

## 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.

Both the Eligible School (Lakota School District) and partner school (Gibsonburg Exempted Village School District) will serve students in grades 5 -12.

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

Lakota School District Grade Level	# of Students Enrolled in at least one STAR Activity	Gibsonburg School District Grade Level	# of Students Enrolled in at least one STAR Activity
Grade 5	91	Grade 5	84
Grade 6	94	Grade 6	73
Grade 7	90	Grade 7	67
Grade 8	93	Grade 8	87
Grade 9	76	Grade 9	75
Grade 10	87	Grade 10	75
Grade 11	59	Grade 11	81
Grade 12	87	Grade 12	75

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

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

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

Today's 5<sup>th</sup> through 12<sup>th</sup> grade students are Ohio's hope for building a strong future economy and prosperous communities. The **S**tudents **T**alents **A**chieving **R**esults (**STAR**) business and industry mentoring initiative was developed keeping our youth of tomorrow and the five goals of Community Connectors in mind: 1) Students set goals to be prepared for 21<sup>st</sup> century careers 2) Students build character 3) Mentors and students build pathways to achievement together 4) Students feel a sense of resiliency 5) Students conduct themselves in a positive manner and believe in a positive future.

In order to provide youth with a multitude of options in positive youth development, educational achievement, and introduction to career pathways, and to offer each student family development services that are part of WSOS Community Action Commission Inc. (WSOS) mission; WSOS has created partnerships with school  
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districts, businesses, and community/faith-based organizations. The collaboration together promotes the healthy development of youth and strengthens their ability to build the competencies necessary for successful growth.

The **STAR** initiative partnership is between WSOS Community Action Commission, Inc., Lakota and Gibsonburg School Districts, Big Brothers Big Sisters (BBBS), Sandusky County Economic Development Corporation (SCEDC), Terra State Community College (Terra), and employer and faith-based organizations.

The project has been designed with outcomes in the forefront to meet the needs of the student and business and industry. The **STAR** initiative will build bridges connecting students with caring mentors and employers. The focus is on the ties linking the student, the school or training institution, and the workplace - ties that promote the types of learning and skills needed to increase the overall productivity of Ohio's workforce.

Comprehensive guidance, career coaching, and career exploration will assist students to make informed educational, occupational, and life choices. Career Coaches, located at each school working with teachers will determine student needs, and guide youth through each phase of the OhioMeansJobs (OMJ) K-12 options and curriculum. Students will build a "backpack" and be educated on the connection between what they are learning and how it ties to their future career (Goal 1).

Youth will develop Career Plans utilizing the OhioMeansJobs K-12 virtual employment and career planning system. Each plan will serve as a road map into the student's career goals. Goals will be S.M.A.R.T. (*Specific, Measureable, Attainable, Realistic, and Timely*) and be documented on the **STAR** initiatives SMART Goal Worksheet.

The career map will be used to chart the students' progress. The map will be used by staff to point the youth in the right direction to achieve their vocational aspirations. The plan will be ever-evolving, focusing on student's interests, expectations, goals, and achievement. The Career Map will be separated into four phases: Assessment, Career Interests/Exploration, Educational Achievement, and Plan for the Future. The map will focus on the student's ambitions and the step-by-step process to obtain them.

Goals 2 - 5 will be accomplished through the partnerships between WSOS, BBBS, SCEDC, Terra, faith-based organizations, and business and industry representatives. The goals will be achieved utilizing the best-practice models for mentoring including the MetLife Foundation's *Elements of Effective Practice for Mentoring* (Elements) and the National Search Institutes "40 Developmental Assets". Elements programming is divided into two parts to guide the mentoring initiative: Part I – Operational Standards, and Part II – Program Design and Planning, Management, and Evaluation. The 40 Developmental Assets is a positive youth development approach that will be incorporated into the program.

