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### **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 Community Partners of Southern Franklin County (Community Partners) Mentoring Program plans to serve students in grades 5-11 at Hamilton Local Schools and the Vaughn E. Hairston YMCA located in Grove City, Ohio.

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

The Community Partners Mentoring Program anticipates serving students at the following capacity:

Hamilton Local Intermediate School: 30 students in grades 5-6

Hamilton Middle School: 30 students in grades 7-8

Hamilton High School: 15 students in grades 9-11

Vaughn E. Hairston YMCA: 30 students in grades 5-8 (YMCA staff will select students from their current after school program roster to participate in the mentoring sessions twice a month).

\*Total: 105 students at four locations

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

Section D. Extension of an existing program to a new setting best describes the proposed project. Since 2007, the Community Partners have worked with the KIDSCONNECT afterschool program to support mentoring initiatives in the afterschool setting. Churches, non-profit, and governmental organizations have already committed several years to mentoring in this area. As the KIDSCONNECT program moves in a new direction, the Community Partners is looking to partner with KIDSCONNECT to transition the mentoring component of KIDSCONNECT to operate exclusively under the Community Partners.

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 Partners Mentoring Program plans to address the Community Connectors core principals in the following ways:

Setting Goals to be prepared for 21st Century Careers:

Middle School Program: The Community Partners Mentoring program's curriculum will incorporate activities and lessons based on the Search Institute's "Igniting Sparks" curriculum guide. Students will participate in activities during the first half of the school year that will allow them to explore their individual "sparks", (what a student is passionate about and an activity that unleashes the student's energy). When a student is able to develop their spark, he/she is better able to

make a contribution to the world. Once students begin to understand their individual sparks, they will participate in activities that allow them to create both academic and career goals that are aligned with realistic future careers. Students will also utilize the Ohio Means Jobs website as guidance to explore and plan for their future careers. Students will work in small group settings to discuss their aspirations and participate in monthly field trips around Central Ohio to explore 21st Century career options. Mentors and mentees will also work collaboratively to determine a service learning-based project to complete with their mentor that is related to their prospective career path.

**High School Program:** During the first half of the school year, students will work with their mentors in small group settings to discuss 21st Century career options; explore various pathways towards career readiness (i.e. college, vocational school, apprenticeships, internships, etc.); create resumes; create budgets by discussing financial literacy; participate in mock interviews; and develop clear timelines towards their career goals. Students will also utilize the Ohio Means Jobs website as guidance to explore and plan for their future careers. During the second half of the school year, students will work in small groups and shadow a professional (with the guidance of their mentor) within a partner organization that can provide insight into their particular field. The objective of this approach is to expose students to careers that may require both traditional and non-traditional career pathways.

Mentors and program staff will support students in establishing their goals by first encouraging students to develop performance goals towards their future career choice(s). They will work with students to assess specific needs related to their career choices and build plans to address barriers such as academic requirements, finances, and personal obligations. Students will then work with their mentors and the program staff to master the skills necessary to achieve these goals.

#### Building Character:

**Middle School Program:** The "Igniting Sparks" curriculum allows students to explore their individual character components and build upon their passions to develop strategies for improving their natural abilities. Students will work with their mentors to complete a service learning-based project that helps support their school or their community. This will allow them to become well rounded adults and explore career options that will involve giving back to the community.

**High School Program:** During the first half of the school year, students will brainstorm with their mentors about realistic career goals based on their experiences and objectives for the future. The initial group mentoring sessions will allow students to build a level of ease and sense of comfort with their mentors to discuss their interests and the realistic expectations that they have for themselves and their careers. The career roadmap will be a reflection of the student's character components; academic goals; personal goals; and financial reality and future. Mentors and program staff will identify and help support character traits such as self-discipline and optimism providing students with a level of support outside of their homes and classrooms.

