

Application Template

Application Section I: Community Connectors Program Description

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

Believe, Bloom and Benefit is a new program which targets each grade, 5 through 12 at Three Rivers Local School District in Cleves, Ohio.

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

Believe, Bloom and Benefit touches each student in grades 5th through 12th in Three Rivers Elementary School and Taylor High School.

School	Grade in 2014	Economically Disadvantaged	Total Number of Students	Entering Program
Three Rivers Elementary	2	57	147	3rd year
Three Rivers Elementary	3	81	175	2nd year
Three Rivers Elementary	4	70	165	1st year
Three Rivers Elementary	5	67	158	1st year
Three Rivers Elementary	6	62	155	1st year
Taylor High School	7	58	138	1st year
Taylor High School	8	64	156	1st year
Taylor High School	9	61	148	1st year
Taylor High School	10	52	136	1st year
Taylor High School	11	43	147	1st year
		Economically Disadvantaged	Total Number of Students	
Totals by Year: year 1	10 grades	477	1203	40%
Totals by Year: year 2	10 grades	515	1231	42%
Totals by Year: year 3	10 grades	520	1242	42%

3. Select one: Which of the following best describes the proposed project? Select one.

A. Totally new program developed by this organization

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.

21st Century Careers:

Believe, Bloom and Benefit engages students and mentors by using gardening and cooking to help obtain "mastery of a goal". A process whereby you learn how to garden, cook and stay healthy through self-improvement and effort. Goal setting is a skill everyone requires in today's global environment. Teaching this skill in a non-threatening, fun way will become the foundation to obtaining skills in the future.

In addition, exposure to careers in Medical and Healthcare, Social Services, Dietary services including Nutrition, Mental and Behavioral Health services, Architecture and Teaching. 21st century careers become crystallized through leadership mentor involvement. Mercy Health, Greater Cincinnati Addiction Services Council, Champlin Architecture and Whitewater Crossing Christian Church recognize that the youth understanding of a particular career increases successful choices in pathways.

Character Building:

Character traits needed to succeed in life are transferred from mentor to mentee in a variety of ways. Saying “Yes” to good choices is essential. Programs offer character building experiences to students utilizing following partner programs.

Greater Cincinnati Addiction Services Council

1. Offer resiliency measures to overcome obstacles imposed by poverty
 - 1) Substance abuse screening.
 - 2) Screening for risky sexual behaviors.
 - 3) Screening for mental/behavioral health risks/disorders.
2. Engage students and families at Health Fairs
 - 1) Offer information about counseling services available.
 - 2) Promote measures to overcome barriers through counseling.
3. Connections Speaker Series
 - 1) Education session of pertinent mental and physical health issues.
 - 2) Provide further opportunity for families/students to use services.

Mercy Health

1. Engage student and family at Health Fairs
 - 1) Offer information of services available through Mercy Health.
 - 2) Promote health care insurance/expansion.
 - 3) Overcoming barriers to health care by being accessible.
 - 4) Provide educational resource materials.
2. Connections Speaker Series
 - 1) Education sessions to provide factual information, overcome misconceptions.
 - 2) Provide further opportunity for families/students to use services.
 - 3) Access to experts on variety of important teen topics.

Whitewater Crossing Christian Church

1. Promotion of life skills
 - 1) Cooking Club introduces healthy body/mind/spirit.
 - 2) “Be Enriched” summer program offers paths to self-realization.
2. Academic tutoring summer program
 - 1) Summer academic review offers opportunities to improve GPA.
 - 2) Teaching students to become academic mentors sustains program.

Pathways to Achievement:

Believe, Bloom and Benefit offers academic opportunities disguised as fun activities. We believe gardens, cooking and the mentoring that is involved lead to better critical thinking, problem solving and decision making skills.

Aeroponic Tower Gardens®:

1. “Seed to Table” explores science and health through the life of a seed;
2. Aeroponic Tower Gardens challenges conventional thinking, engaging students to look out of the box for solutions; and
3. Life lessons are learned in the successes, failures of gardening.

