

## Lima Community Connectors 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.

As a nonprofit with grant making experience, the United Way of Greater Lima (UWGL) is the applicant for the "Lima Community Connectors (LCC)" project in Allen County. The project is modeled after "Developmental Assets" and developed to serve and mentor up to 150 students in Grade 9-12 over three years. The Developmental Assets (DA) model aligns with the Community Connectors (CC) goal. School partners are: Perry HS (grades 9-12), Wapakoneta HS, an after-school group mentoring program at The Bradfield Center (grades 9-12), and Apollo Career Center (grades 11 and 12).

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

LCC proposes to serve up to 150 students over 3 years in the following grade levels at each school:

- Perry HS; grade 9 (10), grade 10 (10), grade 11 (10), grade 12 (15) totaling 45 by year 3
- Wapakoneta HS; grade 9 (8), grade 10 (8), grade 11 (8), grade 12 (10) totaling 34 by year 3
- Bradfield Center: grade 9 (7), grade 10 (7), grade 11 (12), grade 12 (15) totaling 41 by year 3
- Apollo Career Center: grade 11 (15), grade 12 (15) totaling 30 by year 3

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 what outcomes will you use to measure success.

In the four school districts whose youth this program will impact, the rates of free/reduced lunch participation are: 44%, 54%, 86% and 87%. These four districts have a combined graduation rate of 85%. To address these problems, the LCC project will engage nonprofit, school, faith-based and business partners to provide youth with mentor-based supports that facilitate development of the five Community Connector core principles.

The project will build upon the foundation of academic and supportive services currently being provided in the Perry and Wapakoneta school districts and complement these with a mentoring component. Mentors will leverage the impact of the additional academic and career resources. A third location, the Bradfield Center, will provide a group mentoring option focused on building youth leadership and resiliency skills. The project is designed to offer two primary pathways – individualized and group mentoring. Either or both are available to each youth based upon specific needs and interest.

Mentors will ensure that the core principles will be developed in participating youth by implementing the Developmental Assets best practice model. The project activity will address the core principles and use the following outcomes:

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

- a. Teach students *goal setting techniques* and help students create their own goals and support students as they work toward their goals as documented by the students' personalized learning plans with 2014-15 as baseline.
- b. Teach students *performance goals* (extrinsic focus on external rewards) and *mastery goals* (internal

focus on learning, self-improvement and effort as well as fosters a motivational pattern toward achievement behavior) as documented by the personalized learning plans.

c. Increase *student assets* through implementing a system of assessing, advising and mentoring that better links 9-12 education to authentic, real-world experience.

The LCC partnership will offer career awareness activities to youth in order to stimulate thought and imagination regarding options and goals. Career exploration via local professionals who provide mentoring support, career awareness activities and career-centered learning can motivate youth. Several local corporations and other businesses will provide career instruction followed by site visits to emphasize local career options. Youth will also work with mentors in establishing academic, career and personal goals (e.g., improving grades, social skills, technical skills). As youth understanding grows through relationships, activities and assessment, personal goals often change reflecting self-awareness. Both pathways (individual and group mentoring) will be followed by youth establishing plans for career and personal development.

## 2. Building character

a. Identify individual students' *positive character traits*, and help students work toward developing those traits through mentoring as well as using assessment results from "Developmental Assets," using 2014-25 as the baseline.

b. Develop *student-identified abilities and/or skills* (such as self-control, perseverance, optimism) through a model of students seeking to be responsible for and controlling aspects of their environment with mentors' support (using Developmental Assets screening).

c. Increase *student assets* (measured by acquiring at least one new Developmental Asset annually) through implementing a system of assessing, advising and mentoring (individual and/or group) that better links 9-12 education to authentic, real-world experience using platforms (Developmental Assets).

The LCC project views character development as a result of values held. According to the Developmental Assets model, these values become relevant to youth when it has become clear to them that there are positive life options that make the sacrifice required by values meaningful. LCC uses mentoring as a bridge to a real appreciation for existing career opportunities, so that youth are motivated to accept values which create accomplishment. Values are taught thru guided, project-based instruction that takes interests developed through the career awareness process and grows them through structured development of goals for accomplishing short and intermediate progress. Goal achievement includes: supportive mentor relationships (elders and peers), career exploration, future focus, alignment of short-term practices with progress on developed interests and identification of opportunities for longer term progress on interests are steps to goal realization. Each of these steps builds internal assets and familiarizes participating youth with the process of progressive achievement. Continuance in this process establishes the values that the Connecters grant seeks to build.