#### Developing Pathways to Achievement:

**Middle School Program:** Students will work with the Community Partners Mentoring program staff to complete homework. They will also research the academic and educational requirements that are specific to their career aspirations. By realizing the end goal to their hard work, students may be more likely to focus on achieving high marks in school. In addition, teenagers who know and develop their specific abilities and who have caring adults who support the exploration of their aptitudes are often more likely to have better grades in school and better school attendance rates.

**High School Program:** Students will work with their mentors to master their decision-making skills and complete a realistic roadmap towards their chosen career based upon their overall goals; interests; academic history; progress; and financial goals. The mentoring sessions will provide resources and tools to assist students with reaching these career

goals. This will allow students to master critical thinking and problem solving skills necessary for achievement. During the first half of the school year, following career goal-setting, students will be exposed to resume writing and mock interview sessions to prepare them for the job market. Also, by shadowing professionals in fields similar to their chosen careers, students will be able to act as apprentices and further build their resume credentials.

#### Building Resiliency

**Middle School Program:** When students gain appreciation for putting effort and work into their homework and abilities; and when they have a strong adult support system, they are able to build confidence and resilience for future challenges and barriers. Also, by establishing clear pathways towards their future careers and by exposing students to both traditional and non-traditional careers in Central Ohio, students will be able to have numerous options for their future.

**High School Program:** By creating a framework for career preparation and by participating in on-site observations of their prospective careers, students will be able to create a realistic portrait of what their career objectives will be in the future, further allowing them to create contingency plans based on job market changes. The ultimate goal is to have students develop an overall career aspiration with realistic back-up options that are still aligned with their goals. Mentors and program staff will be encouraged to nurture the student's natural curiosity and provide them with the tools necessary to bounce back from opposition.

#### Believing in a Positive Future:

Students will work with their mentors in both programs to establish positive goals for their future and create a toolbox to better achieve these goals. It will be important for students to be exposed to various career options and to have something positive to look forward to in the future.

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

##### Hamilton 5-8th Mentoring Program Overview:

Community Partners anticipates serving 30 students per site with a fairly even distribution among grade levels (i.e. 30 students grades 5-6; 30 grades 7-8; 15 grades 9-11); as well as 30 students selected from an existing YMCA after school program (105 students total). Approximately 40 volunteer mentors will facilitate in-school group mentoring sessions consisting of 3 students per group.

**Hamilton Intermediate and Middle Schools:** Mentoring sessions will take place from 5:00 p.m. to 6:30 p.m. one day a week, every other week; however, homework assistance, snack, and teambuilding activities will be provided by the Community Partners Program staff at the middle school sites from the time of student dismissal until 5:00 p.m. during mentoring days. Students will also participate in academic study tables within the middle school sites one day a month during non-mentoring weeks from school dismissal to 6:30 p.m. to focus on academic skills that will assist with the development of their career paths. All sites will participate in field trips to local businesses and organizations that will allow exposure to non-traditional careers. These field trips will occur once a month during non-mentoring and non-academic study table weeks. Mentors will be encouraged to attend the field trips; however, it will not be mandatory for mentors to attend since the students will be supervised by the Community Partners Mentoring Program staff.

**Vaughn E. Hairston YMCA:** The Community Partners mentoring program will work twice a month with selected students from a pre-existing after school program. The YMCA staff will select the students from grades five to eight to participate twice a month in the program. This program is unique in that the Mentoring Coordinator will not need to recruit or manage mentees outside of designated 5:00-6:30 pm mentoring time. The program will only work with this site during the mentoring sessions, and on select field trips.

##### High School Mentoring Program Overview:

The Community Partners Mentoring program anticipates serving approximately 15 students within Hamilton High School. Approximately 5 volunteer mentors will facilitate group mentoring sessions among the high school groups consisting of 3 students per group. The mentors will also coordinate with the Mentoring Coordinator to match groups of students with apprenticeship opportunities within partnership organizations to explore 21st Century career options. Students will meet bi-monthly with their mentors during the first half of the school year to discuss acquiring and incubating skills that will allow them to develop clear 21st Century career paths. During the second half of the school year, high school students will meet with their mentors once a month. Rather than meeting a second time during the month with their mentors, students will work in small groups (determined by grouping commonalities in career goals) and shadow a professional within a partner organization that will provide insight into their particular field.

