

Application Section I: Community Connectors Program Description

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

The Breakthrough Mentoring Program will serve students in three of Breakthrough's middle schools: Citizens Leadership Academy, Entrepreneurship Preparatory School Cliffs, and Entrepreneurship Preparatory School Woodland Hills.

In the inaugural year of this grant, the Breakthrough Mentoring Program will target 8th grade students from the three schools listed above. In the second year of the grant period, we will bring in a new group of 8th grade students, and also serve the original cohort who will then be in 9th grade. In the third year of the grant, Breakthrough will consider adding 7th graders to the program, depending upon evaluations and lessons learned in the first two years. Of highest priority is that this program prepares students to be high school ready by increasing self-awareness and career awareness, instilling a belief that dreams are attainable, and teaching important social skills and character strengths. An additional priority is that this program offers support to students through the pivotal 9th grade year.

The 8th grade is a very exciting year for our students because they become involved in our high school selection counseling. They are confident and at the same time, afraid of the changes on the horizon. They know that they will be separated from friends with whom they have felt safe. In fact, Breakthrough graduates are in 60 different high schools across the Cleveland area. Many 8th graders fear establishing themselves in a high school culture and making new relationships. Some even seem to self-sabotage, and allow 8th grade academic performance to drop, so that they can remain another year in the middle school setting where they are comfortable. Our alumni tracking has taught us that students are often slow to self-advocate in the high school setting, and that includes being slow to seek academic or social assistance.

Students in 8th and 9th grade would greatly benefit from everything that the Breakthrough Mentoring Program would provide: an expanded social network; a more complete and personal sense of who they are and what they are working toward; and practice in exercising judgment, restraint, and resilience. Our 8th graders' selection of a high school might be more targeted if students were to begin with a greater self-awareness and even some career aspirations, both to be gained through the proposed mentoring program. In addition, 8th graders will likely be better prepared for the transition to high school having had this complete mentoring as part of their 8th grade experience. In addition, 9th graders will benefit from continued "touch points" with mentors they grew to trust in middle school.

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

The Breakthrough Mentoring Program proposes to initially serve 20 8th grade students at each of the middle schools listed above. Each school year, the program will serve a total of 60 students, in addition to providing continued (but different) outreach and mentoring support to alumni in 9th grade. Therefore, a total of 120 students will ultimately be served at any given time, starting in the second year of the grant.

Though this is a small program, we believe in a mantra that has served us well: Think big, start small, move fast. The above numbers reflect about 25% of the 8th grade class. Given the presence of other after-school programming in our schools, capturing 25% seems realistic for the first year. Over time, we hope this becomes a hallmark of the 8th grade year and that nearly all 8th graders will participate. For the inaugural year, however, we intend to start with a manageable group and focus on perfecting the curriculum and ensuring that we have enough volunteer mentors.

We believe the mentors themselves will provide excellent perspective on expanding the program, after having participated for a full year. We look forward to collaborating with them to improve the program after the first year.

3. Select one: Which of the following best describes the proposed project? Select one.
- A. Totally new program developed by this organization
 - B. Replication of an existing model in use by others
 - Please provide the name of this model.
 - C. Expansion of an existing program within the applicant organization
 - D. Extension of an existing program to a new setting

The proposed mentoring program is an expansion and improvement of an existing mentoring program within Breakthrough schools. The existing program has been for 8th graders who are applying for acceptance to competitive, application-based high schools (parochial, independent, and the selective Cleveland public high schools). In that program, students are paired with mentors who help them with all aspects of that daunting process: high school research, strategy for attending the Breakthrough High School Fair, scheduling of shadow days and entrance exams at the high schools, preparation for high school admissions interviews, strategy for making a good impression and gathering good information at a shadow day or open house, writing application essays, and understanding the process for applying for financial aid.

The existing mentoring program is very driven by prescribed tasks and deadlines, dictated by the Cleveland area's most competitive high schools. The current program's duration is late summer until the December holiday break and the meetings are held weekly. After a winter hiatus, the program has occasionally resumed in the spring for two to four weeks to focus on activities designed to help students transition out of middle school.

The program has been positive, effective, and enjoyed by both mentors and students. Some mentors have taken actions well beyond our expectations - making connections with parents, providing rides to entrance exams, buying clothing for students in order to look professional at interviews, providing tuition assistance, and attending school sporting events just to cheer for "their" students (in middle school and even later in high school). The shortcoming of the program has been its exclusivity, as the program currently targets students who are excelling academically.

Separately, but related, Breakthrough has struggled to maintain contact with its 8th grade graduates once they enter 9th grade. We desire ongoing contact because some students struggle with the transition and would benefit from some early coaching as challenges arise for them. We cannot expect our teachers to add this follow-up to their responsibilities, and to date, we have not had enough personnel who have developed trusting relationships with the students to do it. Ninth grade is a very important year that can set or destroy the course for success in high school and beyond, and Breakthrough has long-wanted to strengthen its reach to students and parents in that pivotal year. What better way to do that than through the help of the mentors who have grown to know these students in 8th grade?

From the existing program has come the desire to give more students mentor relationships - not just the

academically high-achieving students, but all students who want them. The Community Connectors grant opportunity gives us the ability to create the mentoring program that these and all students need.

A second component that Breakthrough has done in the past, and that the grant would give opportunity to expand upon, is a career exploration program that was created in collaboration with MyHuntPath (a for-profit partner in this grant request). The MyHuntPath programming was originally implemented for Breakthrough alumni in high school and was most attractive to 9th graders. In the Fall of 2013, Breakthrough and MyHuntPath collaborated to lead six Saturday workshops that focused on personality type, career interest assessments, career research into educational requirements, career strategy and goal-setting, networking skills, and a college visit. The program culminated with a "career day" during which students were able to interface with adults who had been specially invited because of their work in careers that were of interest to the students participating. The program was valued and taken seriously by the students, and we were pleasantly surprised to have some parents who asked to participate, too. By chance, this grant announcement has offered Breakthrough the opportunity to expand upon mentoring that has been solid and effective for four years, and has given us the framework to build upon a career exploration pilot program and welcome back an effective partner, as well as partner with additional organizations.

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.