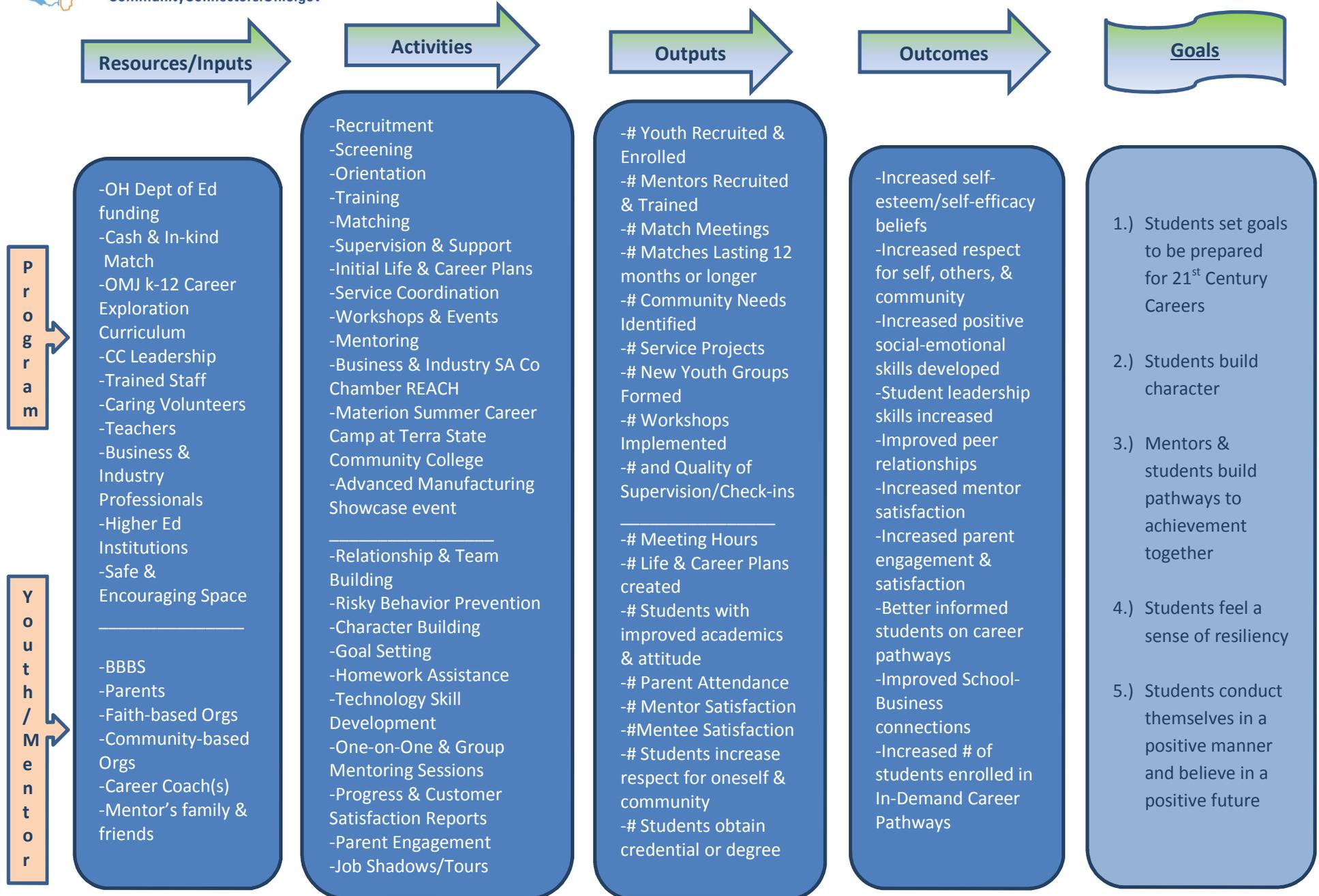
Please refer to the attached **STAR** initiatives SMART Goals Worksheet.

Please refer to question 5 for specific **STAR** program activities.

Please refer to question 6 for additional detailed information on the best practice models used for one-on-one and group mentoring activities.

Please see attached Letters of Support/Commitment.

Please refer to the following page for the **STAR** Program Logic Model which outlines the initiatives resources, activities, outputs, and outcomes used to guide students to reach Community Connectors goals.



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

Please refer to the aforementioned **STAR** Program Logic Model for a list of program activities.

Please refer to question 11 for the mentoring implementation process. Recruitment, screening, orientation, training, matching, supervision, and support of mentoring activity details are outlined.

Working with the **STAR** Leadership Team, business and industry mentoring activities were identified and/or developed. Based on age and grade appropriateness, students enrolled in the program will be provided a menu of mentoring services. The following is a brief description of activities available.

**Community Service Learning and Service Coordination:** Service learning projects will be identified through local organizations community needs assessments. At least one project a year will be initiated through each school district. The projects will be coordinated by the career coaches, teachers, BBBS, mentors and mentees. Documentation and a description of each project will be included within the Community Connector reports.

**Workshops and Events:** Information about Ohio's jobs, careers, and community resources will be presented through student, family, and mentoring workshops and events. Topics include: Exploring the World of Work, In the Workplace, Jobs That Match My Talents and Interests, Habits and Attitudes that Make Good Workers, Equal Opportunity, Teamwork and Interdependence, Communication, Making Decisions, Dressing for Success, Filling out Applications, Interviewing, Introduction to Apprenticeships, and Soft Skills. This list is not all inclusive.

**Sandusky County Chamber of Commerce REACH program:** The REACH career education program sponsored by the Chamber of Commerce of Sandusky County is designed to introduce area upper-elementary school students to the "world of work". Consultants/mentors from various businesses visit schools on a monthly basis to discuss the types of jobs available and to present lessons designed to encourage youth to develop skills that will prepare them to join the workforce.

