CC GRANT APPLICATION

Appendix

Table of Contents Page

Ohio Partnerships	1
School Recommendations	3
Volunteer Vetting Process	6
Frost Research and Summary Data	20
Daily Progress Report	34
Incident Report	35
Parent Consent Form	36
Activity Consent Form	37
Recommendation	38

Ohio Partnerships

November 2014

City	School	Church
Austintown	Woodside Elementary School	Redeemer Lutheran Church
Bedford	Central Primary School	Bedford Church of the Nazarene
Bedford	Columbus Intermediate School	Mt. Calvary Baptist Church
Bradford	Bradford Exempted Village School	Bradford Church of the Brethren
Brunswick	Applewood Elementary School	Hope Church of Brunswick
Brunswick	Memorial Elementary School	Brunswick United Methodist Church
Brunswick	Towslee Elementary School	Brunswick Reformed Church
Catawba	South Vienna Elementary School	Catawba United Methodist Church
Dresden	Dresden Elementary School	Dresden United Methodist Church
Fairborn	Indian Valley Intermediate School	Maiden Lane Church of God - West Enon
Frazeysburg	Frazeysburg Elementary School	Meadow View Church of Christ
Kettering	Cleveland Elementary School	Apex Community Church - Program 4
Kettering	Kiser PK-8 School	Apex Community Church - Program 1
Lima	Elida Elementary School	Lima Community Church of the Nazarene - Program 2
Lima	Elida Elementary School	The Church @ Allentown
Lima	Independence Elementary School	Calvary Chapel of Lima
Lima	South Science and Technology K-8 School	Lima Community Church of the Nazarene - Program 1
Lima	Unity Elementary School	Grace Community Church
Little Hocking	Little Hocking Elementary School	Porterfield Baptist Church
Logan	Green Elementary School	Ebenezer United Methodist Church
Logan	Green Elementary School	Haydenville United Methodist Church
Logan	Green Elementary School	Smith Chapel United Methodist Church
Medina	Ella Canavan Elementary School	Heartland Community Church
Medina	Garfield Elementary School	St. Matthew Evangelical Lutheran Church
Nelsonville	Green Elementary School	Carbon Hill United Methodist Church
New Carlisle	New Carlisle Elementary School	Lake Avenue Christian Church
Ohio City	Crestview Elementary School	St. Paul's Reformed Church
South Charleston	Miami View Elementary School	First Presbyterian Church of South Charleston
South Charleston	South Vienna Elementary School	Plattsburg United Church of Christ
South Vienna	South Vienna Elementary School	Pleasant Community Church of God
Springfield	Donnelsville Elementary School	Bethel Baptist Church of Springfield
Springfield	Donnelsville Elementary School	Heritage Fellowship Church
Springfield	Emmanuel Christian Academy	Northside Church of God of Springfield
Springfield	Fulton Elementary School	My Church Built Upon a Rock
Springfield	Fulton Elementary School	Potter's House - Springfield
Springfield	Horace Mann Elementary School	First Assembly of God of Springfield
Springfield	Lagonda Elementary School	Fellowship Christian Church - Program 2
Springfield	Lagonda Elementary School	High Street United Methodist Church of Springfield
Springfield	Lincoln Elementary School	Clifton Avenue Church of God

Springfield	Lincoln Elementary School	New Life of Springfield
Springfield	Lincoln Elementary School	The Shelterhouse Inc
Springfield	Northridge Elementary School	Vineyard Church of Northridge
Springfield	Northwestern Elementary School	Donnels Creek Church of the Brethren
Springfield	Northwestern Elementary School	Grace Bible Church of Springfield
Springfield	Perrin Woods Elementary School	Southgate Baptist Church
Springfield	Possum Elementary School	RiverSong Church
Springfield	Reid Elementary	Risen Christ Lutheran Church
Springfield	Rolling Hills Elementary School	First Christian Church of Springfield
Springfield	Simon Kenton Elementary School	First Church of the Nazarene of Springfield
Springfield	Snowhill Elementary School	Fellowship Christian Church - Program 1
Springfield	Snyder Park Elementary School	Maiden Lane Church of God
Springfield	Warder Park Elementary School	Hillside Avenue Church of God
Strongsville	Dexter Drake Elementary School	First Evangelical Lutheran Church of Strongsville
Strongsville	Zellers Elementary School	Strongsville United Methodist Church
West Milton	Milton-Union Elementary School	Hoffman United Methodist Church
Xenia	Simon Kenton Elementary School	First Church of Christ

SPRINGFIELD OFFICE:
243-E STRATTON BUILDING
SPRINGFIELD, ILLINOIS 62706
217/558-1002
FAX: 217/782-0927

DISTRICT OFFICE:
8 E. GALENA BLVD., SUITE 240
AURORA, ILLINOIS 60506
630/264-6855
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Linda Chapa LaVia
STATE REPRESENTATIVE • 83RD DISTRICT
CHAIRMAN - ELEMENTARY & SECONDARY EDUCATION COMMITTEE
VICE CHAIRMAN - SPECIAL COMMITTEE ON VETERANS' AFFAIRS
VICE CHAIRMAN - ENVIRONMENT & ENERGY COMMITTEE

April, 2011

To Whom It May Concern:

I am writing this letter on behalf of KIDS HOPE USA. I was first introduced to KIDS HOPE at a recent Clergy breakfast held at East Aurora High School. This breakfast was hosted by the superintendent of School District 131, Dr. Jerome Roberts and the entire Board of Education in an effort to bring the city's church leaders and district officials together to collaborate on opportunities that will benefit their children and the local community.

After further meetings with the regional staff of KIDS HOPE USA, I have learned that this national mentoring program currently reaches over 10,500 at-risk children around the country. The KIDS HOPE program provides essential care for our youngest of children by mobilizing volunteers from the faith community to form one-on-one relationships with at-risk public elementary school children. There are currently 42 schools in the state of Illinois participating in church/school partnerships.

Too many children face a world full of problems they didn't create, and can do nothing about. Our schools need help. Principals and teachers alike, recognize KIDS HOPE USA mentors as an effective, proven intervention in the lives of their at-risk kids. They know how the one-on-one relationships fostered by a KIDS HOPE USA program restore self-confidence and personal security, and encourage academic excellence in their school. KIDS HOPE USA ensures compliance with all State and Federal mentoring best practices.

I fully endorse the KIDS HOPE USA program and encourage the formation of more partnerships in all of our towns and cities throughout the state of Illinois. If you have any questions regarding this recommendation, please do not hesitate to call me at 630.264.6855 or if I am in Springfield, call 217.558.1002. Thank you.

Sincerely,

Linda Chapa LaVia
State Representative

RECYCLED PAPER • SOYBEAN INKS

SCHOOL DISTRICT 54
Ensuring Student Success

Lakeview Elementary School
615 Lakeview Lane
Hoffman Estates, Illinois 60169

Phone 847/357-6600
FAX 847/357-6601
TTY 847/357-5076
http://www.sd54.org/schools/lakeview

Melissa Ribordy, Principal
Korrie McCarry, Assistant Principal

June 13, 2011

To Whom It May Concern:

It is a pleasure to write this letter of recommendation on behalf of KIDS HOPE USA for Annette Forster. I have known Annette for the past year as we implemented the KIDS HOPE mentoring program at Lakeview Elementary School. Annette is the KIDS HOPE USA director for the Chicago area and is also a mentor here at Lakeview for a first grade student.

