

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 Linden McKinley STEM Academy Clothes Closet Mentor Program targets the grades 7 through 12. Linden McKinley STEM Academy (LMSA) houses both a Middle School and High School. Fostering In The Community (FITC) is able to meet the needs of students and connect to the community through the Linden McKinley STEM Academy Clothes Closet Mentoring Program. LMSA requires students to adhere to a uniform dress code school.

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

The LMSA Clothes Closet currently services an average of four 4 students each day which equates to 20 students per week. Since the opening of the Clothes Closet in August 2014, over 300 uniform outfits consisting of shirts, Khaki pants or shorts, belts and shoes have been distributed to students in this school year.

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. (a) Please describe your project.

The mission of Fostering In The Community is to encourage scholastic achievement and community connection in the Linden Community. Fostering In The Community (FITC) is a community partner of the Linden McKinley STEM Academy (LMSA) in the Columbus City School District. LMSA is an eligible school district in which at least 40% of the student population is economically disadvantaged. Since 2011 FITC has provided mentors in LMSA as classroom tutors, report card mentors, youth internships and community youth advisors for the Linden Community. The Linden McKinley STEM Academy Clothes Closet Mentor Program is an onsite school program developed by FITC in 2013. Linden McKinley STEM Academy is located at 1320 Duxbury Avenue, Columbus, Ohio 43211. The Clothes Closet mentoring program provides students with proper school uniform clothing at no charge. Students not adhering to the uniform dress code affect their ability to achieve due to low attendance and possible behavior issues.

LMSA informed the Linden Community that the uniform dress code policy for the 2014/2015 school year would be strictly enforced. FITC began the development of LMSA Clothes Closet in January 2014 after identifying that the lack of proper uniforms would create a barrier to the education for some students. Fostering In The Community (FITC) recognized that the socioeconomic makeup of community members would present a challenge for some students and their families to acquire and maintain proper uniform clothing. Students not in proper attire may be sent home or not allowed to participate in class activities.

There were donations of clothing made to LMSA at different times over the years but there was not any formal or structured process to distribute the items to students. FITC found the donations in bags or bins in the school. After acquire permission from the administration FITC began the process of sorting through prior donations, finding a suitable place to store garments and soliciting help of school staff and community partners, the closet began to take shape. LMSA allowed FITC to dedicate the old stage dressing room for the establishment of the Clothes Closet in a secure safe location. The Closet currently consist of separate organized cloths rack for male and female students, belt rack, dressing room, table and chairs for student registration and volunteer work, storage cabinets for student hygiene supplies, display manikins, closet supplies steaming and mending clothes and log/documentation books. Signs posted in the closet include the closet rules, upcoming events and motivational material. FITC cleaned the room and organized all the material resources to make it into a very accommodating space for students.

Students must be escorted to the closet by a school staff, volunteer or counselor when coming to the clothes closet to acquire proper uniform attire at no charge. Students can meet with a closet advisor for their selection of clothing. The clothes closet advisors help students find their correct size, proper fitting, uniform clothing each school day morning. The clothes racks are stocked weekly. The clothing placed in the Clothes Closet is selected for youthful appeal and school color schemes while still meeting the criteria of the school's dress code. Business attire is reserved for students going on interviews or job related functions. Clothing that is not acceptable or inappropriate for students is donated to a local charity.

Fostering In The Community provides two lead clothing advisors/mentors that staff, stock, clean and maintain the closet. The support groups within the school and counselors are able to mentor with students throughout the day if a need or emergency arises. The Clothes Closet was able to convert an underutilized space in the school into a very pleasant store atmosphere where students (male and female) can find proper attire to comply with the schools dress code.

The Sandusky Register reported in May 11, 2014: “.Recent studies have shown that school uniforms help the students' school experiences in many ways. They prevent bullying and/or people getting hurt, show children discipline, and help students stay focused. Also, if schools had uniforms it would prepare students for everyday jobs because many jobs today require them. Only 23 percent of public schools in the U.S. require uniforms in 2014, but that percentage is increasing every year.

Roughly 160,000 children miss school daily due to fear of attack and or intimidation by other students. Because everyone would be dressed the same, students would not be bullied because of their clothing. In addition, uniforms promote safety because if an intruder walked into school, it would be easier to spot them because they would not be wearing the uniform.

