

# Investment Connection Request for Proposal - Louisville

Response ID:60 Data

## 3. Enter Your Submission's Details

### 1. Project/Program Name:

School to Work

### 2. Organization's Legal Name (as shown on IRS Letter of Determination):

Big Brothers Big Sisters of Kentuckiana, Inc.

### 3. Doing Business As (DBA - if name differs from legal name):

### 4. Organization Contact Info:

|                            | Info               |
|----------------------------|--------------------|
| Street Address 1           | 1519 Gardiner Lane |
| Street Address 2           |                    |
| City                       | Louisville         |
| State                      | KY                 |
| Zip                        | 40218              |
| Organization Phone Number  | 502.587.0494       |
| Organization Website       | www.bbbsky.org     |
| Organization Email Address |                    |

### 5. Executive and Primary Contact Info:

|                                      | Info                               |
|--------------------------------------|------------------------------------|
| Executive Director or Top Executive: | Jeri Swinton                       |
| Executive Phone Number:              | 502.587.0494                       |
| Executive Email Address:             | jeri.swinton@bbbsky.org            |
| Primary Contact for this proposal:   | Brenda Bankston                    |
| Primary Contact's Phone Number:      | 502.587.0494                       |
| Primary Contact's Title:             | Director of Grants and Development |
| Primary Contact's Email Address:     | brenda.bankston@bbbsky.org         |

### 6. Are you a 501(c)3?

Yes

### 7. Organization Mission Statement (Please limit response to 1,000 characters):

Our mission is to create and support one-to-one mentoring relationships that ignite the power and promise of youth.

### 8. Briefly summarize your organization's history (Please limit response to 1,000 characters):

Since 1967 Big Brothers Big Sisters of Kentuckiana has served our community as the premier youth-service organization

providing professionally supported 1-to-1 mentoring services to at-risk youth. Parents/caregivers contact us seeking a caring adult for their child to spend quality time with them and provide needed attention, support and guidance. Teachers understand the importance of 1-to-1 mentoring and refer students who need extra support to help overcome academics, attendance and/or behavior problems. Our on-going professional staff support of each 1-to-1 mentoring relationship is what makes us unique from other mentoring programs. Our evidence-based mentoring programs have proven long-term outcomes that impact educational success, healthy relationships and future aspirations.

**9. Briefly describe the organization's current programs and activities - Include examples of recent accomplishments, i.e., number of people served annual, housing units built, loans made, etc. (Please limit response to 1,000 characters):**

Our staff recruits, carefully screens and trains mentors who serve 1,000 children each year. We serve youth ages 7 to 22 in Kentucky and Southern Indiana through mentoring programs and initiatives including community-based, site-based, eMentoring and School to Work.

COMMUNITY MENTORING: Mentors and youth spend quality time together through community events and activities on the weekend, in the evening, and after school.

SITE BASED MENTORING: Children are matched with volunteers who agree to spend one hour per week at the site/school. They use site resources including libraries, computer labs, and gyms.

SCHOOL TO WORK: High school students are transported to corporate workplace to spend one-to-one time with mentors and learn about business and careers.

MentorU e-MENTORING: High school students complete weekly web-based activities. They connect both online and in person with professional mentors who empower them to stay in school, plan for future careers and achieve success in life.

**10. Organizational Annual Budget:**

2,000,000

**11. Organization Fiscal Year:**

From date (mm/dd/year) : 07/01/2019

To date (mm/dd/year) : 06/30/2020

**12. Proposal Summary (Please limit response to 1,000 characters):**

School to Work provides high school students with valuable exposure to workplace skills and career opportunities. The program involves our agency, high schools and corporate partners. Corporate partners provide volunteer mentors, office meeting space, and expertise on career topics. Once each month our staff and school personnel accompany cohorts of 15-20 students as they are transported from school to workplaces. We match students referred by their teachers with mentors based on common interests. During workplace visits, we coordinate hands-on activities, presentations and training sessions for students and mentors to participate in during their 1-to-1 time together. Mentors provide a supportive network for students both individually and as a group. Sessions focus on career and college readiness. Each 3-hour session has 1-to-1 and group activities covering topics such as: career paths/choices, college expectations, effective communication, budgeting and goal setting.

**13. Type of CRA eligibility for your proposed project (check all that apply):**

Community facilities/services

Economic/workforce development

**14. Is your project/program (check one):**

Existing project

**15. Type of request (select all that apply):**

Grant

**16. Amount Requested:**

50,000

**17. Total Project Budget:**

\$220,000

**18. Funding Period Requested:**

From date (mm/dd/year) : 01/01/2020

To date (mm/dd/year) : 12/31/2020

**19. Geographical Area(s) Served - Include specific counties MSAs, city(ies), neighborhood(s). (Please limit response to 1,000 characters):**

The four JCPS high schools served through School to Work are Seneca, Shawnee, Southern, and Waggener. These schools were selected because of a high demand for mentoring services from administration leadership. Our research found several at-risk factors that indicate the need for multiple safety nets, supports, and exposure to career environments outside of the classroom and neighborhood. These include high number of single-parent homes, low academic achievement, high percentage of suspensions and drop-outs, high percentage in poverty. Nearly 80% of the School to Work students who attend these schools reside in either the Newburg area or West Louisville. These schools have a high percentage of students who are economically disadvantaged.

