



## **Museums for America**

**Sample Application MA-20-16-0486-16**

**Project Category: Community Anchors**

**Funding Level: \$25,001-\$150,000**

### **New Bedford Whaling Museum**

Amount awarded by IMLS: \$144,500

Amount of cost share: \$409,414

Attached are the following components excerpted from the original application.

- Abstract
- Narrative
- Schedule of Completion

Please note that the instructions for preparing narratives for FY2017 applications differ from those that guided the preparation of previous applications. Be sure to use the narrative instructions in the FY2017 Notice of Funding Opportunity for the grant program and project category to which you are applying.

## Abstract

The New Bedford Whaling Museum (NBWM) requests \$144,500 over three years from the Institute of Museum and Library Services to implement a third and critical phase of its highly successful High School Apprenticeship Program. This year-round immersion program, now in its sixth year, has been proven to lift economically disadvantaged New Bedford area high school students and significantly change their lives. The goal of the program's new scope of services is to improve the college retention and graduation rate for program alumni to support their future success in the workforce.

The Apprenticeship Program is a direct response to a community facing formidable economic and public education challenges. The city's population exceeds 95,000 with over 40% classified as low income. More than 23% of New Bedford residents earn less than the federal poverty rate. Although 70% of New Bedford residents over the age of 25 hold a high school diploma, a mere 15% have earned a college degree. Through regular tracking of program graduates, Museum staff recognized that many alumni are progressing slowly towards college degrees and that the longer they take to graduate, the higher their risk is of not finishing. Currently, 67% of program graduates are enrolled in college and only 25% of eligible alumni have obtained degrees. This illustrates the need for the Museum to provide intensive services for current apprentices and alumni to support them through college. Without these services, apprentices and alumni risk a future of lifelong low earning potential without a degree, further hampered by college loan debt.

Through IMLS funding, the NBWM will implement an expanded suite of services for apprentices and alumni with the objective of improving their postsecondary retention and graduation rates. This will contribute to the program's overall goal of developing sustainable pathways out of poverty for apprentices. These expanded services will be known as the "College Pathway." These services will be incorporated into the program over three years and include the following: 1.) Expansion of the program to high school sophomores and the formalization of a three-year curriculum that prioritizes academic achievement, subject-matter tutoring, and social service workshops. 2.) Development of Apprentice Alumni Cohorts at two area colleges, Bristol Community College (BCC) and University of Massachusetts - Dartmouth (UMD). These cohorts will sustain apprentices' relationships with the Museum and improve their college retention and graduation rates through facilitated support groups, workshops and events, a formal mentorship program, and internships at the Museum and with community partners.

Through the Apprenticeship Program's expanded scope of services, apprentices will derive greater academic, social, and economic benefit from their experience in the program, leading to higher postsecondary retention and graduation rates. The NBWM will measure success through the improvement of these quantitative statistics, as well as by robust participation in the Apprentice Alumni Cohorts and other activities. As a measurement of success, the percentage of eligible apprentices (those who graduated high school two or more years ago) who have obtained postsecondary degrees will rise from 25% to 40% by the end of the grant period. The program will also be a sustainable and replicable model for other cultural institutions.

## 1. Statement of Need

**What do you propose to do?:** The New Bedford Whaling Museum (NBWM) requests \$144,500 over three years from the Institute of Museum and Library Services to implement a third and critical phase of its highly successful High School Apprenticeship Program. This year-round immersion program, now in its sixth year, has been proven to lift economically disadvantaged New Bedford area high school students and significantly change their lives. The most dramatic indicator of the program's effectiveness to date is that all senior apprentices since the program's inception have graduated from high school and were accepted to college. The goal of the program's new scope of services is to improve the college retention and graduation rate for program alumni to support their future success in the workforce.

The Apprenticeship Program drives apprentices to succeed through intensive training and personalized mentoring. Apprentices currently follow a syllabus that includes results-oriented projects such as primary source research, web content development, public programming, international exchange programs, and one-on-one work-study projects with Museum staff and community partners. The program's curriculum, vetted by the New Bedford Public School System and peer reviewers, includes a comprehensive schedule of academic, social, and leadership-building activities. The curriculum emphasizes core skills that will help students succeed in high school, postsecondary education, and the workplace. Participants in the program receive a stipend and gain professional experience, while broadening their aspirations by learning in a world-class museum.

