

## North Union High School Mentoring Program

### Applicant Agency:

Union County Chamber of Commerce

Richwood Area Business Association

### **Application Section I: Community Connectors Program Description**

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

The target population for North Union High School is freshman students identified as at-risk due to poor grades, behavioral health issues and/or participation in the free and reduced lunch program.

According to the Union County Youth Risk Behavior Survey given to students in 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade students in 2014, almost 40% of students report **rarely** feeling hopeful. In addition, 24% of students report their parents never talk with them about school and 42% report their parents never help with school work. The survey, given every two years, shows an increase in 2014 of student's reporting substance use. Survey results indicate student alcohol use, three or more times in the past 30 days, increased from 11.8% (2012) to 15.2% (2014).

Currently, youth in the North Union school district are eligible for community-based mentors through Big Brothers/Big Sisters (BBBS) of Union County, however, there are no youth actively participating in this program. Much more popular in this area of Union County is the BBBS lunch-buddy program (school-based) in the North Union Elementary School. The goal for this grant is to expand the current school-based programming using the Big Brothers/Big Sisters mentoring model to provide mentorship opportunities for freshmen students, develop group mentoring opportunities with the Richwood Church of Christ, and work with Telementor for virtual mentor opportunities for Freshmen students in the NUConnects transition program. Using these three varied models, our goal is to impact the level to which students feel hopeful, have a caring adult to talk with about school and their educational goals, and to be drug-free.

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

The number of North Union High School students served each year of the grant will be approximately 70 freshman students identified as at-risk and/or involved in the Freshmen NUConnects transition program. It is expected that Big Brothers/ Big Sisters will link 25 of those students (each year) to school based mentors. The remaining students will be mentored by a "virtual" mentor and/or will have group mentoring opportunities through the Richwood Church of Christ (Huddle Teams).

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

- A.  Totally new program developed by this organization
- B.  Replication of an existing model in use by others  
- Please provide the name of this model.
- C.  Expansion of an existing program within the applicant organization
- D.  Extension of an existing program to a new setting

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

The NUConnects transition program focuses on giving at-risk students the skills needed to know who they are, what they want, and how to get there. Many of the core principles of the Community Connectors grant are addressed through this program, which is based off of the Career Choices program. The road to achievement for many students is difficult and a supportive and encouraging adult can help break the barriers of poverty, drug/alcohol addiction, trauma, and mental/emotional health issues so that students can have hope for the future. The Community Connectors core principals will be the foundation blocks for student's success and will be addressed as follows:

### **1. Setting Goals to be Prepared for the 21<sup>st</sup> Century Careers**

North Union High School began implementing a program called NUConnects (Career Choices) for all freshman their first year of high school in 2014. This interdisciplinary curriculum engages students and teachers in an interactive learning process, helping students develop the knowledge, skills, and attitudes needed to successfully:

- examine their own lives
- explore and evaluate a wide range of education and career options, and
- make reasoned and researched goals for their future.

The goal of preparation for the 21<sup>st</sup> century requires attaining the skills of communication, collaboration, creativity, and critical thinking. Barriers to attaining the necessary skills for many students is rooted in poverty and home life. Thus again, a supportive and encouraging adult who understands the demands of the future for these students can make the difference in whether they achieve in school, post-secondary schooling/training, and LIFE. It's impossible to fully anticipate skills needed for a specific job or career in the 21<sup>st</sup> century since many of the jobs/careers that our transitioning freshman will have in life have not even been developed yet. This is why it's important that our students have 21<sup>st</sup> century skills. The student who feels hopeless, has difficulty communicating, collaborating, being creative or thinking critically so it's important for them to have contact with successful, positive individuals in many different jobs/careers to understand that they too can fulfil their dreams of a future. North Union will work with International Telemotor Program (ITP) to connect students with individuals across the US and even the world. ITP provides real-world STEM (science, technology, engineering and math) opportunities for students and teachers while supporting work in other areas such as English, geography and the arts. ITP also helps students to develop solid education and career plans, create and leverage professional networks, and execute and refine these plans over multiple years.

