

Application for Federal Education Assistance (ED 424)

0184B

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0315

Department of Education ORIGINAL

Form Approved  
OMB No. 1875-0106  
Exp. 11/30/2004

**Applicant Information**

**1. Name and Address**

Legal Name: Urbana School District #116

Address: 205 N Race Street PO Box 3039

Organizational Unit

Urbana  
City

(b)(2)

IL  
State

Champaign  
County

61803 - 3039  
ZIP Code + 4

2. Applicant's D-U-N-S Number

6. Novice Applicant  Yes  No

3. Applicant's T-I-N | 3 | 7 | - | 6 | 0 | 0 | 2 | 5 | 3 | 4 |

7. Is the applicant delinquent on any Federal debt?  Yes  No  
(If "Yes," attach an explanation.)

4. Catalog of Federal Domestic Assistance #: 84-118-4-B

Title: Mentoring Programs

8. Type of Applicant (Enter appropriate letter in the box.)  E

Office of Safe & Drug-Free Schools Program

5. Project Director: Barbara Linder

Address: 1201 S Vine

- A - State
- B - Local
- C - Special District
- D - Indian Tribe
- E - Individual
- F - Independent School District
- G - Public College or University
- H - Private, Non-profit College or University
- I - Non-profit Organization
- J - Private, Profit-Making Organization

Urbana IL 61801 5016  
City State Zip code + 4  
Tel. #: ( 217 ) 337- 0853 Fax #: ( 217 ) 367 - 3156

K - Other (Specify):

E-Mail Address: blinder@usd116.org

**Application Information**

**9. Type of Submission:**

- PreApplication  Application
- Construction  Construction
- Non-Construction  Non-Construction

**10. Is application subject to review by Executive Order 12372 process?**

- Yes (Date made available to the Executive Order 12372 process for review): 7 / 07 / 04
- No (If "No," check appropriate box below.)
  - Program is not covered by E.O. 12372.
  - Program has not been selected by State for review.

**12. Are any research activities involving human subjects planned at any time during the proposed project period?**

Yes (Go to 12a.)  No (Go to item 13.)

**12a. Are all the research activities proposed designated to be exempt from the regulations?**

Yes (Provide Exemption(s) #):

No (Provide Assurance #):

11. Proposed Project Dates: 8 / 26 / 2004 9 / 01 / 2007  
Start Date: End Date:

**13. Descriptive Title of Applicant's Project:**

C-U One-to-One Mentoring Program

**Estimated Funding**

- 14a. Federal \$ 199,016 .00
- b. Applicant \$ .00
- c. State \$ .00
- d. Local \$ .00
- e. Other \$ .00
- f. Program Income \$ .00
- g. TOTAL \$ 199,016 .00

**Authorized Representative Information**

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

**a. Authorized Representative (Please type or print name clearly.)**

Dr. Gene Ambere

b. Title: Superintendent of Urbana School District #116

c. Tel. #: ( 217 ) 384 - 3637 Fax #: ( 217 ) 337 - 4973

d. E-Mail Address: amberg@usd116.org

**e. Signature of Authorized Representative**

*Gene Ambere*

Date: 7 / 1 / 04

## **Non Exempt Research Narrative (in support of Form ED 424 Item 12a)**

### **Human Subjects Involvement and Characteristics**

Human subjects will be involved in the evaluation of the proposed Mentoring Grant Program. The evaluation will involve the collection of data through extraction of academic records and surveying of up to 400 children in 4<sup>th</sup>-7<sup>th</sup> grade who participate in the program. Because data will be collected for up to 3 years following entry into the program, targeted age of human subjects could range from 4<sup>th</sup> to 12<sup>th</sup> grade. The proposed human subjects are students within the public school system who do not have any specific health conditions. Human subjects are included in data collection plans upon entry into the program. No human subject will be excluded from participation in the evaluation unless consent to participate is refused by his/her parent or guardian. Children are the focus of the mentoring service and therefore are targeted for involvement in data collection.

### **Sources of Materials**

Sources of data collected from human subjects include a survey to gather information about their attitudes toward school, belief in pro-social norms/behavior, perceptions about their mentor and the program. In addition, existing academic records will be reviewed to extract grade ratings in core academic subjects and number of unexcused absences.

### **Recruitment and Informed Consent**

An explanation of the evaluation and specific data collection requirements will be included in the program application form parents/guardians sign to give permission for their child to participate in the mentoring program. This form will outline measures for protecting confidentiality of survey and academic record data collected from human subjects, how data will be used and reported (with no individual student identified), and contact information if questions or concerns arise throughout data collection activities. To assure that parents/guardians understand that refusal to provide consent for data gathering data from or about their child will NOT exclude their child from participation in the program, the consent to collect data from their children will be in a separate section from program information on the form and will require a separate signature. The project coordinator will be responsible for explaining data collection in a way that the parent/guardian can understand including translation into Spanish for parents with limited English proficiency. Signed consent for each student will be documented in a database and no data will be collected or used in the evaluation from parents who refuse consent.

### **Potential Risks**

There are minimal risks associated with participation in the proposed evaluation study. Children complete surveys that contain information about their ideas and opinions rather than behaviors. As such, there should be no adverse effects of psychological, physical or legal risk associated with this data collection. Although personally identifying information will be linked to academic records and survey results, ethical handling and reporting of the data will minimize risks to any individual.

**Protection Against Risk**

To preserve confidentiality of information gathered from and about children in the program, a list of participant identification numbers will be generated and kept in a secure database by the Project Director and Project Coordinator. Survey administration will involve coding each survey by participant identification number and then detaching a cover sheet with the child's name. As a result, no name will be included on any surveys collected. Information from existing data sources (academic report cards) will be entered into a secure database. When data are transmitted off-site to the project evaluator, all names will be stripped from the database to prevent association of names with personally identifying information. Password access to the program databases will be required.

**Importance of the Knowledge to be Gained**

The project evaluation will benefit children who participate in the program by providing the information necessary to continuously improve the quality of services they receive. Documentation of participation and benefits they experience will further benefit other children by validating the effectiveness of a program to reduce risks and enhance assets among youth in the program. Informed consent, the voluntary nature of participation in the evaluation and confidential handling of the data will minimize risk and maximize benefit to the participants.

**Collaborating Sites**

All data will be collected on site at participating elementary and middle schools Champaign Unit #4 and Urbana District #116. No external sites will be involved in the collection of human subject data.

## **Mentoring Programs**

### **Abstract**

#### **Urbana School District #116, Champaign Unit 4 Schools, & the C-U One-to-One Mentoring Scholarship Foundation**

#### **C-U One-to-One Mentoring Program**

The proposed project is a collaboration of Urbana School District #116, Champaign Unit 4 schools and the C-U One-to-One Mentoring Scholarship Foundation. Due to the high number of children from troubled home environments in Champaign-Urbana in need of positive adult supervision and guidance, our proposal is to expand the schools' mentoring program, C-U One-to-One, in sixteen elementary schools and three middle schools in the twin cities. Staff will be hired to recruit, screen, place, monitor and support a minimum of 10 new mentors for each elementary site and 25 for each middle school site (260 total). Mentor pairs meet for an hour a week during the school day on school grounds. Mentors make a one-year commitment and are encouraged to recommit at the end of the year. Mentors provide support and guidance to their mentees with the goals of demonstrating;

- Improvement in core academic subject areas,
- Improvement in positive attitudes toward school,
- Decrease in proportion of mentored students with unexcused absences,
- Improvement in family relationships, pro-social attitudes and perceived social support from peers.

## Table of Contents

### ED Form 424

### Project Abstract

### ED Form 524 and Budget Narratives

i

### Application Narrative

Need for Project	1
Project Design	4
a) Proposal for a 'High-Quality' Mentoring Project	4
b) Mentoring Services Provided	5
c) Collaboration in Design & Implementation	10
d) Research-Based Components of Program Implementation	11
Management Plan	13
a) Mentor Screening	13
b) Mentor Training & Support	15
c) Recruitment Plan	16
d) Student Selection & Matching	17
e) Monitoring and Supporting Long-Term Relationships	19
Quality of Project Personnel	20
Project Evaluation	22

### Program Specific Assurances

Consortium Partnership Agreement & Budget(Competitive Preference Priority)	26
Mentoring Program Assurances for LEA	29
Equitable Participation by Private School Children and Teachers	30

### Assurances, Certifications, and Disclosures

Standard Form 424B	
ED Form 80-0013	
ED Form 80-0014	

### GEPA 427 Statement

### Appendix & Attachments

Bibliography for Literature Review	
Contract for Evaluation Services	
Personnel Resumes	
Letters of support	



**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION**

OMB Control Number: 1890-0004

**NON-CONSTRUCTION PROGRAMS**

Expiration Date: OMB Approved

Name of Institution/Organization:

Urbana School District #116, Campaign Unit 4 Schools, and C-U One-to One Scholarship Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$140,940.25	\$145,168.46	\$149,523.51			\$435,632.22
2. Fringe Benefits	\$21,616.06	\$22,264.54	\$22,932.47			\$66,813.07
3. Travel	\$2,460.00	\$2,460.00	\$2,260.00			\$7,380.00
4. Equipment	\$14,200.00	\$11,000.00	\$4,400.00			\$29,600.00
5. Supplies	\$5,700.00	\$5,700.00	\$6,700.00			\$17,100.00
6. Contractual	\$11,000.00	\$10,000.00	\$10,000.00			\$31,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	\$195,916.31	\$196,593.00	\$195,015.99			\$587,525.29
10. Indirect Costs						
11. Training Stipends	\$3,100.00	\$3,100.00	\$3,100.00			\$9,300.00
12. Total Costs (lines 9-11)	\$199,016.31	\$199,693.00	\$198,115.99			\$596,825.29

Name of Institution/Organization  
 Urbana School District #116, Champaign Unit 4 Schools, and C-U One to One Scholarship Foundation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

**SECTION B - BUDGET SUMMARY  
 NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	(b)(4)					
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - OTHER BUDGET INFORMATION (see instructions)**

