COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

# Application Template

## Application Section I: Community Connectors Program Description

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

The Readying Our Children for Success (ROCS) program will be working with youth in grades 5th, 6th, 7th, and 8th from the following schools in the Chillicothe School System: Tiffin Elementary, Allen Elementary, and Mt Logan Elementary and Chillicothe Middle School.

2. **Provide the number of youth in each grade level and at each school your program proposes to serve.**

The numbers of youth in the target population that will be identified to participate in the program from Tiffin Elementary are grades: 5th: 17 & 6th: 21. From Mt. Logan Elementary grades: 5th: 33 & 6th: 27. From Allen grades- 5th: 32 & 6th: 24. From Chillicothe Middle School the numbers are as follows: 7th:117 & 8th: 128.

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

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.**

Easter Seals (Non-Profit), of Central and Southeast Ohio (ESCSO) in conjunction with her community partners that include Glatfelter, Chillicothe Chamber of Commerce, Walnut Street United Methodist Church, Chillicothe City School District (CCSD), Chillicothe's Mayor's Office, and Goodwill Industries (GI) will be creating an infrastructure of opportunity that will seek to break the cycle of generational workforce and educational immobility through the submission and implementation of the *Readying Our Children for Success* (ROCS) 3-year mentoring program. This program is about uplifting a population of stranded children that all too often gets left behind because of circumstances beyond their control: poverty, poor parental guidance, economic instability and desolate surroundings. The ability to assist youth entering the 5th and 6th grade at Tiffin, Allen and Mount Logan Elementary schools as well as 7th and 8th graders at Chillicothe Middle School creates a unique opportunity to provide new prospects to under-served at- risk youth in the Chillicothe school system. ROCS is a true collaboration representing public, private, and non-profit organizations that are poised to offer a variety of expertise that will address the varying levels of need of the identified youth creating new pathways for civic engagement and future employment/educational endeavors. The purpose of the program is to afford youth with the opportunity to feel connected to integrated support systems within the community while investing in human social capital by utilizing the 5 Community Core Principles. Without this investment in the social capital of these youth, or "their lack of access to social structures in order to achieve a certain end will significantly impact their future and they become further disadvantaged by lacking the critical thinking skills like problem solving, decision making, reasoning, and inability to set long-term goals."[1]

The impact of the project will have both an economic and social effect on students, educators, mentors, and families. In 2020, Ohio's baby boomers will begin leaving the workforce and Ohio will see its labor force begin to experience a downturn in numbers.[2] By 2035, Ohio may be facing a possible crisis as her workforce continues to age, as more baby boomers enter retirement and the number of persons in the workforce

[1] Marin, LM & Halpern DF. (2011) Pedagogy for Developing Critical Thinking In Adolescents: Explicit Instruction Produces Greatest Gains. *Thinking Skills and Creativity.*

[2] AARP Workforce Profiles-Selected Characteristics of US Workers and Non-Workers Age 40+-Ohio

declines. According to AARP, it is estimated that by 2035 Ohio's older population will exceed 24%, with only 50% of the population sustaining Ohio's workforce. ROCS will deliver the target youth and the community with cost-effective methods that will provide students and their families with the ability to set goals in order to be prepared for 21st Century careers. The children currently in 5th- 8th grades five, otherwise known as Generation Z (GenZ), are our next workforce generation and so investing in them now will reap the dividends necessary to sustain and secure our economic future and well-being.

Ohio's overall economy continues to grow with a reported November 2014 unemployment rate of 5%. However, research has clearly demonstrated those students failing to acquire a high school diploma have a bleak outlook including low income earning potential and higher rate of unemployment. CCSD has a graduation rate of 79.6% compared to the state graduation rate of 81.3%. Only 47.5% of those graduating from CCSD took the ACT meaning less than half were considering college as an option. According to the US Census Bureau the average income a school dropout can expect to earn is $20,241 which is $10,386 less than someone who completed high school.[3] According to the Department of Education, persons between the ages of 18-24 without a high school diploma experience a poverty rate of 30.8% compared to their peers with a diploma who experience a much lower poverty rate of 13.5%.[4] And finally, according to a study conducted by Northeastern University, individuals without a diploma are 63 times more likely to become incarcerated.[5] Taking into account the high unemployment rate of high school dropouts, this program when applying the core principles will lay the foundation for the students to develop the resiliency needed to remain interested in school during the pivotal years of 5th and 6th grade.

Changing the public's perception about the benefits of assisting and looking at education through a different lens can at times is a daunting and overwhelming task. ROCS hopes to overcome these misconceptions through a new approach as effective and lasting change occurs when the community understands the value added to their lives. A leadership team comprised of the community partners will work together to ensure program staff develop an individualized roadmap to strengthen a student's pro-social relationships while expanding their community network to include positive role models/mentors. The CCSD through its adoption of Franklin Covey's *The Leader in Me* program in 2010 (first school district in the state to adopt this model) lays the foundation to successfully expand to include a holistic mentoring program, such as ROCS.

A team of researchers from Harvard University and the University of California Berkeley identified five factors affecting intergenerational mobility or lack thereof: communities characterized by low mobility tend to feature more residential segregation, wider income inequality, weaker public schools, less social capital, and more broken family structures. Unfortunately, the Chillicothe area has experienced and continues to experience many of these factors as evidenced by the number of children living in poverty, 28% compared to the states rate of 23.6% and the number of children receiving food stamps, 40.8% compared to the state rate of 29.6%.[6]

The number of students from all 4 schools targeted for ROCS participation totals approximately 399 children. The target population (TP) was identified through the utilization of CCSD's data for students performing below the proficient testing scores for reading and math as well as those involved in the Integrated Services of Appalachia (ISA). In Chillicothe City Schools, ISA provides counseling and home-based services to students and their families that desire services and demonstrate need. The district works with families and ISA to connect the families to the needed services, provide a space for services to occur, and assist with behavioral/mental health strategies described in a student's education plan. The 5th graders that will be offered ROCS account for the 17% of students that are not performing at a passing level in math and 14.42% of those not passing reading. The 6th graders targeted for the program account for the 22% performing at a non-passing level in math. The 7th graders eligible for the program have a rate of 40% deficiency in math and make up the 37.78% not passing reading. 8th graders directed to the program make up 47.85% struggling in math proficiency and 25% in reading.

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[3] United States Census Bureau

[4] "By the Numbers: Dropping Out of High School." Frontline. 2012.

