COMMUNITY CONNECTORS
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Application Template

Application Section I: Community Connectors Program Description

1. The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.
2. The primary target population for this grant will be students enrolled in Sandusky City Schools, Sandusky, Ohio in Grades 5-12. As a secondary focus, other students from the remaining five county school districts (Berlin-Milan, Huron City, Margaretta, Perkins, and Sandusky Central Catholic) in grades 5-12 will also be included.
3. Provide the number of youth in each grade level and at each school your program proposes to serve.
   The minimum number of students to be served in the participating school is:

   Sandusky City Schools 5th - 8th Grade = 70 (One-to-One Mentoring)

   Sandusky City Schools 9th - 12th Grade = 40 (One-to-One Mentoring)

   Sandusky City Schools 9th - 12th Grade = 100 (Group Mentoring)

   Other Erie County Schools 5th - 8th Grade = 10 (One-to-One Mentoring)

   Other Erie County Schools 9th - 12th Grade = 10 (Group Mentoring)

4. Select one: Which of the following best describes the proposed project? Select one.
   A. Totally new program developed by this organization
   B. Replication of an existing model in use by others
   - Please provide the name of this model.
   C. Expansion of an existing program within the applicant organization
   D. Extension of an existing program to a new setting

   Option C., Expansion of an existing program within the applicant organization, best describes the proposed project. Currently, Big Brothers Big Sisters serves elementary level students grades K-6 in all the school systems in the county. The new expanded/enhanced program will serve students in grades 5-12 in all six school districts.

5. Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.

   "The realization of human potential-all that we wish for in the world-is in the first relationship."

   A child's first attachment to a significant reliable person is the basis for all the relationships of a lifetime. (Gordon 2009, 100) Reality necessitates acknowledging that the significant, reliable person is not always a biological parent. Many times the reliable person is a friend or mentor who impacts a child's life so that they begin to change their behavior, walking with purpose and colliding with a different destiny. This is the premise upon which we move forward with our work.

   Big Brothers Big Sisters of Erie County (Lead Agency) in partnership with the Erie County Family and Children First Council, Sandusky Churches Adopt A School Partnership, Center for Cultural Awareness, Sandusky City Schools, the City of Sandusky and others will expand and enhance their current Big Brothers Big Sisters Model program to include the core principles as set forth in the expectations for this grant. Mentoring will be provided to 230 at-risk students enrolled in grades 5-12 in the Sandusky City School System and the other five county school districts mentioned in question #1. Big Brothers Big Sisters has been providing high school aged mentors to children in grades K-6 in all six

school districts in the county since 2009 and will continue to do so, however, this expanded and enhanced addition to the program will bring positive adult mentors from our community into the lives of our 5-12th graders.

The expanded mentoring program will be structured in two different formats. One-on-one mentoring will be provided through Big Brothers Big Sisters of Erie County, Sandusky Churches Adopt A School Partnership (SCAASP-21 community churches), Center for Cultural Awareness, North Coast Young Professional Leadership and local businesses. Group mentoring will be offered through The Center for Cultural Awareness (Steps to Destiny), Erie County Health Department (Life Skills Training), Vacationland Federal Credit Union (Financial Literacy), Bowling Green State University/BGSU Firelands, North Coast Young Professional Leadership and other local businesses. Mentors will have the opportunity to meet with their mentees during lunch (Lunch Buddies) or after school at businesses, churches or at school (After-School Buddies). All mentoring activities will be administered, organized, supervised and monitored through the Big Brother Big Sisters of Erie County. Big Brothers Big Sisters will screen, train and provide relationship-building ideas to mentors, such as Ice-breakers, activities, topics of conversation etc. (all based-on the "40 Developmental Assets"), on a weekly basis, with on-going support offered to mentors, as needed.

Students will be accepted into the enhanced Big Brothers Big Sisters program when they are referred from the county schools. Big Brothers Big Sisters currently serves all schools in the county, however the expanded/enhanced program will offer positive adult mentors to 5-12 grade students

and more community involvement, particularly through the business, faith-based, post-high school institutions and with more options to participate in activities that teach skills, build character and gain more knowledge and resiliency that will help mentees prepare to make better decisions and increase hope for their futures.