An IMLS Museums for America Grant awarded in 2013 allowed the NBWM to add a series of "wrap around" services to the program, specifically social services support, college support services and alumni tracking. The addition of these activities generated positive outcomes for the apprentices, including assistance for apprentices facing crisis situations of homelessness or food insecurity, implementation of SAT tutoring, college tours, application and financial aid workshops, and stronger alumni networks through social media and special events.

While the Museum is pleased that the college retention rate for program alumni has improved from a low of 53% in 2013 to a high of 67% in 2015, the percentage of eligible alumni who have actually obtained an associate's degree or bachelor's degree, earned a trade school certification, or joined the military is 25%. While this compares favorably with a similar statistic that indicates that only 10% of low to moderate income students graduate from four year colleges (even after an extended timeframe of six years), the Museum invests a considerable amount in each apprentice and strives for stronger results. Furthermore, research indicates that the longer students spend obtaining their degrees, the less economic long term benefit they derive from them. Recent research suggests that the challenge for 21st century Americans is not starting college, it is *finishing* (The Atlantic, 2015). The College Board reports that students who taking three years instead of two to complete an associate's degree raise their break even age from 34 to 38, a sharp decline in their life-long earning potential. Through regular tracking of program alumni, Museum staff recognized that many alumni are progressing very slowly towards degrees and that the longer they take to graduate, the higher their risk is of not finishing. This illustrates the need for the Museum to provide intensive services for current apprentices and program alumni to support them through college. Without these services, apprentices and alumni risk a future of lifelong low earning potential without a degree further compounded by college loan debt.

Through IMLS funding, the NBWM will implement an expanded suite of services for apprentices and alumni with the objective of improving their postsecondary retention and graduation rates. This will contribute to the program's overall goal of developing sustainable pathways out of poverty for current apprentices and program alumni. These expanded services will be known as the "College Pathway." The NBWM uses "college" as an umbrella term for apprentices working toward associate's degrees, bachelor's degrees, or trade school certifications. These services will be incorporated from the first year of the program and include the following:

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1.) Expansion of the program to high school sophomores and formalization of a three-year curriculum that prioritizes academic achievement and the development of college-ready skills. Program staff will monitor apprentices' GPAs and contract with local tutors to assist struggling students, with the goal of raising their academic standing and improving their ability to earn merit-based financial aid. Social service workshops will be wrapped into the program curriculum to provide stability for apprentices and families as they navigate the demands of high school and college.

2.) Development of apprentice alumni cohorts at two area colleges, Bristol Community College (BCC) and University of Massachusetts - Dartmouth (UMD). Sixty percentage of enrolled apprentices attend one of these schools after graduating high school. These cohorts will sustain apprentices' relationships with the Museum and improve their college retention and graduation rates through facilitated support groups, workshops and events, a formal mentorship program, and internships at the Museum and with community partners.

**What community need, problem, or challenge will your project address and how was it identified?** The Apprenticeship Program is a direct response to a community that faces formidable economic and public education challenges. The city's population exceeds 95,000 with over 40% classified as low income. More than 23% of New Bedford residents earn less than the federal poverty rate. These economic conditions affect entire families, and an alarming 71% of local children met the criteria for free school lunch before the program became universal in 2013.

New Bedford's unemployment rate consistently ranks among the highest in the state, averaging between 6% and 7% in 2015 compared to 4.6% statewide (US Dept. of Labor). The high school graduation rate is 66.1%, compared with a statewide rate of 85% (Mass Dept. of Elementary and Secondary Education). Although 70% of New Bedford residents over the age of 25 hold a high school diploma, a mere 15% have earned a college degree (US Census Bureau, 2014). As a result, local teens have few role models for academic and career success. They also have limited access to out-of-school activities or part-time jobs where they can experience the critical relationship between continuing their education and forging a path out of poverty.

The Apprenticeship Program has been proven to help students graduate from high school and gain admission to college. Nevertheless, the experiences of apprentice alumni have illuminated a key weakness: apprentices who attend college lack the support services and financial ability to stay in school and graduate. Students who are raised in families with a longstanding culture of college attainment gain substantial support, both emotional and financial, from their family units. Parents help their children negotiate the application process and navigate financial services while motivating them to continue pursuing their degree. For the vast majority of students participating in the Apprenticeship Program, this support structure is not in place, contributing to the failure to complete college. The Museum will work with identified partners to establish the Apprenticeship Program's College Pathway to address apprentice alumni's needs for logistical, emotional and financial support as they complete their postsecondary program.

