

Application Section I: Community Connectors Program Description

1. **The target population is student's 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 Target Population will be students attending the Buckeye United School District (BUSD) currently operating within Ohio Department of Youth Services (DYS). BUSD serves students adjudicated by Ohio's juvenile courts to the custody of DHS ages 10-21. Youth adjudicated to DHS have an average age of 17 upon commitment with an average length of stay of 10.9 months. Currently the school system is serving students in grades 8-12 and offers post-secondary options to graduates. The school system is made up of three schools: Luther E Ball School at Cuyahoga Juvenile Correctional Facility (CHJCF); Ralph Starkey School at the Circleville Juvenile Correctional Facility (CJCF); and the Indian River School at the Indian River Juvenile Correctional Facility (IRJCF).

2. **Provide the number of youth in each grade level and at each school your program proposes to serve.** Youth will be recruited from all three schools. If a youth is housed at a facility other than CJCF they will have the option of being transferred in order to participate in the program.

	08	09	10	11	12	Grad	Total
CHJCF	1	57	21	17	14	38	148
CJCF	0	69	23	20	11	15	138
IRJCF	0	35	30	17	9	12	103
Total	1	161	74	54	34	65	389

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 Tri-State (ESTS) in conjunction with her community partners that include Messer Construction, Buckeye United School District (BUSD) and Ohio Coalition for the Education of Children with Disabilities (OCECD) will be creating an infrastructure of opportunity that will work to address the barriers of yesterday and today by creating hope for a better future through the submission and implementation of the *Coaching 4 Life (C4L)* program. This program is about uplifting a population of youth that all too often gets left behind because of poverty, criminal records, low reading levels, meager parental relationships, economic instability and poor pro-social relationships.

The ability to assist youth re-entering the community from the BUSD within DYS creates a unique opportunity to provide new prospects to under-served at-risk youth. C4L 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 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 reconnected to integrated support systems as they transition to 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 Youth released from state juvenile facilities often times lack the necessary tools or skills to reintegrate back into society, facing barriers to treatment, housing, education, and employment. Recognizing that every school district is different, and each school has a distinct culture and characteristics, there is not a one-size-fits-all approach. This is even truer for the BUSD as many of the students may be older but are performing at a much lower grade level. Youth involved in the juvenile justice system feel disconnected from school, fail to attain academic success and may continue engaging in criminal behavior further victimizing the community and costing tax payers money. C4L, by working with a minimum of 50 youth a year housed in Circleville Juvenile Correctional Facility (CJCF) returning to Hamilton, Butler, Franklin and Clermont Counties will strive to break this cycle during the grant timeframe.

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 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. C4L will deliver the target youth 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 youth currently residing in and transitioning from DYS, 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 while contributing to overall public safety.

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 and have a dismal outlook including low income earning potential and higher rate of unemployment. BUSD had a graduation rate this past school year of 4% (26 HS Diplomas and 640 students enrolled); however, the school district also tests for GED and with those numbers there was a completion rate of 17% (85 GED plus 26 HS diplomas and 640 students enrolled) compared to the overall state graduation rate of 81.3%. 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 The unemployment rate for those without a minimum of a high school diploma stood at 8% according to the Department of Labor. 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 and cost taxpayers an average of \$292,000.⁵ The number is more astounding when looking at DYS’s annual cost of \$202,500 to house a juvenile. Taking in account the costs to tax payers and accounting for the high unemployment rate of high school dropouts, including those released from a DYS facility, this program when applying the core principles will lay the foundation for the identified target population to develop the resiliency needed for a hopeful and brighter future. To quote Frederick Douglass, “It is easier to build strong children than to repair broken men.”

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

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.

The BUSD is a state supported school system who serves students adjudicated for felony offenses to the care and custody of the DYS. The district is made up of 3 schools at each of the juvenile correctional facilities: Indian River School at Indian River Juvenile Correctional Facility; Luther E Ball School at the Cuyahoga Hills Juvenile Correctional Facility; and Ralph C Starkey School at Circleville Juvenile Correctional Facility. The students come from all over the state of Ohio and from various school districts. The age range of students in the school system is age 14-21 with an average age at commitment of 17; however, youth as young as age 10 are legally able to be committed to the DYS.

The average length of stay in the BUSD is 10.9 months. The population is highly transient with many students returning to home school districts or, due to age, choosing adult education options. The BUSD requires high school programming for all youth who have not obtained a high school diploma or GED. The graduation rate for the BUSD is hard to calculate due to the transient student base. In School Year 2014, 26 youth earned a high school diploma with 640 students served. Please note the attainment of a GED is considered a completion and in the same time frame, 85 youth earned their GED. 100% of students in the school district are deemed at poverty levels according to the National School Lunch Program.

While there are exceptions, generally the students in the BUSD enter the district with reading and math scores below age appropriate levels as shown in the chart below (data from BUSD July 2014).

