key component in a wide range of programs available to the students, families, and community.



Graph from *Building Community Schools: A Guide For Action*

TUC also models its expansive programs after the **National Center for Community Schools**. TUC's partnership with Reynolds Elementary School is part of the Toledo Public School District's **Schools as Community Hubs** Strategic Plan.

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 University Church has been a strong partner of Reynolds Elementary School since August 2010.

Partnership Goal: The school functions as an access point for the entire neighborhood to receive services focused on expanding learning opportunities, enhancing social and emotional learning, strengthening families, and promoting a healthier community. The following are programs facilitated by The University Church (TUC) at Reynolds Elementary School:

After-School and Summer Youth Programs

Research regarding academically-focused after-school programs indicates that such programs result in higher scores on math, reading, and language arts standardized tests (Achievement, 2009; Afterschool Alliance, 2011; National Center, 2009). The after-school program's primary goal is to enhance the students' academic achievement. The after-school program complements and reinforces classroom learning through collaboration between teachers and after-school program staff. Tutoring aligns directly with the common core curriculum. TUC collaborates with teachers, school administration, data coordinator, and intervention specialist to develop and implement the after-school and summer youth programs. Students in both these programs receive individual and/or group tutoring based on their identified needs (National Center 2009; Ohio Afterschool Network, 2010).

In addition to receiving tutoring services, students utilize the instructional software, Success Maker, to further receive personalized outcomes-based educational instruction (Rosenberg, 2011). Rosenberg and Lopez

(2011) support the use of technology to engage students and parents in the learning and assessment process. TUC employs the same assessment tools as elementary school teachers. Students' individual needs are identified through the review of Student Testing and Research (STAR) and Success Maker assessment data. TUC also obtains direct feedback from the teachers, school administration, data coordinator, and math intervention specialist regarding the academic needs and gaps of the students enrolled in the after-school and summer youth programs.

The after-school and summer youth programs serve students from kindergarten to 8th grade on site at the school. The after-school program runs Monday to Thursday from 3:10pm to 5:30pm. The summer youth program is held Monday to Thursday from 11:00am to 2:00pm. Both programs consist each day of 1 hour academic support tutoring, 1 hour of physical fitness, ½ hour computer based learning, and ½ hour meal provision.

In addition to the structured academic tutoring, students participate in education-focused experiential learning activities that include, but are not limited to: 1) Positive interactions with caring adults by connecting students to mentors; 2) Participation in recreational, musical, and art activities; 3) Environmental and nutrition education through community gardening; 4) Guest presenters/organizations; 5) Leadership development and community service; and 6) Hands-on education through off-site field trips (National Center 2009; Ohio Afterschool Network, 2010).

Adult Programming

Through research and collaboration with school administration, teachers, and parents, our program acknowledges that families face considerable barriers that inhibit their involvement in schools (Afterschool Alliance, 2008; Ohio Afterschool Network, 2010; Rosenberg, 2011; Rosenberg, 2012). Based upon research and community collaboration, TUC works with community partners to provide parents with personal and professional development opportunities. Those opportunities include, but are not limited to: 1) General Education Development (GED) classes; 2) Stress management; 3) ACT: Raising Safe Children; 4) Arts and craft classes; 5) Cooking classes focused on health and nutrition; and 6) Adult-child relationship building, including art programs and gardening activities.

Basic Needs

To promote academic success of students, it is critical to address issues confronting families (Afterschool Alliance, 2008; Rosenberg, 2011; Rosenberg, 2012). An integral component of the program is to determine need and provide access to resources/services.

Food Services

During the after-school program and summer youth program, TUC provide students with access to a meal through partnership with **Children's Hunger Alliance** and **Toledo Public Schools**. In addition to providing meals directly to the students, TUC collaborates to address family food needs. TUC has a community garden where fruits and vegetables are grown for Reynolds Elementary families. The fresh produce is distributed weekly throughout the growing season. The families also receive non-perishable food items through **Food for Thought's** monthly mobile pantry.

The families are encouraged to participate in growing the produce. Parents and children also have the opportunity to receive free cooking classes that demonstrate how to incorporate fresh produce into their household diet.

School Based Health Services

TUC desires to improve the success of children and families by advancing access to health services in the school. A multi-disciplinary team of licensed health care professionals work to provide medical, mental health, and prevention services.

Medical services made possible through **The University of Toledo Health Care Access Initiative** and **Rocket Pediatrics** include: 1) Comprehensive physical examinations, including those for sports, work, and/or school; 2) Provision of immunizations required by school; 3) Mandated school health services, including screenings for vision, hearing, asthma, obesity, scoliosis, and other medical conditions; 4) First aid care to all students registered in the building; 5) Community referrals; and 6) Health insurance enrollment facilitation.