## 3. Developing pathways to achievement

a. Develop *critical thinking, problem-solving and decision-making skills* using models (e.g., Developmental Assets) provided and supported by mentors (individual and/or group).

b. Develop *student-driven interests* that allow students to increase skills as their interests grow with 2014-15 as baseline.

c. Increase *college, career and life readiness student assets* through implementing a system of assessing, advising and mentoring that better links 9-12 education to authentic, real-world experience using platforms (Developmental Assets).

This component of the LCCs' effort will be developed in the mentoring processes. In the individualized mentoring pathway, the process builds one to one connections between healthy adults who model the attributes the program seeks to encourage in youth. In the group mentoring pathway, healthy group dynamics are created which enables youth to relate to a reference group of peers (and leads) who support the values of growth and achievement. Mentors assist youth by providing a relationship structure that allows youth to test and learn the skills of decision-making (identifying true goals, reviewing alternatives, prioritizing, management of emotional factors). Lima Community Connectors partners (Big Brothers/Big

Sisters, UMADAOP) are experienced in developing and sustaining successful individualized, group and peer mentoring relationships with a variety of youth. School district partners (Perry School District and Wapakoneta School District) are currently administering programming that provides adult counseling and support for youth growth and maturity issues. This project will extend that work into more intentional forms of direct mentoring assistance.

#### 4. Building resiliency

- a. Develop the *social, emotional and cognitive skills* that lead to having a strong belief in self, the ability to bounce back and not being defined by negative circumstances through positive individual and/or group mentoring experiences, with 2014-25 as the baseline.
- b. Develop *behaviors and dispositions* as students, supported by mentors, increase their responsibility for their own work and achievements.
- c. Increase the number of *job readiness activities* completed by students, supported by mentors and documented in personalized learning plans, with 2014-15 as the baseline.

Resilience involves being able to recover from difficulties or change – to “bounce back” and to move forward in overcoming obstacles. The Lima Community Connectors project utilizes the Search Institutes’ “40 Developmental Assets” model as the theoretical basis for building this attribute (and each of the others). The Search Institute’s developmental assets are already embedded in our mentoring programs and one of our research-based measurement tools directly measures the child’s acquisition of 18 of those assets.

Through providing a context in which protective factors are experienced and built, the program gives youth a “safe” zone in which to grow. For each youth, the building of these protective factors is designed according to the program leadership’s knowledge of the youth’s life circumstances through assessment and through direct engagement of the youth’s guardians. Each family (and situation) is personally known to the program, and parental or guardian buy-in is a key initial goal of the program which is then followed up by continuing (weekly) communication regarding progress, achievements and cooperation in promoting goals achievement. The program theory of change requires the participation of families and the program energetically seeks and has been successful in gaining this cooperation. . Additional protective factors that this initiative prioritizes are: school connectedness, supportive adults beyond family and building a positive social network upon which youth may rely. These are built within the mentoring relationships including peer mentoring which is strongly encouraged –leaders (by group assent) emerge who reinforce the values the program seeks to instill and who are instrumental in building and reinforcing positive social values among the group as a whole. The career focus within the program that involves several corporate partners who supply mentors and leads for career exploration activities, seeks to build the youth’s awareness of latent skills and abilities. We have seen this awareness be very transformative in directing youthful energies in positive directions.

#### 5. Believing in a positive future

- a. Build *meaningful relationships* between students and mentors (individual and/or group) who listen, share personal experiences and give positive reinforcement as documented in personalized learning plans, with 2014-15 as the baseline.
- b. Identify and develop *students’ interests and technical competencies* by allowing and encouraging students to examine new possibilities as documented in personalized learning plans, with 2014-15 as the baseline.
- c. Increase the number of *career interest surveys* completed, using 2014-15 as the baseline, with a 10% annual increase projected over three program years.

