

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 target population: Beginning in September 2015, 9th grade students from Dohn Community High School will apply to be a mentee in Healthy Visions TYRO mentoring program. A tuition-free public charter high school, Dohn provides quality programming for students who have not been successful in the past. Started in 2000, as a dropout recovery high school, approximately 85% of students live at or below the federal poverty guidelines, 99% are of minority ethnicity, and nearly 90% of students live in single-parent homes and arrive at Dohn deficient in academic credits necessary to graduate. Less than 92% graduate from Dohn. According to Ms. Arnold, their guidance counselor, "Dohn students have been unable to succeed in any other high school. And are the most hardened, battered, embittered teens I have encountered in 45 years in education. They have been expelled from other high schools and many are on probation for serious crimes. They have experienced murders and many do not expect to reach the age of 21. They feel hopeless." Ms. Arnold continued, "In 45 years of education I have never experienced a more powerful program than Healthy Visions. It provides the impact to give hope to these students and turn their lives around." Dohn's commitment to being a gateway for hope, communication and collaboration between parents, teachers, students, and the community, combined with the large population of at-risk youth made the school a perfect choice for partnering in the Community Connectors initiative.

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

We plan to serve twenty-five (25) students (per year) for three (3) years, with seventy-five (75) total students being served during the grant period. Students will be enrolling in the 9th grade at the beginning of the 2015-16 academic year, and will be gender-split comparable to the male/female ratio of the school as a whole. Student demographic is approximately 99% at-risk minority students.

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. **TYRO ROP**
- 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.

Healthy Visions is taking a unique approach to the mentoring program by combining an in-classroom program, one-on-one mentoring program, and social media follow up and stipends for attendance. School based mentoring research by MDRC, a research firm for large private foundations (including Alcoa Foundation, The Atlantic Philanthropies) issued a report August 2013 that shows the characteristics of a successful mentor/mentee relationship include giving mentors structured activities to do with mentees; having mentors meet 3 times a month; and providing support education for mentors. All three are being met by Healthy Visions TYRO mentoring program.

TYRO Rites of Passage (ROP) is evidence based and focuses specifically on the needs of at-risk inner-city youth, with high school graduation and employment as attainable goals. TYRO is different from other youth intervention or dropout programs because it is focused on providing youth with hope and personal development, not crisis intervention.

Ninth grade students at Dohn Community HS will receive a 26-week mentoring and rites of passage program presented by Landra White, of Healthy Visions, on Tuesdays during the school year. On Wednesdays, following the lesson, the twenty-five 9th grade student mentees will meet with their adult mentors over lunch at Dohn. During this time the mentor will do that week's lesson activity with the mentee. (The activities are self-explanatory and standalone and can be done even if the mentee was unable to attend the in-classroom program.) The mentor will share how that week's lesson applied to his/her life, ask the mentee what is happening in his/her life, offer verbal positive reinforcement. The lesson continues with the mentor texting the mentee on Thursday with a text encouraging the mentee in their school work and a text on Friday reiterating the lesson learned. (Research shows texting students has a statistically significant impact on improving students school performance and behaviors.)

Each of the 26 lessons taught by Landra White and 26 activities done between the mentor and mentee address the five Community Connectors core principles. Mentees will hear that week's core principle message three times: once in-classroom with Landra White, a second time during lunch and lesson activities with their mentor, and a third time as a text message from the mentor. Mentors and mentees will complete pre and post surveys developed by Applied Research Center of Miami University. Applied Research Center (ARC) was founded by Dr. Seufert in 1978 to conduct data driven research studies. As a university based research center, ARC is allied with academic researchers and has extensive expertise in needs assessment, program evaluations, questionnaire design, and other research methodologies.

The numbers below indicate which day of the 26-lesson TYRO program the specific core principle is covered and the title of the lesson. For example, **Setting Goals** is covered in 6 of the 26 lessons. Lesson seven is titled Obituary. **Building Character** is covered in 6 lessons. Lesson one is titled Two Hoods. **Developing Pathways** is covered in 3 lessons. Lesson 16, is titled Jeopardy. **Building Resiliency** is covered in 8 lessons. Lesson 11 is titled Family Values. **Believing in a Positive Future** is covered in 3 lessons. Lesson 26 is titled Timeline.

