

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 15-DEC-10	STATE APPLICATION IDENTIFIER: 10AC111685														
2b. APPLICATION ID: 11AC123411	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHDE0010001														
5. APPLICATION INFORMATION																
LEGAL NAME: Connecting Generations DUNS NUMBER: 802361055	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Richard Kapolka TELEPHONE NUMBER: (302) 656-2122 11 FAX NUMBER: (302) 656-2123 INTERNET E-MAIL ADDRESS: rkapolka@connecting-generations.org															
ADDRESS (give street address, city, state, zip code and county): 100 W 10th St Ste 1115 Wilmington DE 19801 - 1653 County: New Castle																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 510326869	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Youth Ambassador Program															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): The program will operate in selected schools and community based organizations in Delaware.	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 10/01/11 END DATE: 09/30/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="DE 001"/> b.Program <input type="text" value="DE 001"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 125,593.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 112,618.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 238,211.00</td> </tr> </table>	a. FEDERAL	\$ 125,593.00	b. APPLICANT	\$ 112,618.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 238,211.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 125,593.00															
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18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION 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. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Richard Kapolka	b. TITLE: Executive Director	c. TELEPHONE NUMBER: (302) 656-2122 11														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/09/11														

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Executive Summary

The Connecting Generations Youth Ambassador Program, in partnership with Communities in Schools of Delaware, will place AmeriCorps in 10 schools in the cities of Wilmington or Dover. The AmeriCorps members will serve primarily as Site Based Mentoring Coordinators in the schools. In addition, they will work to provide integrated student services to the children in the schools whom have been matched with a volunteer mentor. All of the mentoring programs will meet the Elements of Effective Practice of MENTOR, the National Mentoring Partnership.

Rationale and Approach

A) Compelling Community Need

Research and experience indisputably reflect the continuing crisis in education: Delaware's youth are dropping out of school in record numbers, and gaps in student performance among low-income & minority students continue to widen. In the wake of a call to action by educators, business leaders, and government officials, attention on these issues has generally focused on (and been limited to) academic issues. Notably, the No Child Left Behind Act of 2001 has focused nearly exclusively on core academic accountability measures--standardized testing & related accountability systems, teacher quality, supplemental educational services, and the like.

Those areas of focus are, indeed, vitally important, but they do not reflect the research- and practice-based reality that more is required to support most at-risk students. They do not reflect the reality that at-risk students often need more than the best teachers or the most rigorous curriculum in order to succeed--they need additional supports that will reinforce the work of educators in the schools. More specifically, these areas of focus do not reflect the positive impact that community-based, integrated student services have on at-risk students & their families. One recent national study found a "nearly universal acknowledgement by educators, parent groups and community groups about the vital impact that supporting [and] trusted community -organizations [could] have in helping students & schools succeed."

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A plethora of recent research, including rigorous longitudinal studies, has documented "the sustained presence of a caring adult in the life of a young person" as a significant protective factor that increases the likelihood that the young person will make a positive transition to adulthood (Youth Development Notes, The World Bank, 2006). In addition, it is widely accepted that young people, surrounded by caring adults, are less prone to delinquency because of the support and monitoring they receive from these relationships. "Perhaps the single most important protective factor for development among at-risk children is a positive relationship with at least one caring adult." (Scales & Gibbons, 1996) For a growing number of young people, participation in a formal youth mentoring program connects them to that caring adult.

The benefits associated with mentoring include fewer absences, better attitudes toward school, lower drug and alcohol use, increased self-esteem, and more positive attitudes about the future.

The need for positive relationships with a caring mentor is more important than ever before. A mentor can help protect youth from the major risk factors that are so prevalent in our society.

In 2007 the Delaware Mentoring Council (DMC) conducted a survey of the condition of mentoring in the state. 120 of the 170 Elementary/Middle Schools (71%) across the state provided data. A summary of this data includes:

- 1.) 3,619 students were being mentored in DE schools
- 2.) 39, 571 students were in need of a mentor
- 3.) 38% of programs reported lack of time/resources to provide internal support (Mentor Coordinator) as a problem
- 4.) 33% of programs reported Inadequate Funding as a problem
- 5.) 43% of programs reported assistance with recruitment as a major need

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The unmet needs of children in DE schools in the 07-08 school yr, the last year a statewide survey was conducted, are very clear. There were 39,000 of children who would benefit greatly from the support of a mentor. With the critical economic problems facing families, schools and our communities in the few years, the # of students needing a mentor has undoubtedly increased substantially. The "Mentoring Gap" has widened and we are losing more and more of our children.

Unfortunately, as the need has increased, these same economic pressures have caused many school districts to eliminate positions that are outside of regular funding sources. Dedicated mentor coordinators are not funded by the state and many of these positions have been eliminated or their hours reduced statewide.

In addition to the cutbacks in state funding for education, the funding for the DMC was eliminated. The funding went from \$600,000 in FY08 and is still \$0 today. Over \$300,000 of that funding was used annually to provide grants to schools to hire a part time mentor coordinator and other supports for mentoring programs.

A critical component of any successful mentoring program, the dedicated part time mentor coordinator, is now the exception rather than the rule in DE. This has had a substantial negative impact on mentor programs.

The DMC received a Federal Pass through Grant for \$750,000 in the spring of 2010. The grant funds will be used to hire a new Program Director, an Administrative assistant and to provide funding for mentor coordinators. An RFP was developed to provide grants of up to \$10,000 to fund a part time dedicated Mentor Coordinator. 61 programs throughout the state of Delaware applied for grants and 30 programs were awarded grants of \$3,000 - \$10,000 for the 2010-11 school year. The 31 programs that did not receive funding are evidence of the continuing need for Part Time Dedicated Mentor Coordinators. The funding is for two years and while the support is greatly appreciated it is temporary.

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Connecting Generations (CG) thru its Creative Mentoring (CM) program has a network of over 90 programs in DE. Within this network over 1,200 youth, during the 09-10 school year, were served in a formal mentoring program by a volunteer mentor spending 45-60 minutes a week with the mentee. CG provides free support to these programs, their mentors and training to any mentor in DE regardless of program affiliation (e.g. Big Brothers Big Sisters, Youth for Christ).

The number of mentors that CG has been able to train in the last three years has shown significant growth:

1. 2007/08 - 341 new mentors
2. 2008/09 - 668 new mentors
3. 2009/10 - 1,105 new mentors

In a 08-09 School Yr Audit we discovered that 77 of the 668 mentors trained that year never mentored a child. The criminal background & reference check was completed; the mentor attended a 3 hr training session and was matched with a school that needed mentors. Sadly, they were never contacted by the school and most importantly, never matched with a child. The schools simply did not have a staff member who could perform the needed functions to make & monitor the match or set up the systems needed for a quality mentoring program.

The program that we would like to continue, the Youth Ambassador Program (YAP), will address the needs identified in the DMC survey and our experience working with schools in DE; mainly:

- 1) inadequate funding
- (2) no staff member with time to provide internal support to mentors recruitment support
- (3) insuring effective communication between teachers and mentors

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To address these programmatic needs the Youth Ambassadors (YAs) will serve in the role of Mentor Coordinator.