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

The Mentoring Center of Central Ohio is a key partner in making sure the program operates at its highest capacity. The Mentoring Center will provide several trainings for both mentors and mentees both as an introduction, and several check-ins throughout the year. These trainings provide recommendations on dealing and interacting with youth as well as strategies for building confidence with both mentors and mentees. Additionally, the Mentoring Coordinator will attend all Mentoring Center partnering agency meetings where they will learn about resources for improving Mentoring.

The Community Partners program will also utilize the "How to Build a Successful Mentoring Program Using the Elements of Effective Practice" issued by MENTOR/National Mentoring Partnership. This guide includes tools, templates, and best practices for implementation that will assist with quality mentoring. This "tool kit" builds on the "Elements of Effective Practice", which addresses four major components of a safe and effective mentoring program including Program Design and Planning, Program Management, Program Operations, and Program Evaluation.

Additionally, the program will utilize the expertise of the former KIDSCONNECT Mentoring Program to shape previous successes with the demographic being served.

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 Community Partners Mentoring program will incorporate the service delivery framework from the previous KIDSCONNECT Mentoring Program. KIDSCONNECT began in 1996 under the Educational Council as the Rickenbacker Area Partnership (RAP) by a broad-based collaborative of schools, local government, businesses, and community organizations in southeastern Franklin County. The KIDSCONNECT Mentoring Program originated as a facilitator-led program located in Canal Winchester, Whitehall, Hamilton, and Groveport Middle Schools. Mentor and mentee matches met twice a month for an hour each meeting. Matches participated in teambuilding activities, developed skill sets, explored professional and career goals, and established caring relationships with their matches. The program served approximately 150 students each year. Middle school students were referred to the program by teachers or other school staff due to social skills deficits including shyness, withdrawal, seclusion, bullying, inappropriate behavior, and poor classroom behavior. During previous years of mentoring between 51-100% of the students who attended programming improved one letter grade in at least one core subject area (Math, English, Reading, Science and Social Studies).

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

The Community Partners Mentoring program plans to accomplish three primary objectives to ensure a successful program and sustainability:

1) Objective: Develop a cadre of community adults who actively support the school and the mentoring program to provide an established connection to school and community. This objective will be accomplished by training and certifying community members to become qualified mentors for the program; establishing relationships with employees

of partner businesses and organizations to create shadowing and fieldtrip opportunities; completing a service learning project by the end of the school year; and hosting a year-end event that will increase the number of parents and students involved in the community.

2) Objective: Increase confidence in student's career aspirations, increase student support system, and stabilize student attendance. This objective will be accomplished by increasing student confidence in career goals and pathways, documented completion of resumes by high school participants, and positive reviews of students by partnering companies participating in shadowing. Students will also be assessed using the Search Institute's Developmental Assets Profile (DAP) survey to assess participant's internal strengths and external supports as well as growth over time (pre and post test). Program attendance will be tracked daily using attendance sheets and contact hours tracking.

30 Objective: Increased parent involvement and support. This objective will be accomplished by reporting increased parental involvement and attendance numbers in outreach programming.

## **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

Name and Title: **Mentoring Program Coordinator** (One Position) - (TBD)

Responsibilities for the Community Partners Mentoring Program: The Mentoring Program Coordinator will facilitate community outreach events, parent engagement activities, and create and maintain productive relationships with students, families, school staff, and community members. The Mentoring Program Coordinator will also possess the skills necessary to manage mentoring staff and volunteers.

Qualifications and Prior Relevant Experience: The Mentoring Program Coordinator must have experience recruiting and maintaining volunteers and demonstrate ability to work independently while managing projects without close supervision. The coordinator must also possess planning, organization, and communication skills both written and verbal, as well as experience planning meetings, lesson plans, and agendas. The coordinator must have experience working with at-risk youth and addressing student discipline issues. A background check and high school diploma are required; bachelor's degree in a related field is preferred.