Broadly speaking, the Breakthrough Mentoring Program will instill belief in a positive future among the student participants and nurture their confidence that they can positively impact that future themselves. This will be achieved through a year-long weekly mentoring and educational program for 8th graders, during which all student participants and mentors gather together for activities, guided by the program partners, addressing this broad goal and the five core principles of the Community Connectors grant. The thoughtfully-designed activities will be selected based on evidence and research, and will demonstrate the importance of the topics and skills being addressed. From the very beginning, the program will address and build upon what is "right" about students, not on what is "wrong." Emphasis will be on student potential, not performance, and effort more than immediate outcome.

The exciting aspect of the 8th grade portion of the program from the students' perspective will be career exploration provided by MyHuntPath, a Cleveland for-profit company, and the opportunity to build a relationship with an adult mentor. Students love to dream about what they will become, and having the chance to explore those dreams in middle school will definitely entice them, especially if they know that they will have the chance to meet someone who is in the career that interests them. In addition, the program will lead student participants through age-appropriate self-discovery (personality type, student strengths appreciation, personal history) that will one day help them make more informed career decisions. A local nonprofit, Lake Erie Ink, will be a creative partner that helps students discover their voice and identity and dreams through writing. Our experience has also shown that our students gravitate toward mentors, even when they do not fully understand what the relationship will entail. They are hungry for steady, trusted relationships, and the Breakthrough Mentoring Program will provide just that.

The embedded lessons throughout the 8th grade program year will be a culture of growth mindset and the development -explicit and implicit - of select character strengths (such as grit, self-control and curiosity) and life skills (such as goal setting, critical thinking and research). The high school research, selection and application process that is at the center of the existing mentoring program will be incorporated here, but modified to be applicable to all students, regardless of grade point average. The mentors are the glue that will hold students and

program components together, as they bring life experience to each activity that will enrich and demonstrate the meaning and value intended. Mentors will be recruited from the program's faith-based organization partner, Fairmount Presbyterian Church, and from Cleveland churches, with a preference for those that are in the neighborhoods where Breakthrough students reside. Mentors will also be recruited from our current mentor pool and from corporations that have existing relationships with the Breakthrough Schools network.

As students enter and persist through 9th grade, the program will include two aspects. One will be the proven programming of the Effective Leadership Academy (ELA) "Transitions" program, a one week summer camp prior to entry into 9th grade, and the two follow-up meetings during the 9th grade year. Transitions is designed to serve as a bridge to address the social, emotional and academic transitions students face during the important life passage from middle to high school. Through a comprehensive, integrated, highly interactive curriculum, Transitions equips students with the resiliency they need when specific developmental social, emotional and psychological issues arise during this significant passage in their school lives.

ELA's curriculum is adapted from a highly successful adult leadership training curriculum developed and led by ELA's Founder & Executive Director, at the largest training hospital in the UK. The inspiration for ELA came to Brett upon moving with her family to Cleveland, Ohio in 2004. Through her personal experiences with her own children she recognized a significant gap in self-leadership and life skills training. Brett spent four years working with a team of qualified educators to adapt her adult training program to make it suitable for middle and high school students.

In 2009, Dr. Rosemary Weltman (now a Breakthrough Schools board member) joined Brett to bring her extensive educational administration and teaching background and experience with Northeast Ohio schools to benefit ELA. Having served as school principal and assistant superintendent of schools, Weltman ensured that curricular programming was developmentally appropriate and offers opportunities for divergent learning and intellectual stimulation. Over the past six years, ELA has trained, developed and motivated over 7,000 students in over 70 Northeast Ohio schools and community organization settings. ELA offers an innovative program focusing on several critical elements including: personal responsibility, self-empowerment, team building, understanding team dynamics, interpersonal and communication skills.

In addition, because the 9th grade focus will be on fostering a strong transition to high school, the mentor relationships established in 8th grade will be continued, with mentors doing monthly outreach, mostly remotely, by telephone. Program leaders will prompt the mentors to do this outreach, and will provide specific questions to be asked and topics to be discussed, all of which will be chosen based upon our previous alumni tracking data. We know that, for instance, our graduates will be slow to ask for help in the high school setting, so mentors will be instructed to ask: "Tell me about a time that you asked for help," and if this has not happened, then "Tell me about a time that you should have asked for help, and why you didn't." Mentors will then be asked to do a small role play conversation with their students, helping them discover the words or approach that could be used in a future situation. Our experience has taught us that addressing the likely obstacles directly through simple conversation can uncover issues and even prevent them from arising.

Core Principles:

1) Setting Goals to be Prepared for 21st Century Careers

The Breakthrough Mentoring Program will teach the SMART (Specific, Measurable, Achievable, Realistic, Time-Bound) goal process. Students will be asked to work with their mentors to set goals for their own academic and personal progress toward greater career awareness. SMART goal instruction is part of the MyHuntPath career strategy program, as well as part of the Effective Leadership Academy program (which will be implemented as students transition to 9th grade), and therefore there will be strong reinforcement of this. We expect that many of our mentors will be familiar with the SMART goal system, as well.

First, students will be led through activities that ask them to make a mind shift from seeing themselves as children who must comply, or in some cases, as "victims" of the actions of others, to being decision-makers themselves. This portion of the program will help students to consider making an attitudinal change, deciding to claim ownership instead of blaming others. The process will teach them what it means to anticipate, envision, and be proactive. The MyHuntPath program also uses this assumption in its foundation, making participants into their own career headhunters and doing so through a creative "Where's Your Buffalo?" presentation. The platform that captivates participants of all ages through an analogy of choosing and navigating one's life direction like sailing from Cleveland to Buffalo on Lake Erie.

Preparation for 21st Century careers will also be addressed through individual online career exploration. Students will use the online Ohio Career Information System (OCIS), a very user-friendly and age-appropriate tool for discovering careers that matches students with their interests, teaches them about the educational requirements for each career, and more. What students learn through OCIS will inform some of their SMART goals.

In addition to the SMART goal system, we will introduce the WOOP system, which is a creation of Character Lab, a non-profit bridging the science of character development with the daily work of teaching so all kids can fulfill their potential. Character Lab has a mission to develop, disseminate, and support research-based approaches to character that enable kids to learn and flourish. The small team of researchers, designers, and educators work to do three things: 1) Discover the ideas and strategies that build character. They co-design and fund research about character with a K-12 classroom in mind, and directly connect researchers with those who work in schools. 2) Translate those good ideas to useful products. Using research results, they produce and curate practical tools for teachers and families. 3) Do everything we can to ensure that people who work with students do what the research says is best. They also partner with researchers to scale and replicate the best ideas for schools and homes.

