

## Application Template

\* Less detailed budget used

\*\* Budget will be created

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### **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.

Bridges' collaborative program model targets 100 Everest High School students through an innovative partnership that is a win-win proposition, and Bridges will scale up to meet public demand for services. Currently, Everest enrolls approximately 120, 9th through 12-grade students from the Far-East side of Columbus and from Reynoldsburg, Ohio on a per-pupil basis for high school completion. Bridges occupies an Information and Career Resource Center within Everest to attract and engage students in program activities. Everest students are directed to the center upon enrollment where they will learn critical soft skills needed for employment. Bridges takes students through a process of experiences that reinforce skills such as proper behavior while on the job, being on-time for work, and appropriate worker/supervisor relationships. Students are then able to apply their work skills in such a way as to help them develop marketable skills with real opportunity to move into gainful employment with a livable wage.

Everest High School is a community conversion charter school sponsored by the Reynoldsburg School District that opened in 2010 in a local church, and eventually moved into an unused elementary school building owned by the District. Over the past five years Everest has graduated more than 200 students who would have otherwise dropped out of high school, and somehow found the strength to bounce back from low academic achievement to meet the State's graduation requirements. Everest now Exceeds State of Ohio Standards with 64.2% of students graduating in four years, and Exceeds Standards (70.6%) for students who passed all five parts of the Ohio Graduation Test. Everest customizes instruction to meet students where they are in their path to graduation. This dropout recovery charter high school employs five teachers, a counselor and two paraprofessional staff. Among the teaching staff are one with a special education endorsement and one with a career-based intervention certification.

Bridges' outreach to the local community includes partnership with churches, businesses and non-profit organizations for a range of health and social services to our students as needed. Bridges believes that parents are the key to raising healthy, resilient children and are included in all aspects of high school graduation and career planning. Bridges therefore, helps parents with information and resources to enhance their parenting knowledge, skills, and capabilities. Parents are given support for physical and emotional wellness, clothing assistance, food bank, financial literacy, and childcare as part of the program's wrap-around approach to intervention and assistance.

Bridges assembles stakeholders to form public/private partnerships in such a way that everyone benefits. Corporate partners benefit from having access to pre-trained, pre-screened applicants that are ready for entry level positions. Further, corporate mentors engage disenfranchised youth from a range of diverse backgrounds and form meaningful relationships that will be long-lasting. In addition, students will benefit by having caring mentors who will be able to assist them as they move from high school to work. Everyone, including mentors, youth and corporate partners will benefit from increased awareness of the unique situations youth find themselves with the hope that students and their families will acquire the essential supports to move out of poverty and achieve self-sufficiency. Bridges' trained and supervised mentors work to accomplish the five broad goals of the program; (1) to provide pathways to achievement through tutoring and homework help; 2) to advise youth on choices and decisions that lead to a positive future; 3) to build character and develop citizenship in youth, 4) to help youth set goals for the future through individual graduation

and career planning, and 5) to build resiliency through hands-on work experiences leading to 21st Century careers and work opportunity.

2. Provide the number of youth in each grade level and at each school your program proposes to serve.
3. Everest High School is ungraded therefore; students will be selected based upon their age, number of course credits completed toward graduation and number of graduation test passed.
4. 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 Tuskegee Airmen Scholarship Foundation- Ohio Chapter is a 501c3 not-for-profit organization is the lead agency whose mission is to provide scholarships to assist financially disadvantaged and deserving students in pursuit of their educational goals. The Tuskegee Airmen Scholarship Foundation- Ohio Chapter sponsors Bridges as a totally new program that attracts underserved students residing in Columbus' Far East side and targets specifically those who live in Franklin County's 43068 zip code, which includes Reynoldsburg, Ohio. The Bridges concept meets new college and career readiness standards for the state of Ohio and addresses the larger community need for greater access to career pathways as part of the high school graduation process. The Bridges mission is aligned to the Central Ohio compact that is part of the Lumina Foundation's education goals and the Columbus 2020 economic development initiative to increase to 60% the number of adults earning a post-secondary certificate or degree by 2025.

