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**Application Section I: Community Connectors Program Description**

1. The target population is students grades 5-12. Identify the grade level or levels at each school that your program will be targeting. Programs may serve students in one or more grade levels.

The East Toledo Family Center (ETFC) Strictly Teens Program will be targeting youth in grades 9-12 with a priority on students in grade 9 for the first year of the program. We will attempt to recruit a diverse group of students by way of gender and race. Students will be recruited from Waite High School, which is a part of Toledo Public Schools. From the Ohio School Report Card for the 2013-2014 school year, Waite High School has 84.1% of students that are economically disadvantaged and the four year graduation rate in 51.9%.

2. Provide the number of youth in each grade level and at each school your program proposes to serve. For the first year of the program, we anticipate serving a total of at least 40 unduplicated students all from Waite High School. The breakdown by grade is as follows:

9th - 25

10th - 10

11th - 5

The current number of students enrolled by grade at Waite High School is the following:

9th - 329

10th - 192

11th - 158

12th - 146

for a total of 825 students currently enrolled.

If the program capacity allows, additional students may be enrolled if mentors are available. We plan to engage students into the Strictly Teens program for multiple years, so students will reach higher grade levels as engagement continues. As students close from the program, additional students will be recruited with a focus on 9th grade, but we will not exclude a student based on grade level alone.

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

We are proposing to expand the Strictly Teens Program that has been offered at ETFC for many years. At one time, the Strictly Teens Program was offered as a drop in program, four days a week after school and had a variety of

activities the participants could partake in. The program was supported with United Way funding. Over time, funding was provided by BGSU through a federal Gear Up grant. The grant ended at the end of the 2010-2011 school year. After outside funding for the program ended, the Center has been able to continue the Strictly Teens program with the assistance of two adult volunteer coordinators.

While this design has allowed the program to continue, the consistence of the program suffered. Weekly educational components were not always being offered. The volunteers had become lax in the collection of grade cards and monitoring attendance at tutoring and study tables. While monitoring of academic achievement had fallen by the wayside, there continued to be high interest by the student participating in the program to partake in volunteer activities and attending weekly meetings. Due to the lack of structure the volunteers could offer, we elected to suspend the Strictly Teens Program for this current school year. It was evident that for our program to be successful, it must be properly funded and staffed. Planning was needed to assess the future of the program.

We were then made aware of the Community Connectors grant opportunity which seemed to be a perfect match for our program. We believe that by expanding our former Strictly Teens Program by focusing on mentoring, it will provide the much needed structure for programming that our teen population needs in order to become successful and productive adults. By building on the evidence based framework and collaborative model, the programs main component of mentoring activities will be the key to our participants' success.

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

Each of the planned activities are selected to assist participants to progress towards attaining knowledge to achieve selected outcomes. Activities are designed to align with the core principles of the Community Connector program. Thought the students developmental life plan, implementation of curriculum, relationship between mentor and mentee, constant reinforcement of strong character skills, we will teach that failure is not permanent and only an opportunity to find ways to succeed. Through these continued reinforcements of positive behaviors, participants will believe in their ability to create a positive future.

The curriculums that have been selected to implement, address and incorporate the core principles as well. The curriculums we are proposing to use includes Habitudes and Future Profits Resources. The Habitudes curriculum helps students build strong character based on integrity and emotional security, develop habits of self-discipline and initiative to achieve their goals and to choose their own set of core values for making wise decisions in life. The curriculum is focused on growing and preparing tomorrow's leaders. The Habitudes curriculum offers several series that encompass the essential principles for leadership development.

The Future Profits Resources provides a curriculum that blends essential life skills along with traditional financial literacy subjects, such as budgeting and banking, and also gives an in-depth look at topics including understanding predatory lending schemes, how money circulates in urban communities, race, class and power structures in our society, how goal setting and decisions affect your future and the benefits of delayed vs. instant gratification. This curriculum employs a whole-person approach that is designed to give participants the tools to succeed in life skills and personal finances. Both curriculums empower students with the tools to break the chains of poverty, giving them the resources to determine their own destiny and ability to have positive impact in their community.

