COMMUNITY CONNECTORS

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2015 Request for Grant Application

Lead The Way Community Connections (Reynoldsburg)

8th Grade Middle School - Mentoring Program

Submitted by:

Lead The Way Learning Academy
6600 Busch Boulevard, Suite 200
Columbus, OH 43229

Contents

Grant Application

Required Attachments

- IRS determination letter as proof of nonprofit(s) status
- Signed Nature of Partnership agreement between Lead nonprofit(s) or faith-based organization and partners (business and school)
- Roles and Responsibilities worksheet
- Program model template
- Budget form and Justification
- In-Kind Contributions
- Signed Community Connectors GRANT ASSURANCES5 o Checklist of other potential attachments (not required)
- Letters of support
- Previous evaluation or research studies

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Application

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.***

Lead the Way Learning Academy will facilitate mentoring-based programming for students in the Reynoldsburg City School District who are identified as needing support to access college and career technical opportunities during high school. Reynoldsburg, in partnership with several colleges and businesses and other partners, has designed pathways to deliver 15 to 60 hours of college credit and industry-recognized credentials that would make students both employable and eligible for further post-secondary studies upon graduation from high school. Pathways are implemented in a wide variety of industry sectors aligned with Ohio Career Technical Education strands, complementing the quality programs available to Reynoldsburg students at the Eastland-Fairfield Career and Technical Center. The desired outcome is for participating students to demonstrate readiness to enter their preferred career center programs or Reynoldsburg college/career pathways by the time they complete 10thgrade.

Reynoldsburg aspires for all students to participate in a pathway or career center program. Evidence shows that certain subgroups of students are less likely to demonstrate readiness for these programs. Reynoldsburg's Annual Measurable **Objectives for economically disadvantaged students (51 percent of the students population), students with disabilities (12 percent), students with limited English proficiency (6.8 percent) and African-American students (36.9 percent)** fall short of the state targets in both reading and math. Only 25 percent of Reynoldsburg students are currently accessing college classes. Dozens are turned away from the career center each year.

The program will first target students in grades 8-10 who have expressed interest in the health industry for their post-secondary academic studies, technical training or careers. Over time, the target will be expanded to students interested in one of three additional industry sectors relevant to central Ohio's economic growth and predicted skills gap: advanced manufacturing, information technology and logistics. **Attendance, discipline and academic deficits are the three most common barriers** for Reynoldsburg students' enrollment in career center programs, and also may be factors in admittance to college courses at the high school. Therefore, students will be identified as eligible for the mentoring program if they have six or more absences, three or more discipline referrals, or at least one failed course in the previous semester. From the pool of eligible students, academic and social service teams from the schools will select the candidates most likely to benefit from mentoring in conjunction with other interventions available.

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

Reynoldsburg City Schools has three schools serving 8th grade students: Baldwin Road Junior High, Hannah Ashton Middle School and Waggoner Road Junior High School. In Year 1, we intend to serve 25 8th graders at each school for a total of 75 students. In Year 2, we intend to follow those students to whichever high school academy they select, although we expect for the majority of students to be at Reynoldsburg's Health Science and Human Services Academy, known as (HS)^2, based on their pre-identified academic/career interests. In Year 2, 9th graders in the program might also be attending the BELL Early College Academy, Encore Academy or eSTEM Academy, all of which are part of Reynoldsburg High School. In addition to the 9th graders, we will serve a new cohort of 75 8th grade students from the schools previously listed. In Year 3, we expect to serve 9th and 10th graders from each of the high school academies and a new cohort of 75 8th graders, a total of 225 students.

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

   A. ☐ Totally new program developed by this organization

   B. ☐ Replication of an existing model in use by others

B. ☐ Replication of an existing model in use by others

- Please provide the name of this model.

C. ☒ Expansion of an existing program within the applicant organization

D. ☐ Extension of an existing program to a new setting

4. ***Please describe your project. How will it address each of the five Community Connectors core principles and what outcomes will you use to measure success.***

Lead The Way Learning Academy proposes a year-long program called ***Lead The Way Community Connections (Reynoldsburg),*** which will replicate successful, comprehensive youth development activities while maintaining a focus on areas of need specific to teenagers in Reynoldsburg City School District, including exposure to mentors and role models, self-advocacy, leadership opportunities, and post-secondary & career awareness. We will assess the above risk factors through intake evaluations, academic assessments, and pre- and post-tests. Through its connection with Reynoldsburg City School District and community partnerships Lead The Way Learning Academy will monitor the risk factors affecting this population while providing activities that contribute to developing positive outcomes. In order to address the core principles, we will incorporate several program components that include EnvisionIT, Lead The Way replicates successful youth development activities that support the 40 developmental assets. The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults. The developmental assets are essential to positive youth development. Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity, and are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family (Search Institute).

To address this gap, Reynoldsburg City School District (RCSD) is partnering with Lead The Way Learning Academy, Mount Carmel Health, The Ohio State University Nisonger Center, and International Christian Center. This partnership will provide a unique school and extended school-day mentoring program. We will implement, evaluate, and sustain a three-pronged transition-focused program that focuses on teaching key 21st Century skills to at-risk middle school and high school youth in order to enhance their college and career readiness and ability to succeed in and out of the classroom, particularly in Science, Technology, Engineering, Mathematics, and Medicine (STEMM) related fields. The three prongs of the program include the EnvisionIT (EIT) curriculum, mentoring, project-based activities, career-technical education (CTE), job shadowing, and other employability skill-building opportunities leveraged through current RCSD and Lead The Way alliances with community organizations such as Mount Carmel Health, Eastland-Fairfield Career and Technical Schools, and Central Ohio Workforce Investment Corporation (COWIC).

The Community Connectors purpose is to provide eligible youth effective and comprehensive activities in order to enhance our communities' workforce and ensure youth attain skills and education for a productive, rewarding life. WIA target populations consist of at-risk youth who frequently face barriers to finding stable employment, achieving postsecondary success, and completing basic literacy requirements. According to The Ohio State University Center on Education and Employment, the four principles of youth development are 1) value the individual strengths rather than focusing exclusively on their problems; 2) give youth authentic opportunities to make meaningful contributions to their communities; 3) provide all youth with caring adults who provide structure, accountability, and high expectations; and 4) address the needs of the whole young person.

Research shows that effective youth development programs focus on the multi-dimensional factors that put youth at risk. Risk factors include deficiency in basic literacy skills, lack of high-school degree or GED completion, pregnant or a teen parent, having one or more disabilities, poverty, lacking affordable housing, and lacking significant or positive work history. Addressing the elements that put youth at risk helps develop positive life skills and increases the probability that youth will succeed in multiple areas of their life, such as career, family, education, wellness, and socio-economic levels. Work-based learning experiences, preferably those connected to curriculum content, in addition to student-centered driven instruction have been proven in practice and research to lead to the employment and education success of all youth, including those with disabilities (NCWD).

Lead The Way Community Connections (Reynoldsburg) will provide standards-based education that develops occupational, technical, and personal skills. Connecting activities, such as career exploration and job shadowing, will help expose participants to post-program supports and provide them the skills necessary to locate these services and opportunities. A progressive series of activities and services will be offered through programming. The following diagram illustrates how these components work together to provide valuable feedback into the youth service delivery process. (See Table 1) Utilizing the RCSD academy structure where high school students choose one of four academies to attend based on career or industry of greatest interest (law, business, and education; fine arts and communication; engineering; or health and human services), at-risk students interested in the medicine/health sciences industry will be the focus of Year 1 of the project. At-risk students with interest in other industries who are from the other academies will be incorporated into the total sample in Years 2 and 3 of the project. Implementation of this program will facilitate an increase in the number of at-risk youth who graduate from high school, enroll in postsecondary education or training, and secure meaningful employment in the local labor market.

This model has been successfully implemented in Franklin County for high school youth since 2006. In 2006-2007 *Lead The Way* became a Central Ohio Workforce Investment Corporation (COWIC) funded program empowered to prepare at risk youth to meet the needs of local employers, increase self-advocacy, and gain literacy skills. The program design incorporates best practices and components based upon successful research. Lead The Way has successfully passed all of COWIC's program and fiscal monitoring reviews. These reviews focused on compliance in implementing the Workforce Investment Act (WIA) program, attaining performance standards, and service delivery. The *Lead The Way* program has consistently been recognized for its "exceptional program design" and highlighted for several "best practices." Lead The Way was awarded the ***Ohio Job and Family Services 2010 Youth Program Excellence Award***. Award considerations included Program Monitoring, Fiscal Monitoring, SCOTI input, and Program Strategy, Implementation (of WIA 10 Program Elements), and WIA Success.

