



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 Foundations of Success will provide a comprehensive student development program for students in grades 5-12 at the Beaver Local School District (BLSD) Campus. In concert with Beaver Local School District, the Focus on Freshman program will be initiated in the ninth grade at the BLSD campus.

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

This program will serve approximately 1250 students a year through the grant cycle. Based on the current projected census for the BLSD is 1213

Grade 5 Total: 138 Grade 6 Total: 137 Grade 7 Total: 161 Grade 8 Total: 160
Grade 9 Total: 192 Grade10 Total: 148 Grade11 Total: 141 Grade12 Total: 135

- 3. Select one: Which of the following best describes the proposed project? Select one.**

C. It is an expansion of an existing program within the applicant organization.

The Community Connectors grant provides the BLSD with the opportunity to expand on an existing program. Last year, Mainstream Life Solutions (MLS) provided specialized character and leadership development to a pre-selected group of 126 students. The #Overcomers program was initiated with these students because of their leadership in the school. The goal was to have them become positive “influencers” and change agents in the school. This was done at no cost to the district. Mainstream Life Solutions presented their program proposal and agreed to get private funding. Expansion of the #Overcomers model and the addition of the Focus on Freshman career choices and planning for 9th graders is proposed.

- 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 Community Connectors program has five core principles and outcomes it wants to see implemented through this grant. Both the Foundations of Success and Focus on Freshman programs have achievable processes that do this. Delineated are the five core principles and how each program reflects the principle and incorporates it into the intended outcome

A. Setting Goals to be prepared for 21st Century Careers

Foundations of Success: teaches students to be “Overcomers” towards character challenges in their lives and in doing so they begin to build the Foundations of Success. The principle of *Resolve* reflect goal setting behavior. Resolve – A Chinese proverb says, “To understand is hard, but once one understands action becomes simple.” By showing students of the benefits of vision, goal setting, positive attitude and more we try

to create in them a resolve towards personal growth. The program is exciting, yet simple and has produced results because the students create resolve in themselves. Mentors, Life Coaches and Volunteers guide and share their own experiences with students.

Focus on Freshman The goal of this 9th grade program is to have freshmen year student projecting themselves on a “10-Year Plan” This is for career and goal setting based on current interests, aptitude and insight gain by knowledge of what the future holds in employment.

B. Building Character

Foundations of Success teaches students to be “Overcomers” towards character challenges in their lives and in doing so they begin to build the Foundations of Success. Seventeen interactive lessons facilitated by mentor/life coaches help students to identify the character traits they have and those they need to develop.

Focus on Freshman Incorporated into the English curriculum, this process helps to unfold the importance of personal character, perseverance, courage and virtue in life, work and living in the broader community.

C. Developing Pathways to Achievement

Foundations of Success In the *Foundation Model*, *relationships* are the bridges for the transference of character. The program is designed for students, mentors, and teachers on the principles of character. The teachers and mentors are asked to be transparent about their successes. This mutuality helps foster a building of confidence in setting achievable goals and the steps to make that happen.

Focus on Freshman Students are given and maintain an Individual Career Plan (ICP) which enables them to track and match their interests to career possibilities and align it with either future academic, vocational or employment opportunities. Mentors, Life Coaches and Job Shadowing experiences underpin this development.

D. Building Resiliency

Foundations of Success: Rigor – The program produces a challenge. We balance difficult questions with simple application. As students are challenged with application and they follow through they begin to realize they have the power to stand against negative character surrounding them. The program is balanced through rigor and simplicity.

Focus on Freshman It is important not to overwhelm the student, but to invite the student to begin the journey toward adulthood and its choices. A freshman transition course addresses a combination of personal/social, educational, and career and life skills. Educational achievement helps students recognize the value of education and the importance of becoming internally motivated to succeed, despite setbacks.

E. Believing in a Positive Future

Foundations of Success The final R principle of the Foundations model is *relevance*. Students live in a different world than adults. The program is not build to try to make

students “think like adults.” Rather, it is built around the relevance of how the principles of character work in every situation. The students are invited to share challenges they face and asked to give examples of how character will help them work through their challenge. This principle, when understood and embraced, helps the student to hold themselves in light of a greater positive self worth and in turn their future. Also incorporated into the *Foundations model* is the use of **A Clear View: Simple Steps for Unleashing the Power of a Positive Self-Image**. This sets the pathway toward a positive future.