[5] "By the Numbers: Dropping Out of High School." Frontline. 2012.

[6] Ohio's Kids Count. Children Defense Fund and the Annie E. Casey Foundation.

The TP is a part of the GenZ generation. They are the smallest of all generations, as population growth plunged in the United States during the mid-point in GenZ birth years[7], making it even more imperative we cultivate the relationships with positive role models to ensure their success in education and employment. They are unique in how they learn how they interact with people and are hyper-connected to the world. In order to develop and implement a successful mentoring program, one must first understand this target audience. This generation is innately reliant on technology. According to Dennis McCafferty from Baseline Magazine, 93% of GenZ visit YouTube and Facebook at least once a week, and 57% of 8-17 year olds own a smartphone.[8] One key component to consider is the characteristics of the GenZer's. They want to engage in the co-construction of knowledge; they want to be a part of the solution not just the recipient of information. They want to participate in collaborative learning, approaching it in a networked fashion.[9] Like their predecessors, this generation will expect learning and the formation of relationships to happen in "an on demand" platform. Additional traits of the GenZ are: 1. they will be needed in the job market (65% of them will work in jobs that don't exist today); 2. Racial, ethnic, and gender boundaries will be invisible to them; 3. They will be less youth-oriented and more adult-focused; and 4. They will be saddled with economic responsibility for a huge aging population.[10] All these factors must be considered when implementing a mentoring program.

Taking into account GenZ characteristics, ROCS will implement a program model that offers various mentoring opportunities and programs for the TP including, an After School Program, Mentor/Mentee Activities, and a Summer Program. ROCS will utilize the *Mentor-National Mentoring Partnerships* (MNMP) *Elements of Effective Practice* mentoring model as the foundation of the program as well as use the *BID* software program which is evidence-based programs and considered best practices by scholars. The model encompasses the following components: tools for planning and implementation, tools to manage the program, tools to structure effective program operations, and tools to establish evaluation criteria and methods. It also has precise guidelines for mentor recruitment, screening, training matching, monitoring, support, and closure. The software will allow the ROCS Program to customize reports and data cells to collect and track activities, mentor match information, mentor information, mentee information, real time dashboards that track key information and indicators, application and screening process and assist in the mentor/mentee match. ROCS is the most suitable one given the attributes of the TP and the generation they exemplify and can be implemented as an enhancement to the current program, *Leader in Me* that has been in full operation for the past 5 years within the CCSD.

<u>Mentor/Mentee Recruitment/Referral Process</u>: The TP will be identified by utilizing existing individual test scores and from those involved in the *Integrated Services System* (ISA). ISA is a community based organization providing counseling services in 11 counties in Southeastern Ohio, including Ross County. There are 160 active students in ISA identified as needing this program. The program is voluntary and parental consent will be obtained prior to a student partaking in ROCS. It is anticipated the program will work with a minimum of 50 students per annual cycle.

During the traditional school year, ROCS will operate the after school program at Tiffin and Mount Logan Elementary Schools. The school district will provide transportation from the other two schools to these locations. Participating schools will make referrals to the program. In addition, ESCSO staff will attend the school's open house, parent/teacher conferences, and other events where they will be able to engage with parents; working with teachers to secure recommendations of students who might benefit from the program.

ESCSO and GI will recruit volunteer mentors from the stakeholders participating in the program. Each partner has committed to providing a minimum of 15 mentors annually to ensure a large pool of appropriate match for a minimum of one hour each week. Glatfelter will also market the opportunity to the spouses of its employees. Additionally, Chillicothe Mayor Jack Everson has pledged the support of his office by committing the department heads to serve as mentors and volunteers to the project in addition to providing the youth participating in the program an opportunity to receive pool passes during the summer program being operated

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[7] Raines, Claire. "10 Predictions for Generation Z." AMACOM Books. March 14th, 2013.

[8] McCafferty, Dennis. "What to Expect From Gen Z". Baseline Magazine. April 8th, 2013.

[9] Emelo, Randy. "Forget Gen Y. Get Ready for Gen Z." River Software. June 11th, 2013

[10] Raines, Claire. "10 Predictions for Generation Z." AMACOM Books. March 14th, 2013

by ESCSO. GI will be overseeing the mentoring component of the program. As used by GI before, a proven screening/matching tool through the MNMP for both mentor and mentee will ensure appropriate matches and the adoption of "emotion" coaching and "career" mentoring for the youth to become successful and engage in the process. As a part of this screening process, the school, GI and ESCSO will work with the family and other caretakers to ascertain the youth's relational history, in order to secure the most appropriate match and identify potential barriers for the youth's engagement or disengagement. A background check according to Ohio Revised Code 109.575 and 3319.391 will be conducted on all potential mentors to ensure the safety of the youth and the families involved in the program.

Mentor training: Each mentor will also be trained in the *Leader in Me* Program to reinforce the qualities of this leadership model. The training consists of two modules: Vision and Implementation Training. The training will take 2 days to complete for 8 hours. The training will be conducted by school personnel already certified as master trainers. Additionally mentors will be trained by GI staff using the *Be A Mentor Program* training guide.[11] The training will cover the following topics: Roles/responsibilities, benefits of mentoring, practices of effective mentors, stages of the mentor/youth relationship, understanding culture, adolescent development, rules of communication, empowering youth, boundaries, and mentor support. The initial training will be completed by September 7th, 2015. Refresher training and new mentor training will be offered a minimum of four times a year as more children and mentors enter the program. Walnut Street United Methodist will be providing the location for the training and meals for the training participants.

Family Engagement: Experience has taught us that the best way to achieve heightened parental involvement is through the use of positive incentives. Each parent or caregiver will be provided with a punch card that will be marked for each event they attend or book they read with their child. Punch cards will have intermittent rewards with a chance to be entered into a drawing to win various prizes donated by local businesses. Parents will also be encouraged to attend the group/family activities. "When families are viewed and treated as partners in both their child's care and in the operations of the system itself, the child, the family, and the system benefit; the most effective interventions for youth in the social service system are those that engage families in a partnership."[12]

School Engagement: Teachers, school personnel, and school administrators will identify and refer students to ROCS. School personnel will also participate in any after school programs. The school will provide personnel to pack and serve the food for the back pack program as well as provide food during the after school program. These contributions will be provided as an in-kind match in personnel and goods/services.