The LCC is a progressive and a cumulative work with youth who results in the growing comprehension by youth of their real capacities and possibilities in life. As a result of the relationships built, the resources made available and the activities conducted, a confidence in nurtured that their lives have purpose and expectation. Youth increasingly manifest a greater expectation of success in that which they attempt and a greater willingness to test the boundaries that they have lived within. This constitutes the success of the process in building expectation of and capacity for positive futures. The Request for Grant Application (RFGA) states that “(s)trong mentoring programs include time for the mentor to get to know the student and

methods for the mentor to open the students' world to opportunities that can lead to a positive future." This is the hallmark of the Lima Community Connectors effort. Research is clear that strong, long match relationships are critical to the achievement of our desired outcomes. That is why, once a child is matched with a mentor, we assure that they spend together regularly. Match longevity is equally important. We ask mentors to make a minimum commitment of one year. The ideal match may last for several years. These concepts are directly tied to our theory of change. The Center for the Study and Prevention of Violence captured this concept well when it spoke of the "belief that a consistent and frequent volunteer contact is a powerful influence" in the life of a child. By empowering our mentors with tools such as those outlined above, and with strong match support provided by program professional staff, we expect to accomplish successful building of the core principles of this grant.

The Lima Community Connectors project is organized to provide two basic pathways for participating youth. The first is individualized mentoring in which youth are matched with an individual adult mentor who builds a trusting relationship and who connects the youth with the resources provided within the initiative by the various supporting entities. This pathway revolves around the school and the mentoring partners within the collaboration. Participating schools are the sites at which matches are made and where the basic match meetings occur. Mentors provide youth with academic and social supports in conjunction with the school officials (administrators, teachers, guidance counselors) who refer youth with issues that can be resolved at the program's level of intervention - and who make the process available to school youth as a whole. While the school provides the central setting for these matches, mentors may recommend or facilitate assistance offered by the initiative outside of the school as needed and subject to the program parameters. For a family to choose the individualized mentoring option does not preclude the youth from also participating in the group mentoring pathway where other forms of mentoring (group and peer) are available which provide additional protective factors for youth. Background checks are required for all mentors and program leadership reviews the effectiveness of the mentors as they engage youth.

Specific activities conducted by mentors vary as they build relationships – activities range from a variety of physical interests to robotics to social skills development, leadership experiences and training, volunteer opportunities with local government and business, personal finance education, many career choice awareness activities, tutoring and many others. The mentor provides the gateway to a world of diverse and interesting options for the youthful mind.

The second pathway is the group mentoring track which operates out of two local community centers. These centers provide program activities focused on healthy development of youth within group relationships. These groups involve relationships with: 1) adult lead mentors, 2) college activity leads – often education majors who conduct youth group activities with guidance from the program leadership, with 3) peers within the group(s) and with 4) peer group leaders who have by the common assent of the group, emerged as accepted leaders. Effective relationship creators and managers within program leadership foster a culture of mutual supportiveness which provides the protective factor of supportiveness among a friendship group while cultivating the social skills so important in developing the youth's capacity to relate to others positively. Much of the activity is regulated by the youth leads who are instrumental in maintaining the culture of mutual supportiveness. On the base of these relational factors, the program leverages resources which community organizations have made available (business and other entities). Staff from local organizations provide on-site career development education and guidance and follow-up this instruction (in the next week) with field trips in which youth are able to see the in-class career instruction that was provided, demonstrated in practice.

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

- a) Recruit and employ new Program specialist by May 2015;
- b) Convene Leadership Team to address organizational details, adopt meeting schedule, review grant parameters (Leadership Team), coordinate cooperating entities support schedule by June 2015;
- c) Train Program specialist to recruit mentors and students, match mentors with eligible students, and support mentor/student relationships by June 2015;
- d) Complete training for Program specialist including on-line training through Learning Center (for new employees) by June 2015;
- e) Begin to recruit, screen and train mentors by June 2015;

- f) Refer Perry School students to the program (by Principal, Guidance Counselor) by June 2015;
- g) Enroll students by Program specialist by June 2015;
- h) Administer baseline Youth Outcomes Survey (YOS) to all students prior to making match (goal is 100% compliance) by Program specialist by June 2015;
- i) Evaluate progress in achieving goal of 15 matches by September 7<sup>th</sup> launch (by Leadership Team and Program specialist) by June 2015;
- j) Assess program by reviewing metrics using baseline Youth Outcomes Survey (goal 100% compliance) by June 2015;
- k) Submit programmatic and financial data to funder as required by June 2015;
- l) Recruit up to 10 students for Group Mentoring @ Bradfield Center from Lima City Schools, Perry, Wapakoneta and Apollo school districts by June 2015;
- m) Conduct group mentoring assessments as participants are identified by June 2015;