The Center for Cultural Awareness will serve those students who are referred through the Erie County Juvenile Court due to truancy, suspensions, expulsions, or other school-related behavior problems that come to the attention of the court. These students will receive all the same benefits that all mentored students receive, with additional supports available through the Center for Cultural Awareness. The mentors used for these students will also receive screening, training and support from Big Brother Big Sisters. The Center for Cultural Awareness will implement the "Steps to Destiny" program. The "Steps to Destiny" series will be offered over an 8-10 week cycle in class, group and individual sessions. This program will address:

1) The Barriers to Destiny: Group discussion sessions to explore barriers with the goal of realizing, no matter how the barriers came to be, the true barrier at this point in time lies with them.
2) Perspective of Focus: The best practice model, "Thinking for Change" will be introduced to the mentors and mentees, as you cannot end any better than you think. As their thought patterns change, their perspectives will change and they will begin to focus on a future with hope.
3) Don't just say it, do it: At this step, youth begin to take steps from who they were to who they want to become.

Educational/career oriented presentations and an introductions to the Asset Curriculum are added to their activities. Organized field trips, business visits, guest speakers, community service experiences with their mentors are planned. Youth will develop their own vision board and career path with goals to achieve a future story.

In addition, parents of the mentored youth will be invited to participate in an opportunity to explore their personal past, present and future stories.

Mentors For all youth will be recruited from faith-based organizations through the Sandusky Churches Adopt A School Partnership (SCAASP, group of 21 local churches); service organizations (Kiwanis); businesses (including Mack Iron, Vacationland Federal Credit Union, Erie County Economic Development Corporation -48 businesses); the City of Sandusky; BGSU Firelands; Ohio Business College; and others. Mentors will be matched with their mentees through a screening, interviewing and training process provided by Big Brothers Big Sisters of Erie County.

Optional activities that the student mentees and their mentors may participate in include:

Life Skills Coaching provided by the Erie County Health Department

Special Guest Speakers on Topics of Interest

College Visits

Business Visits

Community Service Projects

Presentation Skills Development

Resume Writing & Interviewing Skills Practice

Leadership Skill Development

Other Activities of Interest

Big Brothers Big Sisters, The Center for Cultural Awareness and Sandusky City Schools will work cooperatively in identifying and preparing students to enter a successful mentoring relationship. Sandusky City Schools will employ a "Dream Coach" to guide students as they explore their strengths and interests to set and monitor achievable, measureable goals through a goal setting process based on the "40 Developmental Assets".

Our mentors will work with their students to increase hopefulness by including the following activities with their mentees:

1. Setting Goals to be Prepared for 21st Century Careers

Mentees will meet individually with their mentors and "Dream Coach", who will facilitate the "40 Developmental Assets" goal-setting process and help students explore their personal potential and learn the process of creating achievable goals. This process will give the students the opportunity to recognize and to build upon their unique strengths and interests. Students will set their own goals and evaluate their own progress. Mentors will support their mentees as the students work toward accomplishing their goals. Students will keep track of their own progress in accomplishing their individual goals and will share their progress with their mentors.

2. Building Character; One of the main responsibilities of the mentors in our program will be to show their mentees that they believe in them, by encouraging them and supporting them, spending time with them as scheduled, role-modeling appropriate behavior and thinking skills, expressing the belief that their student mentees are capable of more, of having strong character and of being successful. Positive character traits will be identified, encouraged, taught, practiced and learned through the mentor/mentee relationship based on the "40 Developmental Assets" and associated protective factors. Some examples of positive character traits are self-control, willpower, motivation, conscientiousness, self-discipline, grit, perseverance, determination, confidence, resilience and optimism. This will be an ongoing activity embedded into all aspects of the mentoring experience.

3. Developing Pathways to Achievement (decision making and critical thinking skills)

Mentors will be introduced to three critical thinking models to help the students. The three decision making/critical thinking skills models we will use are: 1) The Ohio State University Consumer Science Department, "Decision Making/Problem Solving with Teens" Model, 2) "The Paced Decision-Making Model" and 3) Antioch University "Alternatives, Possibilities, Choices" Model adapted from Edward De Bono's Thinking Skills Course ©2007 Critical Skills Program. Mentors help the students develop their critical thinking, problem-solving and decision-making skills by teaching mentees and helping them to identify a process they like. The mentors will help the students as they apply a model to different situations in their lives. This will also be practiced in the goal setting activities. This skill should have a life-long impact on how the students approach problem-solving in the future.

4. Building a sense of Resiliency

Mentors will be well-versed in the risk and protective factors that impact resiliency. We are currently promoting

assets/protective factors in our community and will be implementing a parent program in March, 2015 that will teach parents protective factors and how to increase the protective factors in their home environments. Mentors will be trained in the Search Institute's 40 Developmental Assets. These 40 Developmental Assets and protective factors associated with them will be infused into all mentor/mentee interactions, which will help to mitigate the negative impact of negative circumstances in the students' lives and increase their personal resiliency. All student mentees will take pre/posttests measuring Protective Factors in their lives.

