

Application Template

Application Section I: Community Connectors Program Description

1. The target population is students in 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.

Jewish Family Service's Bigs & Littles (B & L) Connect for Success Mentoring Program will serve students attending two Cincinnati Public Schools: Pleasant Ridge Montessori (PRM) and the Academy of World Languages (AWL). Since PRM is a K-6 school, the program will serve 5th and 6th graders each year during the three year grant period. Since AWL is a K-8 school, during year 1 of the grant period, the program will serve 5th and 6th grade students, in year 2, 5th, 6th and 7th graders and in year 3, 5th, 6th, 7th and 8th graders. The intention is to have mentors maintain their commitment to students for a minimum of one year; they can serve the same students for up to two years at PRM and up to four years at AWL.

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

At PRM for each of the three years: 20-25 (10-15, 5th graders & 10-15, sixth graders). At AWL, Year 1: 20-25 students (10-15, 5th graders & 10-15 6th graders); Year 2: 25-30 students (10-15, 5th graders, 10-15, 6th graders; 8-12 7th graders); Year 3: 30-40 students (10-15, 5th graders; 10-15, 6th graders; 8-12, 7th graders, 8-12, 8th graders).

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 Connect for Success Mentoring Program will take place during after-school hours from October through May, through 24 weekly sessions. This program model provides mentoring in a structured and supervised small group setting with the time divided between group-based activities and individual match activities. We will recruit and match volunteer mentors with participating students; each student will be matched one-to-one with a mentor. AWL will be held on Tuesdays from 2:30 to 3:30 pm at the school; PRM will be held on Wednesdays between 4 and 6 pm at Pleasant Ridge Presbyterian Church (PRPC), located across the street from PRM, as part of their *TeamWorks* program. The *Team (Tutor, Eat, Activate, Motivate) Works* program, initiated in January 2015, offers after-school activities one day per week in their building. Activities currently include tutoring, dinner and enrichment activities such as drumming and double-dutch rope skipping.

B & L, PRM & PRPC propose to add a B & L mentoring component to the *TeamWorks* program. Oversight will be provided by B & L and PRPC in collaboration with PRM. Mentors and students will meet during a designated portion of the students' time at PRPC; mentors will also have the option to arrive earlier to participate in other activities with their mentee. Flipside products will aid in teaching students about career opportunities through participation of Flipside employees. Each group will have an opportunity to visit Flipside Products to learn about the many facets of running the business including product development, manufacturing, and marketing.

The Connect for Success Mentoring Program

Goals:

- To strengthen communities, encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievement, higher levels of well-being, and health and workforce readiness for our state.
- To promote the positive development of youth in the community through a high-quality mentoring program in an after-school setting.

Outcomes:

1. Setting Goals to be Prepared for the 21st Century Careers
 - a. Students will identify personal interests, skills and talents
 - b. Students will increase knowledge and understanding of career options
 - c. Students will learn and apply the S.M.A.R.T. goal framework
 - d. Students will gain understanding of how to access community resources
 - e. Students will learn and practice positive communication skills
2. Building Character
 - a. Students will gain understanding of positive character values
 - b. Students will learn the importance of taking responsibility for their words and actions
 - c. Students will contribute to group efforts in a positive way
3. Developing Pathways to Achievement
 - a. Students will gain skills and experience in completing multi-stepped tasks towards a goal
 - b. Students will learn and practice positive decision-making skills
4. Building a Sense of Resiliency
 - a. Students will develop a positive relationship with an adult mentor
 - b. Students will learn and practice ways to respond appropriately when faced with a challenge or frustration
 - c. Students will increase ability to apply problem-solving skills when faced with challenges
5. Believing in a Positive Future
 - a. Students will express interest in future educational and/or career planning
 - b. Students will gain understanding of ways to maximize their options for future success
 - c. Students will increase optimistic thinking

Curriculum:

