

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.

Passport to the Future will serve as a connector of mentoring programs in a way that has never before been experienced in the Dayton Region. Under the leadership of Wright State University’s Regional STEM Collaborative, Passport to the Future will enhance and expand four existing mentoring programs to collaborate together to encourage Science, Technology, Engineering, and Math (STEM) learning. The programs are Big Brothers Big Sisters, the Omega Freedom School, the Omega Rites of Passage, and El Puento. We will also invite youth from over 140 other mentoring and youth service organizations to STEM activities. The targeted population will range 5-10 grade at primarily Dayton Public Schools and Mad River Schools. Students from other Dayton Region districts may also be served.

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

The three year period is expected to directly serve nearly 650 youth over the grant period and anticipates returning students across programs over the course of the grant period.

GRADE	DAYTON PUBLIC SCHOOLS (DBPA, KISER, RUSKIN)	MAD RIVER SCHOOLS (SPINNING HILLS, STEBBINS)	OTHER DISTRICTS (e.g. WEST CARROLLTON, IMMACULATE CONCEPTION, FAIRBORN)
5 TH	40	15	40
6 TH	129	16	36
7 TH	95	15	38
8 TH	119	8	25
9 TH	25	5	19
10 TH	15	2	7

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

The foundation of Passport to the Future is to align and leverage four existing mentoring programs in the Dayton Region for greater STEM impact and to further connect over 140 other mentoring and youth service organizations with the STEM focus. For this reason, the Passport to the Future will be an expansion of Big Brothers Big Sisters, Omega, and El Puento and the entire mentoring community of greater Dayton to create a new program that is infused with STEM activities/curriculum and is a reinforcement of the Community Connectors’ principals).

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.

Passport to the Future will connect the Wright State University Regional STEM Collaborative (RSC), Big Brothers and Big Sisters of the Greater Miami Valley (BBBS), Omega Community Development Corporation (OCD), Omega Baptist Church and El Puente Mentoring and Tutoring Center. The program will create a "Mentoring Metroplex" where youth realize they have a Passport to the Future if they work hard and apply the Community Connectors' principles.

In addition to the primary collaborating partners, over 140 local organizations will be invited to participate in quarterly STEM "Launch Pad" activities. The RSC, made up of 60+ business, school, and government partners will draw together mentoring organizations as well as their mentors and mentees with a common goal of moving towards jobs of the future and expose them to STEM learning. Other partners will include the Montgomery County Mentoring Collaborative including 86 area mentoring organizations, Wright State University's Workforce Development Department, Wright-Patterson Air Force Base, the Aerospace Professional Development Center (APDC), and the Advanced Technical Intelligence Center (ATIC).

The program will be led by Mr. Chad Watchorn, Executive Director of the Regional STEM Collaborative, under the supervision of Dr. Cassie Barlow, former Commander of the 88th Air Base Wing, Wright-Patterson Air Force Base (WPAFB), and now Executive Director of the Aerospace Professional Development Center and the Advanced Technical Intelligence Center at Wright State University.

The goal of Passport to the Future is to develop youth from low income and diverse backgrounds through mentorship to develop hope, build skills, and be inspired to prepare for jobs of the future. Leveraging the existing programs and processes, while simultaneously aligning those with STEM-learning, the following objectives will allow Passport to the Future to focus efforts across the Community Connectors core principles. BBBS provides proven processes and methods for mentor training, matching, recruitment, records management, and risk management. Omega has established programs addressing summer slide mitigation, and character development; through this program Omega will develop the Restorative Passage program which will build upon the successful tenure of the Rites of Passage program. The newly enhanced program will be three-pronged, including a comprehensive, holistic combination of in-school group mentoring, 1:1 mentoring, and out-of-school experiences involving college and career exposure and summer learning. El Puente provides after school tutoring and enrichment programs to students from Latino families.

The Passport to the Future program will be a mix of program participation, small group mentoring, group mentoring, and 1:1 mentoring. Mentors will be recruited from WPAFB, Wright State University (WSU) students and faculty, the Omega Baptist community, the El Puente community, and RSC business partners. The Passport to the Future will use a spectrum approach to address each of the Community Connectors' principle goals. A Launch Pad initiative will be developed to pull all program and mentoring elements together once a quarter for structured group activities.

Setting Goals to be prepared for the 21st Century Careers. Mentors will be trained in the SMART goal process and will have specific tasks related to performance and mastery goal setting. These program elements will have an intrinsic focus on understanding the importance of STEM and the workforce opportunities in STEM fields. Mentors and program elements will address four major life tenets: 1) Academics/Grades, 2) Behavior/Attendance, 3) Social/Extracurricular Activities, and 4) Home/Family.

