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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.

The first year of the Career Mentor Comprehensive Program will target students at Marietta Middle School (MMS) in the seventh grade, which is one of six buildings in the Marietta City Schools (MCS) system. Marietta City School district's current economically disadvantaged rate is 53.3%, and the graduation rate is 88.8%. Seventh grade at MMS is the first year of increased independence where students are expected to make more of their own decisions, and choices made in the seventh grade year affect future options available to the students. According to the fall 2014 Gallup student poll (taken annually by all students grades 5-12 in MCS), only 55% of MMS students are engaged in school. By grade level, engagement decreases each of the three years at the middle school: engagement grand mean (out of 5) for sixth grade - 4.13; seventh grade - 4.02; eighth grade - 3.99. As defined by Gallup, engagement is the involvement in and enthusiasm for school which reflects how well students are known and how often they get to do what they do best. Targeting all seventh grade students will address the problem of low engagement as it begins.

2. Provide the number of youth in each grade level and at each school your program proposes to serve.  
There will be 200+ students in seventh grade at Marietta Middle School (MMS) during the 2015-2016 school year. All students will be aware of and recruited to participate in the Career Mentor Comprehensive Program components. Approximately 20 targeted students will work one-on-one with a Career Mentor for the majority of the school year. The targeted number of students is dependent upon the number of Career Mentors recruited, with a minimum of 20 year 1. By the end of the grant period, we expect 600+ students will have exposure to the program components. The larger the pool of mentors, the more flexible the program will be in terms of one-on-one and group mentoring opportunities.
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 Career Mentor Comprehensive Program for 7th grade students at MMS is a new version of mentoring that will enhance the work of participating organizations and provide a wrap-around program to fully support targeted students and their families. Building Bridges to Careers serves as the umbrella organization of this initiative. This program will expand upon existing programs currently available in the community and add new components. The group's mission is to develop and facilitate community networks that engage Washington County students in a variety of community based experiences and expand their awareness of education and career options so that they are motivated to create and attain their life goals.

4. Please describe your project. How will it address each of the five Community Connectors core principles and what

outcomes will you use to measure success.

The Career Mentor Comprehensive Program is comprehensive because of the support provided to students through multiple channels and coordinated adult resources: 1) school support provided by MMS, 2) afterschool/summer support provided by BGC, 3) family support provided by BGC and FCFC, 4) community adult support through the Career Mentors, and the Philanthropy Program developed by Marietta Community Foundation, and 5) local career awareness support provided by Building Bridges to Careers. A comprehensive approach is necessary because students are educated in their community as well as in their schools (Longo, 2007). The Career Mentor Comprehensive Program will recruit and train local community members to mentor students. The training curriculum for the Career Mentors will include resources provided by the following organizations: Building Bridges to Careers (BBC), the Boys and Girls Club of Washington County (BGC), and the Washington County Family and Children First Council (FCFC). Participants of the Career Mentor training will receive a Career Mentor Certificate signifying their ability to build on the assets of their student mentee and increase his/her career awareness. BBC will provide career based resources including the use of Student Success plans available through Ohio Department of Education, The Money Shift game, and all career awareness and development materials available on the BBC website. The BBC has worked for the past two and a half years to develop a comprehensive set of resources and programs to bridge the gap between education and employment for students in Washington County. The website includes: 1) a business directory that lists businesses willing to provide career information and resources, 2) Career Pathway Stories, which are videos of local employees from various businesses describing reasons for choosing their career and the path they took to get there, and 3) Business Problem Scenarios, which were developed through collaboration between teachers and business representatives for students to solve. The current BBC Coordinator places students in local businesses for job shadowing experiences and would be utilized to support mentor recruitment and connect mentor program participants to businesses of interest. FCFC has a program for parents of children ages 10-14, called Strengthening Families 10-14, which will be utilized to include parents in the process of developing the assets of MMS seventh graders. BGC will provide the basic mentor training curriculum, the space needed for training mentors, and student/family access to current after school/summer programming. Mentor program training would occur in June for Career Mentors and mentors/tutors that participate in the existing BGC programs. BGC programming would begin, as usual, in the summer, and the Career Mentor Comprehensive Program would begin with the start of school each fall. Marietta Middle School (MMS) teachers will participate in the program by hosting Career Mentors and providing an Exploratory Period in which career exploration can take place with the support of Career Mentors, Marietta Community Foundation, and BBC career awareness resources.