Focus on Freshman Within the process of *Focus*, 9th grade students are moved from general observers to active participants in their lives. The impact of this process helps each student to gain insight into aptitude, interests, passion and at the same time link them to careers, vocations and educational opportunities that expand their horizons. This openness points to a more positive future. The *Possibilities Anthology* plays an essential role in that trajectory.

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

Foundations of Success: How the program works!

1. **Assemblies** To open the program we conduct multiple assemblies to introduce the program to students and the community. The assemblies are built around Michael B. Ross’ transformation story of tragedy from a life of negative character to the successes he has enjoyed as a result of choosing positive character. In addition to his story the following outlets are used to create energy and resolve in the students. (Videos, Music, Peer-to-peer activities, Three student-speaker activities, One peer-crowd activity)
2. **Classroom lessons** Character development lessons are built around practical application. We believe in results. We will have one certified Mainstream Life Solutions instructor in each classroom where lessons are taking place. The instructor is there with the mentors to support, guide, and mentor the mentors while they are working with students.

Curriculum Guides: Facilitated by Mainstream Life Solutions certified coaches, mentors and community partners. **#Overcomer Curriculum Guide** and **A Clear View: Simple Steps for Unleashing the Power of a Positive Self-Image**

- Each lesson will explain to the students how the topic of discussion is relevant to their lives and how it will help them become a person of character.
- **Peer-to-peer activities** – Activities vary from discussions from lesson questions, problem solving activities, and team building activities. (See curriculum guide for further information)
- **Stories** – The old saying “Facts tell, stories sell” is an adage we have implemented into our curriculum. Stories are used from American history, current affairs, and instructors personal lives in order to engage students to the character topics of discussion.
- **Journal Entries** – G.K. Chesterton said, “Reading makes a learned man, writing makes a precise man.” Our curriculum guide is accompanied with journals for each student. Each lesson has journal questions for students to write what they’ve learned from the lesson. By writing the students will have the ability to be precise in remembering what they learned.

- **Weekly challenges** – Each lesson comes with simple challenges for students to take action on the character trait they learned. We have seen transformation as students apply what is learned.

Focus On Freshman

Career Choices & the online 10-year plan is an interdisciplinary curriculum that engages students and teachers in an interactive learning process, helping them develop the knowledge, skills, and attitudes needed to successfully: examine their own lives explore and evaluate a wide range of education and career options, and make reasoned and researched goals for their future.

This will be incorporated into the 9th-grade curriculum over the entire year. The goal of the guided curriculum is to facilitate the in-depth exploration of three fundamental questions:

1. Who am I?
2. What do I want?
3. How do I get it?

These questions drive the academically-integrated curriculum, making it relevant, rigorous, and relationship-rich. The course culminates with students developing an individualized, online, 10-year plan that motivates them to envision a self-sufficient, productive life beyond high school, college or post-secondary training.

To maintain student motivation and direction, the online 10-year plan becomes a common planning tool used throughout each student's time in high school.

Future development of the curriculum exists with modules for the 10th, 11th, and 12th-grade years. Students revisit and update their 10-year plans in academic classes and online through this process.

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.

Mainstream Life Solutions was founded upon a purpose and a vision. The purpose is to touch peoples' lives and the vision is to maximize human potential, That can only happen through relationship. Mainstream Life Solutions utilizes certified life coaching methodology along with research based practice in its Foundations of Success Program. It is through mentor coaching that young people are able to connect with themselves, each other and another adult in a deeper more substantial way.

Mainstream Life Solutions bases its mentor training on the research done by the George Washington University in 2007. Their revision of the training for mentors is used for all MSL coaches and for the mentor/volunteers in its various programs. Such training covers effective questioning, recognizing substance abuse issues, listening skills, creating a comfortable environment, problem solving and mentor-mentee session reflection.