WOOP stands for Wish (what the student desires), Outcome (how the student will feel if the wish is achieved), Obstacle (what might get in the student's way?) and Plan (if that obstacle comes, how is the student going to counteract it?). The system helps us to realize that we all fail or falter or find roadblocks as we seek to achieve our goals, but that there are also ways to overcome. WOOP anticipates roadblocks and asks students to consider: "If _____ (obstacle) happens, then I will _____ (take a planned course of action)."

Amidst all the conversation around goals, the Mentoring Program will incorporate growth mindset language, allowing students to recognize that success comes through effort and we can all improve. We will be intentional, and also train mentors to be intentional, in using language that praises effort and points to students having the locus of control.

2) Building Character

This mentoring program will focus on the seven character strengths that are addressed in KIPP charter schools across the country: zest, grit, curiosity, social intelligence, gratitude, self-control, and optimism. We are utilizing the KIPP methodology because it is research-based and created in collaboration with Martin Seligman (the "father of positive psychology"), and there is evidence that these traits can be nurtured and developed.

The skills in KIPP's character growth card fall into three major categories: social character, which facilitates harmonious relationships with other people and is exemplified by social intelligence and gratitude; achievement character, sometimes termed performance character, which facilitates the achievement of personal goals and is exemplified by grit; and intellectual character, which facilitates learning and is exemplified by curiosity. Some skills relate to two categories. For example, self-control is both interpersonal and an achievement strength; zest is both interpersonal and a learning strength; and, finally, optimism relates both to achievement and learning.

We believe mentors can do an outstanding job of fostering these character skills. Even if mentors never thought to label these skills in themselves and others, they will quickly be able to bring forth examples from their own lives of their own or others' demonstration of these skills. Mentors can, through the course of the program, demonstrate their own work to master these strengths by articulating week-to-week how they utilized a strength in their work or personal life.

The education consultant, as well as educators from the three partner schools, will do the work of ensuring that these character strengths are embedded in the activities and lessons throughout the year, matching them with the various topics shown in our program summary chart (see Attachment A).

3) Developing Pathways to Achievement

The Breakthrough Mentoring Program will address critical thinking and problem-solving skills throughout the program, starting with their evaluation and selection of high schools, and their strategizing around how they will incorporate that research and application process into their busy 8th grade year. We will also be more direct in the fostering of critical thinking and problem solving by engaging in case studies together. In small and comfortable settings, students and mentors will read or view a video about a problem or situation being faced by someone they do not know, and together create two or more ways to address that situation. Groups will share their solutions and reasoning with the whole group and invite feedback and other viewpoints. Once trust has been built, students and mentors will be invited to share personal experiences or questions about their own decision-making. Based on past success, resources for these case studies will include: "The 7 Habits of Highly Effective Teens," "Chicken Soup for the Teenage Soul," and resources on the Edutopia "What Works in Education" web site.

The program will also include critical thinking about oneself. We know that in addition to needing models for decision-making, many teens need a boost in their awareness that decision-making is their responsibility. Students need to begin making personal decisions based on their own values and the life they hope to create; not on pressures from family or the models available to them in their neighborhoods or schools, but rather, on who they want to be in this world. These are difficult things for young people to define, but the sooner they take on the responsibility for their own lives and healthy decision-making, the better. We want to shift these students from being commanded to do things (school and home are full of "do this," "don't do that"), to valuing self-discovery, self-appreciation, and the discovery of one's own place within the community. Mentors will be excellent partners in this discovery and appreciation process because they are not parents, or family, or people who have any motivation but

to be a positive and encouraging presence. Some of this focus will take place in the spring when area church leaders will lead sessions on belief and value systems.

4) Building Resiliency

Across the Breakthrough Schools network, 83% of students come from low-income families, and challenges are many in the lives of these students. Sadly, a significant number of our students have lost parents in violent deaths, or have lost their homes and sometimes family members in house fires, among many other daily challenges and shortfalls in basic necessities. Many students exercise remarkable resiliency on a frequent basis, and yet, most students do not understand that they are being resilient, and therefore cannot transfer that skill to another setting. In addition, what might look to us like resilience is often actually a stifling of emotions and experiences that should be processed. Though this mentoring program is not aiming to provide counseling, we see value in addressing the reality of these students' lives by incorporating strategies for managing stress and anger. In fact, when we have given students the opportunity to name things they would appreciate help with, dealing with their anger is often at the top of their lists. They don't realize that their anger is born within the high level of stress in their lives.

Resiliency will also be addressed and explored through the case studies described above. Students and mentors will research the stories of individuals who have come back from challenges, and have grown and inspired others in so doing. We will ask mentors and students to very actively engage in these stories, and to teach the larger group about them, thereby reinforcing what they learned. Again, the programming led by our church partners will be very informative in this piece of the program.

5) Believing in a Positive Future.

The entire Breakthrough Mentoring Program will reinforce believing in a positive future. Specific events and lessons focused on this piece will include: the lively kick-off event, including the "Where's Your Buffalo?" presentation (about determining your career destination); celebration of who students are as individuals (using personality typing and personal history), highlighting of the gifts and strengths student have already; emphasis on selecting a high school that is proven to launch students to healthy futures; service opportunities through which students can feel their capacity to make a difference; job shadowing opportunities and workplace visits that will give students real images of the future; growth mindset training utilizing the Brainology curriculum (The award-winning blended learning curriculum Brainology® was developed from decades of research in psychology demonstrating that teaching students a growth mindset leads to greater student challenge-seeking, effort, persistence, & achievement), and other online materials (Ohio Career Information System); equipping students with social networking and etiquette skills so they feel confident anticipating their careers; and giving students a mentor who shows up each week, demonstrating "I believe in you."

