

## Application Template

### Application Section I: Community Connectors Program Description

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

The chart below reflects the grade levels, schools and number of youth targeted for each program. Programming will be provided to students of the Plain Local School District (PLSD) and Canton City School District (CCSD).

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

Program	District/School	Grade/# of Students
Get Connected JA Job Shadow	CCSD/McKinley Senior High School	Grade 10: 50 Grade 11: 50 Grade 12: 50
	CCSD/Freshmen Academy	Grade 9: 50
	PLSD/Glenoak High School	Grade 11: 55 Grade 12: 55
<b>Total Served</b>		<b>310</b>
JA It's My Future	CCSD/Altitude Career Tech & Wellness Academy @ Crenshaw	Grade 8: 144
	CCSD/Arts Academy @ Summit	Grade 8: 44
	CCSD/College & Career Readiness Academy @Lehman	Grade 8: 216
	CCSD/STEAMM Academy @Hartford Early College Academy @Souers	Grade 8: 132 Grade 8: 136
<b>Total Served</b>		<b>672</b>
University Mentors@Malone	CCSD/Altitude Career Tech & Wellness Academy @ Crenshaw	Grade 7: 4 Grade 8: 6
	CCSD/Arts Academy @ Summit	Grade 7: 4 Grade 8: 6
	CCSD/College & Career Readiness Academy @ Lehman	Grade 7: 4 Grade 8: 6
	CCSD/Early College Academy @ Souers	Grade 7: 4 Grade 8: 6
	CCSD/STEAMM@ Hartford	Grade 7: 4 Grade 8: 6
	<b>Total Served</b>	
One-on-One Mentoring	All Canton City Schools	Grades 5-12: 30 Students Total
<b>GRAND TOTAL STUDENTS SERVED YEAR #1</b>		<b>1062</b>

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

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

The Stark County Mentoring Continuum is an expansion of four existing programs: Get Connected (United Way); JA It's My Future and JA Job Shadow (Junior Achievement); University Mentors@Malone (Malone University) and One-on-One Mentoring (Stark County Family Council).

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

The Stark County Mentoring Continuum is a series of programs designed to address the needs of students at varying grade levels at various degrees of risk. The United Way of Greater Stark County invited local stakeholders, currently involved in mentorship programs, to participate in the project planning process to identify population and service gaps and the best method to connect existing cross system programs to increase effectiveness and reduce duplication. The team developed a three-tier mentoring continuum that thoughtfully ties mentoring services to grade and need appropriate target populations. Tier I of the continuum uses instrumental--or topic-focused--mentoring to prepare students for employment and career opportunities. Tier II employs psychosocial, or open-ended, mentoring that encourages positive youth development. Tier III provides for prescriptive mentoring services, which emphasizes meeting clearly defined goals and expectations, for especially high-risk youth. The continuum of services model allows for movement among tiers. The hope is that younger students referred to Tier III services will successfully move on to Tier II and Tier I programs. The Community Connectors Planning Committee outreached local school districts to gauge interest in participation and have secured partnerships with Canton City and Plain Local School Districts. With an enrollment of approximately 9,300 students, the Canton City School District is the largest in Stark County and one of the eight largest urban school systems in Ohio. The most recent data available (May 2014) indicates that 85.65% of the district's students meet state and federal poverty guidelines. The district is comprised of three high schools, five middle school academies and 14 elementary schools. The district began a restructuring process called the "Brighter Tomorrow Plan" in January of 2013. The Brighter Tomorrow Plan's first phase saw the creation of interest-based middle school academies; Phase II of the plan began in the Fall of 2014 and designated seven elementary schools as preschool through 2nd grade Reading and Math Preparatory Schools. Seven other current elementary schools transformed into Leadership Schools and house 3rd grade through 5th grade students. Phase III of the Brighter Tomorrow Plan involves the consolidation of McKinley and Timken into one high school with grades 10 through 12 attending classes on the McKinley campus, and all 9th graders remaining at Timken's downtown campus in a freshmen academy. Early College High School will become the Timken Early College High School and remain at the downtown Timken campus. The Plain Local School District was established in 1914. Plain Local Schools is an innovative district rich in its diversity of population. The district offers a strong core curriculum with a wide range of electives, providing students with a firm educational foundation that is unsurpassed in the area. Plain Local Schools provides a curriculum that is challenging, the best qualified staff in the area, a strong emphasis on the fine arts, superior technological resources, and secure facilities. The Plain Local School District reorganized in 2010 and now has 11 buildings. The district has 6 elementary schools, one middle school, and one high school. The Plain Local School District has approximately 6000 students, and is the largest local school district in Stark County. The district is 43% economically disadvantaged, 21% minority, and 14% students with disabilities.

## **Setting Goals to be Prepared for 21st Century Careers:**

Tier I: The Get Connected program gives high school students the opportunity to visit local workplaces, learn about careers in their area of interest, and build relationships with employees in the organization(s) they visit. The program encourages follow-up student/mentor communications via email and/or scheduled follow up visits. Students are taught to present themselves professionally and become comfortable in various work environments. Students and mentors will collaborate to establish individualized S.M.A.R.T. goals with predetermined tracking measures. Junior Achievement (JA) allows volunteers from the community to deliver curriculum while sharing real-life experiences with students. Classroom volunteer mentors transform the key concepts of lessons into a message that inspires and empowers students to believe in themselves, showing them that they can make a difference in the world. Volunteers help students to focus on career choices, develop work readiness skills, consider the possibilities of starting their own company and learn budget and saving skills necessary to manage their personal finances. JA experiences allow students to identify individual strengths and potential opportunities for rewarding and meaningful work.

Tier II: Middle School participants will work with college-aged mentors enrolled at Malone University to develop a long-term plan for each student mentee that focuses on learning and exploring career options, developing time-management and study skills and setting both short-term and long-term academic goals. Students will benefit from increased knowledge about the real world of work skills and connecting what they learn in school to their future. Referrals made to the Stark County CARE Team will link students in need of additional supports to community resources as appropriate.

Tier III: Students referred to the One-on-One portion of the program will work with highly-trained mentors to establish an individualized personal development plan that includes short-term academic goals and career exploration. Outcome measures for these highest-risk youth will be created to address specific cognitive and behavioral milestones.

## **Building Character:**

Tier I: Youth engaged with Get Connected mentors will be trained to understand how positive attitudes and behaviors, civic involvement and physical and emotional wellbeing can be critical to securing and retaining employment. Resources from partner and community organizations will be provided to Get Connected mentors to ensure that accurate, appropriate information is provided to youth and families.

Tier II: Youth will participate in activities that build character by teaching team dynamics, effective communication strategies and conflict resolution techniques with trained college-aged mentors. These types of activities empower students and build self-esteem. This core principle is lived out through the character education program, Anti-Virus, which has been donated by the Leaders Edge organization. The curriculum is designed for middle school students and focuses on seven character traits: Ambition, responsibility, hard work, emotions, restraint, common sense, and generosity.

Tier III: Mentors will involve youth in activities that stress interpersonal skills, active listening and self-advocacy. One-on-one mentoring relationships are proven to significantly improve socio-emotional outcomes for high-risk youth. These youth--who have often experienced trauma--typically report fewer depressive symptoms, better peer acceptance and more positive beliefs about their abilities (Herrera, DuBois & Grossman, 2013).

## **Developing Pathways to Achievement (decision making and critical thinking skills):**

Tier I: Get Connected mentors will work with students to use their S.M.A.R.T. goals as a guide to steer academic instruction and class scheduling, including accessing needed supports such as tutoring and credit recovery. JA It's My Future participants will apply classroom instruction to practice decision-making and learn about leadership and teamwork with the support of business volunteer mentors.

Tier II: Early adolescence is often identified as a critical time period for the development of critical thinking skills. Linking middle school students to college-aged mentors is a great way to offer youth the assistance and modeling required to become good decision makers. The Mentors@Malone program will allow students to discuss and share issues in a nonthreatening, safe, faith-based environment. Program components will include coaching

that demonstrates several different approaches to crafting solutions to common adolescent problems such as peer pressure, conflict resolution and relationships.

Tier III: One of the most important functions of the professional mentors engaged with youth at the Tier III level is to serve as a supportive, positive role model. Research indicates that high-risk youth require support networks during times of personal or social stress to provide guidance for decision making. The project's One-on-One mentors will foster students to develop an ability to assess situations, avoid risk and make decisions that demonstrate a sense of responsibility to self and others (Dennis, 2015).

### **Building a Sense of Resiliency**

Tier I: Get Connected and JA mentors will work closely with the Program Coordinator to identify students and families in need of community supports. Linkages to appropriate services within partner agencies and organizations will assist in nurturing a sense of connectedness and a positive self-view. Students who trust themselves to solve problems and make appropriate choices feel more capable of handling future challenges and achieving goals.

Tier II: Mentoring relationships give students an added layer of external support that can be crucial to building assets. Mentors@Malone incorporates activities that encourage interpersonal competence, resistance skills and peaceful conflict resolution. Fostering these assets--recognized on The Search Institute's Framework for Developmental Assets--will benefit the Stark County Mentoring Continuum participants at the Tier II level.

Tier III: Youth referred to Tier III services are involved in multiple child-serving systems (i.e. family court, family services, public behavioral health services, developmental disability services). These youth represent the community's highest risk and highest need population. Emerging data suggests that most of these students have experienced at least one traumatic event. Events such as life-threatening accidents, disasters, maltreatment, assault, and family and community violence cause significant disruptions in child and adolescent development. Children facing such situations often feel lonely, fearful and vulnerable. Stark County is committed to addressing trauma with a systemic, cross-system approach that includes services such as One-on-One professional mentoring. Students involved in Tier III of the project will be mentored by adults trained to employ strategies that build youth resilience and engage families.

### **Believing in a Positive Future:**

Tier I: The Get Connected and Junior Achievement programs promote a sense of hope and belief that there is a way out of generational poverty. Low income students are able to build "social capital" and make connections that often lead to internship or employment opportunities. Lessons and age-appropriate conversations between business mentors and students in the classroom emphasize that early choices can impact future employability. Topics such as workplace cultures that require responsible choices about the use of tobacco, drugs, alcohol, social media, attendance, teamwork, effective communications and representation of the employer are discussed.

Tier II: In addition to the benefits of sharing one-on-one time with a caring adult, the Mentors@Malone program gives students from disadvantaged backgrounds the opportunity to visit a college campus weekly throughout the school year. For many of the program's participants, this may be their first encounter with college-life. This singular feature of the program can significantly increase student's belief in a positive future. A 2006 study conducted by the National Postsecondary Education Cooperative reveals that postsecondary planning activities (such as visitation) as early as eighth grade increases prospects for attending college. The University Mentors@Malone program allows middle schoolers to see who they can become. Along with being introduced to college live, the program allows students to develop a relationship with a college student who listens to them and provides positive reinforcement for the middle their dreams and goals.

Tier III: High-risk youth benefit from building positive relationships that nurture and support through structured mentoring programs. Mentors will work with youth to develop attainable short-term goals, offer positive things to do afterschool and on weekends and foster learning and enrichment opportunities. Focusing on basic developmental needs and exhibiting compassion and understanding are the first steps in promoting responsible

maturation; and ultimately a belief in a positive future.

**Program Performance Measures** will include:

Tier I: # of unique students connected to a mentor; # of businesses connected to students through internships and apprenticeships; # of students who achieve their SMART goals; # of students who complete post-secondary standardized tests; Community Connectors student surveys\*; Community Connectors mentor surveys\*; Get Connected student surveys; JA student surveys; BBBS mentor survey.

Tier II: # of unique students connected to a mentor; # of community support connections for participants; # of referrals to services; Increase in participant academic achievement; Increase in participant attendance; Decrease in participant disciplinary referrals; Increase in positive youth development as reported by parent, teacher, counselor; # of students who move on to Tier I activities; Community Connectors student surveys\*; Community Connectors mentor surveys.\*

Tier III: # of unique students connected to a mentor; # of community support connections for participants; # of referrals to services; # of students who successfully meet ISP goals; Increase in participant academic achievement; Increase in participant attendance; Decrease in participant disciplinary referrals; Increase in positive youth development as reported by parent, teacher, counselor; # of students who move on to Tier II activities; Community Connectors student surveys\* Community Connectors mentor surveys.\*

\*These tools will be developed specifically for the project

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

Volunteer Mentor Screening: Screening for the project will be conducted by the Stark County Educational Service Center (SCESC). The SCESC fosters collaboration, staff development, technology integration and administers shared services programs to Stark County Schools. All program mentors will be required to complete both an Ohio Bureau of Criminal Investigation and FBI criminal background check. Additionally, mentors will follow all Plain Local and Canton City School District (CCSD) volunteer protocols. (Documentation of school security and volunteer protocols are included in the attachments. These forms will be adapted for the Community Connectors program by the Leadership Committee.)

Tier I Activities: Get Connected is a program that the Women's Leadership Council (WLC) of the United Way of Greater Stark County developed to support efforts in the Education building block, specifically in the focus area of graduation and training. United Way and WLC leadership realized there was an opportunity to create a "business-friendly" program that would enable high school students to visit area businesses and begin building a network of local professionals. Students are matched with volunteer mentors in both professional and classroom settings to participate in career exploration activities including career interest assessments, job shadowing, workplace visits and tours. The focus is to provide these opportunities to kids who would not normally have these experiences and who could be inspired by this experience. Another added benefit is that participating businesses are able to start identifying promising local talent, help educate potential entry level employees about their business culture, and help their employees feel good about making a positive impact on a student. The Community Connectors project proposes to expand the Get Connected program to include 310 high school students. Over the past three years Junior Achievement of East Central Ohio (JA) has increased awareness about its role in the community to connect the business and education communities together. As a result, local demand for JA Programs has grown by 54.48% from 2011 to 2014. Instead of reading about it, they are active in the learning process and this helps them build confidence that they can be successful in a job in the future. The JA Core Building programs, geared towards middle school aged students, place business mentors in the classroom to help students learn about local entry level jobs in the community as well as employer expectations to secure and keep a job. This promotes early recognition that choices made in middle and high school can impact employability. Business Mentors also use JA curriculum to open students' world to job opportunities by introducing a variety of careers, as well as the requirements and connection between math, science and technology to high-growth jobs of the future. Businesses and organizations-- including the Canton Regional Chamber of Commerce, Aultman Hospital, Diebold, Innis Maggiore, The Timken

Company and TimkenSteel--have partnered with the United Way and Junior Achievement in past program activities and have committed to continued participation as mentor sources in the Community Connectors project.

Tier II Activities: University Mentors@Malone allows middle school students the opportunity to visit the Malone University campus for mentoring meetings and activities. Middle school students are matched with a college-aged mentor (either an education or social work major) with similar interests. The mentees and mentors spend several hours together each week doing activities which include: some type of college experience activity; homework assistance or character education; and dinner in the Malone cafeteria. Mentors@Malone exposes students who may not otherwise consider going to college the opportunity to actively participate in an on-campus experience. It also allows the middle school students to hone their future interests by learning about college life, different fields of study and different careers. An added benefit to the program is that it encourages University students to develop sound mentoring skills and promotes a commitment to community service. The Mentors@Malone program will serve 30-50 students per year.

Tier III Activities: Trained, professional, supportive mentors will be linked to high-risk students referred through the Stark County Family Council Service Review Committee (SRC). This committee receives and reviews funding requests for community based supports for extremely high risk youth involved in multiple systems. Mentoring services are contracted through licensed and/or accredited organizations with robust training and support systems. Students in this category will work with a mentor to create realistic, short-term goals that improve mental/physical health, academic and behavior outcomes. Additional activities may focus on improving youth self-concept; encouraging health peer relationships; addressing problematic attitudes and behaviors; family engagement; and exposing youth to social and cultural enrichment. Mentors and mentees will meet a minimum of twice a month to establish a relationship based on trust that provides students with strong, positive adult role models. Services will be offered to 30 students in Year I with expansion expected in Years II and III.

Training and Professional Resource Activities: Big Brothers Big Sisters (BBBS) of Summit, Medina and Stark Counties will provide training and resources to Tier II and Tier III mentors; BBBS services reflect the Community Connectors principles of hope building. Setting Goals to be prepared for the 21st Century Careers: All BBBS mentoring programs are focused on youth graduation from high school and the development of a 13 year plan. That may include college, technical school or preparing for a skilled trade. Training includes teaching mentors strategies to assist individual youth in evaluating their interests and helping them to establish goals that are attainable and reflect their interests and abilities. Mentors are also trained to support the goals by helping youth establish action steps for success and assisting the youth to overcome obstacles to success. Building Character: BBBS mentoring programs utilize the 40 Developmental Assets. A developmental relationship helps young people attain the psychological and social skills that are essential for success in education and in life. The number and intensity of developmental relationships in young people's lives is linked to a range of positive educational outcomes. Relationships with caring adults and peers can increase student engagement and improve academic motivation. Students who experience developmental relationships: get better grades, have higher aspirations for the future, and participate in college-preparatory activities more frequently. Developing pathways to Achievement: Program goals are mutually established by youth, mentors and parent(s)/guardian(s). Goals are based around reaching the following milestones: academic proficiency (specifically 3rd grade reading and 8th grade math); preparing for and gaining employment; graduation from high school; and the development of a 13th year plan. Steps necessary to reach each goal are formally identified and monitored. Mentors are trained to assist youth in attaining their goals, with modifications made as needed along the way. Building a Sense of Resiliency: BBBS training emphasizes the importance of providing all youth with a dedicated mentor to act as a supporter and advocate. Youth are better able to overcome obstacles when they develop an "I can" and an "I will" attitude that empowers them to reach their full potential. Mentors are trained to engage the support of schools, parents and other community organizations

when appropriate. Believing in a Positive Future: All BBBS training programs focus on a positive future for all youth. Ultimately, youth participating in a mentoring program should have access to the supports needed to achieve their goals, an active plan to keep them on track and a mentor who reminds them that they can accomplish their goals.

**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.**

Utilizing a continuum for the Community Connector framework embraces research that suggests tailored support programs that correspond to specific age groups and risk factors produces the strongest benefits (Herrera, DuBois & Grossman, 2013). United Way and Big Brothers Big Sisters mentoring programs have been extensively recognized on local, state and federal levels as "best practice" models. BBBS Mentoring Programs and Training are also identified as "best practices" by SAMHSA's National Registry of Evidence-based Programs and Policies. The Stark County Community Connector project also integrates The Search Institutes Developmental Assets®--40 research-based, positive qualities that influence young people's development, helping them become caring, responsible, and productive adults. Based in youth development, resiliency, and prevention research, the Developmental Assets framework has proven to be effective and has become the most widely used approach to positive youth development in the United States and, increasingly, around the world. The framework has been adapted to be developmentally relevant from early childhood through adolescence. In addition, the Junior Achievement It's My Future program aligns with English/Language Arts Grades 6-8 Common Core standards. In Tier III the referring organization or case manager must develop an Individualized Service Plan (ISP) for each youth receiving services. The plans, which establish specific goals and achievable action steps, are created with input from youth, family and school personnel. Mentors are provided with a copy of the ISP so that they can support and reinforce youth successfully reaching their identified goals. The mentor also provides written reports to the referral agency and SRC that includes completed activities, topics discussed and skills practiced. Mentors also identify challenges and successes as youth move toward their objectives. Strategies that increase family engagement are recognized as best practices.

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

Since the Stark County Community Connector project is an expansion of existing programs, partners and supporters have previous experience with mentoring programs. The United Way has implemented Get Connected in partnership with the Career Tech program at Canton City Schools for the past several years. JA reports that increased operational efficiencies and growing local interest have led to program expansion. Fall of 2014 student surveys demonstrate the strength of programming: 93% of juniors said that the things they learned from JA will be important to their futures; 85% of high school students said JA trained business volunteers helped them learn how to manage their money; and 95% of 8th grade students felt that the JA helped them develop a career pathway for their future. The ystark! membership of the Canton Regional Chamber of Commerce is currently engaged in volunteering annually for JA programs. Plans are also being made to match selected young professionals from around the community with Early College Academy students at Canton City Schools to provide an in-depth mentoring through the district's Smart Start program. The Mentors@Malone program at Malone University is currently in its second year of service. Over the years, the University has sponsored several variations of mentor programs that enrich the educational experience of their students and local school-aged children. The current program is coordinated by the Director for Educator Preparation Programs and the college-aged mentors are Education and Human Development majors. Last year the program served 30 middle school students. The SRC Committee of Family Council has been referring high-risk youth to mentoring services for over 10 years. Data from the previous four years indicate

that 70 youth received professional mentoring; however, under the current structure outcomes are difficult to collect and analyze. Students currently referred to the SRC for mentoring are tracked by the referral source; therefore, a student referred from the court system is tracked according to court outcomes. Since this project will allow for a full-time Mentoring Program Coordinator and professional evaluation and analysis, Tier III mentees referred through the Community Connectors project will now be tracked as a group with specific outcome measures. Local Big Brothers Big Sisters (BBBS) programming began in 1972 to “provide children facing adversity with strong and enduring, professionally supported 1-to1 relationships that change their lives for the better, forever.” The Community Matches program pairs an adult volunteer with a youth. Volunteers spend time with the child to form and maintain a positive relationship and becomes an added support for them. Through partnerships with adult volunteer mentors and others in the community, BBBS assists youth in: developing higher aspirations, greater confidence and better relationships; avoiding risky behaviors; and achieving educational success.