Mental Health services made possible through **RFS Charitable Foundation TACKLE** program include: 1) Individual (child and adult), family, and group counseling; 2) Case management; 3) Parenting guidance; 4) Advocacy services; and 5) Community link for crisis intervention.

Master's level mental health professionals and graduate-level students under direct supervision collaborate with the families to develop an individualized service plan to address their specific needs. If necessary, home-based services will be provided to families.

These medical and mental health services are provided free of charge regardless of insurance. However, providers do bill Medicaid and private insurances to support those services' sustainability and expansion.

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

The University Church' (TUC) partnership with Reynolds Elementary School emerged as a grassroots response to community needs. TUC has developed an effective program by having a triple focus 1) personal change; 2) organizational change; and 3) community change (WK Kellogg Foundation, 2015). In order to facilitate change within all three areas, TUC has built critical partnerships through collaboration and cooperation between all sectors of the community. These key community stakeholder partnerships will continue to promote the success of all of the TUC/Reynolds Elementary School programs.



The success of the collaboration will be measured by 1) partnership evaluations; 2) maintained partnerships from year to year; 3) expansion of partnerships; and 4) achievement of the Lead Program identified program outcomes.

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

Tiffany Ways, MSW, LISW, is School Program Director for The University Church. She holds a Masters in Social Work from the University of Michigan and received her Bachelor of Arts in Social Work from Mercyhurst College. For six years prior to her current position, Ms. Ways worked as a trauma therapist

for multisystem-involved children, adolescents, and families. In 2010, Ms. Ways initiated the unique partnership between TUC and Toledo Public Schools. Ms. Ways oversees all of the out-of-school time programs at Reynolds Elementary. She will be responsible for the Lead Program's implementation and oversight.

Holly Clark is the Proud Parent of three Reynolds Elementary School Students. Ms. Clark is a critical member of our leadership team who provides invaluable community expertise. She has resided and actively participated in the community for the past ten years. Furthermore, Ms. Clark and her children participate in all programming at Reynolds Elementary.

Tashayla Byrd is a Reynolds Elementary Student Leader. Tashayla has actively participated in out-of-school time programming at Reynolds Elementary since 2012. She has taken active steps to utilize out-of-school time supports to help her move towards her personal and academic dreams. Tashayla will represent mentees on the Leadership Team. She will support the team with making student focused decision to promote progress towards program goals and overall success.

Mary Kay Smith, M.D., is Assistant Professor & Director of Public and Community Psychiatry in the Department of Psychiatry at the University of Toledo (UT). She is the Principal Investigator for UT's 'Medical Technical Assistance and Policy Program Health are Access Initiative' grant. Dr. Smith facilitates the relationship between TUC and Reynolds Elementary and UT Health Science Campus. She also facilitates the provision of fiscal support, personnel, time, training/professional development, and numerous other contributions through this partnership. Dr. Smith and the expanding collaboration with UT Health Science Campus will be vital to the success and suitability of the Lead Program.

Julianne Gault, M.Ed., is the principal of Reynolds Elementary School, a position she's held since 2011. Her dynamic leadership and support have been critical to the success of the partnership between Reynolds Elementary and The University Church. Within the community, Ms. Gault has been a key champion for the partnership by drawing awareness to the programs, garnishing community support, and supporting fiscal sustainability. With the Lead Program, Ms. Gault will 1) support the recruitment of mentees; 2) assist with data collection; 3) assist with facilitation of orientation and trainings; and 4) collaborate with nonprofit and business organizations.

Page Armstrong, Ph.D., is a Lecturer and Director of Honors Living and Learning Community at the University of Toledo. Dr. Armstrong has supported the relationship between Reynolds Elementary School and the University of Toledo Honors Program since 2012. Dr. Armstrong has been critical with the exposure to Reynolds students to college opportunities. She created the opportunity for the seventh and eighth grade students to have weekly on campus tutoring and program tours. Dr. Armstrong will continue to provide this opportunity for all students participating in the mentoring program.

Dr. Armstrong is also a member of the Stranahan Foundation. TUC School and Garden Programs have both received funding from the foundation. In addition, Dr. Armstrong has provided funding for two honors students to intern with the Summer Youth Program for the past two years.