Building Character. Mentor (Big) selection and matching will be the first line for character development. Ensuring mentors are assigned to each mentee (Little) are positive role models with the ability to dedicate at least three hours per week of 1:1 mentoring will be critical to this core principle. In addition, initiatives like Omega CDC's Rites of Passage will provide structured, programmatic efforts centered on character building. Rites of Passage Mentors visit inner city schools in Dayton, Ohio to work on the front lines in the Black Community. Teaching Middle School and Elementary Boys the important concepts of Manhood and responsibility. How to respect each other and their families, to aspire for college and not the prison system and how to handle confrontations with peers through non-violence resolution.

Developing Pathways to Achievement. WSU's Center for Workforce Development houses the RSC, the APDC, and the ATIC. These resources will be used to develop curriculum and training materials regarding STEM programs and career fields. Specifically, mentors will work in STEM-related environments and activities, like Launch Pad, will be developed to provide exposure to career opportunities, college information, critical thinking development, problem solving activities, and experiential learning environments. Communications and engagement with the family of the Little will also be critical for building pathways to achievement as it will reinforce the lessons the Littles will be exposed to through Passport to the Future and provide helpful material to improve home life (like conflict resolution, social services available in the area,

etc.) In addition, 1:1 mentoring will provide opportunities to teach decision making skills and address hard choices Littles are faced with regarding peer pressure, positive relationships, drug use, and other cross-road choices that Littles will likely face.

Building a sense of resiliency. Providing targeted learning modules at Launch Pad, in the Rites of Passage Program and the Restorative Justice program, Littles and Big will be provided with opportunities for cooperative groups, confidence building activities, and structured instruction over the summer period to mitigate learning loss. Summer slide mitigation will be critical for this core principle. Summer slide is a learning loss that affects all demographics, but disproportionately impacts low-income students. On average students learn at comparable rates throughout the school year, but the summer-long break from traditional academic studies could result in stalled learning and even learning loss for students who are not engaged in enrichment activities (e.g. reading, visiting museums and libraries, or attending camp.) Omega CDC operates one of Ohio's Children's Defense Fund Freedom Schools. Freedom Schools program provides summer and after-school enrichment that helps children fall in love with reading, increases their self-esteem, and generates more positive attitudes toward learning. Children are taught using a model curriculum that supports children and families around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health. A portion of the Littles will be selected from the appropriate grade levels, be matched with a Big and have the opportunity to participate in other Passport to the Future initiatives.

Believing in a Positive Future. This core principle will be woven throughout all program elements. BBBS one-to-one matches are the driving force behind making an impact on children. This match will be carefully administered by experienced staff. These matches will build lasting relationships for the Littles that can make it possible for them to see future opportunities they may not otherwise be exposed to. In addition, each initiative in this spectrum of mentoring will be focused on providing Littles with experience that connect them to STEM-related activities.

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

There are four foundational programs—BBBS, Omega Rites of Passage, Omega Freedom Schools, and El Puente Mentoring/Tutoring. By connecting in the united program Passport to the Future, each of these programs will be enhanced with a STEM focus, and the four programs will be united in new collaborations. Youth from each organization will be given a “Passport” where they will record all their STEM activities. These activities will include quarterly regional STEM “Launch Pad” sessions coordinated by the STEM Collaborative where youth from over 140 mentoring/youth service agencies will be invited.

BBBS will enhance its well-known mentoring program to change the trajectory of the lives of children facing adversity through professionally supported 1-to-1 mentoring relationships. They will provide two types of mentoring with the new STEM focus: community-based mentoring (CB) where “Bigs” and “Littles” meet in various places throughout the community, and school-based mentoring (SB) where Bigs visit Littles at the Little's school. Staff will provide enrollment, goal setting, match support, and evaluation services. Their model builds transforming relationships where Littles improve their “Three A's”: Attitudes, Academics, and Avoiding Risks.

Through weekly activities of one to three hours, Bigs and the Littles will form a bond which can change the life trajectory of the youth. The youth will increase their assets and positive behaviors through STEM activities and conversations which communicate to the youth that they matter. Studies have demonstrated that the youth increase self-confidence, hope for the future, school performance, and have a higher rate of avoiding risky behaviors. The guiding influence of someone who cares makes the difference.

Omega Restorative Passage. Three programmatic pillars will be developed: in-school small groups, 1:1 mentoring, and summer engagement. Within those pillars, activities will be completed on a weekly, monthly, and quarterly basis.