5. Believing in a Positive Future

6. The cumulative effect of the first four Community Connector's principles of hope-building, will instill a belief in a positive future in our mentees through their mentorships. All mentees will be exposed to opportunities that match their interests and build their knowledge and skills. Activities that expose them to new ideas about possibilities for their futures, and skills to manage the day to day responsibilities of life will prepare them to make positive choices. Activities such as discussing their interests, strengths and dreams with their "Dream Coach"; attending Life Skills Training; attending a session on managing finances at a local bank; visiting a local community college; visiting a local manufacturer to learn about the kind of work that goes on there and the skills and knowledge needed to be employed there; participating in a leadership development group or seeking out information about or exposure to another area of special interest will help to open the minds of our mentees to opportunities that could lead to a brighter future. They will also have the opportunity to build a trusting relationship with an adult mentor who has the skills and knowledge to guide them as they explore opportunities together. The realization that there are adults in the community who care and want them to be successful can help our youth to feel more hopeful about their futures.

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

One-on-one and group mentoring will be the foundational pieces of our activities. The goal will be for youth to bond with their adult mentors, positive role models, where a trusting friendship can be sustained past the three years of the Community Connectors Grant period. The one-on-one mentors will be referred to Big Brothers Big Sisters through local churches, service organizations, educational institutions, and local businesses. Some of the mentors will meet with their mentees at school during a program we call "Lunch Buddies" where they meet with the mentees and have lunch. Some will meet with their mentees after school during the "After School Buddies" mentoring program. "After School Buddies" will be provided at various locations, such as, at school, at churches, or at local businesses. Group Mentoring will be available through partnerships with local businesses, the Erie County Economic Development Corporation (representing 48 local businesses), educational institutions, the Erie County Health Department and Vacationland Federal Credit Union, who will offer college visits, life skills training, financial literacy training, and motivational speakers. The focus of these activities will be on building life skills.

Higher risk mentees will be referred from Erie County Juvenile Court and, if appropriate, will be referred to the Center for Cultural Awareness for more intense mentoring opportunities and additional supports. These youth will be those with truancy problems, are on house arrest or have been suspended or expelled from school. Mentors assigned to these youth will also be screened and trained by Big Brothers Big Sisters and will follow the criteria and mentoring guidelines established by Big Brothers Big Sisters. They will have all the same supports and have access to all the same opportunities as other mentors through the enhanced Big Brothers Big Sister program. Evaluation participation expectations will be the same for this program as with all the other mentoring programs.

8. All one-on-one and group mentoring will encourage asset building (from the National Search Institute's "40 Development Assets"), which have proven outcomes showing that increasing the number of youths assets increases their resilience and chances for success in school and in other life settings.

9. Discuss how the program will utilize best practices to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

10. Big Brother Big Sisters of Erie County has used the "40 Developmental Assets" Mentoring Model from Search Institute to build assets in the youth with whom they work. The Search Institute Protective Factors Survey will be used Pre/Post each mentorship school year to determine increases in protective factors. They also use the standards for mentoring programs as established by the National Big Brothers Big Sisters Organization. They have been using these models and standards since 2009. They have collected their own positive outcome data during this time through annual surveys completed by the school administrators of the participating six school districts. The outcomes have shown that the majority of the participating students have shown positive growth in three specific areas: competence, confidence, and respect. These three evaluated areas have proven to positively contribute to students' academic performance and social competence. The Mental Health and Recovery Services Board of Erie County has certified Big Brothers Big Sisters of Erie County as a prevention program with positive outcomes. Big Brothers Big Sisters has a proven record of success in Erie County. They have been successful because their staff has low turnover, their customers are satisfied and appreciative of the services and their financial and in-kind contributors have been stable and generous.
11. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.
    Big Brothers and Big Sisters has been operating a successful mentoring program in Erie County in all six school districts in the county for the past 6 years. Evaluations completed by school administrators of the participating school districts have shown that the majority of participating students have shown positive growth in three specific areas: competence, confidence, and respect. These three evaluated areas have proven to positively contribute to students' academic performance and social competence.
12. What will make this collaboration successful? What will the indicator(s) of success be for this collaboration?
    Big Brothers/Big Sisters has worked hard to build relationships with partner organizations and schools, and will continue and expand their efforts. In preparing for writing this application, we have been able to add critical partners to our work, including faith based organizations, new businesses, service organizations, and government agencies who are excited to be a part of helping our youth and the enhancement of Big Brothers and Big Sisters.
    With the Leadership Team we have in place, we will have the shared knowledge and the strength of broad-based support to guide, monitor and plan for the future of this expansion. The current staff of Big Brothers Big Sisters have the skills and experience to manage their responsibilities with the enhancement. Under the guidance of the Leadership Team, there will be two coordinators of the project. One of these coordinators will be responsible for weekly communication with the community partners and mentors, including reminders of upcoming responsibilities and events, building character and assets, building social skills and encouraging achievement. We will work to keep the excitement level about our work and our achievements as high in year 3 as it is in year 1.
    There has been grave concern over the past 7 years (especially during the economic downturn and due to experiencing decreased funding for our schools, loss of jobs in our area, low graduation rates, disappointing school report cards, and an increase in crime and associated illegal drug use and activity) that has led to a pervasive decrease in hope for the future of our children. We are not hopeless, but we have been discouraged and are concerned. The community's response to this proposal has been overwhelmingly positive. Most are asking, "How can we help"? We anticipate that participation will grow. As we track and report the outcomes we are anticipating, we will be reporting these to the Leadership Team, all our partners and to the community at large.
    The indicators for success will be:
    100 % increase in numbers of partners involved in the program.
    50% Increase numbers of mentors available to mentor children.
    80% of students will increase number of protective factors
    10% increase in the graduation rate for students attending Sandusky City Schools within 5 years.
    30 % increase in in-kind and cash support for the Big Brothers Big Sisters of Erie County over 3 years.