Five Core Community Principles and Supporting Programmatic Activities:

Despite the growing recognition of its importance, in many educational systems preparation for high school and beyond is conducted in a fragmented and disjointed manner. Often preparation begins only months prior to graduation and only for those that have "made it" that far. These challenges affect not only the students and their families but they can also have implications for the communities in which they reside. As "they approach the beginning of their productive lives in a period of sluggish or stagnant wage growth, eroding middle-skill jobs, high rates of poverty, and significant public disinvestment"[13] ROCS will set out to eliminate these dismal viewpoints through the implementation of its programmatic design. Youth disconnected from societal anchors lack the ability to set formidable and achievable goals and will face a myriad of obstacles over their lifespan. A characteristic somewhat unique to Southeastern Ohio, are successful students who pursue a secondary education tend to relocate, while the "mediocre" students get left behind. This can and does drain the local pool of qualified applicants, meaning jobs are left unfilled with an unskilled labor force unable to attain employment.

Building successful and resilient children is not only important to their futures and their families but also to the well-being and quality of life in neighborhoods throughout Ohio and to its economic growth. The development of career pathways is now being addressed from within a fundamentally different framework or paradigm; one that recognizes educational systems alone are not sufficient to guide behavior and build resiliency in students

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[11] Mentor National Mentor Partnership. *"Be A Mentor Program". Training Guide for Volunteer Mentors.* Be A Mentor, Inc.

[12] National Child Traumatic Stress Network

[13] "State of the South." MDC, Durham, NC. October, 2014.

and that continuing to rely on this system to do so promises to repeat the failures of the past. The prospects for educational and employment opportunities has never been more promising than it is today, as Ohio has begun eradicating the barriers to educational accomplishment. One of the most important findings of education psychology of the past 30 years is the positive relationship between the amount and quality of engaged time in academic learning and student achievement.[14]

Creating an infrastructure of opportunity not only opens the doors to potential lifelong employment prospects but "bolsters the outlook for youth to achieve economic resilience as adults and a fulfilling social and civic life."[15] Students participating in ROCS already bring with them, a leadership notebook as a result of the *Leader in Me* program. In the notebook they record personal and academic goals, and track their progress. The mentors and program staff will review and work with the student to develop and include performance and mastery goals in the notebook. This interactive journaling offers a dynamic delivery system with targeted questions to engage the youth in exploring risks, needs, and skill deficits as well as strengths, resources, and solutions to problems that they have experienced. These notebooks will be used as a centerpiece for facilitating individual goal setting.

The *Leader in Me* Program by Franklin Covey is an evidenced-based program that has been implemented in schools throughout Ohio. The model recognizes globally in-demand skills and attributes as being important aspects of educating a "whole child", which stretches beyond academics to include physical health, social development, and character.[16] The program teaches students about *The 7 Habits of Highly Effective People* and how to absorb the materials to become leaders with strong character. The 7 Habits are as follows: Habit 1: *Be Proactive*-Take responsibility for your life; Habit 2: *Begin With the End in Mind*-Define your mission and goals in life; Habit 3: *Put First Things First*-Prioritize and do the most important things first; Habit 4: *Think Win-Win*-Have an everyone can win attitude; Habit 5: *Seek First to Understand, Then to Be Understood*-Listen to people sincerely; Habit 6: *Synergize*-Work together to achieve more; and Habit 7: *Sharpen the Saw*-Renew yourself regularly.

The first 3 habits focus on the development of independence of each youth. These habits focus on the following: responsibility, initiative, self-confidence, vision, goal setting, integrity, organization and time management. The next 3 habits teach interdependence demonstrating the things that enhance a person's character: ethics, manners, conflict management, mutual respect, relationship building, courage, listening, empathy, presentation skills, honesty, teamwork, problem solving, creativity, and valuing differences. And the final habit emphasizes Continuous Improvement or an attention to body, mind, brain, and soul. The final habit centers on sustainability care for body and hygiene, emotional stability, fun, desire to learn, technical skills, and pursuit of meaningful work. The 7 Habits are creating a culture of future leaders and **address all** Five Core Community Principles.

Mentors will be encouraged to create a scenario whether after school, during an activity in the community, or during job shadowing around a habit that can be role played. "Connecting learning tasks with a student's goal increases the value of the task and thus increases the motivation...when students can attach personal value to tasks or activities, they become purposeful and students are more willing to meet the costs of achievements."[17] Additionally, the *Leader in Me* program exemplifies and encompasses the key behavioral processes of the *40 Developmental Assets for Middle Childhood* developed by the Search Institute such as: other adult relationships, services to others, adult role models, creative activities, and positive peer influence. It embraces the very nature of resiliency which has been linked to an increased sense of self-mastery, self-esteem, and a sense of belonging.[18] Mentoring will provide opportunities for one on one coaching as well as group activities. Students will also be given the opportunity to plan group activities which acts as a reinforcement of the *Leader in Me* program.

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[14] Skiba, R.J. & Rausch, M.K. 2006

[15] Covey, Stephen. Building a Culture of Leadership. The Leader in Me Vision Training Participant Guide

[16] Covey, Stephen. Building a Culture of Leadership. The Leader in Me Vision Training Participant Guide.

[17] Moeller, AJ, Theiler, JM & Wu, C. (2012). Goal Setting and Student Achievement: A Longitudinal Study. *The Modern Language Journal, 96.* 153-169

[18] Institute of Medicine. (2009). Report Brief for Research and Policymakers (2009). Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities, pp.1-6.

The expectation or commitment from mentors will be a minimum of 1 hour a week. The mentoring session can take place during the after school program facilitated by ESCSO, SHARP program, facilitated group activities, summer program, or spending time at the mentors job site. Mentees and mentors will be strongly encouraged to spend time off campus at job sites in order for the mentee to gain exposure to success and an exposure to career opportunities, thus setting the foundation for upward mobility. The level of commitment by a mentor is a key component of a successful and meaningful relationship. The Mentor must commit to at least one year as research shows that it takes a year to develop trust (usually six months) and have a positive impact. The goal of the mentor relationship is one that must help the youth move from a state of dependency to one of autonomy.