1. Student orientation: how to use this program
 - a. What is a mentor?
 - b. Why do people have mentors?
 - c. What will we do in mentoring club?
 - d. What can I gain?
 - e. What are my responsibilities to my mentor and the group?
2. Getting to know your mentor
 - a. Learning about each other's lives and interests
 - b. How are you similar? How are you different?
3. Knowing yourself:
 - a. Identifying personal interests, skills & talents
4. Career paths:
 - a. What does your mentor do?
 - b. What path did your mentor take to arrive where he/she is now?
 - c. Career exploration (according to identified interests, skills & talents)
 - d. Career paths: what requirements lead to your careers of interest?
 - e. Connecting your present to your future: making choices now to maximize options for future success
5. Building character:
 - a. Knowing and understanding character values
 - b. Identifying personal values (what do you stand for?)
6. Interpersonal skills: Getting along in relationships and in groups.
 - a. Understanding & managing your feelings in healthy ways
 - b. Developing empathy: recognizing how others are feeling

- c. Communication: how do you get your message across?
 - d. Responsibility & leadership: how to be a positive leader for yourself and others
7. Personal goals & paths to achievement:
- a. Attitude: why it's important; you can control yourself and your thinking
 - b. Learning how to set goals with the S.M.A.R.T. goal framework
 - c. Identifying the steps needed to work towards your goals
 - d. Using the I.D.E.A.L. problem-solving model to make decisions and overcome challenges

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

The Connect for Success Mentoring Program will include the following activities:

- 24 mentoring sessions for each of four designated groups of students, in which one-to-one mentor/student pairs will meet in a group setting: AWL 5th graders, AWL 6th graders, PRM 5th graders, and PRM 6th graders, for a total of 96 mentoring sessions
- Mentor recruitment (marketing and outreach)
- Mentor intake (including reference and background checks)
- Mentor trainings: each approved mentor will complete a 2-hour online training and two 90-minute in-person group trainings
- Ongoing mentor communication and support
- Communication with school personnel to identify appropriate student referrals
- Outreach and ongoing communication with parent/guardians including periodic newsletters about program topics and ways to support social and emotional learning at home
- Student intake
- Monthly meetings with collaborative partners
- Ongoing follow-up calls, meetings, emails
- Field trips to business partner facility
- Program evaluation and assessments
- Opportunities for student and mentor recognition (Parent/guardians invited to attend presentations and celebrations when appropriate).

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.

As a former affiliated program of Big Brothers/Big Sisters, Jewish Family Service's Bigs & Littles (B & L) program has built upon the program practices of BBBS to further develop a vibrant, best-practices program that aligns with the high standards of JFS, a member of the Association of Jewish Family and Children's Agencies (of North America). B & L is experienced with outcome-based youth programming and has received allocations from United Way and from the Jewish Federation of Cincinnati for many years. B & L program staff collaborate with other youth-serving organizations through participation in the "Learning Communities" process of United Way. Our program evaluation includes assessment of student participants, as well as program satisfaction/feedback surveys from all participants. Our program has recently begun to integrate the Devereux Student Strengths Assessment (DESSA) tool which measures social/emotional well-being of children in grades K-8. This is part of a community-wide assessment utilized by many United Way funded agencies. B & L staff involved in this program include licensed social workers, educators, and a certified family life educator. B & L program staff are trained in effective teaching methods and effective program implementation models. JFS engages in rigorous evaluations and reporting processes of all programs.

Bigs & Littles program outcomes are consistently high. Below is a list of outcomes we have measured over the past three years, and the average percentages achieved:

1. Children/Youth have a sustained and supportive relationship with at least one adult: 95%
2. Children/Youth regularly participate in out-of-school time activities (such as sports and the arts): 93%
3. Children/Youth have school attendance rates of 90% or higher: 93%
4. Children/Youth demonstrate good decision-making skills: 80%
5. Children/Youth demonstrate optimistic thinking: 89%

6. Children/Youth demonstrate healthy relationship skills: 91%
7. Children/Youth demonstrate self-management: 83%
8. Children/Youth are able to resist unhealthy/risky situations: 92%
9. Children/Youth refrain from using illegal drugs and/or alcohol after three years in match: 100%
10. Children avoid early parenting after three years in match: 100%

Mentors are thoroughly screened and background-checked in order to select excellent role models to provide appropriate support and friendship to students at this age of development, and to assure that utmost precautions have been taken to insure the safety of children.