The most unique aspect of Bridges is the use of volunteer mentors to provide wrap-around and supportive services help youth in poverty conditions connect to needed social services. Bridges addresses barriers to well-being and a high quality of life, which were cited in the Community Research Partners Community Action Agency Research Report (2007) as major issues for youth and families in Columbus and Franklin County. That report noted Columbus' Far East side communities are among the neediest communities in Franklin County for meeting basic needs, with the 43068 zip code representing a high need for temporary financial assistance and material assistance due to conditions of long-term unemployment. In addition, the 43068 zip code shows disparities in unemployment rates with African Americans being out of work more than twice that of Whites representing 7.2% compared to 2.8% respectively. The Far East side ranks among some of the hardest hit communities for the number of housing foreclosures and abandonment, which are leading causes of homelessness. The report also notes that a significant number of persons from the Far East side are living in homeless shelters placing an excessive burden on families to sustain both housing and employment. Further, this proposal is especially unique because it provides youth a pathway to high growth and high demand occupations for entry into career pathways based upon the local current demand. This proposal acknowledges that the future Central Ohio workforce is changing; baby-boomers are retiring and today's students will be the workers of tomorrow. As the labor force continues to get older, occupational opportunities for 16-24 year olds will increase as new firms emerge and established firms expand. Over the next ten years organizations will have a need to hire additional staff to cover workloads as competent, qualified persons must be hired to replace other workers who will be leaving for reasons such as retirement, promotion or dismissal. The following table represents industries with openings in career pathways for participating students of the Bridges Program. (See Appendix 1 for Table of High Demand Jobs.) Another key feature of this Community Connectors grant is how Bridges follows-up with students over a twelve-month period after they graduate high school and complete a certification. Bridges supports transitioning students and their families with information and resources for housing, child care, job leads, and training beyond the certification.

5. 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.

For Bridges participants, Everest High School aligns all mandated curriculum content areas according to the state's benchmarks and grade level indicators utilizing APEX Learning instructional software and specific teacher-developed lessons focusing on differentiated instruction that meets the needs of students at different levels with different learning styles. Bridges helps Everest with providing intensive proficiency tutoring and remedial reading and mathematics help for students to achieve academic success. Performance based assessment will be used in this project to authentically gauge and encourage student mastery with teaching and learning being active and engaging. Students will be required to pass the Ohio Graduation Test and commit to a career pathway with mentoring, job shadowing, and/or employment to graduate.

Bridges' address the five Community Connectors core principles through the following goals: Goal 1. Bridges provides pathways to achievement through tutoring and homework help. Volunteer mentors meet with youth for a minimum of one hour per week to discuss school related assignments, and to determine the student's need for additional help. Through conversation about school-related issues mentors will help youth think about and solve problems that may later become barriers to success. Mentors will also assist students to deal with stress-producing issues that arise in the lives of young people. Issues such as conflict with family, emotional uneasiness, and generalized frustration can be processed and modeled utilizing healthy decision making and what is in the best interest of the youth finishing school and sustaining employment. Goal 2. Bridges advises youth on choices and decisions that lead to a positive future. Through positive relationships with mentors students will begin to visualize a positive future that awaits them if they complete their education and job training. Trained volunteer mentors will model for students the importance of believing in themselves, while building confidence in their skills and abilities to overcome challenges. Mentors will help students transform their lives in such a way that they feel valued and cared for by utilizing active listening skills and sharing stories about their personal experiences, and giving positive reinforcement to youth when they actually demonstrate appropriate behavior. Goal 3. Bridges builds character and develops citizenship in youth through awareness and advocacy activities. All students will be encouraged to participate in community service projects as well as age appropriate students will be encouraged to register and vote. Mentors will be available to participate along with students in community service projects as part of their on-going commitment to the student. Again, volunteer mentors will help students understand the value of helping others and showing empathy for those less fortunate through community service projects. Students themselves will demonstrate positive character traits such as self-control, willpower, and self-discipline as they progress towards their educational and career goals. Goal 4. Bridges helps youth set goals for the future through individual graduation and career planning activities that will be facilitated by mentors in collaboration with the student's family. Students will be trained to identify academic, social and career goals utilizing the S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, and Timely) framework as part of their career-based intervention process. Mentors will assist students to monitor their progress based upon a reasonable and agreed upon time-frame. Goal 5. Bridges builds resiliency through hands-on work experiences leading to 21st Century careers and work opportunity. There is nothing better to build resiliency than accomplishing something meaningful and worthwhile therefore, mentors will be trained to observe strengths in students. Mentors will be encouraged to find exceptions to problems, and where the student is doing things the right way. Positive reinforcement and accentuating things the student is doing right builds greater self-efficacy and adds to a stronger, more positive attitude toward school and work. Bridges and Everest High School will share data on all students in the program. Bridges and Everest will track data on the number of mentors, students served, vocational, corporate and social service partners. Bridges through partnership with The Ohio State University's Todd A. Bell Resource Center for the Black Male will provide technical assistance, and train mentors and partners to evaluate student progress by reviewing student interim report cards and official school transcripts. \*\* This project will support the development of a comprehensive project/school/community database of program needs and services.