### **2. Building Character**

Mentors will work with students in identifying personal strengths, personality traits and work values. Mentors will focus on developing the strengths and values needed for success in high school and beyond. Because of their specific circumstances, many of the students in this area do not have positive role models who can help them assess their strengths and begin character building for the future. Their school-based, group and telementors will all be integral parts of this process. The students will also develop their definition of career/job success and match their strengths that contribute to it or build strengths still needed for success.

### **3. Developing Pathways to Achievement**

Before a student can develop specific skills of thinking critically, problem solving, and good decision making, they have to learn the relationship between choices made and the resulting outcomes of those choices. This process requires identifying choices, evaluating choices and identifying their personal decision making style. Students can learn critical thinking by listing the pros and cons of their choices and the probability of success. Problem solving can be taught with mentors working with students to decide how realistic a choice is and the value of making a different choice. By reflecting on their decision making style, they can discover the character/personality traits influencing how they make

decisions. They will discover whether their decisions are made from anger, emotions, caution, aggression or good decision making. Good decision making encompasses the skills of critical thinking and problem solving.

#### 4. **Building a sense of Resiliency**

History has shown us that stumbling blocks and barriers that individuals have had to navigate during their life can build resiliency and success. For at-risk students, it can be hard to adopt an attitude of not giving up and continuing to move forward toward a goal. Not only can the mentors share their personal road to success but can help students research their hero or idol and discover the obstacles which they had to overcome to achieve. The mentors can help students give up making excuses and take responsibility by recognizing that life is a series of ups and downs, no one is ever always "up", and staying "up" requires resolve to reflect and take another route to success. Students have to be able to see thru the "glitz" of success and see the hard work which is where our virtual mentors can be invaluable.

#### 5. **Believing in a Positive Future**

Community and telementors both have a very important role in this area. The telementors can show students the opportunities that are available in many diverse fields across the US and world. It's really important to broaden the horizon for these students with virtual mentors because most think "I couldn't do that-I'm just from Richwood, Ohio". The message will be "it doesn't matter where you are from if you stay the course". The school-based mentors will be able to support and encourage students about everyday life dealing with the ups and downs. They will be there to help students to always put things in perspective and continue to focus on their goals.

ITP telementors:

- Make communicating with students a priority by sending a minimum of two project focused messages per week to their mentee(s) through the secure message area on ITP's website.
- Draw out the interests and natural abilities of their mentees and allow them to look at who they are from a fresh and professional perspective
- Convey hope about the future to their students
- Are excellent problem solvers and help their students learn to overcome obstacles
- Work closely with the teacher to maximize the progress their student is making on the project and as a person.

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

1. Partners in the business and faith based community will assist with recruiting school-based mentors.
2. BBBS will be responsible to screen and train school-based mentors.
3. North Union High School Principal Diana Martin and NUConnects instructors will submit an application to Telementor to help students explore career choices. Telementors will be evaluated on an ongoing basis for effectiveness. Ms. Martin is interested in developing a similar program locally, using North Union alumni as mentors. This will be explored throughout the first year of this program.
4. There will be a student/parent meeting to explain the program and how parents can also help their student. An engagement activity for the parents and students will be important since the currency of poverty is people and not money. Because of that, parents in poverty do not want to see their son or daughter leave. We need to get as many parents excited about the program as possible.
5. Data will be collected at the beginning and ending of each year to assess student growth toward goals.
6. Selected freshman will be matched (by BBBS) with a school-based mentor who will focus on the 5 core principals. The school based mentors for freshman will have a list of activities to do with their mentee that may extend the NU Freshman transition class. This would involve helping them create their goal-

setting plan, work with a decision making rubric, a strength and personality inventory, looking at the economics of bad habits, creating a courage action plan, creating a career back-up plan, self-evaluations on being a 21<sup>st</sup> century employee, developing a career skill chart, focusing on values, and other activities if time allows. Because this will be the first year of the grant, it's difficult to know how long an activity will take but in year 2, we will be able to be more precise in the number of activities. Each mentor will be evaluated throughout the year to determine their effectiveness and progress.