The success of the Strictly Teens Program will be measured using various types of data collection methods. Examples of these methods includes tracking basic demographic information of both the mentors and mentees,

mentor and mentee surveys, teacher surveys both pre program enrollment and post academic year, curriculum assessment, academic performance, life goals achieved and other metrics as determined.

We will also monitor the intensity of mentee participation, degree of mentor participation, cooperation and participation of teachers and the quality of the Advisory Board member participation, all essential to program success. The positive outcome we hope to achieve is that the students participating in programming will succeed in school, at home and in their community. This is only possible when young people are exposed and engaged in caring, supportive relationships. The mentoring relationship must thrive and endure so that our students can reach their full potential as adults.

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

Student will convene twice a month for group sessions and have twice monthly individual mentoring sessions. During the group sessions, the selected curriculum will be implemented for approximately 60 to 90 minutes. They will also discuss strategies that will assist them in furthering their life plan and work towards achieving their goals. We anticipate the group sessions will occur after school at Waite High School; however, they may also be held at the ETFC such as during school breaks and over the summer.

When a student is first enrolled, they will create a life developmental plan. In addition to the curriculum, each student will be required to create a developmental life plan. When developing this plan, specific and realistic goals that are obtainable in small achievable steps will be encouraged as well as a blend of both personal and academically focused areas will be identified.

In addition to the group sessions, each student will be matched with a community mentor who will meet with them for approximately one hour per week. Community mentors will be recruited primarily through our program partners, but may include others as well. Each mentor will undergo a screening process that includes submitting an application and references. Background checks will be conducted on all potential mentors. They will also be required to meet the insurability requirement of our insurer prior to providing any driver services for the program. During program duration we will be offering mentor training, monitoring, evaluation and support.

Matches between the community mentor and student will be according to gender, interest, career, personality, etc. Both the mentor and the mentee will complete applications which will help to determine the best mentor/mentee match. The community mentors will review curriculum discussed and presented during the group session and encourage students to reach their goals as identified in the life plan during individual mentoring sessions. Each community mentor will be matched with no more than four mentees.

Each month, two community service projects will be organized and offered for all mentor and mentees to attend. Community service projects may include such activities as neighborhood clean-ups, serving meals at local feeding site, and/or volunteering at an animal shelter. Throughout the year, field trips to our business partners and other places of interest will occur to expose the students to a variety of potential career paths. Annually, a summer leadership trip will be offered to those students who have excelled during the school year. Specific criteria for participation in the trip will be determined based on a number of areas such as grades, school attendance, participation in program and progress towards life goals. Mentors will be recruited to serve as chaperones for the trip.

In addition to the direct program activities, the ETFC is able to offer wrap around services to further support students and their families. The ETFC is a well-known resource for our community. A wide variety of programming

is offered to include services to people of ages. The community has long accessed our services and has recognized the ETFC as the community hub for social service, recreation activities and educational opportunity for people of all ages. We currently collaborate with area non- profits and other entities including the Lucas County Juvenile Courts, Penta County Career Center, Lucas County Children Services, Lucas County Health Department, Salvation Army and continue to seek new partners in order to improve efficiencies in service to our community.

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

There are many factors to consider when developing a mentoring program. The ETFC will be using the standards that have been established by the National Mentoring Partnership. These standards were first developed in 1989 by mentoring experts and were updated in 2009. The six standards are the following; recruitment, screening, training, matching, monitoring and support, and closure. Two types of evidence were used to justify the standards including evidence based on the latest mentoring research available and evidence from experienced mentoring practitioners. These standards provide an effective guideline for the development of a high quality mentoring program. Utilizing the standards assists with developing practices and procedures for program implementation. In addition to the standards, the National Mentoring Partnership offers various resources and tools that will assist in the process of program development.

7. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

As stated above, the Strictly Teens Program was offered as an after school drop-in program and started in the mid 1990s to fill an identified gap in services for youth ages 13-18. The primary purpose of the program was to offer a high quality after school program as an alternative to less wholesome and risky behaviors. The program was modified over the years based on funding to consist of a weekly meeting and service learning activities. Each weekly meeting contained an educational component such as nutrition education, financial education, employment skills, team building, and other topics as identified. In addition to the various activities held during the school year, the program also offered the participants an opportunity to earn a chance to attend the annual summer leadership trip. Students earned points for regular participation in weekly group meetings and attending community services projects. The purpose of the trip was to recognize the students progress as well as to give the youth a once in a life time opportunity to see other parts of the county and to experience the ultimate service learning project.