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

Coalescing the Leadership Team during grant planning allowed partners to actively participate in a process to identify the community's needs and develop a plan to serve those needs. These sessions generated significant enthusiasm about the collaboration and deepened commitment to the project. That enthusiasm and commitment, along with strong partners that include organizations with a record of successfully initiating, leading and sustaining programs, will make the Stark County Mentoring Continuum collaboration successful. United Way (UW) envisions a community where all individuals and families achieve their human potential through education, income stability and healthy lives. UW works from the premise that there are three building blocks required for a successful life...Education, Income and Health. The Greater Stark County UW recognizes the value of soliciting involvement from various organizations--allowing individual partners to focus on the programs or services that they "do" best. The program will be managed by a full-time Mentoring Continuum Coordinator housed at the United Way. This coordinator will be responsible for: comprehensive grant management and oversight; website and marketing; data collection and compilation; community building; assisting to leverage future funding; ensuring cultural and linguistic competency; and organizing project screenings, orientations, trainings and events. A dedicated staff member is important to facilitate effective communication among the continuum's tiers and partners; and will also be pivotal to securing resources for sustainability. United Way understands the importance of building upon the planning team's momentum. In response to the team's belief that marketing and awareness will be key factors in achieving project goals and promoting sustainability, UW has already created a website infrastructure that will be launched to increase visibility. (A pdf of the website is included in the attachments section of this application). Considering the scope of the proposed project as well as the ultimate goal of expanding services to include additional school districts, the team felt it made sense for the Canton Regional Chamber of Commerce to serve as the project's business partner. The Chamber's Community & Workforce Development is an evolved and inclusive initiative of the organization's collective interests in education, workforce, economic development and young professionals. Included is a representative from ystark! ystark! works to attract, retain and engage vibrant, energetic and diverse young professionals (YPs) in Stark County by collaborating with individuals, businesses and community organizations. The effort is dedicated to engaging and empowering YPs through networking, professional development, social and cultural events and civic involvement. These efforts will help to root YPs in the community and therefore retain them as productive citizens. ystark! continuously promotes Stark County as a desirable location for YPs to live, work and play. The Chamber and ystark! have committed to promote volunteer mentoring as a service opportunity among their more than 1,600 members. Having the Chamber as a lead partner will allow the Continuum to recruit volunteers from many different businesses in a variety of sectors. Malone University is the designated faith-based partner. Malone was founded in 1892 as the Cleveland Bible College by Walter and Emma Malone, members of the Religious Society of Friends. The couple's vision was “to open a small school in which the Bible could be taught every day and supervision given in practical Christian work, such as visiting the sick, calling in homes and personal evangelism.” The first classrooms were located in a rented home in Cleveland, but as enrollment steadily increased the college relocated to Canton, and was renamed Malone College in honor of its founders. The curriculum also changed. Malone became a Christian liberal arts college. This approach, the very essence of Malone, is widely recognized today as producing exceptional graduates, not only for today's competitive marketplace, but for all aspects of life. Malone is committed to the liberal arts approach which emphasizes the importance of communicative, investigative, and interpretive skills in developing the whole

person, physically, mentally, spiritually, and emotionally. Malone students have opportunity through this type of learning to know and understand themselves and the world around them. A fully accredited Christian college, Malone offers a strong educational experience based on Biblical faith. The mission of Malone is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith committed to serving the church, community, and world. In addition to the aforementioned partners, the collaboration also includes representatives from educational, vocational, public health and criminal justice organizations. Indicators of success include: leadership team participation; increase in referrals to all three tiers of the continuum; increase in local business participating and support; leveraging of additional funding and in-kind support; and mentor/mentee satisfaction rates.

## **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**

United Way of Greater Stark County, Kimberly Douce, LSW Vice President of Community Impact

Responsibilities for this grant project: Oversee implementation of grant, Supervise staff, Review progress of grant, Help identify contacts in both business and nonprofits, serve on project leadership team.

Qualifications: Kimberly has worked for United Way of Greater Stark County for 16 years, serving in various supervisory capacities. Most recently as VP of Community Impact, Kimberly works with approximately 100 volunteers from throughout Stark County and numerous community partners to identify community need, distribute funding in the community to address those needs and monitor progress of funded partners. She also oversees two direct service programs administered by United Way, which are the VITA program and the Ways to Work Loan program.

Prior relevant experience: Prior to the work in community impact, Kimberly was responsible for managing the United Way's 211 service, which is the first call for help within Stark County. Working with various community agencies and service organizations and she was able to gain valuable knowledge of the community and services provided. She was instrumental to implementing the 211 service in this community.

United Way of Greater Stark County Women's Leadership Council, Laurie Moline, Chairman  
Aultman Hospital, Strategic Specialist

Responsibilities for this grant project: Oversee the Get Connected program, serve on project leadership team

As a member of the United Way Women's Leadership Council (WLC) in 2010, Laurie founded the Get Connected program in partnership with her employer, Aultman College of Nursing and Health Sciences. Since then she has led the WLC's efforts to expand the Get Connected program. Laurie is a passionate believer in career-driven mentoring and has built strong mentoring relationships with many graduates and students in Canton City Schools. These relationships have provided strong insight into social issues facing students trying to escape generational poverty. Laurie has spent 30 years as a business communications professional, including eleven years as a freelance writer serving many businesses in Stark County. In 2014, she was presented with the Outstanding Community Partner Award by the Career Technical Education Program at Canton City Schools and in 2015, she was nominated for an Athena Award for her work in inspiring girls and women to achieve their full potential. Laurie is a member of the United Way Board of Directors, Canton Chamber of Commerce Education Committee, and the Fatherhood Coalition of Stark County. "I think the concept of a "Mentor Network" continuum is innovative and powerful. It helps everyone in the community if we are more connected with each other. My personal experience is that it's easiest for me to connect with people when I am doing it on behalf of students I mentor. I also like meeting other mentors and their kids."

Canton City School District, Krista Allison, Director, Student, Family and Community Support

Responsibilities for this grant project: Will oversee direct district activities under the grant to include, but not limited to ensuring all district activities and timelines as listed under the grant are met, serve on project leadership team

Qualifications: As the Director of Student, Family and Community Support for the Canton City School District, Krista is responsible for directing district programs in the creation and implementation of policies and programs to create safe and supportive learning environments, direct student service affairs, and promote health and wellness within the district. She oversees the district's climate and condition goal to ensure programming, monitoring and compliance; oversees the district administration of 21st Century Community Learning Center Programs and extended learning opportunities; oversees the district administration of safe and drug free schools and positive school climate programming; provide management in the promotion of positive youth development through social and emotional learning, student prevention and intervention programs and compliance; oversees district administration of family and community engagement programming, directs district student (pupil) service activities (transcripts, transfer requests, attendance, etc.); oversees district administration of health services programming; provide district oversight of the Healthy Schools Program (Alliance for a Healthier Generation); oversees the district's Early Childhood programming to ensure compliance with state guidelines and district programming; provides direction and support to the district broadcast media, communication, public relations and marketing team; represents the Canton City School District to external partners and interagency work related to non-academic barriers, positive school climate and safe and supportive learning environments.

Prior relevant experience: Ohio Department of Education – responsibilities included directing program teams in the creation and implementation of policies and programs to create safe and supportive learning environments in Ohio schools. Stark County Educational Service Center- responsibilities included the implementation and administration of iCARE in Stark County public school districts by providing a coordinated and aligned resources to engage, empower and educate Stark County youth, families and community.

Malone University, Rhoda C. Sommers, Dean, School of Education and Human Development; Associate Professor of Education

Responsibilities for this grant project: Oversee the University Mentors@Malone program, serve on project leadership team

Qualifications: Ph.D.: Curriculum and Instruction, 1999 Andrews University, Berrien Springs; MI M.A.: Curriculum and Instruction, 1993 Grace Theological Seminary, Winona Lake, IN; B.A.: Elementary Education, 1984 Cedarville College, Cedarville, OH

Prior Relevant Experience: Rhoda has served as the Dean at the Malone University School of Education since 2008 and has worked as an Associate Professor of Education since 2007. From 2003-2007 she was the Chair of the Education Department and Associate Professor of Education at Mount Vernon Nazarene University, Mount Vernon, OH where she was also an Assistant Professor of Education (1999-2003). Prior to her work in postsecondary Education, Rhoda was a Middle School Coordinator and classroom teacher in Lititz, Pennsylvania and Plain City, Ohio.

Canton Regional Chamber of Commerce, Eric R. Smer, Director of Community & Workforce Development

Responsibilities for this grant project: Serve as communications and resources conduit between fellow project partners and the Canton Regional Chamber of Commerce; Generate project assistance through areas of collaboration/engagement with Canton Regional Chamber of Commerce departments - i.e. ystark!, Leadership Stark County, Community & Workforce Development; Implement an internal mentoring program with Canton Regional Chamber of Commerce staff members hosting youth; Identify, develop and sustain business contacts for workplace mentoring and placement opportunities; serve on project leadership team

Qualifications: As Director of Community and Workforce Development for the Canton Regional Chamber of Commerce, Eric's duties and tasks include a focus to work with those school-based workforce exposure programs and partners on a strategy to increase access to Chamber members to provide more workplace exposure for their students and programs (mentoring, classroom presentations, employer panels, job shadowing, etc.). Secondly, Eric creates access to Chamber members for internships, co-ops, and mentoring to support programs which

advance women and minorities in the workforce. Both of these charges are results of the Chamber's strategic plan; formed by dozens of our business and community leaders who are invested in seeing the organization involved in these collaborative workforce efforts.

Prior relevant experience: As Director of ystark!, Eric oversaw a mentoring program that was designed and targeted at graduating seniors who were first-generation college students to offer an extra sense of direction with their entry to college. The program's evaluation exposed several areas of potential collaboration and growth. ystark! is in the process of partnering with Canton City School's Early College Academy and formalizing a more rigorous and involved mentoring/shadowing program through the junior and senior years of the student, with the same intent to matriculate the mentoring relationship as they embark onto college or into a career. Additionally, Eric has worked to partner with Junior Achievement for the past few years to provide a spring break job shadow experience for local high schoolers to shadow a Young Professional mentors in a field of their career/education interests.

Big Brothers Big Sisters of Summit, Medina & Stark County, Kamelia Fisher, Executive Director

Responsibilities for this grant project: Will oversee the project and monitor program for compliance with grant objectives and insure proper training of mentors and implementation of any BBBS programs, serve on project leadership team

Qualifications: BA in English, BA in Business; 30 years of management experience in public and non-profit environments

Prior relevant experience: Executive Director for BBBS for over 6 years. Over 20 years working directly with families and children. Expertise includes program development, program implementation, outcome system development, and compliance. Responsible for the overall programs to families and children to provide for appropriate systems and programs, insure safety, training to volunteers and families.

Stark County Family Council, Janice Houchins, Executive Director

Responsibilities for this grant project: Actively participate in leadership team meetings to steer and guide course correction throughout the grant period; Work with Community Connectors project staff to facilitate Tier III referrals through Family Council's Service Review Collaborative; Promote volunteer mentoring and/or community program involvement; offer meeting space, as needed.

Qualifications: Licensed Independent Social Worker with Supervision Designation; 20+ years direct and administrative experience in the social service arena.

Prior Relevant Experience: Chair of the Service Review Collaborative (SRC) (2012-present)--reviews funding requests for mentoring services for highest need youth; facilitates WrapAround referrals and provides program oversight; member of the Stark County CARE Team Executive Committee.

The following individuals have also committed to serve on the Leadership Team: Leigh Anne Kummer, Academy Principal at Glenoak High School; Dawn Campanelli, President Junior Achievement of East Central Ohio; H. Ben Carter, College Pathways Coordinator CCSD; Robert Fernandez, Stark County Family Court; Patrice Fetzter, Manager of Service Delivery Mental Health and Recovery Services Board of Stark County; Jim Molnar, CASA Development Coordinator; Jim Nicodemo, Assistant Superintendent Stark County Educational Service Center; Kay Port, iCARE Care Team Coordinator Stark County Educational Service Center; Daniel Sipe, Operations Officer Ohio Means Jobs Stark County.

**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.**

<b>Stark County Mentoring Continuum Roles &amp; Timeline</b>		
<b>Activity</b>	<b>Partner</b>	<b>Timeline (Month/Year)</b>
Screening, Orientation, Supporting and Monitoring Process BCI/FBI Screen Get Connected Orientation  Mentors@Malone Orientation JA Orientation One-on-One Mentoring Program Marketing	Stark County ESC UW w/ School Districts  Malone w/School Districts JA w/School Districts Stk Cty Family Council UW of Greater Stk Cty	6/15 to 8/15 8/15 to 10/15  8/15 to 9/15 9/15-12/15 8/15 Ongoing
Identification of Referral & Intake Process for Mentees Get Connected Program JA Programs Mentors@Malone One-on-One Mentoring	Schools/United Way Schools/JA Schools/Stk Cty CARE team Stark County Family Council, Service Review Committee	6/15 to 8/15 6/15 to 8/15 6/15 to 8/15 6/15 to 8/15
Family Involvement and Training Tier I Mentor Training Tier II Mentor Training Tier III Mentor Training	United Way/Junior Achievement Malone/Big Brothers Big Sisters Big Brothers Big Sisters	Ongoing 8/15 Ongoing
Service Implementation Tier I Mentor Training Tier II Mentor Training Tier III Mentor Training	United Way/JA Malone/BBBS Stk Cty Family Council/BBBS	9/15 to 7/18 9/15 to 7/18 9/15 to 7/18
Fiscal Accountability & Program Fidelity Fiscal Accountability Match Tracking Tier I Program Fidelity Tier II Program Fidelity Tier III Program Fidelity ODE Reporting	United Way United Way United Way/JA Malone/BBBS Stk Cty Family Council/BBBS United Way	6/15 to 7/18 6/15 to 7/18 6/15 to 7/18 6/15 to 7/18 6/15 to 7/18 6/15 to 7/18
Evaluation Plan Develop Evaluation Plan Develop Data Tools Coordinate Quarterly Evaluations Data Entry Compile/Analyze Quarterly Data Prepare Quarterly/Final Reports Disseminate Quarterly/Final Reports	Malone University Malone University UW Program Coordinator Malone University Malone University Malone University UW Program Coordinator	6/15 to 8/15 6/15 to 7/18 9/15 to 7/18 9/15 to 7/18 9/15 to 7/18 9/15 to 7/18 9/15 to 7/18
Leadership Team Organize Monthly Leadership Meetings Prepare Leadership Meeting Materials Recruit Additional Leadership Team Members, as appropriate Record, Prepare and Disseminate Leadership Team Minutes Coordinate Creation of Performance Steering Committee	United Way Program Coordinator	6/15 to 7/18

Organize Quarterly Performance Steering Committee Meetings Prepare Performance Steering Committee Meeting Materials Record, Prepare and Disseminate Performance		
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**11. Describe the implementation process for reaching the following milestones:**

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

Please see timeline and implementation table above.

**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.**

United Way will: Oversee grant implementation; supervise grant staff; act as the fiscal agent for the project; coordinate grant activities and partner meetings; review progress of grant; participate in evaluation activities; actively market the program to build awareness; provide space for leadership team meetings; complete reporting requirements; identify additional partners in both business and nonprofits; work with partners to ensure service effectiveness; recruit volunteer mentors; solicit donations and leverage funding for sustainability; and serve on project leadership team.

Canton Regional Chamber of Commerce will: Provide in-kind staffing to recruit volunteer mentors and market the continuum; participate in evaluation activities; identify additional partners in the business community; solicit donations and leverage funding for sustainability; and serve on the project leadership team. The Chamber believes it will take time to develop materials, educate staff, and to reach and target our message to workplaces. The organization is willing to commit this kind of in-kind time and resources because this will also align with our general business outreach efforts.

Malone University will: Oversee the University Mentors@Malone program; coordinate the evaluation planning, collections and analysis; actively market the program to build awareness; recruit college-aged student mentors; solicit donations and leverage funding for sustainability; and serve on project leadership team.

Canton City School District will: Oversee student services across the continuum; lead referral screening and intake processes with program partners; actively market the program to school staff; coordinate referrals for Tier II services through school personnel and CARE teams; offer in kind staff and transportation costs to support programming; and serve on the project leadership team.

**Application Section III: Evaluation Plan**

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

- a. Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;
- b. Gathering of data to measure progress of program towards meeting the selected goals;

- c. Projected indicators of success; and
- d. Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

The Stark County Community Connectors Mentoring Continuum will be evaluated at Malone University under the direction of Karen Slovak, Ph.D., Associate Professor of Social Work. Dr. Slovak will be supported by Malone faculty, staff, and professional affiliates. Drawing on the capabilities of these individuals, and the project partners, Dr. Slovak will develop tools to conduct community-based research and program evaluation. Dr. Slovak earned both a Ph.D. (Social Welfare) and Masters in Social Science Administration from Case Western Reserve University. She has completed research training at the National Institute of Mental Health and has been extensively published. (Full resume included in attachments). The evaluation team will work with project leadership to create or revise referral, intake, tracking and evaluation forms to measure the projected indicators of success. Data will be gathered by individual program staff, collected by the United Way Mentor Continuum Coordinator, and given to Dr. Slovak for compilation and analysis.

### **Performance Measures will include,**

Tier I: # of unique students connected to a mentor; # of businesses connected to students through internships and apprenticeships; # of students who achieve their SMART goals; # of students who complete post-secondary standardized tests; Community Connectors student surveys\*; Community Connectors mentor surveys\*; Get Connected student surveys; JA student surveys; BBBS mentor survey.

Tier II: # of unique students connected to a mentor; # of community support connections for participants; # of referrals to services; Increase in participant academic achievement; Increase in participant attendance; Decrease in participant disciplinary referrals; Increase in positive youth development as reported by parent, teacher, counselor; # of students who move on to Tier I activities; Community Connectors student surveys\*; Community Connectors mentor surveys.\*

Tier III: # of unique students connected to a mentor; # of community support connections for participants; # of referrals to services; # of students who successfully meet ISP goals; Increase in participant academic achievement; Increase in participant attendance; Decrease in participant disciplinary referrals; Increase in positive youth development as reported by parent, teacher, counselor; # of students who move on to Tier II activities; Community Connectors student surveys\* Community Connectors mentor surveys.\* The planning team is aware that coordinating a program that serves multiple populations engaged in multiple systems will present challenges. To overcome barriers, it is vital that the team gain commitment from diverse community stakeholders including child-serving entities, businesses, civic leaders, schools and most importantly youth and families engaged in services. A smaller Performance Steering Committee, comprised of Leadership Team members, will be created to continuously assess progress and guide course correction. \*These tools will be developed specifically for the project

14. Applicants are to complete the program model.

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

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

The Stark County Mentoring Continuum will be sustained through the efforts of the United Way and the collaborative of community stakeholders and partners involved in the planning process. The collaborative is committed to ensuring that youth are given access to appropriate mentoring services that build hope and

promote belief in a positive future. As such, several collaborative partners have already committed to offering significant in-kind and cash contributions to the project. It is vital that project leadership utilize these resources to leverage additional funds throughout the grant period. United Way has identified youth mentoring as a funding priority and will continue to pursue funding and collaborative partnerships that blend or braid resources to support sustained services. Additionally, United Way believes that program data will be instrumental in persuading local organizations and businesses to direct funds to the Continuum's services. United Way staff will work in concert with the leadership team to investigate future funding strategies; these efforts will begin immediately upon award. United Way will also lead efforts to encourage local youth-serving systems to embed Community Connectors values and principles into the county's system of care. United Way and the collaborating partners will, through continued financial and administrative support, ensure the integration of sustainable evidence-based trainings, practices and services throughout the Stark County Mentoring Continuum.