Name and Title: **Mentoring Program Facilitators** (Two Positions) - Positions will be filled by senior social work intern students through The Ohio State School of Social Work. Placements will be determined March 2015.

Responsibilities for the Community Partners Mentoring Program: Mentoring Program Facilitators will have the skills necessary to facilitate mentoring and after school sessions. Mentoring Program Facilitators will aid in the execution of lesson plans and remain on-site during the sessions and field trips to tend to the safety of the participants.

Qualifications and Prior Relevant Experience: Mentoring Program Facilitators must have experience working with at-risk youth and addressing student discipline issues. Lesson planning experience, organizational skills, and strong communication skills are required. Mentoring Program Facilitators must be currently working towards a degree in Social Work. A background check is required.

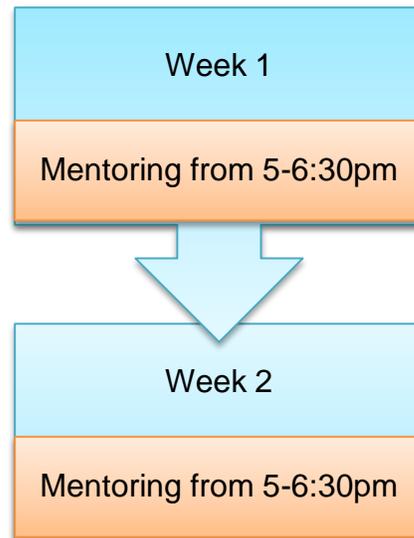
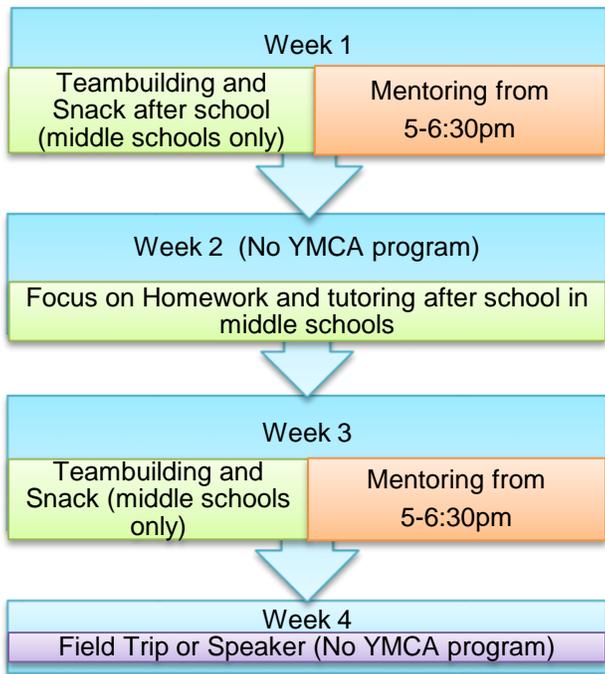
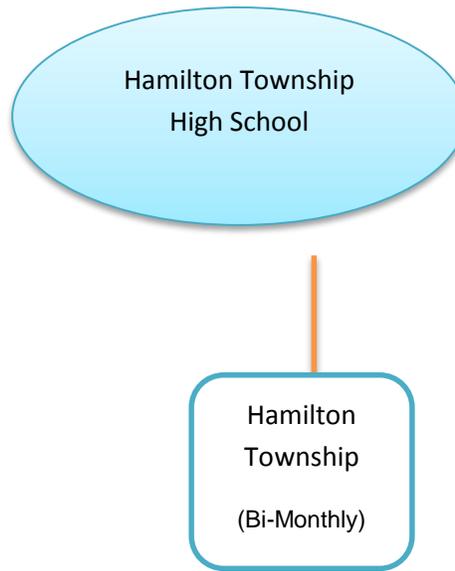
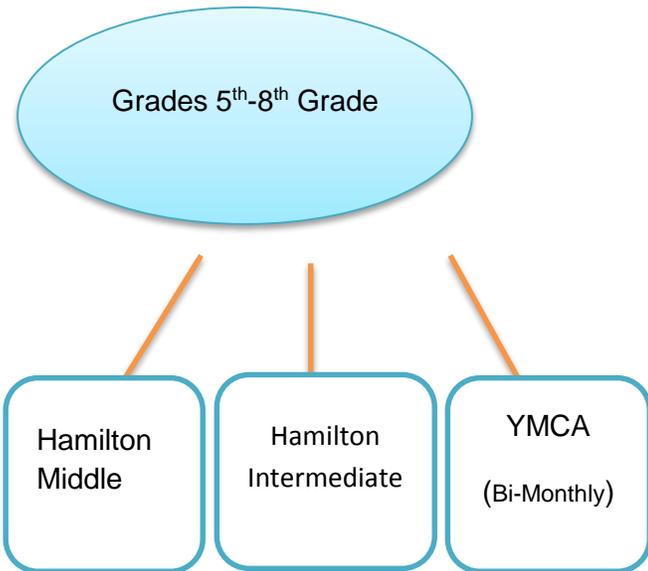
Name and Title: KIDSCONNECT Program Manager - Lindsay Western