Rooftop Healing Garden

1. Engages students in personally caring for their environment and promotes accountability and social responsibility;
2. Introduces a easily assessable ecosystems, providing a hands-on learning environment; and
3. Incorporates a “Healing Garden” for healthy choices for food, environment, medical and spiritual opportunities, enriching the lives of those involved.

Mentorship Opportunities:

1. Expand career pathways in the medical profession, that were previously limited;
2. Highlight various career opportunities and how they positively contribute to the fabric of our community;
3. Provide relationships that build core values of coping skills, character building and resiliency; and
4. Lead to community engagement in the local school district creating greater accountability for civic and economic responsibility.

Resiliency:

At risk student populations, due to poverty, must be provided opportunity to visualize a future beyond the strictures of their environment.

1. Believe, Bloom and Benefit offers behavioral, mental, physical and spiritual health opportunities, open to all students grades 5-12, and their families.
2. Understanding poor life choices vs healthy life choices maximizes the problem solving capability of an individual, creating a clearer path to achieving higher standards and goals.
3. Offering specific opportunities for gardening with Tower Gardens and Rooftop Healing Garden, for the purpose of expanding health goals, better nutrition, and expanded curriculum in each and every classroom
4. School nurse will have increased opportunity to engage health services through Believe, Bloom and Benefit.

By engaging the entire student population grades 5-12, we effectively minimize the stigma associated with poverty. Increasing student body engagement as a whole promotes a sense of belonging to the community. Resiliency is achieved when we have a safety net of self-worth and support within a community, the epicenter being the school.

Believing in a Positive Future:

Greater Cincinnati Addiction Services Council

1. Begin basic education on healthy behaviors using Health Fair to engage.
2. Mental and Behavioral health promoted to offset cycle of poor choices.
3. Career connections to engage students in social service care.
4. Provide programs within curriculum promoting behavioral health.
5. Provide support to School nurse through existing programs.

Mercy Health

1. Begin basic education on healthy choices using Health Fair to engage.
2. Nutrition promotion for longer and healthier life.
3. Career connections reinforcing that health care is more than doctor or nurse.
4. Promotion of Health Care network as community resource.

Whitewater Crossing Christian Church

1. Reinforces learning.
2. Teaches mentees how to be a mentor.
3. Provides a basic frame work for healthy body/mind/spirit via cooking.

Believe, Bloom and Benefit embodies the natural life cycle. From a nurtured seed, see what grows.

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

A. Tower Gardens®

Aeroponic Tower Gardens, 23 individual units, in classrooms and common areas, accessible to targeted grant recipients, as well as engaging remaining student population, staff, and community at large. Tower Garden's innovative design was the result of a partnership between NASA and Disney. They stand four feet tall and are soilless. Tower Gardens can be used indoors or outdoors which allows them to be utilized year round. Also, they require only 10% of the water that a traditional garden needs and grows fruits and vegetables in 30% less time than traditional methods.



(Sprout to plant)

(Ready to pick garden)

(Student Harvest)

B. Rooftop Healing Garden

A 3,500 square foot Rooftop Healing Garden will be installed on existing school site, safety and accessibility measures in place, and gives sustainable eco-conscious process to community at large. The garden roof will not only be a sanctuary where students can learn, but will also benefit the school by creating a cool roof which reduces energy costs, reduced storm water runoff and creates a habitat for birds, butterflies and bees.

Both the Tower Gardens and Rooftop Healing Garden will allow students to experience growing food in a variety of ways. The Tower Gardens and Rooftop Healing Garden will be available to teachers year round. This will provide them with the opportunity to incorporate planting and growing fruits, vegetables and other plants into their existing lessons. Some examples of integrating gardening into the common core lessons would include, allowing students to select what plants to grow based on growing conditions, introduce the scientific process, discuss or write about the plant's life cycle, diagramming plant anatomy, pollination, compare and contrast different types of plants being grown and measure growth rates. The possibilities are endless. Visual and sensory stimulation provides behavioral health benefits, healing and hope garden plans prove to reduce tension and stress.