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

As stated, the Breakthrough Mentoring Program will occur weekly throughout the school year, in two-hour sessions following the end of the school day. Each of the weekly gatherings will begin and end with whole group time, and include one-on-one interactions between students and mentors in between. The interactions in-between will be either conversation-based or activity-based, designed to spur participation, not passive listening. Engaging as a community each week is an important aspect of this program for several reasons. Students will increase their social network through engagement with a variety of adults, in addition to their personal mentors. Also, community

meetings will allow for weekly messaging to the entire group by program leadership to ensure that all mentors and students receive the planned instructions, are influenced by the intentionally-designed culture, develop the same language that is central to program effectiveness, and gain ongoing reinforcement of topics that leadership may believe need modification or amplification as the program progresses. In addition, the large group gatherings place student and mentor on common ground - both as recipients of instruction and listeners of presentations, thereby fostering a relationship in which the mentor is at times, accompanying the student on a journey of shared experience, not always providing wisdom from a superior place. Coming together as a group at the end of each session will allow for sharing what was experienced and again, broadening students' relationship base and understanding of the material.

Giving mentors and students time for small group and one-on-one interactions is important, as well, for the formation of trusting relationships. Some students will be hesitant to share with a large group, but will feel comfortable sharing in the safer setting of a small group or individual conversation.

We envision matching two mentors with three students for several reasons. One is that mentors will undoubtedly have weeks when the demands of their career prohibit them from attending. If students have two mentors, we hope that one individual will always be available at every session. In addition, students may have more courage to speak if in the company of friends and peers their age. Also, a thoughtful matching process will ensure that each small group has a mix of introverts and extroverts so that conversation will flow, but not out of control!

The weekly workshops with students and mentors will be led by a variety of professionals, depending upon the topic. Leaders will include Breakthrough Schools personnel, MyHuntPath personnel, Fairmount Church staff and volunteers, Lake Erie Ink staff, and other individuals from Cleveland nonprofit organizations, and volunteers from other faith-based organizations in Cleveland. As stated, the 9th grade Transitions portion will be led by Effective Leadership Academy staff.

In addition to the activity-based workshops, some mentoring sessions will be utilized for service work, job shadowing and workplace visits. There will also be three celebration events throughout the year that will include a meal for students, mentors, volunteers, and families of the student participants. The celebrations will come at the beginning of the Mentoring Program, before the holiday break in December, and at the school year conclusion. We believe that including the families in the events will lead to deeper relationships with mentors, and a positive ripple-effect within the families as they learn some of the curriculum along with their participating children.

The following resources will be utilized for the Breakthrough Mentoring Program:

- Murphy-Meisgeier Type Indicator for Children (MMTIC), the children's version of Myers Briggs
- Ohio Career Information System (OCIS)
- KIPP Character Growth Card - highlighting the seven character strengths: grit, zest, self-control, curiosity, gratitude, optimism, and social intelligence
- Mind Up curriculum - published by Scholastic and created through the support of the Goldie Hahn Foundation, a curriculum that promotes focus, resiliency and mindfulness
- Brainology- an blended learning program for grades 4-9 that teaches how the brain works and the meaning of having a growth mindset (created from the research of Dr. Carol Dweck)

The specific framework for units of the Breakthrough Mentoring Program is attached to this proposal (Attachment A).

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.

Breakthrough Schools is well-acquainted with Big Brothers Big Sisters (BB/BS) of Greater Cleveland, having had one of the organization's site-based mentoring programs on one campus for several years. Over time, we found that mentor candidates coming to our schools were more interested in the 8th grade high school mentoring described above. We believe that is because the goals are well-defined, the relationships are comfortable due to the guidance offered in the group setting, and mentors are not left to establish their relationship alone. True to its mission, Breakthrough Schools is establishing best practices in and out of the classroom through innovative thinking and rapid readjustments when plans do not play out effectively. Though we have naturally incorporated many BB/BS practices into our mentoring programs (background screening, orientation, role clarification, readily available support), we have found some great resources that are evidence-based, coming out of the MetLife-sponsored MENTOR program, which produces a guide called "Elements of Effective Practice for Mentoring." As outlined there, the Breakthrough Mentoring Program will certainly include:

- 1) Recruiting: Mentors will be recruited based upon a written eligibility statement and a written role description; clarity around the expectations will lead to the recruitment of strong candidates. Among the expectations will be the request that mentors serve for one entire school year, at the minimum. Research shows that longer-term, meaning at least one school year, mentoring relationships show more benefits to students. Candidates will be recruited from the applicant partner, Fairmount Presbyterian Church, other Cleveland churches, and corporations that have already supported the Breakthrough Schools in some way.

- 2) Screening: All mentor candidates will be required to complete background screening through the service that is already in place for volunteers in the Breakthrough Schools - the National Center for Safety Initiatives, www.ncsisafe.com. Candidates will also complete an application form that requests work history, personal interests, and references.

- 3) Training: Mentors will be required to attend a training session that will be about two hours in length; long enough to not only clarify the goals of the program and where the mentor role fits, but also to ensure their understanding of the boundaries of the role and to offer some practical advice as to how to interface with this student population, which is predominantly low-income, minority, and with a high level of transience. It is important that this training be long enough that mentors can begin to form a relationship with the Breakthrough Mentoring Program Leadership, staff can begin to know mentors' personalities and needs, and that strong student-mentor matches can be made and guidance can later be offered in building those relationships. An understanding of mentors' motivations for mentoring will be discussed, and common ground on the purpose of mentoring will hopefully be established. Training will address relationship-building behaviors such as authenticity, empathy, collaboration and companionship.

- 4) Matching: Both mentors and students will be asked to complete application forms that include questions about interests and personal goals. We believe common interests should be used as a first criterion for matching; gender

will be a second consideration; and personalities will certainly be considered, to the extent that program leadership has awareness of the personalities of students and mentors. There will also be an opportunity for mentors and parents to meet, and this will likely be factored into the initial match event.

5) Monitoring and Support: Program leadership will communicate with mentors each week, to preview that week's activity plan and confirm their attendance. This will also be a time to invite individual feedback from mentors on how their relationships are progressing, and then responsive coaching or problem-solving will be provided. Because the mentoring sessions are site-based and supervised each week, program leadership will be able to monitor the relationships and become aware of any matches that are not progressing, and to respond accordingly. In our past mentoring programs we have had one or two matches that had to be changed, so we are not unfamiliar or naïve about this possibility and we intend to address it fully and honestly in a manner that does not offend or alienate student or mentor. Mentors will be thanked continuously throughout the program. Mentors and students will be celebrated for their commitment to the program at regular intervals as well, with special treats and/or outings.