Outcomes by Principle:

1. Setting goals to prepare for 21st century careers: Career Mentors will help students create SMART goals that support their future goals. Career Mentors and teachers will use The Money Shift board game and the BBC website resources to help students understand various aspects of goal setting and to connect those aspects to decisions that affect their future and career choices. The ODE Student Success plan, along with other components of [ohiomeansjobs.com](http://ohiomeansjobs.com), will be utilized to solidify career related goals. The MMS guidance counselor, the seventh grade teachers, and the Program Director from MCS will present various career pathways that are available for students in the Marietta City Schools system, from 7th grade to post-secondary. Outcomes: Completed Student Success plans, SMART goals. Sustainability: Utilizing the Money Shift game, the Student Success plan, [ohiomeansjobs.com](http://ohiomeansjobs.com), BBC Career resources and MMS staff is maintainable beyond the grant period and can be included in the Career Advisory Policy created for MCS.

2. Building Character: The 40 Developmental Assets describe 20 internal and 20 external assets for adolescents ages 12-18. The internal asset list includes such character traits as caring, a sense of equality and social justice, integrity, honesty, responsibility, and restraint. All seventh graders will take the Developmental Assets Profile (DAP) in order to determine initial internal strengths and external supports of the cohort. Student participation in the components

of the Career Mentor Comprehensive Program will work to increase the internal and external assets of the participating students (Ready by 21 National Partnership, 2012) due to increased access to community adults and increased opportunities to make choices and demonstrate their capabilities in non-academic settings. Outcomes: increased DAP post-survey results; increased attendance rates and overall GPA; decreased discipline referrals. Sustainability: DAP is low cost (\$1 per survey) and could be absorbed by the school district after the grant period if proven effective.

3. Developing pathways to achievement: BBC Problem scenarios that have been developed through collaboration between local business representatives and teachers will be utilized to address problem solving and critical thinking with students. Various problems the business representatives have encountered in their day-to-day work are connected to the state content standards and then presented to students to solve. The library of problem scenarios includes a wide variety of situations and roadblocks that occur in every day work life, i.e. cell phone use, absenteeism, marketing and communicating aspects of the business, etc. Mentors would work through the various problem scenarios with mentees in order to help them build a repertoire of problem solving and critical thinking skills. Participation in the seventh grade Exploratory Period will expose students to various options within the 16 career clusters and the career pathways that are available to them in high school and beyond. Outcomes: completed Student Success Plans and SMART goals; increased GPA; Increased Engagement results from the Gallup student poll. Sustainability: Problem Scenarios will remain on the BBC website for use beyond the grant period.

4. Building a sense of resiliency: Students who in sixth grade failed math or English Language arts, were absent over 20% of the school year, and/or had behavior issues, only have a 10-20% chance of graduating on time (MetLife Foundation, 2011). Based on research from the 40 Developmental Assets program and Epstein's (2011) overlapping spheres of influence, seventh grade parents will be invited to attend the Strengthening Families 10-14 program provided by FCFC with their children and to attend Teen Family nights at BGC, created specifically for this program. Another family component is the BBC Family Career Awareness Day, which occurs yearly and provides access to local businesses specifically for students to attend with their parents. Also, seventh grade teachers will provide Exploratory Periods during the school day in which students will make a choice of which class to participate based on their personal interests. This is the first opportunity that students have to make scheduling choices in their school career, and they can do so without the risk of failure because the classes are not credit bearing. In addition, the BGC after school/summer programs provide a structured environment for students to complete homework and other activities with support from local adults. The participation of Career Mentors in the seventh grade year will provide another building block in this comprehensive program. The combined components address external developmental assets and utilize available community resources in a way that would not happen otherwise, and is expected to address resiliency by providing multiple layers of support and encouragement for students. Outcomes: increased attendance rates and average GPA; reduced discipline referrals; increased DAP post-survey results and Gallup Student Poll results; and successful completion of SMART goals. Sustainability: The Strengthening Families 10-14 program, the Exploratory Periods, and the BGC Afterschool/summer programs currently exist and will exist beyond the grant period.