- Weekly Activities: ODCD Program staff will facilitate the Rites of Passage curriculum with small groups of 10-15 students. In agreement with freedom school.....DBPA will provide classroom space and access to students for a minimum of 45 minutes per session, up to three times weekly. In addition to the 2.50 hours of class time, ODCD staff will provide additional support during the school week, responding to behavioral issues and assessing student progress with faculty and staff.
- Monthly Activities: For-Profit partner has committed to provide in-kind compensation for mentoring activities. Restorative Justice requires a minimum of four hours per month of 1:1 mentoring. During these sessions, mentors are encouraged and invited to visit DBPA, attend in-school sessions, visit

with families, and actively engage in positive extracurricular activities with their Littles.

- Quarterly Activities: In order to expose students to career pathways and opportunities for achievement, OCDC recognizes the importance of college and career readiness. Activities to support these core values include quarterly workshops located at local colleges, universities, corporations, and small businesses. College and university workshops will include campus tours, question and answer sessions, and special projects to be completed.
- Corporation and small business workshops will expose mentees to entrepreneurship, STEM careers, and career planning.

Omega Freedom Schools. Freedom School will be implemented at DBPA, students attend Freedom Schools from across the Dayton Region, and spots will be set aside for Littles participating in the Passport to the Future program. Should the interest exceed program capacity, an additional Freedom School will be considered to specifically serve Passport to the Future students. This summer slide mitigation program will provide the unique advantage of access to students during the school year, and access to space during the summer months. A safe, familiar environment for learning is considered advantageous when combatting summer learning loss. For six years, OCDC has operated a CDF Freedom Schools program, a national summer literacy enrichment and intergenerational servant leadership model. Participating mentees will receive priority for enrollment in the program, boasting a 1:10 classroom ratio with a nationally trained Servant Leader Intern facilitating the Integrated Reading Curriculum. Additionally, weekly themes include: "I Can Make a Difference in Myself, Family, Community, Country, World, and With Hope, Education, and Action." Community leaders, mentors, and professionals participate as daily Read-Aloud Guests during the morning, motivational celebration, Harambee.

Omega Rites of Passage. Rites of Passage is a way of life. It reinforces an African-American person's identity with commitment to family, community, and nation. This process stimulates inspiration and high achievement as a responsible and productive adult in the community. Therefore, it is a prevention and intervention process designed to reduce and minimize, current destructive forces to which the youth and, subsequently, adults are exposed. This process will provide youth with better resources and tools with which to diminish the forces that would destroy them, and at the same time allow them access to the fullness of humanity. The goals and objectives of this program are to:

- Provide experiences and tasks that enable one to master skills required to transition from one stage of development to another ultimately resulting in economic self-sufficiency.
- Enhance self-esteem, which positively affects the ability to make positive life choices.
- Develop critical thinking skills needed to make positive, healthy life choices
- Enhance awareness of sexuality and the benefits of abstinence
- Decrease truancy
- Decrease violent behavior
- Prevent/decrease teen pregnancy
- Prevent/decrease teen substance abuse

El Puente and the Academy For STEM and Sports (TAFSS). TAFSS is an afterschool program for the youth that will open the youth's eyes to the opportunities STEM education and sport participation will bring. El Puente and TAFSS will be providing educational, tutoring, mentoring, tutoring, and sports activities. The focus will be on performance and application based learning. By allowing the youth to learn in an application and hands-on setting, it will inspire them to appreciate and enjoy STEM areas and perhaps encourage them to pursue STEM careers. More importantly, this exposure will develop their critical thinking, problem-solving, and decision-making skills.

Passport to the Future. This will be the signature program element with participant youth being from the three programs listed above plus youth from other Mentoring Collaborative agencies. Littles will be issued a Passport to the Future for mentoring matches to participate in Launch Pad Sessions (see below) as well as to visit career-related community resources and activities on their own. The goal will be to attend at least 15 Sessions/individual match activities and record on the Passport each Session/activity. The Passport will be available to: mentoring matches in the other partner programs, additional mentoring matches within BBBS which have started in previous years, and mentoring matches in organizations other than BBBS. Launch Pad will secure discount tickets to many of these venues. At least 100 mentoring matches will complete the Passport to the Future attending at least 15 Sessions/activities.

Launch Pad Sessions. APDC and the RSC will host monthly "Launch Pad Sessions"—think tank jam sessions about careers of the future and other relative mentoring topics and incorporate attendees from the other program. Mentoring matches from other area mentoring programs will also attend. An average of 40

mentoring matches will attend each Launch Pad Session. Launch Pad Sessions will be held in locations such as businesses, community resource centers (e.g., National Museum of the US Air Force, Boonshoft Museum), career centers, or religious institutions. Sessions may focus on certain careers, skills needed for certain careers, or the Community Connectors' Core Principles: Setting Goals to be Prepared for the 21st Century Careers, Building Character, Developing Pathways to Achievement (decision making and critical thinking skills), Building a sense of Resiliency, and Believing in a Positive Future.