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

Each student will have an individualized academic, social and career assessment to include a) ACT's Work-Keys Assessment, b) an assessment of non-academic barriers to learning and achievement, c) transcript review for individual

graduation and career planning, which is an assessment of academic and career skills at the time of enrollment and at program completion, d) course planner for each career pathway, with measurable performance standards for skill acquisition, and e) career awareness and soft-skill development through an orientation to work. \*\*This project will provide seat license for 120 students in grades 9-12 for career-based assessment and work readiness skills.

Academic and Career Development. Bridges through the partnership with Everest High School links students to mentors for individual graduation and career planning in preparation for completion of high school requirements. Career development and awareness activities are designed to help young adults a) explore their career potential and interests, b) prepare for employment and c) develop personal accountability skills. In addition, Bridges will help young adults plan future educational and work opportunities after completion of high school. \*\*Funding for this element will support staff for planning and conducting sessions, providing information, and carrying out follow-up action steps.

Technology Enhanced Learning Modules. Bridges will assist Everest to implement the research-based program APEX Learning, a comprehensive blended instructional approach for academic recovery and acceleration. APEX Learning is an innovative computer-based curriculum used by teachers for direct instruction and during small group discussion. Assessment tools identify skill deficiencies and create individualized education plans. The curriculum areas include: reading, writing, math, science, social skills, life skills, workplace skills, ESOL/ESL, and test preparation and critical thinking skills. APEX's innovative instruction is effective in connecting with students through simulations, manipulatives and online activities designed to engage learners and deepen understanding of complex topics. \*\*Add educational case management to Everest students providing needs assessment, follow-up resources and expanding role of volunteer mentors: 100 students.

Vocational Skills Training. Bridges links students to instructor lead, certificated courses in State Tested Nursing Assistant (STNA), Cosmetology and Barbering, A+ Certification, Light Automotive Repair, Business Office Technology and Customer Service, and the Skilled Trades. High school courses are aligned with professional training courses that are designed to develop workplace skills while completing specific learning tasks including duties associated with many first time or entry level jobs. Successful students will be linked with employment opportunities. \*\*This project will expand community work/education sites for Everest students: 25 students in yr. 1; 50 students in yr. 2; and 75 students in yr. 3.

Individual and Family Services. Bridges trains mentors to work with social service organizations and agencies for information and outreach to young adults and their families enrolled in the program. Bridges will initiate an assessment of basic needs such as housing, health and human services. Bridges will link students to on-site health and wellness courses and activities where they can have access to professional trainers and equipment for a complete fitness training regime. \*\*This project will support intervention assistance training of volunteer mentors, teachers and project school staff: 100 volunteer mentors and staff members in yr.1, and 200 mentors in yrs. 2 and 3.

Educational Support Services. Bridges and Everest High School demonstrate the high need for advisory services for young adults and their families. A support team of mentors, tutors and paraprofessional staff provide direct counseling and advisory services to include personal, social and academic support, and links for family social services, as needed. \*\* This project will support the training and development of a collaborative volunteer mentoring network of support with resources for all program students and families: 120 students: 200+ mentors

7. 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.