5. Building a positive future: Career Mentors will use the BBC career awareness resources to show students various ways to obtain a positive future. Specifically, Career Pathway Stories told by local residents will provide a number of reasons for which to choose a career and the pathway that can be taken to get there. A unique part of the stories are the barriers encountered along the way. Career pathways have exit ramps and entrance ramps, which are described by local residents and employees as they tell their stories. Career Mentors can provide their own stories and they would have access to the Business Directory and the BBC Coordinator for this purpose, as well. Through the use of these resources students will be exposed to the wide variety of job/career choices that are available in the area. Knowledge of how others in Washington County have met their goals utilizing local educational pathways will help students in the completion of their Success Plans and SMART goals. The Marietta Community Foundation (MCF) is developing a program for MMS seventh grade students that will help them understand philanthropy as a career

choice and provide possible projects that can be completed to address a community issue. Outcomes: completed Success Plans and accompanying SMART goals; increased GPA and Attendance. Sustainability: BBC Career Awareness resources will be replenished beyond the grant through local donations received during the yearly BBC funding campaign. The MCF philanthropy program is being developed as part of the career programming with no additional cost.

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

The activities are listed according to the program component that they support.

School-based Activities:

1. Mentor Recruitment and training: The Mentor Coordinator, the Program Director, and the BBC Coordinator would all work with grant partners and local business/organizations to recruit mentors from the community. The goal is to recruit and train Career Mentors that would work one hour a week for 36 weeks during the school day. 2. Planning meetings with MMS Staff: Eight MMS staff members need to be oriented and prepared to host mentors, and to participate in the coordination of program components. A minimum of four planning meetings will occur before and throughout the mentoring process at MMS. 3. Career Mentoring: Trained mentors would first participate in the Exploratory Period activities for 2-3 weeks as their orientation. Then, student data (attendance, behavior, GPA) would be reviewed to identify high risk students that would be matched one-on-one with mentors. One-on-one mentoring would continue for the duration of the school year. 4. MCF staff will develop a philanthropy awareness program to implement on a monthly basis during the exploratory period.

After-school/Summer Activities:

1. Student recruitment: BBC, MMS, and BGC staff would support the recruitment of MMS seventh grade students into the after-school/summer academic program at BGC. All seventh grade students would be aware of and have access to the services provided by BGC after school and during the summer. Besides academic support, programs that address community service and maturation by gender are also currently available during the after school/summer programs. Identified high risk students would be targeted specifically. 2. After-school/summer mentors: The current after-school/summer program includes adult mentors from Marietta College and local businesses that support students academically. The after-school mentors would be trained to use the same resources as the Career Mentors, which would add a career component to the after school/summer program that is not currently in existence.

Parent/Family Activities:

1. Recruit families to participate in the Strengthening Families 10-14 program: BGC, MMS, and BBC staff would work to recruit the families and parents of MMS seventh grade students to participate. All would be aware of and have access to the program that includes 7 sessions, and runs twice during the school year. High risk students and their families would be targeted specifically. 2. Promotion of Teen Family Nights at BGC and the Family Career Awareness Day coordinated by BBC: All partners would take part in the promotion of these family activities.

Sustainability Activities:

1. Leadership Team meetings: In order to build upon existing relationships, grant partners have been chosen from the members of the current Teen Career Awareness Advisory Group. The Advisory group consists of representation from: FCFC, BBC, Marietta City Schools, Marietta Area Chamber of Commerce, Peoples Bank, Pioneer Pipe, Southeast Ohio Port Authority, Washington County Career Center and a retired community member that is an active member of the Gilman United Methodist church and the Gilman Men's group. The Mentor Coordinator would be hired by BGC and would attend Advisory Group meetings. The following would occur during each quarterly meeting: oversight and review of program implementation; budget review; and recommendations for program improvements. 2. Transition to sustainability budget by 2018: The Advisory Group would more fully develop and support the sustainability plan. Yearly BBC fundraising campaigns would be included in the plan.

Fiscal Activities:

1. Quarterly Fiscal Reporting: The Marietta Community Foundation will provide monthly fiscal reports. Review of the

fiscal activities, revenue and expense reports would occur during Advisory group meetings as presented by the President and CEO of MCF.

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.