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.

Best practices will be reflected in the BBBS, Omega, and El Puente mentoring models. The STEM Regional Collaborative brings the very best STEM coalition in the area to the table.

Big Brothers Big Sisters. The foundation for all mentoring and mentee matches, training, records management and risk assessment will be overseen by BBBS. Their model and method has had proven results and continues to impact positive growth. In a study conducted by Public/Private Ventures, an independent Philadelphia-based national research organization, more than 950 boys and girls from eight Big Brothers Big Sisters agencies across the country selected for their large size and geographic diversity. This study is widely considered to be foundational to the mentoring field in general and to Big Brothers Big Sisters Community-Based program in particular. Approximately half of the children were randomly chosen to be matched with a Big Brother or Big Sister. The others were assigned to a waiting list. The matched children met with their Big Brothers or Big Sisters about three times a month for an average of one year. Researchers surveyed both the matched and unmatched children, and their parents on two occasions: when they first applied for a Big Brother or Big Sister, and again 18 months later.

The Results: researchers found that after 18 months of spending time with their Bigs, the Little Brothers and Little Sisters, compared to those children not in our program, were:

- 46% less likely to begin using illegal drugs
- 27% less likely to begin using alcohol
- 52% less likely to skip school
- 37% less likely to skip a class
- 33% less likely to hit someone

They also found that the Littles were more confident of their performance in schoolwork and getting along better with their families.

Mentoring Match. According to the BBBS study, their process for one-to-one matches were the driving force behind making an impact on children. A Big Brothers Big Sisters' match is carefully administered and held to the strictest standards. Agency staff strives for matches that are not only safe and well suited to each child's needs, but also harmonious and built to last. The entire matching process, from the initial screening to the final pairing—and beyond—is made possible by your financial support. In addition, they will provide ongoing support and supervision to the Big, the Little, and the Little's family.

Freedom Schools. More than 113,000 students have had a CDF Freedom Schools experience since 1995 and 14,000 college teacher-mentors have been trained to serve them. In 2013, more than 11,000 scholars attended 151 different program sites in 87 cities in 27 states. All three sections of the Freedom School Curriculum—the Academic Curriculum, the Citizenship Curriculum, and a Recreational Curriculum—were intended to promote the following principles:

- The school is an agent of social change.
- Students must know their own history.
- The curriculum should be linked to the student's experience.
- Questions should be open-ended.
- Developing academic skills is crucial.

Rites of Passage. Omega CDC's Rites of Passage has had over 2000 graduates. Based on quantitative and qualitative measurements and observations, the following accomplishments were demonstrated:

- A 41% reduction in at-risk behaviors (when compared to control group)
- A decrease in school suspensions (each school has reported this)
- Improved behavior (both in school and at home)
- In a 2009 assessment participant's belief that their life would make a improved from 3.2 to 3.86 while

the comparison group actually declined from 3.3 to 2.7

- Also, in the 2009 assessment, participant's confidence in their ability to handle conflict resolution increased from 2.8 to a resounding 3.5 compared to the control group which showed a small increase from 2.2 to 2.3

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

The Regional STEM Collaborative has been the area's leader in bringing together the community to focus on STEM skills and STEM jobs of the future through its strategic and systematic approach to building a collaborative network that continues to grow a robust regional STEM workforce. The RSC has leveraged its partnerships to maximize awareness and participation in events such as First Lego League and Ohio Robotics competitions.

Big Brothers Big Sisters of the Greater Miami Valley began in 1958 as a pilot project of the Dayton Jaycee's in which volunteers worked with boys referred from the Juvenile Court. In the 1960's the organization expanded its services to boys in need outside the juvenile justice system and became a United Way agency. In the 1970's services expanded to girls, the agency was named Big Brothers Big Sisters, and services reached into Preble and Greene Counties. In 2004 services expanded to Miami County.

Serving over 580 youth in one-to-one mentoring matches in recent years, the agency is the largest mentoring organization in Greater Dayton. They are one of 370 affiliates of Big Brothers Big Sisters nationwide, following a set of 22 service delivery and administrative standards, and receiving national and network-wide support through reports, research, marketing techniques, program development, fund raising, and financial management resources provided by the BBBS of America national staff and affiliate partners. Nationwide, BBBS began in 1904 and therefore has over 100 years of leadership in the mentoring field.

