

**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.  
Kenton Elementary (KES): Gr 5-6, Kenton Middle (KMS): Gr 7-8, Kenton High (KHS): Gr 9-12
2. Provide the number of youth in each grade level and at each school your program proposes to serve.  
KES Gr 5:148, Gr 6:143.KMS Gr 7:123,Gr 8:156.KHS Gr 9:149,Gr 10:157,Gr 11:137, Gr 12:142 (1,155
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.

**Hardin County Chamber and Business Alliance (HCCBA)** a 501(c)3 non-profit organization and lead applicant has a mission to cultivate, promote and advocate for a prosperous business, educational and agricultural climate, strengthen the local economy, enhance strategic partnerships and improve the quality of life, making Hardin County a great place to live, work and prosper. Accomplishing this mission requires strong collaborative partnerships across all community sectors. Recent changes to Ohio law requires all Ohio school districts (Fall 2015) to create two new policies (Career Advising and Student Success Plan) to ensure all students graduate from high school with knowledge, skills, work habits and aspirations to succeed in the future workforce. Kenton City Schools (KCS in an eligible district) has long been a HCCBA partner and the Community Connector Grant offers a great opportunity to deepen those relationships while meeting important needs for both organizations. Hardin County youth, and specifically children living in the City of Kenton, are the future of the community and its workforce. A wealth of research shows that when youth are connected to caring adults who help them build character, resiliency and goal setting/problem solving skills, they have a much greater likelihood to reach their fullest potential. While healthy youth development and leadership skills are important for long-term workforce health, Hardin County desires for its youth to develop workforce readiness skills and a shared sense of belonging in the County and City.

HCCBA, KCS, Quest Federal Credit Union (Quest), Ohio Hi-Point Career Center (Hi-Point), Ensign Associates and Hardin County Ministerial Association (Ministerial Association) co-created the ***Kenton Professional Mentoring and Leadership Initiative***, a comprehensive school-community partnership connecting student interests and learning with 21st Century careers. This proposal offers a replicable and sustainable framework through which non-profits, businesses, faith-based partners and the local vocational planning district (Hi-Point) can work with a district to design Career Advising and Student Success Plan policies, that build a solid school-to-career framework demonstrating to every student that what they learn today directly connects with their future career goals.

Kenton Elementary (Gr 5-6) will embed career awareness and informal mentoring during and after school for all students as well as create a new after-school program for at-risk students which brings a child's Student Success Plan to life through formal mentoring, academic supports and social emotional skill building. Kenton Middle (Gr 7-8) will expand job shadowing and career exploration curriculum so every 8th grader leaves with a 5-year Academic/Career Plan. A new peer mediation (Gr 5-8) program will build problem solving, character, communication and resiliency skills. For HS students, Kenton will repurpose and renovate the former Northwood Elementary to house 3 new STEM career tech satellite programs (Advanced Mfg., Allied Health/Nursing, IT Help Desk) and add one new STEM career tech program at Kenton HS (IT Programming). Skilled labor in these fields is in high demand in Hardin County; these programs will help meet local workforce needs. All high school students will have an opportunity to participate in authentic hands-on internships/capstone projects at Kenton HS or Northwood building. Partners will design new leadership trainings, service learning, commissions and boards) so HS youth develop character, leadership and 21st century skills for workplace success. KHS students will graduate with post-secondary plans through personalized Career Advising and be eligible for new post-secondary incentives to support college, career, and service work aligned to those plans.

Through this initiative, all Kenton students will be inspired to graduate with a career focus, strong academic preparedness, character/resiliency skills and future aspiration that will propel them toward an exciting future in the career field of their choice. Partners will engage area businesses, parents, schools, church members and other nonprofits to support our youth, getting them excited about their future - and the future of Hardin County. Every child will dream big and understand what it takes to put their dreams and goals into action. Caring adults will build strong relationships with every young person supporting them as they engage in leadership, service, and college/career readiness experiences. As a result, KCS youth will become outstanding citizens, workers, and leaders who experience higher achievement and improved well-being and health. Local businesses will have greater workforce readiness and retention and Hardin County will truly be a *Great Place to Live, Work and Prosper*.

### **Principles of Hope #1 Goal Setting to be Prepared for 21st Century Careers**

- *Summary:* Ministerial Association and other partners will recruit informal mentors to act as role models for youth in grades 5-12. Informal mentors will volunteer during and after school sharing their personal goals, achievements and challenges as well as helping students create and achieve their personal goals. At-risk youth in grades 5-6 will receive support to create Student Success Plans and engage regularly with formal mentors to support and monitor their 21st Century career goal setting and academic achievement. HCCBA will lead efforts to identify volunteers for middle school (gr. 7-8) job shadowing. The new 8th grade Career Exploration course enables all 8th graders to create a Five-Year Plan with personal, academic and post-secondary goals. Kenton will provide informal mentors with training based on Search Institute's Developmental Relationship framework (see Q6, pg 4) so they can intentionally build healthy relationships and support youth success. Ensign Associates will train formal mentors to prepare them to provide deeper supports.
- *Youth Outcomes:* All KMS 8th graders will complete job shadowing and develop an electronic 5-year academic/career plan created from their career exploration. Baseline: 0 students have 5-year plans.
- *Community Outcomes:* Each year, partners will increase number of trained mentors (formal/informal) by 10% over the previous year as measured by training attendance. Baseline: KCS has 0 trained mentors. Y1 Target: 50 mentors (informal/formal). Y2 Target: 55 mentors. Y3 Target: 61 mentors.

