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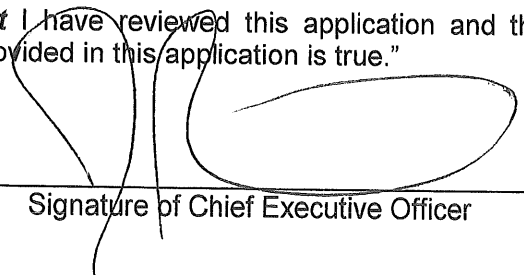
Community Grant Application
 Deadline: January 22, 2016

Organization name Seeds 4 Success, Inc.
 Contact John Palinski Title Executive Director
 Address P.O. Box 4042, Annapolis, MD 21403
 Phone 413-924-0575 Fax N/A Email john.palinski@gmail.com
 Federal ID # 27-2470077
 Incorporation Date August 11, 2011 501(c)(3) Registration date January 12, 2012
 Project title Eastport Girls Club / I Am a Reader / Parent Challenge
 Project location Roscoe Mitchell Community Center and Eastport Elementary

Amount requested \$ 10,000
 Other funds \$ 273,550
 Total project amount \$ 283,550

Certification

"I certify that I have reviewed this application and that to the best of my knowledge and belief, all the information provided in this application is true."



Signature of Chief Executive Officer

January 20, 2016
 Date

Print name _____ Title Executive Director
 Address P.O. Box 4042
 Phone 413-924-0575 Fax N/A Email john.palinski@gmail.com

EXECUTIVE SUMMARY

Provide a brief summary of your project. Please be sure to include the following items: purpose of project, number of people to be served, and how the city grant funds will be used.

It is well established that Anne Arundel County has profound racial disparities in school readiness/success. In addition to low academic achievement, other issues include limited access to public transportation, inadequate mental health resources, high rates of juvenile crime and drug use. Seeds 4 Success (S4S) programs offer a combination of services to address these often unmet needs. All our participants live in Annapolis public or subsidized housing. Most families we serve are without employment and have no vehicles. Many families include incarcerated members as well as members with unaddressed mental health needs. S4S' intervention includes four programs: (1) Eastport Girls Club, serving 18 third-ninth grade girls; (2) I Am a Reader, serving 9 first grade boys; (3) Parent Challenge, serving parents and caregivers of EGC and IAR participants and (4) the Alumnae and College Access program serving 5 high school girls and their families.

The City of Annapolis has funded S4S programming for the past five years. We have learned a great deal from our experiences, made adjustments, and are making excellent progress. This year we request support for:

- **Eastport Girls Club (EGC).** This program is an after-school tutoring and mentoring program offered at no cost to participants. The program is designed to meet the needs of girls (ages 8-14) living in Annapolis public or subsidized housing communities. Current participants include 18 girls (9 African American and 9 Latina) and their family members. EGC's mission is to provide these young women with enriching experiences and mentoring relationships, empowering them to be self-aware, attain individual goals, respect others, and possess a willingness to explore and contribute to the world around them. Over our 7-year history, we have integrated the following program components to meet our participants' needs: (1) Smart Start Tutoring; (2) counseling and referral; (3) individual mentoring; (4) prevention programs covering topics ranging from exercise to pregnancy prevention; (5) educational and incentive field trips; and (6) program management and evaluation. EGC's vision is that participants will attend and succeed at college or a job training program that helps them become self-sufficient, healthy adults.
- **I Am a Reader (IAR).** First grade students are identified by their school principal as needing additional reading intervention. IAR's primary focus is to address gaps in reading skills before they become barriers to academic success. This two year program's goal is delivering the boys to 3rd grade reading on grade