

Cover Sheet – Social Service Activity

AGENCY NAME: CHD Big Brothers Big Sisters of Hampshire County

AGENCY ADDRESS: 70 Boltwood Walk, Amherst MA

AGENCY PHONE NO: (413) 259 - 3345 CONTACT PERSON: Jessie Cooley, Director

CONTACT PERSON EMAIL: jcooley@chd.org

CDBG FUNDING REQUEST: \$40,000

1. Project Name: Big Brothers Big Sisters and Amherst Regional Public Schools (ARPS) Family Center Partnership
2. Project Description (1-2 sentences): BBBS of Hampshire County will provide high-quality mentoring relationships for the most at-risk children in Amherst, as identified by the ARPS Family Center and other school personnel. Amherst CDBG funding will allow us to continue this CDBG-funded partnership, providing services to children who have never been matched, in order to address our waiting list of 189 children, 71 of whom (38%) are from Amherst.
3. Project Location (Street address): The project will take place within the Amherst Community including local college campuses, and organized from the BBBSHC office at the Bangs Center, - 70 Boltwood Walk, Amherst MA
4. Budget Request: \$40,000
5. Type of Activity (check one):
 - Family stabilization
 - Individual stabilization
 - Support services for the homeless and homelessness prevention programs
 - Youth development
 - Economic self-sufficiency (adult education)
 - Food and nutrition
 - Health services
 - Emergency & preventive services: rental assistance, fuel assistance, and shelter services.
 - Other – please explain

6. National Objective:

Total number of beneficiaries (individuals served): 25 previously unserved children (and their families), plus support for 75 ongoing matches

Total Low/Mod beneficiaries (individuals served): 25 previously unserved children (and their families), plus support for 75 ongoing matches

Please submit responses to the following questions:

National Objective Description

Big Brothers Big Sisters of Hampshire County (BBBSHC) serves many of the most vulnerable children in Amherst. In FY17, 93% of Amherst children served by the program came from families who qualify (as per HUD guidelines) as low, very low, or extremely low income. All of the families served with CDBG funds will qualify as low or moderate income.

Income levels and demographic information are thoroughly documented with each family served. As part of the application to enroll children in our program, parents/guardians fill out a CDBG declaration form indicating the number of people in their household, family income level, demographic information, and educational attainment. We ask all families to complete this form in order to document the population we serve. (*CDBG Declaration Form included in Appendix*).

A. Demonstrate Consistency with Community Development Strategy

The FY18 Community Development Strategy includes **youth development** among the areas of focus. The Big Brothers Big Sisters mentoring model is evidence-based, aligned closely with Positive Youth Development theory (PYD), and provides an important protective factor that helps mitigate the multitude of risk-factors presenting to our target local youth population. The Search Institute identifies mentorship as a vital “external asset”, stating the importance of “other adult relationships” where the “young person receives support from three or more non parent adults”.

BBBS understands that in order to support our matches and ensure success for these fragile relationships, we must understand the youth within the context of their family and the community. We value our partnerships with other agencies and firmly believe that working collaboratively provides all of us with the opportunity to help strengthen vulnerable children and families. This aligns with the need for “a balanced approach among family stabilization, individual stabilization, support services for the homeless and homelessness prevention programs, youth development, services that help develop economic self-sufficiency...food and nutrition programs, low-cost accessible comprehensive health services, and emergency and preventative services”. Our Case Managers work closely with schools and other agencies that interact with the children we serve, and we frequently refer families to other local agencies when they are in need of services beyond what is offered at BBBS.

Prevention is a key aspect of providing a comprehensive network of support for the children and families of Hampshire County. Providing a one-to-one mentoring relationship for a child is a rare opportunity to focus on the specific needs of that child. A mentor can facilitate the development of positive assets for the mentee by being a caring and dependable friend, providing a sense of safety, valuing youth as a part of the community, offering opportunities to engage in creative activities, and expressing high expectations for the young people who participate in our program. Children with mentors are more likely to stay engaged in school, be caring and responsible, and value equality and social justice. They are more likely to be able to resist risky behaviors, have a sense of personal power and self-esteem, and have a positive view of the future. In short, they have a better chance to develop into productive citizens with positive and successful life paths, and to break out of multi-generational familial patterns of poverty that may exist.

Mentoring can be an important contributor to achieving family stabilization as well. The mentee spending time regularly with a trusted adult mentor who cares about their well-being has a positive effect upon the entire family, as it improves the mentee’s relationships with other adults and peers, and provides respite for the parent. Additionally, children and families receive ongoing support from their relationship with their BBBSHC Case Manager. By building a trusting relationship with the entire family, BBBSHC manages, along with the ARPS Family Center and guidance counselors, are able to identify and address the needs of each family by making referrals for additional services to other human service organizations.

B. Agency Information

Big Brothers Big Sisters of Hampshire County (BBBSHC) is a program of the Center for Human Development (CHD). Since 1972, CHD has been providing human services to meet the needs of the most at-risk populations in Western Massachusetts and Northern Connecticut. CHD's mission states that it is "dedicated to promoting, enhancing, and protecting the dignity and welfare of people in need by providing a broad range of community-oriented human services." CHD provides fiscal management, human resources, technical and program support, and oversight for over seventy human service programs. Its four decades of experience managing diverse programs guarantees sophisticated and efficient administration of programs. The programs themselves are grounded in the communities served and are responsible for their own fundraising, program development, and several (including BBBSHC) have their own advisory boards.