Setting Goals to be Prepared for the 21st Century, is covered in 6 lessons and activities

Class Days: 7. Obituary; 9. Labels; 10.Boxed In; 19. Unmasking Your Potential; 20.Marshmallow Tower; 23. Reactive and Responsive;

Outcomes to be measured: improved grades, more positive attitude toward school; learned a new skill

Building Character is covered in 6 lessons

Class Days: 1. Two Hoods; 2. Virtues of a Warrior; 3. Top Five; 4. Blue People; 8. Acronyms; 24. Things that make you;

Outcomes to be measured: improved self- regulation; increased motivation; improved self- discipline; increased optimism; identify positive character traits needed for success

Developing pathways to achievement in 3 lessons

Class Days: 16. Jeopardy; 17. Pickup Sticks; 18. Face Up;

Outcomes to be measured: developed critical thinking skills; demonstration of problem solving; example of decision making based on facts and not emotions

Building Resiliency is covered in 8 lessons

Class Days: 11. Family Values; 12.Autobiography; 13. Your Story; 14. Roots and Wings; 15. Under the influence; 21. Emotional Vocabulary; 22. Base Responses; 25. Anger Management;

Outcomes to be measured: stopped using drugs; stopped bullying; will seek help for suicidal thoughts; aware circumstances don't define me; increased belief in self; I can bounce back from problems

Believing in a Positive Future is covered in 3 lessons

Class Days: 5. Me Board; 6. Great I Am; 26. Timeline

Outcomes to be measured: demonstrate community /school involvement; I believe I will have a positive future; I am valuable and matter; I have something of importance to offer

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

1. Assessment and planning for the purpose, type of student needs, goals, TYRO mentoring model and structure of the program.

2. Mentor/Mentee recruitment and selection. Lee Chapel AME will assist in recruitment.

3. Orientation and Training of Mentors at Lee Chapel AME. Materials from the National Mentoring Partnerships will be used in assessing, matching, and record keeping.

4. Matching of students with mentors on the basis of gender, interest, careers interests and skills. This will be done by Eileen Arnold, Dohn Community HS, Reverend Nigal Felder, Lee Chapel AME, and Carole Adlard of Healthy Visions. Kick off day. Mentors meet mentees and receive their TYRO backpacks containing the TYRO activity binder, activity supplies, pens, markers, note pads.

5. TYRO Mentoring Program. Students will meet at Dohn Community High School on Tuesday's after school for 26 weeks with Landra White and learn a new lesson from the TYRO curriculum listed in question 4. Students will receive a bus token to return home after the Tuesday class. Each Wednesday over a provided lunch the 25 Dohn mentees will meet with their adult mentors to complete the lesson activity, hear what is happening in the mentee's life. Students who attend both in-classroom and mentoring will receive a \$15 stipend. On Thursday and Friday the mentors will send an encouraging text message to their mentee. Mentees and mentors complete a pre survey before beginning the program and a post survey after the program designed by Applied Research Center of Miami University.

Bus tokens and attendance stipends are needed for this group of students/mentees. These students live in poverty and their parents are unable to provide them the basics of life. Poverty causes many of these students to turn to the streets for income from illegal activities, selling stolen goods, guns, drugs, prostitution. If we don't provide them with a stipend for transportation and attendance, it will greatly reduce their participation. Healthy Visions will pay them to stay off the streets and reduce the financial barriers to mentee's participation.

6. Ongoing support and Maintenance. Regular feedback from mentors using surveys, email, and text messages, and meetings. Conduct four mentor support and training sessions presented by Sweeten Life Systems, to be hosted by Lee Chapel AME Church. Sweeten Life Systems train people to live effectively and healthily in teams, leadership, and families .They consult with organizations and provide coaching and mentoring services using an asset based model that looks at strengths of people rather than deficiencies. Ongoing monitoring of mentor mentee relationship. National Mentoring Partnership will provide forms for collecting data on attendance. The National Mentoring Partnership (MENTOR) a network of affiliate Mentoring Partnerships with more than 5,000 mentoring programs in all 50 states.

7. Mentor Mentee activities. There will be four social events for mentee families, mentees and mentors.

Halloween, Christmas, cookouts, amusement park. There will be four mentor/mentee activities including restaurant dining, theatre, museum, sports game. Reverend Chris Woodward, Senior Pastor of River of Life and Reverend Randy Shivers, community minister, Parkside Christian Church will be coordinating these 8 activities.