**(TO BE REVISED) JULY-AUGUST 2015**

- Continue to recruit mentors (Leadership Team, new employee) **(ongoing)**
- Screen, train and match mentors with children (new employee) **(ongoing)**
- Support existing matches, initiate support of new matches (new employee) **(ongoing)**
- Leadership team meets – second regular meeting, monthly meetings thereafter (Leadership Team)
- Enrichment activities for 2014-2015 planned in full (Leadership Team)
- Submit programmatic and financial data to Ohio Department of Education **(ongoing)**
- Group mentoring begins @ Bradfield Community Center
- Scheduling finalized for business career staff classroom visits and field trips

**SEPTEMBER 2015**

- Match mentors with children and initiate support of new mentor/child matches (new employee)
- Administer Mentor Strength of Relationship Survey (Mentor SoR) and Youth Strength of Relationship Survey (Youth SoR) three months from match date (New employee) **(ongoing)**
- Assess program by reviewing metrics: three-month Strength of Relationship Survey (goal 80% compliance for both mentor and child); Match Support Contacts Done (goal 91.5% compliance for mentor, child and parent) (McKinley) **(ongoing)**
- Leadership Team meets (Leadership Team) **(ongoing)**

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

The Lima Community Connectors initiative is based fundamentally on the Search Institute's "40 Asset" model for building youth. In utilizing this approach relationship is seen as the core upon which the assets are built. This means to us that in the implementation of the work, developing the effective relationship is prioritized as of first importance. Mentors are bridge-builders, connecting youth with perspectives, resources and options which would otherwise be unknown, undesired and/or unavailable. Countless studies support the conclusion that resiliency is a function of relationship. In implementation therefore, the Lima initiative seeks mentors who have a demonstrated capacity or interest in supporting this growth of awareness in youth. Trainings provided enable the mentor to understand and apply the key factors in creating this bond and in how to use it to inspire positive decision and direction. There are three core programs which involve aspects of "best practice", that are key components of this effort – 1) Big Brothers/Big Sisters of Allen, Hardin and Putnam Counties as well as Big Brothers/Big Sisters of Auglaize county, 2) Lima - Urban Minority Alcohol Drug Abuse Outreach Program (UMADAOP) and 3) Apollo Joint Vocational Technical School.

The Big Brothers/Big Sisters program has distinguished itself over 15 years of affiliation with the United Way of Greater Lima as one of our three best relationship builders (out of 40+ programs funded). Consistently rated by community allocation volunteers as highly effective, it has transformed the lives of a great many Allen,

Hardin and Putnam county youth. With a core competence in creating, managing and tracking relationships between youth and healthy adult mentors, this organization is a key member of the leadership team for this implementation. The work of Allen, Hardin and Putnam's Big Brothers/Big Sisters is supported in the Wapakoneta school district, by the Auglaize county Big Brothers/Big Sisters program.

The Lima UMADAOP program has demonstrated effectiveness in group mentoring activity with disadvantaged youth generally and with African-American youth in particular. UMADAOP's skills at building resiliency in youth makes them another key partner in this effort. This program excels at enabling youth to resist negative influences in their environments that impede healthy growth and development. Mentoring conducted in the afterschool context involves both group and individual aspects. Building productive relationships is prioritized and the program outcomes run parallel with the core principles of this grant.

Apollo Joint Vocational District provides programming which has been very effective in directing youth to positive activity and especially in career choice. The relational skills of the faculty have enabled youth who were struggling at other mainstream schools to thrive. This component to the Lima Community Connectors effort, allows mentors to channel youth into productive activity and also provides a field of application for every one of this grant's core principles.

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

The key partner programs engaged in the Lima Community Connectors initiative have provided their mentoring and assistance processes with United Way funding for years and have been evaluated at least annually for effectiveness. None has less than 15 years of progressive growth in providing mentoring and assistance services. United Way of Greater Lima has required agencies since 2006 to adhere to the principles of accountability for program outcomes and the indicators of those outcomes. The Big Brothers Big Sisters program has created and maintains 289 mentor/mentee matches, the Lima UMADAOP youth afterschool program currently serves 40 youth and has also been rated as a superior program in building resiliency in disadvantaged youth. Additionally, the YMCA's Teen Leadership program, draws upon years of experience with youth and a robust partnership with STEM and local civic engagement opportunities to afford multiple interests options for participating youth within this initiative. The 180 youth in the YMCA's Teen Leadership process will also be able to access the mentoring resources available through the Lima Community Connectors initiative. The Apollo Joint Vocational Technical School will refer at least forty 11<sup>th</sup> and 12<sup>th</sup> graders as participants, while Apollo also serves an administrative role in coordinating group mentoring contributions of business contributors. Each partner's role is a natural extension of a core competence of that entity. Each of these contributing partners is distinguished in the local community for its supportive and caring program environment wherein youth who have been unsuccessful elsewhere are commonly able to progress and to flourish.