Active participation in service projects and fundraising efforts was required in addition to regular attendance at weekly meetings during the school year to be eligible to attend the trip. Past trips had included visits to Mississippi, Texas, Missouri and most recently Colorado to aid the clean-up efforts after hurricanes, tornados and floods devastated those areas.

In addition to the programming offered, the youth develop friendships and social skills through this intentional, casual, learning opportunity that they otherwise would not experience. Typically youth who participated in the Strictly Teen Program were not involved in other school activities. The program gave the youth something to belong to and be a part of, creating a sense of ownership and accomplishment within each participant.

The Volunteer Coordinators of the program were expected to function as role models, offer leadership and direction, and encouragement to make positive choices in their lives. The coordinators created a monthly schedule, attended and monitored all activities, and follow the program guidelines. Several parents have

followed the lead of our original volunteers and offered their assistance to aid the group in their efforts. All volunteers working with the teens were required to submit a volunteer application and were subject to a background check. The average number of participants each year was approximately unduplicated 40 students with 30 engaged and active in programming.

Participation levels were high for the program. Students stayed engaged and active. The follow is additional program data for the 2013-2014 school year.

48 group sessions held

23 community service projects completed

138 community service hours completed

68 fundraising and career exploration activities

960 fundraising and career exploration hours completed

23 participants attended 17 or more events

30 participants attended between 5 - 16 events

8 adult volunteers

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

Success will be achieved by partners that are engaged and active. The interest level and buy in of each mentor and advisory board member is imperative to program success. Trust among the partner organizations and willingness to maintain commitment to shared roles and responsibilities is essential. Program promotion by program partners is key to recruitment and each partner organization's network should be made aware of program successes.

One indicator of collaboration success will be that the program is meeting the established goals. Other indicators of success will be evidenced by positive survey feedback, continued movement towards program improvement and adaptability. Achievement by the youth to have ongoing volunteer activities and internship through our established partnerships will show the participants accomplishments. These may lead to long term and career engagement in those fields. Recruitment of additional program partners through their professional relationships will also indicate successful collaboration. Continued commitment of resources towards attaining program sustainability is also essential to success.

## **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

East Toledo Family Center - Roger Dodsworth, Assistant Director. Overall supervision and monitoring of Coordinator and all program activities. The Assistant Director has been employed by the ETFC for over 25 years and has been successful implementing programs and services.

East Toledo Family Center - Strictly Teens Coordinator. Responsible for all aspects of program delivery and success. The Strictly Teens Coordinator position is to be hired. A key qualification will be seeking out an individual that is passionate about mentoring youth people and that will be accessible to the students and mentors.

B.P - Husky Refinery - Matthew T. Grimes, Industrial Hygienist. Responsible as Advisory Board Member, assisting with mentor recruitment, facilitating on-site visits, program promotion and evaluation. Matt Grimes is a native of east Toledo. Matt has a Bachelor of Science in Occupational Health from Bowling Green State University. He has 16 years of experience in the Health & Safety Industry. He is also a Certified Occupational Safety Specialist (COSS) and a Certified Safety Professional. Recently, he has had the opportunity to mentor Co-op students, both Bachelor and Master degree candidates, in his role as a Safety Advisor and Industrial Hygienist. Matt has served the community as a volunteer in many different organizations. He is a three-term Board Member of the ETFC. He has served as a member of the Sunoco Neighbors Task Force. Mr. Grimes also has done volunteer work for Clean your Streams, Habitat for Humanity, the Salvation Army and other community volunteer projects supported by both the Toledo Refinery and BP-Husky Refinery. He has a passion for volunteering, community service, science, technology, engineering and mathematics and believes in the importance of mentoring students so they too can share these passions.

Charter One Bank - Matt Keel, Branch Manager. Responsible as Advisory Board Member, assisting with mentor recruitment, facilitating on-site visits, program promotion and evaluation. Mr. Keel has over 10 years experience with Charter One as a Branch Manager. Prior to that he worked in the retail industry at Target and Staples with seven years in a leadership position. He has also volunteered with the Boy Scouts of America for five years.