Application Section II: Program Management

9. Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people. Bios should also include:
    - Name and title
    - Responsibilities for this grant project. (Percent of time should be included in the budget document.)
    - Qualifications
    - Prior relevant experience

Name: Amy Roldan, Executive Director of Big Brothers, Big Sisters of Erie County
Responsibilities: Leading BBBS, establishing and regularly reviewing program guidelines; sustaining and creating partnerships with faith-based organizations, businesses, and other service organizations; recruiting mentors; and complying with all reporting requirements and continuous evaluation of the program. Supervising BBBS staff.
Qualifications: Ms. Roldan has been the Executive Director of Big Brothers Big Sisters for the last nine years.

Prior Relevant Experience: Over her tenure as Executive Director, Big Brothers Big Sisters has experienced growth including expanded to serve two new counties, over 75% increase in revenue, and over 400% growth in programming and youth served. Ms. Roldan contributes the success of the agency to the passionate and committed staff and board members, collaboration within the community, and the proven outcomes of mentoring for the youth of our community. Program Interest/Passion: Amy has unlimited passion for BBBS and mentoring activities, but above and beyond that she works tirelessly to provide support and guidance to all youth who have needs in our community .% of Work Time: 60%

Name: Jessica Hirt, LSW, Erie County Case Manager, Big Brothers Big Sisters of Erie-Seneca-Sandusky Counties

Responsibilities: Ms. Hirt's primary responsibility with the Community Connectors Program will be to oversee all procedures to guarantee all program expectations are being met and best-practice standards are being followed. Her responsibilities will include, but not be limited to: Screening, interviewing, and training of all Mentors. Working as a liaison with the school districts to ensure we are meeting the needs of the Mentees. Provide weekly updates on focus points (based on 40 Developmental Assets) to Mentees for discussion and activities for Mentors to enjoy with Mentees. Provide on-going support, at minimum once per month, to Mentors in order to guarantee the needs of the Mentor, Mentee, and grant guidelines are being met and exceeded. Qualifications/Prior Relevant Experience: Over the course of Ms. Hirt's tenure, she has streamlined the processes for both the organizational and technological aspects of Big Brothers Big Sisters. This has contributed to the agency's ability to serve more youth while controlling cost. She has also developed additional group activities, training, and enhanced both the Mentor and Mentee screening process, with the goal of better serving the Big Brothers Big Sisters Mentors, Mentees, and Families. Program Interest/passion: Ms. Hirt is a devoted BBBS employee, who is dedicated to making sure that BBBS provides the best quality mentoring services possible. % work time: 60%

Name: Teresa Reed-McGlashan, Executive Director, Erie County Family and Children First

Responsibilities: Leadership Team, technical assistance in writing the grant proposal, ongoing communication efforts to build community awareness and public support. Qualifications: B.A. from Kent State University, M.S. in Social Science Administration from Case Western Reserve University, Leadership Institute graduate from Ohio University's Voinovich Center. Prior relevant experience: 30 years of experience in public social service systems development, oversight, collaboration and enhancement.

