



## 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.  
The target population of this program will be 10th, 11th, and 12th grade at-risk students enrolled in the Barberton Local Schools- a district that services 71% low-income students (62.9% at Barberton High School).
2. Provide the number of youth in each grade level and at each school your program proposes to serve.  
At-risk students serviced by program at Barberton High School include a total of up to 300 at-risk youth:  
Year 1: 50 Tenth Graders  
Year 2: 50 Tenth Graders + 50 Eleventh Graders  
Year 3: 50 Tenth Graders + 50 Eleventh Graders + 50 Twelfth Graders
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.

This project will build on a successful research-based mentoring initiative that began in 1997 in the Akron Public Schools and moved to Barberton High School in 2012. Starting in 10th grade, at-risk high school students were teamed as closely as 1:1 as possible with experienced University of Akron education majors (all juniors and seniors) in order to be mentored. This mentorship focused on helping 10th grade at-risk students improve their academic performance by setting and assessing their progress towards college and/or career goals. Around 32 university students are assigned to one of two different classrooms- based upon their major (one period of English Language Arts, and one period of U.S. History). This mentorship takes place for fourteen weeks, and university mentors are on-site every day of the semester from 12:50pm-3pm working with their 10th graders individually or in teams, under the direction of their professors and 10th grade cooperating teachers. University mentors provided individualized and differentiated instruction and mentoring to the students while in school.

New to this project will be the expansion of mentorship beyond the 10th grade year, into grades 11 and 12. At the end of the first semester of their 10th grade year, trained adult volunteers from Johnson United Methodist Church (UMC) in Norton, Ohio will be assigned and introduced to their mentee- a Barberton High School Student 10th grade project participant. These UMC adult mentors will meet with their mentee twice a month (in school and outside of school), over grades 10, 11, and 12 to monitor student progress in regards to their college and/or career goals they previously established (under the direction of their university mentors early on in 10th grade). Mentors are also encouraged to appropriately interact with their mentee virtually (for tutoring and advice). We plan to have 10th graders enter this project as cohorts in Year 1, Year 2, and Year 3. The adult/UMC mentors will not only be asked to help support their mentee as they work towards their goals but report back to the Project Leadership Team at least once a month on the overall performance of their mentee in meeting their constructed goals. Starting FA 2015, Barberton Local Schools have

created a block planning period that all 10th graders will, from 7:45-8:35am. This time would be available for UMC mentors to meet and work with their mentee. During this time, UMC mentors would check in on their mentee's grades (using ProgressBook/laptops), how their mentee is doing at school and at home, and provide overall guidance and support. While UMC adult mentors donate their time to this project, we plan to reimburse them for mileage to/from the high school for each visit. Those students that make satisfactory progress in meeting their goals, as identified by their UMC mentor, will receive prizes and rewards (i.e. movie tickets, Akron Rubber Ducks Tickets, etc.). Special events for mentors and mentees will be held each semester to promote community building and strong mentorship. Finally, at-risk high school students being mentored in this project will have their performance reviewed, monitored, and tracked in grades 10, 11, and 12 by a Project Leadership Team- made-up of representatives from all project partners. This Project Leadership Team will make informed recommendations that are necessary to help at-risk youth and their mentors in meeting their goals. In particular, data sources to be collected and monitored for each mentee in grades 10, 11, and 12 include 1. A mentor submitted monthly report/scorecard (which will monitor all mentees progress in meeting their goals, 2. Youth academic records (i.e. grades, attendance, referrals/suspensions, etc.), and other data collected for project evaluation (i.e. surveys, interviews, and document analysis). Program evaluation will allow us to determine the impact and reach the treatment, over three years, had on those at-risk youth we mentored (versus those students not receiving treatment). In 12th grade, twelve youth that demonstrate exceptional growth and performance in meeting their college and/or career goals, and those accepted into a university, will be awarded a \$1,000 scholarship at a special reception. At this award reception, all UMC mentors and their mentees will be honored for their efforts and commitments. To see a more specific and thorough breakdown of how this project will address each of the five Community Connectors core principles, please, see Appendix: Alignment of Project to Five Community Connectors Principles.

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

Summer 2015: Professional Development Workshop for Mentors (UMC and University). Professional development will provide mentors with tools and strategies to assist their mentees. In particular, the first half of this orientation will focus on what's expected of a mentor? What's appropriate/inappropriate activities and communications? And, additional training on goal setting and attainment (provided by UA College of Education and Raymond James Financial (Business Partner). All mentors will be required to complete on-site BCI/FBI background checks.

Early Fall 2015: 32 Univ. of Akron Education Majors/University mentors (in Jr. or Sr. year) paired as closely as 1:1 as possible with 10th graders. Furthermore, 10th graders and their parents are oriented and introduced to their assigned UMC mentors at a special meeting at BHS High School.

Mid-September 2015: Interdisciplinary Unit Implemented in 10th Grade U.S. History (25 students) and English Language Arts (25 students) on Goal Setting, Attainment, Career Exploration, and Problem Solving. In this unit, all youth will create and post their college and/or career goals.

October through November, 2015: University mentors provide individual guidance and support to their assigned 10th grader. This includes academic support and guidance in goal attainment. University mentors will complete a monthly mentorship scorecard for each advisee which will help monitor their overall progress.

1st Week of December, 2015: End of the Semester Celebration for those participating 10th graders that are making progress in meeting their goals. This event will take place on the campus of The University of Akron, and 10th graders and their UMC mentors will be invited.

Mid-January, 2016: Second Interdisciplinary Unit Implemented in 10th Grade U.S. History and English Language Arts on Goal Setting, Attainment, Career Exploration, and Problem Solving. In this unit, all youth will revisit their goals, and outline short-term and long-term steps necessary to meet these goals.

February through April, 2016: University and UMC mentors will provide individual guidance and support to their assigned 10th grader. This includes academic support and guidance in goal attainment. Mentors will complete a monthly mentorship scorecard for each advisee which will help monitor their overall progress.

1st Week of May, 2016: End of the Year Celebration for those participating 10th graders that are making progress in meeting their goals. This event will take place on the campus of The University of Akron, and 10th grader mentees, their teachers, and their mentors will be invited.

Early June 2016 Recognition Dinner: All mentors (plus one guest) and all mentees (plus two guests) will be invited to a special recognition dinner on the campus of The University of Akron. During this event, the contributions of volunteer mentors will be celebrated along with the accomplishments of mentees in moving toward the attainment of their goals.

Summer 2016: Professional Development Workshop for Mentors. Professional development will provide mentors with tools and strategies to assist their mentees in meeting their goals. New mentors will receive an orientation on mentoring. All mentors will be required to complete on-site BCI/FBI background checks.

Early Fall 2016: 32 Univ. of Akron Education Majors/University mentors (in Jr. or Sr. year) paired as closely as 1:1 as possible with 10th graders. Furthermore, 10th graders and their parents are oriented and introduced to their assigned UMC mentors at a special meeting at BHS High School.

Fall 2016-Spring 2017: UMC mentors will meet at least twice a month with their mentee while they are in grade 11 to monitor student progress in regards to the College and/or Career Goals they previously established (under the direction of their university mentors in 10th grade). The UMC mentors will not only be asked to help support their mentee as they work towards their goals but report back to the Project Leadership Team frequently on the overall performance of their mentee in meeting their constructed goals. Those students that make satisfactory progress in meeting their goals, as identified by their UMC mentor, will receive prizes and rewards. At the end of each semester, there will be a celebration where 10th grade mentees and their mentors come together to celebrate their achievements on the campus of the The University of Akron.