8. Recognition. Celebrate and recognize the accomplishments of the programs, mentors and mentees contributions. Have a guest speaker. Distribute financial awards to each mentor and mentee that attended all the mentor/mentee lunch meetings at Dohn. Invite all stakeholders.

9. Evaluation. Healthy Visions will contract with Applied Research Center of Miami University to develop pre and post surveys for mentors and mentees and create a report on the findings.

10. College and Careers. Staffmark Inc., a billion dollar job placement company, and Dress for Success a Cincinnati agency providing clothes and professional dressing tips, will provide presentations on jobs for the 21st century and how to dress for today's job market. There will be programs by U. C. Medical School students, Miami University students, and Northern Kentucky University students. College Career Fair and additional job placement support, including anger management, resume writing, and programming for the 9th grade mentees.

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.

Healthy Visions will use the best practice materials from the *National Mentoring Partnership* toolkit to ensure program efficiency and success.

Healthy Visions is modeling their Community Connectors mentoring program after the TYRO ROP program developed by The Ridge Project in 2002. The program was designed to address the needs of incarcerated youth, then adapted for a larger youth audience. Since 2002, over 10,000 youth have participated in the TYRO program. Since its inception, the program's effectiveness has been studied independently by Miami University's Applied Research Center and The Baylor Institute, Program on Prosocial Behavior, which showed that over 90% of participants reported *strong feelings of hopefulness for the future*.

Male, RIDGE Youth Facilitator

"Justin came about 3 weeks into the TYRO program. Justin had been charged with illegal drug possession. Justin liked to joke around in class. There wasn't much that he took seriously. For the first couple months he really didn't want to have anything to do with what we had to say in the TYRO program. He seemed to just put up a front or laugh the subject off. Then one day something changed. We were talking about the timeline of our life, how we have lived our life so far, but more importantly how we wanted our lives to be and what we would leave behind our legacy. Also that it didn't matter what we had in our past, it was who we decided to be today that mattered. We spoke about our labels not having to define us, and we can change our timeline for good. For the first time I saw a calm, collected, and pondering young Justin. The entire class period he just looked at his timeline and then back at me. After class he came up to me and said that what we talked about was just what he needed to hear, and he was really going to think about his life. Two weeks later he left my school. A year later I ran into Justin sitting in the secretary's office of a different school. His hair was cut and he was smiling. He began to tell me that he has been drug free for over a year now, and is studying extra hard to catch up on school to graduate with his class. He has dreams to go to school and get a degree. He might even get a job helping young people in the situation he was in. Justin attributed his turnaround to the TYRO program. This was a personal testimonial of how TYRO can change a teen's life from crime to positive academic and personal behaviors."

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.

Healthy Visions has been conducting in-classroom healthy relationship education funded by the Ohio Department of Health (ODH) for 13 years as a member agency of the Ohio Adolescent Health Centers Coalition. During this time Healthy Visions has reached 65,000 junior high and high school students. The program is reviewed annually by (ODH) which has found it has reached its goals and outcomes.

Goal 1. Provides a culturally sensitive, inclusive, non- stigmatizing and developmentally appropriate curriculum. Outcome: Annual reports reveal students have a positive change in their attitudes and beliefs towards behaviors highly correlated with risky behaviors.

Goal 2. Creates a program that meets the unique needs of families, youth, and schools in Cincinnati. Outcome: Annual reports reveal students have a positive change in their attitudes and beliefs towards behaviors highly coordinated with risky behaviors. Improved relationships with the adults in their lives, improved academics, and increased participation in school activities.

For the past 6 years, Healthy Visions' has provided ongoing support of students through social media after the in-classroom program ends. This informal *social media mentoring* program has yielded long-term relationships with students, often continuing after high school graduation and into their college years. An independent Google Survey indicates that students who have had Healthy Visions programming experience the following outcomes: improve their grades, become involved with school activities, stop selling drugs, stop bullying, seek help for suicidal thoughts, have increased optimism, improved self-esteem and feel hopeful about their futures. Because of these quantifiable outcomes, in 2012, the Healthy Visions' Safe Teen program was awarded the Ohio Nonprofit Excellence Award for Southern Ohio. The award recognizes creativity, execution, achievement and overall excellence of a specific project or program completed by an Ohio nonprofit.