Another advantage of uniforms is they show students discipline. School uniforms are very specific in what you can and cannot wear, and if a student is not dressed properly, they would be sent home to change. This rule about uniforms would show and encourage students to follow other rules by seeing how seriously the school enforces the uniform rule. Plus schools would not have to worry as much about the “fingertip length” rule or other violations of the dress code because the uniforms would be the appropriate length.”

4. (b) How will it address each of the five Community Connectors core principles?

Each of the Five core principles is central to long-term student personal achievement and academic success.

1) Setting Goals to be Prepared for 21st Century Careers:

Students must be able to demonstrate a mastery of skills and knowledge to be prepared for 21st Century Careers. Schools are a resource center and training ground for skills and knowledge. In order for students to be able to take advantage of what the schools and teachers have to offer, students must

be present in school on a consistent basis. The schools uniform policy removes dress competition between students, distractions from inappropriate attire or students not feeling a part of a schools social process because of their clothing. The Clothes Closet allows students to remain in school by removing an environmental or economic barrier to acquiring uniforms. Attendance and behavior has a direct correlation to grades and student achievement. The Clothes Closet advisors are able to encourage students to come to school prepared and ready for class.

2) Building Character:

A youth's ability to navigate school rules and codes can lead to good citizenship. Proper fitting clothing helps to address the emotional, social and wellbeing of a student. Students in attendance are available to participate in class activities that may lead to broader professional development for the student. The children may wear school pride gear and on other special occasion community wear such as cancer awareness week t-shirts.

3) Developing Pathways to Achievement:

The Clothes Closet allows students to remain in school by removing an environmental or economic barrier to acquiring uniforms. Attendance and behavior has a direct correlation to grades and student achievement.

4) Building Resiliency:

Being able to attend school on a daily basis builds resiliency in youths. The more often students do something the more likely it may be become a habit. Proper dress and daily attendance are habits worth creating so the student is ready to take on new assignments, education tasks or challenges.

5) Believing in a Positive Future:

The ability to achieve a High School Diploma may still seem a distant dream versus an encouraged a mentored reality for many students today in the targeted area. School attendance and a student's ability to feel part of the learning process are important to believing in a positive future. The Clothes Closet provides students with a support resource staffed by adults that provide information and act as role models for the students. Several students have become involved in school projects as a result of being an intern or an advisee of Fostering In The Community. Students need to know that there are people in the community who care about their success no matter what their socioeconomic status may be.

Students need to know that people in their community who care about their success no matter what their socioeconomic status. Fostering In The Community started the preparation for the Clothes Closet mentoring program in the school year of 2013/2014. FITC established the closet in the 2014/2015 school year order to keep students in the classrooms learning by filling a void to provide students with uniforms to advert an attendance problem. LMSA sees the value and the importance that FITC has to offer the students to assist them with their personal appearance pride in self and preparation for work force readiness and higher education. The closet offers students' knowledge on how to achieve these goals through every day learning skills and mentorship. To believe in a positive future they must have the knowledge regarding how to achieve their goals, believe in their self and understand what employers and careers may expect. Student who do not have the support of their community find difficult to move forward to a successful future and career.

4. (c) What outcomes will you use to measure success?

The outcomes that will be used to measure the success of the program will be:

- How many uniforms are distributed daily as documented in the daily inventory log books?
- Feedback from the School principal and staff regarding the closet and its impact on student attendance and participation and student achievement.
- An end of school year survey regarding the Closet meeting the needs of students and families. The impact on attendance, school participation and student achievement.

- The amount of garments distributed during the school year.
- The closet volunteer hours and feedback.
- Participation and feedback for the community outreach events i.e. May 2015 Job Fair, 2016 Etiquette Forum, and 2017 Professional STEM. - Student Mentor Program.
- Number of youth participating or inquiring about FITC or being directed to other community summer programs.