In addition to the 5 community core principles, ROCS will address the "toxic" stress caused by poverty through its partnership with the Ross County Community Action Commission. Youth who are hungry are not thinking about where they will be in 5 years or the pathway there; they are concerned with how they are going to get their next meal. Research has clearly demonstrated that food insecurity or hunger can lead to developmental delays, poor academic achievement, and behavioral issues. Early adversity such as hunger, not only affects the conditions of the children's lives, it can also alter the physical development of their brains. Without a healthy body, a healthy mind is harder to attain, and without a healthy mind, a person's ability to succeed becomes diminished." ROCS will be providing food resources to the youth at all program activities through the grants Back Pack Program.

In order to implement this program ESCSO will hire 6 staff persons. GI will be hiring 2 staff to oversee the mentoring portion of the program as well as transportation to program activities. In addition to the staff hired, GI will properly match mentors to mentees. This will allow each of the mentors to have the ability to build positive relationships with each of the youth and work on goal setting and social relationships. Additionally, ESCSO, Walnut Street United Methodist Church, CCSD, GI, City of Chillicothe, Chamber of Commerce, Conner Dentistry, and Glatfelter will be providing personnel as in-kind costs towards the program.

Program Outcomes: There are several data sets that can be captured to illustrate the success of the program. Success can be defined through the positive pro-social relationships that will occur with a mentor match as well as the information captured in the BID data program such as to collect and track activities, mentor match information, mentor information, mentee information, real time dashboards that track key information and indicators, application and screening process and assist in the mentor/mentee match.

However, ROCS will go beyond that to by setting the following indicators/outcomes: 1) Reduction in the number of school suspensions at each participating school by 10%; 2) Reduction in the number of student disciplines at each participating school by 10%; 3) Increase in the number ROCS students attaining passing scores in math, reading, and science; and 4) 50% of students participating in the program will work with a mentor for a minimum of one year.

See additional program information and activities in #5

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

In addition to the activities described in #4 of the Program Narrative, ROCS will include the following activities:

*School Year Program Activity:* ESCSO will implement an After School Program (ASP) that will extend the *Leader in Me* program to after hours, reinforcing the seven habits outside of the classroom by non-school personnel. During the traditional school year, ROCS will operate the ASP at Tiffin and Mount Logan Elementary Schools. Students from the other 2 schools will be transported to the schools hosting the ASP. For the children's safety GI will transport the children home from the program. Students will meet 2 times per week for 3 hours each session not to exceed 38 weeks working with a staff to student ratio of 1:10, not including individual mentors who will participate at least once per week. The 7 Habits will be encouraged and woven into the sessions to encourage individual growth for each student in the areas of goal setting, planning, team work, successful communication and resiliencies. ESCSO staff has been operating this program successfully in other school districts for over five years. The ASP portion of ROCS will also include the 8 basic elements of quality program as outlined by the *National Institution of Out of School Time.* These 8 elements consist of: structure

with flexibility, variety of appropriate activities, staff that are committed, caring, and well prepared, choices, opportunities to give input and develop responsibility, exploration of skills and interests, development of social skills, and opportunities to do something real. In addition to the traditional after school program students will also be provided the opportunity to work one on one with a matched mentor through GI.

The program will involve evaluations at the start and end of the program as well as on a weekly and monthly basis. Pre and post assessments will be completed for each child in literacy concepts at their current grade level. This will allow us to measure the growth a child has made throughout the program. To ensure growth is being made during programming, a monthly assessment will be administered to ensure programming is effective. The first week of the program students will be evaluated in Word Recognition, fluency automaticity, and end comprehension. We will be using the 3-minute Reading Assessment from Scholastic for these evaluations. After gathering and analyzing the data we will set a reading goal for each child. To track program completion, attendance will be taken by the teacher to track the number of days and hours a student has participated on a daily/weekly basis. If a student misses class the teacher or manager will follow up with the family to check on the status of the student. Children will also participate in "goal setting" meetings with the teacher, family members, and mentor; they will set academic and personal goals for themselves at the start of the month and decide if they met those goals by the end of the month. Each week, staff will conduct an "exit survey" of each child in which they can rate the program for the week. Each child will say how much they have learned on a scale of 1-5. Additionally, children will be asked to rate how much they enjoyed the activities on a scale of 1-5. This will also provide them the opportunity to make suggestions for the upcoming week. Children will also track their success through their leadership folders. ESCSO as the lead organization will also send out a program satisfaction survey at the end of the school year to help gauge how the program did and what could be done to improve services.

Program activities will include: silent reading, homework help, tutoring, physical activities, mentoring and rotating elements such as special presentations by outside presenters on the Start Talking Initiative, a state sponsored program that encourages resiliency, and career path options and goal setting for the future. There is strong evidence that economically disadvantaged children enter kindergarten 1-2 years behind in language and other skills needed for school success. CCSD students in 5th, 6th, and 7th grade for the 2013/2014 reporting period failed all three subject areas of math, reading and science receiving an "F" on the number of indicators met. As students attain their weekly and monthly goals they will track their success in their leadership notebooks. Tangible incentives to support the student's performance goals will be given out weekly for academic achievement, such as certificates, special snacks, gift cards and books.

Additionally, the ASP will help children develop their own physical activity goals for the year. They will be given time each session to participate in physical activity and to work on these goals. Mentors will also be encouraged to participate in these activities to reinforce the importance of a healthy body and mind. At the end of each month, there will be a Fitness Day where children will track their goals and share their success with their peers, parents, and mentors. In order to for children to increase their knowledge about healthy nutrition and to address food insecurity wholesome food will be provided to each student. Mentors will be encouraged to share their personal success stories or tips to healthy living. At the end of the year, there will have Olympic Day where children can showcase their skills with parents, mentors, and other community members. Stickers, medals, and certificates will be given out throughout the program.

*School Year Program Activity:* CCSD will provide the SHARP program that will serve to supplement and enhance the curriculum being administered during the ASP. SHARP stands for *Student Homework and Responsibility Program*. The program operates 2 days a week for 2 hours each day and will occur opposite days of the ASP. Two tutors are provided for the program at each building. Students stay after school to get assistance with work they have missed due to absences, work they need to complete because they are behind in class and/or to receive extra assistance with classroom assignments and skill deficits in content area. The tutors are certified in Reading and Math. Many students stay because they get assistance with their homework and some students are assigned by their teacher because they have gotten behind in class or they want to work with them in the program.