7. Students will have access to their telementor through technology.
  8. Richwood Church of Christ will offer group mentoring (Huddle Teams) to freshmen students.
  9. Funding from the Community Connectors Grant will help to provide opportunities for individual activities between the community member and the mentee/family such as attending a sports game or a concert in Columbus.
  10. Funding from the Community Connectors Grant will be used to provide training on topics such as Bridges out of Poverty and Youth Trauma and Brain Development.
  11. We will conduct a culminating activity at the end of each year for the mentors, mentees, and parents. The ideal after the 1<sup>st</sup> year would be for mentors to stay with their mentees rather than having a new mentor in their sophomore year.
  12. The Youth Risk Behavior Survey will be conducted by the Council for Union County Families in the spring of 2016. Data will be analyzed and compared with 2014 data.
6. Discuss how the program will utilize [best practices](#) to ensure program success. Are there successful mentor programs after which you will model your program? Please name the program and describe what makes it successful.

Resources from the freshman NUConnects class which utilizes the Career Choice Program will be used to guide the work of the school based mentors. This program was originally created by George Washington University for entering freshman and then was adapted for high school freshman. It touches on the 5 core principles and we have added the mentors for at-risk students to enhance the program even further. Determining who they are, where they want to go, and how to get there is the cornerstone of the program for students. Because we believe there is no one size fits all mentoring program, we will have multiple opportunities for youth to be mentored, including using the best practice model of Big Brothers/Big Sisters, telementoring and group/team mentoring. We believe this gives all students access to a mentor that best fits his/her needs. A critical component for our program is coordinating these three mentoring models, which Community Connectors funding can provide.

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.

North Union High School has developed a relationship with the Richwood Church of Christ and the Church recruited several mentors to come to NUHS this year to support and encourage freshmen students. This is not at the scale of the proposed project and this informal mentoring project did not include formalized goals or an evaluation. It did, however, make a difference in the lives of these students. BBBS staff will be an important partner to help to develop and implement the program as they have expertise in implementing and evaluating mentoring programs.

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

Communication and coordination are the factors that are going to be a very important for all of the stakeholders and students involved in this project. Our goal is to be transparent and upfront about the goals of the program so

that mentors, mentees, and parents all are supportive of the same goals. A very relevant indicator of success will be the results obtained from the 2014 Union County Youth Risk Behavior Survey as baseline data and comparing it to the data obtained from the 2016 Youth Risk Behavior Survey. A decline in risky behavior and an increase in feelings of hope would indicate that the mentors are being successful in helping students make healthy choices. We will also survey the mentors and parents at the end to determine effectiveness and how it has changed them in the process.

## **Application Section II: Program Management**

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

- Name and title
- Responsibilities for this grant project. (Percent of time should be included in the budget document.)
- Qualifications
- Prior relevant experience

1) Diana Martin, Principal NU High School

Responsible for coordinating the on-site mentors, working with the program coordinator, and fiscal grant management.

MS, Educational Administration with 37 years teaching/administration

Ms. Martin is passionate about student success and after many years of teaching and working with students in both Middle and High School, understands the value of a caring adult in the lives of students.

2) Nikki James, Program Coordinator BBBS

Responsible to recruit, screen, conduct application interviews, and train all prospective mentors. In addition, BBBS will gather data for evaluation of mentor relationships. Ms. James is also the Secretary of the Richwood Area Business Association (RABA) which is under the umbrella of the Union County Chamber of Commerce, the applicant agency.

BS Human Development and Family Science, Early Childhood Development with two years' experience as the Program Coordinator for BBBS in Union County and eight years as an Administrator for Head Start. As evidenced by her work experience, Ms. James is very interested in serving young people and their families.