KIDS HOPE had approached Lakeview this past summer about implementing a mentor program for at-risk students. The KIDS HOPE program connects elementary schools with a local church and provides training to adult mentors as to how to work with students. We had eight mentors in our building this year. As the director for this area, Annette played a key role in the implementation process by communicating and supporting us through the entire process. As a mentor, she was here each week and would check in to see how the program was running. The program made a great impact on the lives of students and families. Our students came to school more regularly, had an adult to confide in and enjoyed building a positive adult relationship with someone that came just for them each and every week. At the end of the year, Annette and the school coordinator planned a celebration in which families came to celebrate the relationships between the students and their mentors. Parents were able to spend time with their child's mentor and listen to the mentors present a special gift to their children.

I had hoped to continue my partnership with KIDS HOPE USA next year, however I am moving to Colorado. The staff and Lakeview community, however, are excited about the opportunity to expand the KIDS HOPE program at Lakeview. It is a program that should be in every school! KIDS HOPE USA has been a wonderful partner, an excellent advocate for students and has been an asset to Lakeview School. I am happy to give this program my wholehearted endorsement.

Sincerely,

Melissa Ribordy
Principal

Parent and Public Engagement
100 N. University Dr., Ste. NW259 Fort Worth, Texas 76107
OFFICE 817-814-2960 FAX 817-814-2965
www.fortworthisd.org

Fort Worth
INDEPENDENT SCHOOL DISTRICT
Parent and Public Engagement

August 19, 2011

Lise Cook
Kids HOPE
100 S. Pine St.
Suite 280
Zeeland, MI 49464

Dear Ms. Cook:

I would like to thank you and the Kids HOPE organization for your partnership over the last couple of years. Your efforts have helped the Fort Worth ISD build bridges with the faith-based community and encourage more participation in the Adopt-A-School program.

Kids HOPE is in 18 of our elementary schools and we look forward to the program expanding. We appreciate your adherence to our regulations for faith-based organizations and know that the children look forward to meeting with their Kids HOPE friends each week. An hour each week spent with a child is priceless and truly changes lives.

Thank you for all your efforts in helping to create a bright future for our children.

Sincerely,

Haily Summerford
Director, Public Engagement

cc: Nancy Ricker, Executive Director

Volunteer Information Packet

The **Volunteer Information Packet** includes the following:

- Volunteer Position Descriptions for Mentors, Substitute Mentors & Prayer Partners
- Volunteer Application
- 2 Personal Reference Forms

Please complete this packet and return to the

KIDS HOPE USA Director, _____

KIDS HOPE USA

Position Description

MENTOR

WHAT DO YOU WANT ME TO DO?

The KIDS HOPE USA mentor will provide one-to-one mentoring and affirmation for one elementary-aged child at our partnering school. The mentor will often use materials provided by the teacher to help the child achieve a specific objective. Training will also be provided to help mentors develop a successful mentoring relationship with a child. After each mentoring session, the mentor is required to complete a Daily Progress Report summarizing the mentoring session. Each KIDS HOPE USA mentor will be under the supervision of and report to the KIDS HOPE USA director at the church, who will always be available to advise and assist all mentors.

QUALIFICATIONS:

A KIDSHOPE USA mentor must:

- Love children and be sensitive to their needs
- Be ready to listen to a child
- Have his/her own transportation
- Ability to read
- Maintain a confidential relationship
- Be a member/regular attendee of the church
- Be at least 16 years of age
- Be there only for your child
- Be faithful- one hour, one year
- Believe in your child
- Attend a mandatory training session
- Pass a criminal background check that includes 2 personal references
- Know your child's name

Hours:

A minimum of one hour each week with one child at the school.

SUBSTITUTE MENTOR

WHAT DO YOU WANT ME TO DO?

A KIDS HOPE USA substitute mentor meets with a child for one-to-one mentoring when his/her mentor is unavailable. A substitute mentor provides a critical link in maintaining a relationship that is being formed with the child. Your primary role will be to affirm the child. Your presence when the regular mentor is absent clearly says to the child, "Yes, we are committed to you." Substitutes are used on an as-needed basis.

QUALIFICATIONS:

Qualifications are the same as a regular mentor, but instead of meeting weekly, you will meet with a child when his/her regular mentor is unavailable. Sometimes a volunteer knows in advance the dates they may be unavailable and a substitute can plan ahead. It is best to give the director a list of times and days that you could be called.

KIDS HOPE USA

Position Description

PRAYER PARTNER

WHAT DO YOU WANT ME TO DO?

1. Make a commitment to faithfully pray for a KIDS HOPE USA mentor and the KIDS HOPE USA child he/she is assigned.

2. Communicate with the KIDS HOPE USA mentor on a regular basis to get a progress report on:
   a. Mentor/child relationship

   b. Child's strengths and weaknesses

   c. Any other prayer needs including joys and concerns

HOW OFTEN DO YOU NEED ME?

Prayer is the foundation for all we do through KIDS HOPE USA. Your willingness to keep the mentor and child supported through your prayers is critical for the success of the relationship. We ask that you pray on the day that your child and mentor meet as well as other times throughout the week.

HOW LONG WILL THIS POSITION LAST?

Your initial commitment is one year. Our hope is that you would be willing to follow this child through elementary school. You may well be the only person praying for this child.

WHAT AR ETHE QUALIFICATIONS FOR THIS JOB?

Love for the children and the conviction that prayer changes things.

KIDS HOPE USA

Volunteer Application

Today's Date _____

Name_____Phone_____
Last First Middle

Cell Phone_ _____ Daytime Phone_ _____

Address _____
Street City State Zip Code

E-mail Address _____

If you have lived at your current address less than seven years, provide information on all addresses during that period.

Address_____City_____Country_____State_____Zip _____

Address_____City_____Country_____State_____Zip _____

Address_____City_____Country_____State_____Zip _____

List all other names by which you have ever been known. _____

Date of Birth_____ DL#_____

Length of membership/attendance at church_____T-shirt Size_____

Emergency Contact_____
Name Relationship Phone

Are you 18 years of age or older?_____yes _____no

Have you ever been convicted of, pled guilty to, or pled no contest to a crime other than a minor traffic violation?
_____yes _____no If yes, please explain.

_____

_____

_____

References (Required for mentors and substitute mentors. Optional for prayer partners, unless they will be having regular contact with children)

List at least two references from places of employment or prior volunteer service, especially concerning previous work with youth. References must meet the following criteria: must be over age 18; must not be a relative; must have known you for at least one year.

1. Name_____How do you know this person? _____

Length of time you've known this person _ Address_____City/ State _____

Home Phone ( )_____Work ( ) _____

Cell ( )_____Email Address _____

2. Name_____How do you know this person? _____

Length of time you've known this person _____ Address _____City/ State _____

Home Phone ( )_____Work ( ) _____

Cell ( )_____E-mail Address _____

Please indicate for what role you would like to volunteer:

_____ Regular mentor (If so, please identify who you will ask to be your prayer partner):_____

_____ Substitute mentor

_____ Prayer partner

_____ Occasional special projects

Please indicate the days and times you are available to give one hour:

Monday	Tuesday	Wednesday	Thursday	Friday
a.m.	a.m.	a.m.	a.m.	a.m.
p.m.	p.m.	p.m.	p.m.	p.m.

Please list previous volunteer activities:

_____

_____

_____

_____

_____

_____

_____

Volunteer Pledge

If I am assigned as a school volunteer, I accept the responsibility to serve in support of the educational program and supplement the work of the professional staff under their guidance. I understand that it is important to be reliable, channel suggestions constructively, keep information confidential, and comply with school rules. As a member or regular attendee of this church, I agree to be accountable to the leadership of this church regarding my Christian life and witness according to the biblical witness of this church and in all aspects of conduct and performance related to this volunteer position.