Bridges utilizes best-practices to ensure program success therefore, is modeled after the highly successful Cincinnati Youth Collaborative (CYC). The Cincinnati Youth Collaborative is successful because of its strong organization with visionary leaders and strong fiscal accountability. CYC's partner commitments and its holistic approach to empowering youth and families to succeed in education, careers and in life, make it a model program. Collaboration brings together stakeholders from public schools, businesses, and supporters to create pathways to success for youth and their families. The CYC's large volunteer network provides mentors to participants and is the life-blood of the program.

8. 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.

Developers of this proposal have a vast amount of experience in assisting at-risk students to obtain the requirements for high school completion with opportunity for college and work. The developers of the Bridges career and technical education service program have combined 20-plus years working in dropout recovery charter schools where they have provided academic, social and career-based intervention services to students from persistently poor and severely depressed, homes, many of whom have experienced significant threats to academic progress. Combined, the Bridges leadership team have educated, advised, and counseled literally hundreds of students to be prepared to graduate high school ready for employment, leadership and empowered for success as a citizen in a global community.

Likewise, over the past five years Everest High School has graduated 276 students each with Individual Graduation Plans, and many of whom suffer serious social and economic barriers, representing in an increase in the number of youth who have disengaged from the traditional school environment. In spite of this condition, Everest staff worked with over 100 students and their families to coordinate resources to ensure they received support for educational and employment options, including job training and placement services. In addition, Everest has linked 49 teen parents to community-based social services for employment training, and other entitlement subsidies that support the student's opportunity to earn a livable wage and become self-sufficient with enough discretionary resources to meet childcare, transportation and basic housing needs.

**Partner Commitment.** Bridges and partners recognize that the most positive student and community outcomes are those that have tight coordination between classroom, work experience, and other supplemental activities. This program is designed to help students meet the state credentialing requirements in light automotive repair, construction technologies, health care, computer-internet and business related programs for entry-level work. Bridges and Partners will complete monthly case reviews of individual students as well as quarterly staff training on specific topics and at key points in the process to review performance objectives and set expectations, emphasizing shared responsibility toward individual and program outcomes.

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

**Outcomes.** For Bridges participants, Everest High School aligns all mandated curriculum content areas according to the state's benchmarks and grade level indicators utilizing APEX Learning instructional software and specific teacher-developed lessons focusing on differentiated instruction that meet the needs of students at different levels with different learning styles. Bridges and Everest High School will share data on all students in the program. Bridges and Everest will track data on student progress by reviewing student interim report cards and school transcripts. Ohio Graduation Test results will be included in student evaluations. An annual report of Bridges' program goals will include impact indicators such as a) 80% of participants will be promoted to the next grade-level; b) 70% graduation rate for Everest High School; 50% of Everest High School students will transition to post-secondary education or apprenticeship training. Bridges will support Everest in maintaining data on student progress including mastery of state standards and grade level indicators to be compiled for each student, their family situation, and mentor. Students not demonstrating mastery will be provided additional enrichment and intervention activities.

## **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

Leadership Team. The Bridges' leadership team consists of the Executive Director (0.5 FTE), Business Accountant/Treasurer <sup>1</sup>(0.5 FTE), and the Program Director (0.1 FTE), each of whom has expertise in the area of their profession, and who share full responsibility for implementing the grant. For purposes of this proposal, the Leadership Team includes a Board of Advisors whom partner in the project and are committed stakeholders in developing and sustaining program outcomes.

Mr. James Yarbrough will serve .50% of his time as the Executive Director for Bridges. In this role he will conduct fiscal oversight, financial management and budgeting, sets the vision for the project, establishes a culture of inclusion and welcoming, provides creative outlets for diverse people and ideas.

Mr. Yarbrough also serves as the Executive Director at Everest High School and will devote .50% of his time leading the school. Mr. Yarbrough has helped establish a culture at Everest that has fostered the growth of students and helped them reach the goal of graduation.

Mr. Yarbrough has been dedicated to the development of young people in and out of the classroom. Mr. Yarbrough has served as an assistant football coach for 15 years along with being a teacher. He feels that this has allowed him to interact with students outside the classroom and have a more profound impact inside the classroom.