In addition to these programmatic needs, we also must address the needs of the low income & students of color who are indeed "Being Left Behind". Learning gaps are huge; while half of Delaware's white 4th graders are proficient in Math & English on national tests, only 15% of African American students are. These gaps only widen as students get older. The HS graduation rate for white students in Delaware is 70%. It is less than 50% for students of color.

While the primary role of the YA is to act as Mentor Coordinator, to address student needs, the YAs will serve as Case Manager for students being mentored and will provide Integrated School Services to targeted students in targeted schools. This Case Manager Role will become more of a priority after the Mentoring Program is operational and mentors have been recruited, trained and are working with students.

Our proposal is a collaboration between two agencies that have mentoring as one of the key supports at the center of their mission; Connecting Generations (CG) through our Creative Mentoring(CM) Program , and Communities in Schools of Delaware (CIS) through their Integrated School Services.

Full time Ambassadors will be placed in 10 schools. The schools will be chosen based on poverty rates & academic rating of schools as identified by the DE Dept of Education. We will focus the program on the two major cities in Delaware with the highest poverty rates.Services will target 10% of the site population in the most need of help, as identified by staff. They will be poor students; many will be students of color, in struggling schools who need the most support.

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While the benefits of mentoring are clearly documented these benefits are not guaranteed. "{...} simply being matched with a mentor does not necessarily lead to the hoped-for positive outcomes for youth." (Renee Spencer, 2006) The outcomes of a formal mentoring program improve significantly when the mentoring program engages in particular programmatic and organizational practices. (David DuBois, 2002).

These "particular programmatic and organizational practices" are found in the Elements of Effective Practice (the Elements) of MENTOR, the National Mentoring Partnership. The development of the Elements was sponsored through a grant from The MetLife Foundation and, as in past editions, brought together the nation's foremost authorities on mentoring under the leadership of Dr. Jean Rhodes of the University of Mass, Boston, and Dr. Janis Kupersmidt of innovation Research & Training. It contains 6 evidence-based standards addressing mentor and mentee recruitment; screening; training; matching; monitoring and support; and closure. Each of the standards offers benchmarks for day-to-day operations, and they are applicable in stand-alone mentoring programs, as well as programs where mentoring is one element. Each standard also offers enhancements that program staff can incorporate, based on the experience of outstanding mentoring practitioners. The Elements will enable the YAs to improve the quality of mentoring programs and maximize the benefits from formal mentoring relationships for thousands of youth across the state.

The Ambassadors will implement the CIS Integrated School Services (ISS) Model during their term of service. The initial findings build on a growing body of research that establishes the indispensable role that community-based integrated student services (ISS) can play in helping schools, particularly (though not exclusively) those that are low-performing, with a high population of students at risk of dropping out.

B. Description of Activities and Member Roles

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The YAs will provide schools with well-trained and motivated individuals who will positively affect student outcomes through the establishment/enhancement of a formal mentoring program and the establishment of an Integrated Student Services Model. They will develop and improve organizational systems, recruit mentors as well as implement activities to foster stronger mentoring relationships, ultimately resulting in increased positive outcomes for youth. The establishment of a mentoring relationship for identified students is the primary, but not the only, integrated school services the YA will bring to bear to meet the needs of their caseload. The YA's will work to connect targeted students with mentors and the students and their families to other community resources & services to improve academic achievement.

The YAs will work in 10 different school sites. In addition, the YAs will recruit as many HS students as possible in service to their communities through mentoring.

All YAs will participate in joint Community Service Events in partnership with other Americorps programs in DE and students in the schools where they are stationed. The following descriptions detail the service areas in which YAs will focus at their sites, with examples of their potential activities:

Program Development: YAs will enhance or develop a mentoring program and build the school's systems and processes to best serve the target population at each site. The following are examples of activities: assessing the current mentor program; assessing organizational systems for improvement; incorporating best practices in program development & design; supporting program staff in program implementation. All of these activities will follow the Elements research-based practices.

Case Manager: YAs support targeted students through the development of an Integrated Student Services (ISS) model. ISS are interventions that improve student achievement by connecting community resources with both the academic & social service needs of students. Such interventions focus

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programmatic energy, resources, and time on shared school and student goals. Through a single point of contact, the YA, individual student needs are assessed and research-based connections made between students and targeted community resources.

The following are examples of activities: Finding a mentor for the student, referring students to physical & mental health services, meeting with the School Support Team regarding student problems, participating in parent/teacher meetings,.

Recruitment and Marketing: YAs will improve their sites' systems for recruiting & retaining high quality mentors and marketing their program. The following are examples of activities: hosting a mentor appreciation event, developing a formal plan for mentor recruitment; creating marketing materials; building partnerships with local businesses, colleges & Service Organizations (e.g. Rotary, Kiwanis) and Places of Worship.

Mentor/Mentee Support: YAs will develop systems for mentor/mentee matching and provide mentor/mentee orientation, tracking and ongoing support. They will also coordinate mentor training through CG. The following are examples of activities: developing feedback systems between mentors, teachers & parents; developing and conducting mentor, mentee & parent orientations; creating or revising training curriculum; providing activities that can be used by the mentor with their mentee.

Community Service: YAs will establish a Community Service Program at the HS level. The community service will concentrate on Mentoring of local elementary-age youth. The following are examples of activities: Promoting the Community Service Credit, visiting classes to recruit mentors, getting help from faculty identifying student mentors, scheduling mentor training at times convenient for students & working with elementary school staff to make sure they are prepared to have HS student mentors.

All YAs will promote a minimum of two service projects at their schools. These service projects can involve all students in the school, not just the students being mentored.

Connecting Generations' management and program staff understand the AmeriCorps rules regarding prohibited service activities. The YA Program Director will be trained in and ensure full compliance and

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will work closely with the host supervisors to monitor activities.

C. Measurable Outputs and Outcomes

CG will maintain a sharp focus on measuring the impact of the YAs work. CG will measure the host organizations' progress toward increased capacity in the defined service areas. Host mentoring programs will complete pre & post-program assessments of the program systems that are the focus of the YAs work. Ultimately, building organizational capacity will be reflected by the quality and quantity of the mentoring services for youth. The number of mentors recruited, trained and vetted as well as the number of mentoring sessions held with each students will be tracked. As previously mentioned, it is well-documented that mentoring programs that employ the research-based practices, the Elements, have the greatest potential to achieve the desired benefits for the youth that are served. We will track the progress of each site on the Elements standards and the number of mentors recruited, trained and placed and the number of mentoring sessions.

In schools that are supported by a full time CIS Site Director we will also incorporate a comprehensive evaluation system for every student in a YAs case load administered & supported by CIS' data management system. The YA will work with school staff to track services & outcomes. This system will provide baseline information on each student and record & define the system for measuring growth of targeted students receiving services. Student outcomes measured include attendance, disciplinary referrals, state test scores and grades.