6) Closure: While we do not expect any of our mentors to exit the Breakthrough Mentoring Program, we are prepared to manage such a situation. We will do whatever it takes to try to preserve all mentor-student relationships, if one member or the other has to drop out of the program for some reason, Breakthrough Mentoring Program leadership will assist them in bringing closure to the relationship in a way that is appropriate to the situation.

For all student-mentor relationships, there will be a closure activity at the end of the school year. For all people, and particularly for this student population that lives with a high-frequency of people transitioning in and out their lives, we want students to understand when and why mentors must leave the program, and also to understand how to reach that person in the future.

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.

As described above, for the past five years, Breakthrough Schools has run a mentoring program for 8th grade students to assist them with the high school selection and application process. The program started at one Breakthrough campus (Entrepreneurship Preparatory School Cliffs) and has expanded to four campuses. Two of the programs have been after school, one has been during a class block in the school day, and the fourth has been at 7:15 a.m. with mentors meeting on their way to work. The program has run from late August to mid-December, and has occasionally included a 4-session series in April. The number of students across the four campuses has typically remained 65 and the number of mentors has remained at approximately 30 each year.

The aim of the existing program is to not just assist students with the work associated with selecting and applying to a competitive high school, but to ensure that families do take their high school selection process seriously and understand the options available to them and how to judge a quality school. Our success is measured in part by the enrollment results of Breakthrough alumni. About 85% of Breakthrough graduates are currently in public, parochial, and independent high schools recommended by Breakthrough; about half of those students are in the best Cleveland Municipal School District high schools.

Other measures of success of the existing program include student and mentor feedback, gleaned through administration of a confidential survey. Students articulate an awareness of mentors having taken time from their busy schedules to be with them, and express gratitude for it. Students also mention mentors being kind, helpful,

generous, open-hearted, and claim they learned about the importance of such things as working hard, planning well, dreams being achievable with hard work, courage, taking risks, asking for support, accepting oneself, finding the positives and negatives in every career, and more! All of that was named, and we only asked mentors to focus on high school applications. We are excited by what may be possible in our proposed new Breakthrough Mentoring Program, with the Community Connectors grant opportunity!

From the mentor perspective, survey results have always been positive overall. Mentors do express gratefulness for the chance to know our students and often say they are very impressed with their maturity and/or ability to dream about their future and share those dreams with mentors. Many mentors have been with our existing program for more than two years.

Evaluations of the current program have revealed small areas of improvement that we plan to address with the Breakthrough Mentoring Program. Mentors have sometimes wondered if they are having an impact, because the high school enrollment results do not come in until after the completion of the program, and so much of the work of pushing things to completion lies in the hands of the parents. Other mentors have been disappointed by student absences. The Breakthrough Mentoring Program will build from this feedback and alleviate some of the concerns surrounding the current program. By connecting mentors with families early on, and continuing to express the importance of the process to parents throughout the school year, both parties will feel more comfortable in their role in the program. In addition, because the proposed program will provide a more robust menu of activities and personalized activities, we truly believe that the students will be more inclined to attend the weekly meetings. To reinforce the importance of the commitment, a student incentive in the form of some form of reward, will be designed into the program if grant funds are awarded. That reward will be designed in collaboration with our community partners.

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

This collaboration will be deemed successful, first and foremost, if students and mentors form good relationships and students gain something positive that stays with them after the program, uplifting their lives and expanding their world view. Other indicators of this success will include: strong student and mentor attendance, student and mentor completion of the program, retention of students and mentors in year two and beyond, and the creation of a portfolio of personal work and self-discovery by students. The latter will include materials that demonstrate and document the students claiming who they are, their areas of career interest, and a step-wise plan for increasing their career awareness and building their age-appropriate work and life-ready skills.

Projections for indicators of success will be further determined during the more intensive planning of the program, following award notification. Specifically, the Breakthrough Mentoring Program aims to achieve the following goals at the end of Year 1:

- Maintain at least 95% student attendance in the program
- Maintain at least 90% attendance in each group of mentors
- See at least 93% of students complete portfolio assignments
- See at least 85% of students participate in the Breakthrough Mentoring Program in Year 2, as high school freshmen
- See at least 90% of mentors return for Year 2 of the program, whether as alumni mentors, student mentors (for the next cohort of 8th grade students), or both
- See 100% of students and mentors complete the pre- and post-surveys; 90% of parents complete the pre- and post-survey

- See 75% of students showing improved behavior and/or academic performance at year-end as assessed by their teachers

Various assessment tools will be used to measure program impact, including pre- and post-surveys given to students, parents and teachers, as well as the KIPP Character Growth Card (see question #5 above). Pre- and post-surveys for students will include questions that seek to understand their perception of themselves, who they want to become, and what they hope to get out of the program. Pre- and post-surveys will also be given to mentors in order to understand what they learned themselves, what changes they saw in their students, what they perceive as their students' greatest needs, and suggestions for modifications to the program. Finally, pre- and post-surveys will be given to parents and families to evaluate the impact the program has had on each student outside of the classroom.

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

The Breakthrough Mentoring Program Leadership Team is comprised of staff from each partnering organization. Together, the Leadership Team will work to ensure a successful pilot of the program in Year 1, implementation and evaluation in Years 2 and 3, and continued success and evaluation in the years following the grant period. The daily leadership of the above-described 8th grade mentoring sessions will be provided by a variety of individuals from each of the organizations.

Elaine Turley, Director of Through College Programs with Breakthrough Schools, will spearhead the program on behalf of the Breakthrough network. As Director of Through College Programs, Elaine's focus is on assisting Breakthrough students and families in the selection of high-performing college-prep high schools and then tracking student progress through high school and college. Her work has involved the creation of new programs that strengthen students' social and emotional preparedness for high school and the creation of new systems that make the high school selection and application process more efficient. Her work also involves the building of relationships with area high schools to result in student placements that will lead to student success and ultimately the completion of a college degree or other form of post-secondary training. Elaine's work will also include alumni program design with the same goal- strengthening and supporting students for the path to and through college.