**How will the community benefit from your project?** The Apprenticeship Program benefits low income teenage residents of New Bedford and their families. Economic need is a condition of the program; qualified applicants meet HUD criteria for low moderate income status. This confidential information is verified during the selection and interview process. The program is highly competitive with a 6:1 application to acceptance ratio. The Apprenticeship Program benefits the community at large by providing stipends to low income teenagers and mentoring them through high school and college, providing them with a sense of pride in their hometown and a tangible link to their community. Albeit in a modest way, the program will help improve the percentage of city residents who hold postsecondary degrees while helping to shape future community leaders.

**How will your project advance your institution's strategic plan?** A central tenet of the Museum's strategic plan states that the institution will maintain a leadership role in the community as an educational institution. In

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2014, Trustees committed to new strategies to deepen the Museum's educational goals, including continued investment in the High School Apprenticeship Program through prioritized funding and resource allocation. This commitment is best demonstrated by the recent construction of an \$8M Education Center with dedicated space for the Apprenticeship Program. Furthermore, the Board's Education Committee is large, active, and philanthropic, with many members engaged as mentors for apprentices.

**How will your project address the goals of this grant program?** The Apprenticeship Program is a proven asset to the New Bedford community. It has received the endorsement of Dr. Pia Durkin, Superintendent of New Bedford Public Schools, school committee members, and representatives of education-oriented non-profit organizations. The program positions the NBWM as an essential partner in educating New Bedford's youth. The expansion of the program addresses a key concern for city and school leaders: only 15% of city residents hold a college degree, which leads to higher poverty rates, increased need for social services, and lower job prospects for all city residents. By providing intensive services to a growing cohort of low income students, the Museum will leverage all of its resources (campus, collection, partner relationships) to break their cycle of poverty and set them on a pathway towards self-sufficiency and leadership in the community.

### Impact

**Referring to the Performance Goal(s) selected on the Program Information Sheet prepared for your application, choose one or more Performance Measure Statement(s) appropriate for your project and describe how you will collect and report the corresponding data:** This project's Performance Goal is to strengthen the Museum as an essential partner in addressing the educational needs of the New Bedford community. The primary performance measure is that community partners/program participants agree that the Museum offers programs, services, or resources that address community needs. Particularly, the Museum must determine whether the project activities are beneficial to apprentices and actually improve their college retention and graduation rates. The Museum will monitor quantitative indicators of program success (trends in apprentices' high school grades, percentage of apprentices receiving scholarships, and high school and college graduation rates). The Museum will also collect qualitative data through an evaluator that specializes in working with students and/or at-risk populations. Museum trustee and education committee member Dr. Paula Cordeiro, Professor of Leadership and Education at the University of San Diego, will advise Museum staff on selecting an evaluator. Dr. Cordeiro has extensive experience working with the New Bedford Public Schools and is familiar with New Bedford's social challenges. The evaluator will determine the Museum's effectiveness towards meeting its goals by surveying and interviewing program staff, apprentices, and community partners (BCC, UMD, New Bedford Public Schools) to garner honest feedback about the program's activities and their influence on apprentice's goals and motivation to pursue postsecondary education and graduate.

**Referring to your Statement of Need, describe your project's intended results that will address the need, problem, or challenge you have identified:** This project will address the documented need that the Museum's apprentice alumni have for intensive support services as they pursue postsecondary education and attain a degree. The quantitative results of this project's activities are for apprentices to achieve:

1. 100% college acceptance with accompanying financial aid packages to provide crucial college financing for apprentices
2. 100% completion of a work-study project in a Museum department and in an area of professional interest during their three years in the program to develop their professional skills and motivate them to finish college
3. 100% of apprentices create a clear career plan with appropriate education component
4. 80% of eligible apprentices will participate in the Apprentice Alumni Cohorts through BCC or UMD
5. Through the methods identified above, the current rate of 25% of eligible apprentices having received degrees will be improved to 40%

**How will the knowledge, skills, behaviors, and/or attitudes of the intended audience change as a result of your project?:** Through the Apprenticeship Program's expanded services, apprentices will gain the core skills and knowledge to graduate from high school and develop a clear and implementable plan for attaining an associate's degree, bachelor's degree, or trade school certification. The program's three year curriculum will help apprentices focus on the connection between academic performance and future financial stability, while shaping their attitudes towards postsecondary education as a necessary step towards their future.