Jennifer Fackleman, MSW, LISW-S, LCDC III, is the Clinical Director of RFS Charitable Foundation (TACKLE Program). Ms. Fackleman works in partnership with Toledo Public Schools to provide mental health and drug/alcohol treatment within schools. The TACKLE Program provides mental health services within Reynolds Elementary. The TACKLE Program is an integral part of The University Church After-School Program. Ms. Fackleman ensures that two of the TACKLE Program staff will participate in 1) after school mentoring; 2) tutoring; 3) enrichment groups; 4) exploration nights; and 5) parent engagement.

Steve Collier, JD, is an attorney for Connelly, Jackson & Collier LLP. Mr. Collier has participated in mentoring through the Lucas County Youth Treatment Center since 2001. Mr. Collier has partnered with TUC and Reynolds Elementary since the beginning of the after-school program in 2012. He is a vital partner in the development, recruitment, and implementation of programs. Mr. Collier will assist with 1) mentor recruitment, training, and support; 2) exploration nights; and 3) community engagement.

Tamam Baiz, BA, BS, MS, Ph.D., Assistant Professor of Chemistry with Mercy College/Health Partners. Dr. Baiz participates in all Mercy College Youth Programs, which includes Science Saturday and Camp Scrubs. Mercy Health Partners and College will continue to afford opportunities to Reynolds Elementary students. Since the first week of TUC After-School Program, Mercy Health Partners has been a critical partner. On a weekly basis, Mercy Health Partners staff members assist with the facilitation of the health, nutrition, and physical fitness program. In addition, Mercy College provides college volunteers and facilitates college visits. Mercy College/Health Partners will be responsible to assist with 1) recruitment of mentors; 2) facilitation of health, nutrition, and physical fitness club; and 3) college exploration nights.

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.

Mentor/Mentee Recruitment will begin in *June 2015*. Mentor/Mentee recruitment will be ongoing.

Staff and Partner Training will occur during the second and third week of *August*.

Mentor Orientation and Training will occur on *August 24, 2015*. Mentor orientation and training will be ongoing. In August and February two large orientation sessions will be held.

Mentee/Parent Orientation and Training will occur on *September 1st and 3rd*. Orientation and training will be ongoing. In August and February two large orientation sessions will be held.

Individual and After-School Mentoring will begin *September 3, 2015*. Mentoring will continue throughout the year as previously identified.

Exploration Nights will begin the week of *September 7, 2015*. Exploration Nights will continue throughout the year as previously identified.

Field Trips/Special Events will be held one time per month beginning in *September 2015*.

Parent Group will continue to be held *every Tuesday* from 11:00am to 12:30pm.

Mentee Celebration will be held a minimum of two times per year during school building celebration. The dates will be determined in May 2014 by the Building Leadership Team.

Annual Program Evaluation will occur in *September* of every year.

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

- a. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;
- b. Identification and intake process for mentees;
- c. The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency;
- d. Assessing fiscal accountability and faithful implementation of project plans; and
- e. Any other critical information you would want the Community Connectors team to know.

Mentor Screening
<input type="checkbox"/> Mentor Completes Application. <input type="checkbox"/> Mentor agrees to commitment of one calendar year. <input type="checkbox"/> Mentor agrees to complete an average of one hour per week of contact with student. <input type="checkbox"/> Mentor completes face-to-face interview with program staff. <input type="checkbox"/> Program staff complete personal and professional reference check. <input type="checkbox"/> Mentor agrees a release to a criminal background check to be completed by program staff.

<ul style="list-style-type: none"> <input type="checkbox"/> Mentor required to sign a driver affidavit and provide proof of current driver's license and registration.
Mentor Training
<ul style="list-style-type: none"> <input type="checkbox"/> Mentor completes a minimum of a two hour pre-training provided by program staff which includes, but not is limited to the following areas: 1) Program rules, guidelines, goals and expectations; 2) Mentor/mentee relationship development, maintenance, and closure; 3) Potential ethical issues; and 4) Assistance available to provide support. <input type="checkbox"/> Utilization of evidence-based training materials. <input type="checkbox"/> Developmental topics to cover in training; 1) Child development; 2) Opportunities and challenges to mentoring children; 3) Cultural issues; and 4) Family engagement.
Monitoring and Support
<ul style="list-style-type: none"> <input type="checkbox"/> Program staff have a minimum contact of two times per month. <input type="checkbox"/> Mentor provide program staff documentation about each contact with mentee. <input type="checkbox"/> Program staff will utilize scientifically tested relationship assessment tools to monitor relationship. <input type="checkbox"/> Program will provide mentors with additional training and supervision opportunities a minimum one time per month.