Research has shown, that effective mentoring programs follow the same pattern of interwoven factors: frequency and longevity. Adequate frequency is indicated as One (1) day per week/one hour per week. Longevity is to be at a minimum of half the school year. If longevity is less than half a school year, research has shown that students fail to establish connections of mentor-

mentee and further, it can hinder the students' relational progress. Recent mentoring research even indicates that a short-lived, less-than-positive mentoring relationship (a hallmark of programs that are not well designed) can actually have a negative impact on participating youth. Much of the success of a mentoring program is dependent on the structure and consistency of service delivery. (See: Attachment A. Mentor Guide)

The mentors and coaches serve multiple purposes in the program. It is not uncommon for MSL to hold anywhere from 7-10 reactive coaching sessions in any given day we are facilitating the program. We will continue to be available to reactive mentoring/coaching. However, we are going to use mentors, both paid and volunteer, to facilitate small classroom discussions and to build relationships with the students. MSL is committed to proper training. All mentors need thorough training if they are to possess the skills, attitudes, and activity ideas needed to effectively mentor a young person. That is why MSL utilized the nationally recognized and research based Training New Mentors Manual from George Washington University.

In conjunction with BLSD, we will be implementing a pro-active mentoring program which will give mentors one hour per week, one day per week with at-risk students and with voluntary protégé's. Signup sheets will be given at the beginning of the program.

The Focus on Freshman program comes out of The Freshman Transition Initiative (FTI) from a project of the School Counseling Program at The George Washington University's Graduate School of Education and Human Development. It developed a framework for courses to help equip educators and counselors with the skills necessary to prepare 8th and 9th grade students for what they called a "transition decade." This movement from high school, post-secondary education or training and, eventually, a productive adulthood is critical.

Drawing on existing state standards, the Initiative compiled what it considered to be a definitive set of best practices in this area. In turn, the **Focus on Freshman** program implements the curriculum with the following goals:

- 1.) Reduce dropout rates for both high school and post-secondary education and training because students learn the value of education and what a diploma means to their future life and career satisfaction,
- 2.) Increase matriculation and completion rates for college and post-secondary programs, including increasing successful transfers from 2-year to 4-year institutions, because students understand the quantitative life differences (e.g., financial, personal satisfaction, career options) various kinds of postsecondary training and education provide, and
- 3.) to help students acquire the skills necessary to successfully navigate their life/work its varied transitions.

Course outcomes have similar areas of complimentary focus. This type of freshman transition course addresses a combination of personal/social, educational, and career and life skills. In the area of personal/social development students are more able to envision a future that is productive, achievable, and stimulating and provides the framework for helping students learn to project into the future. The importance and meaning of communication and interpersonal skills required for career and personal success is emphasized. Educational achievement helps students recognize the value of education and the importance of becoming internally motivated to succeed, how education, training, and career choice impact their personal lifestyle. And in the area of career and life skills the importance of life choices and the career planning "process" is facilitated. The development of a personalized 10-year plan that matches each student's career aspirations and commitment to education helps to individually focus the student the skills, aptitudes, and attitudes needed in adulthood.

Both the **Foundations of Success** and Focus on Freshman are research based and field tested.

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.**

Should the grant, in its current form, be approved, it would be the largest program to be implemented of the **Foundations of Success** by MSL. However, it is simply a matter of scale. Having already done a form of this program in the BLSD there is a familiarity with the teachers and district and school climate. Secondly, whether we unfold this process in four classes or fourteen classes, the ratio of MSL staff to students and volunteer remains the same. It is our hope to be able to replicate this in all the school districts in Ohio and our nation. Being able to implement this grant in grade 5-12 on a school campus would be a great step toward eventual replication. We are excited by the number of volunteers we have for this program. With the cooperation of the school district, the ratio of volunteer/mentors to student is an impressive 13:1.

Likewise, the implementation of the Focus on Freshman process is similar in scope to other curricular adaptations that the Beaver Local School District and the teaching staff of the district have undertaken.

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

We believe that our collaborative is already a success. The opportunity that the Community Connectors grant gives us is to put it to rest and expand it in an incredible way. Last year MSL was able to engage 120 students within the school and garner support from three local businesses. Now with this grant opportunity, there are eight (8) partners with the school district. That in and of itself speaks volumes. In short this grant will continue to help what has already begun in our community.