As an affiliate of Big Brothers Big Sisters of America (BBBSA), we are able to provide the children we serve (Littles) with a mentoring model that is research-based and has proven to be an important protective factor in youth development. BBBSHC follows and exceeds best practice standards set by our national office. A study conducted for Big Brothers Big Sisters of America by Public/Private Ventures (an independent research company) found that when compared with their peers, Littles who met regularly with their mentors (Bigs) for at least one year were:

- * 46% less likely to start using drugs (70% less likely for minority Littles)
- * 27% less likely to start drinking
- * 52% less likely to skip a day of school
- * 37% less likely to skip class
- * 33% less likely to hit someone
- * More likely to get higher grades
- * More likely to trust their parents
- * Less likely to lie to their parents

Since 1975, Big Brothers Big Sisters of Hampshire County has been providing quality one-to-one mentoring relationships to local children in need of positive adult influence and friendship. Supervised by a staff of professional (MSW, MA, and MEd) Case Managers, volunteers spend time weekly with a child for at least one year developing a positive, trusting and enriching friendship. A friendship with a special person such as a Big can help a child to change the direction of their life, providing resources and encouragement necessary to become a productive and healthy adult and to interrupt generations of familial poverty and multiple risk factors. By sharing experiences, celebrating accomplishments, and listening to a child's concerns and opinions, a Big Brother or Sister can deeply transform a child's life.

The program has a long history of serving Amherst, including being an active member of the Amherst Human Services Network for many years. We have successfully provided mentors for children in Amherst for over 40 years and therefore have the infrastructure in place to be successful with the proposed project. The continuation of our partnership with the Amherst Schools through the ARPS Family Center, which was initiated through CDBG funding for FY16, guarantees that we are reaching children with the greatest needs. As the flagship mentoring organization in Hampshire County, we have built great expertise in this field. In order to support our mentoring relationships we build strong and trusting relationships with the parents of the mentees we serve. For many years we have maintained close partnerships with the Amherst Schools and other agencies, coalitions, local colleges and community partners, in order to best serve our families.

BBBSHC utilizes two basic mentoring models: community-based and campus site-based mentoring. Community-based matches meet weekly on weekends or after school. They spend one-to-

one time developing a friendship/mentoring relationship through activities such as biking, arts and crafts, sports, going to the library, cooking dinner together, etc. Site-based “Kids to Campus” matches also meet weekly. This program, supervised on-campus by BBBS Case Managers, utilizes college students as mentors and takes place on the Amherst College and UMass campuses. Once per week, mentees ride the bus after school to Amherst College or UMass. They spend time with their mentors, utilizing the facilities of the campuses such as the library, gym, and craft center and then have dinner together at the dining halls. Spending time on a college campus and developing a friendship with a college student helps dispel the mystique of higher education and encourages higher educational aspirations for the mentees, who mostly come from families with relatively low educational attainment. Both models adhere to best practices in mentoring. All mentors are rigorously screened and supervised by Case Managers. Our program exceeds national mentoring standards for match support and mentor screening.

We have two special programs in Amherst that focus on specific populations:

The *Adoption Mentoring Partnership (AMP)*: These are community-based matches where both mentee and mentor are adopted. Mentors are UMass students who also enroll in a course about adoption, and see their mentees weekly on or off campus. This program began in response to the Amherst Schools identifying this population as underserved and in need of support.

***Shelter Program*:** A special partnership with Jessie’s House where we match children who are in shelter with mentors from the community. Matches meet weekly and mentors continue to see their Littles after they move out of the shelter, providing consistency and support during difficult transitions.

The program draws upon relationships with local businesses and venues to obtain free or discounted admissions to recreational and cultural venues in the community and issues monthly newsletters to mentors informing them of these special opportunities. For most of the children in our program these opportunities are “firsts” for them and help them make a greater connection to the community and enrich their scope of cultural or recreational experiences. We host monthly group events for mentors and mentees, 3 annual events that include families, and an annual mentor recognition event. The program also accesses summer camp scholarships for many of our mentees, especially those whose college student mentors are away during the summer.

The program is deeply rooted in the community, and trusted and valued by many of the most vulnerable families in Amherst. Though we are primarily a mentoring program, our program believes that enhanced engagement with families will make the mentoring relationship more successful for everyone. As an example, former BBBS Case Manager Victoria Silva, who is bi-lingual/bi-cultural and worked for many years as the outreach worker for the Amherst schools, is a trusted support, advocate, and translator, helping families navigate immigration, health care, medical appointments, official documents, the courts, schools (IEP meetings), etc. After her retirement from BBBS she has continued with us as a consultant, conducting outreach to families and providing support and translation during intakes and match support. We have hired another Spanish-speaking Case Manager to continue to support the large number of our families we serve who speak Spanish. This is especially important to us at this time of anxiety for many immigrant families, as we want to eliminate barriers to their participation in the program. We also anticipate new arrivals to Amherst from Puerto Rico, in the aftermath of this year’s devastating hurricane. This fall, our Program Supervisor attended the ARPS Welcoming Families event to connect with other human service agencies that are able to offer assistance to new families arriving from Puerto Rico.