D. Plan for Self-Assessment and Improvement

CG & CIS will collaborate to develop an evaluation plan to assess progress toward meeting our program goals. These goals will include outcomes related to: Mentor program improvement, community outreach and student progress. We will use CG's current tool (dbMentor) for tracking mentors processed for placement in schools including: criminal background and reference checks, application, training, & TB

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test. The CIS Evaluation System for documenting student outcomes will provide ongoing information regarding student attendance, behavior, state tests & grades for programs with a full time CIS Site Director. These systems will allow us to systematically track progress, as well as to assess year-end programmatic outcomes for individual students & schools. According to outcomes, each site would go through a systematic annual review and adjustments in services & strategies will be made based on those results. CG understands that performance measurement can only be effectively implemented if well-designed evaluation systems are in place at the outset and are structured to measure the specific outputs & outcomes clearly delineated in the logic models & performance measures in this grant proposal.

CG & CIS will work together to provide a comprehensive evaluation of the program goals, improved program capacity, and improved student outcomes.

While YAs will be fully integrated into their host sites, the Program Director will provide a mechanism for regular feedback between the YA and host site supervisor. All YAs will have an opportunity to communicate with the Program Director regarding their satisfaction and preparation for their work. YAs will use the internet & other social media to submit questions, concerns, and/or provide feedback on their service, at a minimum of once a week. The Program Director will use these communications to follow up and offer dedicated support & technical assistance to each YA to ensure his/her satisfaction with the program and identify any additional benefits that could be provided. A primary role of the Program Director will be to support YAs through the challenges of this year of service.

In addition, the Program Director will conduct regularly scheduled visits to the service sites. These visits will be used to gather and provide feedback to members, as well as to engage with the host site supervisors and other host site staff, as needed. The host site partners will be a valuable source of on-going information on the strengths & challenges of our program design and its implementation in the field, enabling program staff to make mid-course corrections and adjustments to assure the maximum effectiveness of the program. It is also hoped that we can provide each YA with a mentor at their

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program site. This will be a regular staff member at the site who would like to enrich the service of the YA.

E. Community Involvement

Partners across DE have been involved in identifying the needs being addressed in this program.

Through meetings of the DMC, Business Mentoring Alliance, the Wilmington Mentoring Commission and the Greater Dover Committee we have heard first-hand information about the needs of organizations in providing high-quality services to youth and ways in which AmeriCorps members can help to address those identified needs.

The Capital Mentors Program, a collaboration of over 50 community organizations in Kent County, the Greater Dover Committee, Connecting Generations, Communities in Schools and Big Brothers Big Sisters is utilizing Youth Ambassadors as a key component of the mentoring programs being established in all of the schools in the Capital School District.

In addition, our leadership has been involved in numerous informal and formal discussions over the last three years with our network of partners. This information has been invaluable in helping to set our strategic priorities for this grant and allocating our combined resources to most effectively drive the expansion of high-quality mentoring opportunities for youth. During the program period covered by this grant, we will continue to carry out both informal and formal processes to engage our network of mentoring programs and our other partner youth-serving organizations to assess the effectiveness of the program and incorporate new approaches as needed.

Community members will be recruited for YA positions and will be asked to serve as mentors to local children.

The Board of Directors of both organizations are also both actively involved in helping to bring volunteers to help meet the needs of our youth through mentoring.

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F . Relationship to other National and Community Service Programs

CG partnered with the Mentor Delaware VISTA program from 2004-2007 by providing training to the mentors recruited through this program. We have hosted a Public Ally for the last two years. During the last year we have also developed relationships with Foster Grandparents, the State Park Partners Program and the Emergency Service Corps. As this program year progresses we will make these relationships stronger and broader. Rich Kapolka, ED of CG formerly served as Chair of the Delaware Community Service Commission for 3years. At the time, the Community Service Commission was responsible for awarding the Americorps Grants in DE and setting the strategic priorities for community service. He also served as an Americorps Program Director with the Western Sussex Boys & Girls Club. The program was an Environmental Education & Service Program using mentoring for identified students.

Iazia McTeer, the YA Program Director worked as a VISTA member during the same Mentor DE VISTA program and served as a District Mentoring Coordinator for two years in Delaware.

During the development of this proposal we consulted with numerous State Mentoring Partnerships about their experiences with Americorps. Linda Harrell, the President of CIS of NC David Shapiro, President of the MASS Mentoring Partnership have both collaborated with us on the development of this proposal. Moreover, we have had discussions with: Glen Stubbolo, of the DE State Parks Americorps Program; Christina Morrow, Public Allies DE; Robin Fisher, Foster Grandparents of DE; Evelyn Lemmons of the Emergency Service Corps regarding the opportunity to collaborate on member development and training in the areas of youth development, program planning, group facilitation and "Life after Americorps".

G. Potential for Replication

Rich Kapolka, our current ED has been serving as Co-Director of the DMC with a core group of volunteers since the DMC lost its funding. The Federal Pass through Grant will allow the DMC to hire a

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part time Executive Director. The position is expected to be filled in the next few months. Rich will continue to serve as a member of the DMC. The DMC is an affiliate of MENTOR and is part of its alliance of 26 state mentoring partnerships throughout the country. We believe MENTOR will be an ideal opportunity to report our results with the potential of strategically expanding high quality youth mentoring programs in other partner states. We intend to utilize the annual MENTOR state caucus as a forum for sharing our program model and "Lessons Learned".

We believe the DMC will be an excellent way to promote our findings & outcomes to other programs throughout DE. A Mentor Summit was held last year on Jan. 26th in Dover, DE and we used that opportunity for an information session about the potential of this program model. There were over 270 participants and we will again use this year's Mentor Summit to sharing the results to date of the Youth Ambassadors Program.

Jim Purcell, Director of CIS will utilize the CIS Network to strategically expand mentoring programs using our program model. With over 200 local affiliated CIS Programs operating in 27 states, the lessons learned from this program can be easily shared.

Organizational Capability

Ability to Provide Sound Programmatic and Fiscal Oversight

CG was founded in 1990 as Creative Grandparenting. Our signature program, Creative Mentoring, has been recognized as the premier Mentor Training Program in the state of DE by the Department of Education. We receive an annual state pass-through grant around \$200,000 per year. This funding helps us to provide free services to many site based mentoring programs in DE. In addition to training, we provide application processing, criminal background & reference checks, recruiting and technical assistance for site & district wide mentoring initiatives. Since 1990 we have trained over 9,000 mentors in DE. We changed our name in 2006 to Connecting Generations to better describe the mission and function of our programs.

We have an active, diverse Board with 14 members. The board includes 1 member who has been

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involved with the organization since its founding and 5 new members who were added to the board in the past year. The board members have skills in financial management, legal issues, program development, evaluation, strategic planning, education, non-profit management, and business. The board just engaged in a Strategic Planning process on November 7th and reaffirmed our intent to help provide support for mentoring programs through the Youth Ambassadors Program.

In spite of a reduction of state funds for our Creative Mentoring Program over the last four years from \$260,000 in FY08 to \$183,000 in FY11, we have continued to increase the number of mentors we support and train. In FY08 we trained 484 mentors and in FY10 we trained 1,105 mentors.