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

The six collaborators have a **shared vision** of coming together to help these hopeless students become hopeful. All six have a stake in leadership and outcomes. They believe that Carole Adlard has the **skilled leadership** to guide the group towards helping mentees learn how to dream and put their dreams into action. She will devote the time to this leadership role. This collaboration is **culturally diverse** including a 99% minority school, two minority churches, a suburban Church, a billion dollar business, and Healthy Visions, a culturally diverse nonprofit agency. The collaborators have **experience working together**. Eileen Arnold from Dohn Community has worked with Randy Shivers of Parkside Christian mentoring students at Anderson HS. Randy Shivers, of Parkside, has done collaborative work with River of Life Church. Landra White attended Lee Chapel AME and is respected by the pastor. Carole Adlard of Healthy Visions has worked with Eileen Arnold in bringing Healthy Visions to Dohn and they collaborated on a grant. Staffmark EVP has been a member of Healthy Visions board for 10 years. Staffmark is a billion dollar job placement agency. All of the leadership have **Mentoring Experience**, having been mentored or mentored others. There is attention to **accountability** at the onset of this collaboration to set realistic expectations for the collaborators, and the mentors and mentees they seek to serve. National Mentoring Partnership materials will be used to evaluate potential mentors and mentees and chart their ongoing relationships.

Indicators of the collaboration's success will be:

1. Relationships between collaborating agencies will continue strengthen and grow.
2. Students will form on-going relationships within the community which will continue after program ends
3. Students will experience an increase in efficacy, social skills, and emotional competence
4. Students will report stronger relationships with peers, adults, and parents
5. Students will show improved attitudes and performance in classroom and social environments
6. Students will show a desire to become a leader of integrity, while contributing to their communities
7. Mentors will continue to mentor in years 2 and 3.
8. Collaborators will seek additional funding opportunities for this collaboration.

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

Healthy Visions (Lead Organization)

Name and title: Carole Adlard, Executive Director, Healthy Visions

Responsibilities: Act as grant administrator and program director. As program director will supervise youth presenter, coordinate field trips and guest speakers, compile and report statistics. 50% of Carole Adlard's time will be devoted to directing the Community Connector initiative.

Qualifications: Executive Director of Healthy Visions, Carole founded the organization. She studied business management at the University of Notre Dame and founded a nonprofit organization nearly 30 years ago, which transitioned into nonprofit Healthy Visions. Carole has led a twenty(20)-agency collaboration, which was state and federally funded to support African American marriages.

Prior relevant experience: Started Healthy Visions in 1986 to serve youth because they did not have the information or role models to make positive critical thinking decisions and behaviors. Has managed several multi-year federal and state grants which required included many agencies and churches. Created and ran a twenty(20)-agency coalition on marriage education in the urban community. Carole was awarded the US Congressional Medal, Angel of Adoption. University of Notre Dame, Exemplar Award, St. Ursula Academy, Great Graduate Award, and the Ohio Child Conservation Award.

Passion: Devoted her work life to helping young people change their stories and accomplish their dreams.

Youth: Taught relationship program to six urban middle schools. Youth are our future.

Healthy Visions (Lead Organization)

Name and title: Landra White, Presenter, Healthy Visions

Responsibilities: Act as program facilitator for the Community Connectors initiative, will be facilitating weekly 1-hour TYRO lesson, according to lesson plan. Interact with mentors for weekly lesson reinforcement. Attend all Community Connector initiative meetings, classes, trainings, and events and to assist program director in the coordination of field trips and guest speakers, distributing and collecting pre and post surveys. 50% of Landra White's time will be devoted to facilitating the Community Connector initiative.

Additional Roles and Responsibilities: In addition to facilitating the TYRO program for the Community Connectors Initiative, Landra will also be mentoring a Dohn student, assisting with on-going mentor training, and providing feedback regarding mentor/mentee relationships.

Qualifications: Completed two-day TYRO Mentorship Training Program in January 2015. A Program Presenter for Healthy Visions, Landra attended Miami University majoring in American Studies. While in college, Landra served as President of the youth ministry for Abundant Life Campus Ministry. Mr. White became passionate about helping at-risk youth while still in High School and as a Peer Teacher for Cincinnati public high schools (CPS), reaching out to African American students. Certified in Emotional Intelligence.