Consultants/mentors utilize the Ohio State University curriculum developed by the education department in Marion. The curriculum is a series of lessons reinforced by hands-on activities, and includes a site visit to the business partner's place of work.

For the 2014-2015 school year, over 600 4<sup>th</sup> and 5<sup>th</sup> grade students in 26 classrooms in 11 schools are being "reached" by consultants/mentors from 24 business partners. The **STAR** initiative will strive to enhance the curriculum and include higher grade levels with more intense hands-on work experiences.

**Materion Corporation and Terra State Community College Summer Career Camp:** Through an application process, students can attend a Manufacturing Summer Career Camp at Terra State Community College (**S**killed **T**rades **A**pprenticeship **R**eadiness **T**raining-**STAR**). The camp introduces the world of modern manufacturing and Apprenticeship 101 through hands-on projects over four days utilizing qualified instructors from the Materion Corporation. Students will be introduced to basic entrepreneurial concepts/skills and will walk through the manufacturing process. The course work will prepare young people for the 21<sup>st</sup> century workplace where the ability to apply science, technology, engineering, and math (STEM) skills creativity is essential. In addition, participants will go home at the end of the week with a manufacturing project they designed and produced.

**Sandusky County Economic Development Corporation, Advanced Manufacturing Showcase:** Manufacturing and professional careers have evolved into cutting-edge, technology driven positions that demand a wide variety of technical and soft skills. Companies participating in the Advanced Manufacturing Showcase event will highlight their current and future employment opportunities to all 9<sup>th</sup> grade students within Gibsonburg and Lakota School Districts. Companies will discuss employment opportunities and engage students in various activities that demonstrate the skill sets necessary to excel in specific careers.

**OMJ K-12 and Technology Skill Development:** Students utilizing Google Chromebooks will immerse themselves into OMJ K-12 curriculum and technology skill development. OMJ K-12 provides a comprehensive approach to college and career readiness planning for students. Youth will learn about educational and career information, occupational search and comparisons, career assessment and exploration, daily living assessment and options, and job search.

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**Parent Engagement:** Through orientation and training, BBBS and career coach staff will provide parents an overview of the program, the goals of mentoring relationships, the role of parents and mentors in the relationship, and program requirements and policies. In addition, the partnership will provide workshops on youth development and parenting skills; solicit parent feedback regarding the program activities and youth experiences; connect parents to community services to meet family's needs; and encourage parents to volunteer at mentor/mentee activities.

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

The mentoring portion of the **STAR** initiative will be led by BBBS. BBBS mentoring program and services are built on the National Search Institutes "40 Developmental Assets" healthy development building blocks which reduce risk factors and increase protective factors. These developmental assets help youth grow in areas of support; empowerment; boundaries and expectations; the constructive use of time; and commitment to learning, positive values, social competence and positive identity.

Over the past twenty years, data collected from the Search Institute documents more than four million children and youth from all backgrounds and situations has consistently demonstrated the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society.<sup>1</sup>

The U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration (SAMHSA) recognize BBBS for their Best Practices Model Program and have found that participants in BBBS are

- 46% less likely to start using illegal drugs
- 27% less likely to start drinking
- 33% less likely to hit someone
- Overall showed modest gains in their grade point averages, with strong gains among the Little Sisters

According to results of a major national study which measured the effectiveness of BBBS' Program,

- 64% of students developed more positive attitudes toward school;
- 58% achieved higher grades in social studies, language arts and math;
- 60% improved relationships with adults, and 56% improved relationships with peers;
- 55% were better able to express their feelings;
- 64% developed higher levels of self-confidence;
- 62% were more likely to trust their teachers;
- 77% of teachers, parents and volunteers involved reported increases in student's self-confidence.

These successes contribute to more high school graduates and secondary-school applicants, and a reduction to any type of substance abuse.

In addition, the partnership will utilize MetLife' Elements of Effective Practice for Mentoring to help guide the program operations. The new edition of Elements provides six evidence-based standards for practice that incorporate the latest research and best-available practice wisdom. It also reprises advice that appeared in earlier editions on program design and planning; program management; program operations; and program evaluation.<sup>2</sup>

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.

WSOS has fifty years of experience working with families and communities to remove the underpinnings of poverty in four Ohio counties. Over the fifty years, WSOS has obtained funding for, implemented, and managed many projects of the size and scope of the **STAR** project.