Responsibilities for the Community Partners Mentoring Program: The Program Manager of KIDSCONNECT will assist the Community Partners of Southern Franklin County with business connections and partnerships necessary to effectively implement a site based mentoring program. Ms. Western will provide the program with on-going support and represent the program as needed.

Qualifications and Prior Relevant Experience: Lindsay Western has a B.A. in Sociology from The Ohio State University. She has worked in Youth Development since 2005 and supported a Mentoring Initiative under the KIDSCONNECT Afterschool Program from 2007-2014.

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.

Summer-September: Mentoring coordinator will work with Grace Ministries and Leave a Mark to recruit mentors program sites. This includes speaking during services and visiting during special events. Community Partners will hold first meeting to discuss mentoring program and connections with all partners. Schedules for special events and students' site visits will begin. Mentoring coordinator will also make connection with school building representatives to begin the evaluation and recruitment of mentoring program students. Program will begin by the end of September. Once the programs begin, the activities are outlined below.



Monthy	Student Activities and Lessons
September	Spark! Curriculum/Career Building
October	Spark! Curriculum/Career Building
November	Spark! Curriculum/Career Building
December	Career Building/Holiday Event
January	Service Learning/Fun Day
February	Service Learning/Field trip to the library
March	Service Learning/Field trip to Cosi
April	Service Learning/Field trip to Rickenbacker Airport
May	Showcases/End of the school year celebration

Monthly Student Activities	
First Grading Period	Career Exploration/Options Assessment
Second Grading Period	Resume building/Financial planning
Third Grading Period	Interview skills/Apprenticeships
Fourth Grading Period	Apprenticeships/Evaluations

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

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

The Community Partners Mentoring Program requires that all mentors submit a mentor volunteer form if interested in becoming a mentor. Community Partners will partner with the Mentoring Center of Central Ohio to provide background checks to all mentors. Mentors are also required to attend an initial training provided by the Mentoring Center in addition to ongoing routine group meetings provided every other month by Community Partners. These group meetings will allow mentors to touch-base with the Project Coordinator to discuss positive outcomes of the program and strategies used to sustain positive attitudes and build strong relationships with their mentees.

a. **Screening-** Churches will have an intake for and lead the work on securing high quality mentors.

Orientation- both mentors and mentees will have an orientation in preparing to work together.