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

The specific activities of the program include:

- The Clothes Closet distributes students (male and female) garments they need to comply with the schools dress code each school day
- Student can get one item or a full set of clothing based on need.
- Students are able to try on clothes and select the correct sizes. (Many students do not know their clothes sizes because they do not shop for clothing.)
- Students are able to proceed to class dress with the correct uniform by adhering to dress code.
- Provide clothing at no charge to students.
- Receive donations and acquire uniform clothing consisting of Dockers, khaki or black pants and polo shirts.
- Help students to overcome barriers presented by the lack of proper clothing to attend school.
- Mentor students for proper dress, hygiene and self-presentation through advisors and events.
- Provide students with mentors that care about their success regardless of socioeconomic status.
- Provide a clean, safe clothing store setting for students to acquire shopping skills to select proper garments.
- Promote special school events.
- Provide an on-site solution for teachers and counselors to help students overcome barriers related to dress and hygiene.
- Support the efforts of the community by properly distributing clothing donations made to school.
- Support the positive image and rules of the school which increase student pride.

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 Clothes Closet is a new program for Fostering In The Community, the Linden McKinley STEM Academy and the Linden Community started in 2013. Our best practices to ensure the program's success is to continue to acquire staff and training to maintain the closet. Community programs such as Job Fairs, summer internships and events where students can actually see and utilize their skills are necessary to provide during the school year to connect the purpose of the closet with student's future goals.

Fostering In the Community will continue to partner with community agencies for the support and collaboration of the Closet mentoring project. We will continually seek funding in order to provide staff and materials for the closet. We do not have a program model as a pattern for a clothes closet in a high school setting, we can gain insightful information and best practices from our partners involved in other community projects.

FITC has additional programs that are successful through the collaboration with community agencies and the engagement of students and residents throughout the year. These programs include:

- The Don't Trash My Neighborhood Campaign and the Annual Community Tool Giveaway with funding partners of the United Way of Central Ohio and City of Columbus.
- The Fireman's Flower receives material from the Scott's Growing to Green and training from the Franklin Park Conservatory.

- Our Summer Upward Bound Internship Program is collaboration with Columbus State Community College.

The success of these programs includes proper planning and advertising. Appropriate documentation and releases are necessary for successful projects. Student interns perform marketing of programs while gaining transferable skills and knowledge of how the program impacts the community and their future. The tasks require public speaking, self-presentation, community pride and leadership skills.

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.

The Clothes Closet is a new program for Fostering In The Community, the Linden McKinley STEM Academy and the Linden Community. FITC does have additional programs that are of a similar in purpose because of our focusing on the scholastic achievement of youths in the Linden community. The founding members of Fostering In The Community consists members and alumni that grew up in the Linden Area, went to school, worked, raised families and currently live in the Linden Area. Although there are programs in the community that address the clothing needs of working adults or those seeking employment that we truly appreciate and respect, these programs did not address the needs of our youth in the school setting. Often challenges with transportation and parental support are barriers to acquire appropriate clothes through outside agencies.

Fostering in the Community has several community programs each year. We currently have four (4) programs that are in the third program year and serve as mentor programs for youths. These programs are

- The Don't Trash My Neighborhood Campaign – 100+ students and families were participated in the Neighborhood poster contest and campaign that increases community awareness and action through the reporting of illegal dumping. A Youth Coordinator Intern developed the program and student interns were hired to actually run the campaign. Don't Trash My Neighborhood represents not only the litter abatement in the community but also how the community is presented through youth's speech, dress, school participation and grades, leadership skills and promoting a positive community image and community pride.
- Annual Tool Giveaway – over 140 families have been connected to the community by learning how to use garden tools for yard clean up and beautification of their yards and streets. Youth volunteers help to register community members and distribute tools. Community residents also volunteer and interact with youth at the event.
- Fireman's Flower Garden: The project impacts the community through beautification. Summer interns help design and maintain the gardens. The garden was dedication on 911 in 2012 by the City of Columbus for to the Firemen and City workers that serve the community. This garden services as a catalyst for community connection with many residents and youth participating in the garden.
- Summer Upward bound Internship program : FITC has hosted a total of 20 students over the past three years to help youths achieve their high school diploma. The youths work in our office during the morning hours and take afternoon enrichment courses at Columbus Community College.