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<sup>1</sup> Search Institute, <http://www.search-institute.org/research/developmental-assets>

<sup>2</sup> 3<sup>rd</sup> Edition: Elements of Effective Practice for Mentoring, MetLife Foundation  
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The most relevant example of the agency's capacity is the highly successful Ohio Department of Education (ODE), 21<sup>st</sup> Century Community Learning Center program. Partnering with the Fremont City School District (FCSD), WSOS has operated the program for fifteen years serving more than 400 children and their families a year, with an annual budget over \$1,000,000.

Goals and outcomes of the 2014 program:

- **85% of students will demonstrate a positive change in behavior, math and reading scores, and/or increased sense of social responsibility and purpose; measured with parent, teacher and self-reporting survey, pre and post tests, and grade cards.**  
**Result:** Of regular attendees - 45% increased their math or reading grades by half a grade or more; 75% tested proficient in reading or math on the State Assessments; 55% increased their scores in reading and math; and 79% experienced positive improvements in behavior.
- **Staff will design, with student input, 168 hours of enrichment activities that respond to student interests; offering daily hands-on activities.**  
**Result:** Accomplished
- **100% of students will participate daily in a wellness component designed to increase their physical stamina, strength, eye-hand coordination, balance, muscle tone, and expose students to recreational alternatives.**  
**Result:** 100% of the students attending participated daily in a wellness component
- **100% of students will receive a nutritious meal/snack.**  
**Result:** 100% of the students attending received a nutritious meal/snack.
- **85% of the students will show a decrease in discipline related incidences.**  
**Result:** No report available for discipline related incidences. The Ohio Department of Education, 21<sup>st</sup> CCLC grant does not require this outcome to be measured.

Evaluation and performance measurement play a major role in the continuous improvement process in the 21<sup>st</sup> CCLC grant. The project evaluation documents the program's effectiveness in meeting the proposed performance objectives and carrying out program activities. The evaluation process includes focused inquiry, data collection, analysis, interpretation, and reporting.

The Fremont City School District, program staff, and the program advisory council complete the self-assessment evaluation. The WSOS Program Coordinator oversees the administration of periodic (at least 2 annually) customer satisfaction surveys involving afterschool and summer program participants, parents and community partners. Customer feedback is needed to assess the program effectiveness. The FCSD provides the student data needed to access academic increases.

Every 6 weeks, relevant data is provided through progress book, midterm, report cards, and test scores pertinent to the grade level. The advisory council receives the evaluation results and provides continuous improvement feedback. Feedback is used to measure success and to initiate program modifications to more effectively reach goals and improve performance.

ODE conducts an annual comprehensive statewide evaluation. ODE conducts onsite monitoring visits at least once during the three year funding cycle. Annually, ODE requires written documentation and verification of the programs financial and programmatic outcomes and performance.

Another important element to highlight, that is similar in design of the **STAR** program is the partnerships and community linkages. Through the 21<sup>st</sup> CCLC program, WSOS has established and maintained working relationships with numerous community partners, such as the County Park District, the Girl Scouts, Kiwanis, the Sandusky County Juvenile Court, Sandusky County Community Health Services, Birchard Library, the National Association for the Advancement of Colored People (NAACP), Vanguard Adult Career Center, Terra State Community College, Bethesda Care Center, Sandusky County Commissioners, Fremont Fire Department, United Way of Sandusky County, and the Ohio State Highway Patrol. This will be comparable to expectations of the **STAR** initiative.

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

Key components that will make this collaborative successful include: WSOS, superintendents, BBBS, SCEDC, and employers having a common understanding, interest, and commitment in partner organizations; a shared common vision and purpose that builds trust and openness; shared goals and objectives, understanding and accepting each partner's role which will lead to improved coordination of the program and service delivery; *WSOS Community Action Commission, Inc.*

recognizing the value and contribution of all members; investing in partner skills, knowledge, and competence needs; organization's promoting an atmosphere of learning; a shared and transparent decision-making process; the establishment, measurement, and accountability of clear program goals and outcomes; an agreed upon mentoring strategy incorporating best practices; and a signed agreement defining each organization's roles and responsibilities.

Key indicators of success will be 1) increased program capacity including additional partner organizations and volunteers/mentors joining in the program efforts 2) performance management systems that measure, provide feedback to the stakeholders, report on the program's successes and incorporate continuous improvements into the evaluation process 3) effective communication that provides open information sharing 4) an efficient operating program that has reached or exceeded the projected outcomes and 5) sustainability resources being secured to continue program efforts.