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

## **SECTION C – Other Budget Information**

### **Budget Narrative**

#### FORM A

#### **1. Personnel, \$140,940.25 (Year II-\$145,168.46; Year III-\$149,523.51)**

- \$13,653.00 Salary for the Project Director, to be paid to oversee all grant monies, supervise the Project Coordinator, hire and train Site Coordinators, train new mentors and monitor progress toward program goals. Project Director will work two hours per day for 185 days and 4 hours per day for 20 summer days @ \$30.34 per hour. This hourly rate is based on the rate paid to similar professional staff positions within the school district. A salary increase of approximately 3.0% will be given for years 2 and 3, based on raises negotiated by Urbana Education Association Support Staff Union. (Year II-\$14,062.59; Year III-\$14,484.47)
- \$10,237.50 Salary for the Program Coordinator, to be paid to recruit, screen and place mentors in each Champaign-Urbana elementary and middle schools, recruit business partners and supervise Mentor Site Coordinators. Program Coordinator will work two hours per day for 185 days and 4 hours per day for 20 summer days @ \$22.75 per hour. This hourly rate is based on the rate paid to similar professional staff positions within the school district. A salary increase of approximately 3.0% will be given for years 2 and 3, based on raises negotiated by Champaign Education Service Personnel Union. (Year II-\$10,544.63; Year III-\$10,860.96)
- \$97,680.00 Salary for Mentor Site Coordinators (11), to be paid for 9 months to provide ongoing support, training and monitoring for mentors. Site Coordinators will be placed in Edison, Franklin, and Jefferson Middle Schools and at the home schools of Leal, Prairie, and Yankee Ridge Elementary Schools in Urbana and in Dr. Howard, Garden Hills, Kenwood,



Stratton, and Westview Elementary Schools. Each elementary level Site Coordinator will also be supporting mentors at another school within their respective districts. Site Coordinators will work 4 hours per day for 185 days @ \$12.00 per hour. This hourly rate is based on the rate paid to similar staff positions within the school district. A salary increase of approximately 3.0 will be given for years 2 and 3, based on raises negotiated by the Champaign Education Service Personnel and the Urbana Education Association Support Staff Union. (Year II-\$100,610.40; Year III-\$103,628.71)

- \$9,869.75 Secretary, to be paid for 5 hours a day for 185 days, to support for the Project Coordinator. The secretary will maintain mentor data base, handle correspondence, provide data-entry support for evaluation, provide copying assistance and organize mentor files. This hourly rate of \$10.67 is based on the rate paid to similar staff positions within the school district. A salary increase of approximately 3.0% will be given for years 2 and 3, based on raises negotiated by Champaign Education Service Personnel Union. (Year II \$10,165.84; Year III-\$10,470.82)
  - \$9,500.00 Stipends for Middle School Team Facilitators to be paid to teachers for extended time utilized for regularly scheduled meetings with mentors re: mentee academic progress. Extended time will be paid for services rendered for up to 34 hours (1 hour per week) over the course of the school year. (Year II-\$9,500.00; Year III-\$9,500.00)
2. **Fringe Benefits, \$21,616.06 (Year II-\$22,264.54; Year III-\$22,932.47)**
- Benefits (Urbana employees) include IMRF @ 8.8% and Social Security @ 7.65% for Project Director (Year I-\$2,245.92; Year II-\$2,313.30; Year III-\$2,382.69), 3 Mentor Site Coordinators (Year I-\$4,382.28; Year II-\$4,513.75; Year III-\$4,649.16), 10 Stipends for Middle School Team Facilitators (Year I-\$822.50; Year II-\$822.50; Year III-\$822.50.)

- Benefits (Champaign employees) include IMRF @ 7.16% and Social Security @ 7.65% for Program Coordinator (Year I-\$1,516.17; Year II-\$1,561.66; Year III-\$1,608.51), 8 Mentor Site Coordinators (Year I-\$10,521.02; Year II-\$10,836.65; Year III-\$11,161.75), 18 Stipends for Middle School Team Facilitators (Year I-\$666.45; Year II-\$666.45; Year III-\$666.45), and Administrative Secretary (Year I-\$1,461.71; Year II-\$1,505.56; Year III-\$1,550.73).

**3. Travel, \$2,460 (Year II-\$2,460; Year III-\$2,460)**

- Project Director and Program Coordinator will participate in the required 2-day grantee meeting and the 3-day Office of Safe and Drug Free Schools National Conference in Washington, D.C. Airfare for two people from Champaign, IL, to Washington, D.C. = \$1,200 (2 round trips for 2 people @ \$250 per person); Hotel accommodations = \$750 (\$150 per night for 5 nights); Per diem meals for 2 people for 5 days @ \$30 per day = \$300
- \$410 for mileage to three technical assistance meetings (assumed to be regional meetings).

**4. Equipment, \$14,200 (Year II-\$11,000; Year III-\$4,400)**

- A laptop computer (\$2,000) and printer (\$200) for the Project Director, Secretary, and four Mentor Site Coordinators during Year I and for five Mentor Site Coordinator during Year II and one Mentor Site Coordinator during Year III.
- In Focus video projector (\$1,000) to be used in Staff and Mentor training as well as during recruitment during Year I.

**5. Supplies, \$5,700 (Year II-\$5,700; Year III-\$5,700)**

- \$500 for Project Director for office supplies and training expenses.
- \$500 for Program Coordinator for office supplies and recruitment expenses.
- \$300 for Secretary for office supplies.

- \$400 for 11 Mentor Site Coordinators (\$4,400) for office supplies and mentoring supplies.

**6. Contractual, \$11,000 (Year II-\$10,000; Year III-\$10,000)**

- \$10,000 (Year II - \$10,000; Year III - \$10,000) for evaluation consultation and technical support to develop, execute and report evaluation results (including GPRA measures required by USDOE) for the C-U One-to-One Mentoring Program.
- Translation of materials (\$1,000) into Spanish in order to serve growing Hispanic community.

**11. Training stipends, \$3,100.00 (Year II-\$3,100; Year III-\$3,100)**

- \$1,000.00 Staff Training for Dr. Susan Weinberger Mentor Program day-long training session (40 staff at \$25.) (Year II-\$1,000.00; Year III-\$1,000.00)
- \$2,100.00 Training stipends that are available to be applied for by Middle School Team Facilitators to attend Dr. Weinberger training session (Year II-\$2,100; Year III-\$2,100.)

**Budget Narrative - FORM B**

**1. Personnel, \$58,929.90 (Year II-\$60,697.80; Year III-\$62,518.73)**

*Urbana School District #116*

- \$33,677.40 Salary for the Community Connections Coordinator for Urbana Middle School (Also serving as Project Director), to provide ongoing support, training and monitoring for mentors and tutors. The Community Connection Coordinator will work six hours per day for 185 days @ \$30.34 per hour. This hourly rate is based on the rate paid to similar professional staff positions within the school district. A salary increase of approximately 3.0% will be given for years 2 and 3, based on raises negotiated by Urbana Education Association Support Staff Union. (Year II-\$34,687.72; Year III-\$35,728.35)

*Champaign Unit 4 Schools*

- \$25,252.50 Salary for the Mentor Coordinator for Champaign Unit 4 Schools (Also serving as Program Coordinator), to be paid for recruitment, screening, and training of all mentor applicants; coordinating all mentoring efforts in the District; and to supervise all Mentor Site Coordinators. Mentoring Coordinator will work six hours per day for 185 days @ \$22.75 per hour. This hourly rate is based on the rate paid to similar professional staff positions within the school district. A salary increase of approximately 3.0% will be given for years 2 and 3, based on raises negotiated by Champaign Education Service Personnel Union. (Year II-\$26,010.08; Year III-\$26,790.38)

**2. Fringe Benefits, \$5,543.67 (Year II-\$5,709.98; Year III-\$5,881.28)**

*Urbana District #116*

- Benefits include IMRF @ 8.8% and Social Security @ 7.65% for Project Director (Year I-\$5,539.93; Year II-\$5,706.13; Year III-\$5,877.31)

*Champaign Unit 4 Schools*

- Benefits include IMRF @ 7.16% and Social Security @ 7.65% for Mentor Coordinator (also serving as Program Coordinator) (Year I-\$3,739.90; Year II-\$3,852.09; Year III-\$3,967.65.)

**5. Supplies \$600.00 (Year II-\$750.00; Year III-\$900.00)**

*C-U One to One Scholarship Foundation*

- Mentor Appreciation gifts (\$3/mentor) to be given to each mentor at the Scholarship Banquets.

**6. Contractual \$700.00 (Year II-\$1,050.00; Year III-\$1,400.00)**

*Champaign Unit 4 Schools and Urbana School District #116*

- Background Check Fee for Mentor Applicants (Illinois State Police and CANTS)  
\$7/background check based on Year I-100 checks; Year II-150 checks; Year III-200 checks.

**8. Other \$4,500.00 (Year II-\$6,750.00; Year III-\$9,000.00)**

*C-U One to One Scholarship Foundation*

- \$2,800 for C-U One to One Scholarships for two students who have participated in the program for three or more years, graduate from high school and are accepted into any form of post-secondary education. (Year II-4 Scholarships-\$5,600.00; Year III-6 Scholarships-\$11,200.00.)

- \$3,000.00 for Year-End Scholarship Banquet, a year end motivational banquet for all mentor/mentee pairs based on \$15/pair at 200 pairs during Year I. (Year II - 250 pairs- \$3,750.00; Year III- 300 pairs - \$4,500.00)

## 1. Need for Project

Champaign (population of 67,518) and Urbana, Illinois (population of 36,395) are twin cities in Champaign County in central Illinois, home to the University of Illinois (U of I). Champaign-Urbana is easily accessible from major urban areas (130 miles south of Chicago, 180 miles northeast of St. Louis). While our location is beneficial for access to urban sporting and cultural attractions, it also provides easy access to illegal drug and gang activity from these urban areas. Within the past ten years the sale of crack cocaine and gang related violent crimes has increased dramatically. And, according to the local drug treatment center, the incidence of heroin usage has risen significantly within the last several years.

While the racial makeup of Champaign County is predominantly Caucasian, public schools in the twin cities are much more ethnically diverse. The 2003 Illinois School Report Card reports that African-American students comprise 31.7% of Champaign Unit 4 Schools and 33.3% of Urbana District #116 Schools, compared to only 11.2% in Champaign County. There is a similar discrepancy between the economics of Champaign County and the public schools. The 2003 School Report Card reports that 33.8% of Champaign Unit 4 students and 43.7% of Urbana District #116 students are low income compared to 10.3% in Champaign County.

**(i) At-Risk for Academic Failure or Dropping Out:** The discrepancy between county demographics and the demographics of our public schools demonstrates that there is a high concentration of need within Champaign-Urbana (C-U) public schools. In particular, the statistics regarding the high percentage of low-income students and African American students are significant because data from both districts indicate that Blacks and low-income students (those who receive free/reduced lunches) are performing academically at significantly lower levels than their white, middle-class peers. (Executive Summary, Urbana Equity Audit Report, 1998).