LMSA did not have a Clothes Closet project to mentor youths in the school. The principle, Mr. Chris Rhorer, is very supportive because he understands that it is important for students to remain in the classroom. The closet is staffed by FITC personnel, Linden Garden Association Volunteers, LMSA staff, school counselors, teachers and the City Year AmeriCorps members.

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

This collaboration will be successful as a result of the engagement of the community partners through their expert advice, monetary and in-kind contributions, promotion of the program, support of students. FITC community partners will be expected to mentor students through the program that FITC participates in such as report card review, in class tutoring, and summer internships. Our partners are committed to providing resources and ideals for the growth of the program to meet the current and changing needs of students at Linden McKinley STEM Academy. The LMSA staff, school counselors, teachers and the City Year AmeriCorps members are key to success because they are a part of the schools infrastructure and they support the program.

The indicators of success will be through the feedback provided by periodic surveys performed for the Clothes Closet. FITC will design questionnaires and surveys regarding the students' knowledge and perception of the clothes closet. FITC will request LMSA administration to provide feedback regarding how the Clothes Closet impacts school participation and pride. The Clothes Closet can be graded on success by the teachers and staff in regards to success based upon the impact of keeping youths in school. FITC will compile the comments and testimonials already received from students and parents regarding the need and difference the Clothes Closet has made.

Feedback from the collaborating agencies or program inquiries from other schools will also indicate the success. The ultimate indicator of success will be from students expressing their ability to focus on their studies and their future Careers without having to be concerned about the whether or not they able to attend school in the proper attire and all the distractions and negative behaviors that accompany clothing issues.

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:**

Dale Snyder Sr. is the Senior Pastor of Bethel A.M.E Church which is located at 2021 Cleveland Avenue, Columbus, Ohio 43211 in the Linden Community and three blocks from Linden McKinley High School. Pastor Snyder has served as a community activist and a leader in the Linden Area of Columbus, Ohio. Pastor Snyder is a third generation social activist. He started early, talking about social justice around the dinner table and on many fishing trips he took with his grandfather and his father who was an African Methodist Episcopal Minister. Pastor Snyder has served as a Youth Mentor in the community by engaging the youth in positive activities, as an in school tutor, and hosting a student block watch while stressing the importance of education. Pastor Snyder was a co-recipient of 2012 Columbus Education Association Dr. Martin Luther King, Jr. Humanitarian Award. Responsibilities include Project Review, special project participation and Youth Mentoring at the school.

Pastor Ellison is the founding Minister of the C.R.A.C.K. House Ministries located at 1910 Cleveland Ave Columbus, Ohio 43211. He has worked and served in the Linden Community for over 10 years. His ministry is helping individuals and families overcome the cycle of addiction. Pastor Ellison works in the Linden area by reaching addicts, family members and friends through teaching, mentoring and providing healthy meals. The ministries serve to break the bonds of addiction. Responsibilities Include Project Review, Youth Mentoring, program promotion and special project participation.

Principal Rhorer is the Senior Principal at Linden of Linden McKinley STEM Academy (LMSA). LMSA is located at 1320 Duxberry Avenue, Columbus, Ohio 43211. Linden McKinley STEM Academy is the project host for the Clothes Closet Mentor program and provides staff time to engage students to be mentored at the Clothes Closet.

Previously Principal Rhorer served as an Assistant Principal with the Columbus City Schools at Walnut Ridge High School and Northland High School. He has served as a Leadership Intern with Columbus City Schools. Linden McKinley STEM Academy school mission is to ensure every student acquires the knowledge, and receives the personal support necessary, to graduate from high school prepared to successfully pursue either a career or post-secondary education. Principal Rhorer has endorsed the development of the Clothes Closet as a means to mentor students through their ability to participate in school on a daily basis and follow schools rules in order to reach their potential.