The Town of Amherst has consistently supported BBBSHC either through CDBG or Town of Amherst funding. This has enabled us to focus much of our attention on Amherst, serving more young people here than any other town in the county. These funds are an important piece of our program’s budget, and a loss of Amherst funding would destabilize the program, forcing us to lose Amherst-

dedicated case management hours for Case Managers who work closely with the Amherst schools through the ARPS Family Center, serving around 120 children. The loss of this funding would translate into very few new Amherst children being served in FY19.

BBBSHC relies heavily upon its committed and diverse advisory board for direction. Our board reflects the interests of the broader community, including a former Little Sister who is now an adult, the parent of several past Littles, past and present Bigs, teachers, past and present employees of UMass and Amherst College, and concerned citizens from around the county. *(See attached BBBS Advisory Board list).*

Presently, the program has the capacity to serve approximately 200 mentees per year, with 60% of children served residing in Amherst. The program has a staff of five Masters level Case Managers (including our Program Supervisor, who maintains a partial case load), totaling 3.3 full time equivalents, one Director, one Director of Development, and a half-time administrative assistant. We also have a clinical supervisor, Jennie McKenna, who has been donating an hour each week to the program for 20 years. In the past, when we had more funding, we were able to support 5 full-time Case Managers and serve over 250 children per year. It is our goal to increase our capacity to this level again. CDBG funds help to stabilize our present capacity in Amherst and allow us to seek new funding from other sources.

The program's short term goals are to create new matches for children on our waiting list (mostly referred by schools and other agencies) before they age out of eligibility or appropriateness for the service, and provide ongoing support for matches throughout their duration. Our long-term goals are to increase the likelihood of our mentees becoming productive, successful adults by supporting positive life-transforming mentoring relationships that encourage healthy social, emotional, and cognitive development. Improvement in our mentees is measured by our Program Outcomes Evaluation (POE) tool which is administered after 1 year of a match and each year consecutively. In FY17 our POE showed that 80% or more of our mentees showed better self-confidence, increased ability to express feelings, and improved decision making; and the majority showed improved sense of the future, increase in interests and hobbies, better academic performance and classroom behavior, and improved relationships with peers and adults.

C. Project Budget Information

We have many years of experience in creating and managing our budget. We have received CDBG funds from Amherst in the past and from the city of Northampton for over 30 years. We have been responsible for quarterly reporting and have always met our fiscal and programmatic responsibilities. We have several well-established fundraisers in the community, such as two Craft Fairs and our Daffodil 5K Run, along with other new and innovative fundraising activities we are working to grow. We also have many loyal donors to the program. We are confident that we can count on our projections for the additional funding for this project. The cost of our services is on par with other programs throughout the country that provide the same level of mentoring oversight along with engagement with families. Each match provides a child with approximately 200 hours per year of quality one-to-one time with a caring adult mentor, at no cost to the child's family. As a program of CHD, our fiscal department oversees the accuracy of our projected budget as well as ongoing monitoring of the budget once the project is up and running. BBBS Director Jessie Cooley and CHD Budget Analyst Steven Kowal prepared the project budget. Jessie Cooley has extensive experience with Big Brothers Big Sisters programs and Steven Kowal has worked closely with our program on budgets and fiscal management for a number of years and several CDBG grant cycles. *(See attached project budget.)*

Answers for Parts D—H must not exceed three (3) pages

D. Project Description

CHD/Big Brothers Big Sisters of Hampshire County (BBBSHC) is requesting funds for our ARPS Family Center/Steps to Success Partnership. This project addresses the community need for support for youth development and is the continuation of a project presently funded with Massachusetts CDBG funds. This program will provide mentors for 25 new Amherst children from low income families facing multiple risk factors. The program will provide ongoing support for 72 Amherst children already in matches, many of whom started with CDBG funds but are now supplemented with program-fundraised revenue. Mentors will be adults from the community as well as college students. *(See description of models in Agency Description section.)*

Depending upon the specific situation of each child and family, BBBS and ARPS staff will determine which of our program models will be best for the child. Matches meet weekly for 3-5 hours for at least one year. BBBS provides screening, training, and ongoing support for participants for the duration of their match. Case Managers will meet with families prior to matching to complete intakes and establish a relationship. The Case Managers will also work closely with the ARPS Family Center in order to make the best match possible. Our Case Managers have regular contact with the children and families throughout the tenure of each match. Families will be invited to BBBS group events, and through this ongoing contact and group activities BBBS builds a sense of community and connection for families who are part of the program. Through this relationship with parents our Case Managers can provide referrals for additional services if the need arises.

BBBS staff will recruit, screen and train all mentors. During the screening process the Case Managers assess the mentors: their judgment, values, family history, interests, etc. in order to determine suitability and, if they are accepted, to make the best match possible. Once matched, the mentor is supported by the Case Manager as they develop a trusting relationship with the child. Mentors commit to meeting weekly with their mentees for at least 1 year. In our 42 years we've seen most matches continue beyond the initial 1-year commitment, and many become lifelong friendships. Mentors play a strong role in encouraging higher education or vocational training for mentees. The relationships have contributed to breaking cycles of generational poverty, with many mentees becoming the first in their families to graduate from high school and go on to college.