From 1990 -2009 we only trained adults to mentor youth in schools. We have received 3 grants within the past 2 years to help us expand our training to include HS students and to expand our programs to include Community/Faith based after school programs. The grants included: \$2,000 - Youth Philanthropy Board; \$5,000 from Christ Church and \$37,500 from the First State Community Action Block Grant. Working with after school programs allows mentors who might not be able to leave work during the regular work day to mentor students in the 4:00-6:00PM time slot when thousands of students are in quality after school programs. Both of these strategic initiatives are aimed at increasing the number of mentors working with youth. During the 09-10 school year, the pilot year for our High School Initiative, we trained more than 190 high school students to mentor through the grants mentioned above.

We are required to provide financial and programmatic information to the state of DE each year in our reapplication for CM funding. We have met these requirements for refunding during each of the last 10 years. We have a yearly audit and our most recent audit for FY09 is without any substantial findings. We have a functioning Finance Committee with 5 members. Our Operations Manager/SOR Director is supported by a part time book keeper who uses QuickBooks to maintain our Financial Records. The book keeper is employed and supported by a major accounting firm, Brandywine Accounting.

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Although the AC program is a new endeavor for CG, we are confident that our financial and programmatic systems are capable of successfully managing all of our responsibilities under the grant. CG has experience managing grants from the government, foundations & corporations. In spite of 3 years of funding cuts from the state of DE our operating budget this year is \$804,000 compared to \$590,000 in FY10.

This increase in budget reflects the level of service that we provide to programs throughout DE and the financial support we have attracted from grantors, corporations, churches and individuals. The total cost of the Youth Ambassador Program has substantially added to our revenues and expenses for FY11. The community has been very supportive of the YA program and we will fully meet our requirement for matching funds for 48% of the total program costs.

This program will enable us to substantially and cost effectively extend the reach and depth of our services to build and expand high quality mentoring programs. Providing YAs to host schools will dramatically increase the human resources in the field providing technical assistance, capacity building, recruiting, and mentor support. From a host site's perspective, a YA will mean that they have a well trained, highly motivated, dedicated mentor coordinator to bring many volunteers into the building to support youth and the staff. The YA will also have direct access to the substantial resources of CG & CSI to benefit their program practices, operational systems and mentor recruitment initiatives.

We will select Host service sites through a competitive RFP process. We will give priority to programs with high poverty rates and schools that are under "Academic Watch" school rating. The RFP will allow us to thoroughly evaluate a host site's capacity to develop a detailed project plan that meets AmeriCorps & CG requirements, provide the necessary level of support for the YA, and provide all necessary documentation in a timely manner that will be required for monitoring progress & outcomes.

At the time of this grant submission, the specific host sites for the 2011-12 school year have not been selected.

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Plan for Self-Assessment or Improvement

CG & CISDE have strong systems for measuring outcomes and assessing performance. This new partnership will combine the tools of each organization in a way that will make the YAP a data-driven program. There will be regular feedback systems in place through CG's dbMentor system & the CIS data management system. Each YA will be required to turn in monthly progress reports.

During the monthly "Share & Care" meetings YAs will also be able to hear about one another's successes and challenges. These meetings will help develop the group as a team. While they will learn from one another, the sessions will also cause some positive competition among the sites. Self assessment is a natural outcome of these meetings.

During the mid-year multi day retreat we will have enough experience with the model to identify challenges that are occurring across many sites. Once these challenges are identified we will put together work teams to develop solutions. These work teams will continue to operate during the second half of the program year and will help provide a constant means for program improvement.

The Elements provides an excellent scorecard for mentoring programs. Each site will have a pre-assessment done as one of the first activities of the YA.

Under the leadership of our current ED, Rich Kapolka, the staff has utilized an annual staff & board retreat to assess progress toward the year's goals & set priorities for the subsequent year. The priorities are presented to the Board of Directors, and activity & metrics are reported to the Board at its monthly meetings. The CGI Board met Saturday, November 6, 2010 to assess last year's programs, hear about this year's initiatives and talk about "Designing the Future" for our programs.

CISDE State Director Jim Purcell has led their board of directors & staff through a new strategic plan laying the groundwork for the next 3 years. CISDE will apply for National Accreditation in 2011 under its Total Quality System of standards.

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Plan for Effective Technical Assistance

Necessary guidance will be provided to host sites on programmatic & financial issues by the appropriate member of the Youth Ambassador Management Team. This will begin with a thorough initial orientation for the Site Liaison and through ongoing technical assistance, delivered either on site or through phone calls & email. One of CG's core services to mentoring programs is the provision of technical assistance. We are the most qualified agency in the state to provide this technical assistance as we regularly help mentor coordinators in over 80 programs statewide. In addition to the monthly reports previously described the host site liaisons will be able to utilize informal channels of communication to share areas of concern that we can react to in a timely manner with the expertise of the partners.

The CISDE Standards & Evidence-Based Curriculum consists of 37 courses with accompanying manuals. Any of these courses can be utilized to provide individualized instruction to the YAs to meet their needs. These courses include: Community Partnerships; Resource Development; Marketing & Public Relations and Data Collection, Evaluation & Reporting

Sound Record of Accomplishment as an Organization

a. Volunteer Generation and Support

CG has benefitted from the support of volunteers in numerous areas of operation. The most obvious area is that of a mentor. CG had 1,100 active mentors last year alone. With each mentor working with a child for 45-60 minutes a week we estimate that they volunteered 35,832 hours valued at \$787,858 (according to the value of a volunteer hour in DE as determined by Independent Sector).

CISDE engagement of parents, parent organizations their corporate partners bring hundreds of volunteers into DE schools annually. They served nearly 7,500 students statewide with targeted and sustained Services to 522 Students Most At-Risk of dropping out of school. C IS partnered with 47 Community Partners including agencies, organizations, businesses or individuals to provide services

Narratives

and resources. 208 volunteers provide 1395 hours of services to CIS of Delaware school sites

The CISDE board of directors and individual advisory councils at each CISDE school site help to set the tone of their services and provide feedback on services & service delivery.

b. Organizational and Community Leadership

CG has demonstrated leadership and vision as an organization in the non-profit, education & community/faith based sectors in Delaware. CG organized a Statewide Mentoring Summit in January 2010, 2 Mentor Breakfasts for Faith Based Organizations and Business Leaders in the fall in concert with the staff of Major James Baker. The effort was part of the plan to recruit 500 mentors for children in the city of Wilmington. Rich Kapolka and Jim Purcell have played a key leadership role in the Capital Mentors project started in the fall of 2010. Examples of CG and CISDE staff engagement & contributions to the community include:

* ED Rich Kapolka serves as a member of MENTOR representing DE. He also is a member of the DMC and is currently acting as Co-Director since the DMC lost its funding. He is also a member of the Business Mentoring Alliance & the Wilmington Mentoring Commission. He serves on the Board for Communities in Schools.

* Rachel Markowitz, the Director of Creative Mentoring, coordinates the efforts of a 5 part time staff members providing training to mentors and technical assistance to programs. She is the co-leader of a mentoring program at Howard High School with Bank of America. Bank of America employees will be working with Howard High School Students in the Academy of Finance to mentor them once a month on goal setting, communication, interview skills & other topics to prepare them for working in the banking industry. Rachel is leading a pilot of the iMentor Program to support the mentor/mentee pairs at Howard High School.