Elaine began her work in public education as a founding member of the development staff of Friends of E Prep Schools- a nonprofit organization that performed marketing, advocacy and fundraising activities for Entrepreneurship Preparatory School (E Prep) and Village Preparatory School. Elaine's area of focus was on the solicitation of corporate and foundation gifts and she was the organization's grant proposal and marketing writer. Elaine was also involved in the early research into best practices in urban charter school design that led to the creation of E Prep.

Elaine's earlier work experience includes serving as the grant writer for E CITY (a nonprofit organization that taught entrepreneurship to urban youth, now part of Youth Opportunities Unlimited), as Volunteer Coordinator for the Ronald McDonald House of Cleveland, as a litigation legal assistant and patent agent at Jones, Day, Reavis & Pogue, and as a research chemist at the Lubrizol Corp.

Tom Johnston is a nationally recognized search consultant, who will serve on the Leadership Team representing MyHuntPath. Tom began his career in the staffing industry in 1988 in New York City and has since served as an individual contributor, owner and manager. He quickly became an industry leader in the emerging Interim Executive industry, joining the corporate team of Management Recruiters International in 1992 and built out a new franchise offering for over 350 locations in this segment. The platform generated \$40 million in revenue in less than three years.

In 1997, he launched his own search firm specializing in all segments of the Human Capital Solutions industry. His clients include Management Recruiters International, Kelly Services, Christian & Timbers, and Heidrick & Struggles, among others. In 2005, Tom launched MyHuntPath and quickly established it as one of the fastest growing search and recruiting organizations in the world. Tom has the unique distinction of being known as the "Headhunters' Headhunter." Competing executive search firms frequently engage his services to find their associates and partners because of his renowned knack for finding top talent.

Tom earned his BA in Management Science from St. Bonaventure University. Tom was the Chairman of the Strategic Committee of MRI's National Project Next Step Council and has served on the National Steering Committee of the American Association of Franchisees and Dealers.

Brian Roddy, Executive Recruiter at MyHuntPath, will also serve on the Breakthrough Mentoring Program Leadership Team. Brian is an Ohio native, and graduate of St. Edward High School and Northwestern University. In his role as Executive Recruiter, Brian has participated in and delivered numerous programs and presentations focused on career search and preparation. Brian is also very active in coaching and mentoring youth in the Greater Cleveland Area. He has worked with children and young adults, grades K-12 and into college, through several different capacities. Previously, he has served as a mentor at local YMCAs and as a camp counselor. Currently, Brian serves as the Head Coach for the Foundation Wrestling Club based out of Hunting Valley, OH and is an Assistant Wrestling Coach in the Shaker Heights School District.

Rev. Eric Dillenbeck is the Associate Pastor at Fairmount Presbyterian Church, the Breakthrough Mentoring Program's faith-based partner. Eric received his Master of Divinity Degree at Columbia Seminary in Decatur, Georgia in 2003. Eric has worked with youth and young adults for 20 years, and has worked 12 years as an Ordained Pastor in the PCUSA in South Carolina, Georgia, and Ohio. Eric has provided leadership for a variety of capacities for national conferences related to ministry with youth. Eric serves as the main contact for Fairmount Church's involvement with the Greater Cleveland Congregation (GCC), a non-partisan coalition of faith communities and partner organizations in Cuyahoga County working together to build power for social justice. Fairmount Church is one of nearly 40 member congregations of the GCC.

Christal Reaves is the High School Placement Coordinator at Entrepreneurship Preparatory School Cliffs campus. In that role, Christal helps eighth grade scholars identify and apply to appropriate high schools. She also supports them through the high school transition process. Christal previously worked as an elementary school counselor for six years with the Pinellas County School District in Florida. Christal earned a bachelor's degree in psychology and master's degree in

school counseling, both from Kent State University. She is a licensed school counselor in Ohio and Florida. A similar role will be defined at Entrepreneurship Preparatory School Woodland Hills before the beginning of the 2015-2016 school year.

Erica Durr is the School Counselor and High School Transition Coordinator at Citizens Leadership Academy. After receiving her B.S. in Business Education, Erica began her education career at a Texas high school teaching computer applications, keyboarding, and business law, as well as coaching basketball and track. After five years, she relocated to Washington D.C. and taught middle physical education and computer applications while working on her graduate degree. Erica received her M.A. in School Counseling from Trinity Washington University. Her first school counseling position was in a pre-K-8 school, where she remained for three years until moving to Cleveland. Erica has worked with the students of Citizens Leadership Academy for three years now.

Samantha Westfall is the Director of Grants and Foundation Relations for Friends of Breakthrough Schools, the non-profit organization that provides fundraising and advocacy for the Breakthrough Schools network. Samantha has worked for a number of Cleveland-area non-profits serving young people, including Goodwill Industries of Greater Cleveland and East Central Ohio and Girls With Sole, and has grant writing experience with education agencies such as Avon Lake City Schools. As part of the Breakthrough Mentoring Program, Samantha will work directly with Friends of Breakthrough President John Zitzner to oversee the match funding provided by Friends of Breakthrough Schools. Friends of Breakthrough raises philanthropy from private foundations, individuals, corporate partners, and special events to support the network, and will continue to do so for the Breakthrough Mentoring Program.

Flo Brett is the Executive Director of Effective Leadership Academy, the Mentoring Program partner supporting 9th grade transition for Breakthrough students. Flo, a graduate of Derby University in England, specializes in helping teams and individuals achieve improved personal and organizational results through action-based team-building strategies, goal achievement, and positive attitude development. Clients include nonprofit organizations, health care companies, schools and school agencies.

Flo found herself in a unique position being able to blend her two passions, working with children, which started in a pediatric nurse specialist role and the love of personal development of people. Her twenty-year career includes but not limited to accomplishments in direct management, merger and acquisitions, managing complex cultural change and driving quality initiatives across large organizations. She has developed and implemented leadership and development programs from board to operational staff, university-level teaching and teaching within Pre K – Grade 12 establishments.

Flo has improved and affected leadership teams within various employee groups in corporate organizations and school settings, motivated staff and students to accomplish goals they did not think were achievable, and left a lasting impression within many organizations. Flo strongly believes that your thoughts, values, and beliefs, create your reality. They form the attitudes that drive your behavior. If you want better results, you have to change the behavior that drives them. Flo's enthusiastic approach toward developing essential self-leadership skills within teens can help all students develop to their full potential.