(Three Rivers Rooftop)

(Tray system for garden)

(sample rooftop garden)

C. Mentoring Program

- Greater Cincinnati Addiction Services Council will be providing speakers for the Connections Speaker Series.
- Greater Cincinnati Addiction Services Council will provide leadership and resources for the Health Fairs.
- Greater Cincinnati Addiction Services Council will advocate careers in Behavioral and Mental Health to give students exposure to these career paths.
- Mercy Health will be providing speakers for the Connections Speaker Series.
- Mercy Health will provide leadership and resources for the Health Fairs.
- Mercy Health will advocate careers in Health Care and associated industries to give students exposure to these career paths.

- Whitewater Crossing Christian Church and Greater Cincinnati Addiction Services Council will partner to create a day long, themed summer camp. The morning hours will be used for enrichment activities which will include prevention programming, resiliency and life skills. The afternoon hours will provide students with the opportunity to work with mentors to improve their academic skills.
- Champlin Architecture firm will be providing professional services for the construction of the Rooftop Healing Garden. The firm will also establish a mentorship program for Taylor High School students. This once a week, 10 week program, will provide students with an opportunity to learn about architecture, interior design and building technology. Each session has 3-4 professionals working with students. The first two weeks introduce students to various design professions. The remaining eight weeks are used for hands on activities in which the students design a building.

Conclusion:

The three prong plan for our Healthcare Partners is to provide mentorship, Community Outreach and onsite health and well-being opportunities. Our Health partnerships with Mercy Health and Greater Cincinnati Addiction Services Council will provide mental and physical health and well-being mentorship through classroom curriculum based programs and Community Health Fairs. Inclusion of Mercy Health employees will provide mentorship opportunities in food services and nutrition, health care, and social service career path experiences. The Greater Cincinnati Addiction Services council offers career enlightenment for Social Service, Behavioral and Mental Health options.

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.

Believe, Bloom and Benefit engages entire student body grades 5-12, offering classroom, extracurricular and community programs:

1. Eliminating the associated stigma and segregation of poverty level students;
2. Are available to a large cross-section of student body population;
3. Provide diversified career pathway experiences;
4. Exploit multiple garden sites, maximizing student exposure;
5. Exceed ADA parameters; and
6. Extend project reach beyond the student body, into community environment, occurs through open house and Health Fair opportunities with Health and Faith Leadership Partners.

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.

Aeroponic and rooftop gardens and cooking clubs are not new to communities and schools. We are leveraging best practices in previous implementations to make sure these program components are implementable, saleable and sustainable.

Mentorship opportunities have been promoted within the school, but have been loosely based programs to date. Inclusion of this grant opportunity brings cohesive, structured and sustainable partnerships with our leadership participants. Our faith leadership partner has held an academic and enrichment program for another district for 9 years. Bringing mentorship through tutoring and resiliency, cooking club and healthy choices they lend us their experience in this realm. The enthusiasm of Mercy Health, Greater Cincinnati Addiction Services Council, Champlin Architecture and Whitewater Crossing Christian Church brings this Community a previously inaccessible opportunity for partnership.

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

Target goal of reaching 95% of the student body population, grades 5-12 is a lofty goal, unless you consider the

incorporation of curriculum, student assemblies and community health fairs.

Indicators for Success:

1. Fresh produce will be made available for grades 5-12 to use in Cooking Club.
2. Produce will be available in classroom setting to provide lessons in weights, measurements.
3. Seed to produce using garden towers provides life science lessons.
4. Rooftop garden becomes a lab classroom with introduction of ecosystems, environment.
5. Rooftop garden as healing garden, based on Krohn Conservatory display, to promote mental health.
6. Tower Gardens produce an array of fruits and vegetables, a previously underutilized food source for students.