* Iazia McTeer, our Youth Ambassador Program Director lead the effort to provide quality training for high school students to mentor younger Elementary Students. This training will be used to improve the

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skills of HS students in DE. Under her leadership we have placed 8 of the 10 AmeriCorps slots that we have been awarded and will have the other 2 placed by the end of November.

* CIS is proud to be a leader at the National & State level. Nationally, CISDE is aligned with America's Promise, the National Coalition of Community Schools and has had relationships with every Presidential administration back to the Carter Administration.

* CISDE State Director Jim Purcell has served on the Planning Committee for The America's Promise Governor's Summit on Dropout Prevention, held in October 2008 and on the Legislative Task Force to raise the Compulsory Age of dropping out from 16 to 17 from 2005-2007. He also represented CISDE on the Governor's P-20 council subcommittee for Dropout Prevention. He serves on the board of Connecting Generations.

Success in Securing Community Support

a. Collaboration

CG works with numerous businesses; faith/community based organizations; government, education and other non-profits. As previously mentioned our new partnership with the Greater Dover Committee has brought together over 60 businesses from the Dover community. Connecting Generations and Communities in Schools, in partnership with Big Brothers Big Sisters have combined resources and expertise to make a district wide collaboration a model for other districts in the state.

We provide recruiting, training, program support & technical assistance for more than 90 mentoring programs in schools & community/faith based after-school programs in DE.

b. Local Financial and In-Kind Contributions

CG receives strong support from the State of DE. In spite of more than \$130,000 of lost funds from the state we still received \$183,000 in direct support for mentoring for FY11. We are working hard to diversify our funding sources to lessen our exposure to cutbacks in government funding.

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Since Rich Kapolka became ED in July 2008 our reliance on State Funding has been reduced from 76.3% in FY 09 to a projected 39% in FY10. Just in the past year we have been very successful at gaining financial support from a variety of corporations, churches, foundations & Individuals. This additional support has included: Bank of America \$10,000, AstraZeneca \$10,000, Valero \$15,000, Christ Church \$5,000, Youth Philanthropy Board \$2,000, First State Community Action Block Grant \$37,500. We have self-implemented the Benevon Fundraising Model and will had our first "Ask Event" fundraiser in May of 2010 raising \$15,000. We received two substantial grants within the last year: (1) \$150,000 from the Jessie Ball DuPont Foundation to improve and expand our training program. (2) On November 16, 2010 we were notified that we have received a 3 year grant from the Longwood Foundation for \$60,000 each year to support the Youth Ambassador Program. We received the first check of \$60,000 with the notice of award and will receive the additional funding each year as long as we are meeting program goals.

We also have grant requests in to the Welfare Foundation and the WSFS Foundation to support the YA program.

CG is a fiscally responsible organization and we continually seek new funding opportunities for strategic, sustainable and efficient expansion of our services.

The resource development section of the recent CISDE strategic plan addresses sustainability for the organization, and some of their current and sustainable support comes from the following partners: 1) State of Delaware-Department of Education \$187,700; 2) School Districts (avg. 30K per school district) \$200,000; 3) 21st Century After School Grant (Federal) \$150,000; 4) ING DIRECT \$80,000 and; 5) Bank of America \$50,000

CISDE works within the existing school & social service systems.

c. Wide Range of Community Stakeholders

As previously mentioned, our stakeholders include other youth-serving organizations , mentor

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coordinators, universities & colleges, community & faith based organizations, elementary & secondary schools, corporations, government, other Mentor Providers, parents, students and local and state government. The Capital Mentors Program is the first District Wide collaboration to support mentoring in the state.

2. Member Outputs and Outcomes

A. Member Recruitment and Support

With a year of experience recruiting AmeriCorps members and the ability to work in a stronger way with local colleges and universities we feel very good about the quality and quantity of the applicants we will be able to recruit for next year. We will utilize a number of strategies to recruit qualified and diverse YAs. CG & CISDE's efforts will primarily target 3 audiences: (1) recent college graduates with a desire to impact the youth development & mentoring fields, (2) retiring "baby boomers" looking for an opportunity to serve their community, and (3) local residents in the areas targeted by the YAP model. The ideal YA is an individual with some experience in schools, youth services, mentoring, organizational development, as well as a willingness to learn new skills.

Various global strategies will be used to recruit the Ambassadors:

- * posting on websites
- * non-profit & volunteer posting sites
- * attending area career fairs
- * utilizing our relationships with our 90 mentoring partners and their contacts with volunteers.

The My Americorps system allows us to recruit members at the national level to find the best applicants for these positions.

To recruit recent college graduates, we will target local colleges & universities and be an active presence at campus career centers & recruitment fairs. In order to build a diverse group of YAs, CG will target local community colleges that have student bodies with large populations of students of color.

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To recruit "baby boomers", CG will work within the Coming of Age (COA) DE Coalition. Utilizing the research conducted and disseminated by NCCS, we will employ concrete message strategies to target "baby boomers" that focus on their skills & experience as needed entities in the youth development field.

To target local community members we will utilize local school and district newspapers and newsletters. We will also include regular program news in our monthly e-newsletter that is distributed over 2,000 constituents.

The overall goal is to create dedicated strategies for all three areas of recruitment to ensure the most effective and diverse pool of members as possible.

Lastly, we will utilize the materials available to programs through Americorps.gov including: Americorps Member Recruitment Manual; Brochures, Posters, Program Fact Sheets and Other Recruitment Materials; Media Kit Materials.

YAs will receive a variety of supports throughout their year of service. They will be provided with a \$12,760 living allowance and a Health Benefit Plan. Other benefits for all YAs include: mileage reimbursement to their training sessions. Since the UD matches the Segal AmeriCorps Education Award any YA who wishes to continue their education at the UD will have a \$10,700 education award after their full year of service. We will also provide information about the other universities around the US that match the ED award.

While members will be fully integrated into their host site, the YAPD will ensure that successes are tracked and recognized. Member successes will also be promoted on the CG & CISDE websites and in our Monthly newsletter. All YAs will have the opportunity to communicate with the YAPD regarding their satisfaction and preparation with their work. YAs will be able to use email and other social media to submit questions, concerns and/or provide feedback in terms of their service. The YAPD will use the data collected to follow up and offer dedicated support & technical assistance to each member to ensure

Narratives

their satisfaction with the program and identify any challenges before they become problems. This follow up will serve as the primary tool to ensure service completion by all members. Careful supervision and ongoing professional development will support YAs to complete their full term of service.

There will be monthly two hour meetings in which YA's will have an opportunity to share successes and discuss challenges and participate in Team Building Activities. The 2nd hr will focus on training topics. Topics will include: Public Speaking, Conflict Resolution, Listening Skills, Goal Setting, Resume Writing etc.

The CG Mentoring Director will help provide support to the Program Director and Youth Ambassadors in the areas of application processing, reference checks and training , recruitment, matching, program operation and evaluation.

The CIS Site Coordinators will provide support to the Program Director and Youth Ambassadors in the areas of CIS support services, the outcome tracking systems of CIS and help in setting up the CIS school wide services.

Finally, the support provided to each YA from their site liaison will enhance the member's service year and help them adapt to the community.