Hope Community Church - Brandon Williams, Hope Community Church. Responsible as Advisory Board Member, assisting with mentor recruitment, facilitating on-site visits, program promotion and evaluation. Brandon Williams came to Hope community as Lead Pastor in 2009. Brandon Williams is responsible for casting the vision and direction the church and community. He does this primarily by leading the staff and church board, teaching, and equipping others to follow and serve in their unique way. He loves working with young people, helping them come to understand who they are and gain a hope for a better future. He has had the privilege to do this in many different environments. Mr. Williams graduated in 1999 with a Biology Education degree from Olivet Nazarene University and taught middle school science for 2 years before becoming a Middle School Pastor. His passion for education and for encouraging and challenging kids to reach their potential has most recently found its outlet in volunteering in local schools. He has seen the power of adults taking time to invest in a student, helping them experience success and empowering them towards their potential. Mr. Williams believe mentoring is vital to the success of a community

Mercy St. Charles Hospital - Jeff Dempsey, President and COO. Responsible as Advisory Board Member, assisting with mentor recruitment, facilitating on-site visits, program promotion and evaluation. Mr. Dempsey has been employed by Mercy for the past 17 years, serving in several leadership positions. As vice president of operations for St. Charles, he worked closely with the hospital's senior leadership team in developing a robust strategic plan. Additionally, he worked with St. Charles leaders and managers to standardized processes to enhance efficiency and quality as well as played a key role in the recently announced employment partnership with the Oregon Clinic. Mr. Dempsey received his bachelor's in Business administration degree from the University of Toledo and his master's in business administration from Heidelberg University. He is active in the Toledo and Oregon communities serving on the boards of the Oregon Economic Development Foundation, the ETFC and American Red Cross of Northwest Ohio. He spent several years coaching youth sports and was able to offer first hand, the guidance that youngsters need to be successful in their future endeavors.

ProMedica Bay Park Community Hospital - Gaye Martin, MBA, Manager Mission Services. Responsible as Advisory Board Member, assisting with mentor recruitment, facilitating on-site visits, program promotion and evaluation. Along with an MBA in Health Care Management from the University of Toledo, Gaye Martin has extensive work and personal volunteer experience tutoring and teaching children in the community. Gaye also served as a cultural competence trainer at both the University of Toledo Medical Center and ProMedica, so understands the needs of diverse populations. Ms. Martin has worked with schools and committees in the community to provide tutors and speakers, as requested. In addition to overseeing hospital chaplains and participating in multiple community health improvement collaboratives, she oversees the ProMedica Speakers Bureau and is responsible for finding and linking ProMedica management team to volunteer opportunities in the community.

Toledo Public Schools /Waite High School - Todd D. Deem, Principal. Responsible as Advisory Board Member assist with mentee recruitment, participant recognition, and data collection. Todd Deem is a Licensed Teacher and Licensed Principal Pre-K - 12th grade and has his Superintendent License all by the Ohio Department of Education. He has worked twenty-five plus years with students and children from preschool age through high school age. Prior to beginning his teaching position and career in education, he was the Assistant Director at the East Toledo Family Center. Mr. Deem was born in east Toledo and a proud Waite High School graduate. Mr. Deem sees firsthand that struggles today's youth have and is an advocate for youth having positive adult mentoring interactions. He has lead groups and worked with at-risk youth. He is also a past board member with Mountain Mentors of Toledo.

Toledo Refining Company - Olivia K. Summons, Director of Public Affairs. Responsible as Advisory Board Member, assisting with mentor recruitment, facilitating on-site visits, program promotion and evaluation. Olivia has served at the facility since 1999. Immediately prior to this, Olivia served as President of the Corporation for Effective Government (CEG), an independent nonprofit research organization. Olivia began her career as a high school English teacher and yearbook advisor at Roy C. Start High School. Ms. Summons has served in a variety of community activities including the 2011 grassroots citizen review of the structure of Lucas County Government. She is a past chair of the University of the Toledo Board of Trustees, member of the executive committee of the Regional Growth Partnership, and a member of the Fifth Third Bank Board of Directors, Northwest Ohio. Many of her volunteer activities have focused on the youth of Toledo following her days as a teacher. Professionally she has aligned the company's philanthropy focus on supporting education and programs that enhance literacy and expose children to the arts as well as the STEM areas. Olivia is a lifelong resident of Toledo. She graduated from Northwestern University with a Bachelor of Arts in English.