Carla Gwinn, EA, Liberty Tax Service. Liberty Tax Service is located at 1406 Cleveland Avenue, Columbus, Ohio, 43211. Ms. Carla Gwinn's tax practice specialized in tax preparation and representation for individual and small business clients. The Linden office is open 12 months of the year to serve the community. Her practice also has a niche for U.S. compliance for non-resident aliens. Ms. Gwinn holds a B.A. in Business Administration and has previously taught at Hondros College of Business. She currently holds the office of membership chair for the Columbus Chapter of OSSEA. She is the Past President of the Greater Linden Business Network. Ms. Gwinn is a community partner that employees local residents and is active in the Linden Community. Liberty Tax Service was awarded the 2010 Linden Community Business Award. The Linden office hosted a community "Picture with Santa" in 2014. Neighborhood children received goody bags and a picture set with Santa where parents could also take pictures with their photo devices. Her responsibilities for the Clothes Closet Mentor project will be of a Business advisor to Fostering In The Community, provide business and tax services as needed and participate in special events that connect the Clothes Closet to the community.

Yvonne Jones, President, Fostering In The Community. Ms. Jones will be responsible as the On-Site Project Leader and Trainer. She currently is a Columbus City Schools FCCLA advisor, Greater Linden Advisory Council Youth Leadership, LMSA Advisor and Closet Volunteer, Reading Buddy for Columbus City Schools, Registered Nurse at the Ohio State University. Yvonne Jones works very diligently in the community to serve the needs to youths and residents through the programs of Fostering In The Community. She is the 2014 Growing to Green Community Gardener of the Year. She grew up in the Linden community and graduated from Linden McKinley High School. She personally helps resolve community issues through her work and engagement of youths in the community. She is a member of the Linden Litter League (Greater Linden Development Corporation) and the Don't Trash My Neighborhood Campaign. She works with both students and residents on beautification site projects with goals consisting of: Community Pride, Community connectivity and engagement and clean, safe garden sites on the main corridor of the Linden Community.

As a Proud Linden Alumni, Yvonne's community service extends beyond the beautification sites with hosting the Annual Community Yard Tool Giveaway that has presently served over 140 families in the Linden Area. Volunteering as a Kick Butt Columbus Captain, Linden McKinley STEM Academy volunteer and Clothes Closet Coordinator, Crack House Ministry food volunteer, United Way Key Club Member, Christmas Toy Drive, Children's Hospital Christmas Tree Volunteer, Linden Garden Association member and garden volunteer, Youth Advisor for the Greater Linden Advisory Council Youth Leadership Program and Sunday School Teacher for New Salem Missionary Baptist Church .

Charissa Coleman-Muhammad/Garden Coordinator, Linden Garden Association. Ms. Coleman-Muhammad is a Linden Alumni, Community resident, Greater Linden Advisory Council Youth Leadership Advisor, Linden Garden Association Summer Intern Partner and Clothes Closet Volunteer. Mrs. Muhammad has volunteered in the Columbus Public Schools teaching cultural events, giving lectures on KWANZAA history and sharing her travels experiences though-out West Africa and Europe. She assisted with the Jewels Foundation in 2003, 2004, 2005. The Jewels program helped youths to develop lifelong skills of public speaking, rules of engagement, how to conduct a job interview, respect for themselves, others and their community, conflict resolution and social etiquette. A host site for the

City of Columbus Coalition for a Non-Violent Garden Party in the Linden Community. The 2014 garden events served over 200 people including youths. Ms. Coleman-Muhammad was a classroom volunteer in 2012/2013 and currently volunteers at the Linden McKinley STEM Closet Mentoring Program. Ms. Coleman-Muhammad will be responsible for staffing the Clothes Closet.

Rosemary Munnerlyn, Agency Coordinator for Fostering In The Community. Ms. Munnerlyn is a retired Educator and Accounting Professional, Community resident, Greater Linden Advisory Council Youth Leadership Advisor, Linden Garden Association Summer Intern Partner, Clothes Closet Volunteer, Ms. Munnerlyn has served as a youth advisor for the Greater Linden Advisory Council for three years and as an advisor for the Greater Linden Youth Planting Pride as part of the FCCLA program in the Columbus City Schools. She is a community resident and property owner that volunteers at LMSA. She has worked closely training the FITC summer interns forth past three year in office procedures, business practices and software applications. Rosemary retired from the Central Ohio Transits Authority as Contracts Administer and has served as a Sunday school superintendent and teacher. She was classroom volunteer at LMSA in 2012/2013 and currently is an advisor for the Linden McKinley STEM Closet Mentoring Program. Her responsibilities will be to provide administrative support staff for the project coordinate volunteer activities and document the Clothes closet activities, maintain the budget and track volunteer hours and project expenditures.