A recent series in the local newspaper (*Bridging the Achievement Gap*, The News-Gazette, April 2004) took an in-depth look at equity issues in C-U Schools . They found that, “despite the efforts of hundreds of people spending thousands of hours and more than a million dollars, racial inequality exists every day in C-U schools. Blacks are still far more likely to be suspended, more likely to be placed in special education programs, less likely to be enrolled in gifted programs and less likely to see a teacher who resembles them in classrooms in Champaign or Urbana.” In fact, in the 2002-03 school year, blacks were more than six times as likely as whites to be suspended. Black students are more likely to drop out before graduating from high school. In the past two years, Champaign Central High School graduated 63 percent of its black students, compared with an average of 88.1 percent of its white students. For these reasons, priority is given to placing mentors with African-American and low-income students.

**(ii) Youth Involvement in Criminal, Delinquent or Gang Activity:** The increased availability and abuse of alcohol and drugs has negatively impacted many families of Champaign-Urbana students. Since 1984 drug-related crimes in the twin cities have increased more than ten-fold. (Urbana Police Department Annual Report, 2001). Prairie Center Health Systems, the local drug treatment center, reports seeing more children as young as 7 or 8 years old because of emotional and behavioral problems related to drug use by family members. In a 1999 Youth Survey conducted in C-U Schools by the U of I Center for Prevention Research & Development, 25% of 8<sup>th</sup> graders reported being drunk in the past 30 days; 18% of 8<sup>th</sup> graders reported using marijuana once or more. This same survey also indicated a trend toward a younger age for first use of all drugs as well as an increase in usage of all drugs by 6<sup>th</sup> graders. According to the Urbana Police Department Annual Report, juvenile investigations and enforcement have become increasingly more active and intense in the last decade. A trend at Urbana Middle School is noteworthy in



regard to juvenile delinquency, particularly violence. Comparing the 00-01 to the 03-04 school year, while the number of students involved in discipline referrals was nearly the same, the number of referrals involving physical confrontation, fighting or intimidation increased dramatically. The number of fights increased by 34%; intimidation/threats to students increased by 113%; and physical confrontations with staff increased by 125%.

**(iii) Lack of Strong, Positive Role Models:** The amount of time a child spends at home alone is considered a risk factor for experimentation with drugs and participation in other risk-taking activities and is an indication of a stressful home environment for children. Champaign County ranks among the highest of all Illinois counties for the percentage of families with two working parents and single parent families, meaning there are more latchkey children. The 1999 Champaign County Youth Drug Survey illustrates this fact by showing a large increase in the number of 8<sup>th</sup> graders spending 3 or more days at home alone for more than 3 hours: 14.2% in 1997 and 21% in 1999. This statistic is indicative of a larger problem: the decrease in the amount of adult support available to young people. In the Champaign County Youth Drug Survey, 56% of the youth surveyed indicated that they had only one (46%) or no (10%) adult to whom they could talk about their problems or who has taken a special interest in them. Studies by Search Institute indicate that youth need to have access to 3-5 adults for advice and support, but the majority of youth in Champaign-Urbana have one or none.

There are many additional indicators that the home lives of many of the children in public school are troubled and that children lack strong, positive role models. High mobility rate is another indicator of family instability and stress on the lives of children. In 2001-02 the mobility rate in Champaign was 20.8% and 21.9% in Urbana, compared to a 17.2% statewide average. Mobility rates at selected target schools are as high as 36.5%. Domestic violence affects the

lives of many children in Champaign-Urbana. In Champaign County in 1999 police averaged 9.4 calls per day for domestic violence, a 5.2% increase from the previous year (*Champaign County Community Report Card 2000*). Child abuse is 15 times more likely to occur in families where domestic violence is present (*Family Violence Prevention Fund*). The number of cases of indicated child abuse and neglect in Champaign County has fluctuated over the past ten years, but remains consistently high for the state of Illinois, ranging from 461-864 cases per year.

**(iv) Need for site coordinators:** The expansion of school-based mentoring in Champaign-Urbana schools is needed to counteract the negative trends in family life in Champaign County. In order to establish an effective school-based mentoring program it is crucial to have a coordinator to oversee recruitment, screening, training and evaluation as well as trained personnel at **each school site** to monitor and support mentors. Cynthia Sipe, in *Mentoring: A Synthesis of P/PV's Research 1988-1995*, notes that "*Providing youth with mentors, without sufficient resources to support those mentors, will most likely not generate a high percentage of long-term successful relationships.*" She points out the important role staff play in ensuring that mentor pairs are actively meeting on a regular basis as well as in providing support to help mentors get through the rough spots so that matches have a chance to develop rather than dissolve prematurely. Therefore, in order to expand the existing school-based mentor program in C-U schools, to multiply the number of students served and to increase the program's effectiveness, our proposal is to hire, train and support personnel who will work at the school sites alongside school staff.

## 2. **Project Design**

**(a) A "High Quality" Mentoring Project** A coalition of educators and community people from the U of I, Parkland Community College, the Regional Office of Education, Champaign

Unit 4 Schools, Urbana District #116 Schools and the Champaign County Chamber of Commerce joined forces in the early 1990's to invite Dr. Susan Weinberger, creator of the Norwalk Mentor Program and current president of the Mentor Consulting Group, to Champaign-Urbana with the express purpose of training mentors and mentor coordinators for a pilot mentor program in the C-U Schools. Pilot schools were chosen in each district and Norwalk-style mentoring programs were initiated in the fall of 1994. The school districts subsequently named their school-based, school supported mentor program C-U (for Champaign-Urbana) **One-to-One** (to indicate the individualized nature of the mentoring relationship). Since that time C-U One-to-One Mentoring has spread into many of the elementary schools and middle schools in Champaign and Urbana and into Urbana High School. The program has been in existence for ten years and in 2000 received the Governor's Hometown Award for Urbana.

Until the fall of 2003, only Urbana Middle School (UMS) and Urbana High School (UHS) had devoted paid staff time to mentor recruitment, training, screening and monitoring. At those schools the program has grown and flourished and made a significant impact on students' lives and on the school climate. At the other schools, after getting off to a strong start because of the interest of a particular social worker, principal or teacher, the mentor program is floundering due to personnel changes and the lack of a dedicated staff person with the training and the time to adequately monitor the program, provide support to mentors and recruit new mentors. Champaign School District hired a part-time Mentor Coordinator in the fall of 2003 to oversee mentoring in their district in response to these issues. While gains have been made in record keeping, recruitment, training, and general support, it has become clear that without dedicated staff on site at each building the number of students who can be served is extremely limited.

Our proposed project seeks to rectify these shortcomings and serve more students

effectively by hiring Mentor Site Coordinators (.5 FTE) for selected school sites, a Program Coordinator (.25 FTE) who will be responsible for mentor recruitment and training, a secretary to assist with record keeping, and a Project Director (.25 FTE) to oversee the grant and grant supported personnel. Each elementary Mentor Site Coordinator will be responsible for monitoring and supporting mentors at two sites; at their 'home' school and at a 'partner' school. The home schools selected for the project show both a high need for mentoring and a capacity to house the additional personnel. Because a strong foundation for mentoring has already been laid in both districts, the hiring of on-site mentor coordinators will have the effect of doubling the number of mentored students. At the end of the 2003-04 school year, 200 elementary, middle and high school students were matched with school-based mentors, most in UMS & UHS, where there is a paid mentor coordinator. Placing site coordinators at 19 additional buildings will increase the likelihood that existing mentor pairings will continue effectively and will facilitate the formation of new matches. Each Site Coordinator will eventually oversee at least ten matches per elementary building (20 per Coordinator) and 25 per middle school, resulting in at least 260 *additional* pairs by September, 2007.

Parameters of the program:

**Low student-to-mentor ratio:** As indicated in its name, C-U One-to-One matches at-risk youth in Champaign-Urbana schools **one-to-one** with caring adults who will foster the development of character and competence in the youth through the development of long-term supportive relationships. Students in grades 4-7 are targeted for initial placement with mentors.

**Frequent contacts:** C-U One-to-One is a school based mentoring program, so mentoring takes place on the school grounds during the school day for one hour each week. One of the advantages of a school-based program is that it is easy to maintain and monitor mentor-contact

records to insure that regular contact is maintained throughout the school year. Having a site-coordinator at each school also enables students to be informed when mentors have to miss a mentoring session. During summer months, mentors are provided with suggestions for maintaining periodic contact during the school vacation.

**Duration of relationship:** C-U One-to-One is a long-range program: mentors commit for one school year and are encouraged to re-commit at the end of the school year with the expectation that they will follow their student through high school graduation if possible. Students who participate in the program for three or more years, graduate from high school and are accepted into any form of post-secondary education receive a \$1400 scholarship through our Community Based partner, the Mentoring Scholarship Foundation. The scholarship provides tremendous incentive to both students and mentors, and few relationships terminate in less than three years when both mentor and mentee stay in the community. The collaboration across school district lines allows mentors to continue mentoring even if the mentee moves to the neighboring district.

## **2 (b) Mentoring Services Provided**

### **(i) Improved Academic Achievement in Core Academic Subjects C-U One-to-One**

Mentoring seeks to establish a structured one-to-one relationship between an adult and youth that focuses on the needs of the youth. This caring, supportive relationship encourages youth to develop to their fullest potential academically, personally and socially. Since it is a school-based and school sponsored program, regular contact between the mentor and the mentee's teacher is built into the program. This enables the mentor to provide targeted academic support when necessary. Often this support comes in the form of encouragement to turn in work in a timely fashion, assistance in getting organized or a small reward for meeting an academic goal.

Occasionally mentors assist students with projects, help students study for a test or research a

special topic together. However, mentors are not expected to tutor their mentee on a regular basis. When students need regular tutoring the mentor can recommend that their student be given an in-school tutor. Priority is given to those requests for tutors and a partnership has been formed with U of I Volunteer Illini Projects to provide academic tutors for mentees.

**(ii) Strengthen School Bonding** Students selected for the mentoring program generally have poor self-esteem and poor school attachment. Many of these students do not find the school setting to be a safe or caring place, many are chronically absent or tardy. The positive bond formed between the mentor and student helps to change students' negative feelings about school and about themselves. 74% of the students surveyed reported that having a mentor helped them feel better about themselves and 53% said mentors helped them feel better about school. The positive effects of the emotional support provided by mentors cannot be overstated.