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.

April - Program development phase; review standards for effective practices; press release to media about grant award and program; begin hiring process for Strictly Teens Coordinator

May -Begin Advisory Team meetings; begin mentor recruitment and screenings; secure structure of program and finalize program design and activities;

June -Develop marketing materials and strategies; continue mentor recruitment and screenings; design and development program forms and materials; finalize mentor and mentee selection criteria; purchase curriculum and other program supplies

July -Plan orientation and training sessions; continue mentor recruitment and screenings; finalize outputs and data to be collected; set benchmarks for program success

August -Host mentor orientation and training sessions; begin mentee recruitment and screenings; obtain parental consent; begin matching; plan program "Kick Off" and arrange calendar for group activities

September - Host program "Kick Off"; begin program implementation, host parent orientation; begin data collection and monitoring

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.

Upon notification of the grant award, specific program policies and procedures will be developed. We will establish written guidelines for mentor and mentee eligibility. Mentors will be asked to complete an application and agree to serve as a mentor for at least one year. The program will request and validate with references for each community mentor and ensure a comprehensive criminal background check is completed. Each potential mentor will also be interviewed by the Strictly Teens Coordinator.

The identification of mentees will be with the assistance of staff and teachers from Waite High School. Youth indicating a higher risk for dropping out will receive top priority for program enrollment. Each mentee will have a registration form that will need to be completed and signed by their parent or guardian as consent for their child to participate in the program. The parent or guardian and mentee must agree to participate for at least one year. Potential mentees will also be presented written guideline for participation requirements for the program such as attending group sessions. Basic academic information will be gathered so that a baseline for data can be established.

Prior to matching, each mentor will attend at least two hours of training. Training will include the following topics; youth development, program rules, goals and expectations, obligations and appropriate roles, relationship development and maintenance, issues that may arise and how to handle them, and sources of support.

All matches will be created to increase the likelihood that the mentoring relationship will endure and maintain for the duration of the program. Initial meetings will occur during group sessions. The program Coordinator will be present at all group sessions and also make contact with mentees and mentors regularly. All contacts will be documented and tracked for reporting purposes. On going support will also be provided to mentors in the way of monthly mentor group meetings if needed. The Program Coordinator will also share various resources to mentors to assist with the mentee-mentor relationship. The Coordinator will also be available to offer mentors ongoing advice, problem-solving support and training opportunities. Mentors will also be paired together as groups of two, so that they will be able to provide additional peer support.

Both the mentees and mentors will be asked to complete a survey, which will provide ongoing feedback to determine if any programmatically changes need to be make or if there are any issues between the mentee and mentor.

Over the years, we have seen parent involvement and parent volunteers disengage from active participation in their child's activities. During program planning, careful consideration will be given to involving parents. This strategy will allow for both the parent and youth to grow and develop their skills and abilities, as well as a structured environment, to have positive interactions together as a family.

The ETFC has vast experience managing all aspects of program management. Site visits and monitoring reports are all positive and in good regards. We have successfully implemented many new programs while maintaining existing one. Program and financial policies and procedures are in place. The Executive Director has been employed the ETFC for 17 years and lead the organization for the past 11 eleven. The Assistant Director has been employed by ETFC for over 25 years. Both have successfully managed programs and ensured fiscal responsibility.

The ETFC has been an integral part of the East Toledo community for 113 years. Originally established as a neighborhood house to help immigrants adjust to new life in America, the ETFC has continuously evolved through changing times into an agency that provides community-building ties along with essential public programs and services. We meet our mission "in the community, for the community; strengthening one life at a time" through committed interaction with our program participants.

The Family Center has past experience and success in implementing programs successfully. A few examples include Pathways Program, Help Me Grow, Early Head Start and Head Start, Child and Adult Care Food Program, and many others. The ETFC operates the longest standing Alternative to Detention Reporting Center for our local Juvenile Court which was the first to be established in Ohio in 2001. The ETFC is a model agency and outstanding example of how social service provided can impact and benefit the community youth.