See Roles and Responsibilities Worksheet (Required)

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.

CURRENT TIMELINE CALENDAR FOR THE 2014/2015 SCHOOL YEAR:

- **October 2013 – December 2013:** Agency planning meetings and review of space and closet requirements. Fostering In The Community Board review and approval of Clothes Closet project.
- **January 28, 2014:** Fostering In The Community provided a Project Confirmation letter to Principal Rhorer of Linden McKinley STEM Academy and Vice Principal Jacquelyn Pope.
- **February 2014:** Assessment of the space layout and materials needed by volunteer team. Acquisition of clothing racks.
- **March 2014:** Community Announcements of Clothes closet and request for donations from partner agencies via community meetings, flyers, and visually posted information.
- **April 2014:** Acquisition of furniture and closet supplies
- **May 2014:** Attended LMSA Student and Intern graduations
- **June 2014 – July 2014:** Fostering In The Community secured the Clothes Closet Space and Start up Materials.
- **July 31, 2014:** Attended Summer 2014 Town Hall Meeting at LMSA. Announced opening of Clothes Closet for 2014/2015 School Year.
- **August 18 - 20, 2014:** FITC and LGA Volunteers set up the Clothes Closet, rack and furniture was delivered. LMSA cleaned and waxed floors. Staff and Volunteer registration, orientation and instructions regarding maintenance of the closet, documentation and distribution of clothing. Discuss goals, recommendations, strategies and outcomes for school year.
- **August 20, 2014:** The Linden McKinley STEM Academy Clothes Closet opened for serving and mentoring students. The Clothes Closet hours are from 7am to 9:00am each week day.
- **August 2014 – December 2014:** The Clothes Closet will be open each week day. Inventory is restocked weekly. Volunteers clean and empty trash weekly. Distribution logs are reviewed weekly for special requests and emergency needs.

- **December 2014 – January 2015:** School Winter Break. The Clothes Closet was cleaned and set up for return of students after winter break. Mid-year modifications were made to the inventory and operations to keep pace with the needs of the students. Buyers can take advantage of year end clothing sales and discounts.
- **January 2015 - May 2015:** The Clothes Closet will be open each week day. Inventory is re-stocked weekly. Volunteers clean and empty trash weekly. Distribution logs are reviewed weekly for special requests and emergency needs. Preparations and organization for Special Events for the 2016 and 2017 school years.
- **April 2015:** Confirmation of Job Fair Business Participants and Sponsors.
- **May 17, 2015:** Job Fair at Linden McKinley Stem Academy. Follow-up will be made with students regarding job acquisition and summer clothing needs. Survey material distributed during the Job Fair will be compiled and used for planning and review of the Clothes Closet to meet the needs of the community for the upcoming school year.
- **May 2015:** The Clothes Closet will host a closing event i.e. Pizza Party, to extend appreciation to the staff and volunteers.
- **May 28, 2015:** The Clothes Closet will close for summer break.

TIMELINES CALENDAR FOR SCHOOL YEAR 2015 -2018:

- **June – July:** Review of remaining inventory and the closet operations, evaluation of equipment and supplies. Planning for upcoming year and purchasing of garments. Provide documents to confirm the operation of the Clothes Closet to LMSA and Columbus Public Schools. Confirm staff and volunteers for the upcoming year.
- **August:** Closet Set Up, Stocking and Staff Training. The Opening of the Clothes Closet will coincide with the students returning to school.
- **August 20th:** The Linden McKinley STEM Academy Clothes Closet opened for student mentoring.
- The Clothes Closet hours are from 7am to 9:00am each week day.
- **September – December:** The Clothes Closet will be open each week day. Once a week the Inventory will be re-stocked. Volunteers will clean and empty trash weekly. Distribution logs reviewed weekly for special requests and emergency needs. New purchases of clothing and supplies will be made as needed.
- **December – January:** Winter Break. The Clothes Closet will be cleaned and set up for return of students after winter break. Mid-year modification may be made to the inventory or operations to keep pace with the needs of the students.
- **January – May:** Clothes closet open for mentoring with students.
- **May – Special Event:** 2016 Professional Etiquette Forum for students and parents.
- **June - July:** Review of remaining inventory, purchase of new inventory and extermination of Closet. The Clothes Closet will close for Columbus City School summer break.