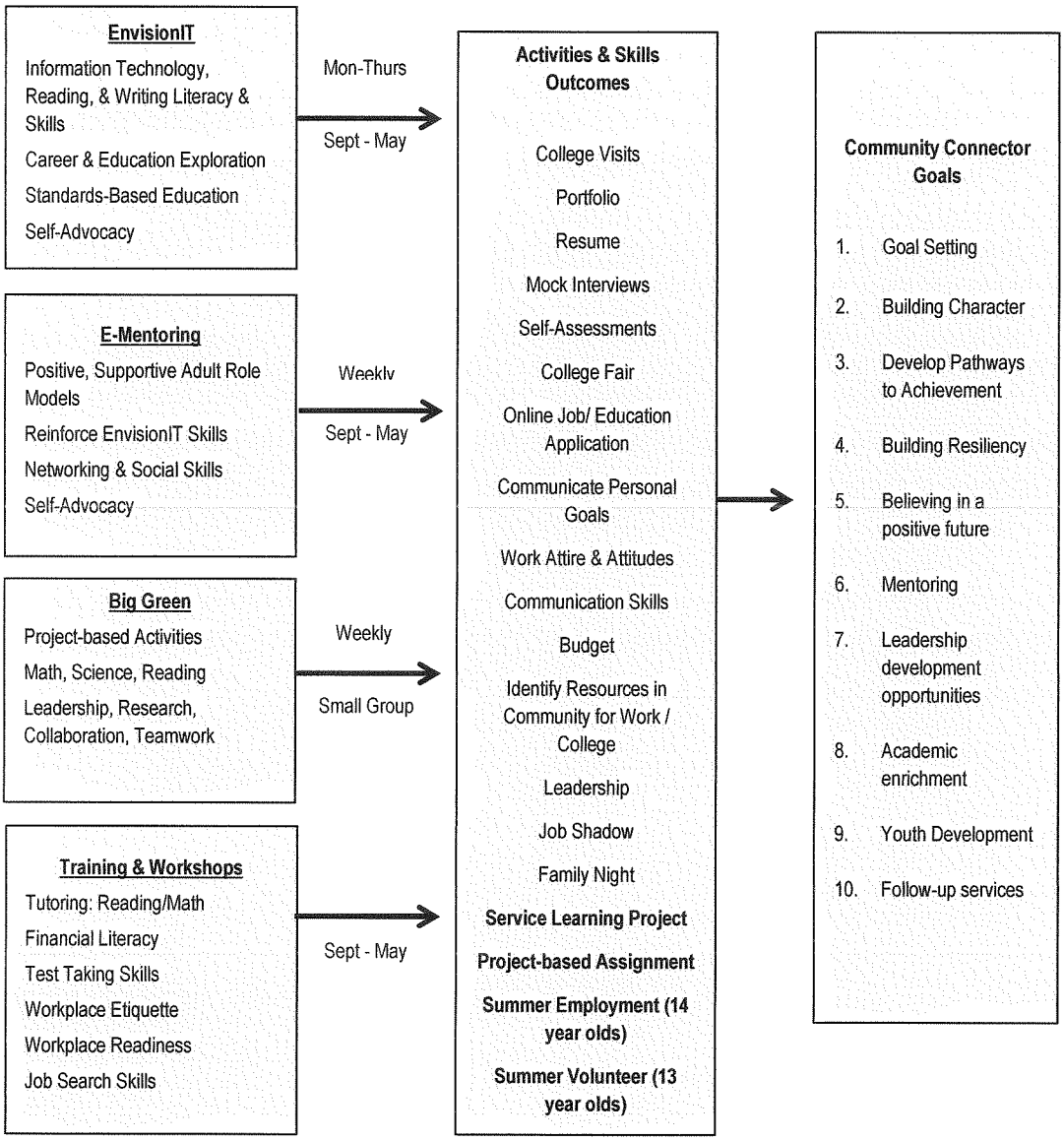

Table 1

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

We propose a year-long program called Lead The Way Community Connections (Reynoldsburg), which will replicate successful, comprehensive youth development activities while maintaining a focus on areas of need specific to teenagers in Reynoldsburg City School District, including exposure to mentors and role models, self-advocacy, leadership opportunities, and post-secondary & career awareness. We will assess the above risk factors through intake evaluations, academic assessments, and pre- and post-tests. Through its connection with Reynoldsburg City School District and community partnerships Lead The Way Learning Academy will monitor the risk factors affecting this population while providing activities that contribute to developing positive outcomes. In order to address the core principles, we will incorporate several program components that include EnvisionIT, Lead The Way replicates successful youth development activities that support the 40 developmental assets. The Developmental Assets are 40 common sense, positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults. The developmental assets are essential to positive youth development. Assets have power for all young people, regardless of their gender, economic status, family, or race/ethnicity, and are better predictors of high-risk involvement and thriving than poverty or being from a single-parent family (Search Institute). **(Attachment 1)**

Research shows that early career exploration, proactive career planning, the involvement of at least one caring adult, and a wealth of information about educational requirements and job opportunities in the labor market all dramatically increase a young person's chances of obtaining and retaining a successful career pathway that leads to adult self-sufficiency. This model integrates the following four program components which ensure active participant involvement – with the **job placement** as the ultimate goal: (**a**) Preparatory Experiences: Services conducted in environments where youth feel accepted and nurtured and include **career assessment, opportunity awareness, and work-readiness skills**. The Way-to-Work Transition Portfolio illustrates a student's skills, education, experiences, and their desired outcome. The Portfolio reflects where a student is now and where a student is going. The process of creating the portfolio empowers a student to take ownership of their future plans. Participants learn to be self-directing and goal-oriented. All the information concerning a student transitioning from school to work is contained within its pages. (**b**) Connecting Activities: Activities featuring in-program and post-program support, and are designed to benefit each individual participant. This includes college visits, college fairs, works-site visits, and community exploration. (**c**) Work-based Experiences: Experiences that build up on-the-job experiences. Project-based learning offers a strategy to build students' higher-order thinking skills and prepare them for the complexities of life and work in the 21st century. Research shows that projects help students develop the capacity to solve problems, think critically and plan effectively (Birmingham et al., 2005; Darling- Hammond et al., 2008; Mergendoller et al., 2006; Thomas & Mergendoller, 2000). Students will implement **Big Green** curriculum. Students will incorporate classroom and EIT lessons into the project. For instance, they will use research, math, and writing, (to name a few) in order to develop the project. They will also learn how to resolve conflicts and overcome obstacles preparing them for the inevitable challenges of real life. When students engage in interdisciplinary study, they show increased understanding, appreciation of diverse viewpoints, ability to think critically and ability to transfer information to novel problems (Mathison & Freeman, 1997). (**4**) Leadership & Youth Development: Activities that assist the young person to become self-sufficient and a productive member of society. This includes workshops, interaction with mentors and positive community leaders. Tyus Nedd will collaborate with local churches in order to implement his curriculum **DREAM**. Tyus Nedd has developed workshops/coaching sessions for students through the YMCA. He will incorporate the same type of workshop. Further, he will coordinate an effort of leaders in local (Reynoldsburg) church to develop a team of trainers, coaches, and volunteers. Dream Workshops will reinforce the SMART goals that the students will create. They will interact and discuss how to implement goals, the pitfalls and distractions that could prevent them from realizing their goals. They will also have the opportunity to serve in leadership roles in the after school environment.

6. ***Discuss how the program will utilize best practices to ensure program success.*** We have several best practice models that we will integrate. First, the OSU Nisonger Model has been continuously perfected over the past 12 years. Funded by the U.S. Department of Education through successive grants dating back to 2003, the EIT curriculum was originally developed for students with and without disabilities in inclusive classroom settings. It has been repeatedly developed and tested in Ohio schools with a variety of student populations including students in special education and students at risk of dropping out. Generally, field testing in the schools consisted of stratifying schools by socioeconomic status and assigning them to experimental and control groups using a pretest-posttest research design. Data from a sample of 287 students with and without disabilities revealed that students in the experimental group made statistically significant gains in IT literacy as compared to students in the control group. Students in the experimental group also showed greater trend gains in several transition skills, including goal setting, knowledge of how to find jobs, and finding information about college. In sum, evidence from prior research supports EIT as a potentially useful tool for teaching the 21st Century skills that students need for competitive employment (Izzo, Yurick, Nagaraja, & Novak, 2010).

As well, **Lead The Way Community Connections (Reynoldsburg)** will use the NCWDY researched-based Guideposts is the program's model. This model has been consistently updated (based on research) to reflect components that lead to successful outcomes for all students. We will incorporate the following guideposts to

this model: career preparation and work-based learning experiences; youth development and leadership; connecting activities; and family involvement/support.

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.***

Since 2004, Lead The Way has attained and managed over $4 million in federal, state, and local dollars for youth and workforce development training. Funding sources include: Central Ohio Workforce Investment Corporation; Franklin County Department of Job & Family Services; Honda Foundation; American Electric Power Foundation; Women's Fund of Central Ohio Foundation; Cardinal Health Foundation; and The Ohio State University Honors College. This funding has allowed us to invest in quality staff and programming. Lead The Way Learning Academy currently has an active contract with COWIC in partnership with RCSD, Whitehall City Schools, and Columbus City Schools where they provide career pathway programming for high school juniors and seniors. Our history with programming includes two (teen) girls mentoring programs at the J. Ashburn Jr. Youth Center. Program successes include: **2014-Present**: Franklin County Career Pathways; **2010–2013:** Lead The Way Career Academy; **2010–Present:** Lead The Way After School Programs (FCJFS); **2006-2010:** Lead The Way (high school youth with disabilities); **2011** Camp IT (80 youth - summer employment); **2010, 2013-2014:** Youth Web Corps (350, 125, 125 respectively - summer employment); **2007, 2008, 2009:** Camp IT Summer YouthWorks! (50, 100, 175 respectively - summer employment); **2008-2010:** J. Ashburn Jr. Youth Center Measure Up Program (middle school); **2007-2011:** J. Ashburn Jr. Youth Center After School Program (elementary school); **2008-2011:** J. Ashburn Jr. Youth Center Summer Life Enrichment Program; **2007-2008:** JAJYC Corps; **2007-2008:** THE Girls Mentoring Program; **2007-2008:** Conquerors Mentoring Program; **2004-2006** High School High Tech (high school youth with disabilities). Lead The Way has made a large impact in the community.

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

Building trusting relationships with community, government, private nonprofit, business sector, faith-based, and volunteer organizations requires time and effort. Many of the program components necessitate partnerships with community organizations. This proposal document our strategy for developing a collaborative delivery system. The program partners (listed below) will form a Steering Committee. This committee will meet monthly (more frequently if necessary) to ensure that progress is being made. Site Coordinators and Principals will serve as the bridge between these community organizations and our site locations. In addition, strong connections will be established with local colleges and technical schools. Teachers will participate in tutoring and homework instruction and work directly with high-risk youth; university student volunteers will serve as mentors and tutors for the students. Connections include:

Name of Person or Agency	Partner or Subcontractor	Type of service to provide	Outcomes
OSU Nisonger	Partner	Envision IT Curriculum	EnvisionIT web-based curriculum; transition portfolio; evaluation
RSCD & Middle School Administrators	Partner	Student referrals, orientation, school resources to include space, storage, etc (administrators, counselors, teacher, students & parents)	Eligible, interested students; coordinate use of space, time, resources; coordination between school day-after school
Mt Carmel Hospital	Partner	Mentors, Job Shadows,	Goals, Caring Adults;

		Worksite Visits, Career Workshops	Career Exposure; College & Career Access Activities
Columbus Public Health Department	Partner	Drug & Alcohol Prevention Pregnancy Prevention	Weekly sessions & workshops
International Christian Center	Partner	DREAM Curriculum; Train-the-Trainer (local partner-churches in Reynoldsburg)	Reinforce SMART Goals
Central Ohio Mentoring Center	Sub-Contractor	Mentor-Mentee Training BCI/FBI Background Checks	Interpersonal & Effective communications; Cultural Awareness;

Application Section II: Program Management

9. ***Leadership Team:***

Jackie Kemp, MLHR Executive Director, *Lead The Way Learning Academy*, has over 30 years of progressive experience in administration, program/project management, human resources, diversity consulting, training, workforce development, and youth development. This program is specifically designed to assist middle school students transition into high school and ultimately into a college and/or career. Additionally, Jackie spent five years as a College Access Advisor (I Know I Can). As Board Member of Catholic Social Services, Jackie served as Co-chair, Human Resources Committee. Currently she is a United Way Accountability Committee member. Her expertise in program administration and project management will greatly enhance this proposed program. Staff time will be devoted to the oversight and implementation of all project activities, budget management, report preparation, consultant and staff oversight. This includes material development, student recruitment and orientation; supervisor/staff recruitment and orientation sessions; client/volunteer recruitment and orientation; providing ongoing consultation and support to staff and all participants; troubleshooting technical support issues; and program enhancements as necessary.

Tricia Moore has been the director of partnerships and shared services for the Reynoldsburg City School District for seven years. With her support the district has forged unique partnerships resulting in shared campus including two Reynoldsburg high school academies, a public health care center and a community college. She has won more than $16 million in competitive grants for Reynoldsburg schools. Prior to joining the school district, Ms. Moore spent 10 years as a community journalist. She is a 1997 graduate of the Ohio University Scripps School of Journalism.

Brian Pierson, Director of Community Outreach, Mount Carmel Health System. As director of community outreach, he continually looks for ways for the health system to fulfill its mission of caring for underserved populations. Pierson spearheaded the team that created the Street Medicine program, which serves the homeless population in Columbus. The program brings Mount Carmel employees to homeless camps to provide free medical care and social work services. He also has worked to ensure the Mount Carmel Mobile Outreach Coach – a mini health center on wheels – uses a vertical model, meaning patients can get treatment for a variety of physical and mental health issues and social services in the same place. During his tenure at the health system, Pierson also has nurtured programs that serve new mothers and victims of crime. He is the lead contact with Reynoldsburg City Schools on a partnership that provides educational support to students as well as facilities to the hospital system to offer primary care to underserved populations in or near Reynoldsburg.