**What tangible products will result from your project?:** The Museum's Trustees regard the Apprenticeship Program as an innovative program that allows a museum to address important community issues. In this sense, the program, with modification, can be replicated elsewhere. The Museum is open to sharing its "playbook" with other institutions just as during the formation of our program the Newark Museum extended to us the same assistance.

**How will you sustain the benefits of your project?:** The Apprenticeship Program is a fundamental part of the Museum's core programmatic offering and Trustees intend to support it in the long-term. Private funding for the Apprenticeship Program is strong. The impressive high school retention and graduation rate greatly encourages funders. The Museum firmly believes that an IMLS funded expansion of services, coupled with a tangible success, will position the program strongly for renewed or new foundation support.

### **3. Project Design:**

The project's two main objectives are to: 1) Expand the Apprenticeship Program to high school sophomores and formalize a three-year curriculum that prioritizes academic achievement and the attainment of skills for college success; 2.) Develop Apprentice Alumni Cohorts at two area colleges, Bristol Community College (BCC) and University of Massachusetts - Dartmouth (UMD), that the majority of apprentices attend after graduating high school.

**Activity 1: Design New Three-Year Curriculum:** Program staff will formalize a three-year curriculum to support the program's expansion. The curriculum will prioritize academic achievement through the attainment of core skills and opportunities to develop workplace readiness. The Museum will determine the goals and objectives for each year of the program and develop appropriate measures of success. In year one, the apprentices will develop exhibition content, focus on whale conservation efforts and delve into the history of Yankee whaling and the Old Dartmouth region. Students will be evaluated through a content-driven collaborative project developed over the course of the year and presented to parents and program staff. In year two, onsite internships will provide meaningful experience for each apprentice, as they complete individual projects, gain a better understanding of the operations of a museum, and ideally gain field experience in an area of interest such as development, curatorial, marketing, education, research, and digital initiatives. Off-site internships in year three will enable students to obtain real-world experience in their prospective areas of study and provide mentors in the field who will be able to guide them with advice and referrals. These activities will allow apprentices to develop a more robust resume, providing an advantage over other students for internships and future jobs. The Director of Apprentices will work with each apprentice and his/her internship supervisor to establish goals for the fieldwork experience. Interim check-ins and final evaluations will offer valuable feedback to the apprentice. Once each internship is completed, the apprentice will make a formal presentation on his/her work experience. This comprehensive curriculum empowers the apprentices with skills and experiences needed to succeed academically and professionally. **Performance Measurement:** Once each aspect of the three-year plan for the program is fully developed, the curriculum will be presented to New Bedford Public Schools administrators for reflection and input.

**Activity #2: Tutoring to Improve Apprentices' Overall Academic Achievement:** Students focused on the connection between academic performance and future career opportunities are motivated to achieve the best grades possible. For this reason, program staff opened up new spots for sophomores in summer 2015. The

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additional year of participation allows apprentices more time to manage their grades. Given that grade point average (GPA) is one of the critical drivers in college admission and scholarship awards, NBWM educators will monitor quarterly report cards and offer one-on-one tutoring to students who show deficiency in a subject or want to improve their overall grades. To offer these services more consistently, the Museum will contract through Bristol Community College and University of Massachusetts - Dartmouth to hire college students trained as tutors to work with the apprentices. **Performance Measurement:** Each student's academic performance will be tracked and managed to optimize overall results.

**Activity #3: Social Service Workshops:** NBWM will continue to offer apprentices access to social service agencies to provide stability for them and their families as they navigate the demands of high school and college. NBWM will offer workshops through said agencies that cover important teen issues such as leadership development, self-advocacy, access to social services, teen pregnancy prevention, and drug awareness. Museum educators desire to be proactive and recognize that addressing these issues early avoids crises and contributes to successful college outcomes. **Performance measurement:** Program staff will hold four workshops per year.

**Activity #4: Establishment and management of the Apprentice Alumni Cohorts:** After graduation, program staff will invite alumni apprentices to join an "Apprentice Alumni Cohort" at either Bristol Community College or University of Massachusetts - Dartmouth during the first two years of enrollment (if applicable). These two schools were chosen because 60% of alumni apprentices attend one of these schools. This optional program will allow students to support each other both in person and on social media as they progress towards their degrees. NBWM education staff will set up regular meetings to encourage alumni apprentices to socialize together, participate in study groups, and encourage one another. This structure enables the tight bonds established at the Museum amongst the apprentices to strengthen and encourage the cohort as they navigate the challenges of college life. The Museum will provide a leadership opportunity for an older apprentice to coordinate and facilitate the cohort. Although students will not be paid for their time, they will be provided dinner and snacks. Cohort leaders will be compensated for their time. The Program Director will visit each university campus quarterly to meet with Apprentice Leaders, school liaisons, and the Apprentice Alumni Cohort. **Performance Measurement:** Apprentice Alumni Cohorts will be established and meet regularly at both BCC and UMD.