I hereby represent and warrant that the information contained in this application is correct and complete to the best of my knowledge. I authorize any references, or any other person or organization, whether or not identified in this application, to give you any information (including opinions) regarding my character and fitness for volunteer service. I understand that a very positive benefit, when working with children, is the relationship developed between the volunteer and child. I take seriously the relationship that will be formed. I agree to a criminal history check (national and/or state level). My signature on this form authorizes you to make such checks and to disclose results to both church and school personnel as part of the KIDS HOPE USA program.

_____ _____

Date Signature of Applicant

KIDS HOPE USA

Personal Reference Form

To be completed & returned by mail OR through telephone interview
-CONFIDENTIAL-

PART 1: TO BE COMPLETED BY APPLICANT

Name of Applicant _____ Name of Reference _____

Address _____ Address _____

City _____ State _____ Zip _____ City _____ State _____ Zip _____

Telephone ( ) _____ Telephone ( ) _____

PART 2: TO BE COMPLETED BY KIDS HOPE USA DIRECTOR

Name _____

Church _____

Address _____

City _____ State _____ Zip _____

Church Telephone ( ) _____

Reminder: Attach to this form a description of the mentor job description

PART 3: TO BE COMPLETED BY REFERENCE

Instructions: The applicant listed above has applied to be a KIDS HOPE USA mentor for our church. In order to determine the applicant's suitability for this position, we are asking that you take a few moments to complete and return this reference form to the KIDS HOPE USA DIRECTOR listed above. Please use an envelope marked "*Personal and Confidential.*" Your cooperation is greatly appreciated.

1. In what capacity do you know the applicant? _____

_____

2. How long have you known the applicant? _____

_____

3. On a scale of 1 to 5 (with 1 being a LOW rating and 5 being a HIGH rating), please rate the applicant on each of the following characteristics. If you have insufficient knowledge to comment on a particular characteristic, please note that.

CHARACTERISTICS	RATING					COMMENTS
Ability to work well with others	1	2	3	4	5	_____
Personal motivation and initiative	1	2	3	4	5	_____
Dependability	1	2	3	4	5	_____
Trustworthiness	1	2	3	4	5	_____
Attitude	1	2	3	4	5	_____
Personal follow-through	1	2	3	4	5	_____

4. Based on your knowledge of the applicant's character and background, which of the following best reflects your evaluation of the applicant's suitability as a KIDS HOPE USA mentor:

_____ Highly recommend

_____ Recommend

_____ Neutral

_____ Do not recommend

_____ Insufficient knowledge to form an opinion

Please provide any additional comments concerning the suitability of this applicant for a position in our ministry below or on a separate sheet.

Signature _____ Date _____

Print name and title _____

Once completed, please return this form to the KIDS HOPE USA DIRECTOR noted in Part 2 on the front of this form. Please use an envelope marked *Personal and Confidential*. Thank you for your assistance.

FOR OFFICE USE ONLY-Interviewer Comments:

KIDS HOPE USA

Volunteer Interview Questions

(To be conducted by Director)

Name of Volunteer:	Interviewer's Name:
Date of Interview:	Position Applied For:

Interview Instructions:

- Explain the purpose of the interview, namely, that you are trying to learn information about the person so the most appropriate matching decision can be made.
- Let the volunteer know they can ask questions any time during the interview.
- Questions are divided into groups and each group includes rationale so you can better understand the types of assessment information questions are intended to elicit.

EDUCATION AND OCCUPATIONAL INFORMATION

These questions will help …

- ✓ **Provide a safe and neutral start to the interview**
- ✓ **Give you a sense of the volunteer's work history and career stability**
- ✓ **Determine if they meet the standards required for mentors**
- ✓ **Learn skills that they possess that may help in other aspects of this ministry**

1. Where do you currently work or where have you worked in the past?

2. What do you/did you find most rewarding about your job?

3. What is the highest level of education you have completed? What did you study?

4. Which statement best describes your reading skills?
   a. I can read at the middle school level or above

   b. I read below the middle school level.

MOTIVES AND EXPECTATIONS FOR JOINING PROGRAM

These questions will help …

- ✓ **Assess commitment level**
- ✓ **Ensure the Separation of Church and State will be followed**
- ✓ **Understand what the volunteer wants from the program, which will help you to provide support**
- ✓ **Match mentors with students that share similar personalities**

5. Why do you want to be a KIDS HOPE USA mentor?

6. What do you want to get out of this mentor experience? What do you expect to give?

7. Keeping in mind the role of a KIDS HOPE USA volunteer, how comfortable are you with the restriction of this program?
   a. You should model Christ but not share Christ on school grounds;

   b. No one-to-one contact outside school or church without parent approval.

8. Have you spoken to your family about your involvement in this program? What is their comfort level with your involvement?

9. How confident are you that you will be able to make it to school each week for your mentoring hour?

10. What three words would you use to describe your personality?

11. What is the best way to encourage you?

CHRISTIAN FAITH

These questions will help …

- ✓ **Explore where they see themselves spiritually so you will be able to relate and share with them appropriately**
- ✓ **Confirm that they are members or regular attendees at your church**
- ✓ **Solidify the importance of the prayer partner role.**

12. What can you tell me about your own faith journey?

13. What spiritual practices play an important role in your life?

14. How would you describe your spiritual life recently?

15. What other church ministries are you involved with?

16. Do you have someone in mind that would be a good prayer partner for you?

PERSONAL CHILDHOOD REFLECTIONS

These questions will help …

- ✓ **Mentors talk about challenges they faced during elementary school years, which may help you match them with a student who struggles with the same issues.**
- ✓ **Surface the volunteer's understanding of what a mentor is**

17. Describe yourself at elementary school age 7-10. Was there anything during those years you recall as being difficult for you?

18. Think about a person other than your parents that, when you were a child, provided you with friendship, guidance and support. What was that person like?

19. When you are matched, what are some of the things you might do to create that same type of friendship and support?

EXPERIENCE WITH CHILDREN

These questions will help …

- ✓ **Understand the general experience the volunteer has had with children**
- ✓ **Define the level of match support each volunteer may need**
- ✓ **Make matching recommendations**

20. Have you worked with elementary age children? Tell me about your experience.

21. What did you like/dislike about the experience?

22. Do you have any concerns about working with this age group? Do you have an age preference?

POTENTIAL CHALLENGES IN A MATCH

These questions will help

- ✓ **Establish individualized support needs for volunteers**
- ✓ **Assess the volunteer's level of independence**
- ✓ **Assess volunteer's expectations about what may happen or not**

23. You have probably heard the term "at-risk child". What does that mean to you?

24. Do you have any experience in your life that might help you communicate with an at-risk child?

25. What do you feel will be some of the initial challenges you might face in trying to form a friendship with a child?

26. What concerns do you have regarding mentoring a child considered at-risk?

27. You may be dealing with children from different racial, economic, social, and/or religious backgrounds. What has been your experience with children/people from different backgrounds?

28. What might be your reaction if, after meeting with your child a few times, you are disappointed by the experience?

29. How would you respond if your child was misbehaving?

30. What are some of the ways that I can support you in this relationship? How do you prefer I communicate with you?

FINAL THOUGHTS

These questions will help …

- ✓ Give the volunteer a chance to voice any questions or concerns that they may have about KIDS HOPE USA

31. Are there any questions you have for me regarding your involvement in this program?

32. Do you have any doubts or concerns about being a mentor?

33. Is there anything you would like to share or disclose that I have not asked about?

Overall evaluation after interview: Based on the overall interview and the responses to all questions, the interviewer now completes interview summary observations noting additional comments as necessary.