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

### 9. Leadership Team: **STAR Leadership Team:**

**Lakota School District, Jon C. Detwiler, Superintendent** – Mr. Detwiler has lived in the northwest Ohio region for twenty-four years. He wants to invest in the future of the county. He has been an educator and administrator in three of the county's larger districts in which he formed many relationships and connections. This will help the success of the program with credibility and trust. Superintendent Detwiler will oversee the implementation and evaluation of the STAR initiative within his district. His work with the Sandusky County Economic Development Corporation has already inspired him to more effectively connect district students to area businesses. Mr. Detwiler will ensure the incorporation of the state supported career readiness curriculum for Lakota students. He will meet with the Leadership Team quarterly to monitor the program and provide continuous improvement. He will offer his district as a venue for community meetings that will assist with public awareness of all activities. Mr. Detwiler's undergrad is from Bluffton University with an Elementary Education Degree. Mr. Detwiler obtained his Master's from the University of Findlay in Educational Administration. (Dedicated 10% of time to initiative.)

**Gibsonburg Exempted Village Schools, Dr. Jose Hernandez, Superintendent** - Dr. Hernandez has worked in urban and rural education for nearly thirty years. He has been a teacher, principal and superintendent. At Toledo Public Schools he coauthored a \$500,000 grant from the KnowledgeWorks Foundation to convert a comprehensive high school to a career academy. Dr. Hernandez's dissertation focused on establishing meaningful relationships between adults and students to improve academic achievement. Dr. Hernandez will be responsible to recruit and hire a career coach for the district. He will train, supervise, mentor, and assist the career coach with networking with grant partners. In addition, Dr. Hernandez will ensure the incorporation of the state supported career readiness curriculum for Gibsonburg students. He will meet with the Leadership Team quarterly to monitor the program and provide continuous improvement. He will offer his district as a venue for community meetings that will assist with public awareness of all activities (Dedicated 5% of time to initiative).

**BBBS, Amy Roldan, Executive Director** – Ms. Roland has worked for BBBS for eight years. Her dedication to mentoring children is her first priority. Ms. Roland's role will be to establish and review the mentoring program guidelines on a regular-basis; to create partnerships with faith-based organizations, businesses, and other service organizations; recruit mentors that meet the needs of the youth being served, comply with reporting requirements; and continuous evaluation of the program. (Dedicated 10% of time to initiative.)

**BBBS Marlana Binkley, County Case Manager** - Ms. Binkley will assist with the screening, interviewing, and training of all mentors; serve as the liaison with the school districts to ensure BBBS is meeting the needs of the mentees; provide weekly updates, discussions, and activities for mentees/mentors, focusing on the 40 Developmental Assets; at minimum once per month provide on-going support to mentors to guarantee the needs of the mentor, mentee, and grant guidelines are being met and exceeded. Also, Ms. Binley will serve as a member of the Leadership Team. (Dedicate 50% of time to initiative.)

**WSOS Community Action Commission, Inc., Mae Dell Leake, ASP Coordinator** - Ms. Leake has worked for WSOS for over thirty years. She is responsible for the overall management; grant compliance, financial

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oversight and resource and systems development of WSOS' youth programming. Her position will be responsible for the Community Connectors program operations and financial expenditures. Ms. Leake's dedication to youth development has garnered her numerous best practice awards from the Ohio State University, John Glenn School of Public Affairs. Ms. Leake holds a Bachelor's Degree in Business Administration from the Tiffin University and an Early Childhood Education Associate's Degree from Terra State Community College. (Dedicate 10% of time to initiative.)

**WSOS Community Action Commission, Inc., Kerrie Carte, Planning and Development Coordinator** - Ms. Carte has twenty-five years experience developing and managing workforce development programs. Ms. Carte has overseen Workforce Investment and Job Training Partnership Act youth, adult, dislocated, and older worker programs in the past. Her experience working with employers, placing hundreds of individuals in employment has gained her respect in the business industries. Her understanding of employer needs led to the creation of the "Skills for Life" Marine Trades Training program, which has been labeled as a "Best Practice" model from the Ohio State University, John Glenn Institute. Her commitment to serve low-income family and worker needs and the ability to engage employers and community partners, has provided her the honor of speaking at US Department of Labor and National Association of Workforce Boards national conferences. Ms. Carte has been a guest at the Whitehouse, participating in the Presidents JobsPlus Summit for youth workforce Development. Ms. Carte is a National Skills Coalition Leadership Council member, an Ohio Economic Development Association Board member and is the Chair of the Ohio Workforce Coalition. Ms. Carte is working toward her Bachelor's Degree in Business Administration from the Tiffin University. (0% of time charged to initiative.)

**United Way of Sandusky County, Abby Slemmer, Executive Director** - Ms. Slemmer has served the community as the Executive Director of the United Way of Sandusky County since December of 2010. In her time with United Way, Abby has helped move the organization forward, as an agent of change. Under Ms. Slemmer's direction, the United Way has established by 2018, the county will recognize an increase in the skill level of the working population to meet the current needs of the employers. This will be measured by county wide educational achievement. Having youth who are prepared to enter the workforce is vital to the success of this goal and the future success of Sandusky County. Ms. Slemmer obtained her Bachelors of Business Administration from the University of Toledo in 2000 and completed her Masters of Business Administration at Tiffin University in 2003. (0% of time charged to initiative.)