	Avg Math Grade	Avg Reading Grade	Math Percent 2 Grades Below	Reading Percent 2 Grades Below	Students with Disability Percent
Indian River	5.6	5.1	86	92	69
Luther E Ball	6	5.9	86	91	40
Ralph C Starkey	6	5.6	87	94	51

Not only do the students in the BUSD have significant needs for remediation in reading and math, there are a significant number of students who require special education services. According to the Office of Exceptional Children, DYS 2014-2015 Ohio Special Education Profile (data based upon the 2013-2014 data), in Ohio as a state only 14.8% of students are students with disabilities. In the BUSD, on average, the percentage of students receiving special education services range from 45%–50%. Of the number of students with disabilities, approximately 50% of the population has a determination of Emotional Disturbance. In Ohio, only 6.8% of those with disabilities have a determination of Emotional Disturbance. Children who have endured traumatic events or adverse childhood experiences from a young age encounter a range of cognitive issues such as poor memory and skill development and they have lower grade point averages and poor reading ability.⁶ Due to this discrepancy between Ohio’s overall rate as a whole and the special needs of the students in the BUSD, we know that learning and behavior are closely tied. To maximize the learning potential of the students in the BUSD, behavior must be modeled and appropriately coached.

Changing the public’s perception about the benefits of assisting adjudicated juveniles and looking at education through a different lens can at times be a daunting and overwhelming task. C4L hopes to overcome these misconceptions through a new approach as outlined in this proposal. A leadership team comprised of the community partners will work together to develop a person-centered life plan to strengthen a student’s pro-social relationships while expanding their community network to include positive role models and mentors.

The target population 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 years⁷, 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. One key component to consider is the characteristics of the

⁶ *Building Trauma-Informed Systems of Care for Children in Ohio*. Issue Brief-January 2014. Children’s Defense Fund-Ohio

⁷ Raines, Claire. “10 Predictions for Generation Z.” AMACOM Books. March 14th, 2013.

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.⁸ 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 as groups once considered minorities become the majority; 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.⁹ All these factors must be considered when implementing a mentoring program.

Taking into account GenZ characteristics and the realization that these students are unlike many of their school-aged counterparts, C4L will implement a person-centered mentoring program to develop a Life Plan with their Life Coach that will encompass several key target areas to include *The Mentoring 4 Reading Achievement* (M4RA) model, *CareerScope* Program, Reentry planning/Ohio Youth Assessment System (OYAS), *Career Ready 101*, and *MentorCore* of which all are evidence-based programs and considered best practices by scholars.

Program participants will be acclimated to the program by the ESTS Transition Coach (TC) through a myriad of avenues. A youth could be referred by family, teachers, case managers, other DYS staff, or self. Once in the C4L a youth will begin developing an educational and career pathway towards a brighter future. Youth will be assigned a mentor or life-coach the terminology as used for C4L, during the lifespan of their participation. Each youth will have two life coaches, one during confinement and one upon their release to the community. Three months prior to juvenile release, the community Life Coach will begin participating in institutional activities, assist in the development of the community transition plan/reentry plan and begin to foster a relationship of trust with the youth and their family when appropriate.

Staff from M4RA and school staff from DYS at the bequest of the TC will administer an assessment to determine the youth's reading level. Youth reading below a 6th grade reading level will be referred to the 1:1 M4RA mentoring program. Once assessed, the TC plans weekly lessons based on individual needs of each student. Students are then scheduled for mentoring four times per week. A youth may have as many as four different mentors during the week. This model works well due to the structured and scripted nature of the reading mentoring materials. Students will receive 1:1 four times per week for 30 minute sessions. These youth will primarily focus on fluency and comprehension. The daily mentor session will include repeated readings (fluency) and comprehension strategies. Youth will graph their own words per minute correct on their fluency graphs. The facility coordinator will assess student progress on a bi-weekly basis and adjust their lesson plans based on fluency, comprehension, and mentor comments. M4RA utilizes an online, guided reading series called Reading A-Z, www.readinga-z.com that incorporates the National Reading Panel's "5 Big Ideas for Beginning Reading". These 5 Big Ideas in Beginning Reading include: Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary and Comprehension, http://reading.uoregon.edu/big_ideas/. Youth reading above a sixth grade reading level will take the Career Scope assessment to determine three optimal educational and career pathways that they then can begin developing performance and mastery goals with their Life Coach.

The students partaking in the C4L program will be housed at CJCF. Those youth currently housed at another facility but in need of the program will be transferred to CJCF. Students will be selected by utilizing their County of return, time remaining on sentence and reading levels. The program will be available to all youth who want to participate and returning to a target county regardless of their county of adjudication.

Life Coaches will be recruited from the stakeholders participating in the program. Messer Construction will supply the majority of life coaches with the other partners committing to providing 15 mentors for 1-2 hours each week. The utilization of a validated screening/matching tool through the National Mentoring Partnerships for both mentor and mentee will ensure appropriate matches while incorporating the Attachment Theory for the development of these relationships and the adoption of "emotion" coaching and "career" mentoring for the

⁸ Emelo, Randy. "Forget Gen Y. Get Ready for Gen Z." River Software. June 11th, 2013

⁹ Raines, Claire. "10 Predictions for Generation Z." AMACOM Books. March 14th, 2013

youth to become successful and engage in the process. As a part of this screening process, the school and ESTS will work with the family, institutional case managers, institutional teachers, juvenile parole officers (JPO) 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 will be conducted on all potential coaches to ensure the safety of the youth and the families involved in the program.