Measures for Success:

1. Data entry of pre- and post- testing of curriculum based teachings.
2. Data entry of survey results from the teaching staff on utilization of Tower Gardens/Rooftop Healing Garden.
3. Program staff maintains accurate tracking records by using Excel.
 - a. Student body.
 - b. Mentor hours.
 - c. Training hours.
4. Mentor program evaluations to improve mentor's experience.
5. Teacher evaluations yearly to give feedback and effectively improve programs.
6. Tracking mentorship retention rate, providing feedback to implement improvements.

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

1. **Name and title:** Nan Franks, M.A., LPC, LICDC-CS

Responsibilities for this grant: Providing programs for Mental and Behavior Health

Qualifications: CEO of the [Greater Cincinnati Addiction Services Council](#) since 1988. She has worked in the behavioral health field since 1973. Her work over the last 35 years has focused on addictive illness and its effect on individuals, families and community. During her years of work with addiction issues, she has provided intervention specific services to many families and work groups. She has authored several books on professional ethics and is certified as a Work Less Make More Coach and as a RESULTS Executive Leadership

2. **Name and title:** Roger LaGreca, President, Mercy Health Foundation

Responsibilities for this grant project. Project facilitator, Mentorship coordinator, Community engagement

Qualifications: Roger LaGreca is president of [Mercy Health Foundation](#), the faith driven philanthropy of Mercy Health, Ohio's largest health system and one of the largest non-profit system in the country. At the Foundation, LaGreca focuses on enhancing innovation and increasing efficiency among the system's eight local Foundations to better support the Mercy Health Ministry and its mission. He also serves as president of the Foundation in Cincinnati, Mercy Health's largest market.

Prior relevant experience: LaGreca has nearly 20 years of fundraising, leadership and campaign development experience. He previously served as the national vice president of development at the

Boys & Girls Clubs of America, as well as the vice president of development for the American Red Cross. He holds a bachelor's degree from Kent State University.

3. **Name and title:** Michael Stephens, Market Leader and President Mercy Health

Responsibilities for this grant project: Marketing and Leadership

Qualifications: President and Market Leader for [Mercy Health](#) – West Region. In addition to overseeing the integration of Mercy Health – Mt. Airy and Western Hills Hospitals into the new Mercy Health – West Hospital (opened in November 2013), Stephens also oversees medical centers, senior living communities, imaging, and Mercy Health Physician offices on the west side of Cincinnati.

Prior relevant experience: Fellow of the American College of Healthcare Executives (ACHE), an active member of the Ohio Hospital Association Board of Trustees Executive Committee, Immediate Past Chair of Friends of Ohio Hospitals (Political Action Committee), Immediate Past Chair of the Ohio Hospital Association Finance Committee and Former Chairperson of the Ohio Hospital Association Board of Trustees. Stephens is also an Ohio Delegate for the American Hospital Association Regional Policy Board, a Board Member of the Research and Education Foundation of the Ohio Hospital Association, and a Board Member of the Ohio Hospital Association Malpractice Insurance Company.

4. **Name and title:** Carol Baden, Founder and Chair of Community Recovery Project, People Advocating Recovery

Responsibilities for this grant project: 1) Overseeing entire program to ensure successful communication amongst partners and project manager. 2) Facilitating communication between leadership partners and members of mentor, academic and extracurricular team.

Qualifications: A Medical Professional for nearly 30 years in Inpatient and Outpatient settings, Carol has a diverse background in multiple health systems. As founder and CEO of Community Recovery Project and People Advocating Recovery, Carol is a Community advocate. The overseeing of daily operations of two successful ventures to bring optimum health benefits to our communities has garnered leadership ability and peer respect. An expert in the current health crisis of the Opioid Epidemic, Carol is dedicated to proactive ways to assist those affected. Promoting successful relationships amongst those best able assist the underserved, and strengthen connections of health care partners with communities is a mission in this public health crisis.