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:

Screening is required for all the mentors and other personnel that work directly with the youths. Educators and counselors employed by the school will have completed the screening process through the Columbus City Schools. Partner members and volunteers of Fostering In The Community must pass a screening and background check through their current employment and background checks through the State of

Ohio requirements. Orientation is provided during the August Set-up Period for all staff and volunteers. Yvonne Jones will oversee Set up, training and orientation. Support and monitoring for the mentors and other personnel working directly with the youth will be tracked and reported directly to Yvonne Jones by the project administrator. Ms. Jones will handle support issues or personnel and volunteer challenges.

b. Identification and intake process for mentees:

The mentees for the clothes closet are identified by the teacher and counselors at the school. They are escorted to the closet and served by either the school volunteers or counselors.

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:

Parents are involved in the program through the impact that the closet has on the youth's ability to achieve and not be sent home from school due to lack of proper attire. Parents have often commented on the need of the closet to serve children and bridge the gap between the child's needs and family's abilities to provide uniforms. Families will be involved in our program through our ongoing outreach programs such as 2015 Job Fair for students and parents and the summer internship programs.

d. Any other critical information you would want the Community Connectors team to know.

Fostering In The Community understands that children's' basic needs have to be met in order to be successful students and to have a prosperous future. Since its inception Fostering In The Community 2012 has mentored and engaged over 300 students for a positive community connection and scholastic achievement. Our programs include our Office and Summer Internship Programs, The Don't Trash My neighborhood Campaign, The Annual Community Tool Giveaway, Advisors for the Greater Linden Development Corporation and Advisors for the Greater Linden Youth Planting Pride. Fostering In The Community has mentored 19 high school seniors of which all 19 have accomplished graduation through adversity and overcoming various barriers that include homelessness and the lack of access to resources.

FITC has set up a May 2015 job fair in which students and family members can participate. The Job Fair will be held at LMSA. Students will be able to showcase their skills and what they have learned from the closet-mentoring program. Our goal is for the students, parents, community resident, partners and graduating seniors to be able to prepare, submit resumes, gain interviewing skills, acquire tips on professional appearance and obtain a job interview that will lead to securing employment.

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

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;

Daily Log Sheet is used for volunteer hours and times. The needs of the students are tracked by clothes sizes versus individual sign in sheets. Return visits are allows by students to the Clothes Closet on a weekly or monthly basis and request anonymity because of peer pressure. FITC also asks that youths bring back clothing that they are no longer wearing or may need mending so garments can be recycled.

b. Gathering of data to measure progress of program towards meeting the selected goals; Inventory of stock, orientations of the staff which includes, the volunteers, City Year, Partner Group and consultants.

c. Projected indicators of success;

The uniform is a standard rule and the dress code for the school. The indicator of success includes the students dressing in proper attire throughout the school. The reduction of students sent home because of the lack of proper attire. The achievement indicators as a result of students being mentored for proper attire, self-esteem and having basic needs met in the community.

d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

Volunteers or counselors not recording student clothe distribution on a daily basis due to multiple task requirements. Having one or two person to do all the process involved in keeping the closet operating.

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.

The Clothes Closet Mentoring program has been funded by the donors and contributions of Fostering In The Community for the 2014/2015 school year because the Clothes Closet mentor program helps to ensure that the students of Linden McKinley STEM Academy will be able to continue to put forth all their efforts in learning and acquiring skills to compete in the 21st century world market. FITC is preparing to continue the program, provide funding and staff for a minimum of three years. The partnerships will be necessary to continue the programs sustainability. The commitment of our partners is also critical because of the donations from the faith based organizations and their member, the procurement expertise of volunteers, and in-kind volunteers hours of in-school and special programs participation. FITC is requesting program funding through The Community Connection grant but other grant and donor opportunities will be investigated as the program grows to meet the needs of the youths.

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 Program Budget.

By clicking this box,x I (Insert Name) Yvonne Jones, Fostering In The Community 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.