In addition to the variety of programming offered, the Center has become a forum for neighbors, community groups and government agencies to join together to share information, thoughts and ideas on community issues. While the Family Center may not eliminate poverty, unemployment and other societal factors, the Center is able to offer relief and hope to our children, families and senior citizens.

- 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.**

The Roles and Responsibilities worksheet outlines each partner's contribution to the Strictly Teens Program. The ETFC will serve as the lead agency will to be responsible for program implementation, collaboration and financial stability of the program.

Partners including the following;

- Faith-based organization - Hope Community Church
- School district partner - Toledo Public Schools - Waite High School
- Business partners - BP Husky, Charter One Bank, Mercy St. Charles Hospital, ProMedica Bay Park Hospital, and Toledo Refining Company
- Community nonprofit - East Toledo Family Center

In addition to the responsibilities outlined on the attached worksheet, BP Husky has already offered a monetary contribution for at least the first year of the program if the grant is awarded to ETFC and they are willing to invest in subsequent years if able. Both, Mercy St. Charles Hospital and ProMedica Bay Park Hospital are part of the collaborative as a business partner. We solicited their partnership for the opportunities they may offer the youth in career exploration and to take advantage of their large employee base in the recruitment of mentors.

### **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. The Strictly Teens Coordinator will be responsible for all data collection and tracking. All applicable data will be recorded in MentorCore, an online mentor management system designed specifically to help the staff of mentoring agencies better manage their data-to-day work and reporting needs. This tool is grounded in best practices that enable mentoring programs to track their match outcomes and effectively support quality mentoring practices that drive impact.

b. Mentor and mentee tracking will occur through sign in sheets and program logs. School performance data will be obtained from Waite High School. The Coordinator will be required to submit a monthly program report with specific outputs to the Assistant Director as well as present to the program Advisory Board. This information will also be shared with the Executive Director and ETFC's Board of Trustees in the form of a monthly program report. We will monitor the data collected to analyze the programs on an ongoing basis and make adjustments as needed to improve the quality and effectiveness of the program.

c. Specific criteria for evaluating the success of each student and the program will include the following:

number of unduplicated students served;

community mentors;

mentoring contact hours;

community service projects;

field trips/career trips;

percentage of attendance at group sessions, mentoring sessions and community service projects;

developmental life plan goals met;

attendance at training and workshops;

individuals showing improvement from pre to post test on curriculum material;

students that show improvement in school performance.

We will track basic demographic information for each mentee and mentor. Other outputs and indicators may be developed and necessary to track as the program grows and matures. The National Mentoring Partnership also has various survey tools and evaluation forms that will be utilized. The ETFC will also participate in any other project evaluation requested by the grantor.

d. The ETFC is confident that we will be able to gather and report program data. The Family Center has past experience and success in implementing programs and successfully collecting and report data to various funders. We are not

anticipating any barriers at this time; however, we are confident that with our collaborative model we will be able to overcome any challenge that may arise.

14. Applicants are to complete the program model.

See attached Program Model

#### **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.

With the anticipated success of this program, it is expected that we will reach ongoing financial sustainability for the Strictly Teens Program. This will be accomplished through marketing and promotion of program success through our business partners. New and additional partners will be recruited by our founding partners. It will be a primary focus for the Advisory Board to secure additional funding sources with focus on sustainability beyond the three year program.

In our discussion we feel that financial sustainability and sustainability of the partnership commitment are each as important as the other. Success in financial sustainability is dependent of the sustainability of the partnership commitment and visa versa. Beyond that, the lead agency is tasked with sustaining partner engagement to ensure financial stability. Continued partner engagement will ensure financial program success.

The Advisory Board will implement the following strategies to ensure financial sustainability:

Develop a plan for approaching and engaging new funding sources.

Build key relationships in the community and promote program to new partners.

Will keep interest high by promoting program success

Will develop a written statement about why potential funders should support our program utilizing success stories of the program and share credit with all supporters.

One business partner has also offered a cash donation for the first year and we have the opportunity to request that contribution in the following years. We will continue to seek grant funding from several sources in 2015, 2016 and beyond. This will include funding support from all sectors: private foundation, corporate giving programs, and other government grant programs.

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

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

See attached Budget Form and Justification

By clicking this box,  I (Insert Name) Kim Partin 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.