5. **Name and title:** Craig Hockenberry, Superintendent, [Three Rivers Local School District](#)

Responsibilities for this grant project: 1) Provides leadership and is the champion in the school and in the community for “Believe, Bloom and Benefit”. 2) Oversees program is successfully integrated at the school district. 3) Removes barriers to successful implementation.

Qualifications: Mr. Hockenberry has experience leading transformational changes within the school and the community. He led this type of transformation change at Oyler. The school went from Academic Emergency to Academic Watch to Continuous Improvement.

Prior Experience: Mr. Hockenberry built his administrative experience as the assistant principal and then the principal of Oyler School in Cincinnati. Prior to becoming an administrator he was a teacher at Roosevelt School in the Cincinnati Public School system. He earned his Bachelors from Mount Saint Joseph University and his Masters of Education from Xavier University.

6. **Name and title:** Tom Bailey, Director of Operations, [Three Rivers Local School District](#)

Responsibilities for this grant project: Oversee implementation, promotion, on-site coordinator

Qualifications: Mr. Bailey's experience in the district has included the roles of Director of Development, Elementary Principal, High School Principal and Head Principal of the Educational Campus. . He has received his Master degree from the University of Dayton and his Bachelor degree from Northern Kentucky University in Music Education.

Prior Experience: He has worked with the community on change, being on the team that has passed four (4) operating levies and a large bond issue. As principal, his schools saw a dramatic increase in scores on state mandated.

7. **Name and title:** Krutarth Jain AIA, LEED AP BD+C Principal [Champlin Architecture](#)

Responsibilities for this grant project: Lead architect on garden roof. Mentorship program at Champlin

Qualifications: Krutarth Jain brings his technical tools, coupled with his knowledge of architecture, urban design and planning many award-winning and innovative projects that span the market niches of Champlin Architecture. He is a leader in technology, and continually advocates for sustainability and the advancement of building materials and systems on all of Champlin's projects. He holds a bachelor degree in Architecture from India and master's degree in Urban Planning from the University of Cincinnati's College of Design, Architecture, Art and Planning (DAAP). He is a registered architect in State of Ohio and holds NCARB certification.

Prior relevant experience: Krutarth also lends his talents to numerous non-profit community organizations, and is actively involved in their fundraising and capital improvement projects. Working with these organizations, Krutarth has a good understanding of many of the challenges his clients face.

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.

First Year Milestones

May 1st – Champlain Architecture starts Rooftop Healing Garden construction – this will take 6 months.

May – June - Identify and hire the PM.

September - All mentor and custodial training will occur.

November –Rooftop Healing Garden operational (1st year milestone only).

Annual Milestones

July 1st - Background Checks completed by Applicants with a request to send results Three Rivers Local School District.

May – Hire 2nd and 3rd year summer co-op.

July - PM to decide on volunteers (to be picked from list of background checks submitted).

August 1st - All approved volunteers to be notified.

Open Enrollment – For volunteers occurs throughout the year / all mentor training completed for this group of volunteers.

Early August – Orientation / Training for volunteers.

August – Conduct the Back to School Health Fair (starts in year 2 of the grant).

August – Aeroptic Tower Gardens are returned from their summer rental and set up for the next year.

August – Create/Review pre- and post- tests for aeroptic Tower Gardens by grade.

August – Create/Review survey and evaluation forms for teachers and volunteers.

August – Review kitchen and identify supplies that need to be purchased for the cooking club.

August / September - Three Rivers Start of the School Year Open House – we will have a program presence there so parents and students can be made aware of what Believe, Bloom and Benefit offers.

September – Aeroptic Tower Gardens operational.

September – Fall co-ops starts.

September - All mentor training completed for this group of volunteers.

September - Cooking club will start meeting twice a month and continues this cycle throughout the school year.

September – Connections Speaker Series – high school assembly (grades 7-12) during school – Occurs monthly throughout the school year.

October – Create/Review pre- and post- test for Rooftop Healing Garden by grade.