The volunteer has a good understanding of what it means to be a mentor: YES NO

This volunteer appears able and willing to form a safe and meaningful relationship with a child: YES NO

Additional Comments:

Signature of Interviewer: _____

KIDS HOPE USA

Volunteer Information Sheet

Name: _____ Phone/Cell: _____

Address: _____ Birthday: _____

_____ Spouse's Name: _____

E-mail Address: _____

Preferred Method of Communication: E-mail Phone Mailings

CONTACT HISTORY

Action	Date	Information/Comments
1. APPLICATION		
a. Given (A:22)		
b. Returned		
2. TWO REFERENCES		
a. Given (A:14)		
b. Returned		
a. Given (A:14)		
b. Returned		
3. INTERVIEW (A:17)		
4. PASTORAL REVIEW (A:23)		
5. CRIMINAL HISTORY (A:15)		
a. School District Requirements		
b. State Registry		
c. National Sex Offender Registry		
6. MENTOR TRAINING		
7. MENTOR ORIENTATION		

HISTORY OF INVOLVEMENT

Dates/Semesters	Child	Teacher

A:16

GIVING YOUTH HOPE: AN EVALUATION OF THE KIDS HOPE USA MENTORING PROGRAM

Prepared for:
KIDS HOPE USA

THE CARL FROST CENTER FOR SOCIAL SCIENCE RESEARCH

Prepared by:
Linda Warner
Megan Mullins, Ph.D.
Laurie Van Ark, M.Ed.

June 2008

HOPE COLLEGE

Executive Summary

Starting in 2003, Kids Hope USA (KHUSA) has contracted annually with the Carl Frost Center for Social Science Research to conduct an evaluation of its mentoring program. The mentoring program partners church volunteers with at-risk elementary school children for weekly one-on-one hour sessions that include both relationship building and academic work. The objectives of the program are to improve positive behaviors and academic achievement through the vehicle of a positive relationship with a caring adult.

To conduct the evaluation, teachers at schools with 20 or more mentors and whose programs were in place by November 2006 were asked to complete an online survey assessing student performance on program outcomes such as positive behavior, self-regulation and control; attendance; academic skills; and motivation for schoolwork. Specific content areas were also evaluated: reading level; mathematics achievement; writing achievement; and science reasoning and achievement. Teachers were also asked to report on the overall academic progress of these students during the year, to report biggest areas of improvement for each child, areas of greatest need, and how, if at all, the child had benefited from the Kids Hope USA program.

Three hundred fifty-seven teachers from 39 different schools across nine states completed surveys on 708 students, yielding a response rate of 88.6%. Evaluations were completed for children in kindergarten through sixth grade, though grades first to fourth had the greatest representation. The following summary presents the key findings from this research.

Regarding student performance on general academic and social areas, teachers indicated that…

- Reports of unsatisfactory behavior, self-regulation, and control dropped from 36.7% at the beginning of the school year to just 7.5% at the end of the year;
- 42.2% of students were considered to have unsatisfactory academic skills at the beginning of the year, while only 14.1% were still considered unsatisfactory at the end of the year;
- Over the course of the year, the percentage of students with excellent or good academic skills ratings doubled from 22.1% to 44.3%;
- The proportion of students with excellent or good motivation more than doubled, from 23.4% at the beginning of the school year, to 51.7% at its close;
- Students whose motivation was considered unsatisfactory declined from 39.3% to 11.0%; and
- ***All of these changes were statistically significant.***

Similar improvement was seen for children in each of the four specific content areas: reading level, mathematics achievement, writing achievement, and science reasoning and achievement. ***In each content area the percentage of children who performed below grade level decreased while the percentage of children who performed at or above grade level increased between the beginning and end of the school year.***

Specifically…

- The percentage of students below grade level in Reading fell from 69.6% and the start of the year to 42.2% at the end of the year;

- Students below grade level in Math declined from 57.2% to 34.1%;
- At the end of the year, 50.2% were below grade level in Writing, compared to 73.7% at the beginning of the school year; and
- The proportion of students below grade level in Science dropped from 47.4% to 27.2%.

Additionally, many teachers indicated that…

- Progress as occurring in academic skills achievement even if a student was still learning below grade level;
- Students were making improvements in behavior, attitude, motivation, and social skills;
- A strong link exists between academic gains and changes in motivation and behavior; and
- ***The mentors play an important role in making students feel special and cared for.***

Teachers reported these students still very much need to improve upon their behavior, motivation, and academics, especially reading and writing, but many stressed this greatest need in terms of *keeping* or *continuing* progress and improvements, or *still* needing more improvement in areas that have shown progress. Several said students needed the consistency and one-on-one attention Kids Hope USA provides, as many students lack stability or support from home.

Teachers commented on the role the mentor plays in a child's life in describing…

- The importance of the one-on-one time and attention the students get from their mentors;
- How children looked forward to the time with their mentors;
- How Kids Hope USA mentors are positive role models,
- Mentors as "inspired," "committed," "dependable and interested," and "kind, patient and a great support;"
- ***The importance for children to have someone who is there just for them, that "belongs" to them and who make them feel special.***

A few of the teachers' comments (nine of 454 comments – 2.0%) said their mentors needed to be more reliable, so that a child is not disappointed by a missed visit; some said that some children would benefit more from mentors the same gender and/or race/ethnicity as the child, and that some mentors needed more support in interacting with a child.

Overall, this data shows that Kids Hope USA is meeting its goals of fostering positive behaviors and academic achievement through the vehicle of a positive relationship with a caring adult. Regarding children's behavior, attendance, academic achievement, and motivation for doing schoolwork, there was a decrease in the percentage of children who were rated unsatisfactory for achievement and an increase in the percentage of children whose achievement was rated as good or excellent. A strong majority of teachers indicated students had made some progress or good progress in these areas during the year, and **nearly all students (99.3%) were perceived to have benefited from the Kids Hope USA program.**

While the success of this mentoring program is very apparent, improvements in mentoring in the few cases where problems have occurred could greatly improve student satisfaction and therefore achievement of program goals. Additionally, the evaluation design could be improved upon, in order to create a more rigorous scientific picture of this program's achievements for its

participants. Therefore, the Carl Frost Center for Social Science Research offers the following recommendations for Kids Hope USA to consider:

- Add questions on social and emotional learning in youth that are nationally recognized measurements for academic standing;
- Add a second data collection point in the project that enables teachers to evaluate KHUSA students at the beginning of the year (or just prior to being assigned a mentor) and then at the end of the school year;
- Have teachers identify those students who have only been in the program a short while;
- Ask teachers to identify how the program can be improved;
- Explore the relationships between teachers, mentors, and program directors and the role of these relationships in program success;
- Work with teachers to identify when students and mentors are not successfully matched to provide mentors that can meet student needs to the degree possible;
- Continue to emphasize with current and potential mentors how absolutely crucial it is to show up consistently and be a dependable presence in the lives of these children; and
- Strengthen program for training and supporting volunteers to ensure they have ideas of how to connect with the children.

Implementing these suggestions would strengthen the validity of future studies while giving a fuller picture of the roles that teachers, mentors, and directors play in the program, what practices are most productive, better prepare volunteers for the mentoring experience, and ultimately, lead mentors and students towards more productive relationships with one another and greater achievement of overall program outcomes.