There are three spheres that impact a child's education: school, community, and family. In the three spheres model outlined and researched by Epstein (2011), the child is in the center of the spheres. Increasing the overlap of the spheres can ensure that students are getting the most out of the resources that surround them in order to succeed. Building Bridges to Careers (BBC) is working diligently to increase the overlap of these spheres through multiple projects and events. The Career Mentor Comprehensive Program will work to increase the overlap of the spheres and will influence the experiences, philosophy, and practices (Epstein, 2011) of the adults that surround MMS seventh graders. By working together, the combined effort of the adults will have more impact on student success than if the adult spheres work separately. Successful components of education to employment programs around the world include starting early, knowing your audience, building on existing networks and contact channels, and tracking program implementation all of which are addressed through implementation of the Career Mentor Comprehensive Program (Bedurftig, Hieronimus, & Klier, 2015). Epstein, Galindo, and Sheldon (2011) have found that community engagement programs that include school district administrators in the planning and evaluation process have increased quality and longevity. The Program Director will be a district administrator from Marietta City Schools. This connection allows access to multiple school functions that can work to support the implementation of planned activities. The Program Director also represents Marietta City Schools in the Advisory Group which demonstrates the amount of collaboration that is already occurring. In terms of community level programming, the Cincinnati Youth Collaborative provides a parallel model to the work of Building Bridges to Careers. The Cincinnati Youth Collaborative is successful because it is comprehensive, flexible, supported by the community and businesses, provides support for internal and external services, and has a proven track record according to their website. Similar to the CYC program, Building Bridges to Careers has helped Marietta City Schools develop the following: school-community partnerships through the creation of the current Partner in Education program, with 24 partners for six schools to date; career preparation at Marietta High School through the addition of a Career Search I course required for graduation at the sophomore level, and Career Search II course that is an elective for seniors; support of required job shadow experiences for sophomores through the continued funding of the BBC Coordinator; implementation of dual enrollment courses at the high school level; and an increased career awareness focus at all grade levels. Students at Marietta High school are also recruited by Washington State Community College to participate in the local federal Trio programs, Upward Bound and Educational Talent Search. Building Bridges to Careers has created several career awareness resources and events that can be utilized by all students in Washington County. The described BBC components are present in the CYC program, but the missing component for Building Bridges to Careers is mentoring. By choosing to develop the Career Mentor Comprehensive Program for seventh grade students the career awareness aspects of the program can build the foundation needed for students to make decisions about their high school schedule that will impact the rest of their educational pathway. Currently, the BGC offers a mentor/tutor program at its facility that utilizes curriculum provided by the Boys and Girls Club of America through on-line modules. According to mentor program guidelines provided by the Boys and Girls Club of America (2010), positive mentoring results depend upon "mentor screening, training and supervision, expectations of frequency of contact, parental involvement and overall program monitoring" (p. 5). BGC mentors complete the modules individually. The Career Mentor training would utilize curriculum from the modules as the basis, but would be conducted in group settings with a facilitator (the Mentor Coordinator) and would include training on the BBC career awareness resources needed for students to complete Success Plans and create SMART goals. Having the Mentor Coordinator involved in all activities that include potential mentors (recruitment, training, placement, monitoring, etc.) would ensure the consistency needed to address the guidelines

laid out by the Boys and Girls Club of America. Also addressed during mentor training is the concept of attunement, researched by Pryce (2012). Attunement is the "mentor's capacity to respond flexibly to youth verbal and nonverbal cues by taking into account youth needs and desires" (Pryce, 2012, p. 292). Mentor attunement is a trainable concept and includes such actions as: active listening, maintaining eye contact, identifying nonverbal and verbal cues and responding to them, maintaining flexibility, and including youth voice in decisions about activities to complete. Pryce suggests including program facilitators in attunement training in order to help them make successful mentor/mentee matches. The inclusion of the 40 Developmental Assets framework, with training, to guide the Mentor Coordinator will help to ensure that all adults utilized in the Career Mentor Comprehensive Program work to improve the asset base of the students involved.

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.

The BBC has the experience, connections, and access needed to implement the Career Mentor Comprehensive Program for 7th grade students at MMS, as well as implement at another school or district in the future. One of the main duties of the BBC Coordinator is to place students with local businesses for job shadowing experiences. In order for this to occur, funds to support the position were raised through partnership agreements with local businesses and schools, and through grant applications. A leadership group, called the Teen Career Awareness Advisory Group, oversees the duties of the coordinator and also surveys all seniors in the county school districts to collect data that identifies career aspirations and experiences. Building Bridges to Careers was born out of this leadership group to include a larger portion of members from community, business, and education. Through the efforts of the full BBC community group (three sub-committees, and an advisory group) other programs and events have been added to the experience of the organization, i.e. Career Pathway Stories, Problem Scenarios, Family Career Awareness Day, etc., and have been made available to all residents in the county via the BBC website ([buildingbridgestocareers.org](http://buildingbridgestocareers.org)) and networking events. Data collected for the job shadow program, the Family Career Awareness Day, and the Problem Scenario process are included in evaluations of the programs. Data collected by program:

1) Job shadowing: An increase in Marietta High School job shadowing placements from 15 in 2011 to 200+ during fall semester 2014. 2) BBC Professional Development: 24 Problem Scenarios completed and available on the BBC website; according to survey results 100% of teacher participants have a better understanding of the level of career awareness for students in Washington County. 3) 1st Annual Family Career Awareness Day (November 2014): 42 Businesses; 78 students from grades 6-12; 55 parents; 11 school districts represented; Student participants indicated that they would use information gained at the event to inform their future career or education decisions. 4) Career Pathway Stories: 5 videos recorded and included on the BBC website to date. May 2014 Senior Survey results are attached as an appendix.

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

A collaborative culture has been established through the work of Building Bridges to Careers for Marietta and the surrounding county. Programs and events that address the mission and vision of the group have been successfully implemented from the individual school level to the county level as a result of local people working together. The addition of the Career Mentor Comprehensive Program will add new partners and strengthen the current collaborative culture of the Marietta community and the surrounding area. Infrastructure between existing and new programs will be created through connected efforts to recruit, market, and evaluate program components. One of the goals of BBC is to coordinate, not duplicate, efforts in the community to help our K-12 students with career decision making. Utilizing Community Connectors funding to build infrastructure between existing programs will increase the level of sustainability and allow for the creation of gap filling programs, such as Career Mentoring. The programs of each partnering organization will be strengthened through this collaboration because of the demand created for the components that already exist. Implementation of the Philanthropy program through MCF and partnering with the Boys and Girls Club of Washington County are direct results of collaboration occurring through

the writing of this grant proposal. Indicators of success include: successful program implementation in year 1; reaching the Career Mentor recruitment goal in year 1 (20 mentors) and increasing the goal for years 2 and 3; expanding the program in year 3; the number of mentor/mentee pairs that meet regularly for the full school year; 100% seventh grade student awareness and access to Career Mentors, BGC afterschool programming, and BBC Career Awareness resources; increase of high risk students recruited into and participating in all comprehensive program components; Increase of community business mentors for the BGC afterschool/summer program from 5% to 10% (currently 95% of afterschool/summer mentors are Marietta College students); Increased MMS seventh grade family attendance in the FCFC Strengthening Families 10-14 program, BGC Family Nights, and Family Career Awareness Day; Creation of a tracking system for program evaluation; creation of a plan to transition to sustainability budget by 2018; inclusion of the program in Marietta City School's career advising policy.

## **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

Team Members listed by Partner:

1. Marietta City Schools: Tasha Werry, Director of Community Outreach; Grant Program Director responsible for program oversight and providing support for implementation, coordination of staff from participating organizations, fiscal oversight, and scheduling and facilitating planning meetings. Tasha started her career as a teacher at Marietta Middle school, and taught grades 6, 7, 3, and 5 over the next 12 years. Moving to a district administrative position in 2011, Tasha managed three federal grants and worked to implement multiple school reform initiatives legislated at the state level. Tasha is a founding member of Building Bridges to Careers and facilitates full BBC meetings. Currently, Tasha is in the process of completing her dissertation in the Educational Doctorate program at Ohio University. "Helping students experience success has been my philosophy of teaching since I was a student teacher. After years in the classroom and working with multiple teachers along the way, I realized that the classroom cannot provide all of the learning experiences that students need to be successful. Students need to gain experience in a wide variety of ways through connections to a variety of community adults in order to fully understand their place in that community. Success can come in many forms, and the more people that are included in the process for kids, the better."

2. Marietta Community Foundation (Non-profit, Fiscal Agent): Heather Allender, President and CEO; Responsible for maintaining books and financial records for the Community Connectors grant funds; Will provide reports reflecting the revenue and expenses to the Program Director on a monthly basis. Heather has worked in the nonprofit sector for the past 9 years in a variety of administrative positions. As the President and CEO of MCF, she manages the Foundation's administrative and financial operations, and fundraising and marketing activities. "The Career Mentor program is an excellent opportunity to not only better prepare the students for future careers but to also encourage involvement from local businesses and community leaders in the further development of our youth. The philanthropy component will allow students to gain a better understanding of the non-profit sector and will help shape tomorrow's volunteers, leaders and contributors to not only our community, but to society as a whole."