B. Member Development, Training and Supervision

While YA's will volunteer a year of their life to give back to their communities we will also ensure that this year will be one of personal growth, development and enrichment. We will intentionally make Member Development a key part of everything we do. We will ensure each YA has personal goals that we will help them meet during their service year. Having access to professional development opportunities through 3 organizations (CG, CISDE, and school districts) this year will be one that will enrich their lives forever.

YAs will participate in training activities at regular intervals during their year of service. The training

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will include:

• full day training sessions -- Pre-service Training; Orientation to CG, CISDE, School District Organization, and the Host Community; Elements of Effective Practice; Integrated School Services Model;

• ½ day training activities when schools are not in session - Community Partnerships; Quality Youth Programming and Services; and Data Collection, Evaluation and Reporting; CISDE has a Standards and Evidence-Based Curriculum consisting of 37 courses which can be personalized to meet the needs of each YA's placement, circumstances and skill set.

• multi-day retreat in late Jan. during exams in the high schools. -- the activities for the retreat will be planned by key staff from CG, CISDE and the YAPD after feedback from the YAs, Site liaisons & CIS Site Coordinators.

• 2 hour monthly training/share & care sessions -- the first hour will be use to share successes and challenges and team building activities. The second hour will be used for short training activities.

There will be a Management Team for the YAP consisting of key staff from CG, CISDE and the YAPD and at least two school representatives. The YAPD will have overall responsibility for achieving the key objectives of the program and supervising all of the YAs. The CISDE Site Coordinators will assist with the implementation of the Integrated Services Model in the schools.

All of the YAs at the HS level will be associated with CISDE schools and will be managed by the CIS Site Coordinators in their school site under the supervision of the YAPD.

YAs will receive support and management from a designated staff member (Site Liaison) at their host site throughout their year of service as well. All YAs will have several performance conferences with the Site Liaison and the YAPD. In a school supported by a CIS Site Director, the Site Director will also be part of the performance review. The YAPD will ensure that regular performance conferences are occurring by requiring written feedback from these meetings. With this supervision & support system in

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place and being monitored, the YAs will be able to learn from a team of experienced youth development & mentoring professionals. A Table of Organization is included in the Appendix of Materials for this application.

C. Ethic of Service and Civic Responsibility

YAs will be engaged in experiences that will promote a lifelong ethic of service & civic responsibility. Recruiting volunteer mentors and having school age children benefit directly from those volunteers provides a very rich environment for Civic Responsibility. Their recruiting activities reinforce the ethic of community service in the community at large. Each YA has a requirement to involve students in a minimum of two Community Service Activities. Engaging younger students in Community Service activities will have them experience the positives of giving back to the community. Promoting community service with HS students through mentoring will provide an ongoing emphasis on service. We will use materials like "Effective Citizenship Through National Service" and "By The People" to help insure the members understand how their service is connected to a legacy for civic responsibility. Once effective mentoring programs are established at their respective sites the maintenance of those programs is much easier than getting the programs established. These programs will help reinforce the ethic of service and civic responsibility for years to come.

The 10 sites hosting YAs will be linked together through the variety of service activities that the YAs will plan & implement at their sites. These common program elements will help to provide a natural structure that CG can nurture for knowledge-sharing among the organizations' staff and the YAs. In addition, the YAs will be collaborating on common projects that transcend their individual work at their host sites. These group projects, along with the training & networking events, will contribute substantially to the Esprit d'Corps that is essential to the positive benefits gained from the AmeriCorps experience.

Narratives

3. Community Outputs and Outcomes

A. Sustainability

Our focus on capacity building in our program design is that it builds lasting organizational systems, resources, and changes in approach as well as awareness in the community. Our model builds the capacity of individual mentoring programs while providing benefits to the mentoring field as a whole. This work will be supported on an on-going basis by the work of the core staff of CG & CISDE. Our experience with grant writing & fund raising confirms that funders are most likely to invest in mentoring programs that have demonstrated results. The results are only possible with solid programmatic, operational, and management systems to support the volunteer mentors and youth in their programs. By providing YAs to help programs build those systems, this program can position the host site to present a strong case for support to potential funders. Schools will also recognize the impact a quality program can have on their students and they are more apt to find creative ways to continue to fund PT dedicated mentor coordinators beyond the life of this grant. It is our intention to move the YAs to different sites in subsequent years to expand the impact of the program on mentoring throughout the state.

The Mentor Delaware VISTA project had a substantial impact on the number of volunteer mentors in the Indian River School District in Sussex County in 2004-2007. 3 years after the program ended the Indian River district now has one of the strongest mentoring programs in the state because of the impact on infrastructure that the VISTA members were able to achieve.

Programs that are operating at a high level with a substantial number of mentors make getting funding from other sources much more likely and a source of additional mentors as friends recruit friends. Establishing a mentoring program at a site is a time intensive process that requires effective outreach in the community, setting up systems at the site for matching, monitoring and evaluation.

Once established many schools have switched to part time employees and/or parent volunteers to continue the programs operating long after grant funds have been depleted.

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B. Volunteer Recruitment and Support

Volunteers are the heart of any mentoring program. YAs will support & expand recruitment efforts at their sites with the goal of increasing volunteers in these programs by 30% in each year of the grant. Ultimately every YA will be serving at least 10% of the school population with volunteer mentors. Additionally, the YAs will contribute to CG's public awareness & recruitment campaigns during their combined service activities. The emphasis on building community service programs in HS will provide an ongoing source of HS mentors for elementary schools. Recruitment projects in which YAs might participate include leading a discussion about the importance of youth mentoring to prospective mentors at local service organizations (e.g. Kiwanis, Rotary) or manning tables at events of community partners.

CG spearheaded recruitment events this fall with the Capital Mentors Project and Wilmington Mayor Baker's campaign to recruit 1,000 mentors for students in the city. CG played the leadership role in recruiting for the Capital Mentors project and organizing breakfasts for Business & Faith Based Leaders for the Wilmington initiative. We also played a leadership role in a mentor recruitment event with Bank of America. These events recruited mentors for a variety of programs including: Boys & Girls Club, Big Brothers & Big Sisters, Latin American Community Center and Cathedral Choir School. In addition to mentor recruitment & public awareness campaigns CG hosts and manages a Volunteer Web Referral system for mentoring programs. We are one of the lead agencies listed on the DMC website for prospective volunteers to learn more about mentoring and be referred to mentoring programs in their area. CG is the only statewide program that recruits & trains mentors for any mentoring program, regardless of program affiliation.

The CM's Mentor Program Director and Executive Director will provide substantial support to the YAs in their efforts to improve the recruitment & retention of mentors.

We will recognize mentors in a variety of ways including:

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- * dedicated mentor appreciation events at sites
- * CG mentor appreciation events held at the end of the school year
- * CG distributing Thank You cards that mentees can write to their mentors during National Mentoring Month
- * providing YAs with a variety of low cost ways to show appreciation to their mentors

C. Capacity Building

The YAP is focused on capacity building. It is an essential and effective strategy for driving improvements to programs and practices. It will result in increased and higher quality mentoring relationships for youth. Through the YAP we'll increase the quantity and quality of the mentoring programs with whom we will partner. CG has experience in capacity building since 1990 and we worked with over 80 programs in DE in 2010. We are excited that this program will dramatically expand the reach of our knowledge & expertise to more programs in DE. The partnership with CISDE provides new energy and expertise bringing community resources to help meet the needs of identified students. All CIS programs have a mentoring component and our partnership will strengthen their mentoring programs. As described in many sections of this proposal, CG, CSIDE, the host mentoring organizations, other mentor providers (e.g. Big Brother Big Sisters) and the 100+ mentoring programs that make up the state's mentoring field will all have increased capacity to perform their services in a more effective and productive manner as a result of the YAP.