**Activity 5: Work Readiness Retreats:** During the summer, program staff will conduct a two-day retreat for the Apprentice Alumni Cohorts along with leaders and university liaisons. This retreat will be offered at a convenient time to include as many members of the cohorts as possible. During the retreat, workshops on leadership development, resume and cover letter writing, networking and interview skills will be offered. Community leaders, partner institutions, and local professionals will also be invited to participate in the retreat and provide networking opportunities for the apprentice alumni. These retreats will enable apprentice alumni to continue to formulate and refine career goals that are closely tied to their courses of study. **Performance Measurement:** 80% of students participating in the Apprentice Alumni Cohort will attend.

**Activity #6: Formalized Mentorship Program:** Program staff piloted an informal initiative in summer 2015 to offer current apprentices access to mentors who could provide practical, hands-on advice to guide and nurture them. Program staff recruited mentors from New Bedford Whaling Museum's Board of Trustees, Education Committee, volunteers, and membership. Both the apprentices and the individuals asked to be mentors responded with great enthusiasm, which indicated to staff that the program could be formalized and expanded. This mentorship program will be offered to the Apprentice Alumni Cohorts, whose need for academic, social and career guidance and advice is even greater. Program staff will continue to promote the program to prospective mentors and will arrange introductions for each member of the Apprentice Alumni Cohorts. Program staff will monitor mentor/mentee progress at the quarterly meetings on campus. The Curator of Education will draft a Mentorship Program manual outlining the program essentials, which will be distributed to all participants. **Performance Measurement:** Establish mentorship program for Apprentice Alumni Cohorts.

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**Activity #7: Part-time Internships:** The Museum currently offers four apprentice alumni part-time positions to support their tuition payments. The Museum will expand this capability to all apprentice alumni enrolled in college. To accomplish this objective, it will offer six former apprentices part-time jobs and create a network of local organizations to support former apprentices' employment. These internships are essential to our apprentices' professional development and success. **Performance Measurement:** Six apprentices offered part-time positions at NBWM each year and an annual networking event at the two-day retreat.

**What community members and/or organization(s) will you work with?** The primary partners for the project are Bristol Community College (BCC) and University of Massachusetts - Dartmouth (UMD). The High School Apprenticeship Program sends a majority of the graduates to these two schools. These partnerships are already established and the Museum recently contracted with BCC for tutoring services. In the next phase, tutors from UMD will also be hired. The Museum values a long-term relationship with the executive director of the Immigrants' Assistance Center, Helena DeSilva Hughes. Ms. Hughes has managed several highly sensitive situations with professionalism and excellent outcomes. She checks in with all apprentice families and connects them with services when necessary. Kathy Mann, retired corrections officer advisor and school counselor, volunteers at the Museum and works with the apprentices on a weekly basis. The students rely upon Ms. Mann as a trusted advisor and confidante. NBWM educators actively seek additional volunteers to work with the High School Apprenticeship Program.

**Who will plan, implement, and manage your project?** Curator of Education Sarah Rose will manage the project. Her primary responsibility is to oversee the Museum's educational efforts by implementing the strategic vision and communicating the educational mission and goals. Ms. Rose has a BA in Economics from Wheaton College, an MBA from NYU, and an MAT from Simmons College. Director of Apprentices and Interns Christina Turner manages the Apprenticeship Program. Ms. Turner holds a BA in Sociology from Boston University and a Master's in Public Administration from City University of New York in the National Urban Fellows Program. Ms. Turner has extensive background in working with LMI students in urban communities. She possesses broad experience developing collaborative community partnerships and internships as well as notable success placing students into colleges. Ms. Turner's skills strongly complement the needs of this new phase of the program. Director of Digital Initiatives Michael Lapidés oversees the Museum's technology programs and works extensively with the apprentices on web-based projects to enhance their overall digital literacy. Mr. Lapidés holds a BA from Brown University.