Mr. Yarbrough was instrumental in the formation of Academic Acceleration Academy (AAA), a dropout recovery program sponsored by Columbus City Schools. He headed the workforce development arm of the program and helped dozens of students acquire jobs, receive job training or enter into apprenticeship programs. This was the defining difference for AAA, the ability for students to obtain gainful employment that could lead opportunity.

Dr. Emby Miller will serve as the Program Director for Bridges. In this role Dr. Miller will implement program elements and conduct evaluation, personnel management, and mentor recruitment and development. He will ensure the timely release of information and resources to all constituents, including youth, their families, stakeholders and the general public.

The Business Accountant/Treasurer, appointed by the Everest High School Board of Directors, will have charge and custody of all funds of this operation and will deposit the funds as required by the Board of Advisors, keep and maintain adequate and correct accounts of Bridges' properties and business transactions, render reports and accountings to the Board of Advisors and the Everest High School Board of Directors.

The Bridges Board of Advisors consists of seven members, three of which are business professionals from the local community, an educator with experience in career and technical education, a teacher educator, a certified business accountant/treasurer, and a parent. The Board of Advisors will have the responsibility of ensuring all elements of the grant are fulfilled monitoring the fidelity of implementation of activities. The Board of Advisors will provide oversight of Bridges activities as it pertains to the following business elements- Organizational Development, Donations from patrons, Sponsorships from individuals and business, Scholarship Policy including requirements for assisting students with financial aid.

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.

See Appendix 2 for outline of all major activities

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<sup>1</sup> The Executive Director and Treasurer positions are In-Kind from Everest High School.

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;  
\* Less detailed budget used      \*\* Budget will be created
- 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.

Implementation Process. The program operates during normal business hours of Everest High School 7:30.p.m. to 1:30 p.m. and extended for program activities as needed, five days each week, from August through June for a period of 32 weeks with a twelve-month follow-up. Each student participant will be scheduled for up to 1000 hours of activities throughout the program. Academics and career development activities will be delivered at Everest High School; internships and employment opportunities will be delivered at workplace sites based on availability and participant's career interest areas.

Program participants in this community connectors grant initiative will have individualized graduation and career plans for success. These plans will be designed for each participant according to career interests, attendance, work records, test scores, grade equivalencies in reading, and academic transcripts. This plan will be monitored weekly as participants' progress through the program. Bridges takes the lead in coordinating academic and career interventions by a) providing baseline data for each student, b) reviewing and individualizing each student's educational plan, and c) supplementing the academic curriculum. The academic program will target three areas: 1) Reading and Math skills; 2) Academic Recovery will be available for participants who need to make-up one or more subjects for graduation; and 3) OGT Test preparation skills. The academic element will be delivered through teacher-facilitated learning and computer mediated instruction. Bridges will also coordinate students for internships, job shadowing and work experiences based upon career interests, aptitudes and results from the individual academic, social and career assessment.

The complete assessment will help match students with jobs based upon skills, abilities and career interests. The complete assessment will also be part of the participant's cumulative folder so as to monitor and guide development of work place skills and competencies. Participants will be able to access their records upon request and will be used to provide feedback on performance, and will be included in the student's cumulative record in order to aid students in future planning and goals.

The Executive Director will identify partners for jobs, training and work projects. The Executive Director initiates within pre-established guidelines, and organizational capacity for coordination and delivery of education and resources to youth to become responsible and self-sufficient. Additional responsibilities include organizing and managing all business aspects and assisting with resolving conflict with partners, and facilitating resources for financial stability of the organization.

The Project Director will also initiate and monitor all training and hands-on work experiences for students and mentors. The Project Director will link students to occupational and work-readiness skills training experiences. Additional responsibilities will include developing plans for mentor engagement and other duties needed to carry out the work of the program in cooperation with students, parents and partners.

Mentors will be organized to obtain maximum benefit for each student, and to achieve the highest fidelity program of goals, objectives and performance indicators. Bridges identifies mentors for the program, provides interviews and background checks prior to placement with a student. The following position descriptions explain roles and responsibilities of each mentor.

Mentors will be supervised by the Program Director and report on program performance objectives. A Mentor plan will be developed describing type of training and engagement mentors will provide. Mentoring plans will outline engagement activities with students while ensuring all program components are carried out as planned, maintaining strong partner support and developing collaborative relationships with other agencies.