The level of commitment by a coach is a key component of a successful and meaningful relationship. The Coach 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. This investment in human social and cultural capital will be captured in the guiding principles of the five community core principles: 1. Promoting positive self-identify development through goal setting and personal achievements. (Setting Goals to be Prepared for the 21st Century Careers and Developing Pathways to Achievement); 2. Enhancing youth's pro-social relationships (Building Character); 3. Improving cognitive skills and Identifying Trauma (Building a Sense of Resiliency); and 4. Addressing Poverty (Believing in a Positive Future).

Family Engagement: Currently the BUSD engages parents as required by IDEA regulations in the formation and subsequent meetings for students with disabilities. Parents are also involved with staff and youth through social workers and other facility staff. In the next year, the BUSD is planning to improve parental engagement through the use of parent/teacher conferences as well as considering the use of online grade system for parents to access student class information and provide email access to teachers and school staff.

Parents/families will be invited to participate in at least one social transition event at CJCF prior to their youth's release date. While the parents/families are at the institution, CJCF staff and/or M4RA staff will share information/resources with the parents/families on the basics of the 1:1 reading mentoring program and the value of this program to their youth. It is important for the families to become knowledgeable of the 1:1 mentoring program so they can advocate for their sons to continue participation in 1:1 mentoring. M4RA staff will communicate with any school districts about the value of 1:1 reading mentoring for youth returning to high schools.

Parents for Public Schools through ESTS will offer parent/family education and training utilizing their Parent Leadership Institute (PLI) curriculum. PLI is a professional development program designed to empower parents to be effective advocates for Ohio's children and prepares parents to collaborate with other parents, teachers, and administrators to develop / implement action based projects that will increase academic achievement.

School Engagement: Teachers, DYS facility staff, and administrators will identify and refer students to the C4L program. School personnel will also participate in any after school programs. School personnel will also have the opportunity to mentor students in the program.

Community Release: The biggest competitor or barrier for success for these youth is the "streets"; battling the environment will be a key component of the relationship between the youth and their life coach. A goal will be to continue to provide the youth with positive adult contact by continuing to encourage them to engage in pro-social activities. Within 24 hours of release the ESTS TC will contact the participant to welcome them home, ensuring the ongoing connection is maintained. Each life coach will continue the work of 1:1 reading mentoring for any youth released to the community who still needs to improve their reading level.

Life Coach (Mentor) Training: Each life coach will also be trained in the M4RA Program to reinforce the qualities of this leadership model. All life coaches will participate in the CJCF training as well as a two hour M4RA training basis in order for the youth to continue to receive reading mentoring once released from CJCF. The M4RA training includes role playing as well as observing a mentoring session. Life coaches will receive ongoing training on an as needed basis. Training will be available for any new Life Coach.

M4RA staff will train the staff at Circleville and ESTS staff to implement a 1:1 reading mentoring program for youth with disabilities and youth reading below a 6th grade reading level. This training consists of one full day and one ½ day of instruction and practice. M4RA will provide ongoing professional development support

including site visits, emails, and monthly phone calls to ensure success. M4RA will also assist with ongoing Life Coach and staff training. The model for the M4RA program is a "trainer of trainers" model. We anticipate that through the intensive training provided to CJCF staff and C4L life coaches over the first three years of the grant cycle, staff will have knowledge to continue the mentoring work including training others. M4RA will monitor the reading activity for all youth released back to the community who are still receiving reading mentoring support to ensure the youth are gaining the maximum benefit possible.

Due to the fact that the school is within a secure correctional facility, each mentor will either be a fully trained staff member and thus aware of safety and security protocols or will receive training on these processes by qualified facility staff. The training lasts approximately 4 hours. Also note the mentors will be in a setting where they have the ability to provide individualized reading assistance as well as other mentoring, but not left alone with a youth for safety reasons.

ESTS will train and educate the Life Coaches on the Life Plan of the youth so they have knowledge of the career interests of the youth, have knowledge of the family and academic history as well as how the youth is planning to transition back to their community. The Life Coach will receive training on setting boundaries, following plans and on appropriate communication topics. Life Coaches may also receive individualized training based upon the unique needs of the individual they mentor.

Youth disconnected from societal anchors lack the ability to set formidable and achievable goals and will face a myriad of obstacles over their lifespan. Youth released from DYS will face a myriad of obstacles including difficulty finding employment, difficulty in obtaining safe and stable housing, and overcoming societal bias. The life coaches will review and work with the student to develop and include performance and mastery goals through daily journaling. 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. Their life-plans will be used as centerpiece for facilitating individual goal setting. 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."