**Sandusky County Economic Development Corporation, Kay Reiter, Executive Director** – As the lead economic development practitioner for over ten years, Ms. Reiter's goals focus on the creation of new investment opportunities for Sandusky County. Creating job opportunities, a vibrant business climate, and providing individuals with workforce advancement opportunities are keys to community successes. Mrs. Reiter has served on numerous boards, in which she has taken leadership roles, including Sandusky County Positive People, Red Cross, Terra State Community College, Sandusky/Seneca County Tiffin Port Authority, Leadership Sandusky County, Camp Fire, Rotary Club of Fremont, Soroptimist, Sacred Heart, Memorial Hospital Foundation Board and the Memorial Hospital Auxiliary Board. Ms. Reiter has also served as the president of the Northwest Ohio Regional Economic Development Association, which spans 12 counties. (0% of time charged to initiative.)

**Sandusky County Chamber of Commerce, Angie Morelock, President/CEO** - Youth Asset development has been a passion of hers, not only personally, but throughout her career. Ms. Morelock was a founding member and now serves as an adult advisor for the philanthropic group, Sandusky County Building Community Together. This is the youth division of the Sandusky County Communities Foundation, Inc. In addition, she is a member of the Rotary Club of Fremont, where she chairs their elementary schools, Literacy Committee. Ms. Morelock is a member of Faith United Methodist Church in Gibsonburg where she is the Education Committee Chair and leads the Youth Group with her husband. Ms. Morelock received her Bachelor of Science Degree in Human Ecology from the Ohio State University. (0% of time charged to initiative.)

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.

**Program Start-Up and Implementation:** Community Connectors **STAR** award communicated to other stakeholders and community. Program partners meet and finalize roles, plans, and marketing strategies. Staff and mentor recruitment initiated and begin student identification. Program Coordinator conducts contractor meeting to discuss partner agreements, orders program supplies, forms, and mentor and mentee handbooks. Staff procedures manual finalized. Program Coordinator and schools hire Family Advocate and Career Coaches. The evaluation instrument/data collection and tracking systems are created. The Leadership Team convenes to discuss the operation plan and to schedule events and activities. Staff is trained and partner roles and responsibilities are affirmed. Program staff and school districts discuss **STAR** program design, goals, and objectives (communication continues all year). Student enrollment is verified. BBBS trains mentors and discusses expectations and mentee routines. Teachers and staff review OMJ K-12 curricula and develop lesson plans. Career exploration activities are finalized and scheduled. Quarterly field trips are scheduled and parent engagement events planned. Parents are notified of student's acceptance into the program. STAR program open houses are conducted at each district. "Mentoring" marketing events are planned; newsletters are developed; and the annual training calendar is established. Program begins September 1<sup>st</sup>. Staff begin collecting baseline data. Parent engagement begins and continues throughout the year. Staff observes parent meetings. Staff attends mentoring related training. The Leadership Team assesses program activities and reviews the timeline. Staff working with the Leadership Team discusses the assessment and determines appropriate steps to follow to ensure efficient program operations. Program modifications are made as necessary.

**Mid-Year and End of Year Review:** Conduct mentor, mentee, and parent evaluation survey. Refine and revise program activities and plan. Review mid-year data. Continue Leadership Team meetings to develop and finalize summer activities. Assess and modify timeline as needed. Career camp application process begins. Review budgets. Analyze expenses; monthly if needed. Customer satisfaction surveys completed; parent focus groups conducted; collect student evaluation data; and compile and analyze outcomes. Prepare reports.

**Ongoing:** Student, mentor/volunteer recruitment and training; program networking and marketing; strategic planning and resource development for program sustainability continues. In addition, staff will continue communicating with teachers to complement, reinforce, and extend regular classroom learning and to discuss the progress of individual students. Staff will work with parents to further students' future education, developmental youth skills, and college and career readiness.

11. Describe the implementation process for reaching milestones:

As previously mentioned, the **STAR** initiative will follow the Elements of Effective Practice for Mentoring evidence-based operational standards. BBBS will lead the mentoring aspect of the initiative. The following are **STAR** program standards that will be adhered.