3. Brenda Rock, Council for UC Families Coordinator

Responsible for conducting the Union County Youth Risk Behavior every two years to evaluate overall youth behavior and positive social interactions.

MS Family Relations and Human Development, Family Studies

Ms. Rock has over 20 years experience working with children and families in Union County and believes strong families are necessary for a strong future.

3) Rita Monroe, Customer Service for Parrot Implement

Responsible for recruiting mentors within the community.

Family Business owner and member of RABA (Richwood Area Business Association), lifelong resident of Richwood

Ms. Monroe has several years' experience as a mentor for BBBS and enjoys spending time serving youth and the community.

4) Matt Craig, Pastor, Richwood Church of Christ

Responsible for recruiting other Churches and mentors for the program and conducting group mentoring activities at the Richwood Church of Christ. In addition, Pastor Craig will provide match relationship enhancement activities.

Pastor Craig currently is mentoring a high school youth and finds fulfillment in giving of himself to help

others.

5) UC Chamber of Commerce

Applicant organization for Community Connectors Grant

Provide support for the program through the Richwood Area Business Association (a community division of the Chamber).

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.

June-August, 2015: Volunteer mentor assessment (including interview, background checks and references) will be completed.

August, 2015- August, 2016: Quarterly meetings of the Leadership team to evaluate project implementation.

August, 2015: Volunteer mentor training will be completed/offered weekly in one hour increments.

August, 2015: Child assessment (including interview & training) will be completed.

August, 2015: NUConnects lead teacher will complete the application for the International Telementor Program.

August, 2015: Parent-student meeting to provide information about the mentor program.

August, 2015: Students will be matched with school-based mentors.

September, 2015 – May, 2016: School based mentors will regularly meet with their mentee, telementors will communicate with twice each week.

September, 2015-January, 2016: NUConnect Instructor communicates weekly with telementors. Principal and teacher participates in checkpoint meetings with ITP staff twice per semester.

September, 2015: Students are matched with Telementor through ITP.

September, 2015: Students will have the opportunity to participate in Huddle Teams through Richwood Church of Christ.

April, 2016: Data collection: Youth Risk Behavior Survey

May, 2016: Culminating activity for mentors, mentees and their families.

Please note: These activities will be duplicated for years 2 and 3.

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;

All School-based Mentors and staff that will be working directly with the students will have a background check completed. In addition, Mentors will also be required to have a face-to-face interview, child safety and program guidelines training and references completed. There will be no outside contact between the Mentor and their Mentee while enrolled in the school-based program. All matches will meet in a location where school staff and/or BBBS Program Coordinator can supervise the meetings. The BBBS Program Coordinator will complete monthly Match Support with both the Mentor and Mentee, via phone or face-to-face contact, to review/enhance match success and concerns.

ITP telementors will be recruited through the ITP and will only have contact with youth on their website and while the teacher is present.

Richwood Church of Christ will be responsible to develop the Huddle Team mentors. This mentoring option will be provided as an opportunity for youth outside of the school day.

- b. Identification and intake process for mentees;  
Students will be identified by their teacher/guidance counselor. Once identified, the guidance counselor will send home an information packet to the student's guardian to complete the application and permission form. Once the form is returned to the school, the BBBS Program Coordinator will schedule a face-to-face interview/training with the student.  
NUConnects freshmen student will have the opportunity to have a telementor. Students will sign up through the secure ITP website.  
Students who choose to participate in Huddle Teams will sign up through the Richwood Church of Christ.
- c. The means by which you will involve families of youth in your program; ongoing training of mentors throughout the life of the program, including topics and frequency;

The program will hold bi-annual meetings at the school and/or Richwood Church of Christ to invite the student's families to the program to interact with the Mentor and Mentee to provide updates. Ongoing monthly training will be offered to the Mentors through the Mentoring Center, located in Columbus, OH, if they would choose to attend. As the BBBS Program Coordinator evaluates the program, additional one-on-one training or group trainings will be provided to address the needs at hand. Topics may include Making a Mentor/Relationship Building, Anger Management, Cultural Dynamics, Mentoring the Adolescent.