*Summer Program Activity*: During the summer months students and their mentors will have the opportunity to

engage in community activities with the intent to expose them to a variety of endeavors to promote prosocial behavior and promote the 7 Habits. Children and their mentors (and when appropriate their parents) will be encouraged to participate in an 8 week summer program of activities. Activities are geared toward capturing the attention of GenZ while embracing the 5 Community Core Principles. Week 1- Summer Science Camp sponsored by CCSD. The cost of the camp is $250.00 per child for the week which will be provided as an in-kind match under goods and services. Week 2: *Kids in College* at Ohio University Chillicothe-The cost of the camp is $100.00. *Kids in College* provides an opportunity for students to reinforce the knowledge and instruction they received in school.The program takes place over the course of one week- students pick their courses of study that include Science, Math, Language Arts and More. Week 3: *Make Chillicothe Beautiful Day*-youth will assist city personnel with painting, landscaping, and cleaning Chillicothe parks. All youth participating in this activity will receive a pool pass compliments of the City of Chillicothe Mayor's Office. Week 4: Youth will spend the day touring Glatfelter, a global supplier/manufacturer of specialty papers, learning about the career opportunities and the path necessary to become employed in the field. Week 5: Paints Baseball Game. The cost is 5.00 per child and the baseball team will be donating a 5.00 concession stand coupon. Week 6: Archeological Dig at Mound City. This is a free venue and will provide the youth with the opportunity to experience the historical significance of their community and the role in history it has played. Week 7: Tecumseh-Grant funds will be used to cover the costs to attend a showing of Tecumseh in Scioto including a behind the scenes tour. The cost per child is $30.00. Many youth rarely get this type of opportunity to attend events highlighting the history of their community let alone do it outside of Chillicothe proper. Week 8: Scavenger Hunt-Youth will be paired up into teams to include their mentors and parents to "discover" Chillicothe and all it has to offer. Youth will be given a list of tasks to complete and items to find at local area businesses through the assistance of the Chamber of Commerce. This will provide participants the opportunity to connect to their community and for the community to connect to them.

*Back Pack Program:* Each student participating in the ASP program will receive a back pack with nutritional meals for the weekend during their attendance. During the summer program, each youth will receive a back pack containing a five day supply of meals. Youth must participate in the weekly program to get the back pack. Youth and/or their families will be referred to the Ross County Community Action Agency if additional food is needed or a greater need is identified.

*Additional Program Activities*: The TP will also have the ability to volunteer for the Dolly Parton Imagination Library Event, take a local business tour, learn water safety at the City pool, and participate in a career exploration day with grant mentors. An end of summer event will take place to celebrate the accomplishments of the mentees, the mentors, community partners, and families. Throughout the three years, youth will have the opportunity to participate in job coaching exercises and site visits with their mentors.

The Leadership Team will meet quarterly to discuss the program, any barriers, concerns, implementation process, mentor recruitment, family and community engagement.

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.**

The program is utilizing Franklin Covey's *Leader in Me* Program and the Mentor-National Mentoring Partnerships (MNMP) Elements of Effective Practice mentoring Model. Not only are these programs considered best practices by scholars but also have been validated to affect behavioral change in children. In June 2014, the Westgate Research Principal study on the *Leader in Me* program found that 90% of schools with the program reported a positive impact on youth's outlooks and saw a decrease in disciplinary infractions. In November 2014, the ROI conducted a study on the *Leader in Me* program, concluding that the program in schools that have implemented it, has become a critical program in a school's vision to help students succeed in life. Ernest and Young released a study in January 2015 on *MNMP Elements of Effective Practice* mentoring model stating that the program showed that youth with mentors are more likely to be successful in school, leaders in their communities, and to enter young adulthood with opportunities for ongoing education and career choices. Mentoring students has shown to be a best practice, especially with our most at-risk students that often are in need of adult interaction to help them with decision-making, setting priorities, and

developing appropriate social skills. The research conducted, The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring sponsored by MENTOR: The National Mentoring Partnership (2015, retrieved 2/25/14 at http://www.mentoring.org/mentoringeffect), young adults that had been mentored had a more positive outcomes in their lives, were more likely to aspire to attend and to enroll in college, and more likely to take on leadership roles and to volunteer in their community. This same report showed the need for more mentors to meet the needs of the youth today.

The Harvard Family Research Project conducted extensive research studies on the ASP *Out of Time Program* in 2008 and found that participation in after school programs is associated with better attitudes toward school and higher educational aspirations, higher school attendance and less tardiness, less disciplinary action lower drop-out rates, better performance in school, improved homework completion, and engagement in learning. The common thread in all these studies is that balancing academic support with engaging, fun, and structured extracurricular or co-curricular activities, which promote youth development in a variety of real-world contexts, appears to support and improve academic performance.

Parental involvement is another best practice incorporated into this plan. Studies have shown that when parents are provided the knowledge and resources to help their child they are more successful in school and in society. Students that have involved parents are more likely to do better in school, graduate, attend school regularly, have better social skills and improved discipline, adapt well, and go on to post-secondary education. The National Coalition for Parent Involvement in Education is a non-profit foundation that advocates for involvement of parents and families in their child's education. Their research findings can be found at http://www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.

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.**

For the past 20 years ESCSO, has provided both a summer youth as well as an overnight camp experience for individuals with and without special needs. ESCSO has been operating after school programs to school age children in the South Western School system. ESCSO continues to be awarded funding due to the program's success. Besides the traditional summer camps, for the past 5 years ESCSO has ran a youth summer program that focuses solely on math and reading skills. ESCSO school-age programs, allow the child to continue to grow socially, academically, and developmentally through the summer months, preventing the "summer slump." Each year ESCSO receives a significant amount of referrals from local teachers, doctors, and families that utilize our school age programs. The program has been so successful and the demand so high, ESCSO currently has families on a waiting list. Our organization has proven success in providing different programming and services and, as such, serves an average of nearly 700 children each year.

For over 60 years, ESCSO has provided many types of services to pre-school and school aged children. These services include center and community based early intervention, pre-school, medical rehabilitation, social services, life skills support and training, overnight respite care, school-aged summer camps and after school programs. Our current children and youth focused programs and services include: 1. Early Intervention, a center and home based early childhood education program for children 12 months to 3 years that includes pediatric physical, occupational and speech therapy; 2. Dolly Parton Imagination Library, a reading and literacy program that provides books every month to children; 3. After school programming for elementary and middle school children; and 4. Summer camp and recreation programs for children with and without disabilities.

