



Your Dollars at Work

Education Programs & Services Funded in 2016

2015 Accomplishments



Girl Scouts of Western Ohio (GSWO):

- The Girl Scouts' personal, social, emotional and leadership development program helps girls learn to address challenges, make healthy decisions and solve problems. Ultimately, what they learn helps to create successful students, employers and citizens. Positive activities deter girls and young women from making negative life choices, leading to healthier, happier, more fulfilling lives and making Hancock County an even better place to grow, work and live.

- A Girl Scouts of the USA (GSUSA) study on Girl Scout alumnae (2012) highlights the benefits of the Girl Scout program and confirmed the long-term outcomes for girls that participate.

- ~Volunteerism and community work. Girl Scout alumnae, even those with two years experience or less, are more active in community service and volunteer work than non- alumnae. Girl Scout alumnae, who are mothers, have a 66% mentor/volunteer participation rate in their child's youth organization, compared to 48% of non-alumnae mothers.

- ~ Perceptions of self. Of Girl Scout alumnae, 63% consider themselves competent and capable, compared to 55% of non-alumnae.

- ~Civic engagement. Of Girl Scout alumnae, 77% vote regularly, compared to 63% of non-alumnae.

- Education. Of Girl Scout alumnae, 38% have attained college degrees, compared to 28% of non-alumnae, with 47% of alumnae feeling optimistic about their future and only 38% of non- alumnae feeling the same.

- ~Income/socioeconomic status. Girl Scout alumnae report a significantly higher household income (\$51,700) than non-alumnae (\$42,200).

Boy Scouts of America, Black Swamp Area Council:

- The Exploring program had 93 people register for the 2nd Annual Exploring and Recognition Dinner.

Special Needs Day brought out 46 percent more youth to Camp Berry.

- Blanchard Valley Hospital Post 326 awarded one scholarship to a student from Hancock County who participated in the post for four years and was going to school to become a nurse.

- Marathon Engineering Post 370 held their annual Engineering competitions which had components of Mechanical, Electrical and Civil Engineering.

- Marathon Informational Technologies Post 300 Explorers created a computerized video game from scratch with minimal help from the Post Leaders.

- A Career Café was held each month during the school year at Findlay High School for freshman students interested in advancing their career prep plan.

- Exploring promoted their program at Findlay and the County Schools, as well as various community events in Hancock County.

- Hancock County Sheriff's Office Post 308 assisted with the Balloon Fest., Hancock County Fair, Arts Festival, Boogie on Main and the Rib Fest.



BOY SCOUTS
OF AMERICA

BLACK SWAMP AREA COUNCIL

- The Exploring program launched two new Exploring Posts in Hancock County, Hancock Homebuilders Association and Findlay Whirlpool Corporation.
- Over 280 Scouts and community members participated in Day Camp.
- Units were represented at every parade in Hancock County in 2015.
- Scouting for Food assisted 5 local pantries
- Hancock County had a total of 13 Eagle Scouts in 2015.
- The number of new Cub Scouts increased by 3.2% in 2015.
- Over 300 adult leaders provide leadership and training to Scouts in Hancock County.
- Youth retention increased by 9.36% in 2015
- Direct contact training for adults increased by 37%
- The number of Boy Scouts that participate in a camping program increased by 9% in 2015.
- The number of service hours increased from 2014 to 2015. (4,782 in 2015)



Open Arms Domestic Violence and Rape Crisis Services:

- Open Arms Violence Recovery Project engaged 146 individuals in 26-52 weeks of offender programming designed to change the patterns of violent behaviors towards family members.



Findlay Family YMCA:

- All of the children that attend the Y's Child Development Center have access to the following special classes (when age appropriate). We strive to hire teachers who can teach a special skill to our classrooms, and then teachers are able to travel to different classrooms and share their skills. Here is a list of opportunities that are incorporated into the daily schedules at the Y.

1. Bible Class
2. Swimming Lessons (YMCA Progression)
3. Spanish Class
4. Yoga
5. Zumba
6. Sign Language
7. STEM (Science, Technology, Engineering and Math)
8. Gym Games
9. Outdoor Play
10. Field Trips including: local playgrounds, Findlay Library, Dietsch's, Riverside Pool, and many more
11. Free Swim
12. Craft Class

In 2015, the Y's Child Development Center held many family friendly activities.