3. Peoples Bank (Business): Ryan Welch, Assistant Vice President - District Manager; Career Mentor recruitment and coordination through Peoples Bank. "I believe in the importance of the education system in Marietta. I am a product of Marietta City Schools, having attended Washington Elementary School, Marietta Middle School, and Marietta Senior High School. I currently serve on the board of the Marietta High School Alumni Committee, the Marietta

Family YMCA, and Building Bridges to Careers. I have three children that my wife and I are raising in this community, and I fully support giving the youth of this area every opportunity to succeed."

4. Gilman United Methodist Church (Faith-based Organization): Allen Brokaw, member; Grant responsibilities - Career Mentor recruitment and coordination through Gilman UMC, communication of information through the Family and Children First Council as the current president. Allen is a retired business executive of several companies in the pharmaceutical and biotechnology industry including: Pfizer, USV Pharmaceutical and Biotechnology, and ALZA Research. He serves on several Washington County agency boards including: American Red Cross, Autism Center of Southeast Ohio, Goodwill, and Family and Children First Council. Allen was inducted into the Ohio Senior Hall of Fame in 2010, along with 11 other seniors. "I feel strongly about the goal we are initiating and the direction we are taking. With a focus on educating young people about local careers and the importance of education preparation for college or for industry, more young people will be able to experience success."

5. Boys and Girls Club of Washington County (Non-profit): Mentor Coordinator; to be hired through grant funds

6. Washington County Family and Children First Council (County-wide agency): Cindy Davis, Director; Grant responsibilities - marketing/outreach for Strengthening Families 10-14 program, oversight of implementation of the SFP 10-14 program, oversight of the Teen Career Awareness Advisory Group (agendas, minutes, notices, etc.), collaboration and information sharing through the monthly council meetings. Cindy has been the FCF Council Director for 16 years and also serves on the WIA Youth Advisory Council, Washington County Partners Group, The Right Path for Washington County, Washington County Community Health Council, DJFS Family Services Committee, and Ohio Family & Children First Coordinators Association Executive Committee. "I truly believe in the statement that "Every kid is only a caring adult away from being a success story". Our agency developed a Mentoring Initiative several years ago and ultimately focused our efforts on assisting the Big Brothers/Big Sisters program to become established in our county. In 2014 this came to fruition as BBBS hired a part-time coordinator for Washington County and our office offered free office space; phone; computer, etc. to the Coordinator. I also serve on the BBBS Collaboration Board. This is just a small step to meet the demanding mentoring needs in our county. I am passionate about the value of mentors in children's lives and willing to assist in any capacity to bring this service to our county."

10. A timeline of all major activities must be provided. Assessment, planning and initial training must be completed by September 7, 2015. Services must begin by September 7, 2015.

February-March 2015: Planning meetings with grant partners and MMS staff; Teen Career Awareness Advisory Group meeting Feb. 6.

April 2015: Hire Mentor Coordinator; Recruit mentors; Kick-off 2015 BBC Funding Campaign; Teen Career Awareness Group meeting April 10.

May 2015: Finalize Career Mentor training program; Screen mentors and continue recruitment; Teen Career Awareness group meeting May 1; Planning and orientation meetings with MMS staff to create the final implementation plan for the fall; BBC summer intern chosen to manage and increase businesses included in the BBC Business Directory.

June 2015: Career Mentor training for mentors involved in MMS school-based program and BGC afterschool/summer programs round 1 between June 8-12; BGC summer programming begins with a Summer Fair to begin marketing and communicating program components; BBC Professional Development for the creation of Problem Scenarios (10 teachers and 10 business representatives).

July 2015: 2015-2016 seventh grade cohort data (GPA, Attendance, behavior) collected and analyzed by Program Director and Mentor Coordinator; Oversight of the fall implementation plan; continued screening of potential Career mentors; Local employers chosen for Career Pathway videos (total of 27 will be filmed during the grant period); Career Mentors added to the agenda of the July MCS Board of Education meeting for approval.

August 2015: Teen Career Awareness Advisory Group meeting August 7; Seventh grade parent orientation; Planning meeting with MMS staff; Career Mentors begin orientation in the Exploratory Periods with teachers; BGC afterschool programming begins; BBC Professional Development for the creation of Problem Scenarios (10 teachers and 10 business representatives); First 7-week session of the Strengthening Families 10-14 program begins;

Completion of the 40 Developmental Assets DAP pre-assessment; Career Mentor Training round 2, between August 12-18.