Non-Cognitive Factor Areas That Affect Academic Success (Chicago Consortium Literature Review)	Ohio Grant Equivalent	Does KHUSA Elementary School Mentoring Tend to Impact This Area?	How?	Supporting Data
Academic Behaviors • Going to class • Doing Homework • Organizing Materials • Participating • Studying	Building Pathways to Achievement	Yes	Increased school connection	Frost Research Principal Surveys Qualitative Program Survey Data
Academic Perseverance • Grit, tenacity • Delayed gratification • Self-Discipline • Self-Control	Building Resiliency	Yes	Decreased discipline referrals	Frost Research Principal Surveys Qualitative Program Survey Data
Academic Mindsets • I belong to this academic community • My ability and competence grow with my effort • I can succeed at this • This work has value for me	Believing in a Positive Future	Yes	Student Promotion Rate	Program Director Survey Principal Survey
Learning Strategies • Study Skills • Metacognitive strategies • Self-regulated learning • Goal-setting	Setting Goals to be prepared for 21st Century Careers	No	NA	KIDS HOPE NEXT (Middle School) Has Begun to Explore These Dimensions with Students
Social Skills • Interpersonal Skills • Empathy • Cooperation • Assertion • Responsibility	Building Character	Yes	School Staff Reporting	Frost Research Qualitative Principal Survey

Project Up-Unlocking Potential

How KIDS HOPE USA Mentoring Works

Study conducted by Applied Research Consulting (ARC), Fairfax, VA

Summary

The fact that school or site based mentoring can have positive effects on children across a number of domains is a well researched concept. The emerging story is not *if* mentoring works but *how*. Even more important for KIDS HOPE USA is discovering *how* our unique approach to mentoring acts as a catalyst for positive change in a child's life.

Problem and Purpose

Previous studies on KIDS HOPE USA mentoring (*Frost Research* 2003-2008, *Applied Research Consulting PROJECT FOCUS 2010, KIDS HOPE Australia 2012*) indicate that when mentoring was done well, students experienced positive benefits. These studies collected information from teachers, mentors, mentees, parents, and program directors about academic, social-emotional and behavioral impacts. This evidence aligns with research done by scholars in several recent large scale studies and meta-analysis reports on school based mentoring and mentoring in general.[1] The mystery that remained was how KHUSA relationships were making a difference. The intent of PROJECT UP was to advance understanding of what outcomes kids were experiencing, and which program practices and match characteristics were associated with these outcomes. In the words of our evaluator, "The design was intended to provide insight on what KIDS HOPE can do to maximize benefits to served youth." (ARC, 2012)

Procedures and Scope of PROJECT UP

Data for PROJECT UP was collected in the form of responses to pre-survey and post-survey instruments administered at the beginning and end of the 2011-2012 academic year. Eight sites provided access to students, mentors, teachers, and parents. In total, survey responses were analyzed from 205 students, 64 mentors, 59 teachers, and 27 parents. Data was collected for students from kindergarten through fifth grade.

Findings

Key findings from the study include the following:

- A highly engaged prayer partner makes a positive difference in a student, according to decreases in teacher reported conduct problems and gains in student reported academic progress. "Prayer partner engagement proved to be the single most powerful mentor-reported predictor of shifts in student reported change in the 14 core items completed by all students to measure academic engagement and performance." (Applied Research Consulting, 2012) (See Chart One)
- Dosage of mentoring matters. High match length (how many months the student and mentor met together) was associated with positive teacher ratings of student traits such as the "likeability" of the student. (See Chart Two) KIDS HOPE USA relationships averaged 17.5 months, or two academic years. Additionally, 86% of mentors reported seeing their students weekly.

[1] Research done since 2008 on school based mentoring by Big Brothers Big Sisters (in concert with Public Private Ventures), Communities in Schools, the US Department of Education, and various university faculty around the country, has confirmed the value of school based mentoring in promoting positive academic, social-emotional, and behavioral outcomes.

- Relationship building focus, as designed, results in noticeable differences. When students reported greater focus on fun and sharing in their relationships, their parents tended to provide more positive ratings of the students' talent, insight, and academic performance. (See Chart Two)
- The KIDS HOPE USA program stands strong when compared to other programs. Mentors report experiencing note-worthy high match quality in their relationships which is a recognized influencer on the outcomes mentees experience. "Even when narrowing the comparison to 995 youth from a well established and highly regarded program with which ARC has worked for many years, KIDS HOPE's mentors compared favorably, on average scoring slightly more positively across the scales." (Applied Research Consulting, 2012) (See Chart Three)

Analysis/Conclusions

In the words of our external evaluator at Applied Research Consulting,

> "Across every type of indicator, youth tended to benefit more when they received more of the mentoring and when it was done particularly well." (ARC, 2012)

When KIDS HOPE USA relationships are delivered as designed in terms of frequency (one meeting each week), structure (a balance of fun, sharing and academics), longevity (at least one school year and hopefully multiple years), and they receive adequate program support (including prayer partner engagement), the likelihood is strong that a child will experience positive outcomes. We now have actionable information which can help clearly direct our training, resourcing, and evaluation activities for the near future. Further study will continue.

Recommendations

Based on what we learned from this evaluation the following actions are being taken:

- KIDS HOPE USA launched a pilot program to study the support of prayer partner involvement in KHUSA relationships
- KIDS HOPE USA is exploring ways to encourage greater frequency of long match length by enhancing training and support for program sites
- KIDS HOPE USA is in the initial stages of designing outcome tools which can be simply and efficiently used by all program affiliates
- KIDS HOPE USA will continue to enhance training for mentors on the core elements of fun, academics, and relationship building

Limitations

While a wealth of information was collected and analyzed the study was limited in some important ways. First, complete sets of four person data (from parent, teacher, student, and mentor) were difficult to collect, which limited analysis. Second, the overall number of responses was too small to be considered a representative sample. Third, the sites that participated were higher functioning than a random sample would probably produce. Thus findings are best viewed as indicators of what KIDS HOPE USA relationships are likely to produce when the mentoring model is delivered as prescribed.