### **Principles of Hope #2 Building Character**

- *Summary:* Ministerial Association and partners create after-school program for at-risk 5-6 graders (target 50 students per year). Program will be created based Search Institute's Developmental Asset framework and Best Practices in Youth Development Programs (See Q6, pg 4). Students will receive Student Success Plan, formal mentoring, Asset/character building programs, homework help and social-emotional skill building activities. Kenton will provide Developmental Asset training and Ensign Associates will train formal mentors.

- *Youth Outcomes:* 80% of after-school program youth will report increased social competencies using Search Institute's' Developmental Asset Profile assessment. Baseline: Fall 2015.
- *Community Outcomes:* 80% of trained mentors will report high satisfaction with role as youth mentor (formal/informal) as measured by locally designed survey (to be developed). Baseline: Spring 2016.

### **Principles of Hope #3 Developing Pathways to Achievement**

- *Summary:* KCS will create and implement Board policy for Career Advising and Student Success Plans and will provide training to staff to support them as they begin to embed learning experiences aligned with Career Advising/Student Success policy expectations. Regularly, academic lessons will include career awareness (Gr 5-6), exploration (Gr 7-8) and planning (Gr 9-12). Ensign Associates will help KHS design and implement specific transition and pathway opportunities (Gr 11-12) including internship (community-based learning in field of interest) and capstone (challenging research or service projects) aligned with students' goals. Partners will expand opportunities for HS youth to participate in professional leadership trainings, organizations and commissions.
- *Youth Outcomes:* By 6/2018 60% HS graduates completed formal internship/capstone. (Baseline: 0)
- *Community Outcomes:* By 6/2018, the project will have at least doubled the number of leadership trainings, organizations or commissions available for HS students. Baseline: 14 programs in 2015.

### **Principles of Hope #4 Building Sense of Resiliency**

- *Summary:* KCS will provide staff/youth training to build resiliency and conflict resolution skills as well as develop and implement a peer mediation program for grades 5-8. After school program also builds resiliency skills. In addition, youth pastors and school counselors will offer counseling as needed.
- *Youth Outcomes:* Annually, youth in grades 5-8 will demonstrate positive improvement in OSU Community and Youth Collaborative Initiative Survey's non-academic barriers pathway - internalizing and externalizing behaviors. Baseline and target change to be set Spring 2015.
- *Community Outcomes:* By 2018, Kenton Schools staff responses on OSU Community and Youth Collaborative Initiative Survey will increase to 80 Maximum Value Percentage on the indicator of community supports positive youth development. Baseline 2012: 63.8 Maximum Value Percentage

### **Principles of Hope #5 Believing in a Positive Future**

- *Summary:* KCS and Hi-Point will renovate and repurpose the former Northwood Elementary School in order to house 3 new STEM focused Career Tech satellite programs (Advanced Manufacturing, Allied Health/Nursing, IT-Help Desk) and KCS will offer a new IT-Programming pathway at KHS, significantly expanding student access to training, mentoring and education for locally in-demand 21st Century career fields. KCS, HCCBA and Ministerial Association will co-develop incentive programs for businesses and non-profit organizations to honor KHS graduates who excel in college/career transition programs. Honors may include hiring preference and financial incentives; postsecondary education/training scholarships, as well as funding for mission/service projects and other post-secondary learning experiences.
- *Youth Outcomes:* By 2018, KMS/KHS will report 90 Maximum Value Percentage on education aspirations as measured by OSU Community & Youth Collaborative Initiative Survey. Baseline 2012: 78.6 Maximum Value Percentage - KMS/KHS students reported post-secondary education aspirations according to OSU Community & Youth Collaborative Initiative Survey.
- *Community Outcomes:* By 2018, 50%+ of employers surveyed will report they agree or strongly agree internship/mentorships improve ability to recruit local talent. Measurement: Locally designed survey (to be developed) of organizations hosting interns or formally mentoring, Baseline: 0.

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

***Kenton Professional Mentoring and Leadership Initiative*** activities will improve the lives of over 1,155 children. These programs and strategies are replicable and models for Hardin County schools and schools throughout Ohio. A Train-the-trainer model will ensure sustainability beyond grant.