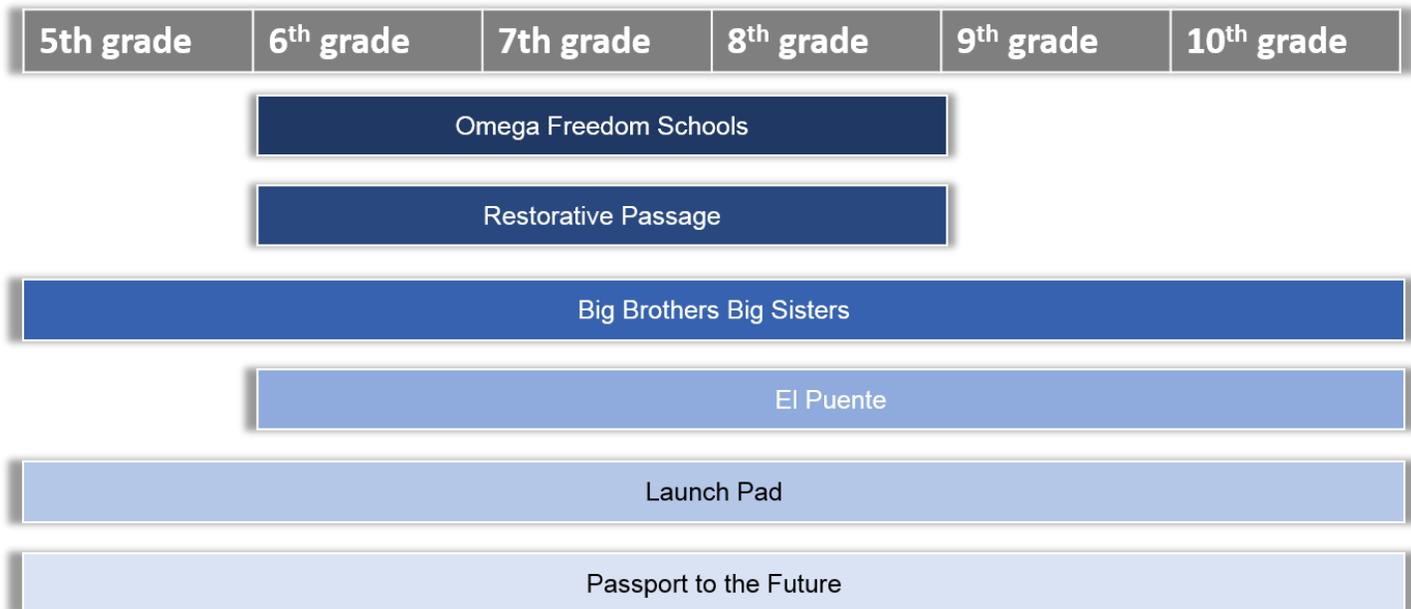
The Omega CDC was incorporated as a 501(c) 3, non-profit organization in 1998. The Omega CDC delivers crisis intervention, social services, and youth and family development programs, working in collaboration or providing linkages to a vast array of faith-based organizations and community based organizations, schools, and city entities. Since its inception, the Omega CDC has demonstrated an impressive record of accomplishment of effectively serving low-income youth and families. The current programs of the Omega CDC are focused on three areas of community development: youth development, family development, and economic development. Omega has implemented the Freedom Schools model in multiple schools over the past six years.

El Puente serves as a bridge for Latino students and families to academic success, well-being and increased integration into the Dayton Community. Their Academy for STEM Sports provided service to 48 students in their inaugural year, and are poised for future growth.

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

The Passport to the Future Program will be leveraging highly successful programs that have been implemented and proven nationally. Not only will those programs be leveraged, Passport to the Future will unify each program under a model that promoted STEM interest and learning. Little will be provided with a spectrum of mentoring. This spectrum increase student exposure to STEM while participating in a wide range of mentoring methods. Success will be measured by the number of students and mentors in the programs and returning to the programs, academic metrics measured by assessment tools explained in the evaluation section, the number of hours students receive mentoring on a weekly and monthly basis, and the number of students who participate in more than one of the Passport to the Future's program elements. In addition, each program will identify key success measures that align with their program goals. Regular reports will be made to the program coordinator for review and evaluation. The number of industry partners involved in the Launch Pad sessions will also be a strong indicator for support of the Passport program and the sustainability of the program. On the following page is an overview of the spectrum of mentoring that will be provided through this collaborative model.

Passport to the Future: A Spectrum of Mentoring Programs



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

Chad Watchorn – Principal Investigator, 14% of time. Chad will oversee program implementation and serve as the grant's point of contact. As the Executive Director of the Regional STEM Collaborative, Chad pulls together synergies from West Central Ohio's STEM related industry partners, K-12 education and higher education, non-traditional learning organizations, Wright-Patterson Air Force Base, and state and local government. This body of key stakeholders in youth education and workforce development will provide the initial pool of regional leaders from industry, academia, government and non-profits focused on STEM initiatives. His team will assist with mentor recruitment and manage the Passport to the Future program element and Launch Pad sessions to shape robust, interactive and educational learning forums regarding STEM programs and careers.