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

The Lima Community Connectors collaboration will be successful because it is founded upon using the energy created by positive, caring and healthy human relationships to drive the impact of timely and appropriate resources for maximum benefit to youth. We have observed for years in our best funded programming, that when this dynamic of positive relationship is combined with the proper human and material resources – success invariably results. The project will also succeed because of the “fit” or partners to the roles to be played. Each partner is a best practice contributor in its area of competence and each possesses institutional relationship-building competencies. There also exists in the local community many available resources which have not been tapped to their potential in aiding youth development (business and career, civic engagement etc.). The effect of the combination (resources and relationship) will create strong outcomes. Both are needed in the correct alignment as we have created in this initiative. The most fundamental indicators of success for the collaboration are: 1) the success of the program in creating mentor/mentee relationships that are enduring (# of relationships extending beyond 1 year), 2) productivity in the relationships - youth interest in pathways made available to them (# youth enrolling and continuing), 3) reduction of the incidence of events which demonstrate the absence of protective factors among the 40 assets (poor grades, disciplinary issues,), 4) growth in numbers of mentors available and

trained to work with youth.

## **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; and Prior relevant experience.

### United Way of Greater Lima (nonprofit applicant):

Mike Hayden, Director of Community Impact, is responsible for coordination of the Leadership Team over the first six months of grant. Estimated time commitment is 8 hours per week (20% of time on this project). Over the first six months a replacement program manager will be phased in to replace. Hayden demonstrated capacity (over 10 years) to create and coordinate projects with multiple partners and responsibilities. Effective planner and strategist. Effective leadership within United Way's Community Impact conversion, of many partners in the process of moving to results based accountability. Successful youth oriented program implementations with over 2000 clients effectively engaged. Broad-based community leader with strong abilities to bring partnerships together and to lead them to effective co-venturing.

### John Neville – Executive Director – Big Brothers/Big Sisters (Faith-Based Partner):

Responsibilities for this grant include: Individualized (one-on-one) mentoring lead agency – youth enrollment, mentor recruitment, training, match facilitation & tracking. Assessments - with support of leadership team and outside evaluator (Ohio State University – Lima campus). Time commitment approximately 4 hours per week. Graduate of Ohio Northern University and University of Wisconsin law schools. Practiced law in Hardin and adjoining counties for 17 years, specializing in juvenile law, before joining BBBS in October 2000. Former President of the Ohio Big Brothers Big Sisters State Association. Neville will oversee the design and implementation of the school-based mentoring program at Perry, hire, supervise and evaluate BBBS staff, recruit mentors, work with community partners, and work with UWGL to develop a long-range plan to sustain the program.

### Apollo JV Technical District (School Partner):

Judy Wells – Superintendent - Apollo JV Technical District

Responsibilities for this grant include: Coordination of business career resources relationships for the group and the individualized mentoring components. Liaison between this program and local community business program support. Major business contributors already agreed to participate include: Proctor & Gamble, Husky Energy and St. Rita's Medical Center with additional potential partners having expressed interest in career awareness participation. The business "table" will be maintained by Apollo and mentors access Apollo to request career resources in a variety of fields of endeavor – according to the program's schedule of careers and according to interests of youth. Apollo maintains the program's database of local business contributors to in-class and field trip activities and schedules appearances with group mentoring leads (individual and group youth as served in this activity). Apollo's internal career resources also directly feed the career awareness classes held at the Bradfield community center.

Qualifications/Experience – Superintendent for 6 years, with a total of 31 in education including 27 in career, technical and adult education. BA from Ohio University; a Master of Arts from Ohio State University as well as Ashland University for licensure in administration including 2 principal as well as superintendent. Both Wapakoneta and Perry Schools feed into Apollo as well as 9 other school districts in 4 counties. Establishing business partnerships as well as service provider partnerships that will eliminate barriers and provide career opportunities for her high school and adult learners is her main focus in delivery of services to the community. Time commitment (plus staff) approximately 10 hours per week.