ESCSO's After School and Youth Summer program provides evaluations at the start and end of the program as well as on a weekly and monthly basis. Pre and post assessments are completed for each child in literacy concepts at their current grade level. This allows staff to measure the growth a child has made throughout the program. To ensure growth is being made during programming, a monthly assessment is administered to ensure programming is effective. During the first week of the program, students are evaluated in Word Recognition, Fluency-automaticity and comprehension. A 3-Minute Reading Assessment from Scholastic is used for these evaluations. After gathering and analyzing the data a Reading goal for each child is set. Children also participate in "goal setting" meetings with the teacher; where they set academic and personal

goals for themselves at the start of the month and decide if they met those goals by the end. Children also track their success through their data folders.

ESCSO was also a partner for a Department of Justice (DOJ) Second Chance Act Mentoring Grant in 2010-2013. ESCSO partnered with the Ohio Department of Rehabilitation and Correction, Amethyst, Alvis House, and Exit Program. The grant effectively addressed the issues of female offenders with children reentering the community through the *Healthy Environments-Loving Parents* (*HELP*) program. The goal of *HELP* was to develop lasting relationships between the children, community mentors and the incarcerated parent through the ongoing capacity development provided by the agencies. Intervention into these families was necessary to break the cyclic nature of incarceration patterns[19]. The grant was evaluated by the Urban Institute and was awarded a second round of funding as a result of achieving the program outcomes. According to the Urban Institute, "The HELP program uses a collaborative approach with several key community partners in implementing a model of case management and skills-building that assists mothers released from prison who are reentering a community. Based on its findings, the evaluation-assessment team recommends conducting a case study of the program to document program operations as a method of identifying critical lessons learned that may inform the broader field of practice and provide a foundation for future evaluation research. Since the HELP program is unique and relatively comprehensive, information about outcomes benefits the field."

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

The collaborations established under ROCS are enabling private and public agencies to become proactive rather than reactive in their approach to youth engagement, service delivery, and public safety. These investments made at all levels and through vibrant community partnerships create opportunities and dividends for youth, their families, school district, local businesses, and neighborhoods in throughout Chillicothe. The collaboration is already successful through the onset of developed partnerships as evidenced in the support letters. The fact that public and private entities are participating as a collective whole clearly illustrates the successful collaborative efforts. The indicators of success for this collaboration and the program will be its successful implementation and high participation rate by the students, mentors, and the private sector, of which data will be collected and analyzed to support the identified outcomes.

One measure of success will be to increase parental involvement in other educational programs with their child. The hope is that through the mentoring program and training provided to parents, they will become more actively involved in their child's education.

A second measure of success will be improved academic, attendance, and behavioral data for the students served by this program. Baseline data from 2013-2014 and 2014-2015 school years will be used to help monitor if the program is impacting the students learning at school, attendance to school, and behavior while at school.

A student aspiration survey will be used to determine if students have raised their aspirations for themselves as a result of the program. Students will be surveyed at the beginning of the program to determine what their goals are for school, high school, and post-secondary. Student's hopefulness for the future can be measured and then compared to what they aspire and are hopeful for after being served in the program.

Meeting the goals set in #13: There are several data sets that can be captured to illustrate the success of the program. Success can be defined through the positive pro-social relationships that will occur with a mentor match as well as the information captured in the BID data program such as to collect and track activities, mentor match information, mentor/mentee information, real time dashboards that track key information and indicators, and the application and screening process .However, ROCS will go beyond that to use the following indicators by setting the following goals: 1) Reduction in the number of school suspensions at each participating school by 10%; 2) Reduction in the number of student disciplines by 10%; 3) Increase in the number ROCS students attaining passing scores in math, reading, and science; and 4) Number of students participating in the program with a mentor for a minimum of one year.

[19] Thombre, A. 2009. *If I Could Only Say It Myself.* The Journal of Correctional Education 60(1). March.

## Application Section II: Program Management

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

Name and Title: Pandora Dupras, CEO Easter Seals Central and Southeast Ohio
Responsibilities: She will participate on the quarterly Leadership Team meetings, provide for fiscal accountability, provide oversight and guidance to staff persons, ensure program fidelity, implementation, and provide in-kind contributions as described in the budget/budget narrative.
Qualifications: She currently holds a Bachelor Degree of Specialized Services from Ohio University. She is active on the boards of Chillicothe Rotary Club, Carver Community Center, Red Cross, and United Way.
Prior Relevant Experience: Pandora has been an employee with Easter Seals in varying positions for 10 years working her way up to her current position of CEO. She was previously Director of Programs and Services for the agency.
Members Passion: She is lifelong resident of Chillicothe and sees the need for a program such as this. In addition to being one of the largest employers in the region, she has been volunteering at Tiffin Elementary for the past 7 years and is an active member of Junior Achievement. It is through her volunteer work that she saw a need to help these young students that were falling behind and saw themselves with a bleak future.

Name and Title: Keith Alcorn, CEO Goodwill Industries of South Central Ohio
Responsibilities: Will participate on the quarterly Leadership Team, provide guidance to GI staff, oversee the staff implementing and operating the mentor portion of the program, and provide in-kind contributions as described in the budget/budget narrative.
Qualifications: Has a Master of Science Degree from Murray State University.
Prior Relevant Experience: He was previously Executive Director of Goodwill and past president of Scioto Arts Valley.
Member's Passion: He is excited about this program as it supports his overall vision to improve the quality of life for socially disadvantaged populations in Ross County including children who are the future of the community. His passion for youth and mentoring programs can be illustrated through his continued development of mentoring programs within his own agency as well as providing support to other organizations within the community.

Name and Title: Diane Neal, Director of Secondary Education and Grants, Chillicothe City School District
Responsibilities: She will assist with organization of the after school programs and summer school programs with the area partners. She will also serve on the Leadership Team and attend quarterly meetings to monitor the program. She will assist Easter Seals with working with other partners in this grant to assure that the grant is efficiently and effectively implemented for the benefit of the students it is intended to serve.
Qualifications: Ms. Neal has a Master's Degree in Educational Leadership from the University of Dayton and is a graduate candidate for her PH.D. in Educational Leadership from the University of Dayton.
Prior Relevant Experience: She has 30 years of experience in education having served in a large range of roles within the educational setting from classroom teacher, principal, and Director. She is licensed as an elementary teacher, Principal K-12, Superintendent, and Curriculum and Instruction endorsed. Ms. Neal has been managing all state, local, and federal grants for Chillicothe City School District for over 5 years.
Member's Passion: This program embraces all that she stands for: to prepare respectful, responsible, productive students for the 21st century global community, and sees a critical need for leadership training to prepare students for today's challenges.