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

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

*By clicking this box,  I (Insert Name) Maria Heege 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.*

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 16 2008

Employer Identification Number:  
13-4254191

DLN:  
17053019704078

UNITED WAY OF GREATER STARK COUNTY  
INC  
C/O SCOTT M ZURAKOWSKI  
4825 HIGBEE AVE NW STE 101  
CANTON, OH 44718-2597

Contact Person:  
FAITH E CUMMINS ID# 31534  
Contact Telephone Number:  
(877) 829-5500

Public Charity Status:  
170(b)(1)(A)(vi)

Dear Applicant:

Our letter dated August 2003, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at [www.irs.gov](http://www.irs.gov).

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,



Robert Choi  
Director, Exempt Organizations  
Rulings and Agreements

Letter 1050 (DO/CG)



**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:

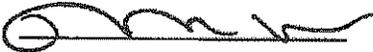
- 1) Be knowledgeable about the applicant's Community Connectors grant proposal and application, including advocacy of the Community Connectors program.
- 2) Maintain a familiarity with the partner's services to enhance the proposal, including specific goals and practices.
- 3) Demonstrate a commitment 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: Maria Heege

Title: President and CEO

Organization: UW of Greater Stark County

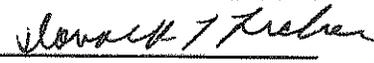
Sign: 

Partner

Name: Donald L. Tucker Ed.D.

Title: Provost

Organization: Malone University

Sign: 

Partner

Name: Adrian E. Allison, Esq.

Title: Superintendent

Organization: Canton City School District

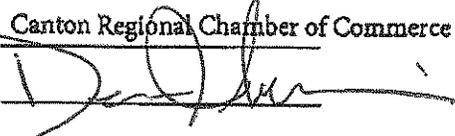
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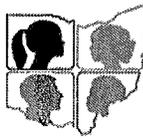
Partner

Name: Dennis P. Saunier

Title: President & CEO

Organization: Canton Regional Chamber of Commerce

Sign: 



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Additional Partner (Optional)

Name: Brent May

Title: Superintendent

Organization: Plain Local Schools

Sign: Brent May

Additional Partner (Optional)

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

Title: \_\_\_\_\_

Organization: \_\_\_\_\_

Sign: \_\_\_\_\_

## 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

Employee preparation time for campus experiential activity: \$40/hour for 20 weeks= \$800

Leadership Team Meetings 2 faculty for 48 hours per grant year

- Personnel contribution

Faculty leadership for program: \$2200

Faculty coordination for program: \$1500

- Monetary contribution

Space: \$50/hour for 1/5 hours=\$75; \$75 for 20 weeks=\$1500

- Shared responsibilities

Tier II program oversight; Tier II program coordination; evaluation activities

- Additional roles and responsibilities

Continuum Marketing and awareness

### 2. School district partner:

- Time contribution

Internal Coordination and Planning estimated 25 hours per grant year

Leadership Team Meetings 2 faculty for 48 hours per grant year

- Personnel contribution

- Administrative support (avg. \$80,000) 5% effort

- Clerical support(\$22,000) 5% effort

- Transportation staff support

- Monetary contribution

Transportation expenses for Tier II program at Malone University

- Shared responsibilities

Continuum oversight; grant management; develop student referral processes; evaluation activities

- Additional roles and responsibilities

Continuum Marketing and awareness

### 3. Business partner:

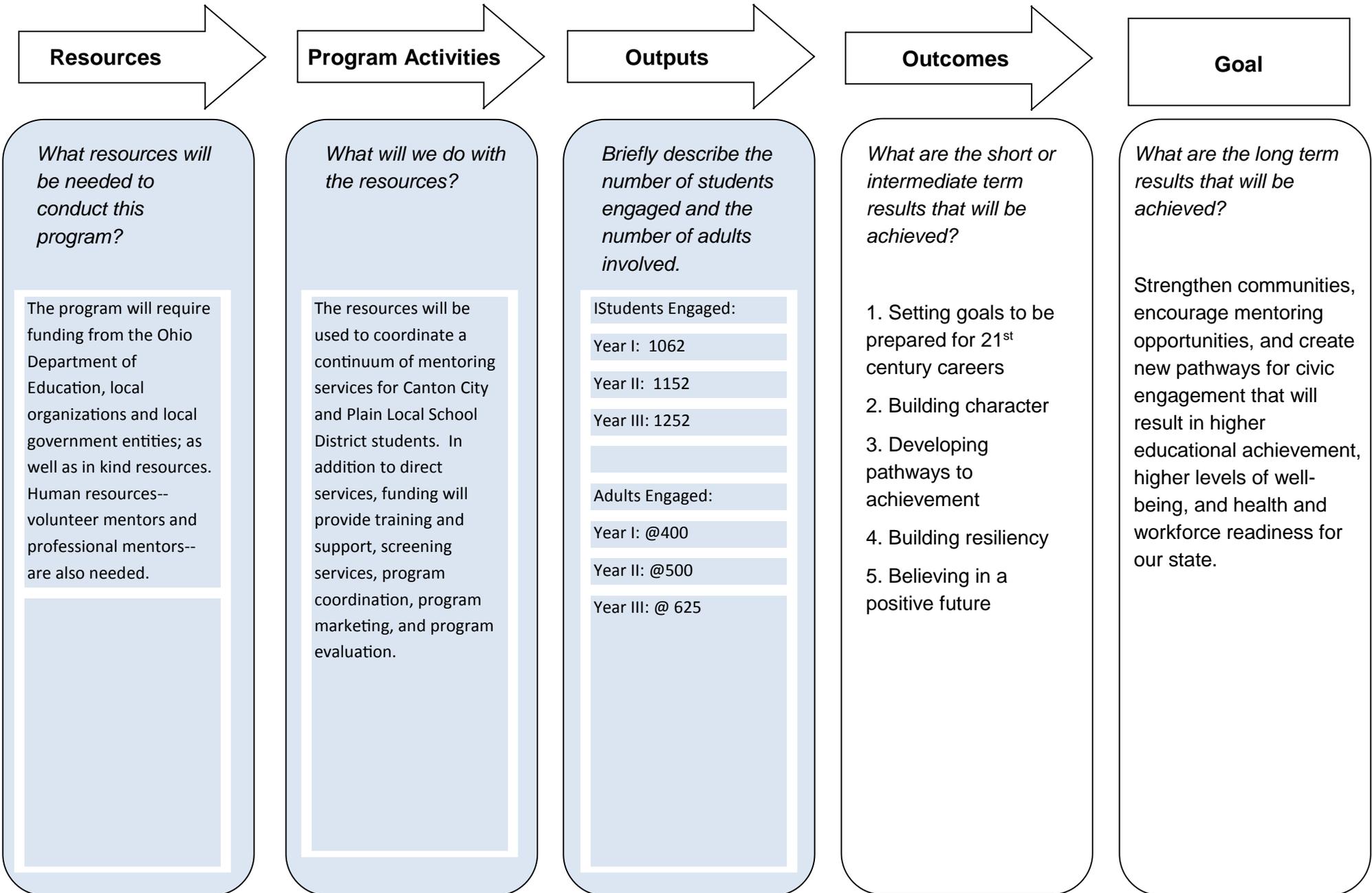
- Time contribution  
Staff in-kind time & resources (director and assistant) - total of 7.5 hrs/wk
- Personnel contribution  
Leadership Team Meetings 2 faculty for 48 hours per grant year
- Monetary contribution  
\$6900 for staff and resources
- Shared responsibilities  
Volunteer mentor recruitment; continuum planning, coordinating and course correction; evaluation activities;
- Additional roles and responsibilities  
Continuum Marketing and awareness; Leadership Team meeting space and coordination.

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

United Way of Greater Stark County

- Time contribution  
5% administrative support throughout the grant period
- Personnel contribution  
Leadership Team Meetings 2 staff for 48 hours per grant year
- Monetary contribution  
\$7441 for staff oversight; \$10,000 in cash match for mentee services
- Shared responsibilities  
Continuum planning, coordinating and course correction; Tier I service coordination and delivery; evaluation activities
- Additional roles and responsibilities  
Recruit, hire and supervise Continuum Program Coordinator; continuum marketing and awareness; volunteer mentor recruitment; coordinate screenings and trainings

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



**Resources**

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

The program will require funding from the Ohio Department of Education, local organizations and local government entities; as well as in kind resources. Human resources-- volunteer mentors and professional mentors-- are also needed.

**Program Activities**

*What will we do with the resources?*

The resources will be used to coordinate a continuum of mentoring services for Canton City and Plain Local School District students. In addition to direct services, funding will provide training and support, screening services, program coordination, program marketing, and program evaluation.

**Outputs**

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

Students Engaged:

Year I: 1062

Year II: 1152

Year III: 1252

Adults Engaged:

Year I: @400

Year II: @500

Year III: @ 625

**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:

United Way of Greater Stark County

## Summary

The purpose of the Budget Narrative is to provide a detailed explanation of how planned expenditures were calculated for each budget category as well as the justification of those expenditures for the devoted program.

## Direct Costs

### A. Payroll Expenses

United Way Mentoring Continuum Program Coordinator Based on 1 FTE @ \$30,000 with 2% increase in Years II and III

### B. Payroll Fringe Benefits

Based on Current Fringe Benefit Rate with Family Medical Coverage

### C. Travel

Travel calculated at .055% of base salary

### D. Supplies

\$500 request reflects % of anticipated supplies cost. United Way will provide other supplies as in-kind contributions.

### E. Equipment

Computer and software for Mentoring Continuum Program Coordinator based on actual cost.

### F. Contracted Services

JA Costs based on \$35 per student @ 960 students in Year I; 1050 in Year II; and 1200 in Year III. \$35 includes: program materials and shipping (\$10.85), volunteer recruiting (\$4.55), general administration (\$3.50), national licensing (\$3.50), school recruitment & relations (\$3.15), class monitoring (\$2.45), volunteer training (\$2.10), teacher training (\$1.75), evaluation (\$1.40), volunteer recognition (\$1.05), program insurance (\$.70). Tier III services based on professional mentoring rate of \$25/hour for 800 hrs in Year I; and 1040 hrs in Year II and III.

### G. Training

Big Brothers Big Sisters will provide mentor training. Calculated at \$550/mentor to include all associated expenses. Budget provides for 60 mentors trained in Year I; 52 trained in Year II and 34 trained in Year III.

### H. Evaluation

Professional Evaluation Services based on \$42/hour for Key Evaluator for 295 hrs in Year I, 160 hrs in Year II and 240 hrs in Year III; and \$16/hour for Research/Data Entry Graduate Assistant at 81 hrs per year throughout grant period.

### I. Other Program Cost

Malone University flex funds budgeted as follows: \$1246 in Year I, \$2577 in Year II and \$2955 in Year III. Malone is providing services at no cost to the program with the exception of a request for food (\$6000, Year I and \$9,000 in Years II and III); this flex fund will provide program staff with funds to be used for incidental mentee expenses (i.e. camp registrations, bus passes, etc). The food request is based on actual food service costs for 30 students in Year I (30 students x 25 meals x \$8/meal); and 45 students in Years II and III (45 students x 25 meals x \$8/meal). United Way Marketing budgeted at \$4000 and Administrative fees calculated at 1% of total award for entire grant period.

### J. Additional Mentor Support Cost

BCI/FBI Screening provided by Stark County Educational Service Center @ \$51.00/mentor. Tier II and III mentors will be screened through training processes.

# Budget Summary



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

## United Way of Greater Stark County

Categories	Year 1 Budget	Year 2 Budget	Year 3 Budget	Total Budget
A. Payroll Expenses	30,000.00	30,600.00	31,212.00	91,812.00
B. Payroll Fringe Benefits	14,700.00	14,994.00	15,293.88	44,987.88
C. Travel	1,667.00	1,667.00	1,667.00	5,001.00
D. Supplies	500.00	500.00	500.00	1,500.00
E. Equipment	1,500.00	-	-	1,500.00
F. Contracted Services	53,600.00	62,750.00	68,000.00	184,350.00
G. Training	33,000.00	28,600.00	18,700.00	80,300.00
H. Evaluation	13,686.00	8,016.00	11,376.00	33,078.00
I. Other Program Cost	12,913.00	17,244.00	17,622.00	47,779.00
J. Additional Mentor Support Cost	5,100.00	2,295.00	2,295.00	9,690.00
<b>TOTAL PROJECT COST</b>	<b>166,666.00</b>	<b>166,666.00</b>	<b>166,665.88</b>	<b>499,997.88</b>
LOCAL CONTRIBUTION	280,293.00	315,544.00	354,712.00	950,549.00
STATE MATCH	(113,627.00)	(148,878.00)	(188,046.12)	(450,551.12)
LOCAL %	168%	189%	213%	190%









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## 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:

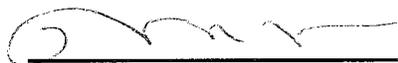
1. That the GRANTEE will accept funds in accordance with applicable state and federal statutes, regulations, program plans, and applications, and administer the programs in compliance with the United States and Ohio Constitutions, all provisions of such statutes, regulations, applications, policies and 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.

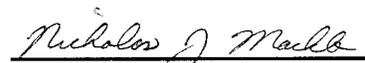
9. That no person shall, on the ground of race, color, religious affiliation, national origin, handicap or sex be excluded from participation, be denied the benefits or be otherwise subjected to discrimination under any program or activity for which the GRANTEE receives state financial assistance.
10. 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

 2/27/15  
 Authorized Representative      Date

 2-27-15  
 Fiscal Representative      Date

Maria Heege, President & CEO  
 \_\_\_\_\_  
 Printed

Nick Mackle, VP Finance & Admin  
 \_\_\_\_\_  
 Printed

## **Community Connectors Additional Attachments**

### Reference List

#### Letters of Support

- Big Brothers Big Sisters of Summit, Medina & Stark Counties
- Aultman Hospital
- Stark County Family Court
- Stark County Family Council
- Canton Regional Chamber of Commerce
- Workforce Initiative Association
- Stark County iCARE Teams
- Stark County Educational Service Center
- Junior Achievement
- Mental Health and Recovery Services Board of Stark County

Dr. Karen Slovak, Ph.D., Malone University Qualifications

United Way Mentoring Continuum Website Developed for Community Connectors Proposal

Canton City School District Career Planning Assessments

- Kuder Galaxy
- Kuder Navigator

Canton City School District Volunteer Application\*

Canton City School District Volunteer Agreement\*

Canton City School District Law Enforcement Screening Authorization\*

Canton City School District Mentor Job Description and Personal References\*

\*These forms will be adjusted for Stark County Continuum Mentoring purposes

Stark County Service Review Committee Authorization Form

Big Brothers Big Sisters Youth Outcomes Survey FAQ

Big Brothers Big Sisters Youth Outcomes Survey

Big Brothers Big Sisters Research

Junior Achievement Job Shadow Details and Research

Junior Achievement It's My Future Details and Research

## Reference List

Dennis, Gregory. 2015. *Mentoring*. Washington, D.C.: Office of Educational Research and Improvement, U.S. Department of Education.

Herrera, Carla, David L. DuBois and Jean Baldwin Grossman. 2013. *The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles, Executive Summary*. New York, NY: A Public/Private Ventures Project distributed by MDRC.





Dear Grant Reviewers,

I am writing to express Aultman Health Foundation's support of the Stark County Community Connector's project, led by United Way of Greater Stark County. Aultman is both the largest health care provider and largest employer in Stark County and a major United Way supporter. In 2010, one of our employees started the United Way Get Connected program, which promotes career exposure and mentoring for inner city high school students. We have continued to host this program each year and have been proud of the way it has expanded to other major employers in our county. We believe very strongly in the role Get Connected and career-based mentoring can play in helping us strengthen and diversify our workforce, while at the same time helping students develop business relationships and pathways to success. We also see tremendous value in the collaborative, three-tiered approach to mentoring proposed in the project. We believe that United Way and the supporting grant partners are well-positioned to launch and operate a successful, sustainable program that can improve the overall economic health and well-being of our community.

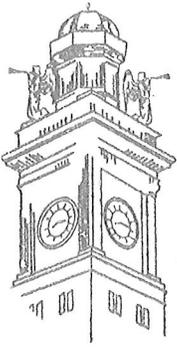
Aultman is committed to continuing to host Get Connected for the three-year period of the grant and to allow staff to engage in Tier 1 career-driven mentoring as part of their positions. We will also promote Tier 2 and 3 mentoring opportunities to employees as part of our community outreach. We support the involvement of our employee, Laurie Moline (Get Connected founder and United Way Women's Leadership Council chairperson), on the leadership committee. As an organization, we are committed to actively participating on the leadership committee to help steer and guide course correction throughout the grant period.

We appreciate Governor Kasich's insight into the power of connecting families, community organizations, faith-based organizations, businesses and others to support mentoring. We are proud that our organization has paved the way for other Stark County businesses to embrace the career-driven mentoring that is part of the Get Connected template. We feel confident that this collaborative community mentor project, led by United Way, will provide many more students with access to role models who can help inspire them to reach their full potential in school and in life.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris Remark", written over a light blue circular stamp.

Chris Remark  
Chief Executive Officer



The Court of Common Pleas  
***Stark County Family Court***  
Domestic Relations and Juvenile Division



Richard DeHeer  
Court Administrator

HON. JIM D. JAMES  
HON. MICHAEL L. HOWARD  
HON. ROSEMARIE A. HALL  
Judges

Mary Ann Abel  
Assistant Court Administrator

February 26, 2015

Emily Provance  
Stark County Mental Health and Recovery Services Board  
121 Cleveland Avenue SW  
Canton, Ohio 44702

Dear Ms. Provance:

The Stark County Family Court assures you and the formal partners in our Community Connectors proposal that the Court is committed to the success of the initiative. The Court understands the goals and purposes of the project and recognizes the close alignment between Community Connectors and the work performed here daily.

James Molnar, a Court employee, has been selected to represent the Family Court on the project's Leadership Committee. Attendance at committee meetings and other activities related to the program are considered a part of his job duties. As administrator, I will provide whatever additional documentation you require in order to quantify his labor as an in-kind contribution to the grant's match requirement.

Further, you are aware that the Court operates two programs which are closely associated with the activities envisioned in Stark County's Community Connector proposal. It is likely that the Court Appointed Special Advocates (C.A.S.A.) Program and the Work Connections Program will be engaged with youth who are co-enrolled as mentees in the D.O.E. grant project. The Court welcomes such opportunity to be part of a team of care surrounding program youth. Court program staff involved in these collaborations are aware of the value of cooperation in achieving mutually beneficial outcomes.

This is an exciting opportunity to connect our community's youth to the institutions and persons that are indispensable to their successful transition to independence. The Court will endeavor to meet additional requests beyond the commitments made, above, to assure the success of this project.

Richard DeHeer



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330.492.8136 • 330.491.9731 fax • 2100 38<sup>th</sup> Street NW • Canton, Ohio 44709 • [www.starkfamilycouncil.org](http://www.starkfamilycouncil.org)

February 19, 2015

To Whom It May Concern:

On behalf of the Stark County Family Council I am pleased to provide a letter of commitment and support for the United Way of Greater Stark County application for funding a Community Connectors Grant through the Ohio Department of Education.

The Stark County Family Council is a partnership of local governmental entities, community agencies, families and youth working together to improve the well-being of children and families. Since its beginnings in 1993, partnership with the United Way of Greater Stark County has been extremely important as we work together to promote a quality system of care for youth and families.

It is our understanding that this funding will allow communities to offer mentoring opportunities to youth. Our community highly values, respects and supports the power of mentoring relationships. If awarded this grant opportunity our county would be able to build on our current successful practices, build capacity and reach more youth.

The Stark County Family Council strongly supports and is committed to being involved in the Community Connectors project. We will demonstrate our commitment in the following ways:

- Actively participate in leadership team meetings to steer and guide course correction throughout the grant period (*in kind service*)
- Work with Community Connectors project staff to facilitate Tier III referrals through the Family Council's Service Review Collaborative
- Promote volunteer mentoring and/or other community program involvement
- Offer meeting space, as needed

Thank you for your consideration,

A handwritten signature in cursive script that reads "Janice Houchins".

Janice Houchins, LISW-S  
Executive Director  
Stark County Family Council



CANTON REGIONAL  
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March 2, 2015

Dr. Richard Ross  
Superintendent of Public Instruction  
Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215-4183

Dear Dr. Ross:

We support the United Way of Greater Stark County's application for a Community Connectors grant. We also intend to support and contribute to the community work that the grant would fund.

The Canton Regional Chamber of Commerce devotes significant time and talent to workforce development in our community. In our work with our community partners, we have come to appreciate the value of mentoring to help young people find their place in the community and in the workforce. The opportunities that could come from this grant are exciting.