Self-advocacy for youth is listed as one of the top priority areas according to the Office of Special Education Program. Self-advocacy skill building for incarcerated youth is critical not only for success while incarcerated, but especially for success when re-entered into their communities. The 1:1 reading mentoring program will incorporate training for youth self-advocacy skill building including special education law; fact sheets, toolkits, and training materials on self-advocacy. This training and resources will also be available and shared with incarcerated youth's parents/family members. Self-advocacy is the ability to speak-up for yourself and the things that are important to you. Self-advocacy means you are able to ask for what you need and want and tell people about your thoughts and feelings. Self-advocacy means you know your rights and responsibilities, you speak-up for your rights, and you are able to make choices and decisions that affect your life. Knowledge is empowerment for good.

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 of 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 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 through an array of funding infused at the local level. 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.¹⁰

ESTS and her partners recognize that DYS youth have not always been successful in the traditional educational systems and that alternative methods must be used to transform them to lifelong learners with a

¹⁰ Skiba, R.J. & Rausch, M.K. 2006

clear career path. ESTS has an arsenal of supportive services, collaborative service partners, validated assessments and tools designed to assist youth in attaining their individual potential through the method that best suits their learning style and life situation.

Setting Goals to Be Prepared for 21st Century Careers- Through the 1:1 mentoring program, all youth will work with fluency and comprehension goals designed for their reading level. The youth will participate in setting these goals and evaluating their success with these goals. Youth will set goals for their accountability for active participation in the mentoring sessions.

Building Character- Mentors and C4L Coaches will model appropriate behavior and will use scripted materials to improve reading, and motivate youth with positive feedback and encouragement. These mentors will demonstrate that by their participation in the mentoring process, youth will realize there are adults out there that will support them. Youth will learn positive character traits from the mentors.

Developing Pathways to Achievement- The M4RA program incorporates scripted materials to help the youth think critically, solve problems by completing graphic organizers and comprehension quick checks based on the books they are reading.

Building Resiliency- Through the process of youth setting their own reading goals, they have opportunities to increase their self-esteem as their reading abilities improve. Through interactions with their mentors, youth will increase their confidence with their social skills.

Believing in a Positive Future- Youth who improve their reading skills build confidence in their ability to be a valuable and contributing member of society. A mentor will be a person who listens, shares personal experiences (building background for reading) and gives positive reinforcement (sticker rewards, etc.) for work done well.

Outcomes for Success- 1.) All youth will be assessed for reading improvement before beginning, and before they leave CJCF using the STAR Assessment as well as fluency passages. TC will evaluate fluency on a bi-weekly basis. The overarching goal is that the youth will improve their reading levels sufficient to pass the General Education Development (GED) or earn a High School Diploma; 2.) All youth will be paired with an appropriate mentor; 3.) 50% of youth will obtain full time verifiable employment; 4.) 25% of youth will participate in a vocational program; 5.) Reduction in recidivism by 5%; and 6) Reduction in the number of student arrested on a new charge by 5%.

See additional activities in Item #5

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

In addition to the activities outlined above C4L will provide the following specific activities:

C4L will provide opportunities for one on one coaching as well as group activities. Students will also be given the opportunity to plan group activities with personnel on the project and school staff. Students have been found to be more engaged and motivated in their own learning process when given the opportunity to participate in the activity planning and decision making process.¹¹

Four times a year, students, family members, DYS staff, Life Coaches, Juvenile Probation Officers, Prospective Employers, and grant staff will participate in a series of social events that will reinforces the transition from the facility to the community. The event will be informal with food and constructive building activities. The events will be hosted by DYS at CJCF during a youth's confinement.

All grant participants will use the Career Scope Program during their institutionalization. Career Scope is a self-directed program that measures an individual's aptitude and interest. The system is widely used in schools, job training programs and in rehabilitation agencies and has been validated against widely recognized criteria. Career Scope delivers an objective assessment (as opposed to subjective self-assessment) that is

¹¹ Scales and Roehlkepartain, *Boosting Student Achievement*; Sesma Jr. and Roehlkepartain. *Unique Strengths, Shared Strengths*.

written at a fourth-grade reading level. The process is student or client self-administered and takes one hour. The system generates counselor and client/student report versions. Career recommendations can be generated that are consistent with the Guide for Occupational Exploration, the Dictionary of Occupational Titles, O*NET as well as the U.S. Department of Education Career Clusters and Pathways. It was designed and developed by the nonprofit Vocational Research Institute. This information will help the youth set goals, while providing them with a life plan on career opportunities.

Youth leaving DYS must also be pragmatic about their future educational and career opportunities so in addition to using Career Scope, each student alongside their life coach will be afforded the opportunity to view the Civil Impact of Criminal Convictions (CICC) database to get a clear understanding of the obstacles in certain career fields that may lay ahead because of their adjudication. Criminal convictions in Ohio have many consequences. Court-imposed sentences, such as fines and incarceration, are the *direct consequences* familiar to many people. Not so familiar are the *indirect*, or "collateral," *side-effects* of a criminal conviction. These are laws that impose extra burdens and restrictions on people with criminal records, often long after the court-imposed sentence is over. For someone with a criminal record, the laws can restrict access to jobs, housing, education, and other aspects of daily life that most people take for granted. They function as legal barriers, excluding people with criminal records from full participation in their communities. In legal terms, these side-effects are called *collateral consequences of conviction*, or sometimes *collateral sanctions*. The utilization of this website in the program will provide insight for the youth and their life coach about the potential collateral consequences of their adjudication and how to address them.