Matches provide opportunities for pro-social involvement through a strong connection to a positive role model. Mentors are college students and community members who have achieved success personally and professionally and model positive attitudes toward education and future life options. These relationships help bridge the socio-economic gap that is so palpable to many Amherst youth. Services provided by BBBSHC have been prioritized by the community at the local level, as demonstrated by consistent referrals and a waiting list of 71 Amherst children. Speaking on behalf of the ARPS Family Center, Interim School Superintendent Mike Morris stated, "CHD/Big Brothers Big Sisters of Hampshire County is one of our most valued partners, providing extraordinary support for our students and families." *(See attached letter of support.)*

E. Project Need

The project will address the need to bridge the achievement gap for low income children growing up in Amherst. The socio-economic divide in the Amherst Schools is significant. Many families are living below the poverty line and have low educational attainment, among other risk factors affecting children. For a variety of reasons, schools often have difficulty engaging parents of the children who are most in need of services and support. The partnership between BBBSHC and the ARPS Family Center will strengthen that connection. The BBBS mentoring model is proven to increase the likelihood of school success and pro-social behavior for children in families with multiple risk factors. Providing a

mentor for a child can offer the complementary support to complete comprehensive wrap-around services.

The need for BBBS services is evident in our waiting list of over 189 children, 71 of whom are from Amherst. Although 60% of children currently matched reside in Amherst, close to 40% of children waiting to be matched are also Amherst residents. We make as many matches as possible with our limited case management staff and resources for volunteer recruitment. However, each year many waiting youth are removed from our list because they have aged out without receiving services. This funding would ensure that 25 new Amherst children will receive mentors this year, in addition to the program supporting over 70 matches that are ongoing from previous years.

F. Community Involvement and Support

Beneficiaries for this project will be referred by the ARPS Family Center. The Family Center will identify children and families who are high need due to multiple risk factors acting upon the family. Children and families referred must also desire a mentoring match and undergo a thorough intake process with BBBSHC staff prior to matching. Throughout the referral, intake, and matching process, families are invited to give feedback and input. BBBS encourages children and their parents to help make decisions about the right Big, match activities, scheduling, and suggestions for the program.

Once a child is matched, parent and child input are solicited through monthly match support check-ins with the family's Case Manager. Check-ins are an opportunity for the Case Manager to ensure that the child and guardian(s) are satisfied with the match activities, relationship development, safety, and the program in general. It is also a time when families can inform the Case Manager of important changes or stresses affecting the family for which the Case Manager may be able to offer resources. In addition to check-ins, children, parents and mentors respond to surveys periodically throughout the match. Case managers administer the POE (Program Outcome Evaluation) to parents and mentors. The YOS (Youth Outcomes Survey) and SOR (Strength of Relationship) survey are administered to children and mentors. Feedback from these surveys helps to evaluate program service delivery and priorities. Responses to these surveys, along with match support feedback, also inform Case Managers about the needs of a match. *(See surveys in appendix)*

G. Project Feasibility

The proposed project is feasible because it is a continuation of a successful partnership already in place, based upon the successful mentoring model the program has demonstrated for over 40 years. CDBG funding will continue this project which is a partnership with the ARPS Family Center and will allow 25 new Amherst matches to be made per year. During the 1st quarter of this grant we expect to receive 10-12 new referrals from the ARPS Family Center. At the same time, our Case Managers and Program Supervisor will work together to recruit and screen mentors for these referrals. The Case Managers will conduct intakes with families as they are referred in order to match them as soon as possible. We expect another 5-8 referrals in the 2nd quarter, and the final 5 in the 3rd and 4th quarters. Matches will receive ongoing support and supervision.

Personnel for this project will include 30 hours per week of Case Management time, split between two Case Managers who each run a Kids-to-Campus program in Amherst. More Case Management hours are required for the full project, especially to support the 72 existing matches. These hours are funded through other sources including fundraising events. Case Managers will work directly with children, families, and mentors and collaborate with the ARPS Family Center regarding referrals. All Case Managers at BBBSHC have a master's level degree and experience working with children and families. One member of our Case Management team and our Case Management Consultant (a former Case Manager) both speak Spanish as well as English, which is important for communication with our many Spanish-speaking families. Other Case Managers have over 15 years of experience with our program. The Case Managers are supervised by our Program Supervisor, Jess Daly, who also conducts

volunteer recruitment efforts, screens volunteers, and accepts client referrals. BBBS Director Jessie Cooley, who has worked with BBBS programs for over 12 years, will oversee the project. Our Administrative Assistant will provide clerical support and our Development Director will coordinate fundraising activities to cover additional program costs.

BBBSHC has been serving children and families in Amherst for over 40 years. We have received Town and CDBG funding and provided the services promised, consistently meeting and exceeding our contracted services. We have been fiscally sound and responsible throughout our history. We have filed all reports on time and provided accurate data. The program has also received CDBG funds from Northampton and has been in compliance with regulations and fulfilled all contract requirements. As a local affiliate of Big Brothers Big Sisters of America, we provide a mentoring model that is research-based and proven to produce positive outcomes for mentees. As a program of CHD, we have a sound and sophisticated administrative infrastructure with over 40 years of experience overseeing hundreds of government contracts.

H. Project Impact

This project will have significant impact upon the need for quality youth development programs for low-income children and families living in Amherst. Mentoring relationships will provide experiences for children that will build confidence, competence, and caring assets and help bridge the socio-economic achievement gap that exists in Amherst. The direct outcome that will result from this project will be the creation and support of 25 new matches above our present caseload of Amherst matches. Years of experience and research have shown that participating in a BBBS mentoring match produces positive outcomes. Indirect outcomes for this project include respite for families, positive connections to the community and a gradual bridging of the socio-economic gap in Amherst.