Amy Rosenbluth is the Executive Director of Lake Erie Ink, a Breakthrough Mentoring Program partner, and will serve on the Leadership Team of the Breakthrough Mentoring Program. Amy and LEI co-founder Cynthia Larsen have been offering creative writing programs for youth in East Cleveland communities for many years. Both professionals are

credentialed teachers and bring valuable youth programming and teaching experience to the organization. In addition, Amy has been facilitating the Heights Poetry Slam for 11 years.

Jackie Stephens Surratt is a consultant who will help to develop the weekly curriculum for the program. Jackie was a founding faculty member of Village Preparatory School, one of the Breakthrough schools. She later became that school's Head of School. Prior to helping establish Village Preparatory School, Jackie served as a teacher with Teach for America for two years. She holds a Masters in Elementary Education and is very committed to urban education and understands the complexities of managing these schools and the particular needs of the students' lives.

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.

Preparation for the Breakthrough Mentoring Program will begin immediately after receiving notification of the grant award. As described throughout the application, most of the Breakthrough Mentoring Program has already been planned and discussed among all partnering school and organizations.

In May 2015, the Breakthrough Mentoring Program Leadership Team will:

- Retain Jackie Stephens Surratt as a consultant to begin creating the specific plans from the program outline, utilizing research-based resources
- Have the first Leadership Team meeting to review program goals and framework
- Create and distribute mentor and student applications
- Verify program eligibility requirements
- Advertise opportunity to current 7th grade families
- Collect student applications

Between June and August 2015, the Breakthrough Mentoring Program Leadership Team will:

- Recruit and train mentors; ensure background checks are complete
- Work with the education consultant in creating lesson plans, acquire resources, and finalize scope and sequence for the workshops
- Finalize roster of students to be enrolled in program
- Collaborate to determine best mentor/student matches
- Design pre- and post-surveys that will be used to measure program effectiveness
- Finalize all facility and supply needs
- Design family orientation and details of program expectations

At the end of August 2015, the Breakthrough Mentoring Program Leadership Team will ensure a successful kickoff of the program, and continue to oversee the program throughout the year.

11. Describe the implementation process for reaching the following milestones:

- a. Screening, orientation, supporting, and monitoring process for mentors and other personnel working directly with youth;
- 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.

A. Much of the mentor implementation process is described under #6 above. Mentors will be selected from those who have mentored in the original program in the past, from Fairmount Church, and from several churches within the city of Cleveland. In addition, mentors will be recruited through Friends of Breakthrough information events, which have historically recruited a number of volunteers for the network over the years. The selection, screening and training of volunteers will take place in the summer before the program begins to ensure a smooth process at the beginning of the school year. The design of this mentoring program, which includes workshops on site in our schools, allows program staff to easily monitor mentor/student relationships. Mentors and students will always be in a room with other mentor/student groups and with program leaders.

B. The Breakthrough Mentoring Program will be advertised to students and parents through handouts and in-class information from teachers, as well as direct approaches to students/parents whom our schools believe would benefit from this program. Mentees will then nominate themselves to be in the program and will complete a short application to show their commitment to it. Parents will be asked to sign a permission and commitment form, underscoring the importance of their willingness to allow the student to remain after school. Mentees will also be asked to sign a commitment form and attend an orientation that will make the goals of the program clear.

C. Families will be invited to three large cross-campus events. The first is a kick-off celebration and meal to introduce students, families, program staff, and mentors. The second is a holiday (December) celebration and meal to highlight the successes at the mid-point of the program. The final celebration, which will take place in June, will celebrate program completion for all involved. Throughout the program, parents will have permission to visit the sessions and will be given mentor contact information and an open invitation to call upon those people as well as program leadership. Mentors will be given weekly emails that outline plans for that week's session so that they will be able to anticipate the topics and ways they might share how that topic has been important in their lives.

D. The Breakthrough staff who are involved in the implementation will monitor expenses against budget, bringing any concerns or variances to the Leadership Team immediately. The program plans, and entire scope and sequence, will be distributed to all staff and volunteers at the beginning of the program. Because we will be collaborating with community partners, we will simply need to keep plans on schedule to the benefit of all. Variances to the schedule that might become necessary due to school closings and conflicts with spring breaks or testing will be discussed and decided with the Leadership Team.

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.

Together, the Leadership Team will ensure the execution and success of the Mentoring Program. Elaine Turley and Anshawn Ivery, Breakthrough Through College staff members, will spend the most time on the Mentoring Program. As outlined in the Roles and Responsibilities attachment, Elaine and Anshawn will spend approximately 75% of their time on the program, about 30 hours per week each. Together, Elaine and Anshawn will keep in contact with the three participating schools, provide oversight to individuals leading each session, and serve as the liaison between all partnering organizations. In addition, the team will create marketing materials to engage mentors, inform parents, and encourage students to participate; manage communications to students, teachers and school staff; organize meeting space for the weekly meetings at three locations and off-site meetings as needed; organize mentor applications and facilitate background checks; keep track of student and mentor attendance; ensure students and mentors are aware of curriculum; and distribute and analyze end of year evaluations. A portion of Elaine and Anshawn's salaries are included in the Breakthrough Mentoring Program budget.

As participating schools and Mentoring Program sites, E Prep Cliffs, E Prep Woodland Hills, and Citizens Leadership Academy will provide school staff sufficient to ensure that students move from the regular school day into mentoring, as well as classroom space and resources such as school laptops. As described in their roles above, Christal Reaves, Erica Durr, and the E Prep Woodland Hills School Counselor will or already do interact with the students in their respective schools every day, and as such, are best positioned to serve as a liaison between the students and the network-wide program. Each will spend approximately 10% of their time each week on the Community Connectors program, including duties such as reminding students about weekly curriculum, sending additional communications to parents and families, and supervising the after school program. A stipend for the three staff member's work is included in the Breakthrough Mentoring Program budget.