Margaretha Vreeburg Izzo, Ph.D., Senior Researcher. Dr. Izzo, a professor in psychiatry at OSU, serves as the program director of the Transition Services division at the Nisonger Center. She has more than 30 years of experience in the field of special education research. Dr. Izzo is currently the Principal Investigator (PI) of two federally funded grants from the U.S. Department of Education focused on enhancing postsecondary outcomes for students with disabilities. One of the projects consists of scaling-up the online EIT curriculum

nationwide in order to teach at risk high school students with and without disabilities the key 21st Century skills that are needed for success in and out of school. The other federal project consists of providing career development and work-based learning to young adults with intellectual disabilities (ID) in a postsecondary setting. Dr. Izzo has extensive experience with developing and evaluating technology-based interventions for students, teachers, and service providers, including interventions that include electronic and face-to-face mentoring. Dr. Izzo received her Ph.D. in special education from OSU and is a National Institute on Disability and Rehabilitation Research (NIDRR) Mary E. Switzer Fellowship recipient. In the proposed project, Dr. Izzo will provide supervision and guidance on evaluation methodology and assist with data reporting and dissemination. She will also assist with fiscal management of the awarded consultant contract.

Alexa Murray, Associate Researcher. Ms. Murray is a program manager in the Transition Services division at the OSU Nisonger Center. Ms. Murray has 14 years of experience in special and general education research. She has served in a program coordination and evaluation role for five federally funded grants and has extensive experience developing research measures and data collection protocols. She also has experience developing electronic curricula for high school students and project replication guides and multimedia training materials for middle and high school teachers and college faculty. Ms. Murray received a Master in Gerontological Studies (MGS) degree from Miami University of Ohio and a Master of Arts (MA) degree in clinical mental health counseling from OSU. In the proposed project, Ms. Murray will identify and adapt research measures and develop data collection protocols. She will also assist with data reporting and dissemination and supervise the curriculum duties of Andrew Buck and Jay Hsiao.

Andrew Buck, Trainer. Mr. Buck is a program coordinator in the Transition Services division at the OSU Nisonger Center. Mr. Buck has served as the lead curriculum developer and trainer for the EIT curriculum for the past two years. Prior to his service at the Nisonger Center, Mr. Buck was a high school teacher at a K-12 school for students with Autistic Spectrum Disorder (ASD) specializing in STEM education. Mr. Buck has a Master of Arts in Educational Policy and Leadership from OSU. In the proposed project, he will train teachers on effective EIT implementation with students in the classroom. Mr. Buck will also provide technical assistance to EIT teachers, collect survey data, and implement focus groups.

Jay Hsiao, Education Technology Specialist. Mr. Hsiao is an educational technology specialist in the Transition Services division at the OSU Nisonger Center. He has extensive experience with managing online curriculum in learning management systems as well as creating electronic publications. Mr. Hsiao has a Master of Social Work from OSU. In the proposed project, he will create and archive EIT courses in Schoology as well as work with RCSD staff to import EIT content into their preferred electronic venue by request. Mr. Hsiao will also retrieve and analyze student performance data on unit quizzes.

Tyus Nedd currently serves as Lead Pastor of International Christian Center, a multicultural, multi racial and multi generational church in Columbus, Ohio. Tyus serves as the Executive Director of Dream for Life, a non-profit corporation to enrich the future by empowering, encouraging and educating individuals and organizations in realizing and releasing their dream(s). He is an Executive Dream Coach for corporate executives, college and high school coaches, students, and pastors. He designed and implemented a dream coaching program for at risk young men ages 12-17 and 18-35 for the YMCA Columbus.

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.*** While there may be some variation, Lead The Way Community Connections (Reynoldsburg) will be held for about 36 weeks (September through May) for an estimated two and a half hours each day (Monday through Friday) during weekday afternoons (parents' typical work hours). We also plan to offer an occasional Saturday program. **Time Lines, Tasks, Responsibilities, and Persons Responsible Attachment 2** chart shows how program activities will be implemented during the three years.
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:

The mentor coordinator will partner with the Mentoring Center of Central Ohio to coordinate background screening of mentors as well as mentor trainings on effective communication with mentees and netiquette. Mentors will be matched to mentees using a group mentoring model where one mentor is assigned to multiple mentees. Mentor-mentee communication will occur through weekly electronic correspondence such as Skype for group communication or Gaggle.Net for one-to-one communication that can be monitored by a teacher or the mentor coordinator. Mentor-mentee communication will also occur through regular face-to-face mingles at the schools that the mentor coordinator will coordinate at least twice a month. The mentor coordinator will work with RCSD to select the most appropriate communication platform for mentors and mentees. The mentor coordinator will use the EIT curriculum as a means of structuring mentor-mentee communications so that mentors are completing activities along with their mentees and providing feedback on unit activities (such as developing a resume and writing a career narrative) where applicable. Mentor participation and communication with their mentee beyond the first year of matching and correspondence will be encouraged for the sake of optimizing relationship rapport and effectiveness.

Identification and intake process for mentees: Social Service teams from the schools will select the candidates most likely to benefit from mentoring in conjunction with other interventions. Selection criteria for students identified as eligible:

Selection Criteria	Selection Criteria
High Absenteeism (6 or more)	Discipline Referrals (3 or more)
Failed or repeated one or more grades	Is at risk of or has dropped out of school
Is failing one or more subjects	Works or tests below grade level

b. ***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*:**

Family Involvement: A simple flyer about *the mentoring program* and its benefits will be designed and distributed to selected families. Since some parents may be illiterate, school staff and volunteers will contact those who do not respond to encourage their involvement. Classroom teachers, selected youth, parents, and administrators will market the program. Community meetings will acquaint the public and families with *the program* and emphasize it as a resource for **both** students and families. **Kick Off**: We will host a community-wide kick off to formally introduce parents to the RSCD administrators and program partners and staff. **Monthly Family Engagement**: families will have the opportunity to meet and talk with mentors and review student project and activities on a monthly basis. **Mentor Involvement:** Central Ohio Mentoring Center will conduct training activities that are tailored for the mentors and mentees. **Focused Forum:** Quarterly we will invite program staff, volunteers, mentors, and students to give us program feedback. The feedback will be used to adjust and refine project activities, participation, etc (as appropriate).

c. ***Assessing fiscal accountability and faithful implementation of project plans*:**

Lead The Way Learning Academy will provide budget oversight. In addition to attending the mandatory training, if selected, we will assurance that the budget execution will: (i) ensure that the budget will be implemented in conformity with the authorizations granted in the law, both in the financial and policy aspects; (ii) resolve problems arising during implementation; and, (iii) manage the purchase and use of resources efficiently and effectively. Our accounting procedures and policies should ensure compliance with budgetary authorizations and have adequate monitoring and reporting capabilities to be able to identify budget implementation problems promptly.

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.***

Roles & Responsibility worksheets **Attachment 3.**

Application Section III: Evaluation Plan

13. The program will employ a multiple cohort longitudinal research design to address the following key research questions:

1) How do students, teachers, and mentors rate the impact of the services provided through the project (i.e., the EIT curriculum, mentoring, and work-based learning) on college and career readiness?
2) How do students, teachers, and mentors rate the quality of the services provided through the project in regards to meeting instructional and career development needs?
3) Regarding transition and academic achievement, how well do students in the project perform and how much if any do students improve from year to year (course grades, internal behavioral and disciplinary actions, and attendance records)?
4) Regarding transition and academic achievement, how do at-risk students who participate in EIT, mentoring, and after school activities, project-based activities compare with at-risk students who participate in EIT and work-based learning but who do not participate in mentoring?
5) After school surveys containing open and closed questions directed at students, parents, teachers, volunteers, and project staff.

Data will be collected and analyzed on the first three research questions all three years of the project. The fourth and final research question will not be addressed until the third year of the project. In the third year, data will be collected on a matched sample of at-risk students who did not participate in the mentoring component of the program. This data will be analyzed for comparison with data from program participants in order to determine the impact of mentoring if any on program outcomes. **(Attachment 4)**

14. **Applicants are to complete the program model**: **Attachment 5**

15. **Application Section IV: Sustainability:** We will provide for sustainability by (a) recruiting community leaders to advocate for resources and policies to sustain the programs; (b) inviting potential funders who share our commitment to youth development to contribute to the sustainability plan; (c) co-sponsoring training for all stakeholders to identify and apply for foundation, corporate, and government grants in 2017.

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

By clicking this box, ☒ *I (Insert Name)* **Jackie Kemp** *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.*

IRS DETERMINATION

FISCAL AGENT MOU

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

Date: AUG 31 2004

Educational Solutions Co.
c/o W.C. Cupe Community School
1132 Windsor Avenue
Columbus, OH 43221

Employer Identification Number:
80-0060993
Person to Contact and ID Number:
Bruce Lewis, 50-18875
Toll Free Contact Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
509(a)(3)
Form 990 Required:
Yes
Effective Date of Exemption:
March 10, 2003
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. **Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.**

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed *Information for Organizations Exempt Under Section 501(c)(3)* for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Charles F. Kaw for

Lois G. Lerner
Director, Exempt Organizations
Rulings & Agreements

Enclosure: *Information for Organizations Exempt Under Section 501(c)(3)*

Memorandum of Agreement
between
EDUCATIONAL SOLUTIONS CO.
and
LEAD THE WAY LEARNING ACADEMY

FISCAL AGENT
Role and Responsibility

Educational Solutions Co. ("Fiscal Agent") agrees to serve as the fiscal agent for LEAD THE WAY LEARNING ACADEMY ("Applicant"), beginning on **January 1, 2015** and ending on **June 30, 2015** under the following terms:

As fiscal agent, Educational Solutions Co. agrees to provide the following services, with the provision that funds are available to Educational Solutions Co., to:

1. Establish a separate checking account for the Applicant's projects;
2. Establish a separate internal accounting record for the Applicant's projects;
3. Establish a regular schedule for the receipt and disbursement of funds to the Applicant (Attachment 1)
4. Disburse funds to the Applicant upon receipt of request of funds. Disbursement of funds is not to exceed the amount on account with Fiscal Agent;
5. Maintain records in accordance with established bookkeeping principles and submit required financial reports to Applicant and to its funders, as requested.

The fee to be charged for Fiscal Agent services will be four percent (4%) of the gross funds collected on behalf of Applicant. Crediting of Fiscal Agent fees to Educational Solutions Co. will occur immediately upon depositing of received funds by Fiscal Agent on behalf of Applicant.

Fiscal Agent agrees to abide by other reasonable requirements as stated in the terms of funding from funders serving the Applicant's program, and to provide the following documentation to funders on request if deemed necessary to facilitate grants, donations, and other funding mechanisms:

- Most recent year-end financial and reports
- Fiscal Agent's 501 (c)(3) letter from the IRS

This Fiscal Agent Agreement will be in effect for the term stated above, and can be automatically renewed for additional terms. This Agreement may be terminated by either party by giving the other party thirty (30) days written notice. Upon termination, Fiscal Agent shall transfer the remainder of any cash balance it holds in favor of Applicant to any subsequent fiscal agent or to Applicant if it is appropriately qualified to receive said funds.

For Educational Solutions Co.:	**For the Lead The Way Learning Academy:**
Signature	Signature
Estella Stephens, Superintendent	**Jackie Kemp, Executive Director**
Print Name and Title	Print Name and Title
January 16, 2015	**January 16, 2015**
Date	Date
1500 W. 3rd Avenue, Columbus, OH 43212	6600 Busch Boulevard, Suite 200 Columbus, OH 43229
Mailing Address	Mailing Address

Attachment I

Receipt and Disbursement Schedule
Receipt and Disbursement of contributions made to LEAD THE WAY LEARNING ACADEMY or EDUCATIONAL SOLUTIONS CO. will be handled in the following manner:

1. EDUCATIONAL SOLUTIONS CO. will make a copy of the letter and/or check. The copies will be sent to LEAD THE WAY LEARNING ACADEMY and the originals will be on file with EDUCATIONAL SOLUTIONS CO.