### **Principles of Hope 1: Goal Setting Activities**

(Gr 5-6) Formal Mentoring: At-risk 5-6 graders develop Student Success Plans with staff and parents, work with formal mentors (recruited by Ministerial Association) who monitor and support academic, social, emotional skill building to increase students hope and future success.

(Gr 8) Career Exploration Course: New Career Exploration course will be offered for all 8th graders and every student creates a Five-Year Plan with personal, academic and post-secondary education goals.

### **Principles of Hope 2, 4: Character Building and Resiliency Activities**

(Gr 5-12) Informal Mentoring: Ministerial Association recruit caring adults to volunteer during/after school

(Gr 5-6) After-School Program: Ministerial Association and Kenton Elementary co-develop Developmental Asset (see Q6) based after-school program for at-risk 5-6th graders.

(Gr 5-8) Plan and implement a peer mediation program for grades 5-8 to build resiliency and character.

(Partner Training) KCS provides Developmental Asset and effective relationship building training

(Partner Training) Ensign Associates provides training for formal mentors (gr 5-6).

(KCS Staff Training Gr 5-12) KCS will provide training on building resiliency skills and conflict resolution.

### **Principles of Hope 3, 5: Pathways to Achievement and Belief in Positive Future**

(Gr 7-8) Job Shadowing: All MS students complete job shadowing on two release days/year exploring career pathways. HCCBA recruit employers to host shadowing experiences; district recruits parents.

(Gr 9-12) Hi-Point and Kenton renovate/repurpose Northwood Elementary to house 3 new STEM Career Tech satellite programs (IT Help Desk, Allied Health/Nursing, Manufacturing Engineering) and add one career tech IT-Programming pathway at KHS, where youth will have hands on learning, mentoring and internship opportunities in fields identified by HCCBA as high-demand Hardin Co business fields.

(Gr 9-12) HCCBA will create Junior Ambassador Program, modeled after HCCBA's adult Ambassador Program (business leaders who represent & advocate for county at state/local events). Students work with trained adult Ambassadors and become community reps prepared to advocate for the county.

(Gr 9-12) All partners create new youth professional leadership training, organizations and commissions.

(Gr 10-12) Quest Federal Credit Union will create Youth Advisory Board with HS and college students. Youth Board and Quest leadership will create 501(c)3 designated, youth-led Credit Union.

(Gr 11-12) HS students participate in formal internship/capstone programs in business, industry, service, faith based or non-profit aligned to personal post-secondary goals. HCCBA and Ministerial Association recruit employers and non-profits to host interns and support youth in service learning/capstone projects.

(Gr 12/KCS Graduates) All partners co-develop incentive program where non-profits and businesses honor KHS graduates who excel during internships, leadership organizations and commissions.

(KCS Staff Training - Gr 5-12) KCS will create bd. policy, professional development for staff and aligned practices to meet Ohio's new Career Connector, Student Success and Career Advising requirements.

(Partner, Staff, Youth Training) KCS will provide grant writing workshops to build sustainability skills.

(Partner Training) Ensign Associates provides training for internship hosts (HS).

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

Search Institute's [Developmental Assets/Developmental Relationships Framework \(2014\)](#) A developmental relationship is a close connection between a young person and an adult or between a young person and a peer that powerfully and positively shapes young person's identity and helps young person develop a thriving mindset. A thriving mindset is the orientation to not just to get by in life, but to flourish—not just to survive, but to thrive. Young people can form these relationships with their parents and family members, with their friends and peers, with staff members in their schools and programs, and with caring adults in their neighborhoods and communities. Search Institute and others have shown that the number and intensity of high-quality relationships in young people's lives is linked to a broad range of positive outcomes, including increased student engagement, improved academic motivation, better grades, higher aspirations for the future, civic engagement, more frequent

participation in college-preparatory classes and activities, and other individual outcomes. High-quality relationships are caring, supportive, meaningful, reciprocal, and result in young people's sense of belonging and competence. Young people also need people in their lives who challenge growth, provide support, share power, and expand possibilities.

Best Practices for Youth Development Programs (2003): "There are specific features of settings that support positive youth development, and can be incorporated into community programs. These features include: physical and psychological safety; appropriate structure; supportive relationships; opportunities to belong; positive social norms; support for efficacy and mattering; opportunities for skill building; integration of family, school, and community efforts (Community Programs to Promote Youth Development, National Research Council, 2002)". Eight core features were identified within best practice settings and each of these features is embedded within the program design and infrastructure. 1. Comprehensive, long-term programs that involve all aspects of a young person's life -- home, school, and community. 2. Strong relationships with parents/other adults. 3. New roles and responsibilities for youth. 4. Attention to specific youth needs in a physically and psychologically safe environment. 5. Highly qualified and diverse staff that are well trained and committed to the youth development philosophy. 6. Opportunities for critical thinking and active, self-directed learning. 7. Opportunities for critical thinking and active, self-directed learning. 8. Programs that motivate and convey high expectations for youth."