September 2015: One-on-one Career Mentor matches made based on review of seventh grade student data and analysis of mentors by Mentor Coordinator, MMS staff, and Program Director; Implementation review meeting with MMS staff.

October-November: Continued mentor recruitment; Additional training and review scheduled for mentors through analysis of the program by the Program Director, the Mentor Coordinator, and MMS Staff; Implementation review meeting with MMS staff; Local employers chosen for Career Pathway videos (total of 27 to be filmed during the grant period); Teen Career Awareness Advisory Group meeting November 6; All MCS students complete the Gallup Student Poll; Family Career Awareness Day event (early October).

December: Career Mentor Training round 3 TBD, possibly December 14-22; Evaluation meeting with Battelle for Kids.

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. Screening mentors: All mentors will complete the Volunteer Application and process currently in place for Marietta City Schools, which includes required BCI finger printing and board approval. Orientation: All Career Mentors will be trained in basic mentoring components, in the use of Career Awareness resources provided by BBC, and in the concept of attunement that will aid in the success of mentor/mentee relationships. Orientation for Career Mentors will occur during the first 2-3 weeks of school during the Exploratory Period. Monitoring and Support: the Program Director, MMS Staff, and the Mentor Coordinator will meet in September 2015 to review the progress of the Career Mentors during the orientation process. This information will be used to determine the one-on-one matches for each Career Mentor. The Program Director, MMS Staff, and the Mentor Coordinator will meet in October to review the progress of the one-one-one sessions. Career Mentors and students will complete exit tickets after their first four sessions together. This information will be used to create the components and curriculum of the follow-up training session that will occur in December for trained mentors.

B. Mentees will be identified based on review of seventh grade student data by Mentor Coordinator, MMS staff, and Program Director.

C. Families will be included through recruitment into the Strengthening Families 10-14 program provided by FCFC, the Teen Family nights provided by BGC, through the seventh grade family orientation program provided by Marietta Middle School and through recruitment of mentors. Follow-up training for Career Mentors would focus on improving attunement through active listening, maintaining eye contact, identifying nonverbal and verbal cues and ways to respond to students, maintaining flexibility, and including youth voice in decisions about activities to complete. After the initial full day of Career Mentor training, mentors will have two opportunities to participate in follow-up training.

D. The fiscal sponsor, Marietta Community Foundation, will ensure fiscal accountability because they are a separate partner from the employer of the Program Director and the Mentor Coordinator, and there is a contract with MCF that states specific fiscal responsibilities. The Program Director, in coordination with staff from MMS, BGC, and BBC, is responsible for faithful implementation of project components. For this reason, 50% of her time will be dedicated to the project components in year 1, with decreasing percent in year 2 and 3. The role of the Teen Career Awareness Advisory Group is to add accountability for program implementation based on the financial requirements of all funding sources.

E. Additional mentors can be added to the program during the second semester of the school year and would follow the same orientation process. In year 2 of implementation, mentors would again be recruited for the new seventh grade cohort. However, if returning Career Mentors preferred they could follow their mentee to eighth grade and continue to work with the same student. This process would increase the scope of the Career Mentoring program. After successful implementation of the Career Mentoring Comprehensive program at Marietta City Schools, the goal is to replicate the program at another school or district.

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.

### **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:
- Plans for keeping records of mentor contact hours, unduplicated count of students served each month, mentor training hours, etc. for ongoing reporting;
  - Gathering of data to measure progress of program towards meeting the selected goals;
  - Projected indicators of success; and
  - Anticipated barriers to successful evaluation including data collection and measurement of progress toward outcomes.