### Lima UMADAOP, Myrtle Lighton – Executive Director:

Responsibilities for this grant includes: – Oversight of the group mentoring pathway within the program. The group mentoring component will work with youth in an afterschool setting utilizing program provided career awareness activities as well as social development to build the protective (40 assets) required for resiliency and for building each of the 5 core principles indicated in the RFGA. UMADAOP will use experienced and successful group leads to facilitate this development. Time commitment (plus staff) is approximately 12 hours per week.

Perry School District (School District), Nick Weingart – Principal Perry High School:

Responsibilities for this grant includes: Provides facility for hosting individualized mentoring and group mentoring events (as needed). Staff engagement in referring youth and families for participation. Program communications with staff and with families. ELO tutoring program as initial base for identifying and selecting mentees. Time per week approximately 4 hours. Nicholas Weingart is a twenty one year veteran of public education. Principal Weingart is currently employed at Perry Local Schools in the high school as the principal. Over the last 8 years Mr. Weingart has restructured the high school through its organizational setting and scheduling and rebuilt the culture through clear expectations and encouragement. Through building level teachers and staff support they have refocused “Academics” within the community as the gateway for power and success in life. Perry High School has moved from a low performing high school to exceptional on the state report card. Also Perry HS is currently listed in the top 14%, for the second year in a row, as one of “Best High Schools in America” by US News and World Report.

Procter and Gamble (Business partner):

-Procter & Gamble Corporation (Business)

-Patrice Reinhart – P&G Contributions Coordinator

Responsibilities for this grant include provision of P&G staff and mentoring support for STEM and other career training with student participants. Funding which will enable this contribution is included in the P&G commitment. P&G will also promote program among employees and in relations with business partners. Ms. Reinhart has 9 years of continuous work with United Way in evaluating outcomes and in funding determinations. Has served for 6 years on the United Way of Greater Lima’s Board of Directors.

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.

Assuming that funding begins June 1, 2015, this timeline is June 1, 2015-June 30, 2016:

MAY 2015

—Recruit and employ new program specialist

JUNE 2015

—Convene Leadership Team to address organizational details, adopt meeting schedule, review grant parameters (Leadership Team), coordinate cooperating entities support schedule etc.

—Train new program specialist (hereinafter “new employee”) to recruit and screen prospective mentors and children, match mentors with eligible children, and support mentor/child relationships

—New employee completes training including on-line training through Learning Center (new employee)

—Begin to recruit, screen and train mentors

—Perry School refers students to the program (Principal, Guidance Counselor)

—Enroll children (new employee)

—Administer baseline Youth Outcomes Survey (YOS) to all children prior to making match – goal is 100% compliance (new employee)

—Evaluate progress in achieving goal of 15 matches by September 7 (Leadership Team, new employee)

—Assess program by reviewing metrics: baseline Youth Outcomes Survey (goal 100% compliance) (McKinley)

—Submit programmatic and financial data to Ohio Department of Education as required

---Group Mentoring @ Bradfield Center recruitment from Lima City Schools, Perry,

Wapakoneta and Apollo school districts

---Group mentoring assessments conducted as participants are identified

#### JULY-AUGUST 2015

—Continue to recruit mentors (Leadership Team, new employee) (*ongoing*)

—Screen, train and match mentors with children (new employee) (*ongoing*)

—Support existing matches, initiate support of new matches (new employee) (*ongoing*)

—Leadership team meets – second regular meeting, monthly meetings thereafter (Leadership Team)

—Enrichment activities for 2014-2015 planned in full (Leadership Team)

—Submit programmatic and financial data to Ohio Department of Education (*ongoing*)

---Group mentoring begins @ Bradfield Community Center

---Scheduling finalized for business career staff classroom visits and field trips

#### SEPTEMBER 2015

—Match mentors with children and initiate support of new mentor/child matches (new employee)

—Administer Mentor Strength of Relationship Survey (Mentor SoR) and Youth Strength of Relationship Survey (Youth SoR) three months from match date (New employee) (*ongoing*)

—Assess program by reviewing metrics: three-month Strength of Relationship Survey (goal 80% compliance for both mentor and child); Match Support Contacts Done (goal 91.5% compliance for mentor, child and parent) (McKinley) (*ongoing*)

--Leadership Team meets (Leadership Team) (*ongoing*)