Explanatory Charts

Chart One- Predictors of Student Reported Change

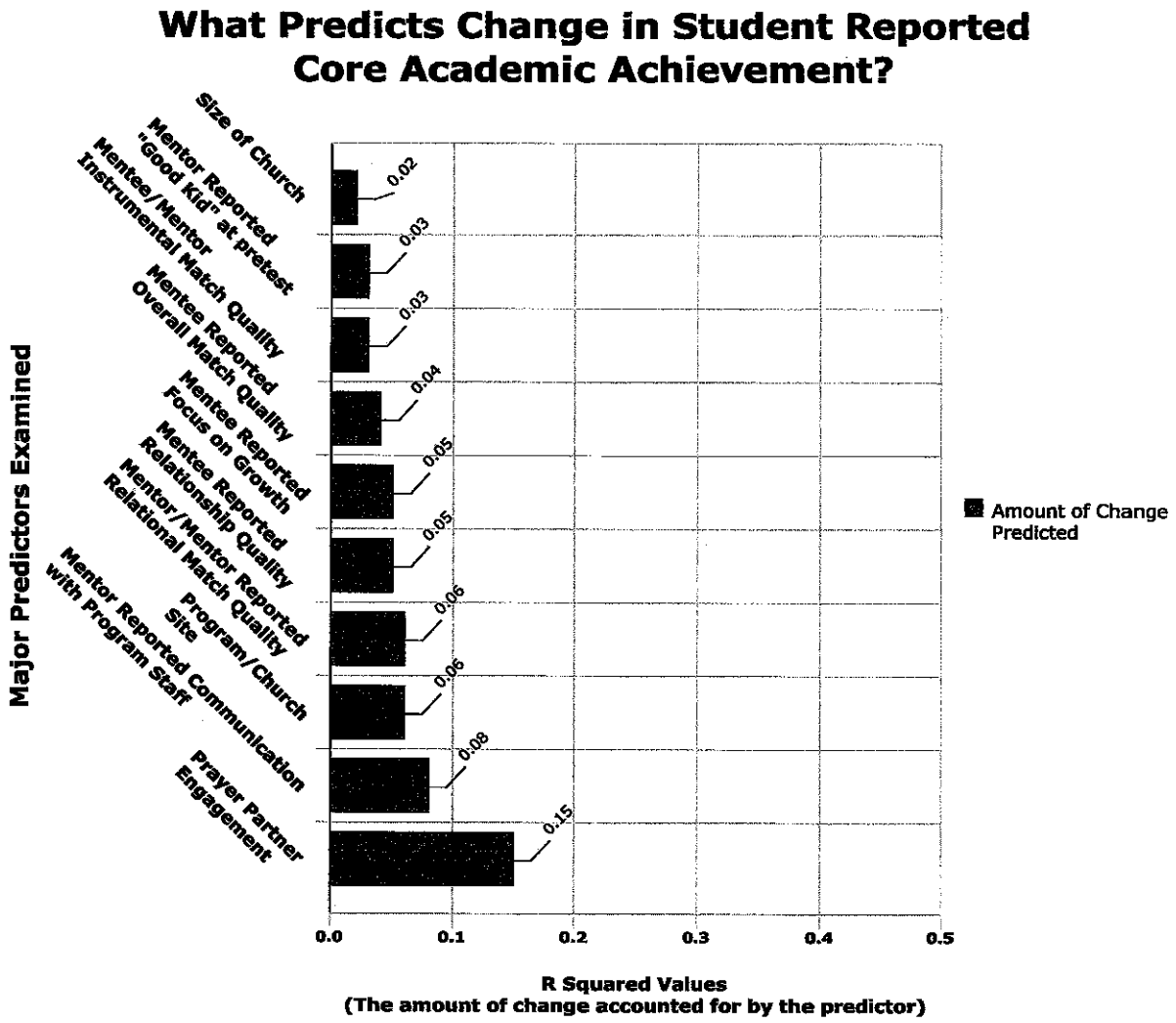
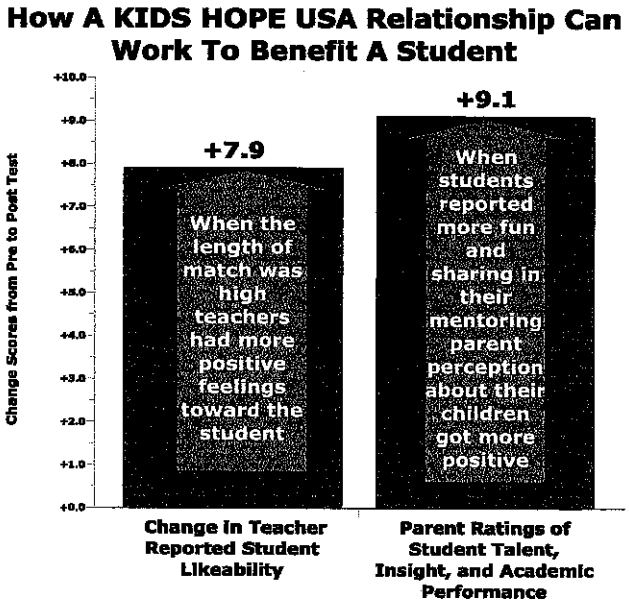


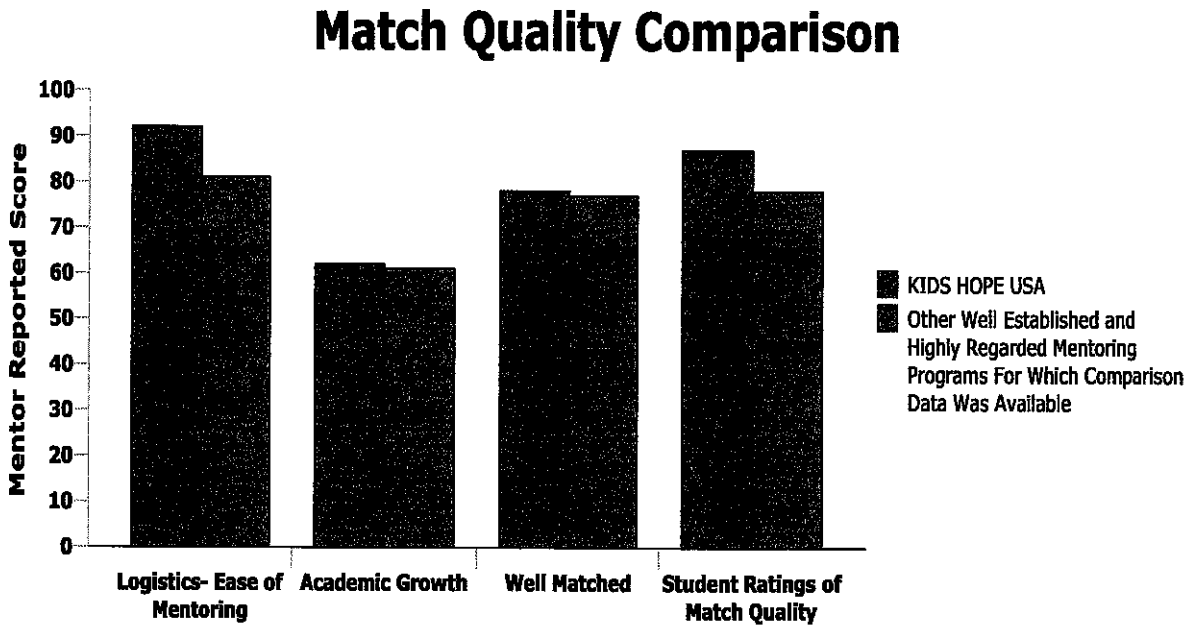
Chart Two- The Impact of Match Length and Structure on Outcomes



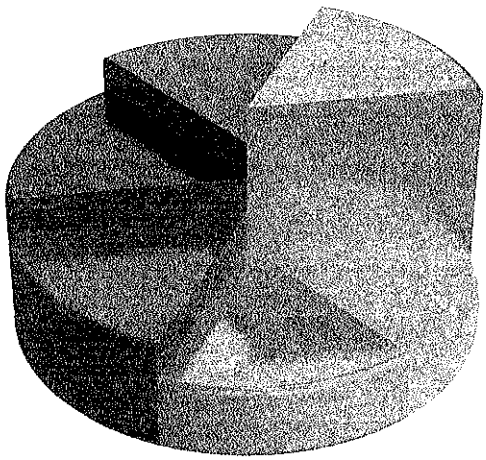
Note: The non-experimental design of Project Up prevents a comparison to a non-mentored control group of students. "Outcomes tended to be neutral in absolute terms. While the lack of a comparison sample precludes any conclusions about that finding, it probably indicates that mentored students tended to do better in relation to the measured constructs than comparable non-served peers." (Applied Research Consulting p. 3)

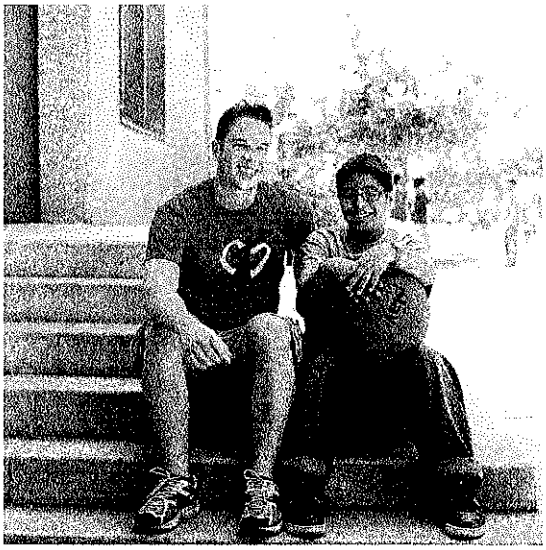
Note2: A recent meta-analysis on mentoring by DuBois, Portillo, Rhodes, Silverthorn, and Valentine (2011), "...indicated significant improvement for mentored youth (.25 ± .14) and significant decline for comparison youth (−.17 ± .11)." (p. 67)

Chart Three- Relationship Quality Comparison (KIDS HOPE USA versus Others)



KIDS HOPE USA
Data Summary





Evaluation/Program Data *Summary*

Youth Outcomes Survey

Scope: Pre/Post Outcome Scores in 172 children in two states

Key Findings: **79%** improved in socio/emotional competency
65% improved in educational success
56% improved in attitude toward risky behaviors

Partner: Big Brothers Big Sisters (TX and TN)

Project UP

Scope: A two-year study which explored key factors that make KIDS HOPE USA programs work.