Name and Title: Mitzi Anderson is the Senior Resource Manager at Glatfelter Inc.
Responsibilities: She will participate on the quarterly Leadership Team and allow staff the time to mentor youth in the program.
Qualifications: Ms. Anderson has been an employee of Glatfelter for over 20 years. She most recently became Senior Human Resource Manager. Prior to this position she was the companies Community Outreach Manager.
Prior Relevant Experience: In recent years and business reductions that position was combined with the Senior Resource Manager position. She has worked with Ken Miller, over the past few years to help with securing volunteers to tutor students at Tiffin Elementary. She oversees all the community outreach programs supported by Glatfelter. Ms. Anderson also serves on the Board of Directors for Ross County United Way.
Member's Passion: She has dedicated her career to support her passion of helping children.

Name and Title: Reverend Lorrie Lossie is the Lead Pastor for Walnut Street United Methodist Church
Responsibilities: Rev. Lossie has been the pastor of the church for six years.
Prior Relevant Experience: While pastor she has implemented several outreach programs for the schools in her area. One program is a literacy program connecting youth to adults to improve children's reading scores. A second was her partnership with Mt. Logan Elementary school to assist with the implementation of the Leader in Me program at that school. She and her staff assisted with sponsoring parent nights for the school to inform and help parents begin to use the 7 Habits at home with their children.
Member's Passion: She currently has staff and volunteers from the church work with adults and children in the one of the HUD housing apartment complexes in Chillicothe. She has worked diligently to develop relationships in the community with our populations that are most in need.

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.**

Since this project involves partnering with government, local businesses, faith-based and community groups, ROCS is working to make the necessary systematic changes. Much of the planning needed to effectively implement this project has already begun. By leveraging the resources of the ROCS project we anticipate to capitalize on the ongoing work, and initiate direct services to clients by the required deadline of September 7th, 2015. Therefore the timeline reflects a 5 month planning phase to include training.

| ACTIVITY (Planning and Implementation) | Completed? | 4.15 | 5.15 | 6.15 | 7.15 | 8.15 | 9.7.15 |
|---|---|---|---|---|---|---|---|
| Identification of Community Partners | Yes | | | | | | |
| Formation of Leadership Team | Yes | | | | | | |
| Conduct quarterly leadership team meetings | | | | | | | |
| ESCSO Program Manager is recruited and hired | | | | | | | |
| ESCSO Staff and Goodwill Industries Program Staff Hired | | | | | | | |
| Program Manager meets with hired staff, community partners and leadership team | | | | | | | |
| Identification and Recruitment of mentors/Background Checks | | | | | | | |
| Identification and list development of eligible students | | | | | | | |
| Program begins | | | | | | | |
| **Training (Initial)** | | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| *Leader in Me* Training Curriculum for Mentors | | | | | | | |
| *Be a Mentor* Training for Mentors | | | | | | | |
| Leader in Me and Be A Mentor Training for Program Staff | | | | | | | |

| Year One/Two (September 2015-August 2016 and September 2016-August 2017) | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| After School Program/Leader in Me Mentoring Project | | | | | | | | | | | | |
| Summer Program/ (See Item #5 for specifics) | | | | | | | | | | | | |
| Quarterly Leadership Team Meetings | | | | | | | | | | | | |
| Data Collection through BID software Program | | | | | | | | | | | | |
| Monthly Staff Meetings | | | | | | | | | | | | |
| Identification and Recruitment of mentors/Background Checks | | | | | | | | | | | | |
| Identification and list development of eligible students | | | | | | | | | | | | |
| Additional training seminars as needed | | | | | | | | | | | | |

| Year Three (September 2017-August 2018) Program, Sustainability Planning and Evaluation | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | June | July | Aug |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Quarterly Leadership Meetings | | | | | | | | | | | | |
| After School Program/Leader in Me Mentoring Project | | | | | | | | | | | | |
| Date Collection and Analysis | | | | | | | | | | | | |
| Community Fundraising | | | | | | | | | | | | |
| Evaluate Program to determine success | | | | | | | | | | | | |
| Start new program cycle | | | | | | | | | | | | |

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

a. Screening, Orientation, Supporting, and Monitoring Process for Mentors: ROCS will utilize the *Mentor-National Mentoring Partnerships* (MNMP) *Elements of Effective Practice* mentoring model as the foundation of the program as well as use the *BID* software program developed by MNMP that are evidence-based programs and considered best practices by scholars. The model encompasses the following components: tools for planning

and implementation, tools to manage the program, tools to structure effective program operations, and tools to establish evaluation criteria and methods. It also has precise guidelines for mentor recruitment, screening, training matching, monitoring, support, and closure. The software will allow ROCS to customize reports and data cells to collect and track activities, mentor match information, mentor information, mentee information, real time dashboards that track key information and indicators, application and screening process and assist in the mentor/mentee match. ESCSO and GI will recruit mentors from the stakeholders participating in the program. Each partner has committed to providing a minimum of 15 mentors annually to ensure a large pool of appropriate match for a minimum of one hour each week. GI will be overseeing the mentoring component of the program. The utilization of a validated screening/matching tool through the MNMP both mentor and mentee will ensure appropriate matches and the adoption of "emotion" coaching and "career" mentoring for the youth to become successful and engage in the process. As a part of this screening process, the school, GI and ESCSO will work with the family and other caretakers to ascertain the youth's relational history, in order to secure the most appropriate match and identify potential barriers for the youth's engagement or disengagement.

b. Identification and Intake Process for Mentees: The number of students from all four schools targeted for ROCS participation totals approximately 399 children. The TP was identified through the utilization of CCSD's data for students performing below the proficient testing scores for reading and math as well as those involved in the Integrated Services of Appalachia (ISA). In CCSD, ISA provides counseling and home-based services to students and their families that desire services and demonstrate need. The district works with families and ISA to connect the families to the needed services, provide a space for services to occur, and assist with behavioral/mental health strategies described in a student's education plan. The fifth graders that will be offered ROCS account for the 17% of students that are not performing at a passing level in math and 14.42% of those not passing reading. Sixth graders targeted for the program account for the 22% performing at a non-passing level in math. The seventh graders eligible for the program have a rate of 40% deficiency in math and make up the 37.78% not passing reading. Eighth graders directed to the program make up 47.85% struggling in math proficiency and 25% in reading.