The Connect for Success Mentoring Program curriculum has been developed by B & L staff based on our many years of experience teaching prevention education and social/emotional learning for grades K-12, through public and private schools and summer camps. During the pilot program at PRM, we initially utilized a best practices program that we had purchased titled "Winning Futures." We found that the program was not robust and did not include the types of topics and activities we've learned are successful. Additionally, staff has expertise in facilitating parent education and teacher development sessions. Staff teaching experience includes topics such as: Bullying Prevention, Teen Dating Violence Prevention, Positive Parenting, Effective Classroom Management, Understanding and Managing Difficult Behaviors, Emotional Intelligence, Understanding Children's Learning Styles and Improving Classroom Social Interactions. Through piloting the after-school mentoring program at AWL and PRM, we have determined that sessions need to balance time between structured activities and informal time between mentor and mentee. This has created an engaging learning environment that is fun for mentors and mentees alike and allows for the development of supportive friendship relationships.

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.

Bigs & Littles was a founding agency of Big Brothers Big Sisters of America and has served children and families in Cincinnati since 1910. Formerly known as Big Brothers/Big Sisters (BBBS) Association, our program is linked to its strong history as a Big Brothers/Big Sisters affiliated program. BBBS Association merged into Jewish Family Service in 2011, then changing its name to Jewish Family Service Bigs & Littles.

Jewish Family Service is committed to the development and implementation of social work programs of excellence that strengthen lives of individuals and contribute to our community's impact. Our B & L program promotes the development of youth in the community through high-quality mentoring relationships. The program helps children reach their potential by providing them with caring, adult role models who guide them in making positive choices about their future. B & L creates and supports matches that are positive, safe, lasting, and well suited to each child's needs. All volunteers are thoroughly screened and trained, and we make matches based on personality and shared interests.

Each year since the merger in 2011, Bigs & Littles staff and Board have worked diligently to increase our skill and expertise in best practices for youth mentoring programs. During its four years at JFS, we have examined all aspects of the program and restructured areas in need of change. We have refined and updated policies and procedures, improved assessment tools, improved the consistency and quality of match events, and improved the quality and frequency of communications to develop stronger relationships with mentors and parent/guardians. We worked through a strategic planning process to clarify impact and to establish primary program goals and directions for the future. We have launched an organizational dashboard, designed to monitor and measure our progress regularly and under board guidance. By routinely monitoring our progress through the dashboard, we are able to make any necessary program modifications in a timely manner.

Bigs & Littles is committed to playing a strong role in the development of youth through mentoring. We stay connected to local and national mentoring organizations in order to monitor trends in the field on best practices, research and new funding.

We network and gather information through the National Mentoring Partnership. Our key staff members have attended the National Mentoring Summit for the past four years and gleaned information about high-quality,

best practice programs that have shaped our directions. All of these conferences have highlighted our nation's mentoring gap: only 1 in 3 children who need a mentor currently have one, and millions of children in need of mentors are currently not being served. Newly released reports from the National Mentoring Partnership provide evidence on the positive influence that mentoring has on youth – it fosters academic achievement, reduces youth violence, and contributes to youth career engagement and workforce development.

In addition to conference attendance, our staff has researched mentoring programs throughout the country to learn about best practices in the field and ways that we can collaborate to achieve a collective goal of strengthening lives of youth through mentoring programs. We have gained knowledge and experience in the implementation of both community-based and school/group-based mentoring programs.

Locally, our B & L staff is involved in continuous learning through participation in the United Way Community Learning meetings as well as trainings on DESSA and social/emotional development to further improve our programs. B & L staff regularly attend continuing education programs for mental health professionals on issues such as poverty, cultural competency, safety and security for mentor programs.