Supporting and monitoring- in partnership with the Mentoring Center, we will hold several meetings throughout the year with both mentors and mentees to make certain they understand their role and troubleshoot any issues. Social Work students who are facilitating will meet with the KIDSConnect Program Manager who has the necessary credentials to provide supervision to the intern social work students. Mentoring Coordinator will be monitored by the Community Partners of Southern Franklin County and remain current by participating in the professional development provided by the Mentoring Center.

b. **Target Student** -Schools will work with students in completion of the questions from the Developmental Assets Profile. These few questions will aid the program in selecting students who show low scores in attitude towards learning and their own abilities. The Ohio State School of Social Work will aggregate the information and support the Mentoring Coordinator and the mentors working with students.

c. **Involve Families-** monthly family nights to include literacy, financial literacy, technology, art education, inventions, post-graduation education and study skills. Trainings for mentors include cultural competency, understanding adolescents, tips for tutoring and personalized site based support.

d. **Fiscal Accountability-** Community Partners of Southern Franklin County will provide fiscal and program oversight and management. Community Partners will contract with the ESC of Central Ohio, who will serve as the fiscal agent of this grant, should it be awarded. The Project Coordinator will oversee fiscal responsibilities and program implementation.

e. Families will participate in monthly events and will end the year with a celebration highlighting accomplishments of students participating in the mentoring program. Families will be invited to celebrate the accomplishments of the child's involvement with the program. Students and their mentors also participate in the Mentoring Fun Day at The Ohio State University, sponsored by the Mentoring Center of Central Ohio.

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.

The Community Partners of Southern Franklin County is an all-volunteer organization. They will work with all of the partners that are members to the Community Partners in order to make this initiative successful. Key partnerships include the ESC of Central Ohio (providing purchase service support for the small non-profit), Hamilton Local Schools (providing space, students, transportation, and other supports as needed), Vaughn E. Hairston YMCA (providing space and students to participate in mentoring twice monthly); and the Mentoring Center of Central Ohio (training and support to mentors and mentees. Additionally, local organizations such as Franklin County Public Health, Columbus Metropolitan Library: South High Branch, Rickenbacker Airport, and local Real Estate Company Mossy Oak Properties

will provide education and career resources for the mentees in way of speakers and field trips. More information on specific partnerships is 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;
  - b. Gathering of data to measure progress of program towards meeting the selected goals;
  - c. Projected indicators of success; and
  - d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

To ensure stable and consistent growth among program participants, attendance will be mandatory. If a student misses two consecutive weeks of programming, then the student will be unenrolled in the program and their spot will become available to another interested student. Attendance will be regularly monitored by the Community Partners program staff using weekly attendance sheets saved on a Google Drive account. These forms will also track contact hours of program participants. A similar, but separate form will be used to track mentor attendance.

One of the primary objectives of the Community Partners Mentoring program is to build increased confidence in students' career aspirations by creating a solid student support system. This objective will be deemed successful by documenting demonstrated growth among at least 50% of program participants in developmental assets which will be assessed using the Search Institute's Developmental Assets Profile (DAP) survey. This objective will be further assessed with documented completion of resumes by high school participants and positive reviews of the high school students by partnering companies participating in the high school shadowing component of the program. The Community Partners Mentoring program foresees having to work collaboratively with the school districts and YMCA site to combat barriers such as decreased student attendance. By having an open communication line with the partnering schools and YMCA, program staff will be better equipped with combatting scheduling conflicts often inflicted by extracurricular activities. There will also be a point person from each of the faith-based organizations that will work to ensure stable mentor attendance.

Please refer to Tables 1-3 of the Evaluation Plan Summary for further discussion of the indicators of success and barriers.

14. Applicants are to complete the program model.  
Program logic model is 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.

The Community Partners of Southern Franklin County will utilize key partners that will contribute current grants through United Way of Central Ohio and Columbus Foundation for the first year. Additionally, the program will utilize connections with local businesses for in-kind support and small donations. For years two and three, each partner will be responsible for providing in order to continue to support the program. Once the funds of this grant have been exhausted, a fee structure will be combined with ongoing grant seeking to sustain the program.

## **Application Section V: Program Budget**

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

See attached

Vince Payne

*By clicking this box,  I (Insert Name) \_\_\_\_\_ agree, on behalf of this applicant, and any or all identified partners, that this application and all supporting documents contain information approved by a relevant executive board or its equivalent.*