2. EDUCATIONAL SOLUTIONS CO. will deposit the contribution, less the fiscal agent fee (4%) into the EDUCATIONAL SOLUTIONS CO. /LEAD THE WAY LEARNING ACADEMY checking account. The fiscal agent fee will be deposited into the EDUCATIONAL SOLUTIONS CO. checking account.

3. EDUCATIONAL SOLUTIONS CO. will keep a copy of the deposit slip and mail the original deposit slip to LEAD THE WAY LEARNING ACADEMY.

4. EDUCATIONAL SOLUTIONS CO. will alert LEAD THE WAY LEARNING ACADEMY via email about deposits including funder name and amount.

5. LEAD THE WAY LEARNING ACADEMY will email EDUCATIONAL SOLUTIONS CO. a request for the funds along with an itemized budget breakdown of how the dollars will be spent.

6. After the check clears and within 48 to 72 hours after receiving the request from LEAD THE WAY LEARNING ACADEMY, EDUCATIONAL SOLUTIONS CO. will transfer the funds to the checking account managed by LEAD THE WAY LEARNING ACADEMY.

PARTNERSHIP AGREEEMENT

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Description of Nature of Partnership

In order to ensure the effective implementation of the Community Connectors program throughout the state, applicants are required to partner with education stakeholders from the faith, business, and nonprofit communities. Each applicant must identify its partners and include description of each respective partner's roles and responsibilities in question 12 of the grant application.

A partner agrees to provide human and material assets or access to academic and administrative resources to the grant applicant to develop or execute a Community Connectors grant application. However, in partnership, only the grant applicant is responsible for ensuring the grant is developed and executed according to the terms of the grant agreement.

Each member of the partnership is responsible for the following assurances:

1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
3) Demonstrate a commitment to clear roles and responsibilities of each partner as it relates to the grant proposal and application.
4) Sustain consistent communication among partners and stakeholders with a shared vision of the goals of the grant proposal. This includes participating in regularly scheduled meetings for project management and identifying areas for improvement.
5) Ensure partners have appropriate access to data for purposes of grant program improvement and evaluation in accordance with state and federal law.

Lead Applicant
Name: Jackie Kerry
Title: Executive Director
Organization: Lead The Way Learning Academy
Sign: [signature]

Partner
Name: Margo Vreeburg [signature]
Title: Program Director
Organization: Ohio State University Nisonger Center
Sign: [signature]

Partner
Name: Tina Thomas-Manning
Title: Superintendent
Organization: Reynoldsburg City Schools
Sign: [signature]

Partner
Name: TYUS NEDD
Title: PASTOR
Organization: INTERNATIONAL CHRISTIAN CENTER
Sign: [signature]

ROLES & RESPONSIBILITIES

Roles and Responsibilities Worksheet (Required)

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.

1. Faith-based organization:

- Time contribution
  25%
- Personnel contribution

Tyus Nedd will coordinate with local Reynoldsburg churches to develop a network of resources that is local and personal to the Reynoldsburg area.

- Monetary contribution

In-kind donation of published book: Tyus has authored several books and manuals. He is going to personalize the book and manual, Dreams are Contagious for this group of participants at no cost. The DAC (Dream Are Contagious) Manual will be incorporated into the training and teaching for the students in the program. The manual has four sections. These sections will help students stay focused and committed to achieving their unique goals. The first section is called "THE PLAN". The motivational instructions contained in this section will keep participants encouraged, inspired as they are challenged to pursue their dreams. The second section, "YOUR THOUGHTS . . .?" poses a question. Participants will think about the question and write down his/her thoughts about the question and use it as a guiding consideration as he/she is developing and contemplating their SMART goals. The third section is, "OUR STORY." A personal note from one of the Dream Coaches will be found in this section. Each note is designed to prepare participants to embark upon his/her individualized action plan. The final section of each chapter is the "ACTION PLAN." Here students will learn how to clarify, write down, and execute his/her own personal plan of action (in conjunction with the SMART goals. Coaches will have dialog with the large group and then break them down into small groups to better facilitate one-on-one opportunities for mentorship as a f and be prepared to discuss it with your dream coach.

- Shared responsibilities

  Recruitment of churches and volunteers to act as mentors and training; attend monthly meetings; monitor progress/process of participants

- Additional roles and responsibilities

N/A

2. School district partner:

- Time contribution

In addition to the after-school components of the program, approximately one hour of instructional time per week will be dedicated to this program for participating students. This will occur in an advisory setting, led by a certified teacher, or integrated into related curriculum.

- Personnel contribution

At least seven teachers will guide students through school-day activities, including some modules of OSU's curriculum and occasional activities with mentors; Administrators from each school will have responsibility to liaise with program staff and directors, and a district-level administrator will coordinate with all to ensure consistent, timely and appropriate program implementation; Reynoldsburg staff will identify eligible students based on the criteria described in the proposal.

- Monetary contribution

In-kind

- Shared responsibilities

Monitoring the success of students in the program; Planning some activities, particularly when different use of facilities is needed, such as for Saturday activities; Arrange transportation for off-site activities, including visits to workplaces and/or colleges; Collect/report data needed for the program evaluation; Communicate about the planning, implementation and success of the program.

- Additional roles and responsibilities

Provide services to complement the mentorship program for participating students, as appropriate, such as tutoring and counseling; Provide facilities for all programs, including computer hardware and broadband service needed to access the online curriculum and for students to interact with mentors in between in-person activities; Coordinate and provide dinner meals; Clean and maintain spaces for the programs; Administer relevant college placement tests and/or support students in application to career center programs; Provide appropriate pathways programming for all students, regardless of their success in the mentorship program.

3. Business partner:

- Time contribution

  Volunteer mentors will contribute 1-2 hours per week of their personal time to the program.

- Personnel contribution
- Volunteers from Mount Carmel Health will be permitted, with their supervisor's approval, to participate in occasional mentorship activities during their work hours.
- Monetary contribution

In-kind

- Shared responsibilities

Recruit volunteers to serve as mentors.□ Additional roles and responsibilities. Mount Carmel will sponsor/support occasional mentor group activities, such as workplace visits to our facilities or visits with other professionals not serving as full-time mentors. If feasible and relevant, Mount Carmel may support project-based learning activities related to community health education or advocacy. Participate/attend monthly steering committee meetings

- Additional roles and responsibilities

N/A

4. Community nonprofit (if applicable):

Ohio State University Nisonger Center

- Time contribution

  22%

- Personnel contribution

  The role of the Ohio State University (OSU) Nisonger Center in the proposed project is twofold: a) to provide the transition-focused online EIT curriculum to RCSD in their preferred electronic format, and b) to evaluate program activities and outcomes. Providing the EIT Curriculum. Regarding the first role, EIT is an online 12-unit curriculum delivered through the no-cost learning management system Schoology. The curriculum is aligned with national and state content standards and teaches 21st Century skills in the following core areas: a) English Language Arts (ELA), b) information and communication technology (ICT) literacy, c) transition planning, and d) financial literacy. The cumulative product of the EIT curriculum is a self-directed student Transition Portfolio consisting of 14 components such as a resume, online job and college applications, a career narrative, and a high school course plan to name a few. Through unit content and activities in the EIT curriculum that build the Transition Portfolio, students develop measureable postsecondary goals using the S.M.A.R.T. goal framework as well as plans to achieve their goals.

- Monetary contribution

In-kind - EnvisionIT curriculum,

- Shared responsibilities

Monthly meetings - program implementation/monitoring; recruitment; training teachers, mentors, staff;

- Additional roles and responsibilities

N/A

5. Community nonprofit (if applicable):

Lead The Way Learning Academy

Time contribution

25%

Personnel contribution

Coordinate and implement the project goals and timeline. Develop a marketing materials for parents and students that meet the intended selection criteria. Market, recruit, interview, hire staff. Organize the Project Steering Committee to ensure effective communication and application of project goals. Coordinate licensing effort.

Monetary contribution

In-kind - staff, printing, travel

Shared responsibilities

Monthly meetings - program implementation/monitoring; recruitment; training teachers, mentors, staff;

Additional roles and responsibilities

PROGRAM MODEL

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Program Name: LTW COMMUNITY CONNECTIONS (REYNOLDSBURG)

Resources	Program Activities	Outputs	Outcomes	Goal
What resources will be needed to conduct this program?	*What will we do with the resources?*	*Briefly describe the number of students engaged and the number of adults involved.*	*What are the short or intermediate term results that will be achieved?*	*What are the long term results that will be achieved?*
a) Funding b) Partnership with Mount Carmel Health to recruit mentors c) EnvisionIT (EIT) standards-aligned, career-focused 21st Century curriculum d) Staff/mentorship coordination including mentor background screening, mentor training, and teacher training on EIT e) School/district support for program sustainability and student internship / worksite placement	Develop and sustain a developmental model of transition and college and career readiness for Reynoldsburg, Ohio youth in middle and high school replete with: 1) Career exploration and goal setting through the EIT curriculum; 2) Mentorship from working professionals recruited through Mount Carmel Health 3) Real-world work experience (internship, summer work, career center, job shadowing) through student placement sites	a) Using a longitudinal design, a total of 225 at-risk students will participate in the three-pronged program (EIT curriculum, mentorship, work-based learning) starting with an 8th grade cohort b) Using a group mentoring model, a total of 110 mentors will be recruited and matched to student participants c) Program staff and partners from Reynoldsburg, Mount Carmel Health, and OSU Nisonger Center will implement and evaluate (see key personnel)l	1. Setting goals to be prepared for 21st century careers 2. Building character 3. Developing pathways to achievement 4. Building resiliency 5. Believing in a positive future	Strengthen communities, encourage mentoring opportunities, and create new pathways for civic engagement that will result in higher educational achievement, higher levels of well-being, and health and workforce readiness for our state.

BUDGET FORMS

Budget Summary

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Budget summary automatically fills after completing individual annual budgets (Year 1, Year 2, and Year 3)

Lead The Way Community Connections (Reynoldsburg)

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	121,049.40	121,049.40	121,658.40	363,757.20
B. Payroll Fringe Benefits	9,683.95	9,683.95	9,732.67	29,100.58
C. Travel	-	-	-	-
D. Supplies	3,600.00	783.50	783.72	5,167.22
E. Equipment	1,725.00	-	-	1,725.00
F. Contracted Services	10,000.00	-	-	10,000.00
G. Training	10,650.00	10,600.00	10,600.00	31,850.00
H. Evaluation	30,000.00	10,000.00	10,000.00	50,000.00
I. Other Program Cost	2,800.00	2,800.00	2,800.00	8,400.00
J. Additional Mentor Support Cost	-	-	-	-
TOTAL PROJECT COST	**189,508.35**	**154,916.85**	**155,574.79**	**500,000.00**
LOCAL CONTRIBUTION	142,633.00	142,633.00	142,633.00	427,899.00
STATE MATCH	46,875.35	12,283.85	12,941.79	72,101.00
LOCAL %	75%	92%	92%	86%

YEAR 1 - PROJECT BUDGET

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Lead The Way Community Connections (Reynoldsburg)

Summary

Lead The Way Learning Academy is partner with Reynoldsburg City School District, International Christian Center, OSU Nisonger and Mt Carmel. We are proposing a mentoring program for 8th grade students. The first year budget is we have to consider licensing the program (ODJFS requirement).