Once a year, mentors will be offered Bridges Out of Poverty training and training on Youth Trauma and the impact on the developing brain. This will be planned by the Leadership Team, with the assistance of the Council for Union County Families Coordinator.

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

The Union County Chamber of Commerce will contract with the North Union School District to be fiscal administrator of the Community Connectors grant funds. The Community Connectors Grant Assurances statement has been read and signed by both the CEO of the Union County Chamber of Commerce and the Treasurer of North Union School District.

All members of the leadership team are committed to the success of the project as outlined in this application. The Mentor Project Leadership Team will meet quarterly to assess and monitor program implementation.

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

N/A

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.

**See the Roles and Responsibilities Worksheet Attachment**

13. The evaluation plan is intended to provide lead organizations with a framework that will ensure the program is on track to positively impact the lives of students and identify needs for additional support when challenges arise. Each evaluation plan must list the scope of work and describe the following:

- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;

BBBS Program Coordinator will keep records of Mentor contact hours and Mentor training hours on a weekly/monthly basis and place in Mentor's file. The BBBS Program Coordinator will also be responsible for reporting the number of unduplicated count of students served each month to both BBBS and North Union High School. These numbers will be calculated by running reports using AIM, BBBS database.

The NUConnects instructor will be responsible for tracking ITP Telementoring hours and students served.

The Richwood Church of Christ will be responsible for reporting number of youth participating in Huddle Teams.

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

Students will be completing an initial Youth Outcome Survey and then on a yearly basis to keep track of grades, peer and family relationships, high school and college plans and making good choices. Students will also be completing a 10-year plan that is reviewed every three months to keep track of progress of goals. Both students and mentors will also be completing a Strength of Relationship Survey after three months of their match relationship and then on a yearly basis. This survey is used to help evaluate the match relationship and to see their strengths and where improvement may need to be made

- c. Projected indicators of success;

Indicators of success will be determined by student changes in the above mentioned Youth Outcome Survey. In addition, the leadership partners (BBBS, Council for Union County Families, and NU School) will be responsible for working together to collect data through surveys, evaluations, and the measurement of long term student behavior change. This also creates a check and balance system by having different entities collect data.

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

We do not anticipate any barriers because all of the data/evaluation systems have been developed and tested by the partner organizations.

14. Applicants are to complete the program model.

**See program model attachment.**

#### **Application Section IV: Sustainability**

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors

program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

This project will be very financially sustainable after the grant funding for the following reasons:

1. All materials and equipment will have been purchased for the project.
2. Big Brothers Big Sisters can assume responsibility for mentors and the project will be an outreach of their organization.
3. If the program data shows that students have mastered the core principals, have decreased risky behavior, and graduates from high school with a plan for life, North Union High School would absorb any further costs associated with the project.
4. North Union will use the grant period to develop their own telementoring program.

The partnership commitment will be sustainable for the following reasons:

1. The community/churches are very supportive of school based projects and would definitely want to be part of a successful program.
2. The project leadership team is very committed to helping ALL students be successful and potentially be a contributing member of the community.
3. A successful project is a win/win for the mentor, student, parents, community, school, and the state.

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

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

**See program budget attachment.**

*By clicking this box,  I (Insert Name) Diana Martin, NUHS Principal 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.*



Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248162350  
June 14, 2012 LTR 4168C E0  
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BODC: TE

UNION COUNTY CHAMBER OF COMMERCE  
INC  
227 E 5TH ST  
MARYSVILLE OH 43040-1260

021860

Employer Identification Number: 31-1373275  
Person to Contact: John G Edwards Jr  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your June 05, 2012, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(06) of the Internal Revenue Code in a determination letter issued in December 1993.