Ensign Associates Internship/Capstone Program: Best practices developed in internship programs established by Jane Ensign at 3 Dublin City HS, Metro Early College HS and Reynoldsburg HS serve as models for Kenton's internship/capstone program. While each program possessed unique characteristics, main components are the same. Post program reflections demonstrate growth for adults & youth. Students developed relevant, real-world experiences, transferable skills, professional connections and strengthened their resumes, learned about career fields and assessed their abilities and interests. Youth shared their excitement with others about their hands-on, unique learning experiences. Employers increased productivity by supporting existing staff, adding fresh workplace perspectives and many businesses found future employees. All three school districts still use the program. It has been sustained and improved because of strong commitment and communication among all of the participants--businesses, school administration, teachers, parents and students.

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.

HCCBA President/CEO Jon Cross brings executive management and engagement skills far exceeding those found in most small Ohio communities. Mr. Cross has nearly two decades of political, government and business experience, with a tremendously diverse public and private sector background. Jon Cross has consulted with and worked for some of America's top business and political leaders. He has direct experience leading efforts to elect and support effective operations for San Diego Mayor Kevin Faulconer, Business Entrepreneur Jenny Craig, Presidential Candidate Mitt Romney, former U.S. Senate candidate and CEO of Hewlett-Packard Carly Fiorina, California Governor Arnold Schwarzenegger, Nevada Governor Brian Sandoval, Ohio Auditor and Attorney General Jim Petro and real estate developer Richard Allen of The Allen Group. This background gives HCCBA the capacity to lead Hardin County's business community as it grows its capacity to effectively engage in a full-scale talent development effort with Kenton youth.

Kenton City Schools (KCS) just completed a school facilities project which successfully engaged the community to invest over \$30 million giving every PK-grade 6 child a 21st century facility. KCS leadership, School Board, teachers association and community re-designed policies, practices and funding to more effectively share services and reduce long-term operational costs. KCS participated in Ohio's *Race to the Top* initiative and was awarded an additional grant to provide seed funds that sparked innovative practices which are still in effect today. KCS works closely with county and city Economic Development committees

to ensure a quality education and talent in workforce. Kenton's Career Tech partner, Ohio Hi-Point Career Center, has worked hand in hand with 18 districts in north central Ohio to create 27 programs in 13 locations throughout 5 counties with student enrollment of over 2000. Hi-Point was a significant partner with Marysville School's successful *Straight A Grant* (2013) which created a true blend of career tech and early college experiences for Marysville youth that includes internships, mentorships and strong business partnerships. Many of those successful strategies are being implemented as part of this initiative.

Quest is a Federal Credit Union with financial capital and staff capacity to manage funds and reporting showing true collaboration between business and non-profit organizations. Quest's Board of Directors has a combined 214 total years of Service to the Credit Union, \$63 million in assets, 10,900 members. Quest's financial staff will work with HCCBA and Kenton staff, so there will be three team members ensuring fiscal practices are accurate. Matthew Jennings has been the Quest Federal Credit Union CEO since 2007. He has served on many Boards including Hardin Memorial Hospital, HCCBA, Rhodes State College Foundation, and the Hardin County Community Foundation.

Hardin County Ministerial Association represents 10 churches and 2,500 members. These churches come together to create strategies to support/engage the community. The Association connects with hundreds of church members who can provide formal and informal mentoring. These caring adults can also provide job shadowing, internships and capstone programs because they live and work throughout the community. They have a passion for making a difference in the lives of young people and extensive experience mentoring youth and establishing programs that have been both church and school related.

Ensign Associates' founder, Jane Ensign, designed Dublin City Schools' Pre-Professional Business & Professional program in the 1990s and used that model to design similar programs for Metro Early College HS (2006) and Reynoldsburg City Schools (2011). Junior and senior students entered the world of work with little understanding about careers and workplace expectations and finished with a career focus, professionalism, self-confidence and a caring mentor they knew would support them in their future. Mrs. Ensign has served in a variety of educational administration positions including at Ohio Department of Education as Director of Curriculum and Instruction. All three districts still use the model and recommended that Kenton partner with Ensign Associates to design their new program.

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

***Kenton Professional Mentoring and Leadership Initiative*** will be considered successful in four ways. We will meet intended outcomes described in Evaluation Plan (p10). Kenton City Schools, staff and parents will continually report increased connectedness and decreased non-academic barriers as measured by The Ohio State University's Community and Youth Collaborative Initiative survey, to be administered annually. Kenton City School graduates will meet or exceed Ohio Department of Education's standards for college and career readiness. And, the collaboration will achieve success when the project activities incubated through Community Connectors grant are sustained by and within the community because the programs and services add tremendous value to the entire community.