Issues of chronic absenteeism are also addressed through the attachment developed between the mentor and mentee. Students regularly report that they try to not be absent on the day their mentor comes to school. In the coming years additional training will be provided for mentors by School Attendance Specialists which will give more tools to mentors to assist them in addressing chronic truancy.

**(iii) Promote Pro-Social Norms and Behaviors** Although students who have severe behavior disorders are not generally placed in the C-U One-to-One Mentoring Program, referred students are often described as being disruptive, angry, aggressive and/or frustrated. Many are known for displaying anti-social behavior in the classroom and in the general school setting. Training mentors in supportive listening is a first step in helping mentors address issues of anger and aggression because students often feel that no one listens to them. In the words of an 8<sup>th</sup> grade girl who has had great difficulty adjusting to school norms, *"I like having a mentor*

*because I can talk to her about anything and she really helps me be a better person."*

Mentors are also provided with other tools and resources for helping students develop pro-social norms and behaviors. Periodic events for mentors and mentees to attend together is one such tool; an Etiquette Banquet at which mentors and mentees learn together about appropriate behavior in a formal dining situation, a Hair and Skin Care Workshop to help address adolescent grooming issues, a High Ropes Outing to offer students and mentors the opportunity to learn about interdependency and trust. In addition mentors are introduced to school social workers and counselors who are available to give specific direction and support to mentors when dealing with difficult issues such as anger management.

**(iv) Opportunities for Job Training or Post-Secondary Education** C-U One-to-One mentors have as their goal from their first day of mentoring to see their students graduate from high school with a plan for their future. Mentors include in their conversations with mentees discussions about their own jobs, what it has taken them to succeed, what their own education has been and what their work ethic is. During the 7<sup>th</sup> and 8<sup>th</sup> grade years, mentees participate in a half-day job shadow with their mentors. A job shadowing journal helps students learn during the course of the day about the variety of jobs in their mentor's workplace and helps them assess their own career interests. Follow-up conversations and career interest surveys help middle school students begin to think about their future.

In high school, mentors and mentees participate in a half-day visit to Parkland Community College. Career counselors and college students speak to the high school mentees about the various opportunities at Parkland as well as about what it takes to succeed in college. Mentors are given tools to assist them in helping students with ACT and SAT preparation, with college applications and with filling out college financial aid forms. The Scholarship Banquet

and accompanying scholarships to graduating seniors serve as strong motivation and encouragement to students to stay in high school and to pursue post-secondary education.

**2 (c) Collaboration in design and implementation**

The initial design and implementation of the C-U One-to-One Mentoring Program was very collaborative, as indicated above. The academic community and the business community worked together to promote school-based mentoring and to provide the initial training through Dr. Weinberger. Subsequently a board comprised of school district, U of I, Parkland College, and business personnel was formed to develop a scholarship program for mentees who stay in the mentor program through high school graduation. The C-U One-to-One Mentoring Scholarship Foundation Board continues to work to raise scholarship funds and provide the Scholarship Banquet and also works with schools to support C-U One-to-One mentor pairs.

The ongoing implementation of C-U One-to-One involves the collaboration and support of multiple community partners. Churches and synagogues have partnered with individual schools to recruit mentors for their partner school. Local government agencies including city and county offices release employees to mentor and provide job shadow sites for mentees. Similarly, the U of I has created a policy which allows Civil Service employees one hour release time per week to mentor in schools. The Champaign County Chamber of Commerce is committed to establishing business-school partnerships and has listed mentoring as a high priority partnership activity. Media agencies also collaborate, both in their coverage of mentoring (particularly during National Mentoring Month) and in releasing employees to become mentors.

Both Champaign and Urbana School Districts support mentoring in multiple ways, including releasing staff to become mentors. Teachers have seen the value of mentoring have volunteered to mentor high need students. Teachers also are an important part of the



implementation plan in that communication between teachers and mentors is critical for effective school-based mentoring. Each middle school team (a group of 4-5 teachers who work with a group of 80-100 students) will designate one teacher as the Team Mentor Coordinator. S/he will play an important role in referring students for mentoring, assisting with matching and communicating with mentors. A regular 'team time' will be available for mentors to meet with teachers to discuss their mentee's progress.

Parents participate in the program at a number of levels. At the organizational level, one position on the Scholarship Foundation Board is reserved for a parent. Parent participation is sought at the beginning of each mentor/mentee pairing and their permission is required for student participation. Parents are invited to the meeting when mentors and mentees are introduced. Mentors are required to contact parents and receive their consent before doing any activity outside of school. Parents of graduating seniors are guests at the Scholarship Banquet.

Finally, the Evaluation Consultant (U of I Center for Prevention Research & Development) collaborated in the development of the proposal to ensure alignment with mentoring best practices. The collaboration of all these community partners is indicative of the strong support in Champaign-Urbana for implementing effective mentoring in public schools.

## **2 (d) Research Based Components of Program Implementation**

### **Effective Recruitment**

- Recruit mentors who are committed, caring and reliable adults who are free of drug and alcohol problems. (*Garringer, M., 2002*)

### **Screening Procedures (Volunteer Program Risk Management)**

- Application completed with accurate contact information on file. Criminal background check completed on applicant and applicant's references are checked.

- Applicant is given a personal interview.

*(National Mentoring Partnership, 2003; Davis, Grosso, & ABA, 1998)*

### **Training and Orientation**

- Provide information about program including skills needed to mentor, listening skills, and program parameters and expectations.
- Site orientation provided including policies and procedures, introduction to pertinent school personnel, written handbook and other site-specific information.

*(OJJDP 2003; Thompson, 2001; CSAP 1995; Mentor/National Mentoring Partnership, 2003; Sipe 2003, 1996; Tierney & Grossman, 2000; Grossman & Rhodes, 2002)*

### **Matching**

- Selected students meet program criteria and understand program goals and parameters
- Written parental permission secured.

*(Grossman, 2002; Thompson, 2001; CSAP 1995; Sipe, 2003)*

### **On-going Support**

- Adequate staff support provided at individual mentoring sites.
- Current contact information on file for mentors.
- Clear and regular communication with mentors, personnel, and school staff.
- In-service opportunities with additional information and support provided for mentors.

*(CSAP, 1995; Grossman, 1997, 2003; Sipe, 2003; Thompson, 2001; Novotney, 2002; Eccles, 2000)*

### **Participant Appreciation**

- Thank mentors, teachers and support staff and, if applicable, business partners.

*(National Mentoring Partnership, 2003; Garringer, M. 2002)*

### **Evaluation**

- Collection and compilation of program statistics including survey of mentors, participating students, teachers and program staff.
- Comprehensive evaluation distributed and program changes identified. *(Sipe, 2003)*

*See Appendix A for full bibliographic citations.*

### **3. Quality of the Management Plan**

**3 (a) Mentor Screening** Mentor screening is a critical part of the success of any mentor program. C-U One to One uses a four-step screening process. Anyone expressing an interest in mentoring is required to fill out a comprehensive written application form that informs applicants of the screening policies and explains the selection process. The application requires a list of references and a signed statement indicating that the applicant has not been convicted of a felony or misdemeanor classified as an offense against a person or family, of public indecency, or a violation involving a state or federally controlled substance in the past ten years and that falsifying information is grounds for dismissal.

The second step in the process involves conducting a criminal background check through the Illinois State Police and the CANTS (Child Abuse and Neglect Tracking System) check. If the criminal background check is returned as flagged the applicant can choose to undergo a more rigorous fingerprint check at a local law enforcement facility at his/her own expense. The results of that check will be reviewed by the respective School District Human Resources Director. Eligibility to mentor is based on the same requirements that apply to school district employees. Persons who have perpetrated, as an adult, a crime involving a child or a dependent adult, regardless of how long ago the incident occurred, or any violent crime within the past ten years are disqualified from mentoring. Any applicant who is flagged in a CANTS check will be deemed ineligible for the program. For all other crimes and/or questionable behavior the final

decision regarding eligibility to mentor will be made by the school's Human Resources Director.

The third step of the process involves checking references. The reference is given a brief description of the program, asked if they would recommend the applicant for the program and whether they have any reservations about the applicant working with children.

The final step in the screening process is the applicant interview. Site Coordinators are responsible for setting up an interview with the applicants assigned to their building utilizing a school-based team to assist in conducting the interview. Members of the team would include teachers of students referred for mentoring and the school guidance counselor or social worker. Their job is to gather as much information about the interests and personality of the applicant for purposes of making an appropriate match, but also to assess if he or she has the attributes needed to be a suitable mentor. Specifically, they are to be alert to applicants who may not be able to complete their commitment, have a history of not fulfilling commitments, have rigid opinions, exhibit poor listening skills and/or have unreasonable expectations of students. The interview is a critical component of the screening process and can uncover issues that do not appear in any other portion of the screening. Therefore, part of the training of the Site Coordinators will be in how to conduct the interview. If applicants are deemed not suitable for mentoring they may be offered the possibility of more appropriate volunteer opportunities.

The Mentor Program Coordinator will be responsible for overseeing the screening process; reviewing all applications, receiving background check clearances, cross-checking against the state sex offender list, conducting reference checks, and assigning the mentor to a specific site. Site Coordinators are responsible for conducting interviews of applicants assigned to their building. Careful records of each step of the screening process will be kept in a central location. The secretary will be responsible for maintaining confidential information there in

locked files. Mentors may not begin until all steps of the screening process are completed.

**3 (b) Mentor training and support** Mentor training and orientation is required before a mentor may begin meeting with their mentee. The Project Director is responsible for the mentor training and utilizes staff with expertise in specific areas to assist in the training. The initial mentor training is a half day session that includes: an overview of mentoring, an overview of the risk factors present for youth in our community, the parameters of the program, characteristics of a good mentor, training in listening skills, cultural sensitivity, benefits to mentors and mentees, age-level characteristics, confidentiality and liability issues, the importance of consistency, and what to expect in the early stage of mentoring. Mentors are trained to structure their time to include some time to read together, play a game, engage in a physical activity, and some time to talk and listen, the goal initially being to develop a relationship of mutual respect and trust. Mentors are encouraged to provide their mentee with both “affirmation” and “exposure” and are given resources and ideas for how to do that in the school context. A Mentor Handbook with a review of covered training topics as well as lists of age-appropriate conversation topics, constructive activities, and mentoring strategies is provided to each mentor.