Key Findings: **A highly engaged prayer partner** makes a positive difference in a student.
Dosage of mentoring matters. KHUSA relationships averaged 17.5 months, or two academic years. Additionally, 86% of mentors reported seeing their students weekly.
Relationship-building focus, as designed, results in noticeable differences.

Other Findings: **The KIDS HOPE USA program stands strong** when compared to other programs.
KIDS HOPE USA delivers higher consistency in mentoring, as seen in lower standard deviations of measured match quality.

Partner: Applied Research Consulting (Fairfax, VA)

Typical Case Example: Student Outcomes

Scope: Pre/Post Survey for 15 at-risk children in one KHUSA program's first year of operation.

Key Findings: The number of students **reading at grade level doubled**.
The number of students **at or above grade level in math increased by 50%**.
The number of students **writing at or above grade level more than doubled**.

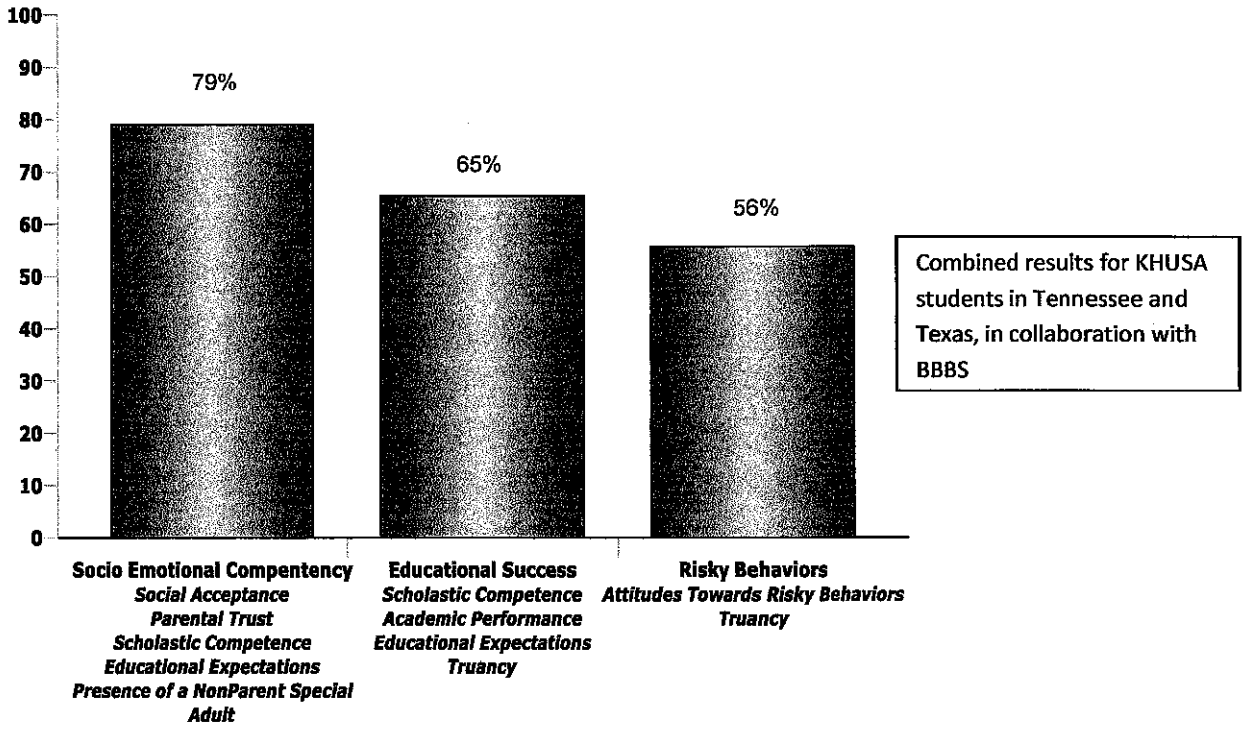
Internal Program Data

Scope: Annual KIDS HOPE USA program survey of affiliate churches

Key Findings: **90% of KIDS HOPE USA churches serve families and schools** in a variety of ways beyond the mentoring. These programs on average mentored +2.8 more children compared to mentoring alone programs.
Programs with a Prayer Partner Coordinator grow larger; an average of +6.1 more children reached compared to other programs.

Partner: Grand Valley State University (Allendale, MI)

Youth Outcomes Survey Pre/Post Improvements in Students (n=172)



The Youth Outcomes Survey (YOS) is a critical component of the BBBS Outcome Evaluation System that drives mentoring quality to achieve both individual and community impact. The Youth Outcomes Survey tracks changes in eight (8) outcomes measures comprised of: **social acceptance; scholastic competency; grades; educational expectations; attitudes toward risk; parental trust; truancy; and presence of a special adult** (see chart below).

By measuring changes in three main areas—school-related performance, risky behaviors and socio-emotional competency (higher aspirations, greater confidence and better relationships)—YOS builds on two longstanding research studies conducted by third party-researchers, Public/Private Ventures (P/PV), that found youth enrolled in Big Brothers Big Sisters programs demonstrated positive impacts compared to youth not in a mentoring program.

*Three (3) measures were used to assess more than one outcome area: scholastic competency, truancy, and educational expectations

Strategic Outcome Areas	YOS Measures
1. **Socio-emotional competence** *(higher aspirations, greater confidence, and better relationships)*	• **SOCIAL ACCEPTANCE** (measures a child's self of acceptance by peers) *Improvements in peer relations have been linked to school achievement, improved conduct and a lower likelihood of dropping out.* • **PARENTAL TRUST** (measures perceived level of trusting relationship with parents) *Parental relationships have been associated with improved grades and attendance.* • **SCHOLASTIC COMPETENCE*** (measures a child's confidence in doing their school work) *Increases in this scale often precede performance improvement. Higher levels of scholastic competence are associated with better mental health and higher grades.* • **PRESENCE OF NON-PARENTAL SPECIAL ADULT** (measures child's feelings of having a close, trusting relationship with a non-parental adult) *Research has pointed to close adult relationships as critical to youth resilience.* • **EDUCATIONAL EXPECTATIONS*** (measures how sure a child is that they will reach different levels of schooling) *Children and adolescents' academic expectations and plans have shown longitudinal associations with school performance and standardized test scores.*
2. **Avoidance of risky behaviors**	• **ATTITUDES TOWARDS RISKY BEHAVIORS** (measures a child's attitudes towards others engaging in risky behaviors) *Attitudes towards risk behaviors have been shown to be associated with participation in the behaviors themselves.* • **TRUANCY*** *(measures child's perception of recent missing and skipping of school)* *Truancy reduction has been linked to improved graduation rates and reduced juvenile delinquency.*
3. **Educational success**	• **SCHOLASTIC COMPETENCE*** (measures a child's confidence in doing their school work) *Increases in this scale often precede performance improvement. Higher levels of scholastic competence are associated with better mental health and higher grades.* • **GRADES** (measures a child's perception of how well they are doing in school, adapted from the NICHD Study of Youth Development) • **EDUCATIONAL EXPECTATIONS*** (measures how sure a child is that they will reach different levels of schooling) *Children and adolescents' academic expectations and plans have shown longitudinal associations with school performance and standardized test scores.* • **TRUANCY*** (measures child's perception of recent missing and skipping of school) *Truancy reduction has been linked to improved graduation rates and reduced juvenile delinquency.*

KIDS HOPE USA

Daily Progress Report

Mentor's Name: _____ **Student's Name:** _____

Teacher's Name: _____ **Date:** _____

How did you spend your KIDS HOPE USA hour? (Fill in only what you did, using this as a guide.)