### **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](#)

HCCBA has assembled an outstanding group of caring and engaged professionals representing all required partners who will be members of the Leadership Team. Each key partner offers their team member's time as an in-kind service to the project. Please see attached Leadership Team Member Bios.

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must start by 7, 2015.

### **Year One**

Spring/Summer 2015 Planning: Create Board Career Advising/Student Success Policies and engage staff in aligning building/classroom practices to new policies, design after-school program & training schedule, STEM Career Tech (gr 9-12)/Career Exploration (gr 8) program curriculum design; recruit & train internship mentors; recruit gr 11-12 students for pilot internship; train teachers. Internship/ capstone plan to KCS Board for review/approval. CAYCI survey administered for 2015 baseline data. Facility renovations (Northwood Elementary repurposed to house 3 new career tech programs). Student recruitment for new Career Tech programs (Gr 8-10). Volunteer recruitment/ training for informal mentoring (gr 5-12), formal mentoring (gr 5-6). Recruitment for job shadow (gr 7-8) placements. Planning for Quest Youth Advisory Board (gr 10- HS grads). KCS staff PD. Leadership Team meets (2x/month). Quarterly Report to Partner Boards.

Fall 2015: Northwood building opens (gr 9-11). Students identified for after-school program and program begins (gr 5-6). Pre-assess (Developmental Asset Profile) after-school program students/create Student Success Plans. Pilot Internship starts. Recruit mentors & gr 11-12 students for Pilot Capstone Project. Mentor training. KCS staff training continues. Career Exploration course begins (gr 8); Job shadow release days (gr 7-8). Planning for leadership training organizations and commissions (gr 9-12). Quest Youth Advisory Board implementation. HCCBA Junior Ambassador Program (gr 9-12) planning. Quarterly Report to Partner Boards. Leadership Team meets (2x/month).

Winter 2015-16: Junior Ambassador Program starts. Begin Peer Mediation Planning (gr5-8). Continue HS leadership recruitment opportunities. Pilot Internship Program (gr11-12) Continue all project activities. Pilot Capstone Project starts. Leadership Team meets (2x/month). Quarterly Report to Partner Boards.

### **Year Two**

Spring 2016: Year 1 data collection and evaluation activities. Finalize internship/capstone program design and begin student recruitment. Continue Internship/increase no. of mentors/students. Recruit volunteers for internship /capstone placements. Begin Peer Mediation Program (youth training and support). All 8th graders have completed 5-Year Plan. Continue all project activities. Leadership Team meets (2x/month). Quarterly Report to Partner Boards. Annual Report to Ohio Department of Education.

Summer 2016: Recruitment for students to participate in all project activities. Assess internship pilot group 1 and refine processes for implementation. Mentor training. Continue all project activities. Leadership team meets monthly. Quarterly Report to member Boards.

Fall 2016: Youth-Run Credit Union planning starts. Internship Cohort 2: increase mentors and students. Continue all project activities. Leadership team meets monthly. Quarterly Report to Partner Boards.

Winter 2016-17: Continue planning for Youth Run Credit Union. Refine Internship Program design and begin Internship Cohort 3. Plan for Capstone Program using evaluation feedback. Continue all project activities. Leadership team meets monthly. Quarterly Report to Partner Boards.

### **Year Three**

Spring 2017: Year 2 data collection/evaluation. Youth Run Credit Union opens. Continue & refine Internship based on Cohort 2 & 3 evaluation. Continue all project activities. All training shifts to Train the Trainer in preparation for sustainability. Leadership team meets monthly. Begin plan for Youth/Graduate Incentives. Quarterly Report to Partner Boards. Year 3 data and evaluation.

Summer 2017: Finalize plans for Capstone Program. Recruitment for students and volunteers to participate in all project activities. Continue all project activities. Leadership team meets monthly. Continue planning for Youth/Graduate Incentives. Quarterly Report to Partner Boards.

Fall 2017: Internship program continues. Capstone Program plan/recruit. Student/volunteer recruitment. Continue all project activities. Leadership team meets monthly. Commitment by all partners to offer Youth/Graduate Incentives as part of graduation activities. Quarterly Report to Partner Boards.

Winter 2017-18: Internship program continues. Capstone Program implementation. Continue all project activities. Plan Graduation Celebration. Quarterly Report to Partner Boards.

Spring/Summer 2018: Year 3 evaluation Continue all project activities. Leadership team meets monthly. Graduation Celebration honors youth. Quarterly Report to Partner Boards. Final Reporting.

#### 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;

Informal Mentors (gr 5-12), formal mentors (gr 5-6), after-school staff: Ministerial Association will work with KCS staff to create screening, orientation monitoring process aligned state law, Board policy and youth development best practices. All mentors receive Developmental Asset and mental health first aid training so they understand how to build healthy relationships and what to do when a child exhibits risk taking behaviors. KCS Board policy on background checks will be followed. Informal mentors will work under supervision of well-trained, qualified person who has been background checked and approved to supervise volunteers. Formal mentors will be supervised and will receive in-depth training which will allow them to work 1-1 or in small groups with youth.