Mentors will provide educational case management and support, advocacy and guidance to students in order to help them problem-solve and make decisions dealing with personal, legal, and social circumstances that interfere with the student's ability to meet program requirements as well as their personal goals. Mentors will assess student risk and needs, and ensure students are participating in the program. Mentors will also maintain appropriate case notes/files and monitoring to include any date and time, and methods of contact of students.

**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.**

The Tuskegee Airmen Scholarship Foundation- Ohio Chapter is the lead organization sponsoring Bridges to become a provider of services to high school students and their families who are in need of assistance with essential supports to graduate high school and enter into a career pathway. The Tuskegee Airmen, Incorporated is a unique organization dedicated to the preservation of the history of African American Veterans whose service during World War II demonstrated to America that the criteria for responsible citizenship are character and achievement rather than ethnic origin. Although incorporated in Washington, DC the organization consists of many chapters, a National Museum, and the Tuskegee Airmen Scholarship Foundation. The Tuskegee Airmen Scholarship Foundation- Ohio Chapter is a 501c3 not-for-profit organization whose mission is to provide scholarships to assist financially disadvantaged and deserving students in pursuit of their educational goals, preferably leading to careers in the fields of aviation, aerospace and science technology. The Foundation provides scholarship assistance awards to graduating seniors preparing to enter college and deserving of such recognition. The Foundation pledges to grant five (5) financial awards of \$1,300 to deserving graduating seniors for one year only to assist in completing a certificated training program. Deserving students will be awarded financial assistance based upon their high school graduation status and progress toward completing a certificated program.

Central Ohio Technical College agrees to assist Bridges by creating pathways to certification will enroll project students in specialized training programs. Central Ohio Technical College will provide programs for non-traditional learners through credit and non-credit programs. Central Ohio Technical College has a proven track record of educating low-income, first-generation students while demonstrating the capacity to facilitate community events and forums, and other initiatives around job training and community coalition building. As an outcome of this project Central Ohio Technical College will work to provide specialized employment skills training, and help identify the most appropriate work experiences for young adults just entering the workforce. Central Ohio Technical College will help develop successful plans and activities that transition youth from school to the world of work.

The Ohio State University will provide mentorship training activities for students through a partnership with the college's Todd A. Bell Resource Center for the Black Male. The mentoring program will connect professionals in the leadership field to engage, train and prepare volunteer mentors to work with high school students to generate an awareness of college and career planning. The Todd A. Bell Resource Center will assist mentors to work with at-risk students to help them identify career goals and plans, learn the importance of pursuing academic achievement, adopt positive values and develop character strengths in support of school and life success. A secondary gain for mentors will be strengthening relationship skills through journal writing and critique of written narrative from expressions of life experience that tap into the hopes, dreams and aspirations of achieving a productive life and meaningful career.

Alliance Data has partnered to provide internships for students interested in careers in business. This weekly internship will enhance the academic preparation of low income-first generation students within an interactive, complementary

learning framework. Students will use company resources to network and interact with business professionals to explore the economic and business infrastructure of the company. Student teams will be formed and presented with a business case challenge to identify and problem-solve improvements to that company's profit and sustainability.

The Columbus STNA School has partnered to participate in assisting students interested in careers in the health services receive hands-on experience by becoming a State Tested Nursing Assistant. The Columbus STNA School has agreed to extend resources to students to volunteer in area hospitals under the supervision of trained professionals. Project students will be linked with professionals from area nursing homes and hospitals who will engage and support students' selection to the most appropriate career choice. Students completing the experience will have gained valuable insight into health careers with an opportunity for taking and passing the State Tested Nursing Assistant test.

### **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.

**Data Entry.** Information on program participation will be entered into the Everest database and transferred into a Bridges database to ensure the program is implemented in accordance with the contract and to ascertain that participants are moving toward success goals. The Program Director along with the school's Data Manager will assume data entry responsibilities.

**Database.** A database for each program activity and a student performance record comprised of individual and grouped student and school demographics will be maintained. All data will be linked to local and state databases and outcomes will be linked to the Everest database and disaggregated by student for transfer to the Bridges database.