Tom Johnston, as CEO of MyHuntPath, will spend about one hour per week on the Breakthrough Mentoring Program. Specifically, Tom will work with Brian Roddy to develop the program curriculum focused on career exploration and readiness, which account for about half of the curriculum for the overall program. An in-kind contribution for a portion of Tom's work is included in the Breakthrough Mentoring Program budget.

Brian Roddy will also contribute to curriculum building, and will spend approximately two hours per week developing and presenting information as part of the Breakthrough Mentoring Program. A stipend for Brian Roddy's work is included in the Breakthrough Mentoring Program budget.

Rev. Eric Dillenbeck serves as the Associate Pastor at Fairmount Presbyterian Church and member of the Greater Cleveland Congregation (GCC). Eric will spend approximately 5% of his time per week on the Mentoring Program, engaging mentors from all communities, backgrounds, and faiths. Eric will distribute the marketing materials to members of Fairmount Presbyterian Church and the GCC, and discuss the importance of mentoring to members that would like to know more. In addition, Eric will also develop curriculum and presentations for the program. An in-kind contribution for a portion of Eric's work is included in the Breakthrough Mentoring Program budget.

Flo Brett and the staff of Effective Leadership Academy (ELA) will run the summer Transitions program and the 9th grade year reconvening of that group of students for the follow-on support. They will contribute approximately 250 hours to the program each year. This includes time spent developing a tailored program for this new school client, working alongside the other Mentoring Program partners to ensure a seamless program, preparing program materials, delivering our program to students, being available to talk with parents and attend parent meetings, attending Leadership Team

meetings as needed, and providing a final report and evaluation. ELA will provide the program development, marketing, evaluation and delivery staffing for the leadership development portion of the Community Connectors grant program. ELA senior staff will provide support in-kind to lead to a successful program, and will collaborate with philanthropic partners to find their cost share of the project. ELA will also work closely with the team to establish program sustainability options.

Amy Rosenbluth and Lake Erie Ink staff will provide writing-specific workshops that will allow students and mentors to go through self-discovery and relationship-building that augments what will be done through activities and conversations. They will also assist in the design of the student portfolios and of the community celebrations at mid-year and year-end, helping us create the greatest impact of these vehicles on student understanding.

On behalf of Friends of Breakthrough, Samantha Westfall will contribute approximately 5% of her time each week to ensuring compliance toward the Community Connectors grant, and securing and designating match funding to the program. An in-kind contribution for a portion of Samantha's work is included in the Breakthrough Mentoring Program budget.

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.

A. Due to the relatively small size of this program, as well as the fact that all of its activities will be on-site in the Breakthrough schools, we will track mentor and student participation through simple attendance-taking each week. The Breakthrough Schools staff, as well as staff at the school level, will retain those records. Similarly, attendance will be taken at the mentor training, and no mentor will participate without training. The student roster will remain the same through the entire school year, again making tracking of students served straight forward.

B. Attendance is one obvious data point that will be an important indicator of program success. In addition, nearly every unit of the program year will have a product of some kind - an essay, participation in an interview, or an interest assessment, for example. Ultimately, students will end the program with a portfolio. The work products completed along way will be one set of benchmarks. In addition, surveys will be given to students, mentors and parents at the beginning and conclusion of the program. The surveys are designed to measure satisfaction, personal impact, and suggestions for modifications. Teachers will also be surveyed and/or asked to rate students against the KIPP Character Growth Card before and at the completion of the program to reflect any student character strength development. Finally, the Leadership Team will convene regularly to evaluate the program progress and effectiveness of the workshops from their vantage point. Questions may include: "Were students engaged?", "Did they show understanding of material?", "What was the at-the-moment response from mentors?"

C. Projections for indicators of success will be further determined during the more intensive planning of the program, following award notification. Preliminary indicator projections are:

- Maintain at least 95% student attendance in the program
- Maintain at least 90% attendance in each group of mentors
- See at least 93% of students complete portfolio assignments
- See at least 85% of students participate in the Breakthrough Mentoring Program in Year 2, as high school freshmen
- See at least 90% of mentors return for Year 2 of the program, whether as alumni mentors, student mentors (for the next cohort of 8th grade students), or both
- See 100% of students and mentors complete the pre- and post-surveys; 90% of parents complete the pre- and post-survey
- See 75% of students showing improved behavior and/or academic performance at year-end as assessed by their teachers

14. Applicants are to complete the program model.

Please see Attachment B.

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.

After the grant funding period, the Breakthrough Mentoring Program will be sustained by a continued partnership among program members.

Over the three year grant period, Friends of Breakthrough Schools will support the Breakthrough Mentoring Program with philanthropy to match the awarded grant funds. Please see the attached letter of support (Attachment C) from Friends of Breakthrough committing to provide the required matching funds for the program. After the grant funding period, Friends of Breakthrough is prepared to raise and coordinate additional philanthropic support as needed to ensure the success of the program.

The Breakthrough Mentoring Program model is designed to be easily replicated in any community and within any school. While Breakthrough Through College provides specialized insight to better serve the students of Breakthrough, the program can easily be adapted by other organizations to serve students in any public, private, or parochial school. Both Tom and Brian of MyHuntPath have implemented similar career exploration presentations in area private and parochial schools. The MyHuntPath team has presented at and worked with several schools throughout the country, ranging from grade schools to universities.

At the conclusion of the grant period, MyHuntPath will have added three more years of experience to presenting and working with students as they prepare to transition to high school and college. The business partner plans to use the Breakthrough Mentoring Program curriculum in other area schools, scaling and adapting the program as needed. To generate funding for the Breakthrough Mentoring Program, MyHuntPath will offer the specialized programming to other schools at \$5.00 per month, per student. The programming will be offered at Cleveland's public and private schools, to students who do not face the same low-income statistics as their peers in Breakthrough Schools. MyHuntPath will have quite a bit of flexibility on the price, and the cost will also be reflective of the financial capabilities of the school.

In Year 4 of the program, and at the end of the Community Connectors grant period, MyHuntPath will offer the adapted programming to 1,500 students, generating close to \$7,500 for the program at Breakthrough Schools. In the coming years, MyHuntPath will continue to increase the number of students served, generating more income for the Breakthrough Mentoring Program, while also providing similar support to a significant number of students across Cleveland.

Application Section V: Program Budget

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

Please see the attached budget and budget justification.



By clicking this box, I (Insert Name) _____ 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.