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Project Director	1	$75,000	18%	13,500.00
Site Coordinator - the Site Coordinator will be responsible for program development and implementation ($16/hr x30 hrs week x 36 weeks = $18,360 x 3 coordinators)	3	$32,480	52%	50,668.80
Site Assistant - assist coordinator in implementing programming/activities ($14/hr x 25 hrs week x 36 weeks = $12,600 x 3)	3	$28,420	44%	37,514.40
	0	$0	0%	-
Volunteer Coordinator - manage volunteers, mentor-mentee related activities and events ($18/hr x 30 hrs week x 36 weeks	1	36,540.00	53%	19,366.20
				-
			Total	**121,049.40**

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	121,049.40	8%	9,683.95
		Total	**9,683.95**

C.1. Staff Travel

Description	Total Amount
N/A	-
	-
	-
Total	**-**

C.2. Mentor Travel

Description	Total Amount
N/A	-
	-
	-
Total	**-**

D. Supplies

Description	Total Amount
ODJFS Licensing start-up ($500 x 3) &required equipment and supplies ($500 x 3each site)	$3,000

Office Supplies: classification files, paper, cartridges, ink pens, pencils, paper clips, staples, stamps (mailings to families), binders, portfolios	$600
	-
Total	**3,600.00**

E. Equipment

Description	Unit Cost	Units	Total Amount
Site Coordinator Laptops	$500.00	3	1,500.00
Camera	$75.00	3	225.00
			-
		Total	**1,725.00**

F. Contracted Services

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Zatna (Project-based Training @ $10,000 per site; curriculum, training, and technical support	$100.00	100	10,000.00
	$0.00	0	-
			-
		Total	**10,000.00**

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
First aid/CPR/Communicable Disease	$65.00	10	650.00
	$0.00	0	-
			-
		Total	**650.00**

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Mentoring Center of Central Ohio (mentor-mentee training & BCII/FBI Checks	$100.00	100	10,000.00
			-
			-
		Total	**10,000.00**

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
OSU Nisonger (Evaluation)	$200.00	150	30,000.00
			-
			-
		Total	**30,000.00**

I. Other Program Cost

Description	Total Amount
Family Night Refreshments x 3 sites ($75 per site x 8 events)	1,800.00
Leadership Retreat (1 1/2 day off site)	1,000.00
	-
Total	**2,800.00**

J. Additional Mentor Support Cost

Description	Total Amount
N/A	

	-
	-
Total	-

The Local Contribution consists of identified in-kind contributions and available funding designated for this program.
The Local Contribution may not be less than 25% of the total project budget in any year.

PROJECT YEAR 1	BUDGET
Total Budget	189,508.35
Local Contribution	142,633.00
State Match	46,875.35
Local %	75%

YEAR 2 - PROJECT BUDGET

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Lead The Way Community Connections (Reynoldsburg)

Summary

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Project Director	1	$75,000	18%	13,500.00
Site Coordinator - the Site Coordinator will be responsible for program development and implementation ($16/hr x30 hrs week x 36 weeks = $18,360 x 3 coordinators)	3	$32,480	52%	50,668.80
Site Assistant - assist coordinator in implementing programming/activities ($14/hr x 25 hrs week x 36 weeks = $12,600 x 3	3	$28,420	44%	37,514.40
Volunteer Coordinator - manage volunteers, mentor-mentee related activities and events ($18/hr x 30 hrs week x 36	1	$36,540	53%	19,366.20
	0	$0	0%	-
				-
			Total	**121,049.40**

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	121,049.40	8%	9,683.95
		Total	**9,683.95**

C.1. Staff Travel

Description	Total Amount
N/A	-
	-
	-
Total	**-**

C.2. Mentor Travel

Description	Total Amount
N/A	-
	-
	-
Total	**-**

D. Supplies

Description	Total Amount
Office supplies: files, cartridges, paper, ink pens, pencils, staplers, paper clips	$784
	-
	-
Total	**783.50**

E. Equipment

Description	Unit Cost	Units	Total Amount
N/A			-
			-
			-
		Total	-

F. Contracted Services

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Zatna - Project-based Curriculum	$0.00	0	-
			-
			-
		Total	-

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Off To A Great Start	$60.00	10	600.00
			-
			-
		Total	**600.00**

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Mentoring Center of Central Ohio - train mentors-mentees	$100.00	100	10,000.00
			-
			-
		Total	**10,000.00**

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
OSU Nisonger	$100.00	100	10,000.00
			-
			-
		Total	**10,000.00**

I. Other Program Cost

Description	Total Amount
Family Night Refreshments x 3 sites ($75 per site x 8 events)	$1,800
Leadership Retreat	$1,000
	-
Total	**2,800.00**

J. Additional Mentor Support Cost

Description	Total Amount
N/A	-
	-
	-
Total	-

The Local Contribution consists of identified

PROJECT YEAR 1	BUDGET
Total Budget	154,916.85

in-kind contributions and available funding designated for this program. The Local Contribution may not be less than 25% of the total project budget in any year.	Local Contribution	142,633.00
	State Match	12,283.85
	Local %	92%

YEAR 3 - PROJECT BUDGET

COMMUNITY CONNECTORS
CommunityConnectors.Ohio.gov

Lead The Way Community Connections (Reynoldsburg)

Summary

A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
Project Director	1	75,000.00	18%	13,500.00
Site Coordinator - the Site Coordinator will be responsible for program development and implementation ($16/hr x30	3	$32,480	53%	51,643.20
Site Assistant - assist coordinator in implementing programming/activities ($14/hr x 25 hrs week x 36 weeks = $12,600 x 3	3	28,420.00	44%	37,514.40
Volunteer Coordinator - manage volunteers, mentor-mentee related activities and events ($18/hr x 30 hrs week x 36	1	36,540.00	52%	19,000.80
				-
				-
			Total	**121,658.40**

B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	121,658.40	8%	9,732.67
		Total	**9,732.67**

C.1. Staff Travel

Description	Total Amount
N/A	-
	-
	-
Total	**-**

C.2. Mentor Travel

Description	Total Amount
N/A	-
	-
	-
Total	**-**

D. Supplies

Description	Total Amount
Office Supplies: classification files, paper, cartridges, ink pens, pencils, paper clips, staples, stamps (mailings to	783.72
	-
	-
Total	**783.72**

E. Equipment

Description	Unit Cost	Units	Total Amount
N/A			-
			-
			-
		Total	-

F. Contracted Services

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
N/A	$0.00	0	-
			-
			-
		Total	-

G.1. Staff Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Off To A Great Start (Education Council)	$60.00	10	600.00
			-
			-
		Total	**600.00**

G.2. Mentor Training

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Mentoring Center Central Ohio	$100.00	100	10,000.00
			-
			-
		Total	**10,000.00**

H. Evaluation

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
OSU Nisonger	$100.00	100	10,000.00
			-
			-
		Total	**10,000.00**

I. Other Program Cost

Description	Total Amount
Family Night Refreshments x 3 sites ($75 per site x 8 events)	1,800.00
Leadership Retreat (1 1/2 days)	1,000.00
	-
Total	**2,800.00**

J. Additional Mentor Support Cost

Description	Total Amount
	-
	-
	-
Total	-

PROJECT YEAR 1	BUDGET
Total Budget	155,574.79

The Local Contribution consists of identified

in-kind contributions and available funding designated for this program. The Local Contribution may not be less than 25% of the total project budget in any year.	Local Contribution	142,633.00
	State Match	12,941.79
	Local %	92%

IN-KIND CONTRIBUTIONS

In-Kind Contributions

Contribution	Amount
Janitorial Services. Janitorial help needed to maintain each site: $15 per hour x 400 hours = $6,000 x 3 sites.	$18,000
School Nurse. Health screening will be provided by a site school nurse and health department: $4,000 x 3 sites.	$12,000
Regular School Teachers. Locally funded teachers will collaborate with afterschool teachers. ($80,000 x .5 FTE)	$40,000
Administrators. School and District Office staff will actively participate without compensation.	Unknown
Cafeteria Facility, Staff, and Cooks. Employees will prepare the meals and snacks: $14,000 x 3 sites	$42,000
Columbus Health Department. CPH will provide gender specific training at each location (2 employees per site): $15/hr x 400 hrs x 2 specialist x 3 sites	$36,000
School District Social Workers. The workers will link students and families into community services.	$46,500
School District Teachers. Eighty teachers will incorporate EnvisionIT curriculum into c ($80,000 x 1.5 FTE)	$120,000
Mt Carmel Mentor/Volunteers . Average $35.00/hr wage x 3 hrs weekly x 36 weeks x 30 mentor/volunteers	$113.400
	$427,900

GRANT ASSURANCES

Community Connectors GRANT ASSURANCES

The parties referred to in this document are the Ohio Department of Education, herein referred to as "THE DEPARTMENT," and the applicant, herein referred to as the "GRANTEE," and any partnering entity who is not the lead applicant, herein referred to as the "CO-APPLICANT." THE DEPARTMENT may make funds available to the GRANTEE for programs operated by the GRANTEE in accordance with requirements and regulations applicable to such programs. Consistent with state laws and regulations, the GRANTEE assures, if awarded a grant:

1. That the GRANTEE will accept funds in accordance with applicable state and federal statutes, regulations, program plans, and applications, and administer the programs in compliance with the United States and Ohio Constitutions, all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the GRANTEE under the Community Connectors and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the GRANTEE has the necessary legal authority to apply for and receive the proposed grant and enter into the contract.
4. That the GRANTEE will keep and maintain the required financial and compliance records in accordance with the Ohio Revised Code Section 117.11, utilizing generally accepted accounting principles (GAAP) unless the GRANTEE has requested and received a waiver from the DEPARTMENT as to the method of accounting practices.
5. That the GRANTEE will make reports to THE DEPARTMENT as required or requested, and that may reasonably be necessary to enable THE DEPARTMENT to perform its duties. The reports shall be completed and submitted in accordance with the standards and procedures designated by THE DEPARTMENT and shall be supported by appropriate documentation.
6. That the GRANTEE will maintain records, and provide access to those records as THE DEPARTMENT and authorized representatives in the conduct of audits authorized by state statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
7. That the GRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of the program, as may be necessary according to state law.
8. That any application, evaluation, periodic program plan or report relating to the Community Connectors will be made readily available to parents and to other members of the general public.

9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. That the GRANTEE may not use its state funding to pay for any of the following:
    A. Religious worship, instruction or proselytization.
    B. The salary or compensation of any employee of the GRANTEE or any CO-APPLICANT, whose duties or responsibilities include the activities specified in paragraph 10A, herein. Salary or compensation of an employee paid directly by a faith-based entity or house of worship is permitted to be utilized as an applicant's in-kind contribution to draw down state matching funds, and is not otherwise prohibited by this section.

    B. Equipment or supplies to be used for any of the activities specified in paragraph 10A, herein.

    C. Construction, remodeling, repair, operation or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 10A, herein.
11. That the GRANTEE shall continue its coordination with THE DEPARTMENT during the length of the grant period.
12. The GRANTEE shall cooperate in any evaluation by THE DEPARTMENT.
13. That the GRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
14. That the GRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
15. That it shall maintain records for five years following completion of the activities for which the GRANTEE uses the state funding and which show:
    A. The amount of funds under the grant.
    B. How the GRANTEE uses the funds.
    C. The total cost of the project.
    D. The share of that total cost provided from other sources.
16. That in the event of a sustained audit exception, and upon demand of THE DEPARTMENT, the GRANTEE shall immediately reimburse THE DEPARTMENT for that portion of the audit exception attributable under the audit to the GRANTEE. The GRANTEE agrees to hold THE DEPARTMENT harmless for any audit exception arising from the GRANTEE's failure to comply with applicable regulations.
17. That the GRANTEE is aware all state funds granted to it are conditioned upon the availability and appropriation of such funds by the Ohio General Assembly. These funds are subject to reduction or elimination by the Ohio General Assembly at any time, even following award and disbursement of funds. Except as otherwise provided by law, the GRANTEE shall hold THE DEPARTMENT harmless for any reduction or elimination of state funds granted to it. In the event of non-appropriation or reduction of appropriation and notice, the GRANTEE shall immediately cease further expenditures under the Community Connectors.
18. The GRANTEE will adopt and use the proper methods of administering the grant and any sub grants, including, but not limited to:

A. The enforcement of any obligations imposed by law.
B. The correction of deficiencies in program operations that are identified through program audits, monitoring or evaluation.
C. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs.