We intend to match selected members of our young professionals' organization as mentors with Canton Early College Academy students.

We will promote mentorship opportunities among our 1,600 members and among the professional staff of the Chamber.

We will contribute time and talent to leadership meetings, and we will use our networks, our tools for member and community communication to celebrate and promote the accomplishments of the program.

It is our privilege to already be partners with so many organizations that are involved the Community Connectors grant application, particularly United Way, Canton City Schools and Malone University, the faith-based partner in this effort. Stark County is a community of high competence and capacity. It also is a community where collaboration occurs every day.

Sincerely,

  
Dennis P. Saunier  
President & CEO



March 6, 2015

Dr. Richard Ross  
Superintendent of Public Instruction  
Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215-4183

RE: Letter of Support for United Way of Stark County's Community Connectors Grant Application

Dear Mr. Ross:

The Workforce Initiative Association, operator of OhioMeansJobs Stark and Tuscarawas County, fully supports the United Way of Stark County in their application for the Community Connectors grant.

OhioMeansJobs Stark County is a one-stop employment center offering assistance to both job seekers and employers. Our services are made possible through funds provided by the U.S. Department of Labor and implemented locally by the Workforce Investment Board, the Stark and Tuscarawas County Commissioners and the Mayor of the City of Canton, Ohio. The services available through our OhioMeansJobs Center are of great benefit to those seeking employment assistance and education and training resources.

The OhioMeansJobs Center services include weekly workshops on topics such as résumé writing, interviewing skills, and using the internet for job search. Job seekers can utilize education and employment resources from our extensive Resource Room, as well as our eleven on-site employment and training partners. Other resources free to customers include the use of basic tools such as computers, fax machines, phones, and copiers.

OhioMeansJobs Stark County also assists area employers in filling their job openings. We also provide several internet-based tools to help job seekers with their job search, including OhioMeansJobs.com, the State of Ohio's job matching system. Staff is available to assist job seekers in the Resource Room.

Mentors working on the Community Connectors project will have access to these many resources that assist job seekers and their families. Additionally, a staff member will participate on the leadership committee to assist with efforts to steer and guide course correction throughout the grant period. The value of this participation is estimated at \$1400 per grant year.

Our organization supports United Way of Stark County's efforts to secure the Community Connectors grant.

Sincerely,

A handwritten signature in blue ink that reads "Jennifer M. Meek Eells".

Jennifer Meek Eells  
Executive Director



## Educational Service Center

February 24, 2015

To Community Connectors Grant Committee,

As the Director of the Stark County C.A.R.E. Team Initiative (iCARE), our vision is that every school in Stark County has a child and family development center that promotes physical, emotional, behavioral, and academic success. The iCARE program is embedded in 15 school districts throughout the county and 62 school buildings. The premise of this program is to connect the schools with community services for students and families who may be facing hardships and/or challenges therefore impacting the students' ability to be successful in the school environment. CARE Teams are comprised of administrators, educators, school nurses and resource officers, mental health and/or drug and alcohol therapists, faith-based community members, and family support specialists.

Last month, Patti Fetzer, Manager of Service Delivery at The Mental Health Recovery Services Board of Stark County and myself presented the iCARE model to the Ohio Department of Education's Urban Renewal Committee. At this meeting, State Superintendent Ross asked us if our county was applying for the Community Connectors Grant. We were pleased to answer yes!

The beauty of working in Stark County is the relationships that exist between the schools, community agencies, and the business community. We strive on a daily basis to help each other in many capacities. One of the most precious ways of collaborating would be through the Community Connectors Grant. Our students need to see the possibilities and know that a bright and rewarding future awaits them with caring and inspiring mentorship programs.

As the Director of iCARE, I will promote this mentorship program through the 62 existing building CARE Teams; facilitate and participate in the professional development of the 13 family support specialists working with CARE Teams; guide CARE Team buildings in mentorship opportunities for all students, including those students who are facing nonacademic barriers in their lives; offer my time and educational expertise to help our leadership committee build and promote the Community Connectors Grant; and assist in both the data collection and evaluation of the grant.

Please consider Stark County for this grant. We have in place both a strong connection to our schools and a willingness from our community to develop the skills of our students that, in turn, will lead to their success in school, the workplace, and life.

Warm Regards,

*Kay Port*

Kay Port  
Director of the Stark County CARE Team Initiative  
Stark County Educational Service Center  
2100 38<sup>th</sup> St., Canton, OH 44709

*Vision - Service - Leadership*

March 6, 2015

Dear Grant Committee,

During the past two years I have had the privilege to serve as the Assistant Superintendent of the Stark County Educational Service Center. The Stark County Educational Service Center provides support to our local school districts that educate approximately sixty thousand students. Prior to employment at the Stark County ESC, I was Superintendent of the Marlinton Local School District from 2007-2012.

In my current position I have attended numerous meetings with other Educational Service Centers around the state. As a result of these experiences I have come to realize how different political entities collaborate in this county. Stark County schools have an excellent relationship with our community agencies and the business community as a whole.

One example of our excellent relationship is the Chamber of Commerce Education Committee. One goal of this standing committee is to align our educational system with the needs of our business partners. This is especially true with the rise of the gas and oil industry in the past few years. The business community has consistently stated that schools should be guiding our students toward the job market in the manufacturing world. I can think of no better way to lead students towards a rewarding career than a mentoring program.

As the Assistant Superintendent of our Stark County ESC, I will have the opportunity to help lead our local schools in developing curriculum and programming that will serve as the catalyst for young adults to find employment through mentoring.

When evaluating all your applicants for this grant, I hope that you would consider Stark County Schools. Speaking for all the Stark County Schools, I can't think of a better way to assist youth in a career path than the opportunity to mentor.

Sincerely,

Jim Nicodemo  
Assistant Superintendent  
Stark County Educational Service Center



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Dawn L. Campanelli, President 4353 Executive Circle NW, Canton OH 44718 330-433-0063 www.jaonline.org

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Aultman Foundation

Tom Schaefer

March 3, 2015

Dr. Richard Ross  
Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215-4183

Dr. Ross:

This letter is in support of the Stark County Mentoring Continuum Initiative. Junior Achievement supports United Way's leadership to build a collaborative model in our community to provide multi-level of business and social mentoring for students in Stark County.

Collaboration works! This year, through a partnership with United Way's Women's Leadership Council, students benefitted from the shared resources between our agencies. Surveys results showed increased satisfaction by both the student and business mentors when we prepared students in advance their role in taking advantage of opportunities.

To support the lead team to develop sustainable and replicable projects of Tier 1 business mentoring programs, Dawn L. Campanelli, President of Junior Achievement of East Central Ohio will service on committee. In addition, Junior Achievement will provide state-aligned curriculum programs for 5<sup>th</sup> grade, 8<sup>th</sup> grade and high school Get Connected programs outlined in this grant to inspire students and strengthen support of teachers in the Canton City School District to strengthen work readiness skills. Through project-based learning activities, trained business volunteers can share their experiences and networks to helps students develop career pathways for successful and productive futures. To further support impact results from this initiative, Junior Achievement will provide in-kind support of pre- and post-program evaluations.

We look forward to inspiring students in our community to believe in their potential and connect with viable, rewarding careers through the Stark County Mentoring Continuum.

Sincerely,

Dawn L. Campanelli, President

Work Readiness | Entrepreneurship | Financial Literacy

4353 Executive Circle NW | Canton OH 44718 | Ph. 330.433.0063 | www.JAonline.org



March 9, 2015

Dr. Richard Ross, Superintendent of Public Instruction  
Ohio Department of Education  
25 South Front Street  
Columbus, Ohio 43215-4183

Dear Dr. Ross,

On behalf of the Mental Health and Recovery Services Board (MHR SB) of Stark County, I strongly encourage the Ohio Department of Education to fund the United Way of Greater Stark County Community Connectors Grant proposal.

The MHR SB is the statutory authority with the responsibility for the planning, developing and oversight of prevention, intervention and treatment services for people in need of behavioral health services in Stark County. MHR SB Board and staff are committed to ensuring that local residents receive services in the most efficient, economic and effective way possible. Mentoring programs provide youth with an opportunity to establish powerful, positive relationships and make plans for their future.

The MHR SB fully supports United Way in this undertaking and is committed to being involved in the project by:

- Actively participating in leadership team meetings to plan services and guide course correction
- Working with the United Way Community Connector Program Coordinator to facilitate Tier III referrals
- Promoting volunteer mentoring and other community program involvement
- Pursuing additional funds for sustainability.

Thank you for your consideration.

Sincerely,

John R. Aller  
Executive Director, Mental Health and Recovery Services of Stark County  
(330) 455-6644  
jaller@starkmhrsb.org

# Karen Lynn Slovak

Associate Professor, Social Work  
Malone University  
2600 Cleveland Avenue, NW  
Canton, Ohio 44709-3897  
330-471-8480  
[kslovak@malone.edu](mailto:kslovak@malone.edu)

Home Residence  
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Dover, OH 44622  
330-602-3246 (home)  
440-759-4414 (cell)  
[kls2958@yahoo.com](mailto:kls2958@yahoo.com)

## EDUCATION .....

- Ph.D. in Social Welfare, May 1997
- MSSA (Masters in Social Science Administration), May 1996  
Mandel School of Applied Social Sciences  
Case Western Reserve University, Cleveland Ohio
- Bachelor of Arts, Major in Psychology, May 1990  
Bowling Green State University, Bowling Green, Ohio

## ADDITIONAL TRAINING .....

- Trainee (1 of 25). Summer Research Institute, Suicide Prevention Research, 6/11/06-6/16/06. Sponsored by NIMH and the University Rochester Medical Center, Center for the Study and Prevention of Suicide. Rochester: NY. Full support provided.
- Trainee. Spring Research Institute, Suicide and Community Based Participatory Research, 4/26/08-4/30/08. Sponsored by NIMH and the University of Rochester Medical Center, Center for the Study and Prevention of Suicide: NY. Full support provided.
- Attendee (1 of 20 university teams). Community for Engaged Scholarship Faculty Development Charrette, 5/28/08-5/30/08. Sponsored by Community-Campus Partnerships for Health (CCPH) in partnership with the University of Minnesota and the University of North Carolina Chapel Hill.

## LICENSURE .....

LISW-SUPV. Licensed Independent Social Worker (LISW), #I.0009203.SUPV

## HONORS

- Faculty Fellow for Engaged Scholarship, 2009 – 2010
- Phi Beta Kappa

## TECHNOLOGY UTILIZED

- BlackBoard, Camtasia, Jing, SPSS, eCompanion, Qualtrics, Survey Monkey

## **ACADEMIC APPOINTMENTS .....**

- **Associate Professor, Malone University**  
Canton, Ohio, 9/12-Present
- **Associate Professor, Ohio University Zanesville**  
Zanesville, Ohio, 9/04-9/12
- **Assistant Professor, Miami University**  
Oxford, Ohio, 8/03-7/04
- **Assistant Professor, Youngstown State University**  
Youngstown, Ohio, 1/03-5/03
- **Assistant Professor, Ohio University**  
Athens, Ohio, 8/98-6/01
- **Visiting Assistant Professor, Miami University**  
Oxford, Ohio, 8/97-5/98

### **Courses Instructed**

- SWK345: Methods I: Individuals
- SWK347—Methods II: Families and Groups
- SW101—Introduction to Social Work and Social Welfare
- SW290—Social Welfare as an Institution (History)
- SW380/SWK470—Child abuse and Neglect (in class and online)
- SW382—Understanding Alcohol Problems and Alcoholism
- SW350, SWK 372—Research Methods
- SW390, SWK312—Social Policy
- SW393 and SW394—Human Behavior in the Social Environment I and II
- SW498—Understanding Suicide
- SW501—Masters level, Human Behavior in the Social Environment I
- SCWK5823, SOC310—Cultural Diversity in Social Work Practice; American Minorities
- SCWK3731—Social Services and the Disabled
- SCWK3727—The African American Community
- FSW411, SWK440—Social Work Senior Practicum
- FSW412/FSW413, SWK460—Senior Seminar in Social Work I and II
- SW190—Social Work as a Profession
- SOC310—American Minorities

### **Teaching Related Awards and Items**

- 12/11. Recognition for Excellence in Teaching in Ohio Magazine's 2011 Excellence in Education edition.
- 6/11. Awarded the Ohio University Regional Higher Education Outstanding Professor..
- 10/10-3/11. I created an Online Teaching and Learning Community for the campus of Ohio University Zanesville.
- 1/31/-2/2/11. Secured funding for our Learning Community to attend the Ohio eTech conference.

## REFEREED PUBLICATIONS

- Pope, N., Slovak, K., & Brewer, T. (In Progress). Geriatric case managers' perceptions of prescription drug abuse with clients.
- Slovak, K., Pope, N., & Brewer, T. (Under Review). Firearm assessment and safety counseling behaviors in geriatric case managers.
- Broussard, A., Ji-Young, K., & Slovak, K. (2013, Under Review). A Comparison of School Social Worker Roles in South Korea and the United States. *International Social Work*
- Slovak, K., Stryffler, B., & Crabbs, H. (Forthcoming). Cyberbullying on a college campus: Can faith make a difference? *Social Work and Christianity*.
- Slovak, K., & Singer, J. (2014). School social workers use of cyberbullying interventions and perceptions of the phenomenon. *Journal of School Social Work, 39*, 1-16.
- Slovak, K. (2013). The role of national prevention strategies, organizations, and campaigns in the prevention of suicide. In D. Lester and J. Rogers (Eds.) *Praeger Perspectives*.
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- Joseph, A., & Slovak, K., Broussard, A., & Webster, P. (2012). School Social Workers and multiculturalism: Changing the environment. *The Journal of Ethnic and Cultural Diversity in Social Work, 21*, 129-143.
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- Slovak, K. (2012). Messaging strategies of clinicians for firearms means restriction counseling with parents of depressed and suicidal adolescents. *Social Work and Mental Health, 10*, 72-88.
- Hamel-Lambert, J., Millesen, J., Slovak, K., Harter, L. (2012). Faculty for the Engaged Campus: Reflections on Faculty Development and Institutional Identity. *Journal of Higher Education Outreach and Engagement, 16*. 129-148.
- Singer, J., & Slovak, K. (2011). School social workers experiences with youth suicide: and Exploratory study. *Children and Schools, 33*, 215-228.
- Slovak, K., & Sparks, A. (2011). Attention to rural populations in Social Work's scholarly journals. *Journal of Social Services Research, 37*, 428-438.
- Slovak, K., & Carrel, S. (2011). A case study on relationship development within the CBPR framework. In, L. Harter, J. Hamel-Lambert, & J. Millesen (Eds.) *Case studies in Community Based-Participatory Research*, p. 405-414. Dubuque, IA: Kendal Hunt.
- Slovak, K., & Singer, J. (2011). School Social Workers Perceptions of cyberbullying: An exploratory study. *Children and Schools, 33*, 5-16.

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- Slovak, K., Brewer, T., & Carlson, K. (2008). Client firearm assessment and safety counseling: the role of social workers. *Social Work*, 53, 358-366.
- Slovak, K., & Carlson, K. (2008). Understanding rural families in Poverty, Chapter 5. In. Broussard, C. A. & Joseph, A. L. *Family Poverty in Diverse Contexts*. Binghamton, NY: Haworth Press.
- Carlson, K., & Slovak, K. (2007) Gender and violence exposure: Frequency and mental health outcomes. *Journal of Public Child Welfare, Special Issue*, 1(4), 67-89.
- Slovak, K., Carlson, K., & Helm, L. (2007). The influence of family violence on youth attitudes. *Child and Adolescent Social Work Journal*, 24(1), 77-99.
- Slovak, K. (2006). School social workers' perceptions of student violence and prevention programming. *School Social Work Journal* 31(2), 30-42.
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- Slovak, K. & Carlson, K. (2004). Firearms, violence, and attitudes among rural youth. *Journal of Rural Community Psychology*, E7(1).
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- Slovak, K. (2002). Gun violence and children: Factors related to exposure and trauma. *Health and Social Work*, 27, 104-112.
- Slovak, K., & Joseph, A. (2001). Violence and mental health issues among Student Assistance Program participants in a rural county. *School Social Work Journal*, 25, 9-25.
- Slovak, K., & Singer, M. (2001). Gun violence exposure and trauma in rural youth. *Violence and Victims*, 16, 389-400.
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- Singer, M., Slovak, K., Frierson, T. & York, P. (1998). Viewing preferences, symptoms of psychological trauma, and violent behaviors among children who watch TV. *Journal of the American Academy of Child and Adolescent Psychiatry*, 37, 1041-1048.
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*Psychophysiology*, 4A, S4, Abstract.

Jones, K. R., Isacson, A., Zweifel, L., Slovak, K., Johnson, H. J., Wilson, J., & O'Brien, W. P. (1991). Cutaneous pelvic biopotential recordings during menses and mid-menstruation cycle sessions. *Twelfth Annual Proceedings of the Society of Behavioral Medicine*, p. 130, Abstract.

## **PUBLICATIONS .....**

Slovak, K., and Carlson, K. (2009). Social workers and client firearms. In D. Roth & W.J. Lutz (Eds.), *New Research in Mental Health*, Vol. 18. Columbus, OH: Ohio Department of Mental Health, Office of Program Evaluation and Research.

Slovak, K. & Carlson, K. (2006). *Social Workers and Client Firearm Assessment and Safety Counseling: A Report to ODMH*.

Singer, M., Miller, D., Guo, S., Slovak, K., & Frierson, T. (1998). *Final report: The mental health consequences of children's violence exposure*. Cuyahoga County Community Mental Health Research Institute.

Slovak, K. (1997). *The mental health consequences of violence exposure: An exploration of youth in a rural setting*. Dissertation.

## **SCHOLARLY PRESENTATIONS .....**

Slovak, K. (November, 2014). *Learning by doing: Research students cyberbullying project*. North American Association of Christians in Social Work, 64<sup>th</sup> Annual Convention.

Slovak, K., & Singer, J. (2014). *A national study of school social workers and cyberbullying interventions*. School Social Work Association of America, 17<sup>th</sup> National School Social Work Conference

Slovak, K., & Pope, N. (2013) *Geriatric case managers knowledge, attitudes, and behaviors of client prescription drug abuse*. Council on Social Work education Global Social Work—The World is Here, 59<sup>th</sup> Annual Program Meeting.

Slovak, K. (November 2012). *Firearm safety counseling messaging strategies*. Poster Presentation at the 2012 NASW Conference on Empowering Others, Empowering Ourselves.

Slovak, K. (2012). *Lethal Means restriction: Clinical concepts and messaging strategies to parents of depressed and suicidal adolescents*. Poster presentation at the 45<sup>th</sup> American Association of Suicidology annual Conference. Baltimore: MD

Slovak, K. (November 2011). *Creating an Online Teaching and Learning Community*. 17<sup>th</sup> Annual Sloan Consortium International Conference on Online Learning: Online Learning, Teaching, and Research in the New Media Ecology.

Slovak, K. (August 2010). *CBPR methodology: An emerging paradigm*. The 5<sup>th</sup> Interdisciplinary Social Sciences. University of Cambridge, Cambridge, England.