Late October – Family Fun Night will be leveraged to allow students to present to parents / family / community what they are learning in the program.

December – plan mini Health Fair.

January – Co-op starts.

February – Determine if any special maintenance projects are needed for Healing Garden (TBD by PM and Master Gardner).

March - Family Fun Night will be leveraged to allow students to present to parents / family / community what they are learning in the program.

March – Mini Health Fair occurs.

April – The annual Acclaim Arts Show and Craft Fair will be leveraged to show the community what students have learned in the garden programs.

April - May – Review and update the summer enrichment and tutoring programs.

May – Plan Back to School Health Fair.

Late May – Break down the aeroponic Tower Gardens – this will be determined by the teachers.

Late May – Aeroponic Tower Gardens are rented for the summer.

Summer – Implement special maintenance projects that are needed for Healing Garden (TBD by PM and Master Gardner).

Summer – Academic Enrichment Programs and tutoring begin monthly.

Go to Annual Milestones to repeat the annual cycle for years 2 and 3

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;
Three Rivers Screening Process for volunteers:

A background check (FBI) is required for all volunteers that will be working with a student one-on-one or with a group of students outside of the direct supervision of the classroom teacher or staff member.

Background checks for volunteers are valid for one year only. Driver's license/Photo ID must be shown at the time of fingerprinting. You must request a copy of your background report be sent to Three Rivers Schools at 401 N. Miami Avenue, Cleves, OH 45002. The cost per background check is \$35 and will be covered by the program, year one only.

You may obtain a FBI background check at the following location.

Green Township License Agency
5694 Harrison Avenue
Cincinnati OH 45248
513.574.4700

- b. Identification and intake process for mentees;

All students, registered in Three Rivers Local Schools, gr. 5-12.

- 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;

School community inclusion in this project targets grades 5-12 and their families with Physical, Mental and behavioral Health services provided at Health Fairs within school extra-curricular programs. Within school curriculum, optional programs for family attendance will be offered in Speaker sessions provided by Mercy Health and Greater Cincinnati Addiction Services Council.

- d. Assessing fiscal accountability and faithful implementation of project plans; and

Provision for 3rd party accountant to audit yearly the expenses.

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

Project Manager: To be interviewed and approved by Greater Cincinnati Addiction Services Council and Program Director. He/She is:

- Responsible for maintaining all records throughout the course of the program. This includes but is not limited to: transactional accounting (management of checks written or received), time tracking for volunteers, supplies purchased or donated.
- Reports all mentor activities.
- Responsible for transactional accounting of this program. Bank accounts will require multiple signatures (signees to be determined at a later date) for withdrawals or to write checks. Ultimately, the accountability will fall to the leaders of the program, but mostly to the project manager who is hired.

Online Resources –

- USF School Gardening Research Group, [Tampa Bay School of Gardening Network](#);
- Real School Gardens.Org, [Real School Gardens](#);
- Future Growing, LLC, [aeroponic Tower Gardens](#);
- Lisa Wagner and Mary Olien, Botanic Gardens Conservation International, [Promoting Science Participation through Garden Explorations](#);
- Debra Shapiro (2006) National Science Teachers Association, [School Gardens Grow Science Achievement Scores](#)
- Center for Ecoliteracy, [School Gardens](#)
- American Institute for Preventive Medicine, [Health Fair Information](#)

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. Tracking Mentor Contact Hours, Unduplicated Student Counts and Training:

One of the primary responsibilities of our program's staff will be to maintain accurate records of mentor hours. Tracking hours will be completed using Excel. Tracking student involvement will be the responsibility of the program staff. For the purpose of consistency student involvement will be tracked using Excel. Training sessions for volunteers will be offered several times a year. For the purpose of consistency training hours will be logged in Excel. Every training session and all attendees will be documented.

B. Gathering Data to Measure Progress of Program towards meeting selected goals:

The primary goal is to engage 95% or more of students participate in one or more of the programs we offer. The principal way in which we will gather data to measure progress will be through unduplicated tracking of students.