Because you are not an organization described in section 170(c) of the Code, donors may not deduct contributions made to you. You should advise your contributors to that effect.

Please refer to our website [www.irs.gov/eo](http://www.irs.gov/eo) for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

S. A. Martin, Operations Manager  
Accounts Management Operations



**IRS** Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

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UNION COUNTY CHAMBER OF COMMERCE  
INC  
227 E 5TH ST  
MARYSVILLE OH 43040-1260

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Tax Period : 000000



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Cincinnati OH 45201

UNION COUNTY CHAMBER OF COMMERCE  
INC  
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MARYSVILLE OH 43040-1260

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**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: Eric Phillips  
 Title: CEO  
 Organization: WV Chamber of Commerce  
 Sign: [Signature]

Partner  
 Name: Nikki James  
 Title: Program Coordinator  
 Organization: Big Brothers Big Sisters of Union County  
 Sign: [Signature]

Partner  
 Name: Parrott Implement  
 Title: Customer Service Rep  
 Organization: Business  
 Sign: [Signature]

Partner  
 Name: RICHWOOD CHURCH OF CHRIST  
 Title: MARIGAN CRAIG - MINISTER  
 Organization: CHURCH  
 Sign: [Signature]



**COMMUNITY  
CONNECTORS**  
CommunityConnectors.Ohio.gov

Additional Partner (Optional)

Name: Brenda Rock

Title: Coordinator

Organization: Council for Union County Families (FCFC)

Sign: Brenda Rock

Additional Partner (Optional)

Name: Diana Martin

Title: NUTS Principal

Organization: North Union High School

Sign: Diana Martin

## 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

20 hours per month recruiting mentors, marketing the program to other Churches, and planning events for group mentoring and experiences for mentors and mentees.

- Personnel contribution

Pastor Matt Craig will continue to support this program through the above activities.

- Monetary contribution

Pastor Matt Craig's time will be considered match for the program.

- Shared responsibilities

Recruiting mentors throughout the faith-based community. Assisting with the program design, implementation and evaluation as part of the leadership team.

- Additional roles and responsibilities

Provide support to youth mentors who are recruited through the faith-based community.

### 2. School district partner:

- Time contribution

- Ms. Martin will provide fiscal management, managing contracts, and providing oversight to the school-based program at 30 hours per month. Staff (teacher time) of 30 hours per month will be spent communicating with Telementors and aligning the NUConnects curriculum with the work of the mentor.

- Personnel contribution

Principal Diana Martin will be devoted to this project. It is projected that she will spend 7% of her time providing oversight and direction to the project.

- Monetary contribution

The school district will provide staff time in a leadership capacity for this project.

- Shared responsibilities

Recruiting mentors, assisting with program design, implementation and evaluation.

- Additional roles and responsibilities

The School District will take the lead on the virtual mentor project.

### 3. Business partner:

- Time contribution  
10 hours per month participating on the leadership team and recruitment of mentors
- Personnel contribution

Rita Parrot will assist with recruitment through her organization and the Richwood Area Business Association.

- Monetary contribution

Rita Parrot's time volunteering to assist with the program will be considered match/in-kind for the program.

- Shared responsibilities

Recruiting mentors, assisting with program design, implementation and evaluation.

- Additional roles and responsibilities  
N/A

#### 4. Community nonprofit (if applicable):

Big Brothers/Big Sisters

- Time contribution

BBBS will hire a part time staff person at 30 hours per week to coordinate the school based mentor program in North Union. This person will recruit, train and collect data for the mentoring program.

- Personnel contribution

One part time staff person, supervised by Nikki James, Project Coordinator

- Monetary contribution

Nikki James, Supervisor, will provide oversight of the part time staff person as match for this program.

- Shared responsibilities

BBBS will share in the recruitment of this project, as well as assist with overall program design, implementation and evaluation.