19. The GRANTEE, by submission of a grant proposal, agrees that THE DEPARTMENT has the authority to take administrative sanctions, including, but not limited to, suspension of cash payments for the project, suspension of program operations and/or, termination of project operations, as necessary to ensure compliance with applicable laws, regulations and assurances for any project. The GRANTEE acknowledges this authority under Ohio Revised Code Section 3301.07 (C), as applicable.
20. . In the purchase of equipment and supplies, the GRANTEE will comply with state ethics laws and Ohio Revised Code Section 2921.42.
21. That the GRANTEE will have effective financial management systems, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
22. That the GRANTEE will obligate funds within the approved project period as set forth in the approved application and will liquidate said obligations not later than 90 days after the end of the project period for the grant.

This assurance is given in consideration of and for the purpose of obtaining any and all grants, loans, contracts, property, discounts or other financial assistance extended after the date hereof to the GRANTEE by THE DEPARTMENT, including installment payments, after such date on account of applications for financial assistance which were approved before such date. The GRANTEE recognizes and agrees that such financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the State of Ohio shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the GRANTEE, its successors, transferees and assigns. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the GRANTEE.

GRANTEE

3/5/25	03-05-15
Authorized Representative Date	Fiscal Representative Date
Jackie Kemp	Estella Stephens
Printed	Printed

ATTACHMENT 1

Lead The Way Community Connections (Reynoldsburg)

PROGRAM ACTIVITIES

Vision: Participants are prepared, motivated and inspired by their connections with caring adults; quality academic support when they need it; and an array of engaging and enriching learning opportunities after school.

Desired Results:

- Young people improve academic skills and confidence.
- Young people are engaged in diverse and enriching learning opportunities.
- Young people are connected to caring adults.
- Young people are physically and emotionally safe.
- Families have access to after school care for their children
- Families and students are attracted to the school in part because of its program.

Lead The Way Community Connections (Reynoldsburg) will provide services 4days a week, Monday through Thursday, from 3:30 pm to 6 pm.

Lead The Way Community Connections (Reynoldsburg) has 25 eighth grade students at each of 3 sites

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30 – 4 *Space*: Cafeteria	Snack / Dinner	Snack / Dinner	Snack/Dinner	Professional Development Workshop	
4 – 4:30 *Space*: Cafeteria + 1 or 2 classrooms	Tutoring H/W help	Tutoring H/W help	Tutoring H/W help		
4:30 – 5:30 *Space*: 1 classroom Computer lab	Alcohol/Drug Prevention	Leadership Council / Service Learning	Big Green Enrichment Project	Snack/Dinner	
4:30 – 5:30 *Space*: 2 classroom Computer lab	Enrichment	Enrichment		Tutoring H/W help	
4:30 – 5:30 *Space*: Gym	Recreation/Sports	Recreation/Sports	Recreation/Sports	Recreation/Sports	
5:30 – 6 *Space*: Cafeteria	Reflection Wrap up	Reflection Wrap up	Reflection Wrap up	Reflection Wrap up	

Staff consists of Site Coordinator, Instructor/Facilitator, HS TA = High school-age teaching assistant
Ratio: 2.5:25 students
Space Needs: Cafeteria; 2 classrooms/day enrichment; Gym

Project Activities will fall into two categories: core component and enrichment component. The core components of the programming is based on parental, student, and mentor participation. The enrichment activities focuses entirely on the student. The enrichment activities reinforce the established SMART goals and the transition curriculum (EnvisionIT).

Project Guide

	Core Components			Enrichment Components			
	Mentoring	**Advocacy**	**Family Involvement**	**Academic Support**	**Social/Cultural Enrichment**	**College & Career Exposure**	**Leadership Development**
Required Activities	Weekly Contact Between Student & Mentor Mentors Complete Weekly Log	Parent-Teacher Conference (2x/year) Reviewing Report Cards Supporting Student Participation in Program Activities		Academic Enrichment Tutoring	Group Events (3 per year)	College Visits EnvisionIT College/Career Workshops	Service Project Project-Based Team Activities Lock-In
Choice Activities	Academic Work with Mentor	Informal conversations with teachers Attending School Events Promoting Extracurricular Involvement Self-advocacy Workshops		After School Tutoring Individual Tutoring Project-Based Team Assignments	Graduation Celebration Summer Employment (14 year olds) Summer Volunteer (13 year olds)	EnvisionIT curriculum Job Shadowing Job Applications Test Prep	Spring Break Service Trip

Description/Core Principle/Outcomes:

EnvisionIT

Description The Ohio State University's Nisonger Center delivers Way-To-Work E-mentoring, which provides the flexibility of recruiting a larger pool of potential mentors. The mentoring relationship is an online relationship that is closely monitored by the E-Mentoring administrator and the program coordinators. This program is designed to match students with a mentor who can provide feedback and share his or her college and job experiences. Through the EnvisionIT web-based curriculum all participants will take a personality assessment, learning-styles, career/work assessment. Participants will analyze the data and then conduct career and college searches. We will also have college visits. Our goal is to provide students with information about careers and college success, expand awareness of postsecondary and career options, increase educational expectations, identify educational opportunities, and help students make the transition to college. The importance of visiting college campuses cannot be over emphasized. A college visit allows students to see firsthand the environment and evaluate the academics, athletics, housing, and the social life of that school. College visits will be hosted by the Admissions Office and they explain the process and requirements of admissions.

Core Principle: Mentoring, Believing In a Positive Future, Resiliency

Outcome: Provide positive role models and support to youth, SMART goals, Exposure to career pathways

Mentoring

Description: Mentors and students will participate in an interactive goal-setting workshop facilitated by the Mentoring Center of Central Ohio. Thereafter the mentor and site coordinator will meet with each student collaboratively to assist him/her develop an action plan. Next, students will be ready to initiate the goal writing process. Students will select one challenge area to develop for an academic goal and another challenge area for the development of a personal goal (e.g. developing a student's ethic, homework completion, or may be more specific behavioral goals). Goals and action plans will be reviewed regularly by the student and mentor.
Core Principle: Setting Goals, Developing Pathways to Achievement, Resiliency, Building Character
Outcome: Meaningful engagement in own career process; ability to successfully develop employability skills, supportive/caring adult, technology

Big Green

Description: This Project-based learning offers rich learning opportunities, engaging youth in real-world, motivating, hands-on in-depth projects. Project-based learning can: Help students see the application and use of concepts learned in school; build 21st century skills such as communication with diverse peers and adults, teamwork, and perseverance; engage children and youth of all ages and skill levels; and develop mastery, building confidence and a sense of real accomplishment. Studies have shown evidence of a range of benefits that includes improved attendance, higher grade-point averages, enhanced preparation for the workforce, enhanced awareness and understanding of social issues, greater motivation for learning, and heightened engagement in prosocial behaviors (Furco, 2007). High levels of engagement for learners of varied ability levels and from diverse backgrounds have been cited in several studies about the effectiveness of project-based learning (Darling- Hammond et al., 2008; Ravitz, 2009; Thomas, 2000). The Challenge 2000 Multimedia Project used a model of project-based learning combined with technology. It found increased student engagement, greater responsibility for learning, increased peer collaboration skills, and greater achievement gains by students who had been labeled low achievers (Penuel, Means, & Simkins, 2000). Students who struggle in traditional instructional settings may excel when working on a project, where the setting better matches their learning style (Barron & Darling-Hammond, 2008). Through project-based learning, youth frequently explore issues in their own communities, and this makes learning more relevant and connected to students' lives. Students may also work with mentors who provide expertise and offer positive adult role models. These factors offer additional benefits to youth by promoting healthy development (Benson, et al., 2004; Search Institute, 1997).
Core Principle: Building Character, 21st Century Skills, Building Character, Building Resiliency,
Outcome for Program Element: Build critical thinking, problem-solving, and decision-making skills, collaboration, teamwork, technology

Tutoring, study skills training, and instruction:

Description: An individual action plan will be developed based on the results from the ACT Work Key assessments. Tutoring services will be provided based on test scores and feedback from student teachers. Students that need to improve their basic literacy (reading and math) scores will receive tutoring, study skills training, and instruction. Need for this service will be determined by results of the ACT Work Keys.

Core Principle: SMART Goals, Believing In a Positive Future, Building Resiliency, Developing Pathway to Achievement
Outcome for Program Element: Reading, Writing, Math, and Information Technology literacy; Increase study skills, developing 21st Century skills

Drug & Alcohol Prevention

Description: Columbus Public Health's Alcohol and Drug Abuse Program agrees to assist this project by providing age-appropriate classes and workshops for youth and their parents. Classes/Workshops include: (1) Y.E.S. (You're Extra Special) A child-centered education prevention program for children whose lives have been affected by alcohol and other drug use. This 12-lesson support and education group is for children ages 8-13; (2) Leadership Resiliency School and community-based program for students ages 14-19 that focuses on goal setting, healthy relationships and coping strategies; and (3) S.A.G.E. Substance abuse general education designed for individuals and their families who do not need treatment or driver intervention services.
Core Principle: Believing In a Positive Future, Building Resiliency, Developing Pathway to Achievement
Outcome for Program Element: Address the social, sexual, physical, and psychological well-being of participants

Family Engagement / Family Night

Description: Parents' involvement and support are crucial in helping children achieve the benefits of after-school programming. Parents are needed as key partners who can help motivate their children to enroll in an after-school program and attend on a regular basis. They will be invited to **Monthly Family Night** to celebrate student achievements (i.e. improved grades in school, attendance, completion of successful community service project, etc). Working with administrators and school staff, Site Coordinators will ensure that parents of middle school students are informed about school and after-school offerings, receive periodic updates on their children's participation and progress, given a menu of ways they can become involved in their school after-school community.
Core Principle: Building Character, Believing In a Positive Future, Building Resiliency
Outcomes: positive parent-child relationship, increased achievement, supportive parent, community/school/academic awareness

Leadership Development

Description: Retreat and Leadership Lock-In will be scheduled. The retreat will allow participants to develop the agenda and goals for the upcoming year. Students will receive training on team building, effective meetings, and service learning projects. The Leadership Lock-In has been designed to promote leadership development, education, employment, independent living, and health and wellness among diverse young leaders. We have several sessions that students will be able to choose from. Sessions will include opportunities for group activities and interactive exercises where the participants discuss strategies and practice their leadership skills. Participating youth will make connections between community, school and work; develop or refine personal goals; identify career skills; and explore possible career paths.
Core Principle: Building Resiliency, Developing Pathway to Achievement
Outcomes: supportive adults, developing decision-making skills, self-determination, supportive adults

Summer Employment

Description: Project-based summer employment opportunities will be offered through Franklin County Jobs & Family Services. Participants will have the opportunity to work 20 hours x 8 weeks @ $10.00 per hour. Students can expect work readiness training, financial literacy, and hands-on experience.

Core Principle: SMART Goals, Believing In a Positive Future, Building Resiliency, Developing Pathway to Achievement

Outcomes: career readiness (soft) skills, increased work knowledge, work experience, informed career choices.