Prior Relevant Experience: Led a student organization while attending Miami University for two years called Abundant Life. Currently volunteer as a youth leader at Seven Hills Church, and as a youth presenter for Healthy Visions will speak to 3000 students in urban, suburban, and rural high schools

during the 2014-15 academic year. Currently mentors two young men from Deer Park High School and a mentee from Dohn Community High School.

Passion: Desire to give kids tools to help them succeed and reach their full potential.

Youth: Benefited from being mentored as a youth. Desire to payback

Dohn Community High School (School Partner)

Name and title: Eileen Arnold, Guidance Counselor, Dohn Community High School

Responsibilities: Eileen will assist in speaking to 9th graders on the mentoring program, will take their mentee applications and prepare them to work with a mentor. Will interface weekly with Carole Adlard on the outcomes of the mentoring program from the teacher's and guidance counselor perspective.

Qualifications/Prior Experience: Masters in Clinical Psychology with over 20 years high school and college counseling. Taught high school for 15 years. Awarded Teacher of the Year, Educator of the Year, Top Hat Award, and Friend of Children Award.

Passion for Youth: Devoted 45 years of education/counseling of youth because of my desire to make positive changes in teenager's lives.

Youth: Assist teens in their drive to get out of 'the hood' of the inner city and achieve success.

Lee Chapel African Methodist Episcopal (AME) Church (Faith-based Partner #1)

Name and title: Nigal Felder, Reverend, Lee Chapel AME Church

Responsibilities: Host the mentor training program in August 2015, host ongoing mentor education Six hour X 4 classes during the year. Attend mentor training and ongoing mentor education and coordination of mentor information, background checks, assist in matching mentors with mentees.

Additional Roles and Responsibilities: Assist Healthy Visions in locating business professionals to mentor students moving forward. Provide activities from Rev. Felder's written and implemented program for youth who attended a juvenile detention center

Qualifications: Degree in Family Counseling from Payne Theological Seminary

Prior relevant experience: Wrote and implemented programs for African American males, ages 14-18, at Ebenezer AME Church, in Washington DC, 150 males participated. Facilitated Saturday retreats for the juvenile males in the detention center in Marysville, Ohio from 9-12 on Saturdays for 2 years.

Passion: In the black community young people are the focus of our problems, yet we push them to the back of our priorities. My passion is serving as a father figure for the youth in my community.

Youth: While I came from a two parent home, I also benefited from having a mentor and I want to be a mentor to a young man.

Staffmark, Inc. (Business Partner)

Name and title: Kathy Bernard, Executive Vice President, and General Counsel, Staffmark, Inc.

Responsibilities: Will coordinate annual two-hour job/employment seminar, to assist student in identifying potential job opportunities and what kind of jobs Staffmark customers are seeking to fill.

Additional Roles and Responsibilities: Identification of vocational schools, for students pursuing non-college specific career choices, such as mechanics, or cosmetology school

Qualifications: Mother, lawyer, past horrible teenager, access to lots of job information

Prior relevant Experience: I have always served as a mentor of youth, at my daughter's high school, in her sports days and in law school. As a Board member of Healthy Visions, I have spoken to classes at various high schools and held youth group church meetings at my house. I think reaching youth today makes for a better tomorrow. With so many unable to talk to a parent or connect with a peer, sometimes an outside, non-judgmental, independent party can be a life saver or open a new door.

Passion: As a parent of a young adult, I know how important it has been to have adults in her life.

Youth: I made mistakes as a youth and I want to help youth avoid the pitfalls I fell in.

River of Life Church (Faith-based Partner #2)

Name and title: Chris Woodward, Reverend Senior Pastor

Responsibilities: Supervise intern and interface with other Parkside to organize family/community activities Organizing mentor/mentee seasonal get-togethers, in which mentee family members may be invited, i.e., Halloween Party, Christmas Party, Museum, Block Party. Will also contribute by helping to arrange cultural/educational mentor/mentee activities, i.e., restaurant dining, theatre, museum, etc.

Qualifications: Worked for 20 years with urban youth in a Church setting. A parent of three teenagers.

Additional roles: Will encourage and facilitate professional parishioners to be available to share with program participants, either in a mentoring role, or to share their profession with the hopes of providing encouragement and context to the youth to motivate them toward possible career choices in the future.

Prior relevant experience: Worked at youth camps, served on youth ministries at my home in Chicago, was a mentor to high school students.