We constantly monitor the outcomes of our matches. Program staff meet weekly with a clinician to review cases and intakes. Statistics are reviewed frequently for adherence to program goals, client priorities, and contractual agreements. Our sponsor agency, the Center for Human Development, requires regular program evaluation, as does the national office of Big Brothers Big Sisters. We presently use several survey tools developed by BBBSA. Because mentoring provides a protective factor against adverse influences, mentees are less likely to engage in risky behaviors and more likely to have a positive sense of the future. Spending time with a mentor who models making sound decisions around education, vocational training, and employment, encourages healthy ways to have fun, and models good citizenship and friendship helps mentees to grow into self-sufficient adults.

BBBSHC operates on the belief that collaboration with other agencies and community partners enhances the services we provide. By formalizing and deepening our partnership with the ARPS Family Center, we better serve the most at-risk children in the Amherst Schools. BBBSHC also collaborates with many other community partners. Our Director and Program Supervisor participate in the Amherst Human Services Network, as well as COSA. Through long-established ties, BBBSHC receives referrals from Family Outreach of Amherst, school guidance counselors, the Department of Children and Families, and many others. BBBSHC is also a quality-based member of the Mass Mentoring Partnership, meeting and exceeding the highest standards of practice for mentoring organizations.

For this proposal, our short-term goals are to receive 25 new referrals from the Amherst schools via the ARPS Family Center and school guidance counselors, create and support their matches, ensuring that they meet regularly for at least one year and focus on the needs of each individual child. Our long-term goals are to see improvement in our mentees' self-efficacy as reflected in our Program Outcomes Evaluation (POE) indicators, which are measured after 1 year of a match and each year consecutively. In FY17 our POE showed that 80% or more of our mentees showed better self-confidence, increased ability to express feelings, and improved decision making; and the majority showed improved sense of the future, increase in interests and hobbies, better academic performance and classroom behavior, and improved relationships with peers and adults.

**Big Brothers Big Sisters of Hampshire County
Amherst CDBG Project Budget FY19 (July 1, 2018 - June 30, 2019)**

	12 MONTH	
Personnel		
BBBS DIRECTOR (65,000 x .05 FTE)	\$ 3,250	The BBBS Director is responsible for program development, sustainability, and outreach. (2 hours per week)
PROGRAM SUPERVISOR (46,342 x .05 FTE)	\$ 2,317	The Program Supervisor is responsible for ongoing supervision of the Case Manager. (2 hours per week)
CASE MANAGER (31,999 x .469 FTE)	\$ 15,000	Case Manager is responsible for creating new matches, providing ongoing individual and group supervision to mentors, and regular contact with families, other agencies, and school and ARPS Family Center personnel. (15 hours per week)
CASE MANAGER (32,815 x .429 FTE)	\$ 14,060	Case Manager is responsible for creating new matches, providing ongoing individual and group supervision to mentors, and regular contact with families, other agencies, and school and ARPS Family Center personnel. (15 hours per week)
SUB-TOTAL SALARIES	\$ 34,627	
PAYROLL TAX		
F.I.C.A.	\$ 2,564	FICA - Expense amount can vary depending on the level of employee participation in Cafeteria Plan Benefits.
UNIVERSAL HEALTH INSURANCE TAX	\$ 51	MA Health is calculated at .0034% for the first 15,000 of wages earned by an individual within a calendar year.
UNEMPLOYMENT TAX	\$ -	Unemployment is calculated at 1% of total wages paid. No unemployment expense is expected for sole grant employee.
WORKER'S COMPENSATION	\$ 422	Worker's Compensation is charged at 1.06% of wages
SUB-TOTAL PAYROLL TAX	\$ 3,037	
FRINGE BENEFITS		
LIFE INSURANCE	\$ 74	The agency pays 100% of a policy that covers employees for one year's salary in case of death.
DISABILITY INSURANCE	\$ 450	Agency pays 100% of short-term and long-term disability insurance.
HEALTH INSURANCE / DENTAL	\$ 6,971	Agency pays 80% of family, double or single health insurance and 50% of dental.
PENSION	\$ 910	After 2 years of employment, agency pays 3% of wages as contribution to pension.
SUB-TOTAL FRINGE BENEFITS	\$ 8,405	The Center for Human Development has a benefits package available to all qualified employees.
TOTAL PERSONNEL COSTS	\$ 46,069	
OTHER		
Rent	\$ 1,950	Percentage of rent that represents 25 matches. (12.5% = 25 of 200 total number of matches)



AMHERST - PELHAM *Regional* SCHOOL DISTRICT
AMHERST, MASSACHUSETTS



OFFICE OF THE SUPERINTENDENT

January 11, 2018

CDBG Advisory Committee
Amherst Planning Department
Amherst Town Hall, 2nd Floor
4 Boltwood Avenue
Amherst, MA 01002

To Whom It May Concern:

On behalf of the Amherst, Pelham and Regional Schools, I am writing to express my strongest support for the CDBG grant application submission from CHD/Big Brothers Big Sisters of Hampshire County. CHD/Big Brothers Big Sisters of Hampshire County is one of our most valued partners, providing extraordinary support for our students and families.