B & L program staff includes social workers and family life educators who are experienced in working with children and families of all ages through case management, parenting education, violence prevention, and youth development. Our staff monitors and assesses programs regularly in order to make improvements on an ongoing basis.

Based on our four years of experience and learnings from our results, we are making strategic decisions about program directions, capacity and scope. We have defined targeted groups that align with our agency's mission and vision and are achievable as a smaller program.

As we begin 2015 we are providing mentoring services through two program models (community-based and group-based) with a third model still under development.

Current Program Models:

1. Community-based one-to-one matches including a focus on children of refugee families

2. Group-based, one-to-one mentoring in partnership with schools (piloted at PRM and AWL). The **Connect for Success Mentoring Club** is the model that will be expanding in partnership with public schools if we receive funding through Community Connectors. It will serve low-achieving and/or low-income students. This model has been part of our strategic development plan since 2013. We have identified both AWL and PRM as smaller schools where we anticipate having a substantial impact. The locations of both schools are in relatively close proximity to our offices and are convenient locations for many of our potential volunteer mentors. Funding through the Community Connectors grant would enable us to further our efforts to serve school children through group-based mentoring in partnership with schools in need.

Program Model Under Development

The Internationally Adopted Mentoring Program (iAMP) that will serve internationally adopted children and mentors by incorporating elements of both the group-based and community-based models.

We are intentionally shifting our focus from community-based to group-based mentoring for three reasons. First, in our recruitment efforts for mentors, we have found that group-based programs are a lower barrier to volunteering. Second, with our staff expertise in group-based prevention education with youth, we know we can monitor the children more closely, intervene more expeditiously, and achieve excellent results. Third, group-based work is more efficient and we can serve more youth with fewer resources. Current trends support the growth of mentoring in this direction.

We piloted the school-based program at PRM in spring 2014, and at AWL from fall 2014 to the present. Prior to this funding opportunity coming to our attention, PRM contacted us to request that we expand the program at their school. We were looking for resources to fund that expansion, as well as to fund additional work at AWL.

The Bigs & Littles program strengths include:

- a well-trained, dedicated, talented staff of social workers and educators
- experience with case management including regular contact and support of our mentors, mentees, families and partner organizations
- experience with family, mentor and school communication
- experience with program tracking and evaluation
- expertise in effective training and support of mentors. We provide training, coaching and ongoing education on relevant topics such as child development, communication, cultural competence, and understanding poverty.
- experience connecting and collaborating with our Littles' schools and other service providers in order to best serve Littles and their families
- ability to further augment the mentoring program through our agency's restricted funding: one restricted fund provides limited assistance with summer camp tuition and another offers small college scholarships, both for children who have participated in B & L for at least one year.

The Bigs & Littles program receives an annual allocation from United Way and aligns with the United Way Bold Goals of providing programs and services that support youth in working toward high school graduation, being prepared for life, and striving to attend college or make a positive career choice.

Over the past 4 years, B & L has served between 35 & 50 youth per year. Our community-based matches stay together for at least a year, and up to 10 years. Of the community-based matches we served in 2014, five have been matched for 1 year, two for 3 years, six for 4 years, three for 5 years, six for 6 years, one for 8 years and four for 10 years.

Each year we evaluate the program by gathering information from mentors, parent/guardians, children & teens through a process that is described in question 13 below. For our community-based program, we stay in regular contact with mentors, families and Littles through phone calls, emails and in-person meetings. We hold monthly match events which provide opportunities for staff to interact with matches and observe the interactions between mentors and mentees.

For the school-based program that was piloted during the last school year at PRM, we received the following feedback:

Evaluation Results from PRM Mentors:

80% of volunteers responded to the survey.

100% of volunteers who responded agreed or strongly agreed with the following statements:

1. I understood what was expected of me as a mentor in this program.
2. I enjoyed meeting weekly with my mentee.
3. I think my mentee enjoyed meeting weekly with me.
4. I think my mentee and I were well-matched.
5. I felt confident handling the challenges of being a mentor.
6. The information covered in the program is important for students to know.
7. I believe that my mentee benefited from this program.
8. Communications from program staff were timely and clear.
9. Program staff was responsive to my questions &/or concerns.
10. I would recommend this program to other volunteers.
11. I would choose to participate in the program again.

86% of volunteers who responded agreed or strongly agreed to the following statement:

1. "Program sessions were well-planned and well-implemented."

Evaluation Results from PRM Students:

60% of the students responded to the survey (others were absent on the days that we attempted to gather information from them)

100% of students who responded agreed or strongly agreed with the following statements:

1. I learned something new in this program.
2. The information I learned in the program is important for kids to know.

3. I liked meeting weekly with my mentor.
4. I think my mentor liked meeting with me.
5. My mentor was a person I could talk to about things that are important to me.
6. I would like to be in a mentoring program again.

83% of students who responded agreed or strongly agreed with the following statements:

1. I liked the activities we did as a class or group.
2. I liked the activities I did with my mentor.

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

The National Mentoring Partnership offers myriad resource materials for mentoring programs including *The Community Collaboration Manual* that defines “Seven Keys to Successful Collaborations,” courtesy of The National Assembly of National Voluntary Health and Social Welfare Organizations.

We believe that our collaborative partners have thoughtfully developed a plan that will be effective in all of the seven suggested areas below as outlined in the Manual referenced above:

1. **A Shared Vision:** Our collaborative partners are working together to meet a mutually identified need. We have developed trust in one another to carry out the agreed upon goals of the project.
2. **Skilled Leadership:** This project has a skilled collaborative team committed to and experienced with the agreed upon roles. We approach the project with mutual respect and knowledge of the communities we are serving.
3. **Process Oriented:** We will utilize ongoing, effective communication and draw upon our experience of working together to implement a high-quality effective program, making changes and improvements as needed through shared decision making.
4. **Cultural Diversity:** We are open to the richness that comes from cultural diversity of the students and mentors, will build understanding of differences in language, customs and values, and devote the necessary time and energy to communicate clearly with members of other cultural groups.
5. **Membership-Driven Agenda:** We will include the collaborative partners in oversight of the program and engage in ongoing meetings and communication about the program’s development and implementation. All partners are expected to contribute resources to the collaboration as defined in their roles and responsibilities. When members contribute resources, their sense of ownership in the collaboration is increased.
6. **Multiple Sectors:** Successful collaborations seek to include as many segments of the community as are compatible with the goals of the collaboration. Our partners include a non-profit social service organization, a neighborhood church, two schools (within one school district) and a business partner.
7. **Accountability:** We have defined roles of each of the partners and will monitor the process and communicate effectively as changes need to be made.

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

Linda Kean, MA, CFLE, Director of Education & Mentoring

Linda oversees the development and implementation of Bigs & Littles as well as the Family Life Education outreach and education programs for adults and children at JFS. Her experience with program development and group facilitation includes parenting, youth violence prevention, and domestic violence prevention. Linda has been a certified Family Life Educator since 2004 and has been with JFS for over 15 years. Linda has an MA in Arts Administration from the University of Cincinnati and a BA in Psychology from Indiana University.

Linda will be responsible for managing the collaborative partnerships, overseeing the recruitment of mentors, grant reporting, and evaluations.

Erin McNew, MSW, LSW, Youth Mentoring Manager

Erin earned her BS in Communications from Miami University and her MSW from the University of Cincinnati. Over the past 20 years she has worked as a counselor and educator with children, adolescents, and parents in school, hospital, and community settings. During her 9 years at JFS, Erin has developed curricula, taught parenting groups and teen dating violence prevention throughout the community, and managed JFS's continuing education and Bigs & Littles programs. Erin will be responsible for planning and implementing the curriculum and activities for both PRM & AWL. She will also oversee mentor training, intake of mentors and mentees, training and supervising JFS program staff, and overseeing the implementation of the evaluations and student assessments.

Angela Robertshaw, YMCA Resource Coordinator, Pleasant Ridge Montessori

Angela Robertshaw received her Bachelor of Arts in Sociology and Family Relationships at Miami University and her Masters of Social Work at the Jane Addams College of Social Work at the University of Illinois at Chicago. Angela worked as a School Social Worker in Chicago Public Schools and as a Clinical Case Manager at Thresholds Bridge Southwest in Chicago. Upon her return to Cincinnati, Angela joined the YMCA of Greater Cincinnati and worked as the After School Site Coordinator at Pleasant Ridge Montessori from 2008 to 2012. In 2012, she left this role to return to direct social work practice as the Clinical Case Manager of the Reach and Rise Mentoring Program and ran their Family Support Program. Angela has returned to Pleasant Ridge Montessori as the Resource Coordinator for the 2014-2015 school year and will represent PRM on the collaborative partnership team. Angela will be responsible for recruiting and referring PRM students, helping to maintain ongoing communication with families, teachers and school counselors, and assisting with mentor recruitment.

Tiffany Zents, Director of Spiritual Formation & Coordinator of TEAMWorks Program of the Pleasant Ridge Presbyterian Church

Tiffany Zents is currently a PhD candidate in Bible and Ancient Near East studies at Hebrew Union College Jewish Institute of Religion, where she also received her M.Phil. in Hebrew and Cognate Languages. She represents the Presbytery of Cincinnati on the board of the Metropolitan Area Religious Coalition of Cincinnati (MARCC), an interfaith coalition that has advocated for social justice policies in the city for nearly 45 years. Most recently, she directed religious education at Knox Presbyterian Church for three years, and Adult Education programming for four years prior. She has taught Christian Studies courses and led intercultural January Term studies on the study of Development and Christian Ethos to Kenya. Tiffany was the third of four generations in her family to be raised in Africa, (Burkina Faso and Cote d'Ivoire, West Africa). Upon the completion of her degree, she plans on teaching religion and advocating for social justice as a college professor. Tiffany will represent PRPC on the collaborative partnership team. She will be responsible for the oversight of facility scheduling and management, on-site coordination of programs, and coordination of TEAMWorks volunteers who will provide additional program support such as serving meals.

Jill Smith, Resource Coordinator, Academy of World Languages

Jill Smith became a Resource Coordinator at the Academy of World Languages in the spring of 2010, after a decade of nonprofit leadership. She was the Executive Director of the Center for Peace Education and then worked for four years for KnowledgeWorks Foundation and its subsidiaries. Jill has a long career of community service and was recognized by Xavier University with the 2010 Magis Award for her outstanding work in "seeking peace and improving the world through education." She graduated from Xavier with a B.S. in psychology. Jill will represent AWL on the collaborative partnership team and be responsible for recruiting and referring AWL students, helping to maintain ongoing communication with families, teachers and school counselors, facility scheduling and management, and assisting with mentor recruitment.

Kate Law, Director of Marketing, Flipside Products

Flipside Products has been supporting Cincinnati area non-profit organizations for several years. Kate has been with Flipside since January 2008 and is responsible for all aspects of Marketing including trade shows, advertising, website, PR catalog, direct mail and other printed materials. Recently, she has blended the Marketing for two new acquisitions into the overall Flipside Marketing Plan. Previous work experience

includes 10 years of Retail Management and 5 years of Marketing with Neighborhood Housing Services. Kate's volunteer experience includes 5 years of tutoring at Kilgour Elementary, 5 years as a Girl Scout leader, 5 years at the Cincinnati Art Museum and 3 years with Civic Garden Center. She holds a BS in Marketing from Indiana University and a Masters in Community Planning from the University of Cincinnati. Kate will represent Flipside Products on the collaborative partnership team. She will identify product needs that Flipside Products can provide, coordinate and host the field trips to the company's facility, and recruit mentors from the company.

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.

- April-August: Planning and meetings
- June-August: Mentor recruitment, intake, background checks, and orientation
- July-August: Posting and hiring additional group facilitator
- August-September: Initial mentor trainings
- August-September: Outreach to families, student enrollment & intake, purchase of initial program materials
- September-early October: Student and parent/guardian orientation
- October: Program begins
- October-May: Weekly sessions, monthly leadership team meetings, monthly emails to mentors
- November: DESSA baseline evaluation completed by mentors
- January: Mid-year surveys completed; mid-year celebration event for mentors, students and parent/guardians
- May: POES and DESSA assessments completed; culminating event
- The above cycle will repeat for years two and three

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.

All partners will help with the recruitment of mentors who have the potential to be excellent role models and can provide appropriate support and friendship to students at this age of development. Mentor candidates will complete and submit an application. Screening will be done by experienced B & L social workers and in accordance with best-practices for mentoring programs. Candidates will be interviewed by staff and background-checked online through the 6 panel checklist which includes: 1) System for Award Management, 2) Office of Inspector General, 3) Ohio Department of Developmental Disabilities Online Abuser Registry, 4) Mike DeWine (Crimewatch), 5) Ohio Dept. of Rehab and Correction, 6) Ohio Nurse Aid registry. They will be finger-printed for a BCI background check, as well as an additional FBI check if they have lived in Ohio for 5 years or less. Those who are selected as mentors will attend mentor training and be matched with a student. Students will be recruited and/or referred through the schools by their resource coordinators based on information gathered from teachers, school counselors and parents. Once selected, resource coordinators will send enrollment forms to parent/guardians, which will then be given to B & L staff members.

Mentors will first participate in Mentoring Central's Building the Foundation, a nationally recognized online training. Following that, mentors will attend two in-person trainings facilitated by B & L staff and other members of the Leadership Team. Mentors will receive monthly online newsletters with articles and links about social-emotional learning. B & L staff will check in with mentors regularly by phone and email, and engage in

coaching and problem-solving as needed.

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

Jewish Family Service has a robust Finance and Administration Team as part of a collaborative Shared Business Services arrangement with the Jewish Federation of Cincinnati and the Mayerson JCC. This team of professionals will be responsible for budgeting and fiscal reporting for this program. The team includes several CPA level accountants and a former School System Treasurer, and is led by a former Proctor & Gamble business leader. They will report directly to JFS's Treasurer and Board of Directors, who review the agency's financial statements monthly. Our annual audit by the accounting firm Barnes Dennig also monitors fiscal fidelity and can test grant specifications if this is required by the funder.

The Connect for Success Mentoring Program implementation plan will be monitored to ensure that it is meeting stated milestones by Project Lead, Linda Kean and her supervisor, the agency's Executive Director. In addition, the agency has a staff person who monitors compliance to all grants and program specifications and who manages the agency's operational dashboard. We will add this project specifically to the dashboard, which uses a simple red-yellow-green system to indicate the agency's performance against goals and target benchmarks.

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 roles and responsibilities worksheet list of bios & responsibilities above.

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.

Outcomes & Performance Measures

1. Setting Goals to be Prepared for the 21st Century Careers

- a. Students will learn and apply the S.M.A.R.T. goal framework:
 1. 90% of students will participate in one or more activities using the S.M.A.R.T. goal framework
- b. Students will increase knowledge and understanding of career options:
 1. 90% of students will gain knowledge about 3 or more career options
 2. 90% of mentor/student pairs will discuss a job the mentor has held, and requirements the mentor had to meet in order to acquire and keep the job.
- c. Students will increase understanding of their own interests, skills and talents:
 1. 90% of students will participate in one or more surveys and follow-up discussions to identify personal interests, skills and talents
- d. Students will gain understanding of how to access community resources

1. 90% of students will demonstrate understanding of student responsibilities in a mentoring relationship
2. 90% of students will increase use of community and/or school resources
- e. Students will learn positive communication skills
 1. 90% of students will be able to give one or more examples of positive communication techniques
 2. 90% of students will make use of positive communication skills in interactions with mentor and/or peers

2. Building Character

- a. Students will gain understanding of positive character values
 1. 90% of students will participate in one or more lesson, activity and/or discussion about positive character values
 2. 90% of students will be able to name 3 or more positive character values
 3. 90% of students will engage in specific behavior that exemplifies positive character values
- a. Students will learn to take responsibility for their words and actions
 1. 90% of students will demonstrate taking responsibility for their own words and actions
- c. Students will contribute to group efforts in a positive way
 1. 90% of students will contribute positively to group efforts during one or more Mentoring Club session

3. Developing Pathways to Achievement

- a. Students will practice and gain skills in completing multi-stepped tasks towards a goal
 1. 90% of students will demonstrate ability to perform the steps of a task in order
 2. 90% of students will demonstrate care when doing a project or school work
- b. Students will learn positive decision-making skills
 1. 90% of students will participate in one or more activity using the I.D.E.A.L. problem-solving model

4. Building a Sense of Resiliency

- a. Students will learn and practice ways to respond appropriately when faced with a challenge or frustration
 1. 90% of students will demonstrate ability to respond appropriately to challenges or frustrations while engaging in Mentoring Club activities
- b. Students will develop a positive relationship with an adult mentor
 1. 90% of students will develop a positive relationship with an adult mentor
- b. Students will increase ability to apply problem-solving skills when faced with challenges
 1. 90% of students will demonstrate ability to consider consequences before acting
 2. 90% of students will follow the advice of a trusted adult

5. Believing in a Positive Future

- a. Students will express interest in future educational and/or career planning
 1. 90% of students will be able to connect their own interests, skills and talents with future goals and steps for attaining them
- b. Students will gain understanding of how to maximize options for future success
 1. 90% of students will demonstrate appropriate concern for his/her success in school
- c. Students will increase optimistic thinking
 1. 90% of students will demonstrate optimistic thinking
 2. 90% of students will have a sense of being able to do or accomplish something

The above outcome performance indicators will be measured through assessments and surveys as outlined below; anecdotal information from staff and mentors will provide additional information.

Evaluation components:

Mentors will complete: 1. An end-of-year Program Evaluation Outcome Survey (POES), 2. An abbreviated POES at mid-year, 3. A Devereux Student Strengths Assessment (DESSA) in the fall as a baseline and at the

end of the program to measure progress.

Mentors, Mentees, Parent/Guardians, staff and the Collaborative Team Leaders will complete Evaluation/Feedback questionnaires at mid-year and at the end of the program.

Data from all evaluation components will be entered by B & L staff and shared with the Leadership Team for analysis.

Collaborative partners will meet monthly for planning and continuous improvement. Monthly reports will be generated to monitor progress, activities, successes and changes needed.

14. Applicants are to complete the program model.

Application Section IV: Sustainability

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

State funding through this grant process will allow Jewish Family Service to expand the Connect for Success Mentoring Program, an existing service component of our organization that we are committed to sustaining. Jewish Family Service strives for sustainability by developing diverse streams of revenue, namely Allocations from United Way and the Jewish Federation of Cincinnati, Grants, Fees, and Contributions. We do not have saturation in any one of these categories, so if one diminishes significantly, the agency is not at risk. We are working on even greater diversity of revenue through a current board-led effort to develop earned revenue streams that will generate a surplus in order to support mission-critical services such as the Connect for Success Mentoring Program.

We feel confident that our United Way and Jewish Federation funding are stable sources of support for this program, and we have had some success in grant writing and sponsorship in this area as well. We plan to expand the business partnerships for the Connect for Success Mentoring Program, bringing in additional business revenue and in-kind support.

In addition, the agency has two other stable sources of funding that will support sustainability should we experience decreases in our typical sources of revenue. We have a restricted endowment fund that we are able to draw upon per board recommendation specifically to support the services of this area of the agency. Similarly, our board initiated an Operating Reserve Fund this year with the surplus, giving us reserve funds that can be invested in programming as need demands.

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) _____ 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.