June 2017 Recognition Dinner: All mentors (plus one guest) and all mentees (plus two guests) will be invited to a special recognition dinner on the campus of The University of Akron. During this event, the contributions of volunteer mentors (in grades 10 and 11) will be celebrated along with the accomplishments of mentees in moving toward the attainment of their goals.

Summer 2017: Professional Development Workshop for Mentors. Professional development will provide mentors with tools and strategies to assist their mentees in meeting their goals. New mentors will receive an orientation on mentoring. All mentors will be required to complete on-site BCI/FBI background checks.

Early Fall 2017: 32 Univ. of Akron Education Majors/University mentors (in Jr. or Sr. year) paired as closely as 1:1 as possible with 10th graders. Furthermore, 10th graders and their parents are oriented/introduced to their assigned UMC mentors at a special meeting at BHS High School.

Fall 2017-Spring 2018: UMC mentor will meet at least twice a month with their mentee while they are in grades 12 to monitor student progress in regards to the college and/or career goals they previously established (under the direction of their university mentors in 10th grade). The UMC mentors will not only be asked to help support their

mentee as they work towards their goals but report back to the Project Leadership Team frequently on the overall performance of their mentee in meeting their constructed goals. Those students that make satisfactory progress in meeting their goals, as identified by their UMC mentor, will receive prizes and rewards. At the end of each semester, there will be a celebration where 10th grade mentees and their mentors come together to celebrate their achievements on the campus of the The University of Akron.

Spring 2018 An end of the project/semester recognition event will take place at the University of Akron. During this event, the contributions of volunteer mentors will be celebrated along with the accomplishments of mentees in moving toward the attainment of their goals. At-risk high school students being mentored in this project that demonstrate exceptional academic performance in meeting their goals across grades 10, 11, and 12, as evidenced by data provided by their UMC mentor and a strong academic record, and those accepted into a University, will be awarded a \$1,000 university scholarship of their choice at this recognition dinner (12 students total). Also, all UMC mentors and their mentees will be honored for their efforts and commitments.

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.

This project is built off of the mentorship project proposed in Foster & Nosol's (2008) *America's Unseen Kids/Teaching English/Language Arts in Today's Forgotten High Schools*. In this book, Foster & Nosol discuss a lived-in model to teacher preparation that was highly successful in advancing a rigorous and differentiated English Language Arts secondary curriculum to some of this nation's most vulnerable high school students in Akron, Ohio. In this model, the authors identifies the benefits of placing university education majors/mentors into PK-12 schools in order to to help our nation's most vulnerable ("invisible") students and to support the extra-ordinary efforts of teachers working in our most disadvantaged schools. Foster & Nosol (2008) assert this model not only benefits PK-12 students, teachers, and administrators but provides an authentic and meaningful laboratory in which university faculty can work alongside teacher candidates in their teacher preparation.

Drawing from the model presented by Foster & Nosol (2008), and its successes that are well documented in the research (Maguth & Deevers, 2015), we expanded this mentorship model for at-risk students to include their participation in grades 11 and 12. This is made possible by partnering with the Norton United Methodist Church to recruit and train supportive and committed adult mentors that continue the rich academic gains, initiated by the university mentors in grades 10, into grades 11 and 12. This work is modeled after the successes of Big Brother, Big Sisters of Central Ohio where caring, nurturing adults are partnered with vulnerable youth to promote character building, build resiliency, and help create a brighter, more productive future area youth. Furthermore, faculty in the College of Education working alongside employees from Raymond James Financial (Barberton, OH), have agreed to leverage resources into this project by providing professional development, guest speakers, and other instructional resources in the area of goal setting/attainment, personal finance, and career exploration education- all topics for summer mentor training.

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 of Akron's College of Education started providing university mentors for the Barberton 10th grade mentoring project in 2000. Each semester, Dr. Brad Maguth (Director, H.K. Barker Center for Econ. Education & Assistant Professor, Social Studies) and Dr. Hal Foster (Distinguished Professor Emeritus, English Language Arts) embed and teach their university courses at Barberton High School. University students are required to be on site Monday through Friday from 12:50-3pm. This provides 32-40 university education majors with a rich opportunity to mentor, tutor, and teach local at-risk students in a school that services a high percentage of students from low-income households. Over the past three years, university methods students- in coordination

with their professors and cooperating teachers have mentored over 250 at-risk 10th graders. The focus of this project was for university mentors to promote long-term relationships, individualized instruction, and the overall academic growth of at-risk 10th graders. The fact that this deep seeded, research supported model to mentorship has existed and is in place allows us to immediately hit the ground running if funds are awarded.

In a 2013-14 program evaluation of the Barberton Mentoring Project, Dr. Matthew Deevers of the Summit County Education Initiative found: 1. 10th graders that worked with university mentors felt more connected with school, 2. 10th graders mentored by university students reported increases in academic press, academic support, peer connections and sense of safety. From a personal motivation perspective, 10th graders mentored by university students placed a significantly higher value on the importance of school than those non-project participating 10th graders. 3. 10th graders receiving mentoring by university students yielded higher academic achievement than those non-project participating 10th graders. While on average, students' GPAs decline from first quarter to second quarter by 0.2 quality points (about 5%), research indicated those students working with university mentors were significantly less likely to experience any declines in GPA. For more information on Dr. Deever's research findings on this program, see Appendix: SEI Research One Pager FACE.

The University of Akron's College of Education services over 2,176 undergraduate students and 1,078 graduate students-most of whom seeking teacher licensure in core content areas (history/social studies, language arts, math, and science). The University of Akron has a rich record of providing professional development and program evaluations to area teachers, administrators, and school personnel. Furthermore, Akron's College of Education places over 1,000 university students a year in local school districts, providing them with highly qualified education majors to mentor, tutor, and teach k-12 students in urban, rural, and suburban locations. Within the College of Education, The H.K. Barker Center for Economic Education is a nonprofit partnership of leaders from the business and education communities dedicated to promoting economic literacy through teacher training and constructing/making available economic education instructional materials.

The Barberton Local School District's mission is to serve every child by challenging him/her to continuously learn, achieve, and act with purpose and compassion. Our district's academic programs provide opportunities for all students to reach their full potential. With an average daily enrollment of 3,726 students (71% of whom are Economically Disadvantaged), Barberton is committed to working with community partners to advance PK-12 student learning and opportunities.

Johnson United Methodist Church's mission is based on the belief that every child's life has a purpose, and that instilling values such as hard work, discipline, and personal responsibility are necessary to ensuring that purpose is fulfilled. This belief is centered in the Christian belief that God's work must move individuals to ensure all children understand their worth and path in life, and they draw from this in order to lead a fulfilling life. In particular, UMC has a rich and celebrated history of helping families and individuals in their most difficult hour. Currently they are actively seeking out opportunities to help at-risk youth in their community.

Raymond James Financial was founded in 1962 and provides a host of quality diversified financial services that include investment banking and asset management products. Raymond James Financial has more than 6,200 financial advisors serving approximately 2.6 million accounts in more than 2,600 locations throughout the United States, Canada and overseas. Raymond James has been recognized nationally for its community support and corporate philanthropy. The company has been ranked as one of the best in the country in customer service, as a great place to work and as a national leader in support of the arts. This includes providing mentorship, personal finance instruction, and support to families and youth in Barberton schools and the larger community.

Summit Education Initiative (SEI) is dedicated to working to increase the number of Summit County children graduating from high school well-prepared for higher education and in earning degrees from post-secondary educational programs. SEI is committed to and experienced at partnering with area organizations to better articulate the major educational challenges facing the county, and to track the progress being made in addressing those challenges by conducting research and publicizing relevant data and findings.

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

At this project's center is our commitment to leverage the assets of nonprofit community organizations (the College of Education at The University of Akron and SEI), a business partner (Raymond James Financial), a local faith based organization (Raymond James Financial), and our school partner (Barberton Local Schools), in order to connect those students identified as most at-risk with supportive role-models who can motivate and inspire them to develop skills that lead to success in school and the workplace. In order for this collaboration to be successful we must invest in well selected and trained mentors (UMC and university) that are connected with students identified as most at-risk. Once these partnerships are forged, mentors must be provided with the space, supports, and tools necessary to help their mentee plan, create, and review their progress in meeting their goals. This includes the Project Leadership Team providing incentives and strategies to better assist mentors and mentees in this process. Also, it's essential we collect formative data as we move forward (i.e. review of student grades, attendance, mentor feedback) to track participants performance and to improve the quality of the project. Overall, this project will be successful if our vulnerable youth upon graduating 1. Enter a program of higher education (A university, a technical school, or a community college) and/or they find and flourish in a satisfying employment scenario.

## **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

The University of Akron's College of Education (Community Non-Profit)

1. Brad M. Maguth, PhD: Director for the Barker Center for Economic Education & Assistant Professor will serve as Project Leader and Chair of Project Leadership Team- Coordinates communication between project partners; Oversees budget and project management, BCI/FBI background check management; Directs planning and implementation of mentoring professional developments. Dr. Maguth has experiences managing grants in civics, financial literacy education, and social studies education. 2. Hal Foster, PhD: Distinguished Professor Emeritus and Co-Founder, Director of University Mentorship. Dr. Foster has overseen a \$25,000 mentorship grant from AT&T in 2013-14. Coordinates communication between university mentors and Barberton mentees, teachers, and administration. He will oversee the coordination of project website, guest visitation days, and Project Leadership Team meetings. 3. Kristin Koskey, PhD: Associate Professor, Director of Program Evaluation and Assessment-Coordinates efforts to evaluate program impact and reach to ensure the initiative's success. Responsibilities include serving as a chief liaison between the College of Education and the Project Leadership Team, helping with data management and assisting with frequent program reports, and attending Project Leadership Team meetings. 4. Mrs. Paulette U'Ryicki is Retired Urban English Teacher, Akron Public Schools, Co-Founder of Collaboration, Director of Community Based & Faith Based Mentorship - Coordinates communication between UMC mentors and Barberton mentees, teachers, and administration. Coordinates feedback between mentors with Project Leadership Team, includes monitoring allocation of incentives and awards to at-risk mentees in meeting project goals, and assisting in project data management.

Barberton Local Schools (School Based Partner) 1. Mrs. Heather Weeks (Vice Chair of Project Leadership Team) is an experienced 10th grade English Language Arts Teacher at Barberton High School. For the past three years she has

partnered with The University of Akron in its university mentorship program of at-risk 10th grade students. She's charged with helping to coordinate mentorship between 10th grade at-risk youth and mentors. 2. Mr. Rob Walker is an experienced 10th grade U.S. History Teacher at Barberton High school. For the past three years he has partnered with The University of Akron in its university mentorship program of at-risk 10th graders. He's charged with helping to coordinate mentorship between 10th grade at-risk youth and mentors. 3. Ms. Melissa Nelson is an experienced 11th grade English Language Arts Teacher at Barberton High School. If this grant is approved we plan to bring into the project one more 11th grade teacher (in Social Studies), and two twelfth grade teachers (one in language arts and one in social studies). All Barberton High School Teachers participating in the project will serve on the Project Leadership Team.

Raymond James Financial (Business Partner) 1. Mr. Denny Liddle is an experienced professional, independent financial advisor at Raymond James Financial. His efforts will be critical in planning training for mentors in the summer. Outside of recruiting employees to share their stories of perseverance, hard-work, and "grit" in meeting their goals (both personal and financial), Raymond James Financial will assist mentors in resources and strategies to share with their mentees in the areas of personal finance and constructing/maintaining personal budgets. Mr. Liddle will serve on the Project Leadership Team.

Johnson United Methodist Church in Norton, Ohio (Faith Based Partner) 1. Pastor Tal Lewis is Lead Pastor of the Johnson United Methodist Church. The members of Johnson UMC are a people of deep faith, character, and who are thirsty for ways to be involved in their community. 2. Mrs. Lorrie Gauz serves as Minister of Worship at UMC, and is responsible for providing opportunities for people (pre-school to senior citizens) to use and expand their gifts; and recruiting, training and encouraging member volunteers to become involved in various areas of service and church life. In this project, Mrs. Gauz will assist with project implementation and logistics. Their efforts will be critical in recruiting and selecting UMC mentors throughout the project. This includes helping to plan and implement marketing strategies, and to inform interested and committed volunteers of important dates and information. Furthermore, both Pastor Lewis and Mrs. Gauz will serve on the Project Leadership Team.

Summit Education Initiative (Community Nonprofit) 1. Dr. Matthew Deevers is Senior Research Associate, and specializes in program development and program evaluation.

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.

This community based mentorship project is situated to immediately hit the ground running, once approved. The Project Leadership Team for this grant has already met on several occasions before submission.

Project Assessment and Planning

April, 2015: Project Team Leadership Meeting- Review individual partner responsibilities and tasks, hire support staff and graduate assistant, discuss mentor recruitment, identification, and selection process, and publicity.

May, 2015: Project Team Leadership Meeting- review mentor applications, discuss summer professional development, and website construction.

June, 2015: Project Team Leadership Meeting- Review logistics for summer professional development and website management

July, 2015: Professional Development Workshop for Mentors (UMC and University). Professional development will provide mentors with tools and strategies to assist their mentees.

Project Implementation

Early September, 2015: Team Meeting to Discuss On-Going Project Evaluation

Early September, 2015: 50 Univ. of Akron education majors (in Jr. or Sr. year) paired as closely as 1:1 as possible with 10th graders. Orientation for 10th graders and their parents. Those granting permission will be introduced to their UMC mentors.

Mid-September 2015: Interdisciplinary Unit Implemented in 10th Grade U.S. History (25 students) and English Language Arts (25 students) on Goal Setting, Attainment, Career Exploration, and Problem Solving. In this unit, all youth will create and post their college and/or career goals.

October, 2015: Project Leadership Meeting: Review project, update on project evaluation, review 10th grader submitted goals/goal scorecards, and discuss logistics for end of the semester celebration.

October through November, 2015: University mentors provide individual guidance and support to their assigned 10th grader. This includes academic support and guidance in goal attainment. University mentors will complete a monthly mentorship scorecard for each advisee which will help monitor their overall progress. UMC Mentors meet with their mentee at least twice a month.

November, 2015: Project Leadership Meeting: Review project, update on project evaluation, review 10th grader goal scorecards, and discuss logistics for end of the semester celebration.

1st Week of December, 2015: End of the Semester Celebration for those participating 10th graders that are making progress in meeting their goals. This event will take place on the campus of The University of Akron, and 10th graders and their UMC mentors will be invited.

Mid-January, 2016: Second Interdisciplinary Unit Implemented in 10th Grade U.S. History and English Language Arts on Goal Setting, Attainment, Career Exploration, and Problem Solving. In this unit, all youth will revisit their goals, and outline short-term and long-term steps necessary to meet these goals.

February, 2016: Project Leadership Meeting: Review project, update on project evaluation, review 10th grader goal scorecards, and discuss logistics for end of the semester celebration.

February through April, 2016: University mentors and UMC mentors will provide individual guidance and support to their assigned 10th grader. This includes academic support and guidance in goal attainment. Mentors will complete a monthly mentorship scorecard for each advisee which will help monitor their overall progress.

March, 2016: Project Leadership Meeting: Review project, update on project evaluation, review 10th grader goal scorecards, and discuss logistics for end of the year celebration.

April, 2016: Project Leadership Meeting: Review project, update on project evaluation, review 10th grader goal scorecards, initiating planning for summer 2016 PD, and finalize logistics for end of the year celebration.

June, 2016: Recognition Diner for those participating 10th graders participating in the project and their mentors. Outside of acknowledge the importance of the volunteerism of mentors, the achievements of mentees will be celebrated. This event will take place on the campus of The University of Akron.

July, 2016: Summer Professional Development Workshop for Mentors. Professional development will provide mentors with additional tools and strategies to assist their mentees, and provide orientation and instruction for new mentors.

Fall 2016-Spring 2017: UMC mentor will meet twice a month with their mentee while they are in grade 11 to monitor student progress in regards to the college and/or career goals they previously established (under the direction of their university mentors in 10th grade). UMC mentors will not only be asked to help support their mentee as they work towards their goals but report back to the Project Leadership Team frequently on the overall performance of their

mentee in meeting their constructed goals. Those students that make satisfactory progress in meeting their goals, as identified by their UMC mentor, will receive prizes and rewards. University mentors will continue to mentor a new cohort of at-risk 10th grades (in English Language Arts and U.S. History). Early in the fall, those parents granting permission will be introduced to their child's UMC mentors.

October, 2016: Project Leadership Meeting: Review project, update on project evaluation, review mentee goal scorecards, and discuss end of the semester celebration.

December 2016: End of the Semester Celebration for those participating 10th graders that are making progress in meeting their goals. This event will take place on the campus of The University of Akron, and 10th graders and their UMC mentors will be invited.

February, 2017: Project Leadership Meeting: Review project, update on project evaluation, review mentee goal scorecards.

April, 2017: Project Leadership Meeting: Review project, update on project evaluation, review mentee goal scorecards, initiating planning for summer 2016 professional development, and finalize logistics for end of the year celebration.

June, 2017: Recognition Diner for those participating mentees participating in the project and their mentors. Outside of acknowledge the importance of the volunteerism of mentors, the achievements of mentees will be celebrated. This event will take place on the campus of The University of Akron.

July, 2017: Summer Professional Development Workshop for Mentors. Professional development will provide mentors with tools and strategies to assist their mentees, and provide orientation and instruction for new mentors.

Fall 2017-Spring 2018: UMC mentor will meet at least twice a month with their mentee while they are in grades 11 & 12 to monitor student progress in regards to the college and/or career goals they previously established (under the direction of their university mentors in 10th grade). UMC mentors will not only be asked to help support their mentee as they work towards their goals but report back to the Project Leadership Team frequently on the overall performance of their mentee in meeting their constructed goals. Those students that make satisfactory progress in meeting their goals, as identified by their UMC mentor, will receive prizes and rewards. University mentors will continue to mentor a new cohort of at-risk 10th grades (in English Language Arts and U.S. History). Early in the fall, those parents granting permission will be introduced to their child's UMC mentors.

October, 2017: Project Leadership Meeting: Review project, update on project evaluation, review mentee goal scorecards, and discuss end of the semester celebration.

December 2017: End of the Semester Celebration for those at-risk 10th graders making progress in meeting their goals. This event will take place on the campus of The University of Akron, and 10th graders and the UMC mentors will be invited.

February, 2018: Project Leadership Meeting: Review project, update on project evaluation, review mentee goal scorecards. Also, senior awards/scholarships will be awarded by mentors based upon provided rubric- which will include data from the mentor scorecard.

April, 2018: Project Leadership Meeting: Review project, update on project evaluation, review mentee goal scorecards, initiating planning for summer 2016 PD, and finalize logistics for end of the year celebration.

June, 2018: End of the Project/ Semester Recognition.

**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.

Professional development and training will be required for all selected mentors, and arranged by our business partner and the College of Education at The University of Akron. This includes a mandatory summer orientation for all mentors where they will receive an overview of the project, what's expected of a mentor, and complete their BCI/FBI background checks.

**University Mentors:** All university mentors will be education majors in their junior or senior year. All students have a cleared BCI/FBI, at least a 2.5 GPA, are committed and trained in working with at-risk youth (individually and in whole class settings), and will be available Monday through Friday from 12:50-3pm. University mentors will be supervised on-site by University faculty and their assigned cooperating teacher.

**UMC Mentors:** All UMC mentors will apply to serve in this capacity by completing an application. On this application, volunteers will have to describe their reasons for wanting to mentor an at-risk student, and their experiences as a mentor. All mentors must have a cleared BCI/FBI background check (which will be paid for out of the grant). UMC mentors will be supervised by a staff person, a newly hired (part-time) Director of Community Based & Faith Based Mentorship, and required to submit monthly documentation on the mentoring activities completed with youth. Furthermore, on a newly constructed mentorship website, UMC Mentors will have resources and tools available for their use.

Family members of identified mentees will be invited to an early fall informational meeting whereby they can learn more about the project, and ask questions. All parents will be asked to sign a waiver granting their child permission to participate. Those parents and 10th graders that agree to participate will be introduced to their mentors after the fall information meeting. Furthermore, project mentees and up to two family members will be invited to a Spring Recognition Dinner on The University of Akron's campus where they, along with their mentor's efforts will be celebrated. Ongoing training of mentors will occur throughout the life of this project (as university mentors and UMC mentors will be required to attend training). Topics of professional development for mentors include: SMART Goals Planning, Career Exploration, Personal Finance, Mentorship 101, and Teambuilding.

The project and its budget will be overseen by a Project Leadership Team that includes at least one member from our nonprofit community partners, business partner, faith based partner, and school partner. Constructed and approved budgets will be strictly followed (including the proper submission of all receipts and financials). Dr. Brad Maguth, with significant experience overseeing grants, will serve as Project Director and lead financial officer. The University of Akron will make funds available in support via an established grant account of this project, and all purchases must be in accord with University of Akron, Barberton Local Schools, and State of Ohio policies and guidelines.

**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.**

**University of Akron's College of Education:** Contributions include recruiting and supplying well-trained university mentors to at-risk 10th graders, providing professorial oversight of university students, contributing 100% of

transportation costs of 10th graders to campus in the fall and spring, implementing overall program evaluation, offering campus resources and facilities for programming, faculty agreeing to meet for monthly Project Leadership Meetings, agreeing to manage project budget/financials, and making discounted graduate credit available for eligible adult mentors (\$150 per hour). Also, faculty have agreed to assist in the data analytics and monitoring of youth throughout this project. Additional contributions through its Center for Economic Education include: supplying curriculum and professional development in goal setting, personal finance and career education, arranging for and implementing workshops and on-campus events, and hiring/training GA to construct and maintain project website.

Barberton Local School District: Contributions include supplying at-risk 10th graders to be mentored starting fall 2015, allowing university and UMC mentors access to mentees in school, providing a dedicated space for mentees to work with mentors (under the supervisor of teachers), supporting two 10th grade teachers (one in language arts and the other in U.S. History) in year 1, four teachers in Year 2 (10th and 11th Grade English and Language Arts, and 10th and 11th U.S. History, and six teachers in Year 3 (10th, 11th, and 12th Grade English and Language Arts, and 10th, 11th, and 12th grade U.S. History). These teachers will collaborate with mentors to help advance the learning process of at-risk students, and these teachers will meet for monthly Project Leadership Meetings. Furthermore, educators agree to allow UMC mentors access to mentees during students' 1st Period Study Table and/or other opportune times (i.e. study halls, lunch, etc.).

Johnson United Methodist Church: Contributions include recruiting and supplying committed adult mentors to at-risk high school students, UMC mentors agree to meet with their mentees monthly to lend support, mentors completing and submitting for review feedback on mentees performance in meeting their goals, and staff agreeing to meet for monthly Project Leadership Meetings

Raymond James Financial will provide guest speakers (area business leaders) for required summer mentor training workshops and assist in the development of instructional plans and materials on goal setting/attainment, personal finance, and career exploration.

Summit Education Initiative will collect, monitor, analyze, and report out mentee academic performance/learning data. In particular, working with the Leadership Team, they will provide recommendations for program improvement.

### **Application Section III: Evaluation Plan**

13. The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:

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

Awarded funds will be leveraged into resources that ensure the project is having a favorable reach into the lives of at-risk high school students and to ensure the project stays on track. In particular, the budget includes funding to support Dr. Kristen Koskey as Director of Program Evaluation and Assessment. As an experienced and nationally acclaimed program evaluator in the University of Akron's College of Education, she will work to coordinate feedback on ways to improve the project and measure the project's reach and impact in meeting its goals. The grant will also support a part-time Faith Based Director/Volunteer Coordinator (Mrs. Paulette Urycki) hired through the College of Education for her participation in this collaboration. This individual will not only sustain a strong relationship between the University, Barberton Local Schools, and our faith based partner but assist in the data collection and management process. Furthermore, funds from this grant will go towards hiring

one Graduate Assistant (over three years), housed in the College of Education, to be charged with project website creation and maintenance. Furthermore, written into the grant is a part time (25 hrs. a week) Associate Project Director who will assist the Project Director (Dr. Maguth) with data management and overall project implementation. This person, alongside Dr. Maguth will help house, organize, and manage documentation, in a safe and secure location, for this project. These materials include mentee to mentor assignments and contact information, BCI/FBI background check results, mentors scorecards/reports/pertinent academic information for their mentees, rosters of potential mentees and mentors, Project Leadership Minutes and Agendas, all financials, overall mentoring contact hours for each mentee and mentor, and the number of hours logged by mentors for professional development. Collected data will be reviewed and analyzed by project partners at monthly project leadership team meetings. Furthermore, the Summit Education Initiative (SEI) has agreed to serve as program evaluator, and provide cost share for this significant project. They are best qualified due to their unique position to access, track, and monitor BHS student data. These evaluation results will be reported to the Project Leadership Team and included in our post-award documentation. For more information on the evaluation plan, please, see the Appendix: Evaluation Plan

14. Applicants are to complete the program model.

Please, see included.

#### **Application Section IV: Sustainability**

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

The University mentoring at-risk 10th graders has existed and thrived successfully for over fifteen years. The university to school collaboration is considered a permanent resident in Barberton Schools and could easily be replicated wherever schools exist with academically challenged students. SEI has been a valuable asset in previous program evaluations for these collaborations. Adding the Raymond James Financial and Johnson United Methodist Church to this project provides for additional supports which can be leveraged into making sure 10th grade academic gains (as substantiated by research; See Deever & Maguth, 2014) can continue into grades 11 and 12. If funding is secured, a lasting framework has been provided whereby nonprofit community organizations, a faith based organization, and business partners put at their center the academic performance and learning of some of our community's most at-risk students. Sustainability is no challenge. The challenge is to have this project grow and be duplicated. In order to meet this challenge, we will allocate funds to construct and maintain a Center for Mentorship and Collaboration inside Barberton High School. Funds will be used to build a website that informs others of the purpose, structure, and performance of this collaborative mentorship model. Furthermore, for those interested in replicating this community mentorship model, we plan to invite them to observe the project in action on a guest visitation day.

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

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

See attached

By clicking this box, I (Insert Name) Brad M. Maguth 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.

## References

Foster, H. & Nosol, M.C. (2008). *Americas Unseen Kids/Teaching English/Language Arts in Today's Forgotten High Schools: Teaching English/Language Arts in Today's Forgotten High Schools*. New York: Heinemann Press.

Maguth, B., & Deever, M. (2015). "Lived-In": Moving Pre-Service Social Studies Education into Schools. *Journal of Teacher Education*. (Pending).

Maguth, B., & Deever, M. (November, 2014). "Lived-In": The Results of Embedding Pre-Service Social Studies Education in a 10th Grade U.S. History Classroom to Enhance Student Learning. Paper presented at the Annual Conference of the College and University Faculty Assembly of The National Council for the Social Studies in Boston, MA.

## **Appendix**

- Elaborated Alignment of Project to Five Community Connectors Core Principles
- Evaluation Plan: Making At-Risk High School Students Visible and College/Career Ready thru Mentorship
- Prior SEI Research Study: Measuring the Impact of an Embedded School-University Partnership
- Overview of At-Risk Youth and Adults Involved in Project
- One Page Project Overview
- College and University Fringe Benefit Rate Agreement

## Appendix: Alignment of Project to the Five Community Connectors Core Principles

Alignment Grid	
5 Principles	Proposed Project
<p>Setting Goals to be Prepared for the 21st Century Careers</p>	<p>This project will provide at-risk youth with individualized instruction and support in crafting, reflecting upon, and working towards college and/or career ready goals. In the 10th grade, early in the academic year, all youth will complete a unit of instruction in U.S. History and English Language Arts that requires them to create Specific, Measureable, Attainable, Realistic, and Timely (SMART) Goals (O'Neil, 2004). Students will be paired as closely as 1:1 as possible with their university mentors in order to engage in the process of crafting their own SMART Goals. Throughout their 10th, 11th, and 12th grade year youth participants will be required to reflect upon, and evaluate their progress, in reaching their goals. In particular, assigned trained UMC mentors will provide guidance and support to their mentee as they progress into grades 11 and 12. All mentors (university and UMC) will be required to attend events on the campus of The University of Akron, where they receive additional instruction on career planning and personal finance (through Raymond James Financial and College of Education's Center for Econ. Edu.). Prizes and rewards will be given to those at-risk youth whose adult mentors report their having demonstrated progress in meeting their devised college and/or career goals. Mentors will also submit a mentee scorecard to the Project Lead (UA College of Education) twice a month (in grades 10, 11, and 12) that identifies the progress their mentee is making in regards to meeting their goals. Student performance in meeting their goals will be tracked by the Project Leadership Team.</p> <p>Before the school year begins, all selected adult mentors will be invited to a professional development workshop whereby they receive formal instruction and tools on how best to promote goal setting skills, career/personal finance education, and best practices in supporting at-risk youth in the planning, reflection upon, and in meeting their goals (Moeller et. al, 2012).</p>
<p>Building Character</p>	<p>At-risk youth participating in this project will be surrounded by accomplished and successful adults/mentors that are committed to the success of their academic and personal wellbeing. Mentors will be in frequent contact with their mentee (face-to-face and online) to build strong and supportive relationships. All UMC mentors will be required to apply for the position, and must demonstrate a willingness to dedicate the time and energy necessary to help at-risk youth. Furthermore, all adult mentors will be required to submit a clear BCI/FBI background check. Mentors will be encouraged to share their stories of grit, determination, willpower, and discipline, as they worked to overcome challenges in meeting their goals. These personal examples of determination can help model to students those qualities essential to success when confronted with challenges. As students encounter challenges, supportive adults/mentors will be available to assist youth in identifying positive character traits necessary in preserving and overcoming obstacles. Our business partner (Raymond James Financial), working with the UA Center for Econ. Education, will provide resources, strategies, and guest speakers to assist both mentors and mentees in this process. Overall, we believe these supportive, well-trained mentors will encourage at-risk students to believe in themselves, and develop the habits of mind essential to being successful.</p>
<p>Developing</p>	<p>The project will support training to assist mentors (both university and UMC) to assist</p>

<p>Pathways to Achievement</p>	<p>youth in strong decision making skills, thinking about the consequences of their decisions, and in working towards solving problems productively. In the 10th grade, all youth involved in this project will complete an interdisciplinary unit of instruction in goal setting, decision-making, and team building. This unit will be rigorous and relevant to the lives of students to assist them in making strong decisions as they face the challenges of adolescence. In this unit, mentees will learn different models to problem solving and decision making, and require students to identify a model they like that will serve as a guide to keep them on-pace in confronting adolescent challenges and in meeting their identified goals.</p> <p>In their 10th grade year and beyond, UMC mentors will meet monthly with their mentees to discuss the progress their making in regards to their goals, and how their decisions either support or complicate reaching their goals. Adult mentors will be asked to submit a mentee score card once a month that identifies the progress mentees are making in regards to solving relevant challenges and problems, and in demonstrating strong decision making that promote goal attainment. Throughout the three-year duration of the project, both mentees and mentors will be invited to campus to gain valuable insights and strategies in such topics as career exploration, personal finance, and the importance of hard-work and perseverance in meeting your goals.</p>
<p>Building a Sense of Resiliency</p>	<p>Research conducted in the fall of 2013 demonstrated the success well-trained University of Akron pre-service teachers had on fostering resiliency, academic mastery, self-esteem, and a sense of belonging and community amongst at-risk 10th grade Barberton students (Maguth &amp; Deevers, 2014; 2015). In a research project that investigated the impact of embedding highly qualified university students in a high school classroom on student learning, researchers noted this initiative "...advanced the socio-emotional health and academic performance of the secondary students we mentored and taught. 10th graders we worked with demonstrated statistically significant gains when compared against the group not receiving this treatment in the areas of Academic Press, Adult Support, Positive Peer Relationships, and Sense of Safety. Since there was close to a 1:1 pairing of mentors to students, we were able to individualize instruction and build a supportive, caring, and differentiated learning environment." (Maguth, 2014, p. 26) This project will sustain these vital supports, already in place and captured in the 10th grade, and draw from what we've learned in the area of successful mentoring, to expand adult mentorship into grades 11 and 12.</p>
<p>Believing in a Positive Future</p>	<p>At the heart of this mentorship project is making academically challenged high school students that feel invisible visible. By surrounding at-risk high school students with caring, supportive, and well-trained adults, students are better capable of receiving the guidance necessary to construct, reflect upon, and achieve their college and/or career goals (Foster &amp; Nosol, 2008). Mentors will be trained to help their mentees envision a positive future whereby they are prepared to make well-informed decisions that help move them further along in meeting their goals. Mentors will receive training in helping to instill self-confidence, self-esteem, and personal responsibility amongst at-risk students. Our business partner, Raymond James Financial, along with UA's Center for Economic Education will provide the professional development in these areas.</p>

**Appendix: Evaluation Plan**

## Making At-Risk High School Students Visible and College Ready through Strong Community Mentorship Project

**Overall Project Goal:** 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.

<b>Data Storage and Management</b>	<b>Formative Review of Evaluation Data</b>	<b>Data Collected for Program Improvement and Youth Performance Tracking</b> <i>(Outcomes informed by each data source indicated in parentheses)</i> <i>AY = Academic Year</i>	<b>Student Outcomes</b>
<ul style="list-style-type: none"> <li>▪ Confidential data (names, contact information, addresses, grades/attendance, etc.) will be stored in a safe and secure location at all times.</li> <li>▪ All data stored electronically will be password protected</li> <li>▪ Data will be housed and managed by University of Akron's College of Education (Drs. Maguth and Koskey) and our external evaluator, Summit Education Initiative (Dr. Matthew Deevers)</li> <li>▪ University of Akron Institutional Review Board approval for conducting research with human subjects will be obtained prior to any data collection</li> <li>▪ For a student to participate in evaluation activities his/her parents/guardians must provide informed consent and the student must provide informed assent. Mentors must provide informed consent.</li> </ul>	<p>Each Month the Project Leadership Team will aggregate and review project data. The foci of review will be to:</p> <ol style="list-style-type: none"> <li>1. Track individual mentee and mentor performance, and to provide any necessary interventions to improve progress toward meeting the mentee goals and project goals.</li> <li>2. Use the data to improve the overall quality of mentorship services and supports delivered in meeting the project goals.</li> <li>3. Use the data to inform progress and summative report on overall program impact and reach, and ways in which to strength its impact.</li> </ol>	<p><b>Ongoing</b> <i>(To Inform Program Improvement)</i></p> <ul style="list-style-type: none"> <li>▪ Mentor training and mileage reimbursement logs</li> <li>▪ Mentor rosters w/number of contact hours - pulled from scorecard</li> <li>▪ Monthly Mentee Scorecards</li> <li>▪ Project Leadership Team Monthly Agendas and Minutes</li> </ul> <p><b>Beginning AY/End of AY</b> <i>(To Inform Outcomes 1-4)</i></p> <ul style="list-style-type: none"> <li>▪ Adult Mentor Survey</li> <li>▪ Mentee Survey</li> <li>▪ Mentee Family Survey</li> </ul> <p><b>Mid and End of Semester</b></p> <ul style="list-style-type: none"> <li>▪ Youth grades (Outcomes 3 &amp; 4)</li> <li>▪ Youth attendance (Outcomes 3 &amp; 4)</li> <li>▪ Youth goal setting and attainment journals (Outcomes 1, 2, 3, &amp; 4)</li> </ul> <p><b>End of Semester</b> <i>(To Inform Program Improvement)</i></p> <ul style="list-style-type: none"> <li>▪ University student mentorship grades/evaluations (Program Improvement)</li> <li>▪ UMC Adult mentors performance evaluations</li> <li>▪ Mentor and mentee focus group interview with sub-sample</li> </ul>	<ol style="list-style-type: none"> <li>1. Setting goals to be prepared for 21<sup>st</sup> century careers</li> <li>2. Building character</li> <li>3. Developing pathways to achievement</li> <li>4. Building resiliency</li> <li>5. Believing in a positive future</li> </ol>

# Measuring the Impact of an Embedded School-University Partnership

Prepared for Barberton City Schools by

Summit Education Initiative

Matthew Deevers, PhD

## *About the project*

The school-university partnership project is designed to increase opportunities for both high school students and university pre-service teachers. High school students benefit from exposure to rigorous learning experiences, increased expectations and increased support. University students benefit from a more sustained, consistent placement experience a semester before beginning their student teaching. This research study is designed to determine the effects of the project on high school students' social-emotional development and academic achievement.

## *Research Questions*

- Will students report more positive attitudes toward teachers, their peers and the school itself?
- Will students report higher personal motivation during the project?
- Will students report increases in sense of self and aspirations for the future?
- Will the project have positive effects on student academic achievement?

## *Research Measures*

### *School Climate*

- Academic Press (Adults in this school push me to be my best)
- Academic Support (Adults in this school care that I am learning)
- Peer Connections (I look forward to seeing my classmates at school)
- Sense of Safety (I feel comfortable in school; School is a place where I feel safe)

### *Personal Motivation*

- Mastery Orientation (It is important to me that I learn as much as I can this year)
- Self-Efficacy (I can learn almost anything in school if I work at it)

### *Sense of Self and Aspirations*

- Future Self (I know what my interests are for the future; I know what I plan to be in the future)
- College-Going Identity (I plan to go to college or some advanced training after high school)
- School Value (Doing well in school will help me have the kind of life I want later)

### *Academic Achievement*

- Second Quarter Grade Point Average (after controlling for Quarter 1 GPA)
- GPA improvement from Quarter 1 to Quarter 2

## **Research Results**

### *Students in the partnership classes felt more connected with school*

Students in the university partnership classes reported increases in **academic press, academic support, peer connections** and **sense of safety**. Effects were most pronounced during the project period. From a personal motivation perspective, students in the partnership group placed a significantly higher value on the importance of school than other students throughout the project.

### *Students in the partnership classes had better academic achievement*

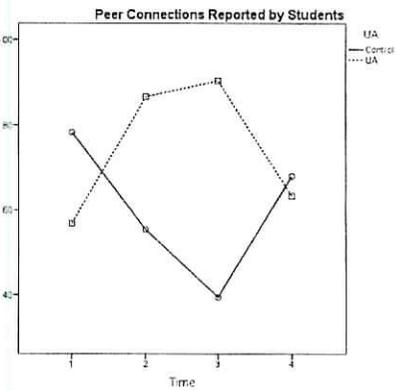
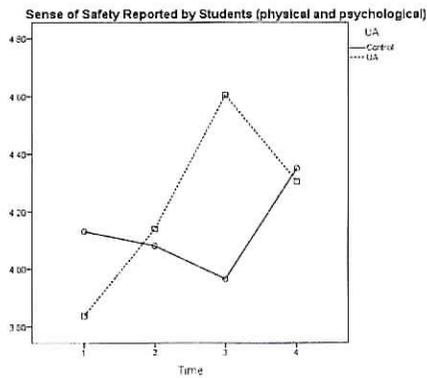
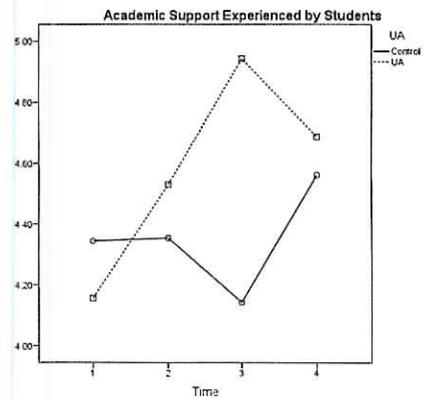
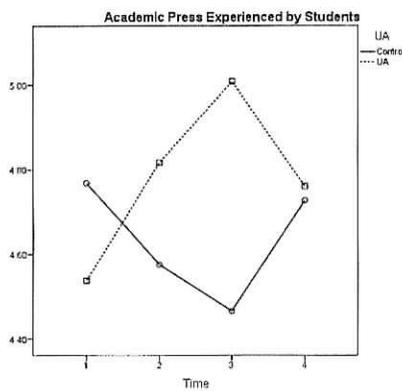
On average, students' GPAs declined from first quarter to second quarter by 0.2 quality points (about 5%). Students in the UA partnership were significantly less likely to experience any declines in GPA. In fact, **students in the partnership were 2 ½ times more likely to earn higher GPAs in the second quarter than other students** (Exp (B)=2.58,  $p < .01$ ).

**Comparison of Groups at Each Survey Administration (shaded boxes represent statistically significant differences at that point in time)**

Time	Group	Academic Press*	Academic Support*	Sense of Safety*	Peer Connections*	Mastery	Self-Efficacy	College Identity	Future Self	School Value
1	Control	4.77	4.34	4.13	4.78	4.92	4.85	5.21	4.93	5.17
	UA	4.54	4.16	3.84	4.57	4.89	4.73	5.15	4.83	5.27
2	Control	4.58	4.35	4.08	4.55	4.63	4.72	5.05	4.99	4.93
	UA	4.82	4.53	4.14	4.87	4.94	5.07	5.47	5.02	5.35
3	Control	4.47	4.14	3.97	4.39	4.69	4.81	5.09	4.97	4.97
	UA	5.01	4.94	4.60	4.90	5.04	5.10	5.35	5.25	5.37
4	Control	4.73	4.56	4.34	4.69	4.82	4.84	5.13	4.97	5.07
	UA	4.76	4.69	4.30	4.63	4.80	5.04	5.31	5.30	5.27

\* Significant interaction effect for these variables; students in the UA group started off lower and ended up higher.

**Changes in academic press, support, peer connections and sense of safety (note: Time 3 was the end of the fall project).**

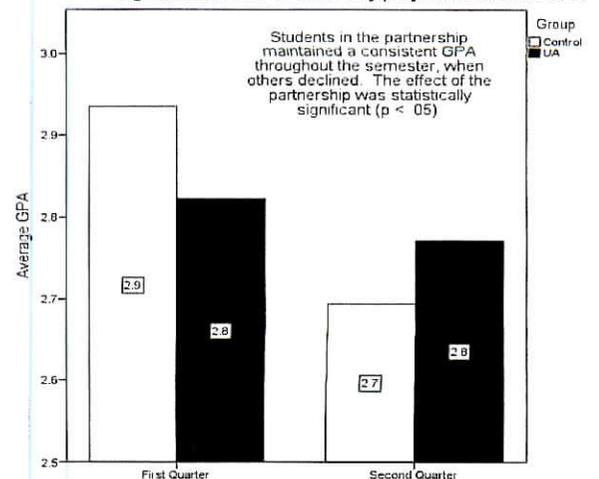


**Academic achievement outcomes associated with the project**

	GPA Change*	
	Declined	Improved
Control	72.1%	27.9%
UA	50.0%	50.0%

\*Students in the partnership group were 2 ½ times more likely to earn higher GPAs in second quarter, compared with all other students.

**Significant effects of university project on student GPA**



## Overview of At-Risk Youth and Adults Involved in the Project

Year 1, 2015-16: 50 Youth/ 42 Adult Mentors

- A. 50 at-risk 10<sup>th</sup> graders being mentored by 32 University Mentors (Across Two 10<sup>th</sup> Grade Classrooms: Language Arts and U.S. History- Two Teachers)  
20 Adult UMC Mentors for 10<sup>th</sup> graders

Year 2, 2016-17: 100 Youth/ 72 Adult Mentors

- A. 50 at-risk 11<sup>th</sup> graders (previously 10<sup>th</sup> graders)  
Courses: Language Arts and U.S. History (Two Teachers)  
20 Adult UMC Mentors for 11<sup>th</sup> graders
- B. 50 at risk- 10<sup>th</sup> graders working with 32 University Mentors (Across Two High School Courses: Language Arts and U.S. History- Two Teachers)  
20 Adult UMC Mentors for 10<sup>th</sup> graders

Year 3, 2017-2018: 150 Youth/ 92 Adult Mentors

- A. 50 at risk 12<sup>th</sup> graders (previously 11<sup>th</sup> graders)  
Courses: Language Arts and U.S. History (Two Teachers)  
20 Adult UMC Mentors for 12<sup>th</sup> graders
- B. 50 at risk 11<sup>th</sup> graders (previously 10<sup>th</sup> graders)  
Courses: Language Arts and U.S. History (Two Teachers)  
20 Adult UMC Mentors for 11<sup>th</sup> graders
- C. 32 University Mentors (Across 2 High School Courses: Language Arts and U.S. History)  
Courses: Language Arts and U.S. History (Two Teachers)  
20 Adult UMC Mentors for 10<sup>th</sup> graders

### 2015-2018 TOTALS:

- 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> At-Risk Youth Served: 300
- Adult University Mentors: 96
- Adult UMC Mentors: 60
- 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> Grade Adult Teachers: 6
- UA College of Education Adult Professors/Staff: 5
- Raymond James Staff: 2
- Faith Based Staff: 2
- SEI Adults Involved: 1

**At-Risk Youth: 300**

**Adults: 172**

## **Making At-Risk High School Students Visible and College Ready through Strong Community Mentorship Project**

- This project builds on a successful research-based mentoring initiative that began in 1997 in the Akron Public Schools and moved to Barberton High School in 2012. In particular, we will be expanding our mentorship beyond the 10th grade year, into grades 11 and 12.
- At this project's center is our commitment to leverage the assets of community nonprofit organizations, a business partner, a local faith based organization, and our school partner (Barberton Local Schools), in order to connect those students identified as most at-risk with supportive role-models who can motivate and inspire youth to develop skills that lead to success in school and the workplace.
- In order for this collaboration to be successful we must invest in well-selected and trained mentors (faith-based and university) that are connected with students identified as most at-risk.
  - Orientations and training will take place in the summer on the campus of The University of Akron.
  - Under no circumstance are faith-based mentors to proselytizing (signed consent required).
- Early in the fall semester of their 10th grade year, volunteers from our faith-based partner will be assigned and introduced to their new mentee - a Barberton High School 10th grade project participant. These faith based mentors will meet with their mentee twice a month (in school and outside of school), over grades 10, 11, and 12 to monitor student progress in regards to their established college and/or career goals.
- The faith based mentors will not only be asked to help support their mentee as they work towards their goals but report back to the Project Leadership Team- made-up of representatives from all project partners- frequently, on the overall performance of their mentee in meeting their constructed goals.
- While adult United Methodist Church mentors donate their time to this project, we plan to reimburse them for mileage to/from the high school for each visit and celebrate their efforts at a yearly Recognition Dinner.
  - Those students that make satisfactory progress in meeting their goals, as identified by their faith-based mentor, will receive prizes and rewards.
- The data sources to be collected and monitored for each mentee in grades 10, 11, and 12 include:
  - A mentor submitted monthly report/scorecard (which will monitor all mentees progress in meeting their goals,
  - Youth academic records (i.e. grades, attendance, referrals/suspensions, etc.), and other data collected for project evaluation (i.e. surveys, interviews, and document analysis).
- In 12th grade, twelve youth that demonstrate exceptional growth and performance in meeting their college and/or career goals, and those accepted into a University, will be awarded a \$1,000 scholarship at a special reception in spring 2018.

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1346002924A1  
 ORGANIZATION:  
 University of Akron  
 301 Buchtel Commons  
 Akron, OH 44325-6205

DATE: 02/05/2014  
 FILING REF.: The preceding  
 agreement was dated  
 04/30/2013

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: INDIRECT COST RATES

RATE TYPES:		FIXED	FINAL	PROV. (PROVISIONAL)	PRED. (PREDETERMINED)
<u>EFFECTIVE PERIOD</u>					
<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2011	06/30/2015	50.00	On Campus	Organized Research
PRED.	07/01/2011	06/30/2015	50.00	On Campus	Instruction
PRED.	07/01/2011	06/30/2015	35.00	On Campus	Other Sponsored Activities
PRED.	07/01/2011	06/30/2015	26.00	Off Campus	All Programs
PROV.	07/01/2015	Until Amended		Use same rates and conditions as those cited for FYE 06/30/2015.	

\*BASE

ORGANIZATION: University of Akron

AGREEMENT DATE: 2/5/2014

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Modified total direct costs, consisting of all salaries and wages, fringe benefits, materials, supplies, services, travel and subgrants and subcontracts up to the first \$25,000 of each subgrant or subcontract (regardless of the period covered by the subgrant or subcontract). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, student tuition remission, rental costs of off-site facilities, scholarships, and fellowships as well as the portion of each subgrant and subcontract in excess of \$25,000.

ORGANIZATION: University of Akron  
 AGREEMENT DATE: 2/5/2014

SECTION I: FRINGE BENEFIT RATES\*\*

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2013	6/30/2014	26.70	All	Faculty
FIXED	7/1/2013	6/30/2014	31.80	All	Contract Professionals (1)
FIXED	7/1/2013	6/30/2014	41.20	All	Staff (2)
FIXED	7/1/2013	6/30/2014	2.00	All	Graduate Assistants
FIXED	7/1/2013	6/30/2014	5.50	All	Student Assistants
FIXED	7/1/2014	6/30/2015	28.60	All	Full Time Faculty
FIXED	7/1/2014	6/30/2015	31.40	All	Full Time Contract Professionals
FIXED	7/1/2014	6/30/2015	42.70	All	Full Time Staff
FIXED	7/1/2014	6/30/2015	17.30	All	Part Time Professionals
FIXED	7/1/2014	6/30/2015	28.70	All	Part Time Staff
FIXED	7/1/2014	6/30/2015	3.10	All	Graduate & Student Assistants
PROV.	7/1/2015	6/30/2017			Use same rates and conditions as those cited for fiscal year ending June 30, 2015.

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

\*Salaries and Wages.

(1) Instructional Professional Staff (IPS) and Administrative Professional Staff (APS)

(2) Classified, Unclassified, and Bargaining.