ESTS will have two Full Time Transition Coordinators (TC) located in Hamilton and Franklin counties to work with each student as they reenter the community. Each youth prior to release will be encouraged to establish an account with Ohio Means Jobs (OMJ); this will provide youth with a tool to have access to additional resources to meet their career goals. OMJ "backpack" is a place where the youth will post and store copies of their resume and certifications related to employment. OMJ will also provide the youth with recommendations to strengthen their resume to increase a workforce connection. The TC will meet with each youth within 48 hours after release as research has shown this is a critical time to keep a youth connected and engaged in programming. TC's will also work with each participant to ensure their basic needs are addressed including housing, medical, financial, transportation and building upon the plans formulated in OYAS and the Life Plan. Unfortunately, many of these youth are caught between systems, not a juvenile in the eyes of society but not yet an adult in the eyes of government.

Each youth's Life Plan will be created prior to release to include information from CareerScope and OYAS as well as other community and referral needs to be addressed with goals to include a focused career/educational plan. The Life Plan will include the identified need for additional screens and/or referrals for substance abuse and mental health services. The latter is extremely important for this particular population given their history of trauma and childhood. Many times these youth return to the same unhealthy environment that encouraged their delinquent behavior. Before a youth can begin planning for a successful future, they need to address any drug/alcohol and mental issues they have.

As a member of the GenZ, and a way to stay "connected" with them, ESTS will offer a "tool box" of online learning tools to the youth. The tool box has the following online resources: Work Keys, Career Ready 101, OMJ and Learn IT. Work Keys is a job skills assessment system that measures foundational and soft skills targeting specific career and academic needs. Successful completion of this program can lead to the acquisition of the ACT National Career Readiness Certificate. Students obtaining this certificate can have it applied to postsecondary or advanced training credit. Career Ready 101 is a comprehensive career training course that integrates workplace skills using Key Train curriculum to assist youth in developing their skills in 3 work categories: workplace skills, financial literacy and job searching. This program builds upon the Work Keys program. Learn IT is online training curriculum of the Windows Software. The program introduces, teaches, and increases an individual's skill in Word, Excel, Access, and PowerPoint. This personalized tool box can be accessed by the youth, their family and life coach from any computer. Progress through the use of each of these tools is tracked through a Learning Management System and completion will be recorded in the Life Plan with final assessments and skill attainments being added to the OMJ Backpack.

Messer Construction have expressed there is a lack of interest in young people today to go into the constructions industry or trade fields. According to Forbes Magazine, "For the last three years, according to Manpower Group, the hardest segment of the workforce for employers to staff with skilled talent hasn't been registered nurses or engineers or even web developers. It's been the skilled trades – the welders, electricians, machinists, etc. that are so prevalent in manufacturing and construction. American high schools have largely shifted their focus to preparing students for four-year colleges rather than vocational school. For two or three generations, the focus has been to go to college, get a degree and in doing so you will ensure a brighter future with more access to employment. We started focusing on academic instruction, but left behind the notion of work-force education. However, in a two-year institution that costs less, the average work-force student can come out of that program with skills to gain immediate employment."¹² The partners want to tap into this potential employee pool whom they feel would be an asset to their companies as well as provide an opportunity to these young men to turn their lives around. As a partner, Messer Construction will provide job shadowing opportunities, mentoring opportunities, connecting them to trade apprenticeship programs, and events that will showcase careers in the construction arena; raising their interest in these fields and showing how they can earn wages to sustain themselves.

Through mapping community resources and services, ESTS will assess the youth's eligibility for local programs and services to leverage supports and workforce connections to maximize program services and impact. This will include but is not limited to assessing eligibility for Developmental Disabilities Services, Mental Health Supports, Opportunities for Ohioans with Disabilities, Adult and Youth Workforce Innovation and Opportunity Act, and TANF summer youth employment. In addition to community and agency resources, ESTS has a large network of employers and worksites to offer youth job shadowing, career exploration and paid work experience opportunities.

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.

Career Scope has been validated as a best practice. Each student will receive a CareerScope assessment which will be available and utilized through this mentoring process. The CareerScope is a career inventory which assesses both interest and aptitude. It aligns with the U.S. Department of Labor's Interest Areas. More information can be found at <http://www.vri.org/products/career-scope-online/benefits>.

Ernest and Young released a study in January 2015 on NMNP 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.

OCECD has created an evidence-based model of 1:1 reading mentoring training program called Mentoring 4 Reading Achievement (M4RA). M4RA utilizes the online, guided reading series Reading A-Z, www.readinga-z.com that incorporates the National Reading Panel's "5 Big Ideas for Beginning Reading". These 5 Big Ideas in Beginning Reading include: Phonemic Awareness, Alphabetic Principle, Fluency with Text, Vocabulary and Comprehension, http://reading.uoregon.edu/big_ideas/. An independent evaluation of public schools in Ohio using this 1:1 guided reading mentoring program was conducted by Bowling Green State University's (BGSU) Center for Evaluation Services over a 7 year period. This evaluation demonstrated that students with learning disabilities will make month-for-month reading level gains when they receive 30 minutes of intervention 3-4 times per week. The youth in Circleville were part of the study. See December 2007 issue of Education and Training in Developmental Disabilities: [ETTD Journal Dec2007](#).