Seneca 76.4%

Shawnee 78.3%

Southern 72.8%

Waggener 73.2%

**20. Please list other funding secured or potential sources of funding for this project. (Please limit response to 1,000 characters):**

In addition to providing volunteer mentors and workplace meeting spaces, we ask our corporate partners to financially support the program. Direct financial investment from our corporate partners creates stronger collaborations that sustain the School to Work program over multiple years. We have secured funding from:

UPS \$20,000

Humana Foundation \$50,000

Louisville Metro \$3,600

Gheens Foundation \$12,000

Clark Foundation \$24,000

Brown-Forman \$40,000

**21. Describe how you verify low- to moderate-income (80% of Area Median Income, or "AMI", status of program participants or geographies, i.e., percent/number receiving reduced or free school lunch, census tract data or other method). Please be specific! Listing low-income zip codes does not provide sufficient information. You must describe how you verify the income of individual program participants or in the case of geography, census-tract level data. (Please limit response to 1,000 characters):**

Before being matched with a mentor, parents attend an orientation session to learn more about our programs and provide data on their child. Our questionnaire asks parents to provide income range and whether their child is eligible for free/reduced lunch. We use this data to assess the child's risk factors. Seventy-seven percent of our School to Work students receive free/reduced lunch.

**22. What community development needs or barriers will this project/program address? (Please limit response to 1,000 characters):**

The four-year high school graduation rate for Jefferson County Public Schools in 2018 was 81.6 percent. Only 49.8 percent of these students were college and career-ready, leaving more than 50,000 students unprepared for their future. Our School to Work program provides students with valuable exposure to workplace skills and career opportunities to increase their likelihood to graduate career and college ready. Needs addressed include: effective communication skills, interviewing techniques, planning for college finances, how to obtain a checking account, establishing a budget, networking skills, and other soft skills development.

**23. Is this project part of a larger initiative, i.e., special government designation or a larger collaborative community effort?**

**If yes, please explain. (Please limit response to 1,000 characters):**

Our School to Work workplace mentoring program launched in 2014 with one cohort of 15 students. The number of cohorts, students served and corporate partners has increased over the years and now includes 8 cohorts serving students in Jefferson (KY) and Clark (IN) counties.

**24. Describe who will be served through this proposed project/program including the percentage of clients currently served or the predicted percentage served who are either LMI or the percentage of small businesses with revenues of \$1 million or less. (Please limit response to 1,000 characters):**

For the 2019-2020 school year, we propose to serve 110 Jefferson County high school students.

Students attend four JCPS high schools: Seneca, Shawnee, Southern and Waggener. Seventy-seven percent of our School to Work students receive free/reduced lunch.

**25. What are the goals of this project? (Please limit response to 1,000 characters):**

Program goals include:

- Improved focus at school and improved grades
- Increased knowledge in financial literacy including budgeting and spending
- Increased skills including communication and planning
- Deepened relationships with peers and other adults
- Increased likelihood to graduate career and college ready

**26. What is the timeline for implementing this project? (Please limit response to 1,000 characters):**

During each school year the timeline is as follows:

- Jan-Apr: Coordinate monthly workplace visits. Present specific financial literacy and soft skills training sessions and activities. Provide monthly match support, coaching and monitoring.
- May-June: Administer year end surveys. Analyze evaluations. Celebrate graduates.
- June-July: Plan transition summer support and activities
- Aug-Sept: Launch 2020-21 School to Work cohorts. Engage returning student-mentor matches. Recruit new mentors. Enroll new students. Match mentors and students.
- Sept-Dec: Coordinate monthly workplace visits. Present specific financial literacy and soft skills training sessions and activities. Provide monthly match support, coaching and monitoring

**27. Significant Partnerships:**

**Does this project/program involve any external partners that may add capacity, programmatic experience and/or funding? (Please limit response to 1,000 characters):**

The program relies on strong collaborations between the Jefferson County Public School system and our corporate partners. JCPS refers students who need additional support to become more successful in school, and graduate college and career ready. Corporate partners provide volunteer mentors, meeting space at their offices, and expertise on topics covered during the visits.

School to Work JCPS high school partners: Seneca, Southern, Shawnee, Waggener

School to Work corporate/mentor partners: Humana, JCPS, LG&E, Norton Healthcare, Republic Bank, UPS, Texas Roadhouse, Arts on Main partners.

**28. Who will be responsible for developing, documenting and reporting relationships with connections made through the Investment Connection? (Please limit response to 1,000 characters):**

Reports will be completed and submitted by Brenda Bankston, Director of Grants and Development.

**29. What are the anticipated measurable outcomes of this project? (Please limit response to 1,000 characters):**

Projected positive outcomes include: increases in social competence, educational expectations, academic performance and grades. Research shows that students matched with a School to Work Big Brother or Big Sister:

- Receive support in setting goals for a career path
- Learn basic pre-employment skills
- Improve academic performance
- Have increased motivation to stay in school
- Are more likely to feel they would attend and graduate from college
- Develop a vision for their future

Our measured outcomes include:

- Percentage increase in grades (math, English, social studies, Science)
- Percentage increase in likelihood to finish high school
- Percentage increase in likelihood to go to college
- Percentage increase in goal setting for future
- Percentage decrease in negative or risky behavior

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**30. How do/will you evaluate this project? Describe the measurement tool(s). (i.e., participation checklists, pre/post surveys, intake sheet, etc.) (Please limit response to 1,000 characters):**

All program activities and measurements are tracked in our internal database. Our staff uses Matchforce to collect all information on mentors and youth. The system allows staff to track data on including: wait time to be matched, retention rates, length of match, demographics, evaluation results and other quality/quantity metrics. We measure changes and outcomes in the lives of mentored youth from the time they are matched and annually thereafter.

We also use several evaluation tools to measure project outcomes, benefits and impact. Outcomes are measured using our agency Youth Outcome Survey. The survey includes questions on school connectedness, emotional control, social competence and specific risky behaviors. Youth complete the survey before being matched with their mentors to get a baseline measure and annually while matched to use for comparisons.

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