1. **RELATIONSHIP BUILDING ACTIVITIES** (circle all that apply)

Book About Me "How are you Feeling?" Face Chart "Know what?" Stories

Snack and Share Other: _____

2. **ACADEMIC ACTIVITIES**

Reading: _____ Math: _____

Spelling: _____ Other: _____

3. **CREATIVE** PLAY (Educationally Based Play Time)

Games: _____ Art: _____

Other: _____

4. **FREE PLAY** (What did you do just for fun?)

_____

_____

How did your Student respond? Scale of 1 (needs improvement) to 5 (outstanding)

Attitude:	1	2	3	4	5	Motivation:	1	2	3	4	5
Cooperation:	1	2	3	4	5	On-task:	1	2	3	4	5
Completion:	1	2	3	4	5	Attentive:	1	2	3	4	5

Any concerns:

_____

_____

What is your response to this session? Scale of 1 (discouraged) to 5 (encouraged)

1 2 3 4 5

Anything memorable happen today (e.g. quote, joy, humor)?

_____

_____

I would like further assistance and/or communication about the following needs related to the student I mentor:

ACADEMIC PROGRESS **SOCIAL NEEDS** **PHYSICAL NEEDS** **EMOTIONAL ISSUES**

I would like to speak to the DIRECTOR/ TEACHER (circle as needed)

I may be reached at:

Phone _____ E-mail _____

If this is an issue that needs immediate attention, please call the director or talk to the principal before leaving the school.

KIDS HOPE USA

Incident Report Form

Date of Incident:_____ Time:_____ AM/PM

Name of child involved in incident:_____

Name of child's mentor:_____

Location where incident occurred:_____

Details of incident:

_____

_____

_____

_____

_____

Did this incident include an injury: Yes___ No___

Details of Injury:_____

_____

Action taken as a result of incident:

_____

_____

_____

_____

_____

_____ _____

Signature of person submitting report *Date*

_____

Printed name of person submitting report

Parent/Guardian Consent Form
(Reproduce on school letterhead)

Dear Parents/Guardian,

_____ *(school)* has developed a partnership with _____ *(church)* through KIDS HOPE USA—a program that trains caring older teens and adults how to befriend children and help them learn. Your child's teacher has suggested that _____ could benefit from having a KIDS HOPE USA mentor. A KIDS HOPE USA mentor is someone who is trained to:

- Meet with your child for one hour each week at the school for at least one year.
- Work with your child in practicing certain academic skills, including reading.
- Be a positive role model and friend who could give your child a positive experience.

Please note that the KIDS HOPE USA program complies with the separation of church and state. No religious activity of any kind will take place on school property during school hours.

We would like permission for your child to participate in the KIDS HOPE USA program and be assigned a mentor. Please complete, sign, and return the attached student information and permission sheet tomorrow as we would like to start the program as soon as possible. All information is kept strictly confidential. If you have any questions, please feel free to call the school. Thank you for helping us to provide the best education possible for your child.

Sincerely,

(principal or teacher)

KIDS HOPE USA - Parent/Guardian Consent Form

I give permission for my child, _____, to participate in the KIDS HOPE USA program and work with a KIDS HOPE USA mentor while attending _____ _____ *(school)*. This includes consent for the school to provide my child's mentor with certain academic objectives and/or skills that the mentor should work on with my child and for the school to participate in evaluation of the KIDS HOPE USA program.

Parent/Guardian Name _____ _____ Date: _____
(print) *(signature)*

Address: _____

Email: _____ Child's Birthday: _____

Home Phone: _____ Cell Phone: _____

KIDS HOPE USA has resources to help students in a variety of areas. In order for us to better understand and mentor your child, please indicate below any particular needs or concerns that apply to your child:

□ would benefit from help in this subject(s): _____.
□ has been diagnosed with a learning disability
□ struggles socially at school.
□ is allergic to _____.
□ is being treated for ADD/ADHD.
□ has an incarcerated parent.
□ has experienced a recent loss.

Please use the back of this sheet to share anything else you would like us to know about your child.

KIDS HOPE USA

Activity Participation Release Form/Photo Release Form

Dear Parents/Guardian:

Welcome to our KIDS HOPE USA program. We're so glad you've allowed your child to be a part of this exciting opportunity. As the mentor and child work together, it is our goal to see your child's schoolwork improve and their friendship grow.

We have planned activities during the year to give children time at school and outside of school to just have fun with their mentors. This is also an excellent time for parents to meet mentors and their families. We would like your permission to invite your child to participate in activities with his/her mentor outside of the school. *Please note that some activities at the church may be religious in nature and are not endorsed by* _____*(school).*

In addition, at our activities, and sometimes at school, we like to take photographs of the children and their mentors to add to our KIDS HOPE USA photo album. This is a lot of fun for the children and mentors.

Please fill out the consent form at the bottom of the page and return it to me through your child's teacher at the school. We pledge to fully respect your decisions regarding outside-of-school activities and photographs.

If you have any questions or comments about KIDS HOPE USA, please call me at _____.

Sincerely,

(KIDS HOPE USA director)

(Cut along dotted line and return bottom portion to school)

KIDS HOPE USA

Activity Participation Release Form/Photo Release Form

— Yes, I do give permission for my child to participate in activities outside of school.

— Yes, I give permission for my child to appear in candid shots of KIDS HOPE USA activities and events.

— No, I do not give permission for my child to participate in activities outside of school.

— No, I do not give permission for my child to appear in candid shots of KIDS HOPE USA activities and events.

Child's Name _____

Parent/Guardian's Name _____

Parent/Guardian Signature _____ Date _____

MONTGOMERY COUNTY SHERIFF'S OFFICE

Phil Plummer, Sheriff
345 West Second Street
P.O. Box 972
Dayton, OH 45422-2427

January 14, 2015
937-225-4192 (Office)
937-225-4764 (Fax)
plummerp@mcohiosheriff.org

Governor John Kasich
Riffe Center, 30th Floor
77 South High Street
Columbus, OH 43215-6117

RE: CHRISTIAN LIFE CENTER

Dear Governor Kasich,

As Sheriff of Montgomery County, Ohio, I am writing to provide my endorsement of Christian Life Center's application for the Community Connectors Mentoring Grant.

Christian Life Center and the Montgomery County Sheriff's Office has partnered in a variety of programs such as the "Love Dayton" outreach program and the Police Athletic League mentoring program.

Christian Life wishes to expand their outreach programs and services in Montgomery County. Funding from this grant will greatly help them to achieve this noble goal in these difficult financial times.

Your consideration is greatly appreciated. If I can be of further assistance, please feel free to contact me at 937-225-4192.

Sincerely,

PHIL PLUMMER
SHERIF

AN EQUAL OPPORTUNITY EMPLOYER