Passion: River of Life church was founded with the goal of using the large space we purchased and renovated to impact youth. A value of our church is the educational and spiritual training of youth.

Youth: All youth need an adult they can connect with to talk through difficult situations and the more adults that make themselves available, the better chance each youth will have.

Parkside Christian Church (Faith-based Partner #3)

Name and title: Randy Shivers, Reverend Connections Minister

Responsibilities: Organizing mentor/mentee seasonal get-togethers, in which mentee family members will be invited, i.e., Halloween Party, Christmas Party, Museum, Block Party. Will also contribute by helping to arrange cultural/educational mentor/mentee activities, i.e., restaurant dining, theatre, museum, sport event. Encourage Church membership to volunteer as mentors and to volunteer to run the events/activities.

Qualifications: As a youth minister I organized activities for youth and their families. I mentored students one on one. I now work with our church to find ways for them to serve the community. I deal with many volunteers.

Additional roles: Will encourage and facilitate professional parishioners to be available to share with program participants, either in a mentoring role, or to share their profession with the hopes of providing encouragement and context to the youth to motivate them toward possible career choices in the future.

Prior relevant experience: Spent most of my life working with volunteers to help accomplish the goals of helping others. For 17 years I helped at Anderson HS in "THE ROOM" a place for students to talk about life issues. My Church responsibilities have helped me know how to work with people in different situations in life. I am thankful for and dedicated to the opportunity to help others.

Passion: Parkside Church has a strong history of making ministry to youth a priority. That is what drew me to work for Parkside. As a Church we have been involved with mentoring programs with area schools. As a youth minister for 26 years before my current role as Connections Minister, I know it is vital to help equip youth to deal with life. With proper support and encouragement life is more doable.

Youth: I believe that if you can help a young person understand the value of life, it will bless him/her for the rest of their life.

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

Assessment/Planning May, June July 2015

Recruitment of mentors May, June, July 2015

Partner Collaboration Meetings monthly beginning in August 2015 through May 2016

Mentor Application Review, Screening, Background Checks, Selection August 2015

Mentee Recruitment/ Application, Approval August 2015

Matching and Kick Off September 2015

In-Classroom TYRO program begins weekly September 2015 through May 2016
Mentor/mentee lunch and TYRO activity begins weekly September 2015 through May 2016
Mentee Family Activity: October, December 2015, February, April 2016
Mentor Mentee Activity: September, November 2015, January, March 2016
Mentor training October, November 2015, January, February 2016
Recognition, May 2016
Evaluation begins September 2015, post survey May 2016
Evaluation Report August 2016
College/Career Fairs Job Opportunities September 2015 through May 2016

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;

Each prospective adult mentor will complete an application, once accepted adults will obtain a background check. Approved adults will attend a mentor orientation at Lee Chapel AME. Mentors will complete a pre mentoring survey designed by Applied Research Center of Miami University. Ongoing monitoring of the mentors will be done by Healthy Visions using the National Mentoring Partnership forms. Students will be matched with mentors based on information from the applications of mentors and mentees (gender, interests, career interest, skills). Healthy Visions will communicate weekly with the mentors to answer questions and mediate concerns.

b. Identification and intake process for mentees;

Eileen Arnold/Landra White will make a presentation on the TYRO mentoring program to incoming 9th graders at Dohn Community High School. Interested students will complete an application and an interview with Eileen Arnold. If the students meet the criteria designed by the National Mentoring Partnership, students will receive documentation on the goals and outcomes of the program. Accepted students will be approved to be mentees and will complete the pre-mentoring survey.

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;

River of Life and Parkside Christian volunteers will organize four (4) events for the families of the mentees. Dr. Gary Sweeten of Sweeten Life Systems will provide ongoing mentoring training. The quarterly training will be given at Lee Chapel AME and cover Goal Setting; Listening Skills, Problem Solving Skills and Conflict Resolution Skills. Families will be invited to the Recognition Ceremony in May 2016.

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

Grelle Jump CPA, LLC, which specializes in non-profit accounting, will keep a separate account for all the income and expenses of the Community Connectors grant. Funds will not be mingled with other agency funds. Monthly reports will be generated by Grelle, Jump CPA LLC. Healthy Visions has a monthly board meeting where the treasurer and board members will receive monthly financials on the TYRO mentoring program.

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

Cincinnati Youth Collaborative is a very successful mentoring program in Cincinnati. However, Dohn is a public charter school and therefore unable to participate in CYC's mentoring program. The six organizations involved in this collaboration realize that if they do not offer a mentoring program for these challenging Dohn students no other agency or church will do so. There is a community cost to not offering mentoring to these embittered Dohn students.

The potential community costs are:

- \$202,502 annually: the amount Ohio spends each year to jail a juvenile offender (Source: Justice Policy Institute, "Sticker Shock: Calculating the Full Price Tag for Youth Incarceration" December 2014.)
- \$306 million in lifetime incremental Medicaid costs for high school dropouts in Ohio Medicaid costs of teens not achieving high school diploma (Source Social Capital Venture November 2013)

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.

Healthy Visions is the lead agency and Carole Adlard will be the program manager. Carole will interface with Landra White, the Healthy Visions presenter of TYRO, who will also conduct the orientation and training of mentors and will do a presentation to 9th grade Dohn students to recruit mentees. Eileen Arnold of Dohn will be the Dohn contact and assist in the selection of mentees, pairing of mentor/mentees, oversee implementation of TYRO and the mentoring and provide feedback. Reverend Felder of Lee Chapel AME will assist in recruitment of culturally sensitive mentors from his congregation, organize the orientation and ongoing training of mentors. Assist in pairing mentors with mentees and provide mentor feedback. Reverend Chris Woodward of River of Life and Reverend Randy Shivers of Parkside Christian will help recruit mentors, and provide volunteers for the 8 activities. Staffmark will provide presentations on the job market. Other providers are Applied Research Center of Miami University who will do the evaluation. Dr. Gary Sweeten, of Sweeten Life Systems, will do the ongoing training of mentors. Grelle, Jump CPA, LLC will oversee the financials.

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;

Carole Adlard of Healthy Visions will use the forms from the National Mentoring Partnership to track these hours, training and ongoing reporting.

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

There are pre and post surveys for mentors and mentees designed by Applied Research Center of Miami University. Weekly Carole Adlard will be contacting each mentor to determine the effectiveness of their relationship with the mentee. Dohn teachers will report on the academics of the mentees, if they are more engaged and participatory.

c. Projected indicators of success; and

Based upon pre and post student surveys, students completing the program will:

- Experience an increase in efficacy, social skills, and emotional competence
- Report stronger relationships with peers, adults, and parents
- Commit to practice avoidance of at-risk behaviors, i.e., drugs, alcohol, and violence
- Have improved attitudes and performance in classroom environments
- Become a leader of integrity while contributing to their communities
- Mentors report it is a working relationship with mentee

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

Barriers to data collection include: mentees violating parole and returning to juvenile detention; mentee's parents moving away and mentees no longer attending Dohn; parents kicking mentee out of the house and the mentee returns to the street and no longer attending Dohn; Mentee being murdered. "Dohn students have been unable to succeed in any other high school, and are the most hardened, battered, embittered teens I have encountered in 45 years in education. They have been expelled from other high schools and many are on probation for serious crimes. They have experienced murders and many do not expect to reach the age of 21. They feel hopeless," stated Ms. Arnold Dohn guidance counselor. By virtue of the target students for this mentoring program, there are many cultural, social and economic barriers to data collection and measurement of progress towards outcomes.

14. Applicants are to complete the program model. **(SEE ATTACHED PDF)**

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.

Healthy Visions receives federal, foundation, and social venture funding which will sustain salaries after the three years of Community Connector grant funding is exhausted. We will also be re-applying for state funding for continuation of the program. An anonymous Greater Cincinnati Foundation donor has pledged to financially support Healthy Visions for the next 5 years. Healthy Visions is launching a social venture partnership with the local business community called eSafeTeen.org, an online version of the in-classroom Healthy Visions program Safe Teen, which will generate an ongoing revenue stream. Healthy Visions will continue to work closely with the grant partner collaborators engaging them in the decision making and seeking their input so they feel invested in the program. The collaborators have expressed a strong commitment to the TYRO mentoring program and we foresee that continuing after the funding period. Cash is 95% of the local contributions, the other 5% comes from in-kind personnel donations from River of Life, Parkside, Lee Chapel AME, Staffmark, Dress for Success, and Dohn Community High School.

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 PDF)**

By clicking this box, X I (Insert Name) _____ Carole Adlard _____ 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.