**EXPECTATIONS OF Big Brothers Big Sisters:** Screening, orientation, supporting, and mentoring process.

- The STAR initiative has a written statement outlining eligibility and application requirements for mentors in program and staff working with youth. (i.e. application process, reference checks, criminal background checks, time commitment, and personal qualities to be an effective mentor.)
- Recruit appropriate mentors from the six committed faith-based organizations. (Faith-based partners will provide fifteen mentors at each school district for a total of thirty mentors annually.) Recruit by realistically portraying the benefits, practices and challenges of mentoring, and describing the program outcomes.
- Interview each Mentor to gain an understanding of what they are able to contribute to a mentoring relationship, what type of youth (ages 5th thru 12th grade) they are most comfortable working with, and address any upfront concerns with each Mentor one-on-one.
- On-going training for mentors on the following: program rules, mentor goals and expectations, obligations and appropriate roles, relationship development and maintenance, ethical issues that relate to the mentoring relationship, effective closure, sources of assistance available to support the mentor.
- Match mentors based on characteristics: interests, proximity, availability, age, gender, race,

- personality, and expressed interests of mentor and mentee.
- Work with organizations, businesses, individuals, and school district to make accommodations that are convenient for all parties including Mentor/Mentee Match meeting place and time.
- Work with school district Career Coaches to ensure Mentor's needs are being met for meeting times and locations for the Mentor/Mentee to successfully build a friendship.
- Provide weekly informational emails to Mentors to assist with "ice breaker" conversations and activities to work on with Mentee.
- Provide on-going support (T&TA) to Mentor twice per month for the first two months and then once monthly thereafter either via email, phone conversation, or in-person in order to ensure the success of the Mentor/Mentee relationship.
- Communication with family of the Mentee on a regular basis through parent engagement activities.
- **STAR** initiative has procedures to manage anticipated or unexpected closures, including a system for rematches and documents an exit interview with mentors and mentees if need be.

### **EXPECTATIONS OF MENTOR:**

- Be a Role Model.
- Attempt to meet with Mentee at least twice per month, with the goal of meeting more if time allows.
- Honor commitments to your Mentee to the best of your ability.
- Serve as a caring guide, wise advisor, and trusted friend to your Mentee.
- Utilize information provided by Program Facilitator to assist your Mentee in the areas of building character, goal setting, perseverance, willpower, and self-control.
- Provide facilitator with monthly updates on progress of Mentor/Mentee relationship, topics of conversation, concerns, successes, and all other information pertaining to the time spent together.
- Complete program evaluations.
- Practice the highest level of confidentiality with information shared by your Mentee, with the exception of sharing all information with the facilitator (BBBS).

### **IDENTIFICATION AND MENTEE INTAKE PROCESS:**

With the assistance of BBBS, career coaches and teachers within the school districts will identify students who will benefit by engaging with a mentor. The following are **STAR** program standards that will be adhered.

- Mentees and parent/guardian(s) will be provided an orientation to be made fully aware of the purpose of the mentor program; its benefits for them; and the level of commitment expected. Meetings will be held simultaneously in different rooms. This provides for opportunities to ask questions they may not want to ask in front of each other.
- Parent/guardian(s) will provide written consent for mentees participation.
- BBBS will conduct mentee and parent/guardian training (T&TA). Training discussions will include: who the mentors are and why they want to be mentors; relationship building; how to communicate with your mentor; goal-setting; activity recommendations; and the importance on setting a regular schedule.
- Mentees and parent/guardians will provide customer satisfaction and feedback quarterly regarding their mentorship experiences.

WSOS has created sophisticated methods to collect, evaluate, monitor, and manage its programmatic and financial data. Monthly fiscal meetings are held with accounting and program staff to review budgets/operation statements. MIS reports are generated monthly to review variances in program outcomes and goals. Financial statements (Balance Sheet/Operating Statement/Statement of Cash Flow, and other reports) are disclosed monthly to the Board of Directors Finance Committee and as required by funding contracts. WSOS' accounting's goal is to provide quality accounting and financial information, training, and advice based upon Generally Accepted Accounting Principles, Financial Accounting Standards Board, and Governmental Accounting Standards Board pronouncements, and applicable OMB circulars A (110,122, &133) as required by funding sources.

To accomplish fiscal accountability, implementation, and outcomes; WSOS as the administrative entity will address the following: Program Management: (i) Legal capacity, status and authority to enter into the grant agreement with the Ohio Department of Education and subcontractors; (ii) Effective organizational leadership/management/transparent decision making and accountability systems; (iii) Adequate infrastructure/information systems to support grant implementation, including the monitoring of performance of subcontractors in a timely/accountable manner. Subcontractor Management: (i) Effective systems for undertaking subcontractors and provide technical support as needed to ensure that any proposed subcontractors have the required capacities to implement program activities; (ii) Adequate program management that ensures sufficient oversight of grant implementation at the subcontractor level facilitating effective/timely program implementation and resource management. Monitoring/Evaluation Systems: (i) Ensure collection/recording of programmatic data with appropriate quality control measures; (ii) Support the preparation of regular reliable programmatic reports; and (iii) Make data available for purpose of evaluations and studies.

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.

Please see attached Roles and Responsibilities Worksheet, which describes how each partner will contribute to the overall program plan (time, personnel, and monetary contribution; shared responsibilities, and use of facilities); Nature of Partnership Agreement, and the Letters of Support/Commitment .