After the initial mentor training, an orientation is conducted at the individual school by the Site Coordinator. At that time mentors become acquainted with the staff and the school building where they will mentor. The orientation session includes: logistical information for parking, signing in, and wearing a nametag; discussion of school safety and security issues; school contact information including dealing with absences; an overview of available mentoring resources like games, books and computers; a tour of the building and of the space available for mentoring; introduction to appropriate school personnel; and the initial meeting with their mentee. A Volunteer Handbook with school contact information, school map, general volunteer

guidelines, and applicable school district policies and procedures is provided to each mentor. The mentor is also asked to sign a Mentor Pledge reiterating their commitment to the program. Follow up training sessions will be offered each month on topics including fostering literacy; helping students with testing skills and strategies; addressing attendance problems; etc.

The Mentor Program Coordinator and Site Coordinators will support mentors in a variety of ways. The Program Coordinator will provide quarterly newsletters and monthly follow-up training sessions. Site Coordinators will monitor mentor sign-in sheets, be available for individual consultation and conduct periodic "brown-bag" sessions at school that allow mentors to network and provide support to each other. Site Coordinators are expected to contact the mentor, student, and student's teacher within the first two weeks of the match, every two weeks for the first few months, and monthly thereafter. They are instructed to express appreciation to mentors for their commitment, offer suggestions for appropriate activities and provide needed emotional support. Site Coordinators are also responsible for dealing with difficult issues such as irregular attendance or mentor/mentee dissatisfaction with the match. Mentors are also given a monthly opportunity to meet with their mentee's teacher and/or counselor.

**3 (c) Recruitment Plan** Mentor recruitment is an on-going process that takes many forms. C-U One-to-One looks for adult mentors who are dependable, have a good employment record, a history of following through on commitments, a developmental attitude toward youth, and good listening skills. Because of the long-term nature of the program, stability in the community is also an important factor in mentor recruitment.

Mentors are recruited both individually and through business partnerships. Individuals are recruited through presentations to area service clubs and organizations. Current mentors are utilized to identify friends and co-workers who would make good mentors. A media campaign

that peaks during January, National Mentoring Month, is utilized to increase awareness of C-U One-to-One and the benefits of mentoring; thank mentors, business partners, and program personnel; recruit new mentors and encourage business leaders to support mentoring by allowing employee release time for mentoring. The campaign utilizes TV, radio, and print exposure. In addition, a website ([www.cu1to1.org](http://www.cu1to1.org)) has been developed by the Scholarship Foundation to promote the program and to recruit mentors.

Because mentoring occurs during the typical workday, businesses also need to support an individual's participation in mentoring. Business partners are matched with a school and agree to release employees interested in mentoring for an hour a week to mentor in that school. C-U One-to-One has established business partnerships with several local businesses, government agencies and the U of I. Business partnerships are recruited with assistance from the local Chamber of Commerce, the United Way, individual schools, and the Scholarship Foundation. A business recruitment package has been developed and Scholarship Board members volunteer their time to do informational presentations at the work site for interested employees. Training is offered on site for the convenience of the businesses employees. One of the tasks of the Site Coordinator will be to work to support and strengthen the relationship with their school's business partner(s). The Mentor Program Coordinator will oversee recruitment efforts utilizing the assistance of Site Coordinators, mentors, and the Scholarship Foundation Board.

**3 (d) Student selection and matching** The process for student selection and matching with the appropriate mentor is a multi-step process. Teachers, social workers and guidance counselors are provided with an overview of the goals and parameters of the Mentor Program, including a criterion for mentee selection, and mentee referral forms. Referral forms indicate the reasons, including family problems, why the student would benefit from having a mentor. They also

identify the specific clues (i.e. being truant, angry, passive, disruptive, despondent, deceitful, etc.) they have observed in the student's behavior which indicate the need for a mentor.

Students selected for mentoring generally display at least eight of thirty-six listed problem behaviors. Students selected will be 4<sup>th</sup> through 7<sup>th</sup> graders. To insure that mentors develop longstanding relationships with the children they mentor, teachers are asked to refer the children in their classes with the greatest need who meet the research-based criterion for benefiting from mentoring. According to Jean Rhodes, PhD, in Stand By Me: The Risks and Rewards of Youth Mentoring, students with severe behavioral or psychological needs do not show the positive gains from mentoring shown by students with high, but not severe, need.

The second step of student selection and matching involves the Mentor Site Coordinator and an appropriate school staff person (staff liaison). They review the student referrals and prioritize them based on teacher recommendation, their knowledge of the students and the sex and ethnicity of available mentors. Higher priority is given to children whose home environment is known to be difficult. The staff liaison then meets with students for whom there is an available mentor. The mentor program is described to the student and those interested in having a mentor fill out a student information form, providing basic information about their personality and interests. Parents are contacted by telephone or home visit. A follow-up letter and consent form is sent home. No child meets their mentor without written parent permission.

Students' needs are an important factor in the matching process. Quiet or withdrawn students are matched with a mentor who has the ability to draw out shy children. Boisterous students are placed with mentors who have requested a more active student. Students who are dealing with specific issues such as a recent divorce in their family, death of a loved one or anti-social behavior are placed with mentors who have experience with those issues. When mentor



applicants have special skills in social work or counseling, students with higher needs are matched with them. Student's interests are also taken into account in the matching process, and mentors are sought who share their interest in sports or a specific hobby. Students are always matched with the same-sex mentor. When possible, students are matched with mentors of their own ethnicity. When that is not possible, care is taken in the matching process to only place mentors in a cross-cultural relationship who have had positive experiences in working with people across ethnic lines. The actual matching of mentor and student is a decision shared by the Mentor Site Coordinator and school staff. Information gleaned from the screening process, application and interview is used to determine the most appropriate match.

Matches may be terminated if the mentor's attendance is irregular or if the student and/or mentor express dissatisfaction, but only after mediation with the Site Coordinator. Both mentor and student engage in an exit interview with the Site Coordinator that documents the reason for the termination and any dissatisfaction with the program. Students whose mentor has moved (or terminated) who desire a re-match are given top priority for receiving a new mentor.

**3 (e) Monitoring & supporting long-term relationships** The longevity of the C-U One-to-One commitment is an important component of the impact mentors have on students' lives. Mentors commit to one school year at a time, but are aware that they will be asked to recommit at the end of that year, that the long-term goal is to stay with their student through high school graduation. At the end of each year, mentors fill out a form indicating if they are planning to continue mentoring. If their student is moving on to another level of school, an orientation at the end of the school year at the new school assists mentors in making the transition to a new site. At the beginning of each new school year an orientation at each school site enables mentors to hear about pertinent school changes, meet new teacher(s), and begin mentoring immediately.

Because of the partnership between the two school districts, mentors are able to continue meeting with their student even if that student transfers to another C-U school. Upon learning of a pending student transfer, the Site Coordinator contacts both the Program Coordinator and the Site Coordinator at the new school and forwards the match information to the new Site Coordinator. Thus the pair is able to re-connect quickly. Given the high mobility rate of students between school buildings and across district lines, this ability of mentors to connect with their student quickly after a move provides an important safety net for vulnerable students. The banquet and the promise of a scholarship has also proven to be an effective tool in encouraging mentors to continue their commitment even when the relationship hits temporary difficulties

### **3. Quality of Project Personnel**

The C-U One-to-One Mentor Program has a ten year history of successfully implementing its program in Champaign-Urbana schools where adequate staff support has been provided to appropriately recruit, screen, train, monitor and evaluate mentors. In Urbana, the school district hired Barbara Linder (.75 FTE) to administer mentor and tutor programs at UMS in 1994. Ms. Linder was trained by Dr. Weinberger and has played a major role in the development and implementation of mentoring in both Urbana and Champaign Schools. She has a B.S. in Education (Highest Honors) from the U of I and worked as an elementary teacher in the Urbana Schools. She has received over 200 hours of follow-up training and consultation in mentoring practices from Dr. Weinberger, from Dr. Jean Rhodes and through participation in state and national conferences. She currently serves as a local consultant for school-based mentoring. This ten year will provide the foundation for implementing the grant in the new sites. Ms. Linder will become the Project Director (.25 FTE) and will supervise the Program Coordinator, provide the initial training for the Mentor Site Coordinators, and conduct monthly

meetings with all Site Coordinators and Program Coordinator to insure that the program is implemented appropriately at each site, that problems are solved together, and that each step of the recruitment, screening, matching, monitoring and evaluation process is followed.

The Program Coordinator, Brenda Koester, has worked with the C-U One-to-One Mentoring Program in Champaign and Urbana Schools since 2000 and has received over 40 hours of training in various aspects of the management and evaluation of mentoring programs. She has a Masters in Labor and Industrial Relations from the University of Illinois and a B.S. in Speech Communication. She has served as the Champaign School District Mentor Coordinator (.75 FTE) since the fall of 2003. As the grant's Program Coordinator (.25 FTE) her role will be expanded to include direct oversight of the Elementary Mentor Site Coordinators in Urbana (Champaign Schools provide the salary for overseeing Champaign Site Coordinators) and the coordination of recruitment efforts and business partnerships for both school districts.

Eleven Mentor Site Coordinators (.5 FTE) will be hired to serve 19 schools (3 middle schools and 16 elementary schools). Site Coordinators will facilitate the selection and matching of mentees at their school, assist with mentor recruitment, provide orientation to new mentors, monitor matches, support mentors and oversee the daily operation of the program at the site. Qualities sought in Site Coordinators will be: excellent written and oral communication skills, computer skills, knowledge of the school, experience working with children in an educational setting, experience and knowledge of mentoring, and strong connections to the local community.

The Project Evaluator, Beth Welbes, has over 11 years of experience working with program staff to plan, implement and use evaluation to demonstrate performance and drive decision-making. She is currently the State and Community Prevention System Evaluation Director at the U of I Center for Prevention Research and Development, managing evaluation

projects totaling over \$1,000,000 annually. These projects include evaluation of school and community based programs including substance abuse prevention curricula, violence prevention programs, academic enrichment and adult-to-youth mentoring programs. She is committed to a model of evaluation that empowers staff to understand and value the role of evaluation data in high quality program implementation. She is experienced in preparing reports for federal grants and working with cross-site evaluators to coordinate data collection and synthesis.

### 3. Project Evaluation

The evaluation plan is designed to gather, synthesize and report information to monitor progress toward the following proposed goals, objectives and outcomes:

**Goal 1: To increase the number of C-U One-to-One mentor pairs in Champaign-Urbana Schools**

**Objective A:** Recruit a total of 20 new business partners (one per site by Sept 07) who will agree to release employees to mentor during the work day (*Data source: Recruitment Logs*).