Battelle for Kids will serve as the external evaluator of the Career Mentor Comprehensive Program at Marietta Middle School, measuring progress and outcomes related to program implementation and student outcomes. The Program Director will be responsible for gathering data at the local level for program monitoring and evaluation, and serving as the point of contact with the external evaluator. The Program Director will keep a record of the annual number of mentors who complete training and participate in the mentoring program. The Program Director will also be responsible for working with the seventh-grade teachers to track contact hours between students and mentors (both large group and one-on-one). The Program Director will maintain an annual roster of students identified for one-on-one mentoring. The Mentor Coordinator along with BGC staff will track participation in the after-school and summer programming and provide attendance data to the Program Director. The Mentor Coordinator will keep records of mentor training, participation and contact hours for those who provide mentoring services through the BGC program. BGC staff will also provide attendance data for the Teen Family Nights. Family Night attendance will be tracked by school and grade level to identify target 7th-grade families. The Family and Children First Director will track attendance and participation in the Strengthening Families 10-14 program and will provide data to the Program Director. Data for 7th-grade students identified as being at-risk will be flagged for program evaluation purposes. The BBC Director will collect attendance data by school and grade level at the Family Career Awareness day using a survey protocol that was piloted in 2014. Marietta Middle School staff will collect the following data related to indicators of success and provide them to the Program Director: number of completed student success plans and SMART goals; Developmental Asset survey data (pre/post); Gallup Student Poll results; student GPA; Student Attendance; and Student Discipline Rates. The Program Director will provide this data to Battelle for Kids for analysis. Data will be analyzed by cohort and longitudinally, when possible. Baseline data will be the 2014-2015 6th grade data for the first 7th grade cohort. The program team anticipates that students will demonstrate improvement on these measures over the course of the grant.

Battelle for Kids will meet with the Program Director and other leadership on a quarterly basis to review data and develop additional data collection instruments if needed. Battelle for Kids will provide formative analyses periodically throughout the grant period. An annual summative report will be provided to the leadership team and a final report will be submitted at the end of the grant period. Successful completion of the evaluation is dependent upon a high level of coordination and cooperation among the various grant partners. Since each of the partners serve a population that is larger than that targeted by this grant, the need to track students across organizations may require modification to existing attendance tracking systems.

14. Applicants are to complete the program model.

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

15. Describe how you plan to maintain the program after the grant funding period. Include a discussion about financial sustainability and sustainability of the partnership commitment. Applicants are not required to include cash as part of their local contributions; however, funding sustainability is critical to the Community

Connectors program. Applicants that show the potential for funding sustainability will be given preference in application scoring.

The sustainability level is increased through the use of previously established programs and relationships when applicable. Established programs include: Career Awareness resources developed by BBC; BGC Afterschool/summer programming; FCFC Strengthening Families 10-14 program; Exploratory Periods at Marietta Middle School (piloted during 2014-2015 school year); and the Teen Career Awareness Advisory Group. The partnership commitment of all partners except the BGC was established before this grant opportunity came along. BBC has even worked previously with Battelle for Kids to evaluate current BBC programs and with Troy Devol Creative for video production. BBC sub-committee members are already planning the second, and for some projects the third, round of career awareness events and programs that will take place in the next year. The ability of the BBC to implement and repeat programs and events indicate the sustainability of the partnerships and relationships needed for these processes and for the inclusion of the Career Mentor Comprehensive Program as an added responsibility.

The implementation plan of the Career Mentor Comprehensive Program creates an infrastructure of marketing, communication, and evaluation between the established community programs that wasn't in place previously. This infrastructure works to increase the demand for the programs made available by all partners and increases sustainability due to relationships created and increased social capital. The analysis of data for the purposes of the grant will work to track changes that can be attributed to the Career Mentor Comprehensive Program and will be used to recruit future mentors, families, funders, and partners.

BBC has an established fund through the Marietta Community Foundation for fundraising purposes. Fund raising activities are already a part of the work completed by BBC members, with over \$130,000 raised over the last two years through donations and grants. Funding of the Career Mentor Comprehensive Program beyond the grant years will occur via fundraising campaigns that will include the program in the list of projects supported by the BBC. The amount of funds needed for year 4 and beyond would be greatly reduced for the following reasons: 1) The Mentor Coordinator's position could be absorbed by the Boys and Girls Club as a result of increased participation in the current BGC programs; 2) Increased participation through the new infrastructure would lead to higher funding rates for the organization; 3) Career awareness resources generated by grant funds will be available on the BBC website for use by all school districts in the county. Therefore use of these resources for future iterations of the program is sustainable. The Teen Career Awareness Advisory Group (Leadership Team) has a direct role in sustainability planning as a responsibility of this group is to "be a liaison/connection to the larger business community for such purposes of PR, outreach, support, job shadowing, etc." The Group has fully supported submission of the grant and the addition of the Career Mentor Comprehensive Program to the current list of BBC programs.

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

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

By clicking this box,  I (Insert Name) Tasha Werry 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.