Job Shadow/Internship/Capstone Hosts (gr 11-12): Ensign Associates will assist KCS in developing policies and practices regarding student and host safety during these experiences. Ensign Associates will provide training to Hosts so they understand their role, strategies for relationship building and mentoring youth as well as how to intervene when youth need additional support. HCCBA and Ministerial Association will support Host recruitment. KCS staff will assist Host internship sites in problem solving situations to prevent incidents which could have negative impacts.

##### b. Identification and intake process for mentees;

Informal mentoring - any adult in the community can recommend youth for informal mentoring - short application through guidance office and parental agreement.

Formal Mentoring/After-School Program - Administrators, parents, teachers or other adult can recommend youth for after-school program (gr5-6) and/or formal mentoring. Youth complete referral form, intake interview with student and parent/guardian. Parent approval required. Youth complete Search Institute's Developmental Asset Profile and create Student Success Plan with goals (academic, social/emotional etc) and strategies. Developmental Asset Profile completed at the end of each year also.

Job Shadowing - informal opportunity for all 7-8 grade students. District provides release time 2 days each year and parents/teachers work together to identify sites. Families provide transportation.

Internship/Capstone (HS) - 11/12th graders request participation during spring scheduling. KHS staff member identified as Internship/Capstone Coordinator. Coordinator and Ensign Associates design intake process which will include interest surveys and interview to determine student goals and interests.

##### c. The means by which you will involve families of youth in your program;

Families are always welcome to be involved in all activities. After-school program will encourage families to participate in family engagement events. Parents, older siblings, grandparents and other family members can volunteer as mentors or job shadowing, internship, capstone hosts. During 'intake' and at least annually thereafter, after-school program youth will have goal updates where staff or mentors meet with families to discuss each student's progress toward meeting Student Success Plan goals. As they achieve goals, mentors/program staff host celebrations where they invite families and partners to share in success. HCCBA and partners will always be in search of new programs and opportunities where family members can share their careers, hobbies or life experiences by participating in activities during or after-school. We will also need volunteers to coordinate youth leadership programs and

commissions. Flyers, social media and partner websites will provide families with program updates, ways to get involved and forthcoming activities. KCS website will highlight events with information about how family members can help. After-school program staff will communicate with parents when youth are demonstrating risk-taking behaviors offering advice and resources to support parent and youth. Families may reach out to KCS staff/volunteers for referrals to community programs.

[ongoing training of mentors throughout life of program, including topics and frequency;](#)

Ensign Associates will provide mentor training and design/implement a train-the-trainer model for adults who host internship/capstone students and for formal mentors (Gr 5-6). All mentors will complete training prior to hosting students. Training will include mentor roles and responsibilities, strategies for effectively building healthy relationships and supervising young people in the work place. This 4-6 hr training is spread through 2 sessions (one at start and midway through semester). Repeat Mentors will have annual refreshers to clarify new procedures and info. Mentors will be surveyed regarding additional training topics they need for success. Ensign Associates will work with project partners to offer voluntary quarterly training on subjects identified through evaluations. When possible, these sessions will be held virtually so that mentors can participate in the training without leaving their workplace.

[d. Assessing fiscal accountability and faithful implementation of project plans; and](#)

HCCBA, KCS and Quest will collaborate to assess fiscal accountability and faithful implementation of project plans. HCCBA's Director of Community Development will be Project Manager overseeing and coordinating project. Since this is a reimbursement grant and HCCBA does not have budget to cover reimbursement, Quest Federal Credit Union will be fiscal agent and provide in-kind staff to manage funds and support Project Manager to ensure funds are expended appropriately, on time and within budget. Monthly Fiscal Reports will be provided by Project Manager. Outcomes Manager will set up Progress Monitoring System to assess faithful project implementation and collect/report on project data. Outcomes Manager and Project Manager will report monthly to Leadership Team regarding project deliverables. Leadership Team will adjust program plans and spending based on reports. Project Manager will create quarterly reports for Leadership Team members to report progress (fiscal/programmatic) to their boards and stakeholders. Project Manager/Fiscal Officer will report to Ohio Department of Education as per grant requirements.

[e. Any other critical information you would want Community Connectors team to know.](#)

Not at this time.

[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.](#)

Please see attached Roles and Responsibilities worksheet for each grant partner.

### **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:](#)

Evaluation Scope of Work: Project Manager (HCCBA staff) with support from Outcomes Manager (to be determined by Leadership Team), will handle Program Evaluation. Evaluation will consist of process and outcomes data collection and reporting. Process data collection and reporting will include (but is not limited to): minutes/attendance at planning sessions; information regarding extent to which activities are completed on time and the project stays within budget; training evaluations; student and volunteer recruitment plan completion and strategies for improving processes and outcomes. Outcome data will

be directly aligned to success indicators described below. Progress Monitoring Tool will be created upon award to track and report on process and outcomes data.

- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;

Kenton Elementary after-school program coordinator and Kenton HS Internship/Capstone Coordinator will keep spreadsheet of attendance for number (unduplicated) of students served per month and number of hrs of contact per month between student and mentor. H S students will report their hours weekly and their attendance will be verified by their mentor. Ensign Associates will work with Outcomes Manager to create ongoing reporting processes to manage record keeping efficiently and effectively for youth, partners and mentors. This reporting process will include attendance records for all mentor training.

- b. Gathering data to measure progress of program towards meeting the selected goals;

Outcomes Manager will develop Progress Monitoring Tool to track completion of project activities (youth and adult) for monthly/quarterly data collection: Monthly: data collection for process/outcomes evaluation; reports to Leadership Team for use during planning and evaluation sessions (twice/month) Quarterly: process/outcomes reports to Leadership Team and partner Boards. During Year 1 Project Manager and Outcomes Manager will meet twice a month to develop and implement reporting systems. Years 2 and 3 meetings will occur monthly. CAYCI (The Ohio State University's Community and Youth Collaborative Initiative) survey will be administered annually (Spring 2015, 16, 17, 18) for ongoing data. Youth in after-school program will complete Developmental Asset Profile at start and end of each year. Post training evaluations surveys will track participation and outcomes from training participants. Youth who participate in internship/capstone (and their adult mentors) will complete pre-post program surveys.

- c. Projected indicators of success; and

#### **Principles of Hope #1 Goal Setting to be Prepared for 21st Century Careers**

- *Youth Outcomes:* All KMS 8th graders will complete job shadowing and develop a 5-year academic/career plan created as a result of career exploration. Baseline: 0 students.
- *Community Outcomes:* Annually, partnership will increase number of trained mentors (formal and informal) by 10% over previous year as measured by training attendance. Baseline: 0 trained mentors. Y1 Target: 50 mentors (informal/formal). Y2 Target: 55 mentors. Y3 Target: 61 mentors.

#### **Principles of Hope #2 Building Character**

- *Youth Outcomes:* 80% after-school program youth will report increased social competencies using Search Institute's' Developmental Asset Profile pre/post-service assessment. Baseline: Fall 2015.
- *Community Outcomes:* 80% trained mentors report high satisfaction with role as mentor (formal/informal) as measured by locally designed survey (to be developed). Baseline: Set Spring 2016.

#### **Principles of Hope #3 Developing Pathways to Achievement**

- *Youth Outcomes:* By 6/2018 60% HS graduates will have formal internship/capstone. (Baseline: 0)
- *Community Outcomes:* By 6/2018, the project will have at least doubled the number of leadership trainings, organizations or commissions available for HS students. Baseline: 14 programs in 2015.

#### **Principles of Hope #4 Building Sense of Resiliency**

- *Youth Outcomes:* Annually, youth in grades 5-8 will demonstrate positive improvement in OSU Community and Youth Collaborative Initiative Survey's non-academic barriers pathway - internalizing and externalizing behaviors. Baseline and target change to be set Spring 2015.
- *Community Outcomes:* By 2018, Kenton Schools staff responses on OSU Community and Youth Collaborative Initiative Survey will increase to 80 Maximum Value Percentage on the indicator of community supports positive youth development. Baseline 2012: 63.8 Maximum Value Percentage

#### **Principles of Hope #5 Believing in a Positive Future**

- *Youth Outcomes:* By 6/2018, Kenton middle/high school will report 90 Maximum Value Percentage on post-secondary education aspirations as measured by OSU Community and Youth Collaborative Initiative Survey. Baseline 2012: 78.6 Maximum Value Percentage, MS/KHS students reported post-secondary education aspirations using OSU Community and Youth Collaborative Initiative Survey.
- *Community Outcomes:* By 6/2018, 50% or more of employers surveyed will report they agree or strongly agree that the internship/mentorship program is improving their ability to successfully recruit trained, skilled local talent. Measurement: Locally designed survey (to be developed) of organizations hosting interns or providing formal mentoring, Baseline: 0.

d. [Anticipated barriers to successful evaluation including data collection/ measurement of progress](#)

Local capacity to effectively complete evaluation tasks is a barrier. HCCBA will contract with an Outcomes Manager to design Progress Monitoring Tool and focus on ensuring Leadership Team collects and manages data effectively. Progress Monitoring Tool will be refined over time to provide high quality, useful data. The grant will cover stipends for KCS staff members actively involved in project activities. This will ensure staff pay attention to data and accurately record important progress monitoring information. Assessing changes in student and community perception over time is a barrier. Outcomes monitoring will include formative and summative data so partners can see changes in small increments that may not be noticeable large scale.