Mr. Watchorn previously commanded the 88th Force Support Squadron at Wright-Patterson Air Force Base, Ohio. One of the largest, most diverse, and most organizationally complex bases in the Air Force, it included a major acquisition center, research and development laboratories, a major command headquarters, and an airlift wing. The base is home to more than 27,000 employees and is the largest single site employer in the state of Ohio. In that role, he led a staff of ~1,000 people and was in charge of providing Wright Patterson's dynamic workforce and their dependents with all personnel support activities: workforce development/training and education, manpower and personnel human resources, Airmen and family services, food/fitness/lodging sustainment programs, and community morale/recreation/welfare and youth program services. Over his 23+ year career, he serviced in various positions as a personnel and support officer building and managing programs that centered on caring for and developing people.

Vanessa Ward – Co-PI, 15% of time. Vanessa will provide oversight and implementation leadership of the Rites of Passage, Freedom Schools. Reverend Vanessa Oliver Ward is the President of the Omega Community Development Corporation (Omega CDC) and Co-Pastor of the Omega Baptist Church. As

President of the Omega CDC she oversees the organization's mission of providing services that help to develop and improve the lives of the youth, the families and the community of Northwest Dayton. As Co-Pastor, she serves in numerous leadership capacities, facilitating meetings and providing oversight of the leadership team that manages and serves over thirty ministries of the church. Additionally, Rev. Ward is employed as a lecturer at the United Theological Seminary.

In 2000, Rev. Ward founded the Omega School of Excellence and served as Chairman of the Board of Directors. The Omega School was a chartered K-8 public school. Although a difficult decision was made to close the Omega School of Excellence in June 2008, both the Omega Church and community celebrated the eight years in which this school provided a quality education to hundreds of Dayton children. Many of its graduates were admitted to competitive high schools and boarding schools both locally and nationally.

Rev. Ward is currently a member of the ReadySetSoar Advisory Cabinet. ReadySetSoar is a public-private partnership in the Dayton region with the goal of improving kindergarten readiness in Montgomery County. Rev. Ward is also a member of the Mayor's City of Learners (Dayton, Ohio) Advisory Team; After-School and Summer Learning sub-Committee. She is a graduate of The College of Wooster, United Theological Seminary, and in 2012 she received the Master of Philosophy in Hebraic and Cognate Studies (M.Phil.) at the Hebrew Union College in Cincinnati, Ohio. Rev. Ward is currently writing her dissertation and anticipates completion of the Ph.D. in Hebrew Bible in 2015.

Joseph Strychalski, Director, Program Development, 12% of time. Joe will be the grant coordinator for BBBS program elements. Mr. Strychalski has served for seven years with Big Brothers Big Sisters with progressive responsibilities related to program development and management, grant management, and financial management. Previous positions were with Harvest Youth Ministries and Bethesda Baptist Church. He serves on the Program Development Committee of Big Brothers Big Sisters of America. He holds a MBA in Communications from Cedarville University and a Masters in Business Administration from University of Dayton. Mr. Strychalski has devoted his career to serving young people, especially through mentoring. He serves as a volunteer Big Brother and is involved in youth activities at this church. His passion is in developing long-lasting program systems that bring about measurable impacts that improve the lives of youth in need.

Al Wofford, Founder, President and CEO, 5% of time. Al will provide strategy, program oversight, mentor recruitment support and will host one of the Passport events each year of the grant period. As president and CEO, Al provides leadership to two companies CDO Technologies, Inc., and VT Design Solutions. CDO is a systems integrator who provides business and technology solutions to Public and Private Sector organizations. Mr. Wofford has grown CDO Technologies into a leading provider of business and technology based solutions. CDO is a leader in business process improvement, managed IT services, auto-ID systems, asset and inventory management, logistics and supply chain management. CDO's customer base includes Department of Defense, Procter & Gamble, Dayton Dragons, Department of Treasury, Delphi, Teradata, General Dynamics, Environmental Protection Agency, Federal Aviation Administration, City of Dayton, Cintas, and DP&L. His passion for the community has lead him to serve on various boards including the RSC, OCDC, and the Dayton Development Coalition.