Program Interest/passion: Teresa is excited about being a partner in providing enhanced services, supports and opportunities for underachieving youth in Erie County. She is looking forward to participating on the Leadership Team and helping to guide the program through the grant period and beyond. During the second year of the grant, she wants to

help organize, train and support a youth-led leadership team with interested mentees who have completed one year of a mentorship to build leadership skills and provide opportunities for youth to meet with county leadership at youth leadership meetings and to be the Youth Advisory Committee of the Erie County Family and Children First Council and of the Big Brothers Big Sisters Leadership Team.
% of Work Time: 5%

Name: Dr. Eugene Sanders
Responsibilities: Superintendent of Sandusky City Schools. Qualifications: Graduate of Sandusky High School, Master's Degree in Secondary Education, Ph.D. in Educational Leadership and Organizational Development.

Prior relevant experience: Dr. Sanders has more than three decades of experience serving children and communities. He is recognized as a national leader in School Transformation and in preparing students to compete in the 21st Century global economy, and believes mentoring is a part of successful students. Program interest/passion: Dr. Sanders is committed to supporting the needs of this program and provide necessary staff to execute the program on behalf of his students. % of Work Time: 1%

Name: Charlene Adams, Executive Director of the Center for Cultural Awareness
Responsibilities: Responsibilities: Manage the day to day operations of the Center, manage the operating budget for all grants, design programming and find the funding to support programming, interview and hire staff, attend Board meeting and report progress, productivity or concerns to Governing Board, attend community meetings, and present presentations.

Qualifications: Masters of Arts in Clinical Pastoral Counseling; Bachelor's Degree in Family Life Education and an Associate's Degree in Law Enforcement Advocacy, Intervention and Counseling, Licensed Independent Chemical Dependency Counselor with a Clinical Supervision Endorsement. 25 year of experience in the field of Advocacy, Intervention and Counseling. Prior Relevant Experience: 25 years of experience working in youth-focused programming. Designed and implemented Youth Enhancement Empowerment Program (Y.E.P). Y.E.P is a summer youth camp that teaches positive peer pressure. Y.E.P has won the award of Excellence form the Mental Health and Recovery Board of Erie and Ottawa Counties and had a featured article in the Sandusky Register. Y.E.P. is in its 14th year. Charlene was an alcohol and drug addiction counselor for adolescents for Bayshore Counseling Services; has continued to work with Sandusky City School District on committees to better serve our youth; such as, Parent Summit and revamped the suspension expulsion program, which works with youth who have been suspended or expelled from school.

Program Interest and Passion: Her passion from the beginning of her career has been in helping youth and families who are experiencing challenges to everyday life. Many times people just need a helping hand to get them over the "hump." % of work Time: 25% of time

Name: Abbey Beemis, Vice President of the Board of Directors of North Coast Young Professionals. Responsibilities: Leadership Team Member, and NCYP continually looks to provide opportunities to its membership for civic, philanthropic, service, networking and social engagement. Our involvement in the Community Connectors grant will provide an engaging service opportunity for our existing membership and help to build future leaders and young professionals for the Firelands region. Qualifications Prior Relevant experience/Passion: North Coast Young Professionals (NCYP) was established to provide opportunities for young professionals to grow in and with the Firelands region through networking, developing personal and leadership skills, education, and volunteerism. % work time: 1%

Name: Abbey Beemis, Executive Director of the Erie County Economic Development Corporation (ECEDC)Responsibilities: Leadership Team member and ECEDC gladly offers its support for this grant opportunity because youth with strong personal and professional characteristics will become future leaders of the business community. Qualifications: ECEDC is a private nonprofit that develops regional economic development programs to

attract, expand, and retain quality jobs and investment in Erie County. In her current role, Abbey works with business and community leaders to further ECEDC's mission and to promote prosperity and job creation in Erie County. Prior to her position as Executive Director, Abbey served as ECEDC's Business Expansion and Retention (BEAR) Specialist, managing ECEDC's BEAR program which addresses the concerns, needs, and barriers to growth for local businesses. Program interest/passion: The availability and quality of workforce is one of the most important factors affecting economic development today. Impending retirements and technology and innovation in industry have created tremendous opportunities for youth in Erie County. ECEDC works to facilitate connections between the business community and youth that would be mutually beneficial and ultimately retain young talent for the community.