**When and in what sequence will your activities occur?** In Fall 2015, NBWM expanded the program to include 18 students and piloted a mentorship program. The increasing demand for academic support both for current and former apprentices drives the need to outsource tutoring services to qualified tutors from Bristol Community College. In the fall of 2016, the Apprentice Alumni Cohorts will be established at BCC and UMD and Museum staff will coordinate mentor/mentee introductions. Social service workshops will be offered quarterly beginning in October 2016. In May 2017, NBWM will formalize the final design for the new three-year curriculum. By Summer 2017, administrators at New Bedford Public Schools will review and comment on the three-year curriculum and, in September 2017, the new curriculum will be implemented. NBWM will expand its offerings of summer internships to apprentice alumni in summer 2017 and the first Two-Day Career Readiness Retreat will take place that summer, which will present an opportunity for apprentices to network and explore internships at the Museum and in the community.

**What financial, personnel, and other resources will you need to carry out the activities?** The Director of Apprentices and Interns will be assigned to the project full-time. Two other NBWM education staff members will also work with apprentices to provide content and skill-building workshops. NBWM staff is neither qualified nor trained to provide social services to apprentices and the Museum will contract with Helena DeSilva Hughes as the primary social services advisor for the apprentices and coordinator of the workshops. Kathy Mann, an unpaid volunteer, will also assist Ms. Hughes with day-to-day operations. University of



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Massachusetts - Dartmouth and Bristol Community College will act as program partners and support the work with alumni. The Museum enjoys a strong working relationship with New Bedford Public Schools and will continue to foster that relationship to enhance recruitment, coordination, and curriculum review. NBWM community partners will be engaged to provide internships and other opportunities for apprentices.

**How will you track your progress toward achieving your intended results?** The NBWM is committed to regular evaluations of the Apprenticeship Program. An evaluation completed earlier in 2015 by Dr. Ismael Calderon, former director of the Newark Museum's Science Explorers Program, recommended that the Museum expand the program to a third year and develop a more intensive, project-based curriculum to develop apprentices' skills. These recommendations have been included in this new phase of the program. In addition to the professional evaluator described above, program staff will implement internal measurements to track progress towards intended results.

Evaluation of Objective 1: Expansion of the Apprenticeship Program and new curriculum: At the beginning of their first year in the program, apprentices will be asked to measure their confidence level on a variety of skills and academic areas (public speaking, writing, digital media) and they will be asked to rank their confidence levels again after each year in the program, with the intended result that their confidence levels will go up as they progress through the program. At the beginning of each year in the program, apprentices will also identify their long-term goals and the steps they think they will need to take to achieve them. At the end of each year, apprentices will reflect on their goals and reevaluate the steps they will take to achieve them. Apprentices will also keep a journal throughout their three years in the program and staff will monitor journals to determine the effectiveness of the new three-year curriculum. The new curriculum will be evaluated and approved by the administrative team at New Bedford Public Schools. To determine the effectiveness of tutoring services to improve apprentices' GPAs, staff will monitor report cards and test scores.

Evaluation of Objective 2: Apprentice Alumni Cohorts: The Museum will create a database of all apprentices who have participated in the program and track them as they attend postsecondary programs. Staff will update retention and graduation rates at the end of each semester. Staff will monitor grades for alumni participating in the Apprentice Alumni Cohorts to ensure they remain on a path to graduate. Students at risk for dropping out of college will be coached to seek additional support services through the college. Staff will also survey students who, despite all efforts, chose to leave school to determine their motives and reassess the impact of project activities based on their experience.

A professional evaluator will provide an assessment at the halfway point of the project to determine if any course corrections are necessary. The evaluator will conduct confidential interviews with program staff, community partners, apprentices and apprentice alumni to determine their level of satisfaction in the program and ways to improve activities.

**How and with whom will you share your project's results?** The Museum hosts an annual graduation ceremony attended by apprentices and their families, staff, NBWM Board of Trustees and volunteers, and community partners. In the new phase of this program, former apprentices that graduate from college during the year will be invited with their Apprentice Alumni cohorts, mentors and families to participate in the ceremony. The graduates will be celebrated for their major accomplishment and serve as role models for the high school graduates and students still in high school. In addition, the Museum frequently responds to inquiries from other museums interested in learning more about the Apprenticeship Program. Staff held a workshop on the Apprenticeship Program at the New England Museum Association conference two years ago, and will petition to return at the end of the grant period to share the updated results of the Museum's work with local universities. The Curator of Education is writing an article on the Apprenticeship Program's work with local universities for peer review. If accepted, the article will be published fall 2016.

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