The Work Keys National Career Readiness Certification is seen as a best practice to measure individual's ability to meet and connect to employers expectations. Offering 4 levels of achievement; bronze, silver, gold and platinum; individuals receive a certificate that can be loaded onto their OMJ Backpack. Many high school districts are requiring Work Keys as part of their high school curriculum. Post-secondary and advanced training institutions have established certain levels of Work Keys to be eligible for participation.

¹² "America's Skilled Trades Dilemma: Shortages Loom As Most-In-Demand Group Of Workers Age." Forbes Magazine. March 7th, 2013.

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.

In 2006, ESTS was a partner in a Re-Entry Grant for youth returning to Hamilton County with lead agency Lighthouse Youth Services. ESTS received an hourly reimbursement to assist youth with Career Planning, Job Search, Interviewing Skills, Job Placement and Supportive Services. Thirty five youth were referred for services and 18 were successful in completing services with 15 making a connection to the workforce.

In 2011, ESTS engaged in another partnership with Hamilton County, Talbert House, Urban League and Straight from the Heart. The goal was to provide subsidies to employers for Transitional Employment opportunities that would lead to fulltime employment. These individuals were men and women from Hamilton County River City Correctional facility. Similar trainings were made available on Soft Skills around attitude and work ethic as well as hard skills such as improving computer literacy, resume writing and interviewing skills.

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

The collaborations established under C4L 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 the target counties. 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.

The indicator of success for the reading mentoring program will be all youth receiving 1:1 reading mentoring. Youth will have sufficient mentors and life coaches to make month for month reading level gains. The model for the M4RA program is a "trainer of trainers" model. It is anticipated that through the intensive training provided to CJCF staff and C4L life coaches over the first three years of the grant cycle, staff will have knowledge to continue the mentoring work including training others.

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 MentorCore 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, C4L will go beyond that to use the following indicators by setting the following goals: 1.) All youth will be assessed for reading improvement before beginning, and before they leave CJCF using the STAR Assessment as well as fluency passages. TC will evaluate fluency on a bi-weekly basis. The overarching goal is that the youth will improve their reading levels sufficient to pass the General Education Development (GED) or earn a High School Diploma; 2.) All youth will be paired with an appropriate mentor; 3.) 50% of youth will obtain full time verifiable employment; 4.) 25% of youth will participate in a vocational program; 5.) Reduction in recidivism by 5%; and 6) Reduction in the number of students arrested on a new charge by 5%.

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: Jennifer Sanders, Superintendent, Buckeye United School District

Responsibilities for this grant project: Assist in the implementation of the program in the institution, market the program to staff to become mentors, arrange necessary training, coordinate the institutional events, oversee the JPO's participation, and participate in the quarterly Leadership Team meetings.

Qualifications: BS in Education from Bowling Green State University and MS in Education Administration from the University of Dayton. She possess licensures through ODE in teaching comprehensive social students; high school Principal, and School Superintendent.

Prior relevant experience and passion for the program: She worked nearly 20 years for the Ohio Department of Rehabilitation and Correction as a teacher, school administrator, and Academic Director. Her passion for the program comes from her decades of working with individuals written off by most of society that she knows can and have changed with support and guidance from people who care.

Name and title: Amy Freeman, Mentoring 4 Reading Achievement Program Director

Responsibilities for this grant project: Oversee the implementation of the 1:1 reading mentoring program at CJCF, monitor the reading progress of each youth, work with parents/families to become knowledgeable about supporting/continuing the reading mentoring program upon youth's re-entry. Up to two days/month for the program. She will participate in the quarterly Leadership Team meetings.

Qualifications: M.Ed. in Special Education; 40 years of experience working with youth with disabilities as a teacher, program coordinator, administrator, etc.

Prior relevant experience and passion for the program: Directed a 1:1 reading mentoring program for 16 years that was implemented in up to 300 schools per year.

Name and Title: Pam Green, CEO Easter Seals Tri-State

Responsibilities for the this grant project: 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. She will participate in the quarterly Leadership Team meetings.

Qualifications:

Prior Relevant experience and passion for the program: Prior to being named CEO, Pam worked as Vice President of Development and Community Engagement at ESTS since 2003. She came to ESTS after working as the National Director of Business for *Kelly Law Registry*. Her passion for the program is a result of working with the at-risk and socially disadvantaged youth for over 12 years, helping them with skills assessment, work training and job placement. She is a past Board Chairperson for *Parents for Public Schools of Cincinnati* and is a current board member on *Creating IT Future Generations*.