Name: Dr. Andrew Kurtz, Executive Associate Dean (Since 1996), Bowling Green State University - Firelands

Responsibilities: Leadership Team, provide mentors, campus tours, other creative opportunities. Qualifications/prior relevant experience: In his role, one of Dr. Kurtz's priorities during his tenure as administrative faculty has been to create opportunities for high school students to become engaged with the college. These efforts have resulted in a number of dual-enrollment grants. Dr. Kurtz was active on the committee which resulted in the Blue Streak University initiative at Sandusky City Schools. BGSU Firelands is committed to supporting the needs of young people in our service area, knowing that in doing so we are helping to create pathways to higher education for students who may not otherwise see a college degree as a possibility. Program interest/passion: Encourage youth to explore their options and think clearly about their future opportunities. % of Work Time: 2%

Name: Pete Kowalski, Member of Kiwanis Club since 1993, Vice President of MAC Iron Works since 1983

Responsibilities: Leadership Team. Mr. Kowalski looks forward to participating as a mentor, encouraging other Kiwanis Club Members to participate, and offering services by the Kiwanis Club to support any group activity opportunities including but not limited to inviting Mentees to participate in Kiwanis Club meetings. Mr. Kowalski identifies the need for mentoring and supporting our community's youth and it is evident through his involvement in the community. Mr. Kowalski is currently an active Board Member of the United Way of Erie County, serves on the Sandusky Central Catholic School Board of Directors, a member and current Board President of the Kiwanis Club of Sandusky, and a member of the Leadership Erie County Alumni Association. Qualification/prior relevant experience: Mr. Kowalski identifies the need for mentoring and supporting our community's youth and it is evident through his involvement in the community. Mr. Kowalski is currently an active Board Member of the United Way of Erie County, serves on the Sandusky Central Catholic School Board of Directors, a member and current Board President of the Kiwanis Club of Sandusky, and a member of the Leadership Erie County Alumni Association. Program interest/passion: Mr. Kowalski is a very committed community member and believes in changing the community one child at a time. % of Work Time: 1%

Name: Eric Wobser, City Manager, City of Sandusky

Responsibilities: Leadership Team, recruit mentors. Qualifications/Prior relevant experience: Mr. Wobser is a native of Sandusky and has worked throughout Ohio with significant experience in municipal government and community development. Prior to joining the City of Sandusky, Mr. Wobser served as Special Projects Manager to the Mayor of the City of Cleveland from 2006 - 2009 and as Executive Director of Ohio city Inc. from 2009- 2014. Mr. Wobser has served as an Americorps member and was inaugural member of the Cleveland Executive Fellowship.

Program interest/passion: Through his years of service and as the City Manager of Sandusky, he sees the need to educate, mentor, and retain healthy and productive future adults in our community. The Community Connectors Grant allows our city to provide the foundation for the youth, future community adults, to become a successful part of our community. The City of Sandusky is committed to encouraging participation by the City of Sandusky to get involved, and to educating our youth about the City of Sandusky and possible future opportunities within our city. % of Work Time: 5%

Name: Heather Gilchrist, Marketing Coordinator, Vacationland Federal Credit Union since August, 2012 Responsibilities: Leadership Team, Financial Management learning opportunities. Qualifications: One of Ms. Gilchrist's responsibilities with Vacationland Federal Credit Union includes financial literacy programming for schools within Erie County. This learning opportunity will be provided as part of the Community Connectors Grant. Prior relevant experience: Ms. Gilchrist has a passion for helping children and the community through her membership in the Kiwanis Club of Sandusky since 2009. Over her six years as a Kiwanis Member, she has assisted with fundraising and awareness efforts for The Boys & Girls Club, Big Brothers Big Sisters, Erie County Children Services, and the Pediatric Therapy Unit at Firelands Regional Medical Center. The Community Connector Program provides VFCU with an opportunity to assist youth in our community on a more regular basis. Additionally, through the grant, participants will be given the chance to interact with credit union staff who value the worth of a person and are positive role models. Program interest/passion: Helping youth to become competent at managing their basis financial responsibilities and showing youth that adults do care about them. % of Work Time: 2%

Name: Laura Mastropaolo, Minister and SCAASP Leader (representing 21 Erie County Churches)

Responsibilities: Provide Mentors. Qualifications: Minister, Leader in the community. Prior relevant experience: Years of experience ministering to youth. Program interest/passion: Helping the youth of our community become healthy, productive citizens.

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.

YEAR 1

May – June, 2015

Recruit, hire, and train new staff required to successfully implement the additional mentoring. Provide specific details and opportunities pertaining to one-to-one and group mentoring available to partnering organizations members, including the 46 Companies Represented by the Erie County Economic Development Corporation (ECDC) and 21 Faith-Based Organizations represented by Sandusky Churches Adopt A School Partnership (SCAASP). Recruit Mentors for one-to-one and group mentoring opportunities from employees and members of partnering businesses and faith-based organizations.