***Student Professional Development** Thursday – dress up (shirt, tie, etc)

ATTACHMENT 2

Lead The Way Community Connections (Reynoldsburg)

TIMELINE

Dates	Timeline, Tasks, and Milestones	Persons Responsible
April 2015	1. Notify partners of award 2. Review grant proposal to refresh key informants and partners of plans 3. Schedule Partner Steering Committee meeting in June 4. Convene Sustainability Task Force	Project Director:1, 2, 3, 4 Task Force: 4 **Note:** The numbers in this column represent the tasks outlined to the left.
May-June 2015	1. Convene Partner Steering Committee to review plan and grant proposal 2. Address coordination and/or communication issues 3. Prepare student risk-factor screening forms 4. Prepare program marketing: mentors, parents, partners, students 5. Prepare evaluation structure 6. Marketing/recruit: site coordinator, volunteer coordination, staff, volunteers 7. Coordinate volunteer roles, responsibilities, recruitment 8. Program licensing	Project Director:1, 2, 4,8 RSCD: 3, 4 OSU: 5 Mentor Center: 6, 7
July-August 2015	1. Partner Steering Committee Meeting 2. Interview/hire staff (project coordinator, site coordinators, volunteer coordinator, staff) 3. Orientation/training/set-up sites (site coordinators, RSCD teachers) 4. Inform district faculty/administrators of grant goals, objectives, activities 5. Inform school day teachers and guidance counselors about program 6. Solicit parent feedback and answer program questions 7. Train staff on data collections and reports 8. Screen students for youth at highest risk - Select students for program 9. .Distribute marketing flyer to parents - Contact parents who do not respond 10.Form Site Advisory Committees 11.Hold parent/community orientations (3 different times day per site) 12.Finalize (afterschool) curriculum 13.Select & Train mentors	Project Director: 1–13 RSCD: 1,4,5,6,7,8,10,11,13 OSU: 1,3,7,8,12 Site Coordinators: 3, 4, 5, 9, 10,11,12 Mentoring Center: 13
September – October 2015	1. Partner Steering Committee Meeting 2. Assess problems and strengths of program with site committees 3. Program Kick Off 4. Finalize afterschool curriculum 5. Form waiting list or refer students to other programs 6. Form Site Committees 7. Weekly meetings with afterschool and school day teachers 8. Train mentors & mentees 9. Meet the Mentor Breakfast/Lunch	Project Director: 1–9 RSCD: 1,2,3,5,6,7,9 OSU: 1,2,3,9 Site Coordinators: 2,3, 4, 5, 6,7,9 Mentoring Center: 8,9

Dates	Tasks and Milestones	Persons Responsible
Nov. '01	1. Partner Steering Committee Meeting 2. Hold weekly meetings with afterschool and school day teachers 3. Host parent meeting at each site 4. Mentor & mentee training 5. Program evaluation 6. Family Night at each site 7. Sustainability Task Force	Project Director: 1–7 RSCD: 1-7 OSU: 1,2,3,5 Site Coordinators: 1-5 Mentor Center:4
December 2015	1. Program feedback 2. Provide for additional staff development training 3. Sustainability Task Force 4. Family Night at each site	Project Director: 1-4 RSCD: 1,3,4, OSU: 2 Site Coordinator: 2, 3, 4
January 2016	1. Partner Steering Committee Meeting 2. Continue weekly meetings with afterschool and school day teachers 3. Family Night at each site 4. Refresher training for teachers and afterschool staff 5. Sustainability Task Force 6. Family Night at each site	Project Director: 1-5 RSCD: 1-5 OSU: 3,4 Site Coordinator: 2, 3, 4,
February 2065	1. Examine budget expenditures to ensure spending and program activities are aligned with grant and on schedule 2. Partner Steering Committee Meeting 3. Continue weekly meetings with afterschool and school day teachers 4. Host parent meeting at each site 5. Provide for additional staff development training 6. Family Night at each site	Project Director: 1-6 RSCD: 1-6 OSU: 5 Site Coordinator: 3, 4,5,6
March 2016	1. Partner Steering Committee Meeting 2. Continue weekly meetings with administrators, afterschool and regular-day teachers 3. Host Family Night at each site 4. Meet with Site Advisory Committees about summer program planning 5. Begin planning for Year 2	Project Director: 1-6 RSCD: 1-5 OSU: 1,5 Site Coordinator: 2,3, 4,5 :
April 2015	1. Partner Steering Committee Meeting 2. Continue weekly meetings with afterschool, administrators, and regular-day teachers 3. Host Family Night at each site 4. Provide for additional staff development training 5. Finalize summer program activities (by end of April) 6. Carefully review program objectives (adjust as needed) and develop specific objectives and time lines for Year 2 with input from stakeholders	Project Director: 1-6 RSCD: 1,2,3,6 OSU: 1,2,6 Site Coordinator: 2,3, 4,5,6
May 2016	1. Partner Steering Committee Meeting 2. Hold weekly meetings with afterschool Convene Project Director, Evaluation Team, Partner Committee for Year 2.	Project Director: Site Coordinator:
June '16 through Aug. '16	1. Begin 8 week summer project-based work 2. Complete annual evaluation report 3. Meet with project partners in June and July to plan fall program 4. Meet with Evaluation Team to assess program weaknesses and strengths 5. Finalize planning for fall afterschool program	Steering Committee, Project Director, OSU, Task Force
Sept. '16 through Aug. '17	1. Repeat above activities to include new, best practices from sites 2. Implement Sustainability Plan	Steering Committee, Project Director, OSU, and Task Force: 1 and 2

Sept. '17 through Aug. '18	1. Repeat above activities include new, best practices from sites 2. Continue Sustainability Plan	Steering Committee, Project Director, RSCD, Evaluator, and Chair, Task Force: 1 and 2

ATTACHMENT 3

ATTACHMENT 4

Lead The Way Community Connections (Reynoldsburg)

EVALUATION

Evaluation Design: The evaluation will analyze the extent to which the project goals and objectives have been achieved. It will provide ongoing feedback to program staff and Partner Steering Committee to allow changes to improve program effectiveness and fiscal efficiency. In addition, the evaluation will include quantitative and qualitative examination of both process components (services and management tasks) and outcome components. Both program activities and budget spending will be monitored.

Indicators of program impact and quality. In the proposed project, program impact and quality (research questions 1 and 2) will be measured through survey research and end-of-the-year class focus groups. The OSU Nisonger Center staff will adapt current surveys and focus group protocols for students and teachers regarding content, features, and technology delivery of the EIT curriculum. They will also adapt surveys and protocols from a prior project in order to evaluate the effectiveness of mentoring on student engagement with the EIT curriculum and career development in general. Data will be analyzed each year of the project and recommendations will be synthesized for program improvement. These recommendations will be enacted during program planning in the summer prior to an implementation year. In sum, with voluntary compliance, the OSU Nisonger Center staff will administer, collect, and analyze survey and focus group data.

Student and mentor sample. Table 1 depicts the longitudinal research design of the proposed project with student and mentor sample. A new cohort of students and mentors are recruited each year. The cohort of students and mentors from the prior year continue to be in the project and receive services (i.e., the modularized EIT curriculum, mentoring, and work-based learning). In sum, three cohorts of students and mentors are followed longitudinally. For instance, in project Year 1, 75 at-risk students in 8th grade with interest in the health sciences are recruited to receive the EIT curriculum, mentoring, and work-based learning opportunities. In the proposed project, though EIT will be offered to all 8th, 9th, and 10th graders as mentioned above, only a subset of the total sample will be recruited each year of the project to receive mentoring. These students will be followed as cohorts throughout the duration of the project in order to determine their academic performance and level of engagement with the EIT curriculum, mentoring, and the work-based learning opportunities that are currently offered through the Reynoldsburg academy structure, including internship / worksite placement with employers in the community such as Mount Carmel Health.

Table 1. Student and Mentor Sample in the XX Program

	Number of Students Newly Recruited	Number of Students Returning from Prior Year	Number of Mentors Newly Recruited	Number of Mentors Returning from Prior Year	Total (With Duplicates)
Project Year 1	75 (Cohort 1 – 8th grade)	----	30 (Cohort 1)	----	105
Project Year 2	75 (Cohort 2 – 8th grade)	75 (Cohort 1 – now in 9th grade)	40 (Cohort 2)	30 (Cohort 1)	220
Project Year 3	75 (Cohort 3 – 8th grade)	75 (Cohort 1 – now in 10th grade) 75 (Cohort 2 – now in 9th grade)	40 (Cohort 3)	30 (Cohort 1) 40 (Cohort 2)	335
Total (Non-Duplicated)	**225**		**110**		

Indicators of program impact and quality. In the proposed project, program impact and quality (research questions 1 and 2) will be measured through survey research and end-of-the-year class focus groups. The OSU Nisonger Center staff will adapt current surveys and focus group protocols for students and teachers regarding content, features, and technology delivery of the EIT curriculum. They will also adapt surveys and protocols from a prior project in order to evaluate the effectiveness of mentoring on student engagement with the EIT curriculum and career development in general. Data will be analyzed each year of the project and recommendations will be synthesized for program improvement. These recommendations will be enacted during program planning in the summer prior to an implementation year. In sum, with voluntary compliance, the OSU Nisonger Center staff will administer, collect, and analyze survey and focus group data.

Indicators of program success. In the proposed project, academic and transition achievement (research question 3 and 4) will be measured using the following indicators:

- Ohio Department of Education (ODE) value-added student growth measures where a student serves as their own baseline regarding in-school performance;
- Grade in EIT course and Grade Point Average (GPA)
- ACT Compass placement test scores (all Reynoldsburg students are tested in 10th grade on the ACT compass tests in reading, writing, and math)
- Acceptance into a college or career center (it should be noted that some CTE programs are quite competitive)
- Successful acquisition of internship, employment, or other work-based learning, particularly in a field of interest related to career goal
- Completion and relevant updating of student Transition Portfolio from year to year, specifically have student goals changed and how much progress has been

made toward attaining goals based on Career Vision Survey and high school plan in Transition Portfolio

With voluntary compliance, the OSU Nisonger Center staff will collect and analyze this information from Reynoldsburg teachers, district staff, and student educational records where appropriate.

Other data collected. Descriptive data will be collected on students, teachers, and mentors including:

- Gender, ethnicity, race, age
- Students only – socioeconomic status (often measured by free or reduced lunch status), class rank, grades, disability status (measured by Individualized Education Plan (IEP) or Section 504 status), academic standing (i.e., whether the student is credit deficient), and attendance records – these criteria will be used as selection criteria to determine students who are at risk of dropping out of school and who may be in most need of this type of program
- Mentor-mentee contact frequency and quality (number of times per week, length and content of sample emails, mentor-mentee ratings of relationship rapport and effectiveness)
- Mentor background screening and training data
- Mentor mingle feedback

With voluntary compliance, the OSU Nisonger Center staff will collect and analyze descriptive information from Reynoldsburg teachers, district staff, and student educational records where appropriate. As mentioned above, the student only descriptive information will be used as selection criteria in order to determine students who are at risk of dropping out of school and who may be in most need of this type of program. In regard to mentor-mentee program satisfaction, Nisonger staff will administer and collect survey and focus group data where appropriate. However, it should be noted that mentor recruitment and training information as well as mentor-mentee matching and contact information will be collected by the mentor coordinator in collaboration with Mount Carmel Health and RCSD.