Although student participation is important we also want to make sure that our programs are adding value and helping each participant increase their knowledge. Each student that participates in the program will complete a pretest to evaluate their current knowledge on concepts that will be presented. Upon completion of the program students will complete a posttest. This will measure how much new information they learned during the session.

Teachers will also be asked to complete surveys. This will provide teachers with an opportunity to provide feedback. The feedback will allow us to continuously improve programs to more effectively meet the needs of the school community.

Additionally, mentors will complete program evaluations. This will allow the program administrators to improve the mentor's experience. According to the Corporation for National & Community Service the volunteer retention rate for the State of Ohio between 2008 and 2010 was 67.2%. We hope, that by seeking feedback and implementing improvements based on evaluation results the program will be able to exceed the state average of volunteer retention. This will reduce the need for new volunteer recruitment, training and improve overall efficiency.

C. Projected Indicators of Success:

Key indicators of success include having 95% or more of the student population in grades 5-12 participate in at least one program. Our second goal is to implement programs in which socioeconomic status has no impact on the student's ability to participate and be successful within the program. The final indicator of success would be continued increased staff and parental involvement year over year.

D. Anticipated Barriers to Success:

While we do not anticipate many barriers to success there are several challenges worth noting. Constructing the Rooftop Healing Garden will be a large undertaking. This will involve working to coordinate our efforts with several service providers, while adhering to the established timeline. Despite our best planning efforts there will certainly be unexpected delays, but we believe our timeline is realistic and achievable.

Another potential barrier to success is fear of change. We will be implementing several new programs (Tower Gardens, Rooftop Healing Garden, Cooking Club and summer camps). This means that administrators, teachers, parents/guardians, students and mentors will be incorporating new experiences into their day to day lives. Our leadership team will work to manage and support the changes. The leadership team will educate all members of the school community on the benefits of the new programs and the enhanced learning experience they will provide for all participants.

14. Applicants are to complete the 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.

Investment in the Community by Leadership Partners in Mercy Health and Greater Cincinnati Addiction Services Council is assured in their determination to assist this underserved School District. The implementation of this grant project has brought together the participants, with whom the School District has had no previous engagement. Successful implementation of this grant proposal assures continuing relationships. Partnerships with the Whitewater Crossing Christian Church and Champlin Architecture are newly formed relationships, with assurances that sustainability is guaranteed beyond the three (3) year conclusion. Beyond the verbal promise of sustainable relationships we have promotion of successes through the media, extending our demographic reach to seek further alliances, grant proposals, and partnerships.

Financially the majority of the monies, approximately 90%, asked for in the grant are to fund capital items like the Rooftop Healing Garden and aeroponic Tower Gardens. The other 10% of the budget is the on-going cost of maintaining gardens and a kitchen to support integration of the program throughout the student body. In order to be successful, several programs are proposed to act as fund-raisers for Believe, Bloom and Benefit, as well as, extending different existing relationships.

The aeroponic Tower Gardens will be rented to student or faculty families for the summer (June – mid August). Each rental will pay for the seeds, fertilizer, and other ingredients/accessories needed for the next school year. A surplus of monies will be generated from this fund-raiser and allocated to the support of the Healing Garden.

A percentage of proceeds for the sale of aeroponic Tower Garden through a referral process will be another source of revenue.

Relationships with the Three Rivers Parent Teacher Organization (PTO) and Taylor Alumni will be extended. The PTO supports programs which enhance the well-being of all students within Three Rivers and Taylor Alumni supports all activities within the high school environment that molds students into well-rounded civic minded adults. The Healing Garden and aeroponic Tower Gardens accomplish this brilliantly. The PTO will fund the half of maintenance of the Healing Garden starting in year 4 and additional support will be furnished from the Taylor Alumni.

Application Section V: Program Budget

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

By clicking this box, I (Insert Name) ___Kate Fenton_____ 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.