### **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:

The **STAR** Leadership Team will provide ongoing support, strategic advising, and will assist with performance monitoring and program evaluation. The data from the first year of implementation will be utilized to establish baselines for each progress measure and will establish program improvements for years two and three. Partners will submit quarterly progress reports to WSOS to measure performance. Staff will discuss outcomes and develop quality improvement plans if needed. Ten percent variations from the goal plan indicates a quality improvement plan of action be developed and implemented. The quality improvement plan will detail expectations and consequences for not meeting minimum performance measures. If performance is not at an acceptable level, technical assistance will be provided. Staff will guarantee program compliance by signing and certifying agreement and compliance with the program contract.

WSOS' commitment to continuous improvement will ensure the **STAR** initiative meets the need for a well-educated workforce to improve the economic vitality of the region and the lives of the youth of northwest Ohio.

The evaluation process will be guided by the following questions: 1) Were the activities of the grant implemented as planned? If not, what barriers or obstacles prevented any of the grant activities from being achieved, 2) How effective were the grant activities at achieving the stated Community Connectors goals? 3) What is the impact of the grant activities in increasing student achievement, as well as the other areas listed in the goal's?

WSOS employs a staff of technology professionals and MIS specialists, who build, maintain and operate the data systems for the agency. The MIS/Data system offers a full line of mainstay features used in reporting along with elements that include: demographic information, assessment test scores, unduplicated participant counts, training/contact hours, education/credits attained, employment status, training/credential attainment, wage earnings, as well as follow-up/retention services. Monthly, WSOS will report milestone progress to leadership. The data will assist with the evaluation/management of the initiative. WSOS has adopted the Results Oriented Management and Accountability (ROMA) framework. ROMA has been found useful for managing/monitoring results. The ROMA framework is in compliance with the Government Performance and Results Accountability Act and requires outcome statements; performance targets/incremental milestones and benefits are developed and continuously monitored to ensure success and long-term positive change for participants.

Please refer to the **STAR** Program Logic Model for indicators of success.

14. Applicants are to complete the program model.

Please refer to the **STAR** Program Logic Model on page 2.

### **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.

At the onset of the program, it is estimated \$166,562.50 worth of resources have been secured through Lakota and Gibsonburg School Districts, BBBS, Sandusky County Economic Development Corporation, Sandusky County Chamber of Commerce, United Way of Sandusky County, and business and industry cash and in-kind. The project has been designed with short and long-term outcomes in the forefront. Plans for sustainability begin on day one of the project. One of the primary responsibilities of the key stakeholders is to identify, obtain and maintain funding for the project. Objectives of the **STAR** Leadership Team are: strategic planning to develop short and long term financing strategies, generating new funding ideas, coordinating and aligning resources, avoiding duplication of community services, marketing and demonstrating how the Community Connectors **STAR** program increases educational achievement and youth workforce development.

A plan will be developed which charts the course to achieve the project's financial vision. WSOS will provide two Development/Grant Writers to assist with resource development. Development staff will review, analyze and respond to Request for Proposals that provide support for program activities.

Also, Community Action services such as the Home Energy Assistance Program; the US Department of Health and Human Services, Head Start program; the US Department of Housing and Urban Development (HUD) housing assistance and Supportive Services for Veteran Families; the US Department of Labor (USDOL) Ready to Work and Workforce Investment and Opportunity Act; and State and National Fatherhood program services will be offered and provided to families involved in the **STAR** program. These services provide the supports families need and address barriers to the family's success.

Additional sustainability funding will be pursued with: National, State and local juvenile justice agencies; the Governor's Office of Faith-based and Community Initiatives; the County Alcohol, Drug Addiction, and Mental Health Services Board; the local and State Department of Job and Family Services; National and State Workforce Investment and Opportunity Act funding; the Community Development Block Grant; United Way of Sandusky County; and local in-kind and cash from businesses and faith/community based organizations.

Also, it should be noted, because of the level of parental involvement weaved into the program, the skills taught to parents and the benefits derived from teaching the parent will continue long after the program ends. The benefits become evident as children/youth have fewer grade retentions and are more likely to graduate from high school and enroll in higher education or become employed. Parent involvement is a crucial force in youth development, learning, and success at school and in life and has invaluable societal benefits.

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

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

Please see the Budget Summary and Narrative Form attachment.

In determining program costs, WSOS incorporated years of knowledge and experience operating similar programs. It is believed this request is justified and reasonable for the outcomes projected. The proposal was prepared based on the program period, number of participants to be served; projected program needs and planned expenditures.

*By clicking this box,  I Ruthann House, President/CEO of WSOS Community Action Commission, Inc. 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.*