Slovak, K. (April 2010). *Client Firearm Assessment and Safety Counseling in Suicide*

- 44<sup>th</sup> American Association of Suicidology Conference: Community Systems and Suicide.
- Slovak, K., Hamel-Lambert, J., Shirvani, S., Carrel, S., & Sittl-Pepper, J. (November 2009). *Community and University Engagement: Ohio University's Model for Building Relationships*. Poster presentation at the 10th Annual Outreach Scholarship Conference, University of Georgia.
- Slovak, K. and Joseph, A. (March, 2009). *Educating Social Workers on Cyber-bullying*. The 26th Annual Conference of the Association of Baccalaureate Social Work Program Directors Conference in Phoenix, AZ.
- Slovak, K. and Joseph, A. (March, 2009). *Social Workers and Firearms—Why the profession should care*. The 26th Annual Conference of the Association of Baccalaureate Social Work Program Directors Conference in Phoenix, AZ.
- Slovak, K. (October, 2008). *School social workers and cyberbullying: Introduction and a study of perceptions*. 38th Annual IASSW School Social Work Conference—SSW and RTI (Responding to Individuals). Peoria Illinois.
- Slovak, K. (March, 2008). *The “F” word—is social work overlooking the topic of firearms?* 25th Annual Conference of the Association of Baccalaureate Social Work Program Directors, Inc.: Twenty-five years of BPD: Honoring our past, celebrating our present, affirming our future. Destin, FL
- Slovak, K., & Joseph A. (October, 2007). *School social workers perceptions of graduate education training*. 40<sup>th</sup> Midwest School Social Work Conference—Orchestrating Harmony: School, Home, and Community. Cleveland, Ohio.
- Slovak, K., & Carlson, K. (April, 2007). *Social workers, firearms, and suicide*. Poster presentation. American Association of Suicidology 40<sup>th</sup> Annual Conference: 40 years of suicide prevention—Moving forward with education and training. New Orleans, Louisiana.
- Slovak, K., & Carlson, K. (October, 2006). *Social workers and client firearm safety counseling*. Poster presentation. Ohio Department of Mental Health, Research Results Briefing: Knowledge to transform mental health services in Ohio. Columbus, Ohio.
- Slovak, K. (August, 2006). *Guns and tomatoes: Violence exposure among rural youth*. 56<sup>th</sup> Annual Meeting, Society for the Study of Social Problems: Building Just, Diverse, and Democratic Communities. Montreal: Quebec.
- Slovak, K. (October, 2005). *Swept under the rug: Issues of rural youth violence*. Seventh Annual Women of Appalachia conference: Their Heritage and Accomplishments. Zanesville, Ohio : Ohio University Zanesville.
- Slovak, K. (September 2005). *School social workers and violence: History, current perceptions, and promising strategies*. National Association of Social Workers Statewide Conference, Social Worker: 50 Years of Services with Pride and a Promise for the Future. Columbus, Ohio.
- Slovak, K., & Carlson, K. (August, 2005). *Youth violence in rural areas: Impact on mental health and other variables*. National Association for Rural Mental Health's 2005 Conference Pooling Thoughts and Hopes to Solve common Problems. Honolulu, Hawaii.

- Slovak, K. (April, 2005). *The influence of family violence on youth attitudes*. Ohio College Association of Social Work Educators Conference, The World is a Family. Cleveland, Ohio: Cleveland State University.
- Slovak, K. (March, 2004). *Children and Violence: Factors Related to Exposure and Trauma*. 2nd Annual Child and Family Well-Being Conference. PA: Bryn Mawr College, Graduate School of Social Work & Social Research.
- Slovak, K. (August, 2000). *Synthesis of graduate HBSE course and web site development*. The Fourth Annual Technology conference for Social Work Education and Practice, University of South Carolina, Charleston, SC.
- Slovak, K. (June, 2000). *Gun violence exposure and trauma among rural youth*. Victimization of Children & Youth: An International Research Conference, The Family Research Laboratory & The Crimes Against Children Research Center, University of New Hampshire, Durham, NH.
- Slovak, K., & Joseph, A. (November, 1999). *Rural Youth: Confronting Social Injustice*. 17th Annual Association of Baccalaureate Social Work Program Directors, St. Louis, MO.
- Slovak, K. (October, 1999). *Viewing Preferences, Symptoms of Psychological Trauma, and Violent Behaviors Among Children Who Watch Television*. Fourth International Conference of the Organization for the Protection of Children's Rights, Laval, Quebec, Canada.
- Slovak, K., & Joseph, A. (July, 1999). *Violence and mental health issues among Student Assistance Program participants in a rural county*. Twenty-Fourth National Annual Institute of Social work and Human Services in Rural Areas, Salisbury State University, Salisbury, MD.
- Slovak, K. (April, 1999). *Challenging the stereotype: Youth violence in rural communities*. National Association of Social Workers Annual Statewide Conference, Ohio Chapter, Columbus, Ohio.
- Slovak, K. (July, 1998). *Children and violence: Findings and implications from a rural community*. Presented at the Twenty-Third National Annual Institute on Social Work and Human Services in Rural Areas, University of North Carolina, Chapel Hill.

## **TRAININGS AND PRESENTATIONS .....**

- Slovak, K. (October 12, 2012) Three hour Cyberbullying workshop CEU training held at Malone University.
- Slovak, K. (August 1, 2011). *Child Abuse: An Overview of Physical Abuse, Neglect, and Sexual Abuse. 3 and 6 hour training*. Presented to employees of Cornerstone Montessori, Dover, Ohio.
- Slovak, K. (January 19, 2010). *Child Abuse: An Overview of Physical Abuse, Neglect, and Sexual Abuse. 3 hours*. Presented to employees of The Ark—Word of Faith Daycare and Preschool, Dover, Ohio.
- Slovak, K. (May 17<sup>th</sup>, 2008). *Child Abuse: An Overview of Physical Abuse, Neglect, and*

*Sexual Abuse. 3 hours.* Presented to employees of The Ark—Word of Faith Daycare and Preschool, Dover, Ohio.

Slovak, K. (April 23<sup>rd</sup>, 2008). *Cyberbullying—what we need to know.* Presented at the Student Leadership Recognition Dinner , Ohio University Zanesville.

Slovak, K. (March 12<sup>th</sup>, 2008). *Cyberbullying, education, and student issues.* 13<sup>th</sup> Annual Educators’ Luncheon, Ohio University Zanesville.

Slovak, K. (June 14<sup>th</sup>, 2007). *Social workers, firearms, and client suicide.* Presented at the Muskingum County Suicide Prevention Coalition meeting.

Slovak, K. & McDonald, V. (August 30<sup>th</sup>, 2006). *OUZ counseling on Campus Project and NAMI Affiliate.* Presented at the Muskingum County Mental Health and Recovery and Services Board, Quality Improvement Council, New Concord, Ohio.

Slovak, K. (December 6<sup>th</sup>, 2005). *Child Sexual Abuse.* 3 hours training. Prepared for and presented to employees of The Ark—Word of Faith Daycare and Preschool, Dover, Ohio.

Slovak, K. (November 29<sup>th</sup>, 2005). *Child Abuse: an Overview of Physical Abuse and Neglect, 3 hour training,* Prepared for and presented to employees of The Ark—Word of Faith Daycare and Preschool, Dover, Ohio.

**PROFESSIONAL ASSOCIATIONS .....**

Council on Social Work Education (CSWE)  
National Association of Social Workers (NASW)

**GRANTS .....**

- Slovak, K. (Co-Investigator). 8/08-4/10. “Developing firearms means restriction messaging strategies for adolescent mental health clinicians to utilize with parents as a strategy to reduce suicide.” In partnership with PAX , recipient of funding from the Joyce Foundation.
- Hamel-Lambert, J. (Principal Investigator) & Harter L., Millesen J., Slovak K., Co-Investigators. 1/09-12/10. Department of Education, Office of Postsecondary Education. Ohio University Faculty Development Program for Community-Engaged Scholarship, \$15,000.00 sub-award from Faculty for the Engaged Campus (P116B070121).
- Slovak, K. 6/07-7/08 “School Social Workers, Cyberbullying, Suicide, and Diversity”, Funded by Ohio University Outreach and Regional Campuses, \$7,085.
- Slovak, K. (Principal Investigator) & Carlson, K. 7/05-6/06. “Social Workers and Client Firearm Intervention, funded by the Ohio Department of Mental Health (06.123), \$26,577.
- Slovak, K. (Principal Investigator) & Tice, C. 1/00-5/01, “Millennium Project”, funded by Commission on Education Policy, Council on Social Work Education, \$3,200.
- Van Slyke, C. (Principal Investigator) & Slovak, K. 8/99-5/01, “Teamwork effectiveness and management (T.E.A.M.) Web Site”, funded by Ohio University 1804 Fund Grant, \$7,280.

**INTERNAL AWARDS .....**

- Summer 2014. Summer Research Grant. Malone University.
- Fall 2011. University Faculty Fellowship (Sabbatical). Ohio University.
- Winter 2010. Special Scholarship Assignment. Ohio University Outreach and Regional Campuses one course release for project work.
- Winter 2009. Special Scholarship Assignment. Ohio University Outreach and Regional Campuses one course release for project work.
- Fall 2007-Spring 2008. Ohio University Outreach and Regional Campuses Teaching Load Reduction Grant.
- Spring 2006-2011. Honoree at Annual Zanesville Campus Library Faculty Author Reception
- Fall 2005. Faculty Development Grant Award: Proposal for Undergraduate Research Support to pay student support on an ODMH-sponsored research project. Amount Awarded: \$500
- Spring 2005. Equipment Proposal Award to purchase social work video collection for course enhancement. Award: \$983.91
- Fall 2004, Winter 2005, Fall 2005. Regional Higher Education Teaching Load Reduction Grant for New Faculty.

**ADOVACY** .....

- 5/3/11. Testified as an expert witness on SB127 (Cyberbullying legislation for schools) in front of the Ohio Senate Education Committee.
- 8/26/11. Interviewed on Cyberbullying for Master's thesis film for student at Chatham University.
- 8/25/11. The remaining stigma of depression. *Zanesville Times Recorder*.
- 7/31/11. Bullying via computer complex issue. *Zanesville Times Recorder*.
- 6/5/11. So what is welfare? *Zanesville Times Recorder*.
- 4/10/11. Do we have the right to govern those on assistance? *Zanesville Times Recorder*.

**PROFESSIONAL SERVICE** .....

- 9/04-Present, Editorial Board: *Journal of Rural Community Psychology*
- 9/07-Present, Editorial Board: *Journal of Poverty*
- 10/09-5/10, Member, National Leadership Identification Committee, NASW Ohio
- 2007, Member: NASW State Program Committee
- 2004-06, Representative: Region VIII NASW State Awards Committee

**SOCIAL WORK EXPERIENCE** .....

- **American Association of Social Work Boards.**  
6/13-Present. National Social Work Examination writer for the Bachelors level national social work licensure examination.
- **Chrysalis Counseling Center, Inc.**

5/07-5/08. Ongoing relationship with this counseling center to provide school based contract work including consultation for local school on anti-bullying programming, discipline intervention group, and other support groups as needed.

- **Flores and Associates, Inc.**

9/99-9/00, Support group facilitator. Co-facilitate support domestic violence intervention group for male batterers.

- **Bassett House**

10/99-6/00, Support group facilitator. Facilitate stress management and support recovery groups for chemically dependent juvenile delinquents.

- **University Counseling Services, Case Western Reserve University**

9/96-5/97 Graduate Trainee. Assist in providing counseling to university students on an individual and group basis surrounding a variety of mental health issues.

- **Cleveland Clinic Foundation, Social Work Department**

9/95-5/96, Intern. Field placement where responsibilities included psychosocial assessments, ongoing counseling, and resource networking for Cancer Center patients. Also, participated in ongoing support group and cancer related research group.

- **Catholic Counseling Center**

9/93-5/94, Intern. Field placement in the child, adolescent, and family services. Responsibilities included psychosocial assessments, evaluations, chemical dependency assessments, and co-facilitation of adolescent substance abuse prevention, intervention, and treatment group.

- **Alcohol and Drug Dependency Services, Inc.**

12/93-6/94, Intern. Field placement with the Cloverleaf Junior High School. Responsibilities included individual counseling, group facilitation, and support group curricula development.

- **Student Assistance Program**

8/92-5-93, *Coordinator*; 8/90-5/92, *Counselor*. Provided tobacco, alcohol, and other drug prevention, intervention, education, and support for all schools. Responsibilities included coordination and facilitation of support groups, development of support group curricula, individual counseling, providing presentations, grant writing, training peer counselors, serving as field instructor for social work students, and managing budget.

## COMMUNITY SERVICE .....

- **Friends of the Homeless**

9/12- present. Board member for the Tuscarawas County homeless shelter that oversees shelter and recovery house.

- **Tuscarawas County Humane Shelter**

5/12-Present. Volunteer at dog shelter.

- **Muskingum Behavioral Health**

9/04-9/07. Zanesville, Ohio. Member. Serve on board that oversees operations of tobacco, alcohol, and other drug addiction services agency.

- **National Alliance for the Mentally Ill Campus Affiliate**

4/05-5/06. Ohio University Zanesville. Member and advisor for the National Association for the Mentally Ill Campus Affiliate initiative on Ohio University Zanesville campus along with Zane State and Muskingum College.

- **Muskingum County Suicide Prevention Coalition**

10/04-9/05. Zanesville, Ohio. Member. Serve on action group dedicated to suicide prevention and education in the county.

- **Ohio Suicide Foundation, Products and Services Team**

1/05-5/05. Columbus, Ohio. Member of team dedicated to recommending products and services to state foundation.

- **Council on Community Relations**

9/04-9/05. Zanesville, Ohio. Member of community networking group.

- **Big Brothers and Big Sisters of Athens County**

10/99-6/02. Athens, Ohio. Board Secretary. Served on Board overseeing BB/BS operations

- **Lutheran Metropolitan Ministries, Youth Re-entry Program**

8/95-8/97, Cleveland, Ohio. Board Secretary. Served on Board overseeing services to teens.

**OTHER WORK EXPERIENCE.....**

- **Brand Strategist, Wyse Advertising, Inc.**

Cleveland, Ohio, 12/00-12/02

Assist in social marketing efforts through knowledge of social welfare issues. Utilize knowledge of human behavior and research to understand consumer behavior in the marketplace. Assist in design and implementation of qualitative and quantitative research.

# STARK COMMUNITY CONNECTORS



United Way  
of Greater Stark County

*"SCC believes that when a community comes together to provide students with encouraging mentors, exposure to work environments, and coordinated support services, it can change their beliefs on who they are and what they can become."*

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## STARK COUNTY'S KIDS NEED YOU.

The research proves that positive social relationships play a significant role in a happy, successful life. The Stark Community Connectors (SCC) is an online hub that aimed at bringing everyone to the table to help vulnerable kids of Stark County build the positive relationships they need to become productive, successful adults. We believe in the power of connecting school districts, higher education institutions, businesses and their employees, community organizations, social service agencies, parents, and students.

Our goal is for all Stark County kids to live happy lives and become better students, better interns, and ultimately, better employees for our local businesses. We do this by offering a coordinated approach to mentoring, workplace learning, classroom involvement, and support services when necessary. SCC relies on your personal and/or company involvement to create future prosperity in Stark County. Please take some time to explore our existing programs, then tell us how you'd like to get involved.

SCC is a partnership between (logos of all partnering agencies, organizations) and funded by a grant through Ohio Community Connectors.

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## IT'S UP TO US TO HELP OUR KIDS BELIEVE IN THE FUTURE

### Our goals are for students to:

- 1) Set goals to be prepared for 21st century careers
- 2) Build character
- 3) Develop pathways to achievement
- 4) Build resiliency
- 5) Believe in a positive future

Approximately 25% of children under the age of 18 in Stark County live in poverty. Yet we have businesses that are having a difficult time hiring the skilled positions that will enable their organizations to grow. As a community, we have the power to fix both of these problems and it begins with collaboration. That's what SCC is all about. Our community is made up of students who desperately need to have their worlds, skills and experiences broadened, parents who trying to help their children navigate waters that are completely unfamiliar, school districts, teachers and faculty who are looking for input from the business world, businesses who are seeking a diverse and well-trained workforce, and individuals who have insight and knowledge that can make a critical difference in the life of a child. The purpose of Stark's Connected Community is to bring those forces together to help students build the skills and meaningful relationships that will lead to successful, productive lives.

We do this by promoting opportunities that allow students to gain broader exposure to a variety of people and workplaces, more opportunities to meet and learn from area professionals, more exposure to internship and coop programs, more education on the soft and hard skills required to get and keep a job, and, more chances to build relationships that will lead to a productive, satisfying life.

There are many worthwhile programs already doing amazing things for pockets of students. Our vision is that SCC function as the county hub that allows us to impact more students and makes it easy for individuals, businesses, schools, social service agencies, and faith-based organizations to get involved in whatever way fits their goals, mission and values. The SCC website provides information and quick access to all existing programs in the county. It also offers a forum for collaboration and innovation for new programs. It only works with your involvement, so please help spread the word!

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## ENGAGE IN A WAY THAT WORKS FOR YOU.

At SCC, we have found that businesses, groups and individuals want to help students. Often they don't know how. Our community offers many types and ways of mentoring and engaging to fit your comfort level and schedule, including business-based mentoring and e-mentoring, school-based mentoring, and community-based mentoring. Have an idea for a one-time opportunity or something different than what is currently available? Check that box on our Volunteer page and we will contact you.

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Help develop the workforce of tomorrow by offering opportunities today. Our business-based mentoring options allow you to align your engagement with the best interests of your business.

## UNITED WAY GET CONNECTED PROGRAM

Host a two-hour event at your business giving high school Career Tech juniors an opportunity to network with your employees and learn about jobs and skills needed in their field of interest. The customizable Get Connected template includes a overview of your business, area-specific tours, and a time for students to meet one-on-one with your employees. An optional mentoring component makes it easy for your employees to develop ongoing, career-driven mentoring relationships with students through e-mail communications and small group follow-up visits to your company. Get Connected gives you an opportunity to begin early identification of potential talent to add to your workforce. A United Way Women's Leadership Council liaison works with your company for simple and seamless event coordination.

## PROVIDE A HALF-DAY JOB SHADOW EXPERIENCE

Invite a student or group of high school students to shadow your employees for a half day.

### Special opportunity:

JA Job Shadow Day - April 1, 2015

Host a student at your business for a 4-hour job shadow. Students will be matched with host businesses based on their career interest. The job shadow experience is customizable but usually includes a company tour, mock interview, observation of business meeting or activity, and networking lunch with colleagues. Click here to offer an opportunity.

## PROVIDE AN INTERNSHIP/COOP OPPORTUNITY

Provide a high school or college student with an opportunity to work for your business.

## MENTORS FROM AFAR

Are you a Stark County native who lives somewhere else, but wants to help local students with career goals? Consider joining the Mentors From Afar program. We will match you up with a local student (or student/mentor pair?) with similar career interests. Through e-Mentoring, you can help the student and their mentor expand their world and network

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## School-based Mentoring

SCC supports area school districts and colleges in recruiting mentors for school-based mentoring programs. Our streamlined application process makes it easy for you to work with students in multiple school districts. We also collaborate with Junior Achievement to recruit volunteers for classroom-based programming and mentoring.

### SCHOOL-BASED MENTORING

Help K-12 students in their schools through tutoring, mentoring, college and career readiness. Our flexible school-based mentoring options allows you or your organization to work with the age group you are most comfortable with and help in a way that fits with your schedule. Your completed mentoring application and process allows you to mentor at any of our partnering school districts.

Schools Served:

Alliance City Schools, Canton City Schools

### COLLEGE MENTORS

Stark County is rich in higher education institutions. Several of these institutions have partnered with area school districts to bring students to campus after school for tutoring and mentoring with area college students. Here's a sample of successful programs.

University Mentors@ Malone

University of Mount Union Dowling Mentor Program

### JUNIOR ACHIEVEMENT OF EAST CENTRAL OHIO

Junior Achievement offers a variety of programs and classroom-based volunteer opportunities that prepare young people to succeed in a global economy.

Schools Served:

Alliance City Schools, Canton City Schools, Carrollton Schools, Lake Schools, Louisville Schools, Marlinton Schools, Tuslaw Schools, Massillon Schools, North Canton Schools, Perry Schools, Parochial Schools, Sandy Valley Schools.

[Click here to view volunteer opportunities by school district.](#)

### BE A CLASSROOM CAREER RESOURCE

Are there opportunities or skills you would like to share with the future workforce? Share the topic of your presentation and we'll hook you up with the appropriate group or class.

### MENTOR A COLLEGE STUDENT

The best way to help keep area college graduates in our community is to help them develop personal and professional relationships while they are in college. Check out these mentoring programs available at our local universities.

Walsh DeVille School of Business Mentoring Program



SCC is a partnership between (logos of all partnering agencies, organizations) and funded by a grant through Ohio Community Connectors.

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SCC partners with social service agencies in Stark County to recruit mentors to help vulnerable kids stay in school and get on a successful path to a college or career. Each community mentoring program partner runs their program according to program policies, but all community members are part of SCC's Mentor Network. Community-based mentors are surrounded by a strong support system geared towards moving students on a pathway to success.

## [BIG BROTHERS/BIG SISTERS OF SUMMIT, MEDINA AND STARK COUNTIES](#)

BBBSMS has a waiting list of more than xx Stark County students between the ages of 6-18, primarily from single-parent homes.

## [STARK COUNTY FAMILY COUNCIL MENTORING OPPORTUNITIES](#)

The Stark County Family Council is a partnership of local governmental entities, community agencies and families who work together to promote a system of care for families with children/youth ages birth through 21. Students who receive mentoring services through Stark County Family Council are facilitated through Care Teams, school support teams geared toward decreasing risk factors and increasing protective factors for at-risk students.

## [PATHWAY CARING FOR CHILDREN DIRECT CARE MENTORS](#)

Pathway provides foster care and adoption services for children of all ages, as well as services to support healthy families including mental health services, respite care and post-adoption support. Pathway offers paid direct mentor positions geared toward providing added support to the youth served through the program.