**Process Evaluation.** Participation of each student will be documented by; 1) a record of delivery of services contracted for each student, 2) a record of the hours and activities offered for each student, 3) student attendance and progress monitored and recorded for each scheduled activity, and 4) monthly reports on the fidelity of program implementation.

**Outcome Evaluation.** Individual assessments for each student will include 1) an assessment of academic, social, career and internship needs stated in terms of gaps from local and state standards, 2) individualized objectives and performance-based outcomes, 3) outcomes measured by pre-post-module performance test, 4) an outgoing outcome report of program activities provided for each student, and 5) a quarterly report on the effectiveness of program strategy in achieving intended student and family outcomes. All required reports will be provided in a timely manner.

**Dissemination.** A report of the program accomplishments will be available and effective program activities will be disseminated as "best practices."

14. Applicants are to complete the program model.

See Appendix 3.

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

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to

include cash as part of their local contributions; however, funding sustainability is critical to the Community Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

This comprehensive Community Connectors program is on-step with the new mandate for college and career readiness by having high school students matriculating through career pathways as they transition to college. Beginning the 2015-2016 school-year, all high school students will be eligible to take a course and earn high school and college credit that appears on both their high school and college transcripts. Bridges has the capacity to sustain the program by charging a fee for service to local community schools as well as districts located nearby for Career Inventory Assessment and/or placement in a hands-on work experience. Bridges will channel area high school students into College Credit Plus courses delivered at the Everest campus by an adjunct professor at a college or university. Each course students complete through the College Credit Plus plan that is offered in the high school will be the same course that the college offers. The course will apply to a degree or professional certificate. College Credit Plus replaces the Post-Secondary Education Option, also known as PSEO, and redefines "alternative dual enrollment" programs as advanced standing programs.

Bridges believes that this Community Connectors grant proposal if successful, will attract new donors and volunteer mentors. This unique program service offers an appropriate mix of education, training and supportive services that effectively address barriers and increase employment opportunities for urban youth enrolled in the program. Moreover, Bridges believes this proposal is sustainable because it specifically addresses the needs of low-income, and minority students to help them develop their earnings potential and recognize the tremendous strength and asset they bring to the 21st Century workforce. This group of students is highly resilient and capable of leading a transformation in the future economy for the United States and the world given the right opportunities and support for learning. It is the intent of this proposal to channel the collective power of a committed group of students to develop the skills and knowledge needed to be successful in work and in life.

Bridges anticipates that in order for the Community Connectors participants to maximize successful job training, placement and retention efforts, emphasis will be placed on the development and acquisition of basic and applied skills that will prepare them through this critical transition into adulthood. The following basic and applied skills are embedded in Bridges career-based intervention program curriculum.

**Professionalism/Work Ethic.** This is a very important skill for all new workers and is highly rated by employer respondents across all education levels. Employers highlight the fact that proper dress, strong interviewing and communication skills, and an understanding of the job application process are critical for getting hired. In addition, employers are looking for new workers who express themselves, and can clearly articulate their personal experiences, interest and goals. Many employers are now requesting new workers to problem solve situations that might occur on the job, thereby evaluating personal responsibility, professionalism, and commitment to the job.

**Oral and Written Communication.** This skill ranks among the top five applied skills reported by employers. Oral and written communication is essential to completing projects and working in teams. New workers are expected to spot problems and show initiative to take action not waiting to be told by a supervisor, communicating the situation, identifying material needs, and solutions. It is very important for new workers to be assertive when talking to a variety of people. Young people in general, but Black males specifically, need to learn to relate to others and to demonstrate an empathic ear for hearing the needs, hopes and passion of people.

**Teamwork/Collaboration and Critical Thinking/Problem Solving.** This skill ranks second in importance for new workers regardless of education attainment, and ranks among the top five "most important" applied skills identified by employers. This particular skill set is required for high levels of performance, and requires new workers to be able to

understand how they fit into and understand a company's strategic plan in order to set and reach goals. Internal motivation is highly valued and required for taking on additional task and responsibilities for project-based operations.