Schedule exact dates for Group Mentoring offered to all enrolled youth, including those matched with a one-to-one Mentors and those participating in only Group Mentoring opportunities, a minimum of eight group sessions per year will be offered with sessions including:

College campus visits, Trade-school visits, Work place visits with focus on businesses applicant expectations (minimum of 4 various businesses), Life skills including health and wellness, Financial literacy, Youth Leadership Council, including Leadership skill development (years two and beyond), Tour of NASA.

July – August, 2015

Big Brothers Big Sisters (BBBS) Staff will utilize this time to accomplish the following, in regard to all Mentors:

Application, Interview, Background & reference checks, Training on being a mentor, Child safety and abuse prevention, Goal setting for use with Mentees, Decision-making models for use with Mentees.

School Community Connections Coordinator/Dream Coach will utilize this time to accomplish: Educating all school staff about referring students grades 5-12, Provide all necessary paperwork for referring students, Establishing possible

Mentor/Mentee meeting times and locations, Work the BBBS Case Manager to solidify all dates, times, locations, and procedures for a smooth implementation

August - September, 2015

Review files of Mentors and Mentees in order to make Matches for Mentor/Mentee relationship. The first meeting will be an introduction with BBBS Staff present. Notify all parents/guardians of program outline, goals, expectations and any specifics related to program. Pretest all mentees with Protective Factor Survey.

October, 2015 - January, 2016

Leadership Team will meet quarterly to ensure the requirements of this grant application are being met and to provide feedback and inform the process. Conduct at minimum one group activity, work place and/or college tour, or speaker Provide School Staff, Mentors, and Mentees an abbreviated version of a Program Evaluation. Weekly - BBBS Case Manager will email out to all the Mentors a Community Connectors Focus, which will include a "building character" focus for the week to work on with the Mentee including topic, conversation starters, worksheets, and constant reminder of their Mentee's goals. Monthly - Mentors will be requested to provide an update on time spent with Mentee, successes, challenges, and any other discussion items pertaining to the Match.

February - July, 2016- Leadership Team will meet quarterly to ensure the requirements of this grant application are being met and to provide feedback and inform the process. At the end of the school-year, provide the following with an evaluation to gauge the success of the student and the program: School Staff, Parent/Guardian, Mentor, Mentees . Mentees will take posttest Protective Factors Survey and an assessment of progress in goal attainment.

Conduct a minimum of seven group activities, work place or college tours, or speaker

Weekly - BBBS Case Manager will email out to all the Mentors a Community Connectors Focus, which will include a "building character" focus for the week to work with on with the Mentee including topic, conversation starters, worksheets, and constant reminder of their Mentee's goals.

Monthly - Mentors will be requested to provide an update on time spent with Mentee, successes, challenges, and any other discussion items pertaining to the Match.

June, 2016- Leadership Team will host a Roundtable Discussion for all participants to discuss the program, both strengths and challenges, in order to start the next year successfully.

Community Connectors Youth Council Leaders will be identified from the student participants, and their participation will be requested.

YEAR 2- Year 2 will follow same timeline as year 1. However, it will add training for the Youth Leadership Council in fall of 2016 and add Youth Leadership Council meetings during the second half of grant year.

YEAR 3- Year 3 of Grant will essentially be the same as Year two.

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

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

a) Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth; Big Brothers Big Sisters Staff will complete the mentor intake process according to approved standards provided by National Big Brothers Big Sisters and requirements of our youth insurance carrier, which include:

1. Application, 2. Face-to-face interview conducted by trained staff, 3. Background check including national 50 state records, 4. Reference checks including three references from family, workplace, any previous youth serving agency, and other personal references.

Once all of the above is completed and approved:

1. Training provided in the areas of mentoring and child safety and abuse prevention

2. One-on-one orientation to discuss goals and expectations of Mentor/Mentee relationship

3. All Mentor/Mentee introductions will be made with Big Brother Big Sisters Staff present

After Mentor/Mentee Match is made (as outlined in project timelines):

1. Contact will be made from BBBS Staff person to Mentor, once per week and will include topics and activities for Mentor to work on with Mentee, and regular discussion pertaining to each Mentee's individual goals.