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The best thing about mentoring in Stark County is you're not doing it alone!! At SCC, we believe in the power of collaboration. That's why we facilitate cooperation and networking between all mentors in our community with a goal of helping our mentors, our students and their families build a broad base of relationships in the community. Looking to introduce a student you mentor to someone working in a particular field? Interesting in getting your student involved in a community activity? Looking for a support resource for your student's family? Our Mentor Network is made up of organizations, contacts, and mentors who welcome your inquiry

## SUPPORT RESOURCES FOR FAMILIES

If you believe your student's family could benefit from additional community resources, start the conversation with the primary contact for your mentoring program. Resources that are available for families include:  
(List of resources)

## MENTOR NETWORK

(Password-protected list of mentor names/ titles/organizations, email addresses. Mentors would give permission for their names/contact info to be listed on the Mentor Network directory. The purpose of this is to provide mentors with contacts and resources to help them create interesting opportunities for the students they interact with.)

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## GET INVOLVED.

We need all hands on deck to make sure all kids are getting the support they need.

(Click one of the options to enter your information)

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SCC is a partnership between (logos of all partnering agencies, organizations) and funded by a grant through Ohio Community Connectors.



## Early career awareness for grades pre-K through five.

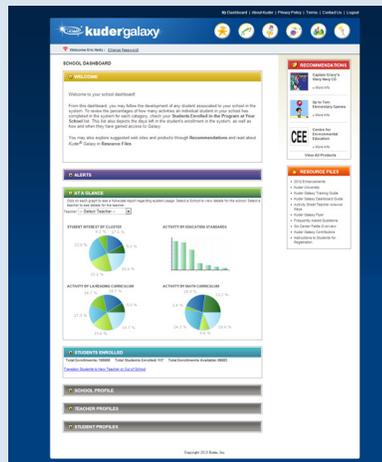
Kuder® Galaxy™ is a fun and educational career awareness system for elementary students. With activities that invite them to play, watch, do, and explore, the system delivers developmentally-appropriate content based on learning transitions.



Kindergarten Homepage



Parent Dashboard



Teacher Dashboard



### BENEFITS

- Simplifies career awareness into four action-based categories.
- Aligned with the National Common Core curriculum standards.
- Supports differentiation through simple, self-guided exploration.
- Meets National Career Development Association and American School Counselor Association early career awareness goals.
- Tracks student progress, areas of interest, completion of learning objectives, and more for teachers and counselors.
- Parental access to the system strengthens the developmental process.

“Most educators will agree it’s never too early to encourage students to begin thinking about their careers and planning for the future.”

— Greta Hensley  
Language Arts, Reading, and Science Teacher  
Jefferson Middle School  
(Oak Ridge, Tennessee)

### Four action-based categories:

#### PLAY

Games emphasizing educational development and career interests.

#### WATCH

Videos and songs to help children explore self-understanding and the world of work.

#### DO

Downloadable classroom activities that stimulate learning in a fun, self-paced way.

#### EXPLORE

Field trips, scavenger hunts, and experiments to help children explore the world around them.

### Contact us today!

www.kuder.com | info@kuder.com | 877.773.8444



**DID YOU KNOW?** An essential component of the career awareness phase at the elementary school level is the development of **self-understanding**.

# Galaxy™ Program Goals by Grade Level

Based on the learning transitions of elementary students, Galaxy is divided into three divisions: 1) pre-K through second grade; 2) third and fourth grade; and 3) fifth grade. Galaxy guides students to complete activities at their own pace. Each grade level contains activities that help students achieve program goals based on self-understanding and the world of work.

Grade Level	Character	Self-Understanding	World of Work
Pre-K – Kindergarten		Developing a positive view of self (self-worth).	Introducing the relationship between interests and school studies.
First Grade		Developing skills for interacting with others (understanding social circle).	Understanding the role that social and interpersonal interactions can play in school success.
Second Grade		Understanding the relationship between interests, leisure activities, and various school subjects.	Understanding how preferences for tools and environments may help them begin thinking about what they might want to be when they grow up.
Third Grade		Understanding the concept of goal-setting and how it relates to future accomplishments.	Understanding how goal-setting can help in making a future career choice.
Fourth Grade		Developing skills around the concept of decision making.	Becoming aware of the career decision-making process.
Fifth Grade		Developing awareness of how personal responsibility and good work habits are linked to careers.	Understanding the variety of roles students can play in their life and how they can fulfill interests through those roles.



Check out the Top 10 Reasons to Choose Galaxy!

<http://bit.ly/kudergalaxy>

# kuder® navigator™

## Reliable college and career guidance for secondary students.

A comprehensive online education and career planning system, Kuder® Navigator™ guides students through the critical actions they need to take to access, explore, plan, and transition successfully at each stage in their lifelong career development.



Navigator Home Page

### ➔ BENEFITS

- Supports successful transitions to college, training, and employment.
- Age-appropriate content customized by developmental level.
- Research-based assessments provide a valid foundation for career exploration.
- Students learn valuable career preparation skills, including portfolio development.
- Helps make connections between coursework and the world of work.
- Flexible education tools support high school completion and confident college choices.
- Improves accountability, quantifies program success, and eases reporting requirements.
- With pricing based on enrollment, it's a cost-effective solution for any budget.

### Free Parent Account Encourages Involvement

Parents can take a virtual tour, view their child's portfolio and career planning timeline, and access messages, informational resources, and websites.

### Accountability Resources Give Real-time Results

The included Kuder® Administrative Database Management System™ provides tools for tracking individual progress and aggregate trends, managing curriculum and coursework, communicating with students and parents, and more.

### Fully Customizable System

From one-of-a-kind portal pages to complex database integration, or a system completely tailored to your needs, the options are limitless.

“Navigator provides the guidance and motivation students need to plan for their educational and career goals, ponder the possibilities, and, of course, dream.”

— Karen Procopio  
Mesa Academy for Advanced Studies  
(Mesa, Arizona)

## Contact us today!

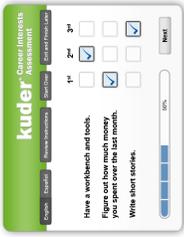
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**DID YOU KNOW?** An impressive 91 percent of students who use Navigator transition into postsecondary education.

# Navigator's Main Menu Features

The system is organized in a series of action steps to optimize career exploration and planning. Students can complete them in sequence or select the one that meets their immediate needs.

<h2>1 Learn About Myself</h2> 	<h2>2 Explore Occupations</h2> 	<h2>3 Plan for Education</h2> 	<h2>4 Plan for Work</h2> 	<h2>5 Find a Job</h2> 
<p>Through assessment, students gain self-awareness of interests, skills, and work values.</p> <p><b>Features</b> All three assessments can be completed in 20 minutes or less. Results are viewable immediately after completion and can be shared via social media. Third-party assessment scores (ASVAB, WorkKeys, SDS) can be entered to generate lists of related occupations.</p>	<p>Career exploration begins when students discover options that relate to their interests and skills.</p> <p><b>Features</b> O*NET occupations are accessible by assessment results, clusters and pathways, job title, or keyword. Occupations can be searched and compared by required education level, cluster, expected job growth, or median salary. Career videos help students see occupations in action.</p>	<p>Once students make a tentative career choice, they need to determine education and/or training requirements.</p> <p><b>Features</b> An education planner maps courses based on careers, graduation requirements, or other criteria. Over 7,000 institutions can be searched and compared by cost, majors, extracurricular activities, and more. Scholarships and grants are indexed by students' search criteria; FAFSA can be completed and submitted directly from the system.</p>	<p>Before students begin looking for work, they must prepare documents and get ready for interviews.</p> <p><b>Features</b> Easy-to-use document builders help students develop a résumé, cover letter, and list of references. Sample job application familiarizes students with most common questions asked. The job interview process is outlined, with practical tips for success.</p>	<p>The final step is when students learn techniques to find job opportunities and begin pursuing them.</p> <p><b>Features</b> Links to top job search engines and employer profiles. Job openings cross-indexed with students' "favorite" occupations. Kuder® e-Portfolio offers lifetime access to a personal "website" with a unique URL for selective sharing.</p>

## ADDITIONAL FEATURES



### My Portfolio

Provides lifetime access to assessment results, education plans, favorite occupations and education options, and more.



### Career Planning Timeline

Lists a sequence of activities to ensure effective career exploration and planning. Students simply click on an activity to complete it within the system.



Check out the **Top 10 Reasons to Choose Navigator!** <http://bit.ly/kudernavigator>

## Canton City Schools Volunteer Application Form ~2014-15

**FOR OFFICE USE ONLY**

School: \_\_\_\_\_

Local Background Check: \_\_\_\_\_

BCII: \_\_\_\_\_

\_\_\_\_\_Approved \_\_\_\_\_Denied

Badge Sent: \_\_\_\_\_

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

Address: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Social Security #: \_\_\_\_\_

Years of residence in Ohio \_\_\_\_\_ If less than 5 years, please list city and state of previous residence \_\_\_\_\_

Education (indicate last year of school completed): \_\_\_\_\_

Number of children: \_\_\_\_\_ Name(s), Age(s) & School(s): \_\_\_\_\_

Please specify time/day you will be available to volunteer:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Other					

Program/Activity Area: Please check area(s)/activity(ies) that you would feel comfortable in. Please feel free to add to the list.

- |   |   |   |  |   |
|---|---|---|--|---|
| <p><b><u>Classroom Aide:</u></b></p> <p>_____ Kindergarten</p> <p>_____ Primary</p> <p>_____ Intermediate</p> <p>_____ Middle School</p> <p>_____ High School</p> <p>_____ Adult Education</p> <p>_____ Special Education</p> | <p><b><u>Academic Coach:</u></b></p> <p>_____ Math</p> <p>_____ Reading</p> <p>_____ Special Needs</p> <p>_____ Early Literacy</p> <p>_____ Speech</p> <p>_____ Career Interest</p> | <p><b><u>Other:</u></b></p> <p>_____ Music</p> <p>_____ Art</p> <p>_____ Phys. Ed.</p> <p>_____ English</p> <p>_____ Clinic</p> | <p>_____ Lunchroom</p> <p>_____ Office</p> <p>_____ Recess</p> <p>_____ Computers</p> <p>_____ Other</p> | <p>_____ Library</p> <p>_____ Sports</p> <p>_____ Fund Raisers</p> <p>_____ Clubs</p> <p>_____ Classroom</p> <p>_____ Chaperone</p> |
|---|---|---|--|---|

What skills do you have that would be helpful for the positions you marked above?

If you do not have a child attending the school, please list two references who we may contact.

**IN CASE OF EMERGENCY:**

Contact Name: \_\_\_\_\_ Contact Phone: \_\_\_\_\_

Contact Address: \_\_\_\_\_ Hospital Choice: \_\_\_\_\_

Medical Condition(s)/Allergies: \_\_\_\_\_

**PLEASE RETURN COMPLETED FORM TO SUE LUTHER – CCS ADMINISTRATIVE CENTER**

# School Volunteer Agreement ~~ 2014-2015

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

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Volunteer directly responsible to: \_\_\_\_\_

Duties and responsibilities: \_\_\_\_\_

Time Commitment:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Other					

Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Procedure for reporting absence: \_\_\_\_\_

Have you ever been convicted of a misdemeanor or felony? Yes \_\_\_\_\_ No \_\_\_\_\_

If answer is "yes", explain: \_\_\_\_\_

Were you a member of the armed services? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, have you been convicted under the Uniformed Code of Military Justice (UCMJ)?

Yes \_\_\_\_\_ No \_\_\_\_\_

If answer is "yes", explain: \_\_\_\_\_

The Volunteer agrees to:

- Respect the confidentiality of all information that may be received regarding any pupils or staff while a volunteer (this includes any observations made while volunteering)
- **Authorize the Canton City Schools to contact appropriate law enforcement agencies for the purpose of conducting a background check.**

\_\_\_\_\_  
Volunteer Signature

The School Agrees to:

- Provide initial orientation and ongoing training and support for school volunteers.
- Show respect and appreciation by giving the volunteer a suitable assignment in line with areas of interest and skills.
- Inform the volunteer in advance of all schedule changes (holidays, special events, etc.)

School Volunteer Coordinator's signature: \_\_\_\_\_

Principal's signature: \_\_\_\_\_

**PLEASE RETURN COMPLETED FORM TO SUE LUTHER – CCS ADMINISTRATIVE CENTER**



CANTON CITY SCHOOLS ADMINISTRATIVE CENTER  
COMMUNICATIONS & PUBLIC AFFAIRS OFFICE  
305 McKinley Avenue NW • Canton OH 44702

**LAW ENFORCEMENT AGENCY AUTHORIZATION**

Date \_\_\_\_\_

I, \_\_\_\_\_ do hereby authorize and  
(PRINT Full Name)

request any City, County, State or Federal Agency, Department or Bureau to furnish any criminal information in their files under the above name(s). I agree to hold any sources of information blameless for any error in reporting this information. I release all persons, whomsoever, from any damage for having furnished said information.

**Social Security Number MUST be furnished to be considered for any position.**

SIGNATURE: \_\_\_\_\_

ALSO KNOWN AS, OR MAIDEN NAME \_\_\_\_\_  
Please print

DATE OF BIRTH \_\_\_\_\_

SOCIAL SECURITY NUMBER \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

Application to volunteer at: \_\_\_\_\_  
Name of School

*Please return completed form to Stacy Poole – CCS Administrative Center*



- *Orientation*
- *Principal*
- *Recruitment*
- *Website*

## **Brighter Tomorrow Brighter You**

### **Mentor Job Description**

The CCS *Brighter Tomorrow  Brighter You Mentoring Program* helps to empower youth in our school district to make positive life choices that enable them to maximize their potential. The mentoring program uses adult volunteers to commit to supporting, guiding, and being a friend to a young person for a period of at least one school year. By becoming part of the social network of adults and community members who care about the youth, the mentor can help youth develop and reach positive academic, career, and personal goals.

#### **Mentor Role**

- Take the lead in supporting a young person through an ongoing, one-to-one relationship
- Serve as a positive role model and friend
- Build the relationship by planning and participating in activities together
- Strive for mutual respect
- Build self-esteem and motivation
- Help set goals and work toward accomplishing them

#### **Time Commitment**

- Make a one-year commitment
- Spend a minimum of four, one-to-one contacts per month with a mentee
- Communicate with the mentee weekly
- Attend an initial training session and scheduled training sessions throughout the year
- Attend optional mentor/mentee group events, mentor support groups, and program recognition events

#### **Participation Requirements**

- Be at least 21 years old
- Be interested in working with young people
- Be willing to adhere to all program policies and procedures
- Be willing to complete the application and screening process
- Be dependable and consistent in meeting the time commitments
- Attend mentor training sessions as prescribed
- Be willing to communicate regularly with program staff, submit activity information, and take constructive feedback regarding mentoring activities
- Have a clean criminal history
- No use of illicit drugs
- No use of alcohol or controlled substances in an inappropriate manner
- Not currently in treatment for substance abuse and have a non-addictive period of at least five years
- Not currently in treatment for a mental disorder or hospitalized for such in the past three years

**Desirable Qualities**

- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual differences

**Benefits**

- Personal fulfillment through contribution to the community and individuals
- Satisfaction in helping someone mature, progress, and achieve goals
- Training sessions and group activities
- Mileage and expenses may be deductible
- Personal ongoing support, supervision to help the match succeed
- Mentee/mentor group activities

**Application and Screening Process**

- Written application
- Criminal history check: state, child abuse and neglect registry, sexual offender registry
- Personal interview
- Provide three personal references
- Attend mentor training

- *Mentor Training*
- *Registration*
- *Website*



## **Brighter Tomorrow Brighter You**

### **Personal References**

Please list the names, addresses, and phone numbers of three people you would like to use as character references (only people you have known for at least a year). Include at least one relative. Any information CCS *Brighter Tomorrow  Brighter You Mentoring Program* gathers from these references will be held as confidential and not released to you, the applicant.

Relative's Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Relationship: \_\_\_\_\_ How long known: \_\_\_\_\_

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

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Relationship: \_\_\_\_\_ How long known: \_\_\_\_\_

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

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Relationship: \_\_\_\_\_ How long known: \_\_\_\_\_

**AUTHORIZATION FOR RELEASE OF INFORMATION**  
**Stark County Service Coordination Committee (SCC)**  
**Stark County Service Review Collaborative (SRC)**  
**PLEASE, Print Information**

Revision Date: 10/24/12

Child's Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Legal Guardian: \_\_\_\_\_

I, \_\_\_\_\_, authorized the representatives of the SRC/SCC:

- |   |  |
|---|--|
| ** Stark County Mental Health & Recovery Services Board | ** Stark County Board of DD            |
| ** Stark County Family Court                            | ** Stark County Family Council         |
| ** Stark County Department of Job and Family Services   | ** Family Representative               |
| ** Stark County Educational Service Center              | ** Community WrapAround Representative |

To share during the course of the SCC/SRC meeting(s), information from the Service Coordination Referral packet and other clinical documents as necessary.

I, \_\_\_\_\_, understand that as part of the SCC/SRC process, information will be shared by representatives of the SCESC and \_\_\_\_\_ district representatives for the coordination of care of my child.

I decline permission to share information with or to have information provided by school personnel for purposes of coordination of care. \_\_\_\_\_ Initial

If the Service Coordination Committee accepts the youth for out-of-county placement, multi-system wraparound planning, or flexible funding services, service and clinical information/documentation will be provided to SCC and its designated SRC participants as deemed necessary.

I understand and acknowledge that this authorization extends to all or any parts of the record designated above, which may include treatment for mental illness, and/or alcohol/drug abuse/dependency, and/or AIDS/HIV.

I understand that this information will be released only to the participating agency representatives and that any information released to such representatives may not be further disclosed or shared with any person(s)/organization(s) specifically listed on this form without my written, prior authorization, unless:

- Required to do so by federal and/or state law or regulation
- Unless an emergency exists
- Unless permitted by this or other policies of the Stark County Family Council, or
- Unless the information has been sufficiently de-identified that the recipient would be unable to link the information to the client.

I understand that these records are protected by state and/or federal confidentiality regulations and cannot be disclosed without my written consent, unless provided for in the regulations.

This information has been disclosed to you from records protected by federal confidentiality rules. The federal rules prohibit you from making any further disclosure of this information to whom it pertains or as otherwise permitted by 42 C.F.R. Part 2. A general authorization for the release of medical or other information is not sufficient for this purpose. The federal rules restrict any use of information to criminally investigate or prosecute any alcohol or drug abuse client.

THIS INFORMATION SHALL BE USED/DISCLOSED FOR THE PURPOSE OF: SERVICE COORDINATION/REVIEW

1. This authorization will remain effective for 180 days, expiring on \_\_\_\_\_, unless an earlier date or condition/event is specified here \_\_\_\_\_. This consent is subject to revocation at any time except to the extent the program or person who is to make the disclosure has already acted in reliance on it
2. However, I understand that I *HAVE THE RIGHT TO REVOKE THIS AUTHORIZATION, IN WRITING*, by sending/providing such written notification to Janice Houchins, Coordinator, Stark County Family Council, 2100 38<sup>th</sup> Street NW, Canton, OH 44709.
3. I understand that I have the right to refuse to sign this authorization; however, should I refuse to sign the authorization, the above youth will not be eligible for financial assistance from the Stark County Service Coordination Committee.
4. I have the right to inspect or copy the protected health information to be used or disclosed as permitted under law.

I have read or have had this document read to me and I understand its content.

_____ Signature of Parent/Guardian	_____ Relationship	_____ Date
_____ Youth	_____ Date	
_____ Witness	_____ Date	



## **INTRODUCTION**

This document addresses 32 high-level, frequently asked questions (“FAQ’s”) relating to a critical component of Big Brothers Big Sisters’ Outcomes Evaluation System—the Youth Outcomes Survey (YOS). The focus of these FAQ’s is geared toward a discussion of theory, research and data interpretation. Program FAQ’s, such as survey administration questions, are updated continuously in the AIM Help function. All FAQ’s (in this document or FAQ’s not contained in AIM Help) can be found in FastFind under the Agency Resource Center.

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### THEORY / RESEARCH

#### 1. What is YOS?

- The Youth Outcome Survey (YOS) is one of the key components of the Outcomes Evaluation System designed to measure the length, strength, and outcomes of each match we serve.
- The YOS is a set of 32 questions taken mainly from surveys used in the public domain and from the P/PV studies where reliability and validity have been established. The questions cover youth attitudes in 3 strategic outcome areas: educational success, risky behaviors, and socio-emotional competence. The survey is administered in pre and post test formats – before the youth is matched, then at milestone intervals after a year (or school year) of mentoring.
- The goal in developing the YOS was to strengthen our ability to be accountable for each youth we serve by creating an outcome measurement tool focused on “what we achieve”. In particular, we are committed to measuring success in the areas of academics, avoidance of risky behaviors, prosocial relationships, and other socio-emotional assets.
- For additional background, including a discussion of the YOS pilot, refer to the *Full Report to the NLC* posted in the YOS section of Agency Connection.