The YAs will be the direct agents of change in increasing organizational capacity within their host organizations. Finally, the full corps of YAs, throughout their year, will undertake group projects solely focused on building the capacity of the mentoring field in the state

Cost Effectiveness and Budget Adequacy

Cost Effectiveness

Diverse Non-Federal Support

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The funding for the grantee portion of the budget is diverse and involves Cash contributions from a variety of organizations including:

1. Connecting Generations - from state funding
2. Communities in Schools of Delaware - from state funding
3. Schools -from state funding

In addition to these funding sources we have received a grant for \$180,000 from the Longwood Foundation to provided \$60,000 support for each of the next 3 years. Naturally years two and three are contingent on making adequate progress towards meeting program goals. In addition, we have received a grant for \$20,000 from the WSFS Foundation to provide \$10,000 of support for the next two years. For this proposal we will use \$73,889 from our program partners. The support of the Longwood Foundation and the WSFS Foundation will allow us to expand the program in year three.

Budget Adequacy

Our proposed budget adequately supports our program design. Overall, the impact of the services provided will be vast in terms of the dollars spent, number of programs and youth served. Providing full time Youth Ambassadors to 10 different mentoring programs for a year of service will be an extremely effective and impactful way to spend the resources requested in this proposal. The budget creates adequate levels of support and guidance from the Youth Ambassador Program Director and supervision & support from 2 highly successful organizations, CG & CISDE.

Details include:

- A. The personnel expenses of \$44,224 include the Youth Ambassador Program Director at 85% of her time and personnel benefits. The annual salary for the position is \$43,000 per year plus Fringe Benefits.
- B. Staff travel costs of \$5,350 includes \$5,350 from CNCS funds. It includes travel to site visits and Corporation Sponsored Meetings.

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C. Member travel costs of \$4,375 includes reimbursement for travel to the 2 monthly training sessions and the 5 days of Pre-service training. The funds for the training will be CNCS funds. The monthly training includes: training including: youth development, program planning, group facilitation, Life after Americorps. Public Speaking, Conflict Resolution, Listening, Goal Setting.

D. Supplies of \$2,300 will be paid out of CNCS funds. The supplies include Service Gear, forms for each of the Sites and Mentor Activities guides.

E. Member training includes \$2,800 from partner funding. The training includes/mid year training, monthly Share & Training sessions, First Aid, CPR and Disaster and Crisis Management Training.

F. The evaluation includes \$3,150 which will be paid out of CNCS funds. The funding will pay for 3 days of work by 3 members of the management team. There will be 1 day before the program starts to fully design the evaluation. The second day of evaluation, again with 3 members of the management team, will be to review the evaluation results at midyear and to make any changes in design necessary. The final day of the evaluation plan will again be with 3 members of the management team to finalize the results.

G. The other program operating costs includes a total of \$11,687. CNCS funds total \$687 and \$11,000 from our program partners. The funds will be spent on Printing/Duplication, Office Space for 10 YA's, and Criminal Background checks for all YA's and the Program Director.

H. The member support costs of \$148,633 includes \$108,326 from CNCS funds and \$40,307 from partner funding. There will be a total of 10 Americorps members. These costs include FICA for all members, workmen's compensation and Health care for all full time members. AmeriCorps members receive a living allowance of \$12,600 for each FT member.

Evaluation Summary or Plan

Narratives

Evaluation Summary or Plan

The evaluation plan for this program focuses on three primary areas:

- (1) The number of mentors who are recruited, trained, vetted and matched with students in schools and after school programs.
- (2) Effectiveness of the matches. The research very clearly shows that positive student outcomes are improved as the length of the match increases. For a mentor to be successful they must be supported at the site level with a coordinator who has the time to provide communication with teachers, activities for the mentor/mentee pair that are focused on student needs and who understands the stages of the mentoring relationship. We will monitor changes in attendance, academic performance and relationships with others from the beginning to the end of the relationship. We will also measure the length of the mentoring relationships.
- (3) Elements of Effective Practice of MENTOR, the National Mentoring Partnership. We have done a pre assessment of the Elements that the mentoring program meets before our Youth Ambassador is on site and they will be measured again at the end of the member's term of service.

I would like to formally request that the Performance Measure, Mentor Recruitment, be removed from our application for the Youth Ambassador Program. It only appears on the PDF of our application. As you know we have spent numerous hours trying to remove the Performance Measure from our application, and even with the help of the support desk, that still has not happened.

Amendment Justification

N/A

Clarification Summary

N.A.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 Encore Program

Priority Areas

- Education
Selected for National Measure
 Environmental Stewardship
Selected for National Measure
 Economic Opportunity
Selected for National Measure
 Healthy Futures
Selected for National Measure
 Veterans and Military Families
Selected for National Measure
 Other
Selected for National Measure

Grand Total of all MSYs entered for all Priority Areas 10

Service Categories

Other Education Primary Secondary

Youth Ambassador Program ? Mentor Recruitment

Service Category: Other Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

11 AmeriCorps members (9 FT and 2 PT) will work to improve the capacity and success of site based mentoring programs in DE. 9 of the AmeriCorps members will be placed in a school and 2 part time members will be placed in a community/faith based after school program. Each AmeriCorps member will improve the capacity of the site to recruit, train, place and support mentors. The Elements of Effective Practice, as developed by MENTOR, the National Mentoring Partnership, will be used as the foundation for each program.

A pre-assessment of each mentoring program will be conducted by the Program Director in concert with the AmeriCorps member and school coordinator. This pre-assessment will be based on the 6 standards found in the Elements of Effective Practice. For each of the 6 standards, specific benchmarks are provided, along with research-based justifications.

Together, the standards and benchmarks provide practical guidance on how best to approach the

Briefly describe how you will achieve this result (Max 4,000 chars.)

provision of high-quality mentoring in day-to-day operations.

Once the pre-assessment is completed an action plan for improving the number of benchmarks met will be jointly developed by the Youth Ambassador Program Director, YAs and school coordinator.

The YAs will be responsible for implementing the Action Plan.

Results

Result: Output

Each Americorps member will recruit, train, place and support mentors to serve a minimum of 10% of the school population.

Indicator: # of mentors

Target: A minimum of 10% of the school population will be mentored for at least 25 weeks of the 28 week mentoring period.

Target Value: 10%

Instruments: Mentor/mentee participation log completed weekly by mentors.

PM Statement: A minimum of 10% of the school population will be served by a volunteer mentor. These sessions will take place for at least 25 weeks of the 28 week mentoring period.

Prev. Yrs. Data

Result: Intermediate Outcome

Indicator: increase in attendance

Target: Mentored students' attendance will improve.