#### OCTOBER 2015 AND QUARTERLY THEREAFTER

—Hold first enrichment activities (BBBS, Perry School, Bradfield Center, Apollo)

—Administer Mentor Strength of Relationship Survey (Mentor SoR) and Youth Strength of Relationship Survey (Youth SoR) three months from match date (New employee) (*ongoing*)

—Administer Youth Outcomes Survey

—Administer mentor Strength of relationship Survey and youth Strength of Relationship Survey (new employee)

—Administer program-based Outcome Evaluation (POE) Survey to teachers, mentors, parents (new employee)

--Assess program by reviewing metrics (Group and Individualized):

1. Baseline Youth Outcomes Survey (goal 100% compliance)
2. Three-month Strength of Relationship Survey (goal 80% compliance for both mentor and child)
3. Match Support Contacts Done (goal 91.5% compliance for mentor, child, parent)
4. Follow-up Youth Outcomes Survey (goal 70% compliance)
5. Strength of Relationship Survey (goal 70% compliance for both mentor and child)
6. 12-month match retention rate (goal 80%) (McKinley)
7. Teacher, mentor and parent POE (goal: \_\_\_\_\_)

[Note: Review of program metrics is ongoing. The review of metrics 1-3 is *ongoing*. Metrics 4-5 and 7 are based upon surveys administered at the end of the school year. Metric 6 is only meaningful as matches pass the one-year mark.]

--Review performance during first year of grant; outline goals for second year (Leadership team)

--Meet with new employee to review performance during first year; outline goals for second year.

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;

Prospective individualized mentors are thoroughly screened in accordance with the Standards of Practice of Big Brothers Big Sisters of America, utilizing eligibility criteria set forth in the BBBS local Program Manual. The process includes a written application signed by the applicant, an in-person interview, a multi-layered criminal background check, reference checks, and a home assessment. It may, at our discretion, include a visit to the applicant's home. Certain applicants — one convicted of a criminal offense in which a child was involved or of a sex offense, for example — are ineligible. BBBS employees who are working directly with students undergo an equally rigorous process.

Training begins with the initial interview, when we share information about our organization, its governance, source of funds, mission, vision and the process we employ in screening and matching volunteers and children. Volunteers who became mentors then participate in formal training that includes the following topics: 1) Definition of mentoring – what a mentor is and does; the importance of bonding; 2) Communication – starting small; active listening; 3) Problem solving – steps in problem solving; teaching Littles how to solve problems; 4) Cultural sensitivity; 5) Topics of discussion – “hot topics” such as sex, alcohol, drugs, and how to handle them; 6) Abuse and neglect – Three categories of abuse and how to recognize the signs of each; 7) Closure – How to end the relationship when that becomes necessary; and 8) Match support.

Once a match is made, matches are monitored and supported. The best match can wither without proper support. Through personal observation, information provided by the mentor, the child, the child's teachers, and parent/guardian, formal evaluation tools, and all other data, our program specialists continually evaluate the quality of each match relationship and the progress that is being achieved in meeting match outcomes.

b. Identification and intake process for mentees;

Children will be referred by: Lima City Schools, Perry Schools, Apollo JV Technical District and the Wapakoneta School District. The intake process includes a written application signed by the child's parent, an in-person interview with at least one parent and the child, and, if the match is to be community-based, a visit to the child's home.

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;

We require parental involvement beginning with the intake process, when parents are required to sign their child's application and submit to an interview. We communicate regularly with the parent/guardian throughout the life of the match while providing ongoing match support. Additionally, parents will be invited to participate in enrichment activities along with the children and their mentors.

Training is ongoing. BBBS program specialists are often on-site when mentors are present, available to address issues as they arise. Additional formal training is scheduled as needed. In the case of this project, for example, mentors will be brought together to learn how to help the students utilize online tools that facilitate career exploration, to cite one example. Training begins with the initial interview and continues throughout the volunteer's involvement with BBBS.

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

The accounting systems of the United Way of Greater Lima are designed to reflect accepted accounting principles as noted in the Current Standards of Accounting for Non-Profits and to meet the United Way of America Standards of Excellence guidelines. Oversight is by the Treasurer of the Board of Directors and United Way of Greater Lima has received a 4-star (highest) rating from Charity Navigator for fiscal responsibility and transparency.