#### 2. Where did the survey questions come from?

- The YOS was designed in collaboration with Dr. Carla Herrera, Dr. Jean Grossman, and Dr. Jean Rhodes. The outcome areas were determined based on the results found in the two BBBS P/PV studies which, through rigorous randomized-control trial methodology, established the positive impact that BBBS mentoring has on youth served. The questions were taken mainly from surveys used in the public domain where validity and reliability have already been established.

#### 3. What survey questions align with what Outcomes Measures?

Outcome Measure	Main- or Sub-Category	Survey Question(s)
Social Acceptance	Main Category	Questions 1 – 6
Scholastic Competency	Main Category	Questions 7 – 12
Educational Expectations	Main Category	Questions 13 – 15
- Finish high school	Sub Category	Question 13
- Go to college	Sub Category	Question 14
- Finish college	Sub Category	Question 15
Grades	Main Category	Questions 16 – 19
- Mathematics	Sub Category	Question 16
- Reading/Language Arts	Sub Category	Question 17
- Social Studies	Sub Category	Question 18
- Science	Sub Category	Question 19



Risk Attitudes	Main Category	Questions 20 – 26
- Tobacco	Sub Category	Question 20
- Drugs	Sub Category	Question 21
- Alcohol	Sub Category	Question 22
- Skipping school	Sub Category	Question 23
- Hitting	Sub Category	Question 24
- Break school rules	Sub Category	Question 25
- Late for school	Sub Category	Question 26
Parental Trust	Main Category	Questions 27 – 29
Truancy	Main Category	Questions 30 – 31
- Absenteeism	Sub Category	Question 30
- Lateness	Sub Category	Question 31
Special Adult	Main Category	Question 32
Juvenile Justice Involvement	Main Category	Question 33

**4. Since the YOS replaces use of the POE, what tool, if any, will be used for children under 9 years old?**

- Based on results of our piloting the YOS with network agencies, it was established that the YOS should only be administered to youth ages nine and over because of comprehension levels.
- If your agency needs to capture data and track outcomes for children under the age of nine, we recommend using the Youth POE survey.

**5. How truthful do you believe the youth are in answering the survey questions?**

- Using youth-reported data is a valid source of information gathering as established by the research community. When trying to understand how youth feel about certain topics, the best source of data is asking youth themselves.
- The YOS, as with many other surveys in the public domain, is comprised of various scales used to assess attitudes in 3 key areas. No one question serves as the singular point of data for determining how youth feel, but rather a combination of questions (referred to as scales) are used in order to balance out variances in how questions are understood or answered. Specific statistical tests were run during the pilot phase of the YOS testing to determine the validity and reliability of the youth responses received. Both validity and reliability were established.
- The findings of the 1995 Impact Study of BBBS community-based mentoring done by Public/Private Ventures relied entirely on youth replies. For the 2007 P/PV study on school-based mentoring, the replies were half from youth and half from teachers. Data analyses yielded a *significant correlation* between the teacher and youth reported grades indicating that youth are reporting grades that are in line with teacher reports.
- The potential for higher response rates when using the youth survey is also more likely.
- Youth reported data is an essential component to understand the impact we have on our youth. However, in the future collecting youth reported data and



combining that information with data from other sources, such as teachers and parents, along with harder data like report cards and arrest records, will further strengthen our ability to assess impacts.

## **6. Does the concept of developmental assets play a role in the YOS?**

- Our mission is grounded in the field of positive youth development. When POE was first developed, it mapped to some extent to the Search Institute's 40 Development Assets work. The YOS is no different. While the surveys themselves are significantly different, you are still able to "map" the new outcome areas to key developmental assets.
- For additional information on POE to YOS comparatives, see chart in the YOS grid of Agency Connection.
- For additional information on developmental assets, see [www.search-institute.org](http://www.search-institute.org).

## **7. I need to better understand the correlation between youth perceptions (e.g., the surveys) and actual behavior. What are the relevant research points I should know?**

- We realize that simple, annual evaluation measures cannot measure changes in life trajectory; however certain short term outcomes have proven to be indicators of long-lasting impact on youth.
- From a research perspective, YOS is not constructed to measure change in behavior, but rather in attitudes using a range of scales accepted in the public domain.
- For each of the outcomes categories and scales, we have researched the data that support a link between attitudes and behavior. For example, research has shown that improvements in attitudes regarding scholastic competence often precede performance improvement
- In the Research section, there is a chart with cited examples that may help you speak to those correlations more comfortably and consistently.

## **8. In YOS, why are we measuring social acceptance and parental trust? Were other types of measures considered?**

- The process through which we arrived at the final construction of the YOS instrument involved BBBSA staff and external researchers in the youth development field.
- Based on our past outcome results identified through studies like the P/PV studies, and based on studies of more long-term youth outcomes, we arrived at the set of scales we currently use in the YOS. We have demonstrated impact in these key outcome areas before and they are connected to longer term, future success for children.

## **9. Are all the 9 outcomes measures based on prior research, or did we add some?**

- Only three measures in the Youth Outcomes Survey had not been used previously in other research or in other national mentoring evaluations. One



(parent trust) was changed in response to agency concerns about negative questions. In this case, the positively worded questions were retained and the negative questions dropped. Analyses by BBBSA suggest that this “positively worded” scale is still reliable (i.e., the items are still correlated in a way that suggests they are measuring the same underlying construct). We also developed a new scale assessing youth’s attitudes about negative behaviors (rather than asking directly about their engagement in risky behaviors). We did this, again, in response to agency concerns about these questions. Our decision was based on research suggesting that youth’s attitudes about risky behaviors are associated with their actual engagement in risky behaviors.

**10. Did you find that by changing to "attitudes of risk" for the YOS, which sounds like inferring a third party question to that person, that there is a real correlation to their own activity?**

- During the piloting of the YOS with network agencies, we found a significant correlation between attitudes toward taking drugs, drinking, skipping, hitting, and lying and actually engaging in these behaviors. Youth who felt like these behaviors were okay, were more likely to engage in those behaviors than youth who did not think they were okay. Our sample size was about 100 youth.

**11. Are we trying to say that mentoring was the sole cause in a child’s outcome measure? There are so many other variables in a child’s life that could affect these measure...how do I address this?**

- Refer to the points in **FAQs 7 and 8**. While there will always be variables that contribute to a child’s behavior and attitudes, BBBS’s two P/PV studies established that mentoring does yield positive impact on youth we serve. The specific methodology used by these 2 independent studies allows us to make this claim since a randomized control-trial study is considered the most rigorous of research evaluation studies. In other words, we can say mentoring was the sole cause of change for the areas of improvement in the two PPV studies.
- Though we can’t say this for changes reported in the YOS, we can say our youth are continuing to improve in these areas, regardless of why they are improving.
- The YOS is a powerful tool in demonstrating BBBS accountability for these select youth outcomes to the communities we serve. We will continue to conduct smaller research studies that can make claims of causing positive impacts for the youth we serve.

**12. How can I explain the shift from POE to YOS without discrediting POE?**

- When POE was first developed over 10 years ago, it was considered innovative at that time as an outcome measure.
- Our transition to using the YOS should be viewed as an evolution or an enhancement of our current outcome evaluation system. Nothing is broken with the POE, but as the premier mentoring organization, we are committed to using the most proven and true measure of community impact as possible. The YOS increases the rigor and integrity of our measures.



- The eventual collection of hard data (ie. School grades) will provide us with yet *another level of* measurement that we haven't had before.
- For additional information on the comparisons between the POE and YOS, [see the chart in the YOS section of the Agency Connection.](#)

### **13. We still need our POE information because of grant requirements. How long will we have access to entering and pulling POE data?**

- Agencies that do not have POE tied to funding sources can immediately drop POE once they start using the YOS
- Your ability to continue entering data into POE will not change. AIM will not make any modifications to the current POE functionality in AIM. At this time, we have no plans to remove POE from AIM since we understand many agencies must still rely on POE data this year, and next, until they are able to complete their first cycle of pre and post tests on their Littles using the Youth Outcomes Survey (YOS).

### **14. How will tracking Juvenile Justice Involvement help us better serve youth?**

- Question 33 will allow agencies to track recent arrest activity for youth in our mentoring programs and arrest is a key measure used to gauge the success of juvenile delinquency prevention and intervention programs.
- The tracking of arrests will allow agencies to identify high-risk youth while also tracking recidivism (when a youth repeats delinquent behavior), is the most critical measure monitored by juvenile justice programs.
- Collecting this data lays the foundation for BBBS to conduct future studies demonstrating our model is a proven, evidence-based program impacting delinquency.
- Government, foundations and donors are increasingly looking for this type of data, proving it a critical element in building your local agency's case for support.

## **INTERPRETATION OF YOS DATA**

### **15. What should agencies be thinking about when reviewing the Score Report?**

While scores will vary and there is no established "good" score, the data from the Score Report provides an agency with a host of opportunities to enhance its performance management. For example,

- Is your team completing as many of the required baseline surveys as possible?
- Are you finding that many parents/youth are declining their participation in the surveys? Perhaps you may want to revisit how the survey is being presented to them? Are certain staff members experiencing better success in getting their parents/youth to agree?
- What do the baseline score averages tell you about the youth in your CB program versus those in your SB program? Do they "look" alike or not?



- Are your Enrollment/Matching staff members using the individual youth data they are collecting to inform their matching recommendations – or the initial conversations they have with Bigs and/or parents? How so?
- Is your Match Support team using the individual youth data to better guide and coach the match relationships early on?
- Does knowing more about whom your Littles are at the time of baseline impact the kinds of match activities and/or training opportunities for your agency sponsors? For Bigs? For parents? For matches?
- Can you generally see progress between baseline and follow-up scores in your Littles reaching match milestones? In which areas? How might that inform the way your team approaches program support services overall?
- How might your fund development team members use the data on the score report to find additional resources to support your work?

## 16. What are we trying to say by measuring Statistical Significance from this data?

- Keep these two facts in mind.
  - a. Since we have incorporated the types of measures that we looked at in BBBS' two P/PV studies (which established a correlation between mentoring and positive outcomes), we now have an opportunity to assess the changes we are seeing in our children on a nationwide scale. The data does not allow agencies to claim that "The difference we are seeing (on the Outcomes Report) is due to the Big." However, that is not the goal of YOS since we already established that relationship in our P/PV studies.
  - b. A YOS measure with statistical significance does allow us to add more *support* to (a) above. For example,  $p=.05$  allows us to say that we believe there is less than a 5% chance that the improvement noted in the data was due to chance. In other words, there was a real change in a child's life, not something that would be considered a "false reading," so to speak.
- In addition, if we are seeing a change in the Special Adult measure—from NO to YES, it further strengthens the argument that mentoring is partially responsible for some of the positive change reported on the other YOS measures.

## 17. How can I find out if my agency is doing well versus other agencies and versus nationally aggregated numbers or national goals?

- We expect to have our first nationwide data early in 2011 and it should look similar to the Outcomes Report at the agency level. We have not yet determined how often it will be published. We have not established any network goals yet, however, we are pushing for high percentage of compliance rates for both YOS baseline and follow-up surveys.
- Even though YOS is being implemented on a national scale, it's meant as a tool for measuring progress with your local youth and community. Continue to focus on the movement of youth scores for categories that you have deemed the most relevant to your respective agency.



### 18. Are small agencies at a disadvantage with YOS?

- The only challenge a smaller-sized agency may have is the sample size needed to detect statistically significant differences. Still each agency that can complete YOS baseline and follow-up surveys on their youth served will be able to report impact back to their community. It is a general rule that statistical significance in our YOS data requires at least 30 paired (baseline and follow-up) surveys. Aside from that, even smaller agencies can continue to report the percentage difference in number of youth showing progress in each outcome category.

### 19. What is the best way to incorporate YOS into grant logic models?

- In our YOS webinars, we have emphasized the following:
  - a. Assess your community needs (is it educational? juvenile justice?)
  - b. Target the appropriate outcomes measure (maybe just 1-2 categories or select sub-categories)
  - c. Understand your detailed data (opportunities to improve score levels for certain at-risk children, age levels, etc.)
  - d. Survey compliance!
  - e. Telling your story – data interpretation
- Various funding language examples have also been provided in the **Agency Examples** section.

### 20. Are any agencies designing combinations of match curricula, content, and resource partnerships to influence improvements in any of the 8 outcome measures?

- We know of various affiliates who are approaching the opportunity to improve their youth outcome measures in different ways. Many are focusing first on improving the length and strength of each match relationship as research highlights the important connection that these two qualities have on a match's ability to yield positive effects for our youth. Other agencies are looking to innovate with different ways to enrich the match experience or better develop their staff skills.

### 21. What would be considered a good score?

- This is something we are learning day to day, on both a local and national level. Again, improvement in youth (or sometimes just staying the same) is primary, not the score itself.
- YOS adoption across the network will provide us with a considerable pool of information regarding our youth. We will be analyzing results by age, length of match, etc., as we go forward to ensure we continue to learn about the children we serve and the impact we are having in their lives.

### 22. Should I run the Score report at the same time as Outcomes data to lock in the total number of youth surveyed?

- All of the data comes from the excel version of the Score report, the Outcomes Report just tallies things up in a different way for purposes of reporting. There is no need to lock in the total number of youth surveyed as both reports are generated from the same table of AIM data.



**23. Not all my youth scores improve or stay the same (e.g., they decline)—what is normal?**

- We are not sure what “normal” is yet since we are still learning about the data and how to use it to benefit our Littles
- At this point, maintain a focus on attaining a majority improvement (over 50%)
- If you are interested in digging deeper into your data analysis, you may want to separate those youth who already had positive level scores at baseline from those that could have shown some needed improvement. In the case of risky behaviors, for instance, we know that many youth tend to have positive attitudes already, thereby not leaving much room for improvement at the time of follow-up. Understanding your data at this level will help you make the right decisions when thinking about how to communicate your success to supporters.

**24. If baseline scores are fairly high (above 3.5), what does that mean? Are we addressing the right “at risk” youth? What can we anticipate in follow-ups?**

- This underscores the importance of being able to drill into the data. It may mean that you are serving a different group of youth than you anticipated or it may require further investigation of your data and your practices. Review how staff is administering the surveys – there could be things uncovered in those practices that influence Littles into answering more positively – or, perhaps look for certain age differences since we know that younger children tend to be more positive in their overall attitudes.
- As we have stated before, we are all learning together in this next phase. We will address this, along with many other similar questions, during our next round of webinar support.

**25. Should maintain and/or improve be used for goal-setting or only improve?**

- If data shows more of a trend to stay the same (hopefully these would be on the higher end, then staying the same might be the best goal).
- If scores are staying the same, consider why they are staying the same. Does this indicate success given the tendency of scores to decline as children mature for this area? Are you targeting the appropriate group for your funder?
- Try sifting through the data to determine the children that NEED to show improvement. For example, “out of those youth needing to show improvement in their attitudes towards “X risk,” that X% of them actually did.

**26. Should we expect better improvements from community- vs. school-based matches?**

- We are not at a stage where we can make these kinds of recommendations for what to expect. Again, we are learning alongside the network. More of this type of information to come in 2011 support webinars.



**27. What are the typical mistakes agencies are making in interpreting the YOS data?**

- Be careful of language like “improve BY %\_\_\_,” since this tends to lead to metrics that measure the score and not the number of youth showing improvement. For example:
  - a. **Correct:** We want xx% of children to improve in truancy
  - b. **Incorrect:** We want to improve the average truancy score by xx%.

**28. For the # of children that improve in each category, if there were no children out of 10 that improved in 7 categories, but 1 that improved in 8, the report shows 10% for both 7 and 8 categories, why?**

- Because that child has shown improvement in all 8 categories, so this 10% (1 out of 10 children) is part of all other category stats. Since there were no additional children showing improvement in 7 categories, the 10% stays the same.

**29. How often should a CEO look at this data?**

- It is important to keep in mind that YOS data (outcomes data) is fundamentally based on year-long matches (or school-year-long matches). Therefore, there is not much value in seeing this type of data from month to month, but rather for a longer period of time – perhaps semi-annual. For the Board or funder level, however, annual data is best.

**30. If a match/participant does not complete a baseline, will that match be left out of the Outcomes report in perpetuity?**

- If a child doesn't complete a baseline YOS, then—yes, the data will be left out of the Outcomes report in perpetuity. In addition, the child would never show up in the pdf version of the Score report - which pulls in pairs of surveys (children who completed both baseline and follow-up).

**WHAT'S NEXT FOR THE OUTCOMES EVALUATION SYSTEM?**

**31. Is there an estimated timeframe for when attendance records will be included as one of the key outcome measures? Will AIM be set up to help track this information? ID1806**

- Included in our vision for the Outcomes System is the collection and use of hard data, such as attendance records. Currently, BBBSA is working through the NLC alongside key agencies who currently use their local attendance records for data tracking. We will be inviting agencies to begin collecting school records for a sample of their matches in the 2011-12 school year.

**32. When can we expect age cohort data?**

The national office is expecting to conduct this type of data sometime later in 2011. More will be communicated at the beginning of the first quarter.



**33. With the Youth Outcomes Survey now in place, is there a survey for Parents/teachers, and Bigs (besides the SoR)?**

- The implementation materials provided for the YOS give rather strong support for why it is acceptable to simply focus on youth data as your main source of outcome information. That said, however, the decision is up to each agency and is typically dependant on a determination of funder requests and/or needs. If you have to collect data from participants other than the children, we advise you to continue using the POE forms (in addition to collecting YOS).

**34. When can we expect responses to question 33 to be added to the YOS Score Summary Report and the YOS Outcome Report?**

- Over the next several months, BBBSA will work to develop a plan to incorporate all question 33 data into appropriate YOS reports. However, there is not yet an official release date for this AIM Enhancement.



**Big Brothers Big Sisters**

*Little Moments. Big Magic.™*

## **YOUTH OUTCOMES SURVEY**

### **Introduction to the Survey for the Littles:**

Before we get started, I'd like to tell you a little bit about the survey you will take today. The questions in this survey will ask you about how things are in school and at home. It will only take about 10 minutes. (**School-Based:** You will be asked to take this survey again at the end of the school year). (**Community-Based:** You will be asked to take this survey again about one year from now).

There are no right or wrong answers – just please answer all of the questions on this survey as truthfully and completely as possible. If you do not want to answer a question, we can leave it blank, however, everything you tell us will be kept private. Your answers will not be shared with your parents or guardians, your Bigs or your teachers. When we put the information that you give us together, your name will not be used.

Kids of all ages take this survey and we start by reading it out loud to everyone, even if they can read it on their own. After we get through a few pages, if you feel like you'd rather complete the rest on your own, just let me know.

Thank you for your help.