Name and Title: Nick Rosian, Vice President, Messer Construction

Responsibilities for this grant project: Ensure staff persons participate as mentors to the program, allow staff persons the time needed to fully participate as a mentor, provide youth with job shadowing opportunities, and will participate in the quarterly Leadership Team meetings.

Qualifications: Engineering Bachelor of Science degree from the University of Cincinnati

Prior relevant experience and passion for the program: He has years of experience working on public/private projects. He is currently the Treasurer and Board Member for *Crayons to Computers*, and is an active Board Member for *Easter Seals Tri-State* in Cincinnati, Ohio.

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.

Assessment: All youth currently confined within DYS will be identified as reading below 6th grade level will be assessed by June 15, 2015. Youth will continue to be assessed for program participation on a monthly basis as new juvenile's transition into DYS.

Planning: Once youth are assessed the TC will know each youth's reading level and reading skills deficits. Materials for each youth will be identified and copies will be made based on the individual youth's reading levels and interest. Planning for the youth's release will begin immediately upon admission into the program. Reading content includes non-fiction and realistic fiction. Mentor recruitment will begin in June 2015.

Staff: All staff for the project will be hired by June 2015.

Training: All mentors will attend all necessary mentor training between July and August. Services will begin by September 7th. For the remainder of the three-year grant cycle, ongoing assessment, planning and training will occur as new youth are identified for the mentoring program. New mentors and C4L coaches will receive training as needed.

Additional Timeline Activities: Family Planning sessions will be conducted monthly in the community with quarterly social recreational activities that will include an hour of facilitated reflection.

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

Screening, orientation, supporting and monitoring process: Life Coaches will be recruited from the stakeholders participating in the program. Each partner has committed to providing 15 number of life coaches for 1-2 hours each week. The utilization of a validated screening/matching tool through the National Mentoring Partnerships for both mentor and mentee will ensure appropriate matches while incorporating the Attachment Theory for the development of these relationships 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 and ESTS will work with the family, institutional case managers, institutional teachers, juvenile parole officers (JPO) 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 will be conducted on all potential coaches to ensure the safety of the youth and the families involved in the program.

Identification and Intake Process for Mentees: Information is provided in detail under item #4 of this proposal.

Family Engagement: Currently the BUSD engages parents as required by IDEA regulations in the formation and subsequent meetings for students with disabilities. Parents are also involved with staff and youth through social workers and other facility staff. In the next year, the BUSD is planning to improve parental engagement through the use of parent/teacher conferences as well as considering the use of online grade system for parents to access student class information and provide email access to teachers and school staff. Parents/families will be invited to participate in at least one social transition event at CJCF prior to their youth's release date. While the parents/families are at the institution, CJCF staff and/or M4RA staff will share information/resources with the parents/families on the basics of the 1:1 reading mentoring program and the value of this program to their youth. It is important for the families to become knowledgeable of the 1:1 mentoring program so they can advocate for their sons to continue participation in 1:1 mentoring. M4RA staff will communicate with any school districts about the value of 1:1 reading mentoring for youth returning to high schools.

Parents for Public Schools will offer parent/family education and training utilizing their Parent Leadership Institute (PLI) curriculum. PLI is a professional development program designed to empower parents to be effective advocates for Ohio's children and prepares parents to collaborate with other parents, teachers, and administrators to develop / implement action based projects that will increase academic achievement. PLI was

first launched through the Cincinnati Chapter of Parents for Public Schools. With funding through the United Way-led Parent Information Resource Center, the program was disseminated statewide in 2007. The PLI training focuses on 3 areas: **Educate Parents** by helping them learn to cut through the intimidating jargon that often keeps them from becoming involved in their child's education. Parents learn to understand the data published regarding their children's schools and gain the confidence to challenge a school administration that may be failing or attend a school board meeting. In short, PPS provides parents – often voiceless – with the tools and confidence they need to ensure that the local schools are excellent; **Engage Parents** by reminding them of the research that makes clear the correlation of parent participation and student achievement. Parents also learn to become engaged in local, state and national issues impacting education; and **Mobilize Parents** by organizing them and their supporters to work for equitable distribution of resources to support public education and access to opportunities for all students. PPS parents are leading advocates in shaping education policy at the local, state and national levels. Parents for Public Schools will also offer trainings that address how to parent through the transition of youth returning home from the institution. The group will be an opportunity for parents to network and will also offer social transition activities for relationship building. Family Planning sessions will be conducted monthly in the community with quarterly social recreational activities that will include an hour of facilitated reflection.