*Adapted from MENTOR, 2005

Mentor/ Mentee Training and Support Schedule	
September	Difficult Issues: School System and Student Academic Performance Goal Setting – SMART GOALS
October	Difficult Issues: Safety and Sex Trafficking Self-Image and Character Development
November	Difficult Issues: Mental Health Pathways Towards Achievement
December	Difficult Issues: Substance Use and other high risk behaviors Critical Thinking and Positive Decision Making
January	Difficult Issues: Health and Nutrition Resilience and Grit
February	Difficult Issues: 21 st Century Careers Dreams and Aspirations
All trainings will be held on the 1 st and 3 rd Tuesday of the month. The training cycle will repeat every 6 months. Trainings will be added and/or changed as necessary.	

Identification and Intake Process for Mentees

Mentee Identification
<ul style="list-style-type: none"> <input type="checkbox"/> Mentee referrals completed by school administration, teachers, and other school staff. <input type="checkbox"/> Mentee referral completed by school based mental health program (TACKLE). <input type="checkbox"/> Mentee referral completed by school based health clinic (ROCKET Pediatrics) <input type="checkbox"/> Parent(s)/guardian(s) or child self referral. <input type="checkbox"/> Enrollment and participation in program is voluntary with the understanding of a minimum of a twelve month program commitment. Agreement will also include understanding the minimum requirement of one hour per week of contact with mentor.
Mentee Intake
<ul style="list-style-type: none"> <input type="checkbox"/> Completion of mentee application in which parent(s)/guardian(s) consent to the child's participation in the program. <input type="checkbox"/> Mentee and parent(s)/guardian(s) will complete program training which includes, but not limited to the following areas; 1) Program rules, guidelines, goals and expectations; 2) Mentor/mentee relationship; and 3) Parent/guardian participation expectations. <input type="checkbox"/> Utilization of evidence-based training materials.
Family Participation
<ul style="list-style-type: none"> <input type="checkbox"/> Parent(s)/guardian(s) of the mentee will be required to participate in program orientation. <input type="checkbox"/> Parent(s)/guardian(s) of the mentee will be required to commit to a minimum of 10 hours in

- engagement with the school and/or program during the year program.
- Parent trainings will be held an average of two times per month.

*Adapted from MENTOR, 2005

Fiscal Accountability

Fiscal accountability is critical to the sustainability of program. Accountability for program implementation and fiscal responsibility will be continuously monitored through 1) clear and consistent data collection; 2) program transparency with partners and leadership team; and 3) annual program evaluation.

Critical Information

Program Mentoring

The relationship between TUC and Reynolds Elementary School functions as a model program throughout the Toledo Public School District. The University Church works in partnership with Toledo Public Schools to function as a **district-wide mentor** for school/church partnerships.

On February 25, 2015, TUC After-School Program at Reynolds Elementary was named the Children's Hunger Alliance **2014 Afterschool Program of the Year**.

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

See Roles and Responsibilities Attachment

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:
- Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;
 - Gathering of data to measure progress of program towards meeting the selected goals;
 - Projected indicators of success; and
 - Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

Record Keeping

All mentors and mentee will have a personal file. The **mentor personal file** will consist of a Mentor Requirement Checklist which includes: 1) Submitted Completed Application; 2) Attended Orientation; 3) Fingerprint report received; 4) Copy of driver's license and proof of insurance; 5) Signed Code of Conduct and Responsibilities; 6) Interview Completed; 7) Reference Contacted; and 8) Additional Trainings Attended.

The **mentee personal files** will consist of a Mentor and Parent(s)/Guardian Requirement Checklist which includes: 1) Program Referral; 2) Parent/Guardian Consent; 3) Attended Orientation; 4) Signed Code of Conduct and Responsibilities; 5) Program Attendance Log; and 6) Parent Engagement Hours.

The Lead Program will keep a master log of all of the students enrolled. The master log will also include a track all of the mentor/mentee contact hours. The Mentors will also be required to complete monthly reports which will include: 1) Identified Goals and Progress Towards Goals; 2) Successes and Challenges; and 3) Program Feedback. Both mentor and mentee personal files will also contain a copy of the interaction log,

which will include: 1) date/time of contact; 2) activity specifications; 3) mentor rating of the interaction quality; 4) identify core principal goal; and 5) additional comments.