Anticipated challenges to program evaluation. The primary challenge to program evaluation will most likely be student and mentor attrition. To account for that, we have established sample numbers that contain a buffer should attrition become an issue. In the proposed project, even if we lost 50% of the sample to attrition, there would still be enough students and mentors to allow for meaningful quantitative analysis. The second challenge will be collecting data from multiple key stakeholders. In this project we will need to collect data from students, teachers, mentors, and school or district staff. We have found that many schools and districts are, understandably, reluctant to share information from student educational records due to information confidentiality and privacy. We of course respect this discretion when releasing student information but the end result for the project can be an incomplete picture of the sample and the effect of

services on student outcomes. A potential workaround for this challenge is district support and Institutional Review Board (IRB) approval as well as IRB approval from OSU. Should this program be successfully funded, acquiring IRB will be the first priority.

LETTERS OF SUPPORT

THE OHIO STATE UNIVERSITY
FISHER COLLEGE OF BUSINESS

Fisher College of Business
Office of Diversity and Inclusion Student Services
and Community Outreach

151 Fisher Hall
2100 Neil Avenue
Columbus, Ohio 43210

614-292-1017 Phone
614-292-0783 Fax
fisher.osu.edu

March 5, 2015

Governor's Office of Faith-Based and Community
Ohio Community Connector
77 South High Street 30th Floor
Columbus, OH 43215

Re: ***Lead The Way Community Connections (Reynoldsburg)***

Dear Review Committee:

The Ohio State Max M. Fisher College of Business, Office of Diversity and Inclusion Student Services and Corporate and Community Outreach is pleased to partner with Lead The Way Learning Academy in its mission to provide quality youth development and leadership programming. We embrace diversity and seek to promote opportunities for excellence to be achieved by all. One of the goals of the Max M. Fisher College of Business Office of Diversity and Inclusion Student Services and Corporate and Community Outreach is to provide services and support externally to corporations, companies, and agencies which seek to help all students succeed academically, financially and socially. Lead The Way has been a long-time partner with the Max M. Fisher College of Business.

Based on my personal experience with the Lead The Way Learning Academy, I place my professional trust and confidence in Ms. Jackie Kemp and her organization's ability to develop and maintain an efficient and effective program that will serve the community. We are fully committed to the success of this endeavor. Our specific support will include college access awareness workshops, recruitment of volunteers, and assistance with the marketing of their week-long summer career awareness program.

We thank you for your consideration and support and we look forward to our continued collaboration with the ***Lead The Way Learning Academy*** and our other colleagues in this important effort. If additional information is needed, please give me a call at (614) 292-1017.

Sincerely,

David E. Harrison
Director

Governor's Office of Faith-Based and Community
Ohio Community Connector
77 South High Street 30th Floor
Columbus, OH 43215

Dear Review Committee:

Columbus Public Health's Alcohol and Drug Abuse Program works to reduce alcohol and other drug abuse, addiction, and related problems in Columbus. We provide high quality, effective and culturally sensitive services for a healthier and safer community. Our approach focuses on three main areas: Prevention, Intervention, and Outpatient Treatment. This program is certified by the Ohio Mental Health and Addiction Services

We have worked with Lead The Way in the past and look forward to working collaboratively with **Lead The Way Learning Academy** in its project mission to provide opportunities and training that will assist the youth to make healthy life choices that will lead to prosperity in all areas of their lives.

Columbus Public Health's Alcohol and Drug Abuse Program agrees to assist this project by providing age-appropriate classes and workshops for youth and their parents. Classes/Workshops include **Leadership Resiliency** School and community-based program that focuses on goal setting, healthy relationships and coping strategies and **S.A.G.E.** Substance abuse general education designed for individuals and their families who do not need treatment or driver intervention services.

We believe that establishing this type of program along with development opportunities is crucial to the success of youth. Thank you for taking the time to consider this program as a solution for the challenges faced by our community.

Sincerely,

LSW, OCPSII

Ms. Tia Marcel Moretti, LSW, OCPSII

5 March 2015

Prevention Program Manager

Alcohol & Drug Abuse Program

Columbus Public Health Department

The Mentoring Center of Central Ohio

Training Mentors. Strengthening Programs. Transforming Lives.

To: Jackie Kemp, Executive Director, Lead The Way Learning Academy

From: Kimeta A. Dover, Executive Director

Re: Lead The Way Community Connections (Reynoldsburg)

Date: March 5, 2015

Letter of Understanding

The Mentoring Center will provide a range of mentor and mentee training, strategic planning and ongoing involvement as part of the Lead The Way Community Connections (Reynoldsburg) Mentoring Program. Members of the Mentoring Center staff will provide the services described herein between August 2015 and May 2016. Meeting dates/times will be agreed by the parties. The Mentoring Center is eager to provide additional support beyond activities described here and will be pleased to enter into an additional arrangement.

1. Initial Consultation: $N/A
(In this stage the Mentoring Center of Central Ohio seeks to identify services desired/needed by Lead The Way Community Connections (Reynoldsburg) Mentoring Program. There is no charge for the first consultation.

2. Strategic Planning: $900
The Mentoring Center will collaborate with Lead The Way Community Connections (Reynoldsburg) Mentoring Program to develop plans for program logistics, timing, feedback for customization of training and integration of mentoring components into the Governor's Community Connector Mentoring initiative overall operational plan. (6 hours @ $150/hour)

3. Recruitment of mentors: $800
The Mentoring Center will assist Lead The Way Community Connections (Reynoldsburg) Mentoring Program in seeking mentors for STEM (Healthcare) mentees. (8 hours @ $100/hour)

4. Customized Training: Mentors and Mentees = $5,000

- Training Topics to choose from include:
  For Mentors = $2,400
  - Making of a Mentor/Relationship Building =$800
    Learning ways to build rapport and overcome barriers in mentoring relationships
    - (Two 2-hr sessions @ $150/hr = $600;Travel/Set-up = $25/hr x 2 trips = $50)
    - (Customizing of curricula (specific scenarios appropriate for target audience) = 1 hr x $150/hr = $150)
  - Cultural Dynamics = $800
    Learning to communicate and build bridges across cultures
    - (Two 2-hr sessions @ $150/hr = $600;Travel/Set-up = $25/hr x 2 trips = $50)
    - (Customizing of curricula (specific scenarios appropriate for target audience) = 1 hr x $150/hr = $150)
  - Going the Distance = $800
    Learning the effects, challenges and pitfalls of prematurely terminating the mentoring relationship
    - (Two 2-hr sessions @ $150/hr = $600;Travel/Set-up = $25/hr x 2 trips = $50)
    - (Customizing of curricula (specific scenarios appropriate for target audience) = 1 hr x $150/hr = $150)

For Mentees Mentee training = $650
Role-plays and activities help youth understand their role in the mentoring relationship and see the benefits of having a mentor

- (Two 90-min sessions @ $150/hr = $450;Travel/Set-up = $25/hr x 2 trips = $50)
- (Customizing of curricula (specific scenarios appropriate for target audience) = 1 hr x $150/hr = $150)

For Mentees only or Mentor/Mentee Pairs = $1,950
*Choice of 4.5 hours per site of life skills training.
*(4.5 hrs/site x 2 sites x $150 = $1,350)
*(3 hrs of customization x $150 = $450)
*(Approx 6 trips x $25/hr Travel/Set-up fee = $150)
Topics and duration per session TBD from the following list:

- Goal Setting: Helping youth identify S.M.A.R.T. goals
- Decision Making: Providing youth with steps for making good decisions
- Cultural Diversity: Helping youth understand and appreciate differences and learn effective ways of interacting with people of various backgrounds
- Leadership: Helping youth assess own leadership skills and understanding key characteristics of leaders

5. Ongoing debriefing, support and check-in sessions = $2,700

- Staff managing to objectives/trouble shooting at 2 sites semi-annually (every 6 months) (1.5 hours per site x 4 x $150/hr = $900)
- Mentor managing to objectives/trouble shooting at 2 sites semi-annually (every 6 months) (1.5 hours per site x 4 x $150/hr = $900)
- Mentee managing to objectives/trouble shooting at 2 sites semi-annually (every 6 months) (1.5 hours per site x 4 x $150/hr = $900)

6. Evaluation –To be determined by the parties = $N/A
The Mentoring Center can assist with results of asset development as well as by Reynoldsburg City Schools and COWIC "hard" measures required by COWIC so that comprehensive gains of youth are noted as outcomes of this project.

7. Background Checks -- $2,000
(Estimated for 50 mentors @ $40 each for a BCI and FBI check. Pathways to Prosperity will only be charged for the actual amount of checks done. If funds are left over, it can be put towards technical support.

8. Miscellaneous and Out-of-pocket = $100
These estimated costs include copies, packets and other materials for mentee training, and other out-of-pocket expenses as approved by Pathways to Prosperity/ Reynoldsburg High School Mentoring. This also reflects costs for materials for a closing ceremony to showcase accomplishments of the mentees.

Total Charges:

1. Initial Consultation	$N/A
2. Strategic Planning	$900
3. Recruitment of Mentors	$800
4. Customized Training (choices among topics)	$5,000
5. Ongoing debriefing and support	$2,700
6. Evaluation	$N/A
7. Background Checks	$2,000
8. Miscellaneous and Out-of-pocket (estimated)	$100
(Estimated) Grand Total	**$11,500**

This agreement shall constitute the understanding between Lead The Way Community Connections (Reynoldsburg) Mentoring Program and the Mentoring Center of Central Ohio, which operates under the 501 c

3 of Big Brothers Big Sisters of Central Ohio. This agreement may be modified by mutual agreement of the parties in writing. Cancellation of this contract must be in writing and given ten days in advance of any agreed presentation. Any cancellation made fewer than 10 days from a given presentation will be charged at the fee stated.

Please fax (614-839-4770) or mail a signed to Kimeta Dover, Mentoring Center of Central Ohio at 1855 E. Dublin-Granville Road, Columbus 43229. Invoices will be sent as services are rendered or monthly.

Our agreement to the foregoing information is confirmed by our signatures below:

(Signature/ Executive Director) Date 3/5/15

Kimeta Dover, Executive Director Date 3-5-15
Mentoring Center of Central Ohio

Many thanks for your interest. We are excited about working with you on your initiative!

If these specifications meet your approval, **please sign one copy of the attached letter and return it to Kimeta Dover at 1855 E. Dublin-Granville Road, Columbus 43229 within one week.** Please call to arrange dates/times or to make any needed modifications in scheduled training.

REFERENCES

References

Hanley-Maxwell, C., & Izzo, M.V. (2012). Preparing students for the 21st Century workforce. In M.L. Wehmeyer and K.W. Webb (Eds.), *Handbook of transition for youth with disabilities*. New York: Routledge, Taylor and Francis Group.

Izzo, M.V., & Lamb, P. (2002). *Self-determination and career development: Skills for successful transition to postsecondary education and employment.* A white paper developed for the Post-School Outcomes Network of the National Center on Secondary Education and Transition (NCSET) at the University of Hawaii at Manoa. Contact izzo.1@osu.edu for copy of paper.

Izzo, M.V., Yurick, A., Nagaraja, H.N., & Novak, J.A. (2010). Effects of a 21st Century curriculum on students' information technology and transition skills. *Career Development and Transition for Exceptional Individuals, 33*(2). Available at http://cde.sagepub.com/content/33/2/95.

LearningWork Connection, Focused Futures: Youth Development System Builder, The Ohio State University Center on Education and Employment http://jfs.ohio.gov/owd/WorkforceProf/Youth/Docs/Elements_WIA_Youth_Program.pdf

National Collaborative on Workforce and Disability, Guideposts for Success, U.S. Department of Labor, Office of Disability Employment (Number #E-9-4-1-0070) http://www.ncwd-youth.info/guideposts