Ethics/Social Responsibility. This skill is "very important" for high school-aged workers. Youth workers must demonstrate integrity and ethical behavior; act responsibly with the interest of the larger community in mind. Youth workers must emphasize individual responsibility and integrity in upholding high standards when carrying out job duties. Youth workers must also view community involvement as a way to cultivate interpersonal skills and gain experience related to job performance.

A successful Community Connectors grant suggests that basic and applied skills are highly valued by employers and will be supported beyond the grant phase. This program also indicates that some employers are beginning to test or screen individuals as part of a pre-hiring process, with some companies needing remedial training programs to help workers improve basic skills such as math, reading, and writing. The cost of such training for companies is not completely known however, when schools are included in the employment training process the cost to train individuals in careers and for work begins to decrease.

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

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

Financial Revenue Projections and Cost. Revenue is generated on a per-pupil basis when a youth is enrolled in the program, which is determined by the career pathway and a service fee. Career Pathway fees are determined by the local market and paid for through the College Credit Plus program, and Service Fees of \$250 are generated when Bridges links a student to the orientation to work class and at placement in the certificated training program. All fees are paid by the referring school(s) for connectivity to APEX, Certificated Program, and for coordination of Educational Case Management Services. Bridges hopes to drive down the cost of college and certificated programs on a per-credit-hour basis through a pipe-line effect that focuses on a narrower, prescriptive approach based on career interest rather than on college choice. The following Budget Narrative outlines expenses relative to the program.

1. Staff with Fringe Benefits- Everest will provide in-kind support for the Executive Director position to provide leadership and oversight to the Community Connectors grant. The Community Connectors grant will support the salary and benefits of the Bridges Program Director and Program Assistant positions to drive all aspects of service delivery. (2080 hrs @ \$56,160.00 plus .15 for benefits = \$15,924 Total: \$73,008; plus 2080 hrs @ \$50,000 totaling \$122,084).
2. Staff Travel- Bridges will provide support to students, staff and agency to include lodging and transportation, and mileage reimbursement to conferences and meetings. (\$4,600)
3. Mentor Travel- Bridges will provide support to mentors for travel reimbursement for outings with students and transportation to conferences and meetings. (\$4,300)
2. Supplies- Bridges will use Everest facilities to establish the Information and Career Resource Center for career pathways to its customers. Building and facility supplies including but not limited to physical space for class rooms, cost of heating/cooling the facility, repair cost for plumbing/electrical/mechanical, and general maintenance/janitorial cleaning and upkeep. (In-Kind from Everest)
3. Equipment- Bridges will provide to the grant equipment adequate for the operation of services to include but not limited to phone, fax, computers, office supplies, furniture, copier, filing cabinets, and file folders, stationary with letterhead. Cost will include setup for classroom with tables/desk, chairs, white and chalk-boards. (In-Kind from Everest)
4. Contracted Services- Bridges will maintain a service contract with The Todd A. Bell Resource Center for the Black Male at The Ohio State University for technical assistance and diversity training to staff and mentors using a community action framework. The framework drives programs and services for positive youth development and community empowerment. (\$25,000)
5. Staff Training- Bridges provides training and materials adequate for staff to deliver services to students, families, and partners. Also includes curricula materials supporting instruction and other department specific programs/projects. (\$4,995)

6. Mentor Training- Bridges provides training with materials adequate for the delivery of services and will include but are not limited to curricula material, notebooks, or other training tools. Also includes curricula materials supporting instruction and other mentor specific programs/projects. (\$4,990)
7. Monitoring and Evaluation- Bridges will provide data collection and feedback on outcomes to include but are not limited to software for finance, personnel, and programs. (\$30 per hr. x 500 hrs. = \$15,000)
8. Other Program Cost- The Community Connectors grant will support a one-time purchase of industry specific supplies on a limited basis, support for ACT's WorkKeys software and additional seat licenses for career-based assessment and delivery of career pathways. Also includes transportation cost to include bus passes and van rental as needed. (\$24,999)
9. Additional Mentor Support Cost - Bridges will provide outreach to attract, engage and retain mentors through strategy development, imaging, and branding concepts. (\$5,000) Bridges will provide 5 students with scholarships @ \$1,300 per year = \$6,500.
- Total program cost \$217,468.00

By clicking this box,  I (Insert Name) TONI NIJSSEN 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.