**For Agency Use Only**

Agency ID: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Match ID: \_\_\_\_\_

Date Completed: \_\_\_\_\_ \

Length of match when administered (in months): \_\_\_\_\_ Youth Age: \_\_\_\_\_

Male 0 Female 1

CB 1 SB 2 Other 3

Ethnicity: White 1 Black 2 Hispanic 3 Asian 4 Native American 5 Other 6

Age of mentor: \_\_\_\_\_

Gender of Mentor: Male 0 Female 1

**These questions ask how you feel about yourself and other kids. For each sentence, decide how true the sentence is for you. Then circle one number that fits best.**

**If you think the statement is NOT AT ALL TRUE, circle "1"; if you think the statement is NOT VERY TRUE, circle "2"; if the statement is SORT OF TRUE, circle "3"; or if you think the statement is VERY TRUE, circle "4."**

	(Circle One)			
	Not At All True	Not Very True	Sort Of True	Very True
1. I am always doing things with a lot of kids.	1	2	3	4
2. I wish that more people my age liked me.	1	2	3	4
3. I find it hard to make friends.	1	2	3	4
4. I would like to have a lot more friends.	1	2	3	4
5. I am popular with others my age.	1	2	3	4
6. I have a lot of friends.	1	2	3	4

**These questions ask how you feel about yourself, school, and your teacher(s).**

	(Circle One)			
	Not At All True	Not Very True	Sort Of True	Very True
7. I have trouble figuring out the answers in school.	1	2	3	4
8. I feel that I am just as smart as other kids.	1	2	3	4
9. I am very good at my schoolwork.	1	2	3	4
10. I'm pretty slow in finishing my school work.	1	2	3	4
11. I often forget what I learn.	1	2	3	4
12. I do very well at my class work.	1	2	3	4

**MY PLANS FOR HIGH SCHOOL AND COLLEGE**

**These sentences are about your plans for high school and college. Circle one number to show how sure you are about each question.**

**If you are NOT AT ALL SURE, circle "1"; if you are NOT REALLY SURE, circle "2"; if you're MOSTLY SURE, circle "3"; and if you're VERY SURE, circle "4."**

How sure are you that you will...	(Circle One)			
	Not At All Sure	Not Really Sure	Mostly Sure	Very Sure
13. finish high school?	1	2	3	4
14. go to college?	1	2	3	4
15. finish college?	1	2	3	4

**Thinking about the grades and marks you are getting in school, please circle how you are doing.**

	<b>(Circle One)</b>				
	<b>Not Good At All (F)</b>	<b>Not So Good (D)</b>	<b>Good (C)</b>	<b>Very Good (B)</b>	<b>Excellent (A)</b>
16. Mathematics	1	2	3	4	5
17. Reading or Language Arts	1	2	3	4	5
18. Social Studies	1	2	3	4	5
19. Science	1	2	3	4	5

**In the next questions think about how you feel when other kids your age do certain things.**

	<b>(Circle One)</b>			
	<b>It's not okay</b>	<b>It's sort of okay</b>	<b>It's mostly okay</b>	<b>It's perfectly okay</b>
What do you think about kids your age:				
20. Using tobacco (cigarettes, cigars, smokeless or chewing tobacco)?	1	2	3	4
21. Taking drugs that aren't given to them by a doctor or parent?	1	2	3	4
22. Drinking alcohol without their parents knowing?	1	2	3	4
23. Skipping school without permission?	1	2	3	4
24. Hitting someone because they didn't like something they said or did?	1	2	3	4
25. Breaking rules in school?	1	2	3	4
26. Being late for school?	1	2	3	4

**These questions ask about how things are going with your parents or guardians. If you live with two parents, please think about the parent or guardian you feel the closest to when you answer these questions.**

How often do I feel that...	(Circle One)			
	Hardly Ever	Not Very Often	Sometimes	Pretty Often
27. My parents respect my feelings.	1	2	3	4
28. My parents accept me as I am.	1	2	3	4
29. When I'm angry about something, my parents try to be understanding.	1	2	3	4

**These questions ask about some behaviors you might have engaged in the past 30 days. Please remember that ALL of your answers will be kept private.**

How often, in the <b>past 30 days</b> have you ... (* if you're answering this question in July-September, reply for last May)	(Circle One)			
	Never	I have done this, but not in the last 30 days	I did it 1-2 times in the last 30 days	I did it 3 or more times in the last 30 days
30. Been absent from school?	1	2	3	4
31. Been late for school?	1	2	3	4

32. Right now in your life, is there a special adult (not your parent or guardian) who you often spend time with? A special adult is someone who does a lot of good things for you. For example someone (a) who you look up to and encourages you to do your best, (b) who really cares about what happens to you, (c) who influences what you do and the choices you make, and (d) who you can talk to about personal problems?

**No, I don't have a special adult in my life right now.**

**Yes, I do have a special adult in my life.**

**This question asks about some behaviors you might have engaged in the past 12 months (year). Please remember that ALL of your answers will be kept private.**

In the <b>last 12 months</b> , have you ...	<b>(Circle One)</b>			
	<b>Never</b>	<b>Yes, 1 to 2 times</b>	<b>Yes, 3 to 4 times</b>	<b>Yes, more than 5 times</b>
33. Been arrested for a crime, offense, and /or a violation?	1	2	3	4



## Big Brothers Big Sisters

### **NLC Mentoring Research Committee Summary of *Making a Difference: An Impact Study of Big Brothers Big Sisters***

In 1995, Public/Private Ventures released its groundbreaking study of the Big Brothers Big Sisters community-based program. This summary is intended to remind us of what the study found and what it might tell us today to help strengthen our community-based mentoring programs.

#### **Who were the kids?**

The study followed 1,138 mostly urban youth, ages 10-16, over an eighteen-month period. Roughly half were assigned to a group intended to receive mentoring (treatment group). The other half were placed on a waiting list (control group). 62.4% were boys, and over 55 % were minorities (primarily African American). 90% lived with only one parent and 43% lived in households receiving public assistance.

#### **What were the programs like?**

Eight larger agencies were included in the study (Columbus, Houston, Minneapolis, Rochester, Philadelphia, Phoenix, San Antonio, and Wichita). Six of the eight agencies required matches to meet on a weekly basis. Seven of the eight agencies required meetings to last at least 3 hours. 12-month retention rates for these agencies were between 64 and 80%. A typical match met approximately three times per month for four hours per meeting, totaling 144 hours of direct contact during the year. The average length of match by the end of the study was 12.3 months for girls and 10.7 months for boys.

#### **What were the impacts?**

At the end of the eighteen months, compared to the control group, youth in the treatment group:

- **were 45.8% less likely to start using drugs\* (minority girls were 72.6% less likely)**
- **were 27.4% less likely to start drinking\* (minority girls were 53.7% less likely)**
- **were 32% less likely to hit someone**
- **earned slightly higher grades (minority girls showing the most benefit)**
- **skipped 52% fewer days of school (girls skipped 84% fewer days)**
- **skipped 37% fewer classes**
- **felt more confident in school (with strongest effects for minority girls)**
- **had more trusting, honest relationships with their parents (primarily for white boys)**
- **showed higher levels of emotional support with their peers (particularly for minority boys)**

#### **How was the study administered?**

Youth in the study were all surveyed over the phone by trained interviewers, once at baseline and again after 18 months. All impacts are derived from these youth reports. It's worth noting that only 78% of the treatment group were matched in the study. This likely weakened the study's ability to find impacts, since the entire treatment group had to be compared to the entire control group.

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\* Note that a percentage of the treatment group did start drinking and using drugs, it was just less than the level of the control group.



**Big Brothers Big Sisters**

## **NLC Mentoring Research Committee Summary of Impact Evaluation of the U.S. Department of Education's Student Mentoring Program<sup>1</sup>**

**R**ecently, the US Department of Education issued an evaluation report which examined the impacts of their Student Mentoring Program. This is an important report and the federal government should be applauded for evaluating its own programs. However, it is important to consider the details of the evaluation report to understand what the report tells us about the impact of school-based mentoring. The following summary seeks to help Big Brothers Big Sisters agencies more fully understand the report's findings by comparing it with the recent evaluation of Big Brothers Big Sisters school-based mentoring programs, "Making a Difference in Schools" (Herrera et al, 2007)

**The report's overall finding was that "The Student Mentoring Program did not lead to statistically significant impacts on students in any of the three outcome domains (academic achievement and engagement, interpersonal relationships and personal responsibility, and high-risk or delinquent behavior)." This sounds vastly different from the findings reported in the PPV study, which included nine statistically significant impacts during the first year of the study. So why the big difference?**

### **Statistical Significance**

In large part, the two studies came to different conclusions because they differed in both their approach to determining statistical significance. The DOE study focused on answering definitively whether their program had its intended impact. And the researchers chose a strategy that placed the highest importance on ensuring that they did not report an impact when their really wasn't any. In contrast, the P/PV researchers were most interested in determining in what ways Big Brothers Big Sisters school-based mentoring programs showed promise. Thus, they placed the highest importance on avoiding "missing" an impact when it was really there.<sup>2</sup> These two different approaches led the DOE researchers to discard their four initial findings and the P/PV researchers to report all of their nine initial findings. If DOE had used the same approach as P/PV, they would have reported five findings compared to P/PV's nine.<sup>3</sup> Additionally, both studies would have found impacts on truancy and scholastic efficacy. Finding similar impacts in the same area in two different studies is known as replication, and provides strong evidence that there really is an impact in that area.

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**1** For a more in-depth analysis, see a future article authored by Marc Wheeler, David DuBois, Michael Karcher, and Tom Keller, which informed the contents of this document.

**2** The US DOE study tried harder to avoid Type 1 error, while the P/PV study worked harder at avoiding Type II error.

**3** DOE used a p-value of  $p < .05$ . P/PV used a p-value of  $< .10$ . DOE also used and reported a statistical adjustment to decrease the chance of Type I error, called the Benjamini-Hochberg Adjustment.

## Measurement

The other major difference between the two studies was their choice of how to measure the outcomes of interest. The DOE study used primarily school records such as grades and standardized test scores in determining impacts in areas such as academic achievement and misbehavior. The P/PV study used primarily teacher and student reports to gauge the impact of the mentoring program. And the researchers focused mainly on “proximal” measures of behavior and performance (i.e., those happening sooner than more long-term outcomes) such as teacher reports of classroom behavior and the quality and completion levels of classwork. These more proximal measures are much more likely to show change within a school year. With so many other factors at play, it seems unreasonable to expect five months of school-based mentoring to have an impact on standardized test scores.

The difference in findings in the two different reports may also be due to characteristics of the programs and children who participated in each study, some of which are summarized below:

	P/PV	DOE
Program Composition	All Big Brothers Big Sisters programs	2/3 Non-profits, 1/3 School Districts
SBM Program Experience	All at least 4 yrs	From 6 mos to 35 yrs
Support provided to programs participating	Financial & peer support	None
Total Sample (n)*	1,139	2,360
Youth grades 4 <sup>th</sup> and 5 <sup>th</sup>	61%	49%*
Youth grades 6 <sup>th</sup> through 8 <sup>th</sup>	34%	51%*
Youth grades 9 <sup>th</sup> - 12 <sup>th</sup>	8% (9 <sup>th</sup> grade only)	14%
HS Student Mentors	50%	18%
College Student Mentors	17%	23%
Adult Mentors	33%	59%
Average amount of pre-match mentor training	~45 minutes*	3.4 hours
Average length of match	5.3 months	5.8 months
Average total amount of time spent in mentoring relationships	~17 hours*	~23 hours*
% of matches focused primarily on academics	27%	42%
% of treatment group not receiving mentoring	7%	17%
% of control group receiving mentoring elsewhere	34% met with “big, buddy or friend”	34% mentored in formal programs

\* Figures estimated through secondary calculations of data presented in the report.

It is worth highlighting that the DOE study left more than double the percentage of treatment group children unmatched than the P/PV study. And a large percentage of the control group which wasn't supposed to be mentored received a mentor from some other formal program. The combination of these factors likely led to a weakening of the study's ability to detect a difference between the control and treatment groups.

## **Conclusion**

Considering the DOE report along with the P/PV report, we can tentatively conclude that:

- **One academic year of school-based mentoring may not be enough to create significant long term change in a child's life.**
- **One academic year of school-based mentoring may be able to impact areas affecting a youth's commitment to school, as reflected in areas such as truancy and school efficacy.**
- **Greater programmatic experience in school-based mentoring programming may have a positive impact on youth outcomes.**

**We believe that Big Brothers Big Sisters school-based mentoring has promise to positively impact the lives of our nation's youth.** We recommend that Big Brothers Big Sisters agencies continue to pursue national recommendations to improve the length and strength of school-based mentoring relationships to deepen program impact. We also look forward to the evaluation of the new Enhanced School-Based Model to see if this new model offers greater promise for our school-based mentoring programs nationwide.

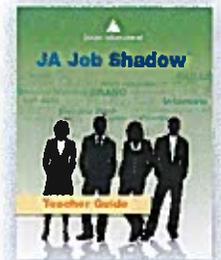


## JA Job Shadow™

*JA Job Shadow* prepares students to be entrepreneurial thinkers in their approach to work. Students will acquire and apply the skills needed in demanding and ever-changing workplaces.

### Following participation in the program, students will be able to:

- Recognize career clusters and potential job positions and understand the importance of researching the requirements needed to earn a position.
- Develop job-hunting tools, such as networking, resumes, and interviewing skills.
- Identify the next steps needed in their personal career preparation.



### Session Titles and Summaries:

1

#### **Session One: Before the Job Hunt (In-class; teacher taught)**

Students are introduced to the *JA Job Shadow* program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interests, work priorities, and job outlook.

2

#### **Session Two: Perfect Match (In-class; teacher taught)**

Students review the Seven Steps to Get Hired and Succeed and analyze job-hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.

3

#### **Site Visit (Site-based; led by company staff)**

Students visit a business or nonprofit organization, where they observe professional work conduct, learn what skills and education they need to earn jobs, and participate in a series of host-led challenges that bring home lessons from the “real world” of work.

4

#### **Session Three: Next Steps (In-class; teacher taught)**

Students reflect on what they learned before and during the site visit, and they practice business communication by composing a thank-you note. They then create one of four career-preparation tools: a career assessment, elevator pitch, resume, or infographic profile.

## A Correlation Between JA Job Shadow and Common Core English/Language Arts Standards (Grades 9-12)

**Session One: Before the Hunt**  
Students are introduced to the JA Job Shadow program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook.

**Session Two: Perfect Match**  
Students review the Seven Steps to Get Hired and Succeed and analyze job hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.

**Session Three: Next Steps**  
Students reflect on what they learned before and during the site visit, and they practice business communication by composing a thank-you note. They then create one of four career preparation tools: a career assessment, elevator pitch, resume, or infographic profile.

### Common Core ELA (Grades 9-12)

#### Grades 9-10

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X		
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			X
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.)			X
W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		X	X
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X	X	X
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			X
L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		X	X
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	X	X	X

#### Grades 11-12

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	X		
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			X

## A Correlation Between JA Job Shadow and Common Core English/Language Arts Standards (Grades 9-12)

**Session One: Before the Hunt**  
Students are introduced to the JA Job Shadow program and the Seven Steps to Get Hired and Succeed. Through a close examination of specific skills and career clusters, they learn the key factors to investigate in career planning: skills, interest, work priorities, and job outlook.

**Session Two: Perfect Match**  
Students review the Seven Steps to Get Hired and Succeed and analyze job hunting skills. They then participate in mock interviews to prepare for the Job Shadow Challenge at the site visit.

**Session Three: Next Steps**  
Students reflect on what they learned before and during the site visit, and they practice business communication by composing a thank-you note. They then create one of four career preparation tools: a career assessment, elevator pitch, resume, or infographic profile.

### Common Core ELA (Grades 9-12)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.)			X
W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		X	X
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X	X	X
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			X
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		X	X
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	X	X	X

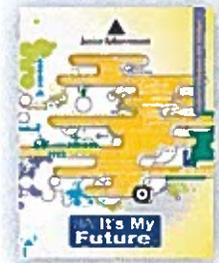


## JA It's My Future®

*JA It's My Future* provides students with practical information about preparing for the working world while still in middle school.

### Following participation in the program, students will be able to:

- Explore potential careers, discover how to plan for a job, and learn how to keep it.
- Develop personal-branding and job-hunting tools for earning a job.



### Session Titles and Summaries:

1

#### **Session One: My Brand**

Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.

2

#### **Session Two: Career Clusters**

Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all types of jobs.

3

#### **Session Three: High-Growth Careers**

Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.

4

#### **Session Four: Career Mapping**

Students explore how to use life experiences to develop work skills and how to map a path to employment goals.

5

#### **Session Five: On the Hunt**

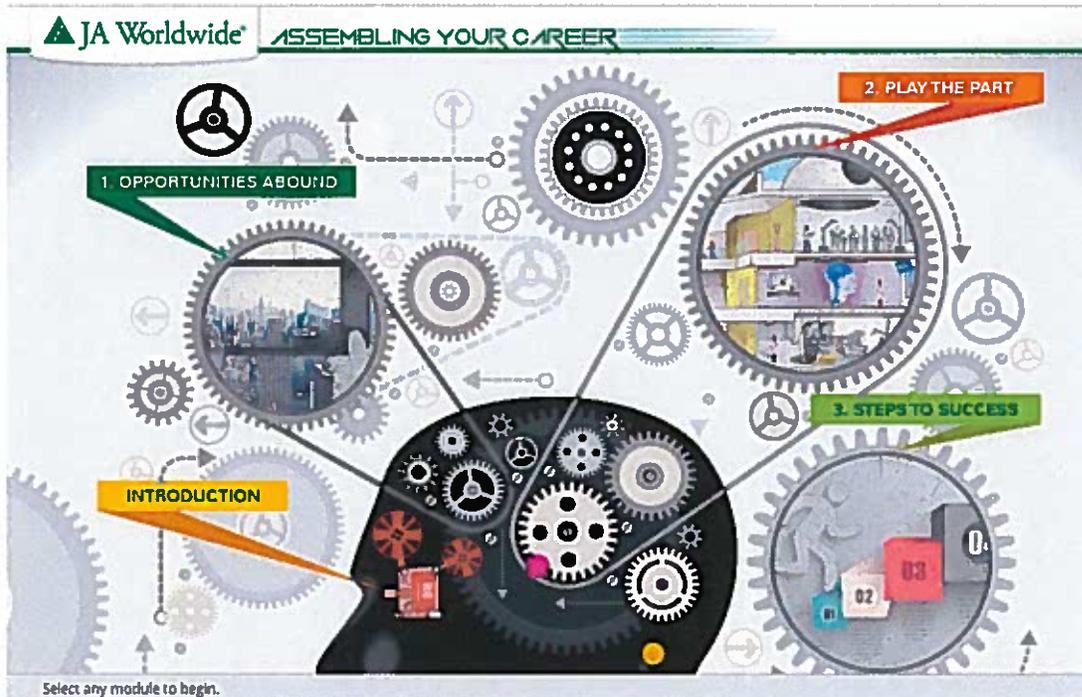
Students are introduced to the basic aspects of job hunting through a scavenger hunt. Students are taught to keep all their vital job-hunting information in one place.

6

#### **Session Six: How to Keep (or Lose) a Job**

Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.

## JA Assembling Your Career



*JA Assembling Your Career* promotes the valuable involvement of teachers, corporate volunteers, and non-profit youth programs to engage middle and high school students in STEM Careers. The Guide for Volunteers and Teachers and the online tools provide practical information about STEM careers and ways for students to prepare for these high-demand careers while still in school.

Following participation in the supplement, students will be able to:

- Articulate why STEM careers and STEM skills are important to their futures, regardless of where they live now or where they choose to live as an adult.
- Identify two-three STEM fields that they wish to explore beyond these activities.
- Chart a path to get them from where they are now to a STEM career.

Junior Achievement gratefully acknowledges Alcoa Foundation for its dedication to the development and implementation of the digital supplement *JA Assembling Your Career*.

Junior Achievement appreciates its partnership with Alcoa Foundation to help provide middle school and high school students with practical information about STEM (Science, Technology, Engineering, and Mathematics) careers and ways students can prepare for these careers while still in school.

*JA Assembling Your Career* provided for 5-8<sup>th</sup> grade students as a supplement to other JA Programs offered in-class.

## A Correlation Between JA It's My Future and Common Core English/Language Arts Standards (Grades 6-8)

	Session One: My Brand Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.	Session Two: Career Clusters Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.	Session Three: High-Growth Careers Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.	Session Four: Career Mapping Students explore how to use life experiences to develop work skills and how to map a path to employment goals.	Session Five: On the Hunt Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job-hunting information in one place.	Session Six: How to Keep (or Lose) a Job Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.
<b>Common Core ELA (Grades 6-8)</b>						
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			x	x	x	x
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			x	x	x	x
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.			x	x	x	x
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						x
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						x
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						x
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						x
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.						x
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)						x
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	x					
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.			x			
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x

## A Correlation Between JA It's My Future and Common Core English/Language Arts Standards (Grades 6-8)

	Session One: My Brand Through interviews, self-reflection, and creation of a personal logo, students explore the importance of building a positive personal brand for the future, starting in middle school.	Session Two: Career Clusters Students explore career clusters and identify jobs for additional research. They also recognize the value of and need for all jobs.	Session Three: High-Growth Careers Students learn the four factors to consider in choosing a job, and they take a close look at some high-growth career fields.	Session Four: Career Mapping Students explore how to use life experiences to develop work skills and how to map a path to employment goals.	Session Five: On the Hunt Students are introduced to the basic aspects of job hunting through a scavenger hunt. They are given an organizing tool to keep all their vital job-hunting information in one place.	Session Six: How to Keep (or Lose) a Job Students learn the difference between technical and soft skills, and they recognize the impact that their personal behavior has on their ability to succeed in a job.
<b>Common Core ELA (Grades 6-8)</b>						
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	x					
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			x			
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	x					
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.			x			
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x		x			
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			x			
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	x	x	x		x	x
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x		x			
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			x			
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	x	x	x		x	x
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x		x			
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			x			
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly	x	x	x		x	x