The ARPS Family Center and Steps to Success Program were established to improve family engagement and work with families and community partners in order to break down barriers that prevent student success. The families we support come from a variety of backgrounds and experiences and often face a wide range of barriers to their children's success. Many face issues of poverty; are single-parent households, some with multiple children in the home; many are recent immigrants and are not native English speakers; and many face other issues that impact their ability to effectively access available services and fully participate in school life.

One major goal of the ARPS Family Center is to form relationships with community partners to ensure effective access to services for our families. The connection with the CHD/ Big Brothers Big Sisters is invaluable to this work. The students and families we support through the ARPS Family Center are those who will benefit the most from an effective partnership with Big Brothers Big Sisters. These students need the connections and community support that having a Big provides and will greatly benefit from the adult role model, the community activities, social support, academic support, individual attention, and lasting relationships. When our agencies collaborate in this manner, our mutual services complement and strengthen each other, resulting in better outcomes for our children and families.

I hope you agree that CHD/Big Brothers Big Sisters of Hampshire County provides an invaluable service to our community and will approve their application for funding. Please feel free to call 362-1831 with any questions.

Sincerely,

Michael Morris
Superintendent

APPENDIX

Big Brothers Big Sisters Advisory Board

CDBG Program Self-Declaration Form

POE Evaluation Survey

Youth Outcome Survey

Strength of Relationships Survey

**CHD/BIG BROTHERS BIG SISTERS OF HAMPSHIRE COUNTY
ADVISORY BOARD MEMBERS (1/18)**

Erin Couture (9/11) – President

Vice President, Commercial Loan Officer
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Leslie diCurcio Marra (01/11)

Former Big Sister
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Melissa Frenier (2/14)

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Joyce Hatch (01/11)

Retired Vice Chancellor of Administration &
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Hope Keenan (9/14) – Big Sister

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Art Keene (9/13)

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Megan Kludt – Big Sister (1/14)

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POE FORMS

Volunteers, teachers, and others use the following forms to report changes observed in youth.

The following definitions are offered to clarify the items on the POE assessment forms. Note that these items are somewhat general. Individuals report on their own specific observations within the general meaning of these definitions.

GOAL AREA #1: CONFIDENCE

- 1) Self confidence - *A sense of being able to do or accomplish something.*
- 2) Able to express feelings - *Is able to reveal, talk about, or discuss feelings.*
- 3) Can make decisions - *Thinks before acting and is aware of consequences of behavior.*
- 4) Has interests or hobbies - *Pursues activities such as reading, sports, music, computers, etc.*
- 5) Personal hygiene, appearance - *Dresses appropriately and keeps self neat and clean.*
- 6) Sense of the future - *Knows about educational and career opportunities.*

GOAL AREA #2: COMPETENCE

- 7) Uses community resources - *Partakes in service activities, libraries, recreation, church/other faith-based activities.*
- 8) Uses school resources - *Uses the library, guidance counselors, tutorial centers.*
- 9) Academic performance - *Makes good grades or improves grades.*
- 10) Attitude toward school - *Is positive about going to school and about what can be learned.*
- 11) School preparedness - *Completes homework and other assignments.*
- 12) Classroom participation - *Actively takes part in learning; responds to questions.*
- 13) Classroom behavior - *Pays attention in class; isn't disruptive.*
- 14) Able to avoid delinquency - *Refrains from behaviors that are illegal for person of his or her age.*
- 15) Able to avoid substance abuse - *Doesn't use illegal or harmful substances (e.g., drugs, alcohol, tobacco).*
- 16) Able to avoid early parenting - *Doesn't engage in sexual behavior likely to result in early parenting.*

GOAL AREA #3: CARING

- 17) Shows trust toward you - *Isn't reluctant to confide in you, to accept your suggestions.*
- 18) Respects other cultures - *Doesn't stereotype or put down other ethnic, racial, language, or national groups.*
- 19) Relationship with family - *Interacts well with other family members.*
- 20) Relationship with peers - *Interacts well with persons of own age.*
- 21) Relationship with other adults - *Has good interactions with other adults who are not family members.*

PARENT REPORT ON THE MATCH

For Agency Use		
Mentee name: _____	Parent Name: _____	Volunteer Name: _____
Match ID: _____	Date Completed: _____	Length of match when administered: _____ <small>(Specify in months/years)</small>
Mentee City/Town: _____	Program: _____	
Age: _____	Date of Match: _____	Community-Based <input type="checkbox"/> School-Based <input type="checkbox"/> Other Site-Based <input type="checkbox"/>
Male <input type="checkbox"/> Female <input type="checkbox"/>	White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/>	

We would like you to describe any changes you've observed in the below areas *over the past _____ months*.
It's okay to indicate "don't know" if you have no knowledge about change in a given area.

	Much Better	A Little Better	No Change	A Little Worse	Much Worse	Don't Know	Not A Problem
CONFIDENCE							
1) Self-confidence							
2) Able to express feelings							
3) Can make decisions							
4) Has interests or hobbies							
5) Personal hygiene, appearance							
6) Sense of the future							
COMPETENCE							
7) Uses community resources							
8) Uses school resources							
9) Academic performance							
10) Attitude toward school							
11) School preparedness (homework)							
12) Class participation							
13) Classroom behavior							
14) Able to avoid delinquency							
15) Able to avoid substance abuse							
16) Able to avoid early parenting							
CARING							
17) Shows trust toward you							
18) Respects other cultures							
19) Relationship with family							
20) Relationship with peers							
21) Relationship with other adults							

Thank you!