- Additional roles and responsibilities

Program Name: \_\_\_\_\_

**Resources**

*What resources will be needed to conduct this program?*

- Funding to hire a part time coordinator and purchase telementoring services.
- Individuals to recruit volunteer mentors.
- Funding to screen and train volunteer mentors on topics that address the youth barriers to school success, including, but not limited to Bridges Out of Poverty and Youth Trauma.
- Funding to provide mentors and youth opportunities to experience events that broaden the youth's life perspective.

**Program Activities**

*What will we do with the resources?*

- Hire a coordinator.
- Apply for telementoring services.
- Screen, train and support volunteer mentors.
- Match mentors with students.
- Provide activities for mentors, youth, and the mentees family.

**Outputs**

*Briefly describe the number of students engaged and the number of adults involved.*

- The goal is to provide school-based mentors to 25 freshman youth. In addition, telementors will be used to mentor freshman, up to 70 students, in the NUConnections program.
- Mentors from the faith-based community will be recruited to provide group/team mentoring activities at the Richwood Church of Christ.
- The goal is to engage 35 adults in the community for mentoring activities.

**Outcomes**

*What are the short or intermediate term results that will be achieved?*

1. Setting goals to be prepared for 21<sup>st</sup> century careers
2. Building character
3. Developing pathways to achievement
4. Building resiliency
5. Believing in a positive future

**Goal**

*What are the long term results that will be achieved?*

- 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 Narrative



## Grant Applicant:

Union County Chamber of Commerce

## Summary

All services have been contracted with 3 entities: BigBrothersBig Sisters, Telementor, and North Union Schools. The needs of the program was discussed with each and then we received a cost analysis from each entity. That is the basis for the cost of the program.

## Direct Costs

### A. Payroll Expenses

### B. Payroll Fringe Benefits

### C. Travel

### D. Supplies

### E. Equipment

### F. Contracted Services

Big Brothers Big Sisters- contracted for the following: recruiting, training, data collection, and coordination  
Telementoring- contracted for the following: recruitment, monitoring of student progress and mentor engagement, end of project surveys and evaluations, promotion of school and project success, electronic student owned portfolios to showcase student work. North Union Schools-  
contracted for the following services- fiscal management, contract management, procurement of any needed materials/equipment, procurement of coaching services for special populations, and alignment of the NUConnect program with the mentors.

### G. Training

### H. Evaluation

### I. Other Program Cost

### J. Additional Mentor Support Cost

# Budget Summary



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

## Union County Chamber of Commerce

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	-	-	-	-
B. Payroll Fringe Benefits	-	-	-	-
C. Travel	-	-	-	-
D. Supplies	-	-	-	-
E. Equipment	-	-	-	-
F. Contracted Services	119,730.00	119,730.00	111,680.00	351,140.00
G. Training	-	-	-	-
H. Evaluation	-	-	-	-
I. Other Program Cost	-	-	-	-
J. Additional Mentor Support Cost	-	-	-	-
<b>TOTAL PROJECT COST</b>	<b>119,730.00</b>	<b>119,730.00</b>	<b>111,680.00</b>	<b>351,140.00</b>
LOCAL CONTRIBUTION	29,932.50	29,932.50	29,932.50	89,797.50
STATE MATCH	89,797.50	89,797.50	81,747.50	261,342.50
LOCAL %	25%	25%	27%	26%

# YEAR 1 - PROJECT BUDGET



## Union County Chamber of Commerce

### Summary

All services have been contracted with 3 entities: BigBrothersBig Sisters, Telementor, and North Union Schools. The needs of the program was discussed with each and then we received a cost analysis from each entity. That is the basis for the cost of the program.