Jose Gracia, President (TAFSS), 25% of time and Felix Torres, Director, 75% of time. Joselito will be the grant coordinator for El Puente's program elements and will oversee the implementation of the STEM Sports enrichment program. After graduating High School in Puerto Rico, Felix Torres moved to the United States to attend college. During his tenure in college, he dedicated time to serve the new community he joined by being involved in organizations such as the League of United Latin American Citizens (LULAC), Puerto Rican, American, and Caribbean Organization (PACO), and El Puente. Felix holds a M.ED in Higher Education and Administration from Wright State University. For the past two years, Felix has led the mentorship program for Middle and High School youth at El Puente. He has created a trust and a great bond among these youth, a relationship that takes time to build especially since many of these youth are coming from non-traditional families. In his role he will support Launch Pad sessions, assist with recruiting mentors and mentees, and coordinate activities with mentors and mentees.

Lori Ward, Superintendent, Dayton Public Schools (DPS), N/A%. Dayton Public Schools Superintendent Lori L. Ward works to provide the district's 14,000 students with a high-quality education through a clear focus on four non-negotiable areas: kindergarten readiness, third-graders reading on grade level, closing the achievement gap, and high school graduates who are college and career ready. She knows that attracting and retaining high-quality faculty and staff, engaging the community and remaining fiscally accountable also are vital to the strategy for transforming each DPS school into a school of choice for Dayton families. The Superintendent leads an energetic group of school principals, who assist in identify at risk

students that would benefit the most from community support programs.

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.

START	ACTIVITY
APRIL 2015	Development of yearly schedule and program elements
	Curriculum development
	Mentor Recruitment, intake, and training
AUGUST 2015	Student Selection
	Mentor Matching
SEPTEMBER 2015	Passport to the Future Kick-off event
	Year 1—1:1 mentoring, Rites of Passage and Restorative Passage begins
OCTOBER 2015	Launch Pad Session 1
NOVEMBER 2015	Launch Pad Session 2
DECEMBER 2015	Launch Pad Session 3
JANUARY 2016	Passport to the Future event
	Launch Pad Session 4
FEBRUARY 2016	Launch Pad Session 5
MARCH 2016	Launch Pad Session 6
APRIL 2016	Passport to the Future event
	Launch Pad Session 7
	Evaluation and assessment report
MAY 2016	Program review and process improvement
	Completion of year 1 1:1 mentoring, Rites of Passage and Restorative Passage
JUNE-AUGUST 2016	Freedom School
	Mentor Recruitment, intake, and training
AUGUST 2016	Student Selection
	Mentor Matching
SEPTEMBER 2016	Passport to the Future event
	Year 2—1:1 mentoring, Rites of Passage and Restorative Passage begins
OCTOBER 2016	Launch Pad Session 8
NOVEMBER 2016	Launch Pad Session 9
DECEMBER 2016	Launch Pad Session 10
JANUARY 2017	Passport to the Future event
	Launch Pad Session 11
FEBRUARY 2017	Launch Pad Session 12
MARCH 2017	Launch Pad Session 13
APRIL 2017	Passport to the Future event
	Launch Pad Session 14
	Evaluation and assessment report
MAY 2017	Program review and process improvement
	Completion of year 2 1:1 mentoring, Rites of Passage and Restorative Passage
JUNE-AUGUST 2017	Freedom School
	Mentor Recruitment, intake, and training
AUGUST 2017	Student Selection
	Mentor Matching
SEPTEMBER 2017	Passport to the Future event
	Year 3—1:1 mentoring, Rites of Passage and Restorative Passage begins
OCTOBER 2016	Launch Pad Session 15
NOVEMBER 2016	Launch Pad Session 16
DECEMBER 2016	Launch Pad Session 17
JANUARY 2017	Passport to the Future event
	Launch Pad Session 18
FEBRUARY 2017	Launch Pad Session 19
MARCH 2017	Launch Pad Session 20
APRIL 2017	Passport to the Future event
	Launch Pad Session 21
	Evaluation and assessment report
MAY 2017	Program review and process improvement

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;

- Screening: an application process will be used to gather volunteer data, references, and gather information that will be necessary for matching. Background checks will be completed on all volunteers and staff.
- Orientation: each major initiative of Passport to the Future will have orientation and training that will be developed during the planning cycle.
- Supporting: support and monitoring of the mentors will occur at least monthly with longer, supplemental quarterly meetings. Outreach to parents will also occur at that time to gather big picture information.
- Monitoring: assessment and survey tools will be used to gather information and data regarding the effectiveness of the match

b. Identification and intake process for mentees;

Mentee intake will include: parent permission forms, parent/youth needs and preferences assessment, safety training to parent and youth, baseline survey information, and completion of a Youth Outcomes Development Plan. Teachers will also be invited to provide input.