VOLUNTEER REPORT ON THE MATCH

For Agency Use			
Mentee name: _____	Parent Name: _____	Volunteer Name: _____	
Match ID: _____	Date Completed: _____	Length of match when administered: _____ <small>(Specify in months/years)</small>	
Mentee City/Town: _____	Program: _____		
Age: _____	Date of Match: _____	Community-Based <input type="checkbox"/>	School-Based <input type="checkbox"/> Other Site-Based <input type="checkbox"/>
Male <input type="checkbox"/>	Female <input type="checkbox"/>	White <input type="checkbox"/>	Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/>

We would like you to describe any changes you've observed in the below areas *over the past _____ months*. It's okay to indicate "don't know" if you have no knowledge about change in a given area.

	Much Better	A Little Better	No Change	A Little Worse	Much Worse	Don't Know	Not A Problem
CONFIDENCE							
1) Self-confidence							
2) Able to express feelings							
3) Can make decisions							
4) Has interests or hobbies							
5) Personal hygiene, appearance							
6) Sense of the future							
COMPETENCE							
7) Uses community resources							
8) Uses school resources							
9) Academic performance							
10) Attitude toward school							
11) School preparedness (homework)							
12) Class participation							
13) Classroom behavior							
14) Able to avoid delinquency							
15) Able to avoid substance abuse							
16) Able to avoid early parenting							
CARING							
17) Shows trust toward you							
18) Respects other cultures							
19) Relationship with family							
20) Relationship with peers							
21) Relationship with other adults							

Thank you!

YOUTH OUTCOME SURVEY

For Non-AIM Agency Use Only	
Agency ID: _____	Today's Date: _____
Name of Little: _____	Date Completed: _____
Length of match when administered (in months): _____	
Youth Age: _____	Male <input type="checkbox"/> Female <input type="checkbox"/>
	CB <input type="checkbox"/> SB <input type="checkbox"/> Other <input type="checkbox"/>
Ethnicity: White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/>	
Age of mentor: _____	Gender of Mentor: Male <input type="checkbox"/> Female <input type="checkbox"/>

These questions ask how you feel about yourself and other kids. For each sentence, decide how true the sentence is for you. Then circle one number that fits best. If you think the statement is **NOT AT ALL TRUE**, circle "1"; if you think the statement is **NOT VERY TRUE**, circle "2"; if the statement is **SORT OF TRUE**, circle "3"; or if you think the statement is **VERY TRUE**, circle "4."

	(Circle One)			
	Not At All True	Not Very True	Sort Of True	Very True
1. I am always doing things with a lot of kids.	1	2	3	4
2. I wish that more people my age liked me.	1	2	3	4
3. I find it hard to make friends.	1	2	3	4
4. I would like to have a lot more friends.	1	2	3	4
5. I am popular with others my age.	1	2	3	4
6. I have a lot of friends.	1	2	3	4

These questions ask how you feel about yourself, school, and your teacher(s).

	(Circle One)			
	Not At All True	Not Very True	Sort Of True	Very True
7. I have trouble figuring out the answers in school.	1	2	3	4
8. I feel that I am just as smart as other kids my age.	1	2	3	4
9. I am very good at my schoolwork.	1	2	3	4
10. I'm pretty slow in finishing my school work.	1	2	3	4
11. I often forget what I learn.	1	2	3	4
12. I do very well at my class work.	1	2	3	4

MY PLANS FOR HIGH SCHOOL AND COLLEGE

These sentences are about your plans for high school and college. Circle one number to show how sure you are about each question. If you are NOT AT ALL SURE, circle "1"; if you are NOT REALLY SURE, circle "2"; if you're MOSTLY SURE, circle "3"; and if you're VERY SURE, circle "4."

How sure are you that you will...	(Circle One)			
	Not At All Sure	Not Really Sure	Mostly Sure	Very Sure
13. finish high school?	1	2	3	4
14. go to college?	1	2	3	4
15. finish college?	1	2	3	4

Thinking about the grades and marks you are getting in school, please circle how you are doing.

	(Circle One)				
	Not Good At All (E)	Not So Good (D)	Good (C)	Very Good (B)	Excellent (A)
16. Mathematics	1	2	3	4	5
17. Reading or Language Arts	1	2	3	4	5
18. Social Studies	1	2	3	4	5
19. Science	1	2	3	4	5

In the next questions think about how you feel when other kids your age do certain things.

What do you think about kids your age:	(Circle One)			
	It's not okay	It's sort of okay	It's mostly okay	It's perfectly okay
20. Using tobacco (cigarettes, cigars, smokeless or chewing tobacco)?	1	2	3	4
21. Taking drugs that aren't given to them by a doctor or parent?	1	2	3	4
22. Drinking alcohol without their parents knowing?	1	2	3	4
23. Skipping school without permission?	1	2	3	4
24. Hitting someone because they didn't like something they said or did?	1	2	3	4
25. Breaking rules in school?	1	2	3	4
26. Being late for school?	1	2	3	4

These questions ask about how things are going with your parents or guardians. If you live with two parents, please think about the parent or guardian you feel the closest to when you answer these questions.

How often do I feel that...	(Circle One)			
	Hardly Ever	Not Very Often	Some-times	Pretty Often
27. My parents respect my feelings.	1	2	3	4
28. My parents accept me as I am.	1	2	3	4
29. When I'm angry about something, my parents try to be understanding.	1	2	3	4

These questions ask about some behaviors you might have engaged in the past 30 days. Please remember that **ALL** of your answers will be kept private.

How often, in the past 30 days have you ... (* if you're answering this question in July-September, reply for last May)	(Circle One)			
	Never	I have done this, but not in the last 30 days	I did it 1-2 times in the last 30 days	I did it 3 or more times in the last 30 days
30. Been absent from school?	1	2	3	4
31. Been late for school?	1	2	3	4

32. Right now in your life, is there a special adult (not your parent or guardian) who you often spend time with? A special adult is someone who does a lot of good things for you. For example someone (a) who you look up to and encourages you to do your best, (b) who really cares about what happens to you, (c) who influences what you do and the choices you make, and (d) who you can talk to about personal problems?

- No, I don't have a special adult in my life right now.
- Yes, I do have a special adult in my life.



Big Brothers Big Sisters

3 month SoR <input type="checkbox"/> or 12 month or EOYS SoR <input type="checkbox"/>	Date Completed: _____
Match Name: _____	Date of Match: _____ Youth's Name: _____
Youth's Age: _____	Male <input type="checkbox"/> Female <input type="checkbox"/> CB <input type="checkbox"/> SB <input type="checkbox"/> Other <input type="checkbox"/>
Ethnicity: White <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Asian <input type="checkbox"/> Native American <input type="checkbox"/> Other <input type="checkbox"/>	
Check if: HS Student <input type="checkbox"/> College Student <input type="checkbox"/>	Check if: E-mail <input type="checkbox"/> In-person <input type="checkbox"/> Over phone <input type="checkbox"/>

YOUTH STRENGTH OF RELATIONSHIP SURVEY

For each of the sentences below, **decide how true each statement is for you**. Then, circle one number that fits best. If you think the statement is NEVER TRUE, circle "1"; if you think it is HARDLY EVER TRUE, circle "2"; if the statement is SOMETIMES TRUE, circle "3"; if you think it is MOST OF THE TIME TRUE, circle "4"; and if the statement is ALWAYS TRUE, circle "5."

	(Circle One)					
	Never True	Hardly Ever True	Sometimes True	Most of the Time True	Always True	I Don't Know
1. My Big has lots of good ideas about how to solve a problem.	1	2	3	4	5	6
2. My Big helps me take my mind off things by doing something with me.	1	2	3	4	5	6
3. When I'm with my Big, I feel ignored.	1	2	3	4	5	6
4. When I'm with my Big, I feel mad.	1	2	3	4	5	6
5. When I am with my Big, I feel safe.	1	2	3	4	5	6
6. When I'm with my Big, I feel disappointed.	1	2	3	4	5	6
7. My relationship with my Big is very important to me.	1	2	3	4	5	6
8. When I'm with my Big, I feel bored.	1	2	3	4	5	6
9. When something is bugging me, my Big listens while I talk about it.	1	2	3	4	5	6
10. I feel close to my Big.	1	2	3	4	5	6

Thank You!



Big Brothers Big Sisters

FOR NON-AIM AGENCY USE ONLY: 3 month SoR 12 month or EOSY SoR

Match Name: _____ Date of Match: _____ Mentor's Name: _____

Mentor's Age: _____ Male Female CB SB Other

Ethnicity: White Black Hispanic Asian Native American Other

MENTOR STRENGTH OF RELATIONSHIP SURVEY

To what extent do you agree with the following statements?	(Circle One)					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I Don't Know
1. I am enjoying the experience of being a Big.	1	2	3	4	5	6
2. I expected that being a mentor would be more fun than actually it is.	1	2	3	4	5	6
3. My Little and I are interested in the same things.	1	2	3	4	5	6
4. I feel confident handling the challenges of being a mentor.	1	2	3	4	5	6
5. Being a Big is more of a time commitment than I anticipated.	1	2	3	4	5	6
6. I feel overwhelmed by my Little's family difficulties.	1	2	3	4	5	6
7. My Little has made improvements since we started meeting.	1	2	3	4	5	6
8. I sometimes feel frustrated with how few things have changed with my Little.	1	2	3	4	5	6
9. My Little and I are sometimes at a loss for things to talk about.	1	2	3	4	5	6
10. It is hard for me to find the time to be with my Little.	1	2	3	4	5	6
11. I think my Little and I are well-matched.	1	2	3	4	5	6
12. I get the sense that my Little would rather be doing something else.	1	2	3	4	5	6
13. My Little has trouble sticking with one activity for very long.	1	2	3	4	5	6
14. I feel close to my Little.	1	2	3	4	5	6

15. Which of the following best describes how decisions are usually made about how you and your Little will spend your time together? *[Please check only one box.]*
- 1 I usually decide how we'll spend our time together.
 - 2 My Little usually decides how we'll spend our time together.
 - 3 I get ideas from my Little then we decide together.
 - 4 The agency case manager outlines how we will spend our time together.
 - 5 Someone else (like a teacher or parent) decides how we'll spend our time together.