### A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
				-
				-
				-
				-
				-
				-
<b>Total</b>				-

### B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	-	0%	-
<b>Total</b>			-

### C.1. Staff Travel

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### C.2. Mentor Travel

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### D. Supplies

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### E. Equipment

Description	Unit Cost	Units	Total Amount
			-
			-
			-

	Total	-
--	-------	---

**F. Contracted Services**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Big Brothers Big Sisters	\$1,250.00	25	31,250.00
Telementor	\$200.00	70	14,000.00
North Union Schools	\$1,064.00	70	74,480.00
<b>Total</b>			<b>119,730.00</b>

**G.1. Staff Training**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			<b>-</b>

**G.2. Mentor Training**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			<b>-</b>

**H. Evaluation**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			<b>-</b>

**I. Other Program Cost**

Description	Total Amount
	-
	-
<b>Total</b>	<b>-</b>

**J. Additional Mentor Support Cost**

Description	Total Amount
	-
	-
<b>Total</b>	<b>-</b>

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	119,730.00
Local Contribution	29,932.50
State Match	89,797.50
Local %	25%

# YEAR 2 - PROJECT BUDGET



## Union County Chamber of Commerce

### Summary

All services have been contracted with 3 entities: BigBrothersBig Sisters, Telementor, and North Union Schools. The needs of the program was discussed with each and then we received a cost analysis from each entity. That is the basis for the cost of the program.

### A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
				-
				-
				-
				-
				-
				-
<b>Total</b>				-

### B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	-	0%	-
<b>Total</b>			-

### C.1. Staff Travel

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### C.2. Mentor Travel

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### D. Supplies

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### E. Equipment

Description	Unit Cost	Units	Total Amount
			-
			-
			-

	<b>Total</b>
--	--------------

**F. Contracted Services**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Big Brother Big Sisters	\$1,250.00	25	31,250.00
Telementor	\$200.00	70	14,000.00
North Union Schools	\$1,064.00	70	74,480.00
<b>Total</b>			<b>119,730.00</b>

**G.1. Staff Training**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			-

**G.2. Mentor Training**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			-

**H. Evaluation**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			-

**I. Other Program Cost**

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

**J. Additional Mentor Support Cost**

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

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
<b>Total Budget</b>	119,730.00
<b>Local Contribution</b>	29,932.50
<b>State Match</b>	89,797.50
<b>Local %</b>	25%

# YEAR 3 - PROJECT BUDGET

## Union County Chamber of Commerce



### Summary

All services have been contracted with 3 entities: BigBrothersBig Sisters, Telementor, and North Union Schools. The needs of the program was discussed with each and then we received a cost analysis from each entity. That is the basis for the cost of the program.

### A. Payroll Expenses

Position/Title/Description	Qty	Annual Salary	% Time	Total Amount
				-
				-
				-
				-
				-
				-
<b>Total</b>				-

### B. Payroll Fringe Benefits

Description	Total Salary	Rate %	Total Amount
Average benefit rate for all staff itemized above	-	0%	-
<b>Total</b>			-

### C.1. Staff Travel

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### C.2. Mentor Travel

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### D. Supplies

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

### E. Equipment

Description	Unit Cost	Units	Total Amount
			-
			-
			-

<b>Total</b>	-
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**F. Contracted Services**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
Big Brothers Big Sisters	\$1,250.00	25	31,250.00
Telementor	\$200.00	70	14,000.00
North Union Schools	\$949.00	70	66,430.00
<b>Total</b>			<b>111,680.00</b>

**G.1. Staff Training**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			-

**G.2. Mentor Training**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			-

**H. Evaluation**

Description	Cost/Hr Rate	Qty/Hrs	Total Amount
			-
			-
			-
<b>Total</b>			-

**I. Other Program Cost**

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

**J. Additional Mentor Support Cost**

Description	Total Amount
	-
	-
	-
<b>Total</b>	-

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
<b>Total Budget</b>	<b>111,680.00</b>
<b>Local Contribution</b>	<b>29,932.50</b>
<b>State Match</b>	<b>81,747.50</b>
<b>Local %</b>	<b>27%</b>



## 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

      3/5/15  
 Authorized Representative      Date

      3/4/15  
 Fiscal Representative      Date

ERIC S PHILLIPS  
 Printed

Scott W. Maruniak  
 Printed