Target Value: 10%

Instruments: Attendance Records

PM Statement: 10% of the schools students assigned mentors will have improved attendance of 10%

Prev. Yrs. Data

Result: Intermediate Outcome

Identified students will benefit from the mentoring sessions.

Indicator: student beneficiaries

Target: Teachers for 80% of the identified students will report that their student has benefitted from the mentoring sessions.

Target Value: 80%

Instruments: Pre/Post survey of teachers attitudes towards their students being mentored.

PM Statement: 80% of the studnets being mentored will have benefit from the mentoring sessions as measured by teachers feedback.

Prev. Yrs. Data

Result: End Outcome

Students being mentored will show an improvement in grades.

Indicator: increased academic achievement

Target: Students being mentored will show an improvement in grades.

Target Value: 50%

Result: End Outcome

Instruments: An improvement in grades from the 1st marking period to the last marking period. Report cards
PM Statement: The parents of at least 50% of the students being mentored will report an improvement in academic achievement.

Prev. Yrs. Data

Site Based Mentoring - Program Improvement

Service Category: Other Education

Measure Category: Strengthening Communities

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

11 Americorps members (9 FT and 2 PT) will work to improve the capacity and success of site based mentoring programs in DE. 9 of the Americorps members will be placed in a school and 2 part time members will be placed in a community/faith based after school program. Each Americorps member will improve the capacity of the site to recruit, train, place and support mentors. The Elements of Effective Practice, as developed by MENTOR, the National Mentoring Partnership, will be used as the foundation for each program.

A pre-assessment of each mentoring program will be conducted by the Program Director in concert with the Americorps member and school coordinator. This pre-assessment will be based on the 6 standards found in the Elements of Effective Practice. For each of the 6 standards, specific benchmarks are provided, along with research-based justifications.

Together, the standards and benchmarks provide practical guidance on how best to approach the provision of high-quality mentoring in day-to-day operations.

Once the pre-assessment is completed an action plan for improving the number of benchmarks met will be jointly developed by the Youth Ambassador Program Director, YAs and school coordinator.

The YAs will be responsible for implementing the Action Plan.

Results

Result: Output

Each Americorps member will develop/improve the capacity of a site based mentoring program.

Indicator: Program Improvement

Target: Each Americorps member will insure that baseline data is established for their site's mentoring program using the benchmarks for the standards of the Elements of Effective Practice

Result: Output

Target Value: 11

Instruments: Action Plan

PM Statement: 100 % of programs will complete the Assessment for their program by Dec 1, 2011

Prev. Yrs. Data

Result: Intermediate Outcome

Americorps members will complete the Action Plan to increase the number of benchmarks achieved.

Indicator: Program Improvement

Target: There will be an Action Plan developed by 100% of the Americorps members for their site's Mentoring Program.

Target Value: 11

Instruments: Elements of Effective Practice Action Plan Template

PM Statement: The 6 critical dimensions of mentoring program operations: 1) recruitment; 2) screening; 3) training; 4) matching; 5) monitoring and support; and 6) closure will be improved.

Prev. Yrs. Data

Result: End Outcome

After the completion of an initial review of the site program and the establishment of baseline data all

YAs will develop an action plan. This action plan will lead to program improvement so that at least

50% of the Elements of Effective Practice are met or exceeded.

Indicator: Program Improvement

Target: Each mentoring program will meet a minimum of 50 % of the Elements of Effective Practice by the end of the first program year.

Target Value: 50%

Instruments: Scoring rubric and score sheet for each of the Elements of Effective Practice.

PM Statement: After the completion of an initial review of the site program and the establishment of baseline data all YAs will develop an action plan. This action plan will lead to program improvement so that at least 50% of the Elements of Effective Practice are met or exceeded.

Prev. Yrs. Data

Result: Intermediate Outcome

Americorps members will complete the Action Plan to increase the number of benchmarks achieved.

Indicator:

Target: Each Americorps member will ensure that their Action Plan has been developed and approved by the Program Director

Target Value: 11

Instruments: Action Plan

Benchmark checklist for the Elements of Effective Practice for Mentoring Programs standards

PM Statement: 100 % of programs will complete the Assessment for their program by Dec 1, 2011

Prev. Yrs. Data

National Performance Measures

Priority Area: Education

Performance Measure Title: Number of unduplicated disadvantaged youth/mentor matches

Service Category: Elementary Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

9 FT and 2 Half Time AmeriCorps members will work to increase the number of children being matched with a volunteer mentor. The Youth Ambassadors, under the Supervision of the YA Program Director with support of staff from Community in Schools and Connecting Generations will be responsible for targeting a minimum of 10% of the school population, as identified by staff, using a variety of at risk measures and providing these students with a trained, safe mentor. The Youth Ambassadors will help with recruitment, training, making/supporting/managing the match at their individual sites.

Result: Output

Result.

Each Americorps member will recruit, train, place and match mentors to serve a minimum of 10% of the school population.

Indicator: (DELETED) ED3: Youth/mentor matches started.

Target : 10% of the at risk students at the site, as identified by staff using common at risk factors, will be paired with a volunteer mentor.

Target Value: 20

Instruments: Mentor/mentee participation log completed weekly by mentors.
Training logs completed by mentors

PM Statement: A minimum of 10% of the at risk population in a school/after school program will be matched with a trained volunteer mentor.

Result: Intermediate Outcome

Result.

80 % of mentored students will improve their attendance from the beginning to the end of their mentoring experience.

Indicator: (PRIORITY) ED6: Youth w/improved school attendance.

Target : Mentored students attendance will improve from the beginning to the end of their mentoring experience.

Target Value: 16

Instruments: Attendance Reports

PM Statement: 80 % of the students being mentored will have an improvement in their attendance from the beginning to the end of their mentoring experience based on their attendance record.

Priority Area: Education

Performance Measure Title: Length of Match

Service Category: Elementary Education

National Performance Measures

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

9 FT and 2 Half Time AmeriCorps members will work to sustain the matches between volunteer mentors and their designated mentees. The Youth Ambassadors, under the Supervision of the YA Program Director with support of staff from Community in Schools and Connecting Generations will help with recruitment, training, making/supporting/managing the match at their individual sites. They will provide regular contact with the mentor to help make the match be successful and sustainable. Mentees will also be seen on a regular basis to judge the effectiveness of the match. The Youth Ambassadors will also maintain communication with classroom teachers and other school professionals(guidance, nurse, adminstratos etc.) to provide feedback about the efficacy of the match and the successes or challenges of the mentee.

Result: Output

Result.

Mentors will feel valued and successful in their volunteer experience at the school. Menotrs will complete their experience with their mentee until the end of the year.

Indicator: (DELETED) ED4: Youth/mentor matches sustained.

Target : A minimum of 80% of the mentors will complete their mentoring commitment until the end of the program year.

Target Value: 16

Instruments: Feedback forms from teachers and other professionals about the efficacy of the match.
Interviews of mentors at least once a marking period.

PM Statement: A mimimum of 80% of the mentors will succesfully complete their mentoring commitment to their mentee. Mentors will report feeling valued, supported and successful in their relationship with their student.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable