

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 RESPECT Initiative will serve 50-100 students in grades 6 – 9, which will include ages 10 – 15 to accommodate students who are behind in their grade levels. The overwhelming majority of our students will be behind grade level for their age due to the social and academic stressors they face in their community. In addition, approximately 20% of the students in our targeted grades at the proposed schools are designated as disabled, so they will need specialized services. We are partnering with Dayton Public Schools, which has a graduation rate of 72.2% overall, and Trotwood-Madison, with a graduation rate of 74.8% overall. Within the two Dayton Schools, economically disadvantaged students represent 93-100% of the population, and 100% of Trotwood-Madison Middle School students are economically disadvantaged¹

2. Provide the number of youth in each grade level and at each school your program proposes to serve. We hope to reach students at the earliest possible age/grade level, but will work with any student in our target population range. We propose the following:

- Trotwood Madison Middle School = 25-40 students total (15-20 = 6th grade to prevent the drop off in both math and reading that starts in grade 7; 10-15 in grade 7, and 5-10 in grade 8).
- Meadowdale Middle School = 25-40 students total (15-20 = 6th grade to prevent the drop off in both math and reading that starts in grade 7; 10-15 in grade 7, and 5-10 in grade 8).
- Longfellow Alternative School = 10-15 students (note that Longfellow has limited enrollment, so we will work with any and all students in every grade level of our target population as they are enrolled)

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.

The RESPECT (Reaching Each Student with Principles, Education, Character, individualized Training) Initiative will provide intervention and prevention services through the mentoring relationship to 60 “*High Risk*” youth in grades 6 - 9 at risk of educational failure, bullying, teen pregnancy, truancy and juvenile delinquency. The strategies within this 3-year plan are designed to encourage youth to dream beyond the often-oppressive conditions of life as they interrupt it and see it.

The RESPECT Initiative will reach out to 60 *high risk* youth and will be paired with 30 adult volunteers who will be screened and trained to provide a nurturing relationship that will encourage youth to “Dream” by participating in program sponsored recreational and cultural activities and be exposure to non- traditional careers. The long-term implementation plan is to offer youth and their families in two Montgomery County school districts a combination of educational programs, diverse cultural awareness field trips, case management services, business mentors, job training opportunities and family recreation activities.

¹ ODE, Ohio School Report Cards, 2013-2014 – see **attachment A**
Helping Hands RESPECT Initiative

The RESPECT Initiative involves the whole family as a unit. Programs are geared to family groups, and training covers life skills that are vital for every family member. A powerful combination of case management, health and life skills training, counseling and long-term mentoring (provided by a trained volunteer) is the key to making a real impact on violence prevention. Throughout the program, classes and activities will be designed to be culturally specific and relevant. Team leaders will be multicultural, as will the professionals who teach the various classes.

- 1) Setting Goals to be Prepared for 21st Century Careers** – we know from other successful programs in Dayton that the use of caring, faith-based mentors is proven to open children’s minds to the existence of future opportunities that they never dreamed of; students will learn how to set goals through their mentors, and our tutoring will focus on the core skills of math, reading and science
- 2) Building Character** – will be accomplished through use of 40 Developmental Assets and Common Sense Parenting best practices that build on behavioral strengths and teach new skills
- 3) Developing Pathways to Achievement** - the Dropout Prevention training best practice and strong mentor relationships will help students learn critical thinking and decision-making skills
- 4) Building Resiliency** – our intensive family case management component and the Common Sense Parenting best practice program will help stabilize and strengthen the students’ family units, building the family support system needed for resiliency. Through these components, we will mitigate risk factors and strengthen protective factors – not only in our students, but also in their families
- 5) Believing in a Positive Future** – we will combine opportunities for one-on-one mentoring time with group field trips and family building events; these will build on the other program components to expose our students to activities and opportunities – whether social, career, academic, or interpersonal – that will develop the belief that they can make their own future.

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

The RESPECT Initiative combines several services from the collaborating agencies to produce a comprehensive program that addresses the special needs of our target population. By combining all these efforts, RESPECT service providers hope to make a real, lasting difference in the lives and stability of participating students and their families.

MAJOR TASKS AND ACTIVITIES PLANNED TO MEET OUR GOALS INCLUDE:

- 1. Intensive case management services for the families** - After enrolling students in the program, our case managers will work with their families throughout the year to assess any social service needs and connect them with available services that will put them on the road to housing and stability.

We must stabilize people in their homes and jobs to produce long-term results. Our teams work with students’ families in their home environment on basic skills that can lead them to economic stability. This approach not only reduces stress on students’ families, but also builds on their strengths and teaches the students how to maximize their own assets. The RESPECT Initiative provides a holistic, long-term support system specifically designed to meet the student family's needs and utilize their strengths. This program model allows the student to learn basic life skills - including budgeting, housekeeping, home repair, energy conservation, nutrition and the "art of neighborhood living" - and develop the attitudes and confidence necessary to stabilize their own situation.

The goal of RESPECT case management is to assist the families in maintaining their home and becoming productive members of their neighborhood and community. To meet our goals, a team approach will be used to address the specific issues facing each family. As needed, our case managers will make services more available during evening hours and facilitate group education sessions. We will also develop a Self-Sufficiency Plan for each family - with goals and time frames to achieve those goals – and monitor their progress throughout our program.

Family intervention will focus on:

- Employment and job readiness skills
- Basic housekeeping skills
- Money management and budgeting
- Home repair and upkeep skills

- Family access into the healthcare system
- Resources in the neighborhood and community

Job readiness and employment opportunities are critical components for family stability. Employment activities will be coordinated through the Job Center, with services targeted primarily to families who are TANF-eligible - and additional families who are under-employed. The Case Manager will monitor the families' guidance through the maze of Job Center agencies, to ensure optimum use of services.

Strong emphasis will be placed on families taking an active role in community life by becoming a part of social organizations that are the fiber of any neighborhood. These organizations will include: tenant organizations, neighborhood associations, police support, public school-sponsored programs, and recreation centers. Involvement in these associations will hopefully develop a sense of kinship and enhance family/civic values. On an annual basis each family will be evaluated on their progress in achieving the goals in their Self-Sufficiency Plan. Quarterly progress review meetings will help ensure that participants are on target in their efforts.

2. **Family relationships** – students and parents will participate in our best practice programs from Boys Town Press – Common Sense Parenting and Dropout Prevention Program. These programs help build positive family interaction, develop critical thinking and decision-making skills, and lessen the stressors of poverty and dysfunctional family situations. Mentors, students, and families will join in frequent family building activities, go on field trips, and participate in positive recreational events to strengthen the bonds of both the family and mentor relationships. Family counseling will also be provided as needed.
3. **Mentoring** - volunteer mentors will work primarily with the youth to show them opportunities for success, provide role models of positive, strong, caring, participatory adult role models. These mentors can also help in motivating the parents to find meaningful employment as well as showing their mentees the value of being aware and proactive about health issues. The program staff is responsible for establishing methods of regularly informing and communicating with mentors, and for recognizing mentor achievements.

Quarterly curriculum containing seven (7) learning modules which include topics such as: self-defeating behaviors, peer mentorship, self control & self respect, health & safety training, teamwork concepts, anger management and conflict resolution will be conducted by trained mentors and program staff. The program is designed to give participants experience in working as a family unit and develop positive self-esteem, and the opportunity to develop self control and respect - for themselves and their family members. Modules on self-defeating behaviors and family unity skills in particular will help family members learn to rely on each other and help each other.

- First Quarter: focus on expectations and individual skills development, such as how to be organized, Activities of Daily Living skills and how they relate to family members' responsibility, time management, study skills, self reliance, anger management, respect, etc.
- Second Quarter: family unity and stabilization development, team building skills, self esteem, positive peer pressure, group dynamics, importance of cooperation, conflict resolution, etc.
- Third Quarter: focus is on building resiliency, such as self-defeating behaviors, nutrition, health care & wellness, mental health, solid thinking, etc.
- Fourth Quarter: focus is on achievement, making new choices based on solid thinking, looking for opportunities, "where do you go from here?", developing healthy attitudes, etc.

Please see the attached Curriculum and Case Management forms – Attachment B.

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

The Developmental Assets Approach from the Search Institute. We are using this model as a foundation for goal-setting and risk factor assessment. The 40 Developmental Assets are positive experiences and personal qualities that young people need to grow up healthy, caring, and responsible.

External Assets - These assets focus on positive experiences that young people receive from the people and institutions in their lives. Four categories of external assets are included in the framework:

- ✓ **Support** - experience support, care, and love from their families, neighbors, and many others.
- ✓ **Empowerment** - be valued by their community and have opportunities to contribute to others.
- ✓ **Boundaries and expectations** - know what is expected of them and whether activities and behaviors are "in bounds" and "out of bounds"
- ✓ **Constructive use of time** - need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.

Internal Assets - A community's responsibility includes a commitment to nurturing internal qualities that guide choices and create a sense of centeredness, purpose, and focus. Four categories of internal assets are included in the framework:

- ✓ **Commitment to learning** - develop a lifelong commitment to education and learning.
- ✓ **Positive values** - develop strong values that guide their choices.
- ✓ **Social competencies** - skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- ✓ **Positive identity** - a strong sense of their own power, purpose, worth, and promise.

These assets are powerful influences on adolescent behavior—both protecting young people from many different problem behaviors and promoting positive attitudes and behaviors. This power is evident across all cultural and socioeconomic groups of youth. There is also evidence from that assets have the same kind of power for younger children. The average young person surveyed experiences only 18 of the 40 assets. Overall, 62 percent of young people surveyed experience fewer than 20 of the assets.

The second component of the RESPECT curriculum addresses the parents of the family, utilizing the best practice models entitled, **“Common Sense” Parenting and Dropout Prevention training developed by Boys Town Press.** This model was successfully implemented by both the Dayton Northwest and Southeast Dayton Weed & Seed Initiatives as a component of their work with families in crime-ridden target neighborhoods in the inner core of the City of Dayton. This curriculum covers basics of parenting and influencing development of children within a family setting to reduce stress, increase cohesiveness of the family unit and promote a healthy, more disciplined home environment. This program includes proven effective parenting strategies to help parents reduce and correct misbehavior, use consequences and praise, and teach social skills, problem-solving, decision-making, and self-control to children 6 to 16 years old. Training is broken down into 6 general categories:

- Building Relationships
- Teaching Children Self Control
- Preventing Problem Behavior
- Correcting Misbehavior
- Teaching Kids to Make Good Decisions
- Helping Kids Succeed in School

Response from this curriculum as presented last year has been overwhelmingly positive, with participating families asking for more. When combined with the Developmental Assets approach component, this curriculum will be a powerful tool for the students' families of our network member organizations.

We also plan to use the companion Dropout Prevention training program developed by Boys Town Press, which includes the following modules:

- Making Good Decisions
- Building Relationships for Success
- Coping with Family Stress
- How to Set Goals

Using true-to-life situations, the dramatizations in these DVDs show how making good decisions, setting goals, establishing healthy relationships, and using available school and community resources to deal with family problems can help teens stay in school and graduate. Teens learn to think through the short- and long-term consequences of their actions and decisions. The series emphasizes that dropping out in today's job market will have serious economic and social

consequences in the future. After viewing the programs students will recognize the critical importance of staying in school and graduating, and understand that dropping out of school is a process that begins early.

Family-building activities. The third component of the RESPECT curriculum deals with the family unit, employability, financial management, and life skills. The family is considered to be the most important institution in many cultures. Roles of different family members may differ from culture to culture, but the basic structure is the same. Understanding the importance of the strength of family and strong relationships can be a critical tool for parents and youth as they emerge through some of the most influential years of their lives. Exploring and learning about their ancestry through genealogy and creating family trees can help each participant gain a better understanding of their heritage and who they are as individuals.

Activities will be used to bring parents and youth together in a controlled environment that allows them to build a stronger sense of family. Through class discussions, role plays, reflective writing, and critical thinking, parents and youth will have an opportunity to further develop their thoughts and reflect upon the concepts learned about family.

Lifeskills training. Training will be provided for parents and youth in separate tracks (see attached curriculum graphic in Attachment B)

Employability preparation. Students will work with our business partners to develop job skills and employability training through workshops and work opportunities. Their families will be linked to the Montgomery County Job Center and other local, regional and national employment resources.

7. Describe your organization's previous experience with this type of program OR a program of a similar scale, including previous evaluations, size and duration of previously implemented programs, goals, and outcomes.

The Helping Hands Community Outreach Center (HHCOC) is at the forefront of organizing collaborative community projects that target the at-risk populations of our blighted neighborhoods - where we address systemic problems - in order to make lasting progress. Helping Hands is a community based organization extending services to the community and empowering youth and their parents to become tomorrow's leaders through the development of social, educational, technological and economic proficiency skills. Helping Hands was established in 1999 to provide alternative creative after school programs for at risk youth and their parents. Helping Hands is now fourteen (14) years old with a (501) (c) (3) status that is the only human and social service program serving this neighborhood community. We have serviced over 2150 families through our abuse and neglect, housing counseling, life-skills development, computer training and human services programs. It has successfully managed United Way funding, federal, state, privately funded youth programs and has collaborated with other community agencies.

The past success of our program has depended tremendously on our collaborative relationships with local community partners; we are once again depending on these partners, and their expertise to help us deliver an effective well managed youth mentoring program.

We also have expertise in helping consumers to find available assistance options, whether to obtain benefit coverage or mortgage modification assistance – both areas requiring extensive expertise in working with underserved/vulnerable populations including working poor, low-income, unemployed, veterans, and people in financial crisis. We continue to provide assistance to individuals with housing, social, and economic issues including making referrals to other human, social and health services in the communities – most recently helping people sign up for healthcare as the only certified Navigator organization in southwest Ohio for the Affordable Healthcare Act.

Our Helping Hands team has currently over seventy five years of combined experience in the areas of foreclosure mitigation, banking and the mortgage industry. HHCOC is a HUD-certified foreclosure prevention counseling agency, and to date we have helped 2,825 families stay in their homes since 2009, and we have a current waiting list of more than 1000 families. Our FTE staff of 7 and PTE staff of 5 is highly trained in working with vulnerable populations and people in crisis. As housing counselors, we help individuals with varying levels of education and financial literacy find available options for assistance that will help them with immediate crises and long-term stability. Staff will work with students and their families to find the opportunity that best fits their needs; this often takes multiple applications to multiple programs, but we don't stop until all avenues are exhausted. HHCOC staff has extensive experience in assisting people with disabilities, and provide assistance either at our facility or in students' homes.

In this type of business you must do at least 95% of your counseling face-to-face. In this way you not only have a hands-on approach but are able to converse with the student in a way that you can use your instincts and counseling techniques for a positive workup of the student. Our services include extensive intake and assessment, followed by case management services to connect the student/family to available services in the community. We are well-versed in serving the diverse ethnic populations within our community, including African Americans and Appalachians, who are very slow to trust outsiders. The trusting relationships that we have developed make us uniquely positioned to work with these populations and convince them to enroll in government programs.

Our staff is also highly involved in community education activities through our current housing counseling program as well as the recent Navigator program. Staff members participate in community education presentations regularly at a variety of events, and conduct neighborhood outreach as part of their responsibilities. The Navigator program team worked together for a year, providing an effective program model that allowed us to reach 20,000 consumers during our first program period.

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

Central to our approach is the belief that an efficient use of faith-based resources as a part of our cadre of support systems will contribute significantly to achieving this long-term goal. These programs have achieved tremendous results where other programs have failed by approaching our youth and their families as mentors and as guides – adults that can be trusted to listen and help them make the correct decisions in their daily lives.

Please see the attached Logic Model for details on the indicators for success.

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

- Neldra Glasper, Executive Director
 - Responsible for fiscal/organizational oversight and communication with both partners and funders to develop/build the sustainability of the Initiative
 - Please see attached resume for qualifications and relevant experience
- David Hickman, Project Manager
 - Responsible for administrative operations, data collection, report generation, and staff supervision
 - Please see attached resume for qualifications and relevant experience
- Nancy Caldwell, Program Coordinator
 - Responsible for coordinating daily activities, including mentoring program
 - Please see attached resume for qualifications and relevant experience
- Sonya Ware, LSW, Case Manager
 - Responsible for intense family case management to stabilize student participants' family unit supports
 - Please see attached resume for qualifications and relevant experience
- Juanita Ecton, owner – Ohio Advocate for Domestic Abuse
 - Responsible for providing domestic and family violence prevention training for students and their families
 - Multiple certifications in domestic and family violence prevention training, per attached resume
- Kevin Bell, Superintendent of Schools - Trotwood-Madison CSD
 - Liaison with Trotwood-Madison Schools personnel, provision of space and resources for program, oversight of school district staff involved with program activities

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.

	PROGRAM QUARTER	1st Quarter			2nd Quarter			3rd Quarter			4th Quarter			RESPONSIBILITY
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	
1	Planning meeting for program start-up, hiring new staff, finalizing contracts, set-up of outcome tracking and fund account for new grant													Fiscal Agency, RESPECT staff, all contractors
2	Updates on staff background checks													RESPECT staff and BCI
3	Mentor Recruitment and training	Mentor Recruitment and Training is a continuous process; mentors will be trained by September 7th											RESPECT staff, community organizations	
4	Determine outcome measurement and other data to track with input from entire staff and develop general files structure, screen layouts and report formats													RESPECT staff management and Dayton Business Communications, Inc. with input from case managers and participating school personnel
5	Begin participant recruitment campaign	Participant Recruitment is a continuous process; recruitment begins in August for September 7th start date											RESPECT staff and partner schools	
6	Start outcomes tracking and collection of both raw data indicators and statistics	Data collection is a continuous process											RESPECT staff and Dayton Business Communications, Inc., and school personnel	
7	Mentoring begins			Mentoring will begin by September 7 and continue throughout program period									Mentors and program staff	
8	Begin intake and assessments			Intake will begin by September 7 and continue throughout program period									RESPECT case management staff	
9	Administer 40 Developmental Assets surveys	Surveys will be conducted at school sites beginning in October											RESPECT staff, school personnel	
10	Initiate family case management			Case management will begin after intake, and continue throughout program period									RESPECT case management staff	
11	Start wraparound services by connecting families to community supportive service providers	Wraparound services are a continuous process											RESPECT staff and community supportive service providers	
12	Start employment skills training	Employment skills training is a continuous process											Community supportive service providers, and Montgomery County Job Center	
13	Start Quarterly Parenting Classes and family support activities (occurs in second month of each quarter)	Common Sense Parenting classes will begin in second quarter and be repeated on a quarterly basis throughout program period											RESPECT staff	
14	Begin Dropout Prevention program	Dropout Prevention program will begin in second quarter and be repeated on a quarterly basis throughout program period											RESPECT staff	
15	Family Violence Prevention training	Family Violence prevention training will begin in the second quarter and continue throughout program period											RESPECT staff, Ohio Advocate for Domestic Abuse	
16	Start family recreation activities and field trips	Family activities and field trips will begin in second quarter and continue throughout program period											Program staff, mentors, community partner resources	
17	Generation of Outcome Reports, Demographics Reports, Geo-mapping, Survey Results	Data analysis/reporting is a continuous process											RESPECT staff management and Dayton Business Communications, Inc.	
18	Quarterly training of staff and volunteers in domestic violence issues and protocols													Montgomery County Dept. of Job and Family Services Children Services Division
19	Quarterly training of staff and volunteers in child maltreatment issues and protocols													Montgomery County Dept. of Job and Family Services Children Services Division

PROGRAM ACTIVITIES FOLLOW THE SAME YEARLY WORKPLAN AND TIMELINE THROUGH END OF GRANT PERIOD.

11. Describe the implementation process for reaching the following milestones:

- a. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;
- b. Identification and intake process for mentees;
- c. The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency;
- d. Assessing fiscal accountability and faithful implementation of project plans; and
- e. Any other critical information you would want the Community Connectors team to know.

Helping Hands Community Outreach is a partnering agency with the Montgomery County Mentoring Collaborative, a partnership designed to strengthen local efforts to help children who are at risk of dropping out of school in Montgomery County. This help is provided in the form of mentors – positive adult role models willing to spend time with at-risk children.

Our proposal includes extensive mentor recruiting, training, and ongoing support to build a solid retention rate. We will conduct a proven recruiting campaign targeting existing mentors from local programs as well as new mentors from area churches. Once recruited, the Mentoring Collaborative will assist with certifying new mentors who pass the mandatory background checks. Final screening of applicants will be conducted by the Project Director and Program Coordinator, who reserve the right to reject applicants for any reason.

All mentors will be trained and certified before beginning to work with a child. The structured mentoring program will adapt a proven training course using best practice curriculum developed by Boys Town that the agency uses to teach parenting skills, to deliver six modules: Introduction to Mentoring; Self-Reflection; Qualities and Skills of a Mentor; Role of Mentor; Boundaries and Responsibilities; and Diversity. The agency will certify mentors who complete basic training and subsequent advanced training in accord with their training levels, interests, and abilities. In addition, the Mentoring Collaborative will provide evidence-based training for all staff and adult volunteers on sexual abuse issues. All mentors will be required to undergo a background check prior to being accepted into our program and matched with a youth. Our Policies and Procedures include the following information regarding background checks for all those working with children; we will follow this protocol for the RESPECT Initiative:

All employees, contractors and volunteers who will work directly with youth to the BCI for background checks and will be rated on a case by case basis, however, no one with a history of child abuse, neglect or molestation will work with our youth.

Matching mentors with children is a critical juncture for program success. The Initiative will establish matching criteria, collect information from a variety of sources, and apply the checks and balances inherent in any group decision-making process to approve final match decisions. Initially, DBCI working with the other members of the Initiative will develop tools for collecting baseline information and supporting positive mentor-child matches.

Once a match has been confirmed, the mentor coordinator will meet with the mentor and the child's caregiver to initiate the match. The Initiative will attempt to match mentors and children in a way that forms cohort groups to allow for group "kick-off" events and the establishment of support networks early in the relationship.

As part of their first meeting, the mentor and child (with the child's caretaker, if available) will develop an activity plan. The plan will include program-sponsored group activities for which transportation,

facility space, and other auxiliary services may be provided. Activities will be scheduled at least weekly, and will be age-appropriate, varied to maintain interest, alternatively recreational and developmental, and will include both structured and unstructured time.

In extreme cases, a mentoring relationship may be terminated by the Initiative for cause. Although every effort will be made to resolve lesser conflicts between mentors and children while preserving the relationship, either the mentor or the child (or the child's caretaker) may end the relationship with reasonable notice to the Coordinator. If a mentor or child (and caretaker) from a dissolved relationship wish to remain in the program, with the Coordinators' agreement, an effort will be made through normal procedures to find another match. If circumstances warrant, the Initiative may authorize the Project Director to act on its behalf in this respect to expedite such a rematch. Specific policies and procedures covering such circumstances will be developed and recommended by the Program Director, for Initiative review and approval.

Periodically, events such as brown-bag lunches will be held for mentors to come together to discuss common issues among themselves and with program staff. The program staff is also responsible for establishing methods of regularly informing and communicating with mentors, and for recognizing mentor achievements.

Mentor Coordination and training in mentoring of adult participants will be provided by program staff, using best practice curriculum developed by Boys Town. Staff will adapt this proven training course to deliver six modules that develop/improve skills in interpersonal communication and enhance effectiveness as mentors: Introduction to Mentoring; Self-Reflection; Qualities and Skills of a Mentor; Role of Mentor; Boundaries and Responsibilities; and Diversity. The agency will certify mentors who complete basic training and subsequent advanced training in accordance with their training levels, interests, and abilities. This training will be mandatory for all professionals working on the project to enhance their working relationships with the participants and families. Ongoing training on available services and referral procedures to other resources and specific topics requested by mentors will be provided to support their efforts, enhance the level of professionalism and adherence to accepted ethical standards of practice. We will also host group events for mentors and mentees to help facilitate relationship-building.

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 the attached Roles and Responsibilities Worksheet.

Application Section III: Evaluation Plan

- 13.** The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:
- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;
 - b. Gathering of data to measure progress of program towards meeting the

selected goals;

c. Projected indicators of success; and

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

Process Evaluation - Dayton Business Communications, Inc. (DBCI) will collect baseline information on current services and service delivery. Interviews and focus groups will be conducted with key stakeholders, including project staff, caretakers, mentors, and outside agency officials involved with eligible and enrolled children. If circumstances permit, the evaluation team will conduct focus groups with the children to gather their perspectives. Finally, survey instruments will be administered to staff, mentors, mentees and caregivers during the intake process, mid-year and at the conclusion of each year of the project with specific questions designed to capture feedback about project implementation as well as impact.

Impact Evaluation - The impact evaluation measures the effectiveness of the RESPECT Initiative program.

We will collect data to examine the characteristics, behavior, and THE mental and physical health status of enrolled children, and changes over time; family and caretaker characteristics and living situations; characteristics of the child's school experience; impact of the experience on mentors; and impacts of the program on communities.

Along with individual student progress, we will track participation in all academic, life skill, and enrichment components to measure family participation as well. Outcomes to be measured include: attendance records from programs, pre-post testing results from program participants, number of residents accessing services and programs, number of programs provided, number of case management plans developed.

A database will be maintained to document and measure client progress, outcomes achievement, and program effectiveness. Participation will be monitored on an ongoing basis, with weekly data input. Quarterly analysis will be done to monitor the impact of program components on overall effectiveness. In addition to these individual assessment tools, we will conduct a customer satisfaction survey at the end of the program year to determine strengths and weaknesses in our program design; this survey will be used with program participants, employers, teachers, and mentors to measure the effectiveness of our program components. While helping us improve our programs by continually monitoring results, this data analysis is extremely helpful in improving our successful proposals to local industry and foundations for additional sustainability funding – they like to see results!

Data collection will be repeated annually after the first year, and changes in impact indicators will be assessed. These indicators will be compared to changes in city-wide data, to better assess if the changes can be attributed to program activities. Brief evaluation reports will be generated quarterly; more extensive and formal evaluation reports will be generated semi-annually. The project expects to comply with all required reporting and schedules.

Data analysis techniques will consist of simple statistics including cross-tabulations and percentages. As appropriate, regression analysis will be used to explain changes over time. Results from surveys will be summed and tabulated by question. As appropriate, t-tests or difference of means tests will be used to measure changes over time. DBCI will use geographic information systems (GIS) to conduct spatial analysis and support research-based strategic approaches. Actual names of program staff, mentors, and children will not be used in reports. Similarly, interviewees will not be named in the report. With the above reporting exceptions, all information will be treated as confidential by DBCI.

The expected outcomes of the RESPECT Initiative are: improved academics, better school attendance,

self-esteem building, and employment. Quarterly scheduled case management sessions, evaluations and rewards form the tools for performances measures. Successful enrollment, volunteer recruitment, academics and employment are our benchmarks. We expect to enroll at least 50% of our targeted 60 youth during the first quarter, to be followed by another 50% during the second and third quarter.

14. Applicants are to complete the program model.

Please see the attached program model.

Application Section IV: Sustainability

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

We are using this process model to compile statistical data that will be used to support grant proposals for long-term funding of the initiative. We are also developing additional partnerships with local resource providers to redirect some of their efforts/funding into the target area. Key to this is the leveraging of federal, state and local community resources, the use of in-kind donations and the ongoing recruitment, training and retention of volunteers. As part of this, we will build a coalition of active schools and additional business and nonprofit partners to grow and strengthen the initiative.

We are working with a grantwriting consultant to develop proposals to fully support this Initiative's operation after the State grant funding period is completed. We have already leveraged cash resources totaling more than \$160,000 from the Sisters of Charity, Iddings Foundation, Wallace Foundation, Levin Family Foundation, and the Weinburg Foundation – and have several additional in-kind donations of materials, food, household items to support families, etc. This year we will continue efforts to fund our general operations, with the goal that funding will be in place for the long term by the end of our contract period.

Application Section V: Program Budget

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

Please see attached Program Budget and narrative.

By clicking this box, I, Neldra Glasper, 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.