c. Family Involvement/Ongoing Mentor Training: Each parent or caregiver will be provided with a punch card that will be marked for each event they attend or book they read with their child. Punch cards will have intermittent rewards with a chance to be entered into a drawing to win various prizes donated by local businesses. Parents will also be encouraged to attend the group/family activities. The initial training for mentors in the prescribed curriculum will be completed by September 7th, 2015. Refresher training and new mentor training will be offered a minimum of four times a year as more children and mentors enter the program. Please see timeline in Item #10

d. Assessing fiscal accountability and faithful implementation of project plans: ESCSO as the lead agency will also be the fiduciary agent. As the fiscal agent ESCSO has a long history of managing large grants and working with community partners. ESCSO manages approximately $5M annually with funds coming from a myriad of sources including federal, state, local, donations, and fundraising efforts. Like many non-profit organizations, ESCSO has a 15 member Board of Directors that operates as a governance board and oversees the faithful implementation of all project plans administered by the agency.

e. Additional information: Please see attached letters of support

**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.**

**See attached Roles and Responsibilities Worksheet.**

## 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.**

Items a and b: Continuous quality improvement is more than collecting data on agreed upon measures. It is also necessary to assess organizational relationships, policies and procedures. In addition to the Leadership Team, a Program Advisory Committee will be formed by ESCSO, chaired by Program Manager. The intent of the Program Advisory Committee will be to make recommendations on needed changes in performance measures, goals, and outreach efforts so that ESCSO and its partners will continuously improve its ability to meet the needs of the TP. It embraces a vision that views the pursuit of sound and effective practices as a collaborative partnership tied to the social ecology of local relations involving community-based organizations, educational institutions, and state and local governments, individuals, and the community. The *BID* Program will be utilized to effectively match mentors with the youth and assist them in the development of career goal setting.

The partners will meet monthly to review the outcomes associated with the Program/Logic Model as well as management reports and recommend appropriate performance improvement as needed based on acquisition and evaluation of data on: client name; referral date; referral source; intake disposition; client demographics; date of service; and date of program completion. Process evaluation will seek answers to fundamental questions surrounding: the match between the plan and implementation; deviations if any from original plan and reason(s); effects of deviations on the planned intervention and performance assessment; key program staffs; types of services provided (modality, type, intensity, duration); clientele; program setting (system, community); and costs (facilities, personnel, dollars) to provide the services.

In order to capture this information GI will be purchasing and maintaining the BID Program Management Software. It is a low-cost, cloud-based secure application that will capture the data needs of ROCS. It is an online mentor management program that will enable ROCS to track match outcomes, data management, analyze data, track training activity, conduct surveys, manage activities, generate reports with real time and aggregate data, and track site specific outcome measures. GI and school staff will also have access to the system to ensure information is being monitored in a consistent manner. The software program is cost effective, efficient and will effectively support the quality mentoring practices driving ROCS impact.

Item c-Projected indicators of success: There are several data sets that can be captured to illustrate the success of the program. Success can be defined through the positive pro-social relationships that will occur with a mentor match as well as the information captured in the BID data program such as to collect and track activities, mentor match information, mentor information, mentee information, real time dashboards that track key information and indicators, application and screening process and assist in the mentor/mentee match. However, ROCS will go beyond that to use the following indicators by setting the following goals: 1) Reduction in the number of school suspensions at each participating school by 10%; 2) Reduction in the number of student disciplines by 10%; 3) Increase in the number ROCS students attaining passing scores in math, reading, and science; and 4) Number of students participating in the program with a mentor for a minimum of one year.

Item d-Anticipated Barriers: Programs are not stand-alone entities; they are embedded within larger social service systems. Consequently, the barriers to successful program implementation are often cross-cutting. Clear communication amongst all community partners is essential in the success of a program. Often the inability to sustain community partnerships results from mutual distrust between agencies because of the lack of communication.[20] It will be vital to define a clear line of communication that provides an effective strategy for the sharing of information and exchange of data. Additional potential barriers are the lack of parental

[20] Young, D. (2004). "First Count to Ten: Innovation and Implementation in Juvenile Reintegration Programs." Federal Probation 68 (2). http://www.uscourts.gov/fedprob/September_2004/juvenile.html

involvement and employee turnover. But by maintaining a constant interaction amongst partners, these anticipated barriers can be addressed quickly and through an exchange of ideas.

14. **Applicants are to complete the program model.**

**Please 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.**

"Sustainability may be defined in many ways. "Sustainability" means that you conduct business in a manner that supports the need for future generations to enjoy a quality of life that is at least equal to that which we enjoy today. In this regard, "sustainability" means striking the appropriate balance between responsibilities, finances, and social commitments."[21] A key component to program sustainability is the ability to show investors how it affected change; are they getting the return on the investment they expected. The last thing organizations, both public and private, want to do is throw good money after programs with little or zero capacity to achieve positive outcomes. Beginning in September 2017 and March 2018, ESCSO and GI will review the data collected throughout the program to evaluate the program's success and shortcomings building on the program model. The evaluation will include input from mentors, mentees, family members and grant employees. The success of the program will attract new partners while reinforcing the commitment made by the current partners. ESCSO will work with her community partners as well as the program participants to develop an operating plan that lists specific actions, identifies the responsible party and establishes deadlines to take the program to scale as an integral part of school programming through fundraising efforts and donations. Throughout this time, youth will still be connected with their mentors, visiting job sites and participating in planned communal activities by ESCSO and GI. ESCSO and GI will host events that will be open to the public, to encourage parents, citizens, and businesses to become involved in ROCS through time or monetary contributions.

Furthermore, ESCSO will continue to follow those students who participated in the program as they transition from middle school to high school, utilizing Workforce Investment Opportunity Act funds to support a transitional summer youth program. The program will continue to build on ROCS by incorporating Leadership Development, Supportive Services, Follow Up Services, Financial Literacy Education, Labor Market Information (such as in-demand industries, career awareness, career counseling and career exploration); and Transitional Education Services.

## 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 and Budget Narrative**

*By clicking this box, ☒ I (Insert Name) Pandora Shaw-Dupras 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.*

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[21] Dante Parrini, Chairman and CEO of Glatfelter. 2014.