2. Mentors will be required to provide monthly updates to BBBS Staff as to progress of the Match, challenges and successes.

b) Identification and intake process for mentees;

Mentees will be referred by School Staff, based on direction given by the Community Connections Coordinator/Dream Coach. Once a referral is made: 1. The School Community Connections Coordinator/Dream Coach will interview the Mentee to get to know them, their successes and challenges, and will utilize the goal setting forms provided to discuss and document goals with the mentee. 2. The School Community Connections Coordinator/Dream Coach will notify BBBS Staff person of all new additions of Mentees as they are referred and interviewed in order for the BBBS Staff person to assess the Mentee, add them to Mentee Roster, and match them with an available Mentor. 3. The School Community Connections Coordinator/Dream Coach will notify Parent/Guardian at that time of their child's participation in the Community Connections Program, provide all pertinent information, and request permission.

c) The means by which you will involve families of youth in your program; ongoing training of mentors throughout the

life of the program, including topics and frequency; Families will be notified at the time of referral/interview by the School Community Connections Coordinator/Dream Coach of their child's potential participation in the program. At the time of each semester/end of school year evaluations being completed, parents will be notified at that time of the

process, ask them for their input, and provide them with evaluation results and feedback. Parents of children in the "Steps to Destiny" Program will have the opportunity to participate in their own "Steps to Destiny" process.

Mentors will be provided training at minimum twice per year with topics that are focused on child safety, bullying, social media, child abuse prevention, and training specific to development of children by age group. BBBS currently offers this to all Mentors, based on materials provided by National Big Brothers Big Sisters, and will enhance this training to include Mentors specific to this program.

d) Assessing fiscal accountability and faithful implementation of project plans; Day-to-day fiscal accountability will fall on the Executive Director of Big Brothers Big Sisters, with monthly reviews completed by the agency's Finance Committee, Board of Directors, and Board Treasurer. Big Brothers Big Sisters employs an outside CPA for processing of all accounting.

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

Roles and Responsibilities is attached to email.

Application Section III: Evaluation Plan

13. The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:
    a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;
    b. Gathering of data to measure progress of program towards meeting the selected goals;
    c. Projected indicators of success; and
    d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

a. Big Brother/Big Sisters already has record-keeping processes and staff in place to track mentor contact hours, unduplicated counts of students served each month, mentor training hours, etc., for ongoing reporting.

b. Protective factor surveys will be collected from each new mentee prior to participating in the mentoring program and once again at the end of the mentoring period each year to measure level of improvement in student resilience and other developmental assets.

Satisfaction surveys will be completed by each mentor and mentee at the end of the mentoring period each year.

National Big Brothers/Big Sisters surveys will be collected from mentors, Dream Coach or school representative and parents at the end of the mentoring period.

Number of student goals completed by each student will be tracked and recorded at the end of the mentoring period each year.

c. Indicators of success:

80% of students will show increased resilience after completing the mentoring period.

80% of students will show increased number of developmental assets at the end of the mentoring period.

90% of students will indicate overall satisfaction with and personal value in their mentoring experience.

90% of mentors will indicate that they felt the mentoring experience increased the skills and overall character of their mentee.

90% of mentors will indicate that the mentoring experience was positive, both for them and their mentee.

90% of mentors felt like they received the support they needed from Big Brothers/Big Sisters.

80% of mentors, Dream Coach and school representatives indicated that their students showed improvement in behavior, academics and/or positive effort.

d. The most difficult barrier to successful evaluation is to be able to collect the data from all sources and to have the surveys be complete and done in a conscientious manner. The other barrier is that the collection, aggregation and analysis of the data will be a time-consuming process. However, the time and effort spent in collecting and reporting the outcomes will be critical in its value to inform planning and comprehensive service system development efforts in the future..

14. Applicants are to complete the program model.

Program model is attached to the application email.

Application Section IV: Sustainability

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

Big Brother and Big Sisters is actively involved in ongoing local community fundraising as one of its major functions of the organization. It currently receives Blank% of its annual budget in local community financial support. Throughout the 3 year grant period, the Big Brothers/Big Sisters organization in Erie County has enough in-kind resources to cover up to the 1-1 match required in the final year of the grant. However, due to the in-kind and cash investment commitments we have received from the generous community response to this expansion, we anticipate that these community investments will increase through further community outreach and engagement efforts throughout the grant period. Most of the resources needed to support the activities of the proposed enhancements are given in-kind by businesses, organizations, government entities, churches and individual volunteers. Past experience has shown that those who have connected to Big Brothers and Big Sisters of Erie County by providing mentors and committing time, resources and cash to support the efforts have remained committed and involved. We will regularly report outcomes and anecdotal information to our partners and the community at large to inform them of the value of their individual investments/commitments. These reports will be distributed to our partners and supporters on a quarterly basis. An annual report will be distributed to the community.

Application Section V: Program Budget

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

Budget is attached to email.

By clicking this box, ☒ I (Insert Name) Teresa Reed-McGlashan agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent. Teresa Reed-McGlashan