**Objective B:** Recruit and match ten or more new mentor/mentee pairs in each elementary school and 25 in each middle school for a total of at least 260 new pairs by Sept 07 (*Data source: Mentor Tracking Database*)

**Goal 2: To increase the proportion of student/mentor pairs who sustain long-term, high quality mentoring relationships (GPRA Performance Measure)**

**Objective A:** A Mentor Program Coordinator (.25 FTE) and a Mentor Project Director (.25 FTE) will be hired by Dec 04 to recruit, screen, and train mentors and to evaluate the mentor program (*Data source: Employment Contracts*).

**Objective B:** 11 Mentor Site Coordinators (.5 FTE) will be hired by Jan 05 to monitor, support

and provide on-going training for both new and existing C-U One-to-One mentor pairs in Champaign-Urbana elementary, middle and high schools (*Data source: Employment Contracts*)

**Objective C:** By Sept. 06, 25% of mentor/mentee pairs will have been sustained for at least 12 months and by Sept. 07, 50% of mentor/mentee pairs will have been sustained for at least 12 months (by Sept 07)(*Data source: Mentee Tracking Database*).

**Outcome 1:** Demonstrate a 5% increase (by Sept 05), a 15% increase (by Sept 06), and a 30% increase (by Sept 07) in the proportion of mentored students who demonstrate improvement from baseline (match) to follow up (12 months after match) in core academic subject areas (*Data source: Academic Report Cards*)

**Outcome 2:** Demonstrate an improvement from baseline (match) to follow up (12 months and 24 months after match) in positive attitudes toward school among mentored youth (*Data source: Mentee Survey*).

**Outcome 3:** Demonstrate 10% decrease (by Sept 05), a 30% decrease (by Sept 06), and a 40% (by Sept 07) in the proportion of mentored students with unexcused absences (*Data source: Academic Report Cards*).

**Outcome 4:** Demonstrate a statistically significant improvement among mentored youth from baseline (match) to follow up (12 months and 24 months after match) in family relationships, pro-social attitudes and perceived social support from peers (*Data source: Mentee Survey*).

With the assistance of the Project Evaluator, project staff will build skills and technical capacity to gather and use evaluation data to drive programmatic decisions and demonstrate results of the program. Evaluation data will inform plans and understanding of mentor

recruitment, screening, and training, ways to support mentors, factors influencing the length and quality of the match, and factors influencing the attainment of desired outcomes (e.g. mentee demographics, mentor characteristics, supports provided to mentors, frequency and amount of contact between mentees/mentors, etc). The Project Evaluator will provide consultation to develop a data collection plan, create or adapt data collection tools, conceptualize and set up databases such that staff can enter and access data in a timely manner. Over the course of the project, the evaluator will provide data management and analysis consultation and, where needed, assist with more complex data analysis associated with outcome measurement. By serving in a technical and consultative role, the Project Evaluator can assist project staff develop the infrastructure necessary to sustain evaluation activities beyond the funding period.

Three data collection methods will be used to support the evaluation of mentor recruitment, screening and support (Goals 1 and 2). Mentor Recruitment Logs will be kept by Program Coordinator to track recruitment activities conducted and mentor applications received. A Mentor Information Database will be developed to track key milestones including date of application, mentor demographics, evidence of screening procedures outlined in the screening protocol, participation in mentor training and follow up support, date of termination and reason for termination. An annual End Year Mentor Survey will be conducted to identify strengths, weaknesses and perceived benefits of the program (including feedback on relevance and value of training and follow-up support activities). Data synthesized from these sources will reveal areas to improve the procedures related to mentor development. The Project Evaluator will provide consultation on the set up and analysis of this information. The Project Director and Program Coordinator will be responsible for collecting and entering mentor development data.

A variety of data collection strategies will provide important information about the nature

and extent of the mentee experience and how this experience correlates with desired outcomes (Goal 3 and Outcomes 1-4). The Parent Information Form will include active consent to survey their child at match and in 12 month intervals post match for the duration of the project, retrieve academic and attendance records for up to 3 years. The Mentee Survey will contain scales to measure important process and outcome indicators such as perceptions of social support from mentors, academic expectations and aspirations, attitudes toward school, and frequency of pro-social behavior (e.g. bonding with pro-social peers, etc). The Mentee Survey will be administered by the Site Coordinator and sent to the Program Coordinator for entry into a Mentee Information Database. Academic grade reports, attendance data and demographic information will be gathered by the Site Coordinator and sent to the Program Coordinator for entry into the Mentee Information Database. The Project Evaluator will provide consultation on coding of academic grades for core academic subject areas to accommodate the difference in grading procedures for different age groups and schools participating in the project. Finally, Monthly Mentor/Mentee Contact Logs will be completed by the Site Coordinator and sent to the Program Coordinator for entry into the Mentee Tracking Database. Each mentee will be assigned a unique identification number to link multiple sources of information. By linking these multiple data sources, important trends and patterns can be identified to understand how changes in academics, attendance, attitudes and pro-social behavior relate to important variables such as length of mentor relationship, quality of mentor relationship and amount of mentor/mentee contact. The Project Evaluator will consult with project staff to outline a plan for analysis and interpretation of programmatic and outcome data.

## Competitive Preference Priority Consortium Agreement

This Consortium Agreement made this 6<sup>th</sup> day of July 2004 and effective throughout the 2004-05, 05-06, and 06-07 school year by and between Champaign Unit #4 Schools (Unit #4), Urbana School District #116 (Dist. #116), and C-U One to One Scholarship Foundation (Scholarship Foundation) hereby establishes that Unit #4, District #116, and the Scholarship Foundation contract and agree as follows:

Recruitment			
Recruit qualified applicants for mentoring.	X	X	X
Screening			
Completed application on file for each mentor applicant.	X	X	
Perform background check on each mentor applicant.	X	X	
Check references of mentor applicant.	X	X	
Conduct face-to-face interview of mentor applicant.	X	X	
Training and Orientation			
Provide training on program parameters and expectations; characteristics of a good mentor; communication and listening skills; and how to be a good mentor.	X	X	
Provide orientation at school location.	X	X	
Student Selection and Matching			
Identify students for program and explain program parameters to student and teacher.	X	X	
Secure written parental permission.	X	X	
Match students with appropriate mentor.	X	X	
On-going Support & Supervision			
Contact mentor within two weeks of match and then monthly to assess if intervention is needed.	X	X	
Maintain accurate contact information on file for each mentor including mailing address, home and work phone, and e-mail (if applicable).	X	X	
Provide additional information and support for mentors.	X	X	X
If necessary, provide match intervention.	X	X	
Facilitate mentor/student transfer to another school.	X	X	



Compile sign-in sheet hours and report monthly.	X	X	
Provide Mentor Newsletter to all mentors.	X	X	
Provide in-service opportunities to all mentors.	X	X	X
<b>Participant Appreciation</b>			
Provide mentors with token of appreciation.	X	X	X
Provide Year End Scholarship Banquet.			X
Provide Post Secondary Education Scholarships to eligible high school graduates.			X
<b>Evaluation</b>			
Assist in evaluation of mentor program.	X	X	
Compile and disseminate evaluation results	X	X	

Unit #4, District #116, and the Scholarship Foundation agree to abide by every statement and assurance made by the applicant in the Application for Federal Education Assistance for Mentoring Programs.

Unit #4, District #116, and the Scholarship Foundation will hold all information confidential regarding participants and release such information only with signed parental consent or in cooperation with law enforcement investigations in compliance with local and State laws and statutes.

In witness whereof, the parties hereto have caused this Consortium Agreement to be executed as of the day and year listed below.

**Champaign Unit #4 Administration**

**Urbana School District #116**

*Maria Drake, Dir of Special Education*  
 Name, Title, Date: 7/6/04

*Glurberg, Supt of School*  
 Name, Title, Date

**C-U One to One Scholarship Foundation**

*John F. Abbott* 7/5/04  
 Name, Title, Date  
 President, C-U One-to-One Scholarship Foundation

## Competitive Preference Priority Consortium Project Budget

### Contractual Grant Disbursement

Activity Category	Classroom and School	Out-of-School	County of the Scholarship Institution	Total
Classroom	\$ 295,636.09	\$39,996.13	\$ 0.00	\$435,632.22
Out-of-School	\$43,783.70	\$23,029.37	\$0.00	\$66,813.07
County of the Scholarship Institution	\$0.00	\$7,380.00	\$0.00	\$7,380.00
Classroom	\$ 19,800.00	\$ 9,800.00	\$0.00	\$29,600.00
Out-of-School	\$12,000.00	\$ 5,100.00	\$0.00	\$17,100.00
County of the Scholarship Institution	\$0.00	\$ 31,000.00	\$0.00	\$ 31,000.00
Classroom	\$ 1,875.00	\$ 7,425.00	\$ 0.00	\$ 9,300.00
<b>Total Disbursement</b>	<b>\$373,094.79</b>	<b>\$ 223,730.50</b>	<b>\$ 0.00</b>	<b>\$ 596,825.29</b>

**Mentoring Program – Program Specific Assurances  
for Local Educational Agencies**

**In addition to the standard assurances included with this application package, all applicants that are local educational agencies must review and sign the following assurances:**

**As the duly authorized representative of the applicant, I hereby certify that:**

1. Assure that no mentor will be assigned to mentor so many children that the assignment will undermine the mentor's ability to be an effective mentor or the mentor's ability to establish a close relationship (a one-to-one relationship, where practicable) with each mentored child;
2. Assure that the mentoring program will provide children with a variety of experiences and support, including:
  - (i) Emotional support;
  - (ii) Academic assistance; and
  - (iii) Exposure to experiences that the children might not otherwise encounter on their own;
3. Assure that the mentoring program will be monitored to ensure that each child assigned a mentor benefits from that assignment and that the child will be assigned a new mentor if the relationship between the original mentor and the child is not beneficial to the child;
4. Assure that it will: (1) establish clear, measurable performance goals; and (2) collect and report to the Department data related to the established Government Performance and Results Act (GPRA) performance indicators for the Mentoring Programs grant competition. We will reject any application that does not contain this assurance.

  
Signature of Authorized Certifying Official

Urbana School District # 116  
Organization Name

  
Title

7/1/04  
Date

## **Equitable Participation by Private School Children and Teachers**

To allow for the equitable participation of private school children in mentoring programs supported by the USDOE *Mentoring Programs* grant, consultation will take place with private school officials during the development of the program to determine:

- Eligibility of private school children based on grant guidelines (4<sup>th</sup> through 8<sup>th</sup> graders *living in rural areas, high-crime areas, or troubled home environments, or who attend schools with violence problems*)
- Capability of school to support effective mentoring programs
- Interest of school staff in school-based mentoring

For schools with students who fit into the above eligibility framework and are interested in participating in this federal mentoring grant for school-based mentoring, there is the possibility of utilizing grant funds to assist private schools in the following ways:

- Provide training for an on-site mentor coordinator
- Provide technical support for an on-site mentor coordinator
- Provide initial training for any mentors you recruit to serve qualifying students
- Provide on-going training for mentors
- Provide monitoring and evaluation tools for mentors and mentees

Consultation between LEA recipient and private school officials will include

- How children's needs will be identified;
- How the services will be assessed and how the results will be used to improve services;
- The amount of funds available for services;
- The size & scope of the services to be provided;
- How and when decisions about the delivery of services will be made.

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1506 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,  Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

*Humberg*

APPLICANT ORGANIZATION

Urbana School District #116

TITLE

*SUPERINTENDENT*

DATE SUBMITTED

*7/1/04*

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER  
RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

**1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

**2. DEBARMENT, SUSPENSION, AND OTHER  
RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110—

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

**3. DRUG-FREE WORKPLACE  
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check  if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Urbana School District #116	PR/AWARD NUMBER AND / OR PROJECT NAME C-U One-to-One Mentoring Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE GENE AMBERG, Ph.D., SUPERINTENDENT	
SIGNATURE <i>Gene Amberg</i>	DATE 7/1/04

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.



**Certification Regarding Debarment, Suspension, Ineligibility and  
Voluntary Exclusion – Lower Tier Covered Transactions**

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

**Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT Urbana School District #116	PR/AWARD NUMBER AND/OR PROJECT NAME C-U One-to-One Mentoring Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE GENE AMBERG, SUPERINTENDENT	
SIGNATURE <i>Gene Amberg</i>	DATE 7/1/04

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

## GEPA 427 Statement

The C-U One-to-One Mentoring Program ensures equitable access to, and participation in, the C-U One-to-One Mentoring Program for students and mentors with special needs. The potential barriers which might impede a student or mentor from participating and the steps that will be taken to overcome these barriers include:

1. **Race:** Because of the high numbers of African-American students referred for mentoring, special care will be taken to recruit African-American mentors. Recruitment efforts will take place through African-American churches and through the Urban League. In addition, African-American applicants will be solicited for the Mentor Site Coordinator positions.
2. **Disability:** We have a small population of hearing impaired students who are periodically referred for mentoring. When hearing-impaired students are referred we will recruit hearing-impaired adult mentors and provide an interpreter for all training sessions attended by the hearing-impaired mentor.
3. **Age:** We are pleased to have Senior Citizens volunteer to become mentors to young people. To assure that Senior Citizens with some mobility issues are able to participate, we will not only provide handicap accessibility in all buildings, but we will provide Senior mentors with assistance by calling students to them, so that they do not have to walk long distances through the building to find their student.
4. **Language:** We have a number of ESL students in Champaign-Urbana Schools. When a second language student is referred for mentoring we will recruit a mentor for them who speaks their first language fluently. Because of the increasing number of Latino students, all materials will be translated into Spanish.

## Research References and Resources

Center for Substance Abuse Prevention (1995). *CSAP Implementation Guide: Adult Involvement in Improving the Lives of Youth*. [www.health.org/research/CSP3P37.html](http://www.health.org/research/CSP3P37.html)

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Davis, N.S., Grosso, K.L., & American Bar Association Center on Children and the Law. (1998). *Guidelines for the screening of persons working with children, the elderly, and individuals with disabilities in need of support*. U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

DuBois, D.L., Holloway, B.E., Valentine, J.C., & Cooper, H. (2002). Effectiveness of mentoring programs for youth: A meta-analytic review. *American Journal of Community Psychology*, 30(2), 157-197.

Eccles, J. S. & Templeton, J. (2000). *Community-based programs for youth: Lessons learned from general developmental research from experimental and quasi-experimental evaluations*. Prepared for Urban Seminar Series, Urban Health Initiative, Harvard University.

Garringer, M. (2002). *Foundations of Successful Youth Mentoring: A Guidebook for Program Development*. Northwest Regional Educational Center Mentoring Center. [www.nwrel.org](http://www.nwrel.org)

Grossman, J., & Rhodes, J. (1999). *The test of time: Predictors and effects of time: Predictors and effects of duration in youth mentoring relationships*. Unpublished manuscript.

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Jucovey, L. (2000). *The ABC's of School-Based Mentoring*, National Mentoring Center.

Novotney, L.C., Mertinki, E., Lange, J., Falb, T., & Kirk, H., (2002). *Juvenile Mentoring Program (JUMP), Early Evaluation Results Suggest Promise of Benefits for Youth*. [www.ojjdp.ncjrs.org/jump/oview.html/2003](http://www.ojjdp.ncjrs.org/jump/oview.html/2003).

Office of Juvenile Justice and Delinquency Prevention (OJJDP) (2003). *Foundations of Successful Youth Mentoring: A Guidebook for Program Development*. National Mentoring Center.

Rhodes, J.E. (2002a). *Stand by me: The risks and rewards of mentoring today's youth*. Cambridge, MA: Harvard University Press.

*Research References and Resources Continued*

Sipe, C.L. (2003). *Mentoring Programs for Adolescents: A Research Summary*. *Journal of Adolescent Health*, 31, 251-260.

Sipe, C. (1996). *Mentoring: A Synthesis of P/PV's Research 1988-1995*. Philadelphia: Public/Private Ventures.

Thompson, L.A., & Kelly-Vancc, Lisa (2001). *The Impact of Mentoring on Academic Achievement of At-Risk Youth*. *Children and Youth Service Review*, 23(3), 227-242.

Tierney, J., & Grossman, J.B., (with Resch, N.L.). (2000). *Making a difference: An impact study of Big Brothers/Big Sisters*. (Reissued ed.). Philadelphia, PA: Public/Private Ventures.

**Websites:**

National Regional Educational Laboratory Mentoring Center  
[www.rwrel.org/mentoring](http://www.rwrel.org/mentoring)

National Mentoring Partnership  
[www.mentoring.org](http://www.mentoring.org)

Partners in Education  
[www.partnersineducation.org](http://www.partnersineducation.org)

## ELIZABETH WELBES

(b)(6)

June 30, 2004

In the event that the C-U Mentor Program Grant is awarded, Ms. Beth Welbes will provide the following evaluating consulting and technical services to Urbana School District #116 for a total yearly budget of \$10,000:

- Submission for approval by Urbana District #116 of a narrative describing human subjects protection procedures proposed to support evaluation activities.
- Consultation with grant project staff to finalize the evaluation plan for the project.
- Development of new data collection tools required to conduct the project evaluation.
- Delivery of training as needed by project staff to assure high quality and efficient evaluation data collection.
- Development of databases for project staff to enter data collected in conjunction with the C-U Mentor Grant Program evaluation.
- Development of self-generated reports to be used by project staff to extract key information for monitoring project milestones and implementation.
- Consultation on creating a coding scheme to standardize core academic grades across all grade levels and schools.
- Merge and analyze data sets to produce data summaries that project staff can use to report on mandatory performance measures (academic grades, unexcused absence and length of mentor/mentee relationship.)

Date: 5<sup>th</sup> of July . 2004.

Signature:

*Elizabeth Welbes*

**Barbara H. Linder**

(b)(6)

**Education**

Bachelor of Science, Elementary Education, 1973  
Highest Honors, Bronze Tablet, University of Illinois

**Experience**

**Urbana School District #116, Urbana Middle School**  
Community Connections Coordinator, 1994-present

- Recruit, screen, place, oversee, evaluate in-school tutors
- Recruit, screen, place, monitor, support, evaluate school-based mentors at Urbana Middle School & Urbana High School
- Recruit, screen, place, monitor, support and evaluate parent volunteers
- Facilitate school-business partnerships
- Coordinate Character Education programs
- Coordinate Learn & Serve grant (2001-present)
- Assist with multiple community involvement initiatives
- Supervise and train team volunteer facilitators

**New Covenant Fellowship**

Coordinator of Children's Ministries, 1984-1994

- Recruit, screen, place, supervise and evaluate Sunday School teachers
- Develop and oversee curriculum

**Urbana School District #116, Washington School**  
First Grade Teacher, 1973-1974

**Awards & Honors**

1994-95 ISBE Those Who Excel "Award of Excellence" for Parent/Community Involvement  
1995-96 INSPRA (Illinois Chapter of the National School Public Relations Association) "Education's Public Relations Ambassador of the Year"  
1997-98 ISBE: Honorary Mention for School-Business Partnership with Urbana Fire Dept.  
1999-2000 Governor's Hometown Award: C-U One-to-One Mentor Program

**Presentations**

1997 Safe & Drug Free State Conference: *Organizing an Effective School-Based Mentoring Program*  
Association of Illinois Middle Schools Fall Conference: *Connecting Middle Schools to the Community*  
1998 Peoria Schools Staff Inservice: *Mentoring as a Strategy for Teachers*  
1997-98: Urbana District #116 Staff Inservice *Character Education in Schools: What Works? A Series of 6 Inservice Sessions*  
1998 State PTA Convention, *Character Education in Schools Workshop*

**BRENDA DAVIS KOESTER**

(b)(6)

**EDUCATION:** **Master of Science, Institute of Labor and Industrial Relations, 2001**  
University of Illinois at Urbana-Champaign

**Bachelor of Science, Speech Communications, 1988**  
University of Illinois at Urbana-Champaign

**EXPERIENCE:** **Champaign Unit #4 Schools**

*C-U One to One Mentoring Program, Mentor Coordinator (2002-2004)*

- Worked with community and local business leaders to promote mentoring and recruit mentors.
- Supervised Site Coordinators at thirteen elementary schools; three middle schools; and two high schools in administration of program.
- Updated database of current mentors and provided on-going support through in-services and e-mail newsletters.

**Urbana School District #116**

*C-U One to One Mentoring Program, Mentor Coordinator (2000-2002)*

- Spearheaded public relations, marketing, and recruiting efforts for C-U One to One Mentoring Program.
- Coordinated National Mentoring Month activities and events and collaborated with other area mentoring programs.

**Champaign County**

*Human Resources Consultant (2000-2001)*

- Worked with County Department heads and elected officials to develop mission statement and strategic plan for each department.
- Developed performance review goals and measures for all County job positions.

**Junior Leagues of Illinois**

*State Public Affairs Committee, Chair (1999/00), Vice Chair (1998/99)*

- Coordinated communication and advocacy efforts of eight member leagues.
- Planned and executed statewide Public Policy Institute in Springfield.
- Facilitated development of web site and presented at AJLI National Conference in Washington, D.C.

**Alzheimer's Association – East Central Illinois Chapter**

*Executive Director (1994-1996)*

- Responsible for establishing procedures for chapter including: volunteer program, lending library, personnel, and office operations.
- Supervised and co-ordinated volunteer program.
- Chapter experienced 200% growth in annual budget during tenure.

**OTHER  
EXPERIENCE:**

Crisis Nursery Board Member, 2002 - *current*

Yankee Ridge Elementary School PTA Co-President, 1999-2001

Governor's Task Force on Universal Access to Preschool, 2001

Charter for Illinois Children Launch, *Champaign County Chair*, 2000

## Elizabeth Welbes

(b)(6)

### Research, Facilitation and Training Experience

1994–present      University of Illinois at Urbana-Champaign, Institute for Government and Public Affairs/Center for Prevention Research and Development (CPRD)

#### Coordinator of Research Programs

- Provide primary leadership and personnel supervision for the Illinois Department of Human Services Bureau of Substance Abuse Prevention (BSAP) statewide evaluation contract and the Illinois Department of Human Services Title V juvenile delinquency program evaluation contracts totaling over \$900,000 annually
- Developed and oversee a data system that monitors the performance of over 300 community-based substance abuse prevention programs and environmental strategies to assess readiness for outcome evaluation and provide individualized feedback to program managers for each program reviewed.
- Coordinated development of a web-based management information system used by all community based and regional substance abuse prevention agencies to track service delivery data and permit users to generate “real time” summary reports.
- Conceptualized and supervised the development of a web-based document delivery system that delivers customized process evaluation plans and tools to each end user.
- Design and deliver professional development training for community-based program managers to build skills in conducting needs assessment, evaluating programs, and using prevention theory and research to design effective prevention programs
- Contributed to the development of workplan processes and documents to integrate outcomes and evaluation into the annual plans submitted by community based and regional substance abuse prevention program contractors.
- Researched and compiled guidelines for developing evidence-based youth, family, school and community programs, integrated into Department of Human Services contractor work plans
- Served as a member of the Illinois State Incentive Grant and Indiana State Incentive Grant evaluation teams.

1993–1994      University of Illinois at Urbana-Champaign, Institute for Government and Public Affairs/Center for Prevention Research and Development (CPRD)

#### Research Data Analyst

- Compiled a database of indicators from local and state agencies to create “Community Report Cards” for community prevention planning
- Coded, cleaned and analyzed survey data including community resource assessments, coalition effectiveness measurement and youth risk behavior studies
- Summarized meeting minutes, conducted key informant interviews, compiled site level activity reports, and analyzed barriers to goal attainment for federally funded community development projects in five Illinois communities



1992-- present                      Strategic Planning and Research Consultant

- Facilitated a structured process with educational policy makers from fourteen states to identify indicators of successful middle school reform initiatives
- Contracted by the American College Health Association to generate and develop consensus for standards of quality health promotion and education services in student health centers across the country
- Created and implemented a planning process that brought together state policy makers and representatives from institutions of higher education to develop a statewide infrastructure for substance abuse prevention in higher education throughout Illinois
- Conducted and compiled a literature summary to extract standards of best practice for Student Assistance Programs.
- Developed and executed a process with the Association of Illinois Middle Schools Board of Directors to revisit their mission, goals and objectives.

1990--1993                      University of Illinois at Urbana-Champaign, Office of the Dean of Students  
**US Department of Education Grant Project Coordinator**

- Conducted needs analysis and evaluation of a two year grant project awarded by the Fund for the Improvement of Post Secondary Education (FIPSE)
- Recruited and coordinated an institution-wide grant advisory board and subcommittees in the areas of marketing, evaluation, peer education and early intervention systems to identify substance abuse problems among college students
- Executed student surveys and focus groups to gather market research data for a media campaign promoting alternatives to alcohol on campus
- Served as advisor to a new student organization whose purpose was to create and perform skits and lead discussions about adolescent social issues in local high schools

**Education**

- M.S.P.H. in Community Health, University of Illinois at Urbana-Champaign
- B.S. in Education, University of Wisconsin, Madison

**Publications**

(2001) Goal 2: Promote strong anti-ATOD community norms through social norms marketing, counteradvertising media campaigns, and media advocacy, in *Real World Prevention: A practical guide for understanding prevention and how it can work in your community (CPRD Monograph No. 5)*. Champaign: University of Illinois, Center for Prevention Research and Development

(1998) "Show Me the Data" *Prevention Forum*, Winter/Spring, pp. 9-11.

(1996) "Data-Driven Decision Making: Integrating the Self-Study Assessment into School Improvement Planning" *Training Module for 1998 Middle Grades School and State Policy Initiative*

(1995) Chamberlain, Elizabeth. Working with an External Evaluator. *FIPSE New Grantee Training Institute Manual*, pp. 105-110.

(1995) Chamberlain, Elizabeth & Fijolek, Barb. Promising Approaches: Social Marketing. *FIPSE New Grantee Training Institute Manual*, pp 221-228.

(1994) "Alcohol Policies and Free to Be Foolish: An Analysis of College Students" *Journal of Drug Education*, 24 (4) pp. 369-383.



CHAMPAIGN-URBANA

C-U One-to-One Scholarship Foundation

P.O. Box 981

Champaign, IL 61824-0981

July 5, 2004


To Whom It May Concern:

This is to offer the strongest possible recommendation for the C-U One-to-One Mentoring program, which is a wonderful local program and a critical support to the at-risk students of the Champaign-Urbana community. In more than a few cases, the relationship these students have with their mentors is the best thing they have going for them and the most stable element in their lives. As the president of the C-U One-to-One Scholarship Foundation, the community-based volunteer organization that supports mentoring in the local public schools, I work regularly with both Barbara Linder and Brenda Koester, who run the mentoring programs in Urbana and Champaign respectively. They are extremely able, dedicated and energetic people, and are both recognized as invaluable resources within their respective school districts. Because of the impact they have had, each possesses a moral authority within her school district that exceeds the duties of her job description. Mrs. Linder has run the Urbana program nearly single-handedly for a decade and been a strong advocate for school-based mentoring in the community. She has been able to do this in a school district with very constrained funding. The Champaign district has historically not had a strong mentoring program, but has turned around dramatically since Mrs. Koester took over two years ago and has the potential to develop long-term stability.

Although we are two cities with two school districts, we are one community, and Mrs. Linder and Mrs. Koester have built an integrated community-wide program. They recruit, train, assign, support and supervise mentors. C-U One-to-One now provides mentors to some 250 at-risk students, and continues to grow every year. These women are strong advocates and promoters of mentoring in the community. They forge relationships with local businesses in order to solicit support for mentoring. They serve as members of the Scholarship Foundation board. They are committed to helping the students of Champaign-Urbana and to helping even more students by continuing to grow and strengthen the program. They do all of this with very limited budgets, which is another way of saying that they provide one of the most cost-effective services in either district. Because of the marked positive impact they have on the lives of young people, any support you could provide would be a very sound investment in the future of our community.

If you have any questions, or if there is any other way I can help, please feel free to contact me at 217.356.8806 or [foundation@cul1to1.org](mailto:foundation@cul1to1.org).

Sincerely,



John F. Schmitt  
President



**TOD SATTERTHWAITE  
MAYOR**

City of Urbana  
400 South Vine Street  
Urbana, IL 61801  
(217) 384-2456  
FAX (217) 384-2426

July 1, 2004

To whom it may concern:

The City of Urbana has supported the C-U One-to-One mentoring program in Urbana School District #116 for more than six years. Our employment policy allows City employees to mentor in an Urbana School for one hour per week during their work hours. A number of employees have chosen to mentor: firefighters, police officers, employees in public works and others. Our employees are enthusiastic about mentoring. As Mayor of Urbana I have personally been a mentor and encourage both City employees and other Urbana citizens to become mentors.

We look forward to continuing to support school-based mentoring in Urbana. We have found it to be an effective program for providing support and direction to at-risk youth and encourage it's growth and expansion.

Sincerely,

Tod Satterthwaite, Mayor  
City of Urbana

TS:jr



# Brown, Hobbs & McMurray Insurance

• 118 S. Race Street • P.O. Box 488 • Urbana, Illinois 61803-0488 • (217) 367-4011 • Fax (217) 384-4347 •

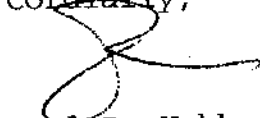
July 5, 2004

To Whom It May Concern;

I am writing in support of Urbana School District #116's (in consortium with Champaign Unit #4 Schools and the C-U One to One Scholarship Foundation) application for a Mentoring Program Grant. Brown Hobbs & McMurray Insurance has been involved as a business partner with C-U One to One Mentoring Program in the Urbana Schools for three years. As a business partner, we allow and encourage our employees to serve as mentors to at-risk students. Our employees have provided over 200 hours of mentoring for students in the Urbana School District.

We have benefited from the training and on-going support that the Community Connections Coordinator at Urbana Middle School provides, and have witnessed first hand the benefits to not only the students that we work with, but also to our employee's who serve as mentors. We continue to be pleased to be involved with this excellent program that makes a difference in our community one child at a time.

Cordially;



Paul B. Hobbs, President

# Urbana Middle School

1201 South Vine Street Urbana, IL 61801



Phone (217) 384-3685

Fax (217) 367-3156

**Principal**

Nancy B. Clinton

**Assistant Principals**

Blanton E. Bondurant  
Donna Oakes-Novak

**Deans**

Laura A. Fitzgerald  
Patrick D. Russell

July 6, 2004

Ms. Roukaya McCaffrey  
Single Point of Contact  
620 E. Adams  
6<sup>th</sup> Floor  
DCCA Building  
Springfield, IL  
62701

Dear Ms. McCaffrey,

Enclosed please find a copy of the Urbana School District #116, OSES Safe and Drug Free Schools Mentoring Program Grant Application, CFDA #84.184B. This program is subject to Executive Order 12372 and regulations in 34 CFR part 79. Please contact Barbara Linder in regards to questions about the application. Phone 217-337-0853. Thank you.

Sincerely,

Barbara Linder  
Project Director  
C-U One-to-One Mentoring Program  
Urbana School District #116