14. [Applicants are to complete the program model.](#)

See attached Program Model

## Application Section IV: Sustainability

15. [Describe how you plan to maintain program after funding period. Include a discussion about financial sustainability and sustainability of 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.](#)

HCCBA views Community Connector Grant as ‘seed funding’ for programming that will be sustained locally long term. Partnership roots are already strong in this community. HCCBA, Kenton City Schools and Quest have been working collaboratively for several years on a variety of economic and community development projects. Kenton works closely with Ministerial Association to link youth and families to essential resources and supports. ***Kenton Professional Mentoring and Leadership Initiative*** brings these organizations together in new ways. During Year 1, Leadership Team will meet weekly to create systems needed to implement and sustain the work. Meetings will then be held monthly. Leadership Team will continue to meet beyond the grant to ensure programs and supports do not end simply because one funding source ended. Each program is being embedded into the fabric of the community and within three years will become ingrained in the culture of Kenton City Schools and all partners.

The vast majority of program activities will not require much money to sustain because this collaboration was designed for sustainability. All training and professional development includes a Train-the-Trainer model which will build local capacity to continue training within the community. Programs are aligned with Ohio’s new Career Connections requirements and KCS plans to create a graduation expectation that by the Class of 2020 all Kenton graduates will have the opportunity to complete an intensive internship, mentorship and/or capstone project. Ohio recently released a new opportunity for paid internships for high school youth. Employers can now be reimbursed for up to 50% of salaries they pay high school interns. While this Career Connections model is for unpaid internships, HCCBA will share this new opportunity with business leaders and work towards offering a mix of paid and unpaid internship opportunities in the future. This will provide students who want a deeper career experience with opportunities for paid internships that are usually held for college students only. Teachers and administrators will be directly involved in creating the programs and expectations so there will be staff buy in. HCCBA and Ministerial Association are committed to create an incentive program for KCS seniors/graduates who have demonstrated the core values and work habits essential for post-secondary

success. Employers who host intern/capstone students will be encouraged to offer financial awards or hiring preference to youth who excel during these programs. Fundraisers will be held so the incentive program can offer grants to seniors/graduates to support their post-graduation plans. This will either become its own non-profit or be rolled into an existing community non-profit organization.

Grant funds will incubate new youth leadership groups (Junior Ambassadors, Youth Credit Union, Quest Youth Advisory Board, etc) that will operate independently and be responsible to fund ongoing operations. A grant writing workshop will be held annually for high school student groups and community organizations giving young people and community non-profits a new skill to fund their own efforts. Career Tech Center renovations will sustain the facility for many years to come and ADM/career tech funding will sustain the program and maintain the leadership supplemental once it is up and running.

Ohio Hi-Point will continue employer outreach to keep current with employment trends and ensure satellite programs provide workforce readiness skills needed by area employers. Kenton has open enrollment so any high school student in the area can attend regardless of his/her district of residence. This will further expand the ability to sustain these high tech career development opportunities. All middle school career exploration and job shadowing will be integrated within the middle school curriculum so there are no sustainable costs. Once initial peer mediation training has been completed for grades 5-8 there are virtually no long-term costs. Informal mentoring has no costs. The Ministerial Association has access to over 2,500 members and is committed to continually reach out to their members and those in other churches to identify caring adults to support youth. Formal mentoring has nominal costs associated with background checks. Mentors who have the ability to pay for their own background checks will be asked to do so, but when needed, the school district will cover background check costs so that is not a barrier.

The only program with ongoing operational costs is the after-school program for grades 5-6. This will require staffing, supply and transportation costs. Kenton will cover transportation costs so any child can participate. Ministerial Association is providing the majority of staffing and will use volunteers for program activities. However, to ensure consistency some paid staff will be needed. Kenton is applying for a 21st Century Community Learning Center grant to grow the after-school program so that it can serve more children. Kenton is also looking at ways to change staffing models to allow some staff more flexible schedules that would allow them to work part time during school day and part time during after school time. Ensign Associates has successfully written AmeriCorps/Vista Grants to provide staffing to supervise youth programming (AmeriCorps) or manage processes (VISTA). By Year 2, the Leadership Team will have made a determination which (or both) grants can support program sustainability. Ensign Associates will lead the team through the writing process in an effort to sustain and expand program activities.

While this community-based grant proposal will serve more than 1,155 Kenton students yearly, it is designed to serve as a replicable model that can be shared with other Ohio school districts interested in harnessing the skills and talents of their local communities. Thank you for this opportunity to engage faith-based and non-profit organizations, businesses and local citizens with our schools in new, meaningful ways strengthening and bonding Hardin County community in a common purpose of serving our children's needs.

***See Budget Narrative for additional sustainability information. Each budget item has specific descriptions regarding how each expense will be sustained beyond the length of this grant.***

## **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) Jon Cross 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.