Training of Mentors: Each life coach will also be trained in the M4RA Program to reinforce the qualities of this leadership model. All life coaches will participate in the CJCF training as well as a two hour M4RA training basis in order for the youth to continue to receive reading mentoring once released from CJCF. The M4RA training includes role playing as well as observing a mentoring session. Life coaches will receive ongoing training on an as needed basis. Training will be available for any new Life Coach. M4RA staff will train the staff at Circleville and ESTS staff to implement a 1:1 reading mentoring program for youth with disabilities and youth reading below a 6th grade reading level. This training consists of one full day and one ½ day of instruction and practice. M4RA will provide ongoing professional development support including site visits, emails, and monthly phone calls to ensure success. M4RA will also assist with ongoing Life Coach and staff training. The model for the M4RA program is a "trainer of trainers" model. We anticipate that through the intensive training provided to CJCF staff and C4L life coaches over the first three years of the grant cycle, staff will have knowledge to continue the mentoring work including training others. Each mentor will either be a fully trained staff member and thus aware of safety and security protocols or will receive training on these processes by qualified facility staff. The training lasts approximately 4 hours. Also note the mentors will be in a setting where they have the ability to provide individualized reading assistance as well as other mentoring, but not left alone with a youth for safety reasons. ESTS will train and educate the Life Coaches on the Life Plan of the youth so they have knowledge of the career interests of the youth, have knowledge of the family and academic history as well as how the youth is planning to transition back to their community. The Life Coach will receive training on setting boundaries, following plans and on appropriate communication topics. Life Coaches may also receive individualized training based upon the unique needs of the individual they mentor.

Fiscal Accountability: ESTS as the lead agency will also be the fiduciary agent. As the fiscal agent ESTS has a long history of managing large grants and working with community partners. ESTS manages approximately \$20M annually with funds coming from a myriad of sources including federal, state, local, donations, and fundraising efforts. Like many non-profit organizations, ESTS has a fifteen member Board of Directors that operates as a governance board and oversees the faithful implementation of all project plans administered by the agency.

Other information: An often overlooked fact is that the youth served by the BUSD and DYS will return to Ohio's community, Ohio's schools, and Ohio's neighborhoods. The team believes that this program will be a great leap in Ohio's adherence to the African Proverb, "It takes a village to raise a child." All youth reading below a 6th grade reading level that are targeted for re-entry to their home community will receive 1:1 reading mentoring. The model for the M4RA program is a "trainer of trainers" model. Ongoing mentor training will be provided to CJCF staff, C4L coaches, and families throughout the life of the program. Topics include: how to work with students, the importance of fluency and comprehension, reading strategies, etc. The mentor training for all will be ongoing as needed. M4RA will be responsible for ensuring the fidelity of the program by reviewing youth data and observing 1:1 reading mentoring at CJCF. "Once you learn to read, you will be forever free." – *Frederick Douglass*.

See Letters of Support in attachment.

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 ESTS, chaired by Director of Programs. The intent of the Program Advisory Committee will be to make recommendations on needed changes in performance measures, goals, and outreach efforts so that ESTS and its partners including Bowling Green State University 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 *MentorCore* 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.

M4RA Staff will assist CJCF in assessing youth entering the M4RA program. Youth will be assessed using Renaissance Learning STAR Assessment upon entering (pre), mid, and end of year (post). In addition to the STAR results, an end of the year report includes: reading level of youth; beginning, mid and ending words per minute correct fluency levels; as well as the number of mentoring sessions will be submitted to BGSU. On a weekly basis, youth read a separate fluency passage on Mondays that are tracked and submitted to BGSU.

BGSU's CAES will evaluate the results of the STAR Assessments, Fluency reports and incorporate anecdotal records will be incorporated into their reports as well. BGSU has agreed to provide the services to conduct an evaluation of the three-year C4L community connector program. M4RA will collaborate with BGSU's Center for Assessment and Evaluation Services, independent evaluators, to determine efficacy of this project. In order to capture this information ESTS will be purchasing and maintaining the *MentorCore* Program

Management Software. It is a low-cost, cloud-based secure application that will capture the data needs of C4L. It is an online mentor management program that will enable C4L 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. ESTS, BGSU Evaluators, M4RA 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 C4L 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 MentorCore 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. An overarching goal is that the youth will improve their reading levels sufficient to pass the General Education Development (GED) or earn a High School Diploma. In the 2007 journal publication, BSGU's CAES has demonstrated that students with specific learning disabilities make month-for-month reading level gains when mentored 3-4 times per week. The evaluation being conducted by BGSU will provide information on program impact.

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.¹³ 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 involvement, transient nature of this population, homelessness, youth refusal to attend mentoring sessions as many of them will be 18 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.

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."¹⁴ 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.

¹³ 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

¹⁴ Dante Parrini, Chairman and CEO of Glatfelter. 2014.

Between September 2017 and March 2018, C4L partners will work with BGSU to will review the data collected throughout the program and 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. ESTS 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 and as a model for transitioning from confinement to the community through fundraising efforts and donations. The model for the M4RA program is a "trainer of trainers" model. We anticipate that through the intensive training provided to CJCF staff and C4L life coaches over the first three years of the grant cycle, staff will have knowledge to continue the mentoring work including training others. The model if successful could be utilized not only by DYS but by Community Correctional Facilities and local county detention centers saving tax payers money and providing local business with a reliable workforce. Throughout this time, youth will still be connected with their mentors, visiting job sites and participating in planned communal activities. ESTS will host events that will be open to the public, to encourage parents, citizens, and businesses to become involved in C4L through time or monetary contributions.

Application Section V: Program Budget

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

See Program Budget-Budget and Budget Narrative Attachment

By clicking this box, I (Insert Name) _____ Pam Green _____ 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.