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

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 attached.**

### **Application Section III: Evaluation Plan**

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

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

The following resources provided by Big Brothers Big Sisters of America and utilized in full by Big Brothers Big Sisters of West Central Ohio insure that our programs incorporate best practices and that vital data is collected and analyzed:

- A Service Delivery Model that incorporates best practices in the intake, match and match support functions.
- The Agency Information Management System (AIM), which drives performance by providing real-time management data while monitoring outputs and outcomes.
- A Performance Management process that includes setting goals, measuring results, and driving improved performance.
- The BBBS Learning Center, which offers high quality training for management, staff and prospective mentors.

AIM allows us to record all of the items mentioned in Subsection “a” above and much more. Information regarding every Big, Little and match is entered in AIM. Once a match is made, AIM calculates match support timelines. Match support notes are entered in AIM. Data regarding the number, length and strength of matches, and the timeliness of match support contacts, are instantly available. AIM improves quality control by randomly selecting match files for review by program management. AIM enhances our ability to monitor outcomes by tabulating data obtained through the Strength of Relationship Survey (SoR), POE, and the Youth Outcomes Survey (YOS). Data on group mentoring contact hours, unduplicated count of students served each month, mentor training hours will be provided via daily tracking by assistants to the classroom leads.

b. Gathering of data to measure progress of program towards meeting the selected goals;  
A BBBS program specialist will gather Strength of Relationship Surveys (SoR), Program-Based Outcome Evaluation Surveys (POE) and Youth Outcomes Surveys (YOS), described previously, after their completion by Mentors, Mentees, teachers and parents as appropriate to each survey. Data will be entered into and tabulated by AIM. School records will be obtained from the school. Criminal/juvenile records will be obtained from courts and law enforcement agencies. Case notes are entered into AIM. Group mentoring leads will survey youth as well as track the responsiveness to provided career awareness engagements by business contributors. Progress is noted in the creation of youth interest and their continuance in projects presented. As the group mentors rely more on their family engagement, indicators will be validated through communications with guardians.

c. Projected indicators of success;  
The most fundamental indicators of success for both pathways (individualized and group mentoring) within the collaboration are: 1) the success of the program in creating mentor/mentee relationships that are enduring (# of relationships extending beyond 1 year), 2) productivity in the relationships - youth interest in pathways made available to them (# youth enrolling and continuing), 3) reduction of the incidence of events which demonstrate the absence of protective factors among the 40 assets (poor grades, disciplinary issues,), 4) growth in numbers of mentors available and trained to work with youth. Annual comprehensive review of indicators and reporting regarding the status of progress will be overseen by Ohio State University Lima as outside evaluator.

d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.  
No assessment instrument will collect quality data unless there is a system in place which formally incorporates data collection, handling, and analysis. The following addresses data collection. Mentors,

teachers and parents will be prepared for the integral and valuable part they play in the success of the mentoring program assessment. Aggregate results will be shared with the community and all participants will see how the program is functioning against its indicators. In a school-based program, assessments by Mentors, Mentees and teachers can be obtained in person. This may not be possible with parents, in which case it may be necessary to conduct the assessment by telephone or by mail. By developing relationships with parents beginning with the child enrollment process, it should be possible to achieve a reasonable rate of return of parent surveys.

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.

United Way of Greater Lima currently funds this infrastructure at approximately \$200,000 annually and the goals represented in the five core principles represent key elements of the United Way's strategic focus area goals in the area of Education thru 2018. We have observed in past initiatives in which United Way led the community in developing critical needs programming, that community investment increases with successful program implementation and appropriate media exposure. We fully expect this to be the case in this area given the widespread appreciation of the critical nature of the issues being addressed by the Connectors grant effort. Among the partnership group we will actively encourage financial support as programs experience the benefit of this systemic process (especially) in increased program enrollments.

A related community-wide collaborative process in the area of Workforce Development and involving a larger group of stakeholders (Allen County Job/Family Services, Allen Economic Development Group, Allen County Chamber of Commerce, Lima City Government) are also partners of the United Way (in that process) and potential supporters of a successful effort, as the goals of this project are key elements of the strategic aims of that collaborative partnership. We see this process – successfully implemented - becoming a key element of that effort. Accordingly, we have noted a strong response among individual cooperating business entities who see this process as an aid to their efforts to find qualified employees locally and who are willing funding supporters of effective efforts to accomplish this.

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

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

*By clicking this box,  I, Michael P. Hayden 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.*