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;

Families will be critical for initial assessments and matching, program feedback throughout the process and assessing outcomes. Training will occur during enrollment and orientation, interviews will be conducted with applicant describing expectations, and online training will be required for some activities. After the match is made, monthly coaching sessions will be carried out with the mentors to further develop mentor skills and discuss developing outcomes in the match.

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

The principal investigator and co-PIs will work together with Wright State University to ensure proper budget management is maintained and program implementation occurs according to all work plans.

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.

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:

GOAL	TASK(S)	INPUT	OUTPUT	OUTCOME & DELIVERABLE
Accurate accounting of mentor contact hours	Data collection and entry into BBBS system	Weekly contact reports	Monthly report	Meeting program goals regarding weekly contact hours
Unduplicated count of students served monthly	Data collection and entry in BBBS system	Monthly student activity reports	Monthly report	Meeting program goals regarding students served
Mentor training tracking	Training Schedule for each program arm developed Mentor file created with mandatory training requirements identified	Training completion reported by mentor Tracking and follow up with mentor as needed	Completed Mentor profile, quarterly reports on mentor progress Mentor feedback regarding training effectiveness	Program review of activity delivery Fully trained mentors with an understanding of expectations, rules of engagement, and where to get help as needed
Data collection	Develop pre- and post-assessments for each program	Student proficiency in relevant STEM areas prior to and post program participation	Quantitative and qualitative assessment of STEM proficiency changes as a result of program participation	Student Performance Assessment (for each program)

Indicators of success will be identified through the pre and post assessments. This product will bridge all programs and provide a view toward overall program outcomes:

IMPACT AREA	SUCCESS MEASURE
Interest in stem	Increased knowledge of STEM programs, careers, post-secondary programs
Summer-slide mitigation	No learning loss over the summer
Character building	Critical thinking skills increased
Health and wellness	Increase fitness scores
Enrichment activities	Increase experiential learning available to students

One barrier that can arise is if the Bigs do not document what was done or observed at each encounter with the Littles, especially during the 1:1 mentoring sessions. To prevent this barrier, the program coordinate will communicate regularly with the Bigs to ensure evaluations are completed and submitted on a timely basis. Doing so will allow program manager to print out data and evaluate the Little's progress. Another barrier is if a Big is not clear regarding their role or do not feel confident in their role which can be detrimental to the Little, impacting retention rates and overall growth and development. To mitigate this barrier, we will have recurring training so that the Bigs can be reminded of what is expected of them, and to provide a forum to share their experiences and lessons learned with other Bigs. This can enhance the learning experience for everyone.

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.

Passport to the Future's sustainability beyond the period of requested funding will include fund-raising activities during the grant period as outcomes are reported and maintaining partnerships with stakeholders (program participants, volunteers, university/extension service faculty, organizations, business, and program staff). Much of the equipment, software, hardware, educational materials, and miscellaneous items will be reused post grant period, greatly reducing the operational cost for several years to come. Additional strategies that will help our sustainability plan are as follows:

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- **Area Businesses:** Local businesses can become sponsors of TAFSS sport seasons, school teams, or sport tournaments. The sponsorship will provide the opportunity to have the company name on field/facility banners, team uniforms, and TAFSS mass mailings and marketing campaign.
- **Fundraiser:** Conduct joint fundraising activities with the community connectors partners
- **Recruitment:** Utilizing the school district to promote the program will help with recruiting students and mentors.
- **Partnerships:** Working with other local organizations. Maintaining partnerships, participation, and collaboration with higher education institutions and industry in the area will keep a long lasting and much needed backing and support.
- **Government funding:** Continue research to find out if local, state, or federal agencies provide funding for the program.

BBBS will sustain its mentoring program after Community Connections funding ends through major gifts from corporations, foundations, and individuals, plus income from their events. For the past four years, BBBS has increased their budget by about \$75,000 per year and their Strategic Plan is to continue to grow each year and the overall program goal is to increase the number of mentoring matches they have by 10% each year.

Freedom Schools. This summer (2015) will be the Omega CDC's sixth year operating a CDF – Freedom School. In each year the Omega CDC has been successful at raising more than enough funding, both cash and in-kind, to cover the entire cost of the program. The Omega CDC will continue to provide the summer Freedom School program for youth of the Pathways to the Future program after the grant period ends.

Restorative Passage. In the future, in addition to the public and private funding, we plan to incorporate our Restorative Passage program into the Omega Hope Center for Families community center. The Hope Center for Families is a 6.3 million dollar community center that the Omega CDC is currently raising funds for. The plan is to complete the fund raising phase by the end of 2015 and to have construction completed and program operations started by 2017. The center is part of an overall plan to re-develop 30 acres of land owned by the Omega Baptist Church.

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) Chad Watchorn  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.