Program Evaluation

Youth Evaluation	
Youth Pre-Post Program Survey	Courtesy of MENTOR/National Mentoring Partnership. Adapted evaluation instruments developed by Dr. Cynthia L. Sipe, Youth Development Strategies, Inc., for an evaluation of Bear Stearns Bear Cares mentoring project.
<i>Youth–Mentor Relationship Questionnaire</i>	Roffman, J., Ranjini, R., Rhodes, J., & Grossman, J. B. (in press). Promoting successful youth mentoring relationships: A preliminary screening questionnaire. <i>Journal of Primary Prevention</i> .
Enrichment Evaluations:	
• Social Emotional Health	Mentor, Mentee, Parent, Teacher Pre- Post Report
• Health and Nutrition	Pre-Post Test USDA <i>DIG IN!</i>
• Physical Activity	Fuel Up to Play 60 Log/Physical Activity Tracking
Parent Evaluation	
Mentor Program: Parent Survey	Written by Dr. Susan G. Weinberger, president, Mentor Consulting Group, <i>Guide to Mentoring</i> (2000), published by The Connecticut Mentoring Partnership.
Mentor Evaluation	
Program Evaluation	Courtesy of Mass Mentoring Partnership, <i>Mentoring A-Z Training Manual</i> .
Mentor Evaluation Form	Courtesy of The Connecticut Mentoring Partnership, <i>Business Guide to Youth Mentoring</i> .
School Staff Evaluation	
Pre-Post Teacher Survey	Courtesy of Big Brothers Big Sisters of America.

Barriers to Evaluation and Progress Towards Outcomes

A potential barrier to program evaluation will be the mobility of the families within the school. The program desires to maintain contact with students for a minimum of twelve months. The mentors and program have the potential to maintain contact with students that remain within the Toledo Public School District. Unfortunately, the program will have limited access to students that move outside of the school district.

14. Applicants are to complete the program model. See *Program Model Attachment*

Application Section IV: Sustainability

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

The University Church (TUC), Reynolds Elementary School, Toledo Public School District, and all of the other partnerships are committed to the sustainability of the Lead Program. The Lead Program has adapted three sustainability models 1) Department of Health and Human Services; 2) National Center for Community Schools; and 3) The Center for the Advancement of Mentoring (ACTAM, 2015; HHS, 2014; MetLife, 2011). According to the United States Department of Health and Human Services, programs for adolescents are best positioned for sustainability when they can “effectively leverage partnerships and resources to continue programs, services, and/or strategic activities that result in improvements in the health and wellbeing” (HHS, 2014)

Evaluation	Strategic Partnership
<ul style="list-style-type: none"> • Data driven decision making • Program research informed of best practices both on a state and national level • Marketing data to partners and potential supporter • Obtain both quantitative and qualitative data 	<ul style="list-style-type: none"> • Identification and Utilization of Key Champions • Diverse community support/community buy-in • Program embedded into partnering organizations • Shared mission and goals • Partner accountability through consistent communication
Adaptable	Leadership
<ul style="list-style-type: none"> • Adapt and improve to ensure effectiveness • Evolve and respond to environmental and community changes • Continual assessment of program • Maintain fidelity to research based practices 	<ul style="list-style-type: none"> • Team with clear vision • Engaging stakeholders to gather program support and support funding sustainability • Opportunities for program staff to build their own skills to enhance program services
Strategic Financing	
<ul style="list-style-type: none"> • The diversity of funding is identified as the key component for program longevity (HHS, 2014). Therefore, it is the goal of program staff to continue to diversify funding sources. The University Church has received financial support from the Toledo Community Foundation, Stranahan Foundation, Rotary Foundation, United Way Tocqueville Society, Toledo Public Schools, UT's MedTAPP HCA Initiative grant, ServeOhio, Lowe's Toolbox for Education, Educational Blueprints Association, and private donations. TUC aims to continue funding through these diverse funding sources. • TUC leverages funding to maximize fiscal resources and program personnel. Partnerships will be continued for staffing through the utilization of 1) Master's Level Social Work Interns; 2) UT's Honors Interns; 3) UT's Medical Student Community Health Internship Program; and 4) Community Health Worker Interns to support the regular function of the program. • TUC will also continue to partner with business organization to leverage material resources. At the present time, TUC partners with three JoAnn Fabrics and Craft Stores and Checker Distributors to receive arts and craft supplies on a monthly basis. The supplies will be utilized as materials for enrichment and parent groups. TUC desires to utilize the next three years to build business partnerships to increase material donations received. • The strategic partnerships have and will continue to be developed to leverage organizational resources. The non-profit partners that TUC collaborates with provide program support for no financial cost. Examples include but not limited to: 1) physical fitness programs provided by Mercy Health Partners; 2) pediatric services provided by UT Rocket Pediatrics; 3) mental health services and case management provided by RFS Charitable Foundation; 4) meal provision by Children's Hunger Alliance and Toledo Public Schools; and 5) parent cooking classes provided by The University Church Garden Program and UT's MedTAPP HCA Initiative, and other UT health-related resources. 	

Application Section V: Program Budget

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

By clicking this box, I Tiffany Ways, MSW, LISW, 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.