1. July - we held an Ice Cream Social at Riverside Pool, attended by approximately 100 people.
2. School Age Parent Involvement Nights - School Age program has held two evenings where a speaker or special activity was planned and parents were encouraged to attend the after-school program anytime between 4:30 - 6:00 PM. These evenings have been well attended with 15-20 parents spending some time in the classroom. The Y's goal is to inform the parent of all the things their child is doing during the after school time.



Children's Mentoring Connection:

In 2012 the CMC board and new Executive Director set the goal to develop greater community awareness of our mission and to increase mentor recruitment. We have been very successful in that endeavor. The chart below demonstrates that incredible growth in mentors recruited ultimately translates into life-changing relationships for local youth.

	2012	2013	2014	2015
# of children served mentor, Pal &/or SBM	71	126	184	231
# of matches	47	53	61	61
# of hours children were with a Pal or mentor	2062	3414	5710	6678
# of Pal outings	81	137	139	144



Camp Fire of Northwest Ohio:

In 2015 the 9th grade Thrive students were in their second year in the pilot program. The Thrive program focuses on a variety of workforce development skills bridging that with the Thrive Methodology. One of the students, Brianna related really well to the assumed constraint (an aspect of Fixed versus Growth Mindset). She told the staff that her personal assumed constraint is that she isn't going to achieve in harder classes. Her constraint comes from her father. Before the school year started, Brianna's dad came into the school, without Brianna knowing, and switched her classes around because he said they were too hard for her. When asked how that made her feel, her response was, "Mad, because I thought I could do it." She explained that the hard classes are where her career interest was and now she's in a class that has nothing to do with her desired career. During the next class, Brianna volunteered to share her assumed constraint story with her classmates.

"Past years and grades start to say I can't, as well as my Dad, so I start to believe it's true," she said. The 9th grade Thrive students, worked together to help Brianna with her problem. Her goal for her Sophomore year, "To take classes I want to take." Then the class came up with steps to help Brianna get there manage myself (complete homework assignments to show I can complete the work), take guidance (ask for help in scheduling and with difficult classes), have greater respect for myself, and show respect to those who are teaching me. The students not only learned about making goals but also to be an active participant in their education and to take ownership over it.

Family Resource Center of Northwest Ohio:

- Project HAPPY is proud to be a part of the Ohio Youth-Led Prevention Network and to provide an annual prevention peer leadership training for the local youth of Hancock County. At the local level, HAPPY is designed after the Ohio Teen Institute youth-led prevention model and selected members of the HAPPY Youth Staff and/or I Am Enough Youth Advisory Board attend the annual Ohio Teen Institute training each summer.
- The Ohio Youth-Led Prevention Network (OYLPN) consists of youth-led substance abuse prevention providers and youth across the state who are committed to the cornerstones of youth-led prevention, peer prevention, positive youth development, and community service. The OYLPN fosters partnerships and collaborations among youth-led prevention programs throughout Ohio. The project was initiated by the Ohio Department of Mental Health and Addiction Services (OhioMHAS), Drug Free Action Alliance, and the largest youth-serving organizations of Ohio: Ohio Teen Institute, Youth to Youth International, and PRIDE Youth Programs. • 2,100 school-age youth in grades 4-12 attended a Community Prevention program. 10 Schools offered Community Prevention programs to their students. 300 classroom sessions of Community Prevention programs were presented.
- Youth-led represents a sound prevention investment through meaningful youth involvement in community prevention efforts. Ohio has a proud history as the birthplace of two of the country's longest-standing and most widespread youth-led prevention programs, Teen Institute and Youth to Youth. The OYLPN was formed to build upon and expand partnerships between youth-led substance abuse prevention programs in order to develop and strengthen Ohio's youth-led substance abuse prevention efforts at both the state and local levels. Project HAPPY is one of the few existing youth-led prevention programs in Ohio for both middle school and high school students. This year we are very proud to say that we have a local Hancock Co. student who is very active in HAPPY and the I Am Enough Youth Advisory Board serving as a member of the Ohio Youth-Led Prevention Network (OYLPN) Youth Council.