

Application Template

Application Section I: Community Connectors Program Description

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

The target population we seek to serve is students in grades 5th through 7th attending at Campbell Elementary and Middle School in Campbell, Ohio. However, supports are also built into the program in years 2 and 3 to mentor and coach students 8th grade and up that were a part of the program for at least one year.

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

There are approximately one hundred students in each grade 5th through 7th, making the total served 300 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.
- 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 Campbell City School District ranks as the 4th poorest school district in Ohio based on median income and property valuation per pupil. This is the result of a lack of industry and business in the city, as well as the lack of a strong tax base that would normally support education. In order for the children of Campbell to combat the effects of this poverty, including the ability to set and achieve education and life goals, they need opportunities and knowledge to develop strong intrinsic values as well as opportunities and knowledge to develop habits and behaviors that lead to academic and vocational success. Community Connectors funding for the Campbell Pathways program would enable children to dream and envision a life that many children (and parents) do not think is possible.

Campbell Pathways will be a collaborative between the following organizations:

Big Brothers Big Sisters of Mahoning Valley
Campbell City School District
D&E Counseling Center
Eastern Gateway Community College
Neighborhood Ministries

Though not currently partnering as Campbell Pathways, each partner organization has a strong commitment and a history of working collaboratively together to address the needs of youth in Mahoning County.

Campbell Pathways approach to meeting the objectives of Community Connectors includes a combination of mentoring, intensive after-school programming, and incentives that encourage participation in the program and also reward positive behaviors and decisions. Campbell Pathways will not only work with the entire 5th -7th grade student body but will also provide targeted interventions to those students that need extra help to succeed. Campbell Pathways activities and goals are centered on the Community Connectors core principles:

- **Setting Goals to be Prepared for the 21st Century Careers:** Students will be led through a series of decision making and goal setting exercises to engage in exploring and planning for their futures. Students needing additional educational support in math and science will receive targeted interventions. Business, community, and college leaders will provide in-depth authentic career exploration sessions including speakers and field trips, giving students a range of career paths and dreams to explore.
- **Building Character:** Students will have mentoring opportunities at several levels. Pathways will train volunteers to work with students in small groups to explore the character traits of self-control, willpower, motivation, conscientiousness, self-discipline, grit, perseverance, determination, and optimism. Part of the program involves opportunities for youth to give back to the community through service-learning and other hands-on projects. Students will also engage in teambuilding and character-building activities like the D& E Counseling Center's ropes course encounters. Students will also be selected to act as School Ambassadors, attending school functions and mentoring children from younger grades. Staff and volunteers will identify students that would benefit from more intensive mentoring and these students will be matched to local mentors trained and monitored by Big Brothers Big Sisters Mahoning Valley.
- **Developing Pathways to Achievement** (decision making and critical thinking skills): Our intention is to develop not just an intrinsic pathway to achievement but a concrete and viable pathway as well. In addition to group sessions focusing on critical thinking, problem-solving and decision-making, students attending Campbell Pathways will be encouraged to consider college as a viable step towards their future careers. In 8th grade, students that have been in the program for at least one year will be assigned a career coach and will also be guided into coursework that will enable them to complete up to 21 college credits before graduating from high school. Students in 5th grade and above identified with educational deficiencies will receive the interventions needed to maintain at least a 2.5 grade point average, which will qualify them for a two year Eastern Gateway Community College grant once they graduate from high school and, because Eastern Gateway Community College is our business partner for the Community Connectors grant, the message will be consistent throughout the program and the process easily within the student's reach. Because of the additional college supports provided by the program, with a part time job, it will be possible for all of the Pathways students to graduate from college debt free.

- **Building a Sense of Resiliency:** The small group work, individual mentors and additional activities will support and develop the social, emotional and cognitive skills needed for resiliency by engaging students in group and individual problem solving designed to increase the students' ability and confidence to address barriers to their success. Neighborhood Ministries will work with all partners to address specific physical and home barriers that may hinder a student's success in this area. Families will also be assisted as needed to increase their ability to be self-sufficient.
- **Believing in a Positive Future:** Campbell Pathways is full of opportunities, both structured and unstructured, for students to receive affirmation and support for who they are. They will be given opportunities to work on projects to build success. Though Pathways will focus on careers in communications, public relations, manufacturing, and technology, students will be able to explore numerous possible careers through authentic work-immersion experiences. Threaded throughout the program will be the mentoring and coaching needed to obtain knowledge and experiences towards setting and meeting educational and career goals.

While each student must decide what their future will hold, students that participate in the Pathways program will have received the tools, career exposure, knowledge, encouragement and opportunities to make sound, positive career decisions. Students that want to succeed will have the hope they need to see the process through because Pathways will show them how to make their goals realities. Specific outcomes that will determine the success of the program include:

Outcomes

1) Setting Goals to be Prepared for 21st Century Careers

- 90% of students enrolled in small group and individual mentoring will create SMART goals (Specific, Measurable, Attainable, Realistic, Timely)

2) Building Character

- 95% of students completing after-school character building sessions pretest and posttest will increase character knowledge by 25% based on number of correct responses
- 80% of students 5th – 7th grade with previous discipline referrals will reduce or eliminate the number of discipline referrals during the 2015-2016 school year

3) Developing Pathways to Achievement

- 90% of students completing after-school sessions pretest and posttest will demonstrate increased decision making knowledge and skills
- 75% of enrolled students will maintain a GPA of 2.5 or better

4) Building Resiliency

- 80% of families referred for negative risk factors will develop a plan for improving or eliminating the risk factor
- 70% of students involved with individual and group mentors will report increased resilience based on pretest and posttest results utilizing the Child and Youth Resilience Measure (CYRM) developed by the Resilience Research Centre.

5) Believing in a Positive Future

- 90% of students completing after-school sessions pretest and posttest will report being hopeful about attaining future educational and vocational goals

- 60% of enrolled students will identify a potential career path in which they are interested
- 40% of enrolled students will complete a career project that will be displayed/presented at the Showcase Event

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

Year One

All students in 5th-7th grade will be given the opportunity to participate in after school programs multiple days a week. In addition to a hot, nutritious meal, after-school programming will include:

Career Exploration: All targeted students will have the opportunity to participate in small groups, working with volunteers and professionals from businesses and Eastern Gateway Community College (TRIO Educational Opportunities Center) to explore career possibilities. Each business will conduct a seminar that covers vocabulary, equipment, and a general overview of the industry presented. Field trips will also be organized to provide a direct, authentic work experience. Whenever possible, career exploration will emphasize 21st century careers related to communications, public relations, manufacturing, and technology. Pathways organizations will identify local businesses related to these career pathways, inviting them to participate in and support Pathways efforts.

Community Service: Student will work with business and Campbell Pathway partner organizations to develop community service projects. Projects will be designed to aid students with 21st Century career skills like decision making working with a team. Pathways students will also be selected to represent the school and will be given responsibilities like assisting younger students in the cafeteria and in the car drop off lanes. Mentors will be encouraged to take part in Community Service projects as well.

Individual Mentoring: Big Brothers Big Sisters Mahoning Valley (BBBS) will work with Neighborhood Ministries and the Campbell Ecumenical Council of Churches to develop a mentor pool. Parents of Campbell students will also be encouraged to participate. Campbell Schools will refer students they believe would benefit from individual mentors. BBBS will provide Pathways students with a professionally supported one-to-one mentoring relationship with a caring volunteer and will assist them as they grow to become confident, competent, and caring individuals, by providing committed volunteers, leadership, and standards of excellence.

Positive Behavior Support Program: The Campbell Pathways program will provide a solid incentive program, highlighting successes rather than providing punishments. Students will receive Behavior Bucks or points for successfully participating in the program. Bucks or points may be given for academic success, demonstrating understanding of a field, completing program assignments like goal setting, and representing him or herself as an outstanding community member. Bucks or points can be traded in for experiences the students may not have the opportunity to experience like ski trips, athletic events, visiting museums or zoos, and more.

Showcase Event: At the end of each school year, Campbell Pathways will highlight successes during the year, celebrating individual academic and goal achievements, community service efforts and other individual corporate successes of the program. Students will also develop projects to present career paths they are considering.

Small Group Mentoring: Students will participate in discussions and training led by trained mentors around character development, decision making and goal setting utilizing the Six Pillars of Character (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship) developed by the Josephson Institute Center for Youth Ethics. Embedded in the character development curriculum is training around making positive, ethical decisions and goal setting.

Team Work Intensives: 100 Pathways students each year will participate in a D&E Counseling Center multiple week team building activity utilizing a high ropes course. The ropes course is designed to build team work and will help Pathways students improve verbal and nonverbal communication skills, learn to solve problems creatively, understand the importance of planning and organization, strengthen their sense of commitment and responsibility, increase self-awareness and knowledge of capability, and set attainable goals.

Year Two

In addition to Year One activities, 8th grade students that were in Campbell Pathways in Year One will be assigned a career coach who will help them explore career paths with an intensive focus and also identify academic needs to ensure they maintain a 2.5 GPA. Those students assigned an individual or small group mentor will remain with that mentor.

Year Three

In addition to Year One and Year Two activities 9th grade students that were in Pathways in Year One will continue with the career coach and mentors and will reassess their goals and career choices and will be coached more intensively on immediate decisions regarding post-secondary education while still high school. It should be noted that Campbell Memorial High School has more opportunities for students to obtain college credits than any other high school in the area. Students entering 8th grade in Year Three of the program will follow year two activities.

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.

Overall, the after-school program we propose incorporates all of the National Institute of Out-of-School Time best practice guidelines, including:

- Structure with flexibility
- A variety of appropriate activities
- Staff and volunteers who are committed, caring and well prepared
- Daily choices about how students spend their time
- Opportunities for students to give input and develop responsibility
- Exploration of skills and interests
- Development of social skills
- Opportunities to do something real

This model has been found to provide a higher rate of attendance and involvement by program attenders.

Best practices are also imbedded throughout the program. Examples include:

- Big Brothers Big Sisters mentoring program for individual students. The program is cited as a best practice model by numerous entities. The success of the program is the ability to successfully match a dedicated long-term volunteer to a student in need, providing encouragement and mentoring on an intensive one-to-one basis.
- The Six Pillars of Character curriculum and resources developed by the Josephson Institute Center for Youth Ethics incorporates specific instruction for youth around six identified pillars of character, breaking down each area into manageable instruction units.

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.

Neighborhood Ministries is currently the lead organization with the Campbell Works for Children collaboration, a local initiative funded by local foundations designed to ensure that students in K-4th grade have the support they need to be fully prepared for academic success by the end of 4th grade. This program involves all of the children in K-4th grade and includes in-school, after-school, and summer components. This collaborative is currently in its’ 4th year and has involved 6-8 organizations. Though the partners for the Campbell Pathways are different than the Campbell Works partners, Neighborhood Ministries has a long-term relationship with Campbell schools and we have a commitment to bringing outside resources and organizations into Campbell to address the needs of the students.

Following is a small section taken from the evaluation structure for the Campbell Works project:

Goal #1: All Campbell School children will succeed in school and graduate from high school ready for work or continued education.

<p align="center"><u>Program/Project Measures</u> <i>Measurable results of a program/ project</i></p>	<p align="center"><u>Benchmark (Quantitative Goal in numbers, percentages, task completion)</u> *Note: NO explanation of measure is needed.</p>	<p align="center"><u>First Year Results</u></p>
<p>3rd and 4th graders will pass the Ohio Achievement Assessment</p>	<p>75% of students enrolled in after-school program will pass OAA</p>	<p>71% of students enrolled passed reading OAA. 53% of students passed math.</p>
<p>Improved classroom behaviors by students following completion of the Project KIND curriculum</p>	<p>Project KIND will have a statistically significant impact on improving social skills of participating students</p>	<p>Overall increases in behavioral/social skills averaged 5.82 points following participation in the program. Significant increases were evident in 14 of the 16 behavioral/ social items assessed by kindergarten teachers.</p>
<p>Level of improvement in SPARK served parents pre and post project services on the HOME Screening Tool (HST).</p>	<p>85 % of parents surveyed will achieve a significant score improvement pre and post services on the HST.</p>	<p>SPARK Mahoning results demonstrated that 77 % of parents improved in provision of learning materials in the home.</p>

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

This collaboration will be successful if there is:

- Sufficient time spent by all Pathways partners planning activities and events
- Participation and buy-in from area businesses
- Adequate training and support for individual and group mentors
- Enough mentors to support all targeted students
- Community participation (volunteers, parental involvement)
- Frequent, open communication between partner agencies
- Communication to the larger community about the successes of the program
- Support for the program beyond Year Three
- Students actively engaged in Pathways activities

Indicators of Success include:

- Pathways program participants will maintain or exceed 2.5 Grade Point Average
- Pathways program participants will be have the knowledge they need to set short and long term career goals
- Individual barriers to success will be identified and addressed
- School discipline referrals will be dramatically reduced or eliminated for 5th – 7th grade students
- Pathways students will be engaged in planning and completing project-based service learning

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: Matt Bowen, Superintendent, Campbell City Schools
- Responsibilities for this grant project: Program planning, coordinate school personnel effort to ensure in-kind staffing of program, manage all appropriations, implementation of assessments necessary to evaluate individual student performances and the overall effectiveness of the program
- Qualifications: Licensed special Ed k-12, Elementary Ed 1-8, Principals license K-6, 4-9 and 5-12; superintendent license
- Prior relevant experience: Teacher in Struthers, Associates principal Struthers, Principal West Branch Schools
- Passion and Interest: With the continued efforts of the District leadership team and partnerships identified in this grant, the students will continue to experience success through career awareness and experiences leading students down a path to lifelong achievement.

- Name and title: Dr. Dorothy Collins, Dean of Student Services and Success, Eastern Gateway Community College
- Responsibilities for this grant project: Oversee Eastern Gateway Community College involvement with grant
- Qualifications: Phd, MS, and BS, in Education
- Prior relevant experience: Work with Warren, Youngstown afterschool program and college prep program

- Passion and Interest: To provide youth with opportunities to expose them to and provide information about careers and college preparation early in life to ensure success
 - Name and title: Gerald Hamilton, Program Director, Neighborhood Ministries
 - Responsibilities for this grant project: Coordinate Neighborhood Ministries Pathways efforts; supervise NM staff assigned to program; mentor and volunteer recruitment; staff afterschool program
 - Qualifications: Program Director, Neighborhood Ministries 10+ years
 - Prior relevant experience: Have been working with youth as a coach, staff as NM and as a mentor in Campbell for 20 years; Developed multi-state teen leadership conference; Developed Campbell summer park program
 - Passion and Interest: Passionate about making positive programs available to Campbell youth.
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- Name and title: Brian Higgins, Executive Director, Big Brothers Big Sisters Mahoning Valley
 - Responsibilities for this grant project: Provide the oversight to the individual mentoring portion of the program. To work collaboratively with all entities involved.
 - Qualifications: BA in Social Work, Licensed Social Worker
 - Prior relevant experience: Have worked with Big Brothers Big Sisters since 1996. Executive Director since 2004.
 - Passion and Interest: Have always had a passion for working with youth. I have also coached basketball for over 20 years.
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- Name and title: Jim Klingensmith, Principal, Campbell Elementary and Middle School
 - Responsibilities for this grant project: Remove any barriers regarding Time and Space as they relate to the school, provide data to monitor the benefits of the program, Aid in the growth of the program by attending planning meetings and promoting the program and its' success in the school and community.
 - Qualifications: Twenty-two years as a teacher, administrator and coach in public education
 - Prior relevant experience: Oversaw PACE program at Topsail Middle School
 - Passion and Interest: Assure students have opportunities so they can become well-rounded individuals
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- Name and title: Mark Samuel, Executive Director, Neighborhood Ministries
 - Responsibilities for this grant project: Planning, oversight, fund raising, fiscal agent
 - Qualifications: Masters in Health and Human Services Administration
 - Prior relevant experience: Staffed and directed youth programs since 1987; Current lead organization for Campbell Works for Children collaborative
 - Passion and Interest: Bring organizations and resources into Campbell to address the needs of Campbell students. The students need additional support to be all they can be but are often forgotten.
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- Name and title: Joe Shorokey, Executive Director, D&E Counseling
 - Responsibilities for this grant project: To assure that the D&E Counseling Center works collaboratively with the Campbell Pathways Project to achieve the stated goals and objectives. The D&E Counseling Center will provide experiential ropes course activities at its Camp Challenge facility that promote trust, character building, resiliency and cooperation.
 - Qualifications: Master's in Clinical Psychology from Eastern Kentucky University, a Master's in Education/Community Counseling from Youngstown State University, and is a Licensed Professional Clinical Counselor in the State of Ohio.
 - Prior relevant experience: Directed the development of many of the D&E Center's programs and

clinical services, including school-based mental health services, trauma treatment services, early child mental health programs and others.

- Passion and Interest: Mr. Shorokey’s entire professional career has been dedicated to meeting the social, emotional and behavioral needs of children and adolescents from our community. He has participated in numerous committees and coalitions that have worked to assess and/or bring collaborative efforts to meet the needs of the children in our area. He believes strongly in school-community partnerships and has worked with area schools and districts throughout his career.

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.

May 31, 2015	First Campbell Pathways partner meeting held
June 15, 2015	Administrative Orientation held
August 31, 2015	After-school program planned Volunteers recruited and trained Program staff hired and trained Teacher orientation held
September 1, 2015	Individual Mentor recruitment begins Teacher referrals for individual mentors begins
September 7, 2015	First after-school session begins Behavior Bucks incentive program begins
October 15, 2015	First ropes course intensive held
November 30, 2015	First service learning project completed
January 11, 2016	Six Pillars of Character program begins 5 th – 7 th grade
January 18, 2016	Second after-school session begins
March 21, 2016	Third after-school session begins
April – May, 2016	Second & Third ropes course intensives held
May 25, 2016	Campbell Pathways Showcase Event held
August 15, 2016	Career Coach hired
August 31, 2016	Program planning cycles repeats again based on above

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;

Once state notification is received, mentor recruitment will begin. Mentors for both individuals and afterschool small groups will be sought. Recruitment will include:

- The development and dissemination of fliers, posters, press release, email blasts, online communications (Facebook, Twitter, etc.)
- A special meeting with the Campbell Ecumenical Council of Churches (includes school personnel, local government officials, church pastors and congregants, and Neighborhood Ministries) to distribute Campbell Pathways information to local congregations and develop a plan for targeting business participation
- Development of targeted campaign for Eastern Gateway Community College students and faculty
- At the start of the school year a Campbell Pathways recruitment night will be held to introduce the program to Campbell parents and enlist their support as volunteers and mentors

Mentor applications will be reviewed by partner organizations to identify which area of the program would be the best match. All applicants will be screened for work with children, utilizing child care screening methods including, but not limited to, background check, drug testing, and evidence of experience working with children. Individual

mentors will follow the screening and orientation process of Big Brothers, Big Sisters. Group mentors will follow the screening and orientation process of Neighborhood Ministries. All mentors will be assigned a supervisor, who will provide support and training to ensure that Pathways principles are maintained. Supervisors and mentors will complete a 1 month evaluation and then every three months. Evaluations will be reviewed to address concerns, acknowledge excellent service and make changes to the program as needed to ensure success.

b. Identification and intake process for mentees;

Participation in Campbell Pathways is three-tiered. The first tier involves all students in grades 5th – 7th. Activities such as the Six Pillars of Character curriculum and Behavior Bucks will be school wide and do not require an intake process. The second tier is students enrolled in Campbell Pathways small group mentoring after school. Fliers will be sent home and automated phone calls made to all parents of targeted children. Parents will complete all required forms (program permission, emergency medical, photo release, release of information). The third tier involves students that are referred by school personnel as needed additional guidance and support. Letters will be sent home explaining the program to parents/guardians, who will follow Big Brothers Big Sisters intake processes.

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;

Adult family members will be recruited as individual and small group mentors. Family members will be invited to showcase events that highlight individual and group student projects, providing parents and guardians with the opportunity to not only see what students have been doing in the program, but also to learn about their student's dreams and goals for the future. Small group mentors will be trained in each of the following areas prior to each 12 week session. Individual mentors, in addition to the initial orientation and regular mentor training events, will receive ongoing coaching and support. Topics will include:

- Small group work strategies
- Decision making
- Goal setting
- Career exploration
- Service learning project development
- Character Development (Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship)
- Building resiliency

c. Assessing fiscal accountability and faithful implementation of project plans (bi-annual financial reports to established leadership team. Establish the entire year calendar with presenters, activities and events); and

Partner agency personnel will meet every two months to review progress, identify gaps or areas of concern, and plan for future events and activities. Committees will be formed for specific events. Bi-annual fiscal reports, program data and evaluation results will be reported to Neighborhood Ministries' staff, who will compile all information and report out to partner agencies and the community.

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

Campbell lacks the local resources to adequately address student needs, yet Campbell

students face the same issues larger cities face in dealing with the effects of poverty and lack of industry. Sadly, Campbell is often forgotten as funding and resources go to larger cities. The partner organizations that will make up Campbell Pathways recognize this disparity and are actively working in the city of Campbell to not only provide direct service to students in need, but also recruit additional support through agency participation and funding. Granting our request would enable us to make a significant leap forward in providing the support needed for our students to succeed educationally and vocationally.

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. ** Attached **

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;

Each partner agency involved direct group work will be responsible for maintaining daily attendance records, including contact hours, students receiving direct service, and mentors assigned to session. Individual mentors will keep a contact log delineating direct contact and indirect contact (i.e. phone call). Copies of these records will be sent to Neighborhood Ministries each month for recording and reporting purposes.

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

- All participating organizations will maintain lists of potential mentors and mentees
- School personnel will maintain discipline records, report cards and state testing results for target population.
- Pretests will be given at the start of each 12 week session, identifying knowledge in Campbell Pathways principles areas (character, goal setting, decision making, career exploration, etc.). Part of this data will come by utilizing character building assessments provided by the Josephson Institute Center for Youth Ethics.
- Big Brothers Big Sisters will maintain individual mentoring data, which will be compiled with other program data.
- D&E Counseling will do a pretest and posttest to identify progress in strengthening team work, goal setting, and decision making.

- c. Projected indicators of success and;

- Number of mentors involved in Campbell Pathways
- Number of business partners recruited
- Consistent attendance in Pathways events and activities
- Increased knowledge and practical application of skills learned in group sessions

- Number of students maintaining a minimum of 2.5 GPA
- Decrease in number of discipline referrals
- Increase in number of students identifying college as a viable option for their future

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

- Student validity on feedback
- Connection between program components and measurable impact on individual school

14. Applicants are to complete the program model. ** Attached **

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.

During the first three years, significant investment will be made into developing the following:

- Volunteer/Mentor recruitment and training
- Making businesses and industry in the larger geographic area aware of Campbell Pathways and soliciting their involvement and support
- Establishing processes for program planning and evaluation

Once the initial three year development time is over, these efforts can be maintained at little or no cost.

By building a successful program that includes not only solid evidence of success but significant marketing efforts also, we believe the program can succeed well into the future, even without additional funding. However, additional funding will also be sought through:

- Area business contributions
- Parents
- Mentors willing to pay \$25 a month for maintenance mentor support
- Student fund-raising events
- Local foundations to support specific components of the program (i.e. Experiential Ropes Course, Big Brothers Big Sisters individual matches, etc.)

Application Section V: Program Budget

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

By clicking this box, I (Insert Name) Mark Samuel 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.