Application Section II: Program Management

9. **Leadership Team: The leadership team should be comprised of no less than one member of each partnering organization. Please provide a brief bio of each leadership team member, including a brief description of the team member's passion for the program and interest in working with young people. Bios should also include:**

Name and title

Responsibilities for this grant project. (Percent of time should be included in the budget document.)

Qualifications

Prior relevant experience

Perry and Joy Chickonoski Co-Leaders of Real Living Ministry. (Lead Applicant) Perry is Vice President in charge of Business Banking for Chase Bank, Youngstown, Ohio. He served as Treasurer on the board of a local church for over fifteen years before starting Real Living Ministries. Perry's unique understanding of business and church life helps to facilitate his passion for market place ministry. He is also a staff member for Congressman Bill Johnson, serving as his treasurer and spiritual adviser. Joy is the Director of the Life Coaching Center. Her passion is to draw people to a deeper understanding of themselves and recognize their gifts. Her desire is to help each individual set free their potential, which led her to start Real

Living Ministries Life Coaching Center. Over the past seven years, the Life Coaching Center has impacted nearly 500 individuals. Presently there are seven staff, all certified life coaches, two of whom are directly working with youth.

Michael B. Ross/President of Mainstream Life Solutions and ForeverLawn (Both Grant Business Partners) Michael is a “visionary” from Ohio who has a heart to see others live their dreams and reach their maximum potential. He is driven by a strong conviction that each individual was created to be extraordinary and do extraordinary things. After stepping out of a steady job in corporate America, Michael pursued his calling: teaching and training others to develop into fulfilled and influential individuals. Michael is a successful business owner and entrepreneur. He has a master’s degree in Organizational Leadership from Geneva College and I.T. Project Management from Robert Morris University and is currently studying to complete his Ph.D. He is a United States Navy veteran and has served in Afghanistan, Iraq, South Korea, Japan and several other places around the globe. Michael’s experience in the Navy has contributed to his ability to see beyond the “small town” mentality and make an impact at the global level. Michael is an expert in character training, mentoring and is a certified Coach, Teacher, Podcaster and Speaker. He, his wife Brittany and their three children, Zaiden, Quinn and Brinley reside in East Liverpool, Ohio.

Kent Polen/Superintendent Beaver Local School District (School Partner). Mr. Polen has been superintendent of the Beaver Local School District since August 1, 2011. A graduate of Hiram College in 1992, taught in the Dayton City Schools and held administrative positions at Southern Local Intermediate, James A. Garfield, Struthers Elementary, Kettering City Schools and C.H. Campbell. In his time as superintendent, he has helped to tackle significant financial issues, contract negotiations and construction projects. Overall, when he took the helm of the district, his goal was to focus on student success and lifelong achievement. The night of his appointment as superintendent he said, “it’s not just about test scores ...we want Beaver Local students to become well-rounded citizens.”An innovative educator, Polen announce two initiatives in January 2014. Beginning with the 2014-2015 school year, the district will offer high school students the option of completing college coursework with Eastern Gateway Community College while attending high school, making it possible for them to graduate from BLHS with an associate's degree in addition to a high school diploma. Also the creation of a new district report card modeled on the report cards issued annually by the Ohio Department of Education, which measure the various school districts throughout the state against one another in various educational metrics based on standardized tests would be issued. It was also under his leadership that the character development program offered by Mainstream Life Solutions was implemented at no cost to the district.

- 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.**

YEAR ONE PHASE ONE

6/2015

Roots Project coordinates Press Release and Media on Grant Award and Community Connectors partnership that has been developed. Explanation of the Foundations of Success and the Focus on Freshman programs.

7/2015

Training, mentoring, and coaching from the #Overcomer student guide. All MSL Certified Instructors/Coaches/Program Mentors from all partners.

Two Instructors from BLSL attend Focus on Freshman Institute.

7-8 /2015

BLSL Information Distribution via website and district wide communication system to reveal the system and the grants opportunity to the students, family and community. Ongoing communication strategy for excitement about grant program

9/2015

Foundations of Success Assembly to "kick start" YEAR ONE
Focus on Freshman is implemented in the 9th grade curriculum.

10/2015

Fall Open House for Parent, Community and All Partners hosted at the Beaver Local School Campus. Community Connectors Tailgate Kickoff!

9/2015 - 4/2016 Foundation of Success

MLS certified instructors and coaches and program mentors.

- Each student from grades 5-12 in Beaver Local School District. A total of 1,250 students. 17 Themes cover include: Accountability, Commitment, Communication, Courage, Focus, Generosity, Love, Patience, Positive Attitude, Perseverance, Personal Responsibility, Preparation, Security, Self Control, Self Image, Teachability and Vision.
- Each student will get a #Overcomer student guide.
- Each student will be involved in the program 1 day per week for 1 class session.

Currently, we have been holding sessions in Health and English classes. We will continue to do this on a broader scale.

- We will have 5 mentors, 4 days per week for the entire school day.
- Each Instructor will train approximately 300 students per week. 2 dedicated to grades 5-8 and 2 dedicated to grades 9-12, four days per week.
- The instructors will deliver the introduction and topic of discussion at the beginning of each class session. The instructors will have mentors in the classrooms who will facilitate discussions with smaller groups. The ideal is to get the groups to 4-5 students.
- Promotional items with the #Overcomer logo. Bracelets, T-shirts, stress balls, and signs will be given out and present to ensure the mission of the Foundations of Success program stays aware and elevated in the minds of the students.

Mentoring and coaching (One-on-one) For students who want or need one-on-one mentoring or coaching, signup sheet will be handed out at the beginning of the program. Mentoring and coaching will be done weekly in small group discussions as a part of the curriculum.

Focus on Freshman Program Curriculum based 45 hours (See Attachment B: 45 Hours)

YEAR 2 PHASE 2

In the second phase of the program we will be training, mentoring, and coaching from the book *A Clear View: Simple steps to Unleashing the Power of a Positive Self-Image*.

The following is a breakdown of how it will work.

- Classroom lessons Q and A
- MLS certified instructors and coaches and program mentors.
- Each student from grades 5-12 in Beaver Local School District. A total of 1,250 students.
- Each student will get a copy of *A Clear View*.
- Each student will be involved in the program 1 day per week for 1 class session.

Currently, we have been holding sessions in Health and English classes. We will continue to do this on a broader scale.

- With the grant we will be proposing to have 4 certified instructors.
- We will have 5 mentors each day of classes, for the entire day.
- Each Instructor will roughly train 300 students per week. We will have 2 dedicated to grades 5-8 and 2 dedicated to grades 9-12.

Our certified instructors will be at the school 4 days per week (exclusion of holidays, parent-teacher conferences, in-service, school cancellations and state testing).

The instructors will deliver the introduction and topic of discussion at the beginning of each class session. The instructors will have mentors in the classrooms who will facilitate discussions with smaller groups. The goal is to get the groups down to a minimum of 7-10 students. The ideal is to get the groups to 4-5 students.

We will include promotional items with the #Overcomer logo. Bracelets, T-shirts, stress balls, and signs to ensure the mission of the Foundations of Success program stays aware and elevated in the minds of the students.

Mentoring and coaching (One-on-one) for students who want or need one-on-one mentoring or coaching, signup sheet will be handed out at the beginning of the program. Mentoring and coaching will be done weekly in small group discussions as a part of the curriculum.

PHASE 3 Year 3

In the third phase of the program we will be training, mentoring, and coaching students to become mentors to others. In this phase, we will be conducting peer-to-peer mentoring.

Students will be mentoring younger students of the same gender who are 3 years younger than them. We have done peer-to-peer mentoring at multiple schools and have seen great success. Additionally, we will still be mentoring and coaching students who need it, as well as proactively mentoring students who sign up for it.

We will be training students the same way we train our mentors. For more information, see the Mentoring and Coaching section in the Overview of the Program section of this document. In addition to the mentor training we will ask students to develop an initiative for training students on what is expected of them as a Beaver Local Student.

Once training is completed, we will have 2 sessions of mock mentoring sessions for the students to practice in a safe environment with each other.

After mock sessions are completed we will begin to pair mentors with protégé's. Middle school students will mentor elementary students, and high school students will mentor middle-school students. This creates a symbiotic relationship within the school district and develops goals towards what is expected of them as a Beaver Local Student.

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

Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;

Identification and intake process for mentees;

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;

Assessing fiscal accountability and faithful implementation of project plans; and

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

a. As part of its contractual role, Mainstream Life Solutions will conduct FBI/OBI background checks in accordance with Ohio State Law and the code governing the State of Ohio Education Department. All of the certified coaches associated with MSL are in compliance.

d. The Beaver Local School District has agreed to serve as the fiscal manager of the project. Because their experience with State funding and reporting, we felt it was the most prudent course. Internally, the Roots Project, the lead non-profit, will act as program manager for the implementation of key milestones and the consistent implementation of the timeline, or its adjustment. Externally, we felt it would be good to have an independent set of eyes to review the program in general, and specifically to assess its outcome. The College of Arts and Sciences at the East Liverpool Campus of Kent State University will serve in this capacity.

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.

Attach 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;

MLS will coordinate with the BLSD the class schedules to ensure that all students are involved in the process/ a record of class time/mentor training/mentor-mentee time is maintained. The Roots Project (non-profit partner) will assist in maintaining records. The Focus on Freshman program, as integrated into the English curriculum will have its outcomes academically assessed and recorded.

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

See a.

c. Projected indicators of success;

With the pre-assessment/post assessment indicators should show student satisfaction increase, career awareness, qualitative measures of school climate (lower levels of school incidents, absences/truancy)

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

Barriers could be: withdrawal of support of partners, lack of teacher “buy-in” inclement weather adjustments to schedule, some student apathy.

MLS expects BLSD to see lasting positive change within their students, faculty and community by employing each aspect of the proposed program. MLS anticipates higher achievement levels among the students, a decrease in bullying/school violence, an overall boost in morale within the school, and autonomy between the school and Local community.

Through this three-tiered approach, BLSD will strengthen its ties within the community and provide a positive environment for growth and change reinforced at many levels. Within its student body, BLSD will see the negative effects of bullying, cyber-bullying, school violence and individual apathy diminish by training students to live with character and think through their daily choices and attitudes. Faculty will be aware of the messages being taught to students through the program and become agents of change themselves and positive influencers of character development. Parents and community will receive the message of character development through the seminar and will offer intrinsic and extrinsic support for LSD for investing in such a program for its students.

14. Applicants are to complete the program model.

See Attachment C 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.

Prior to the Community Connectors grant opportunity, the Beaver Local School District collaborated with most of the for-profit and non-profit entities who are part of this grant application.. There already exists a spirit of cooperation and connection. It the hope of the applicants that this grant will 1.) expand what has already begun; 2.) and invite other for-profit and non-profit businesses, and faith-based groups to join in this effort.

When approached by Mainstream Life Solutions and its character development program for students, Beaver Local Schools embraced the concept. While resources prevented them from a financial commitment, BLSD actively endorsed the program. This enabled Mainstream Life Solutions to solicit business partners to financially underwrite the program. These same partners are now committed and excited about the Community Connectors grant. Considering the history of past involvements, the successful implementation of the Community Connectors grant should help generate future financial support for the Beaver Local School District. Post the grant cycle, there seems no reason to believe that current financial partners would withdraw funding from this program in the future. Moreover, ForeverLawn, Humtown Products and Specialty Fab, as part of their particular corporate culture have indicated a continuing commitment to the Beaver Local Schools, both financially and professionally. Their owners are excited about the potential for workforce development, and their employees are engaged as mentors, coaches and as job shadows.

We are convinced that a successful grant award would also position the Beaver Local School District to 1.) receive regional funding from private foundations and philanthropic sources, 2.) a replicable model for other Ohio school districts (*Foundations of Success* and *Focus on Freshman*)

Application Section V: Program Budget

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

See Attachment D Program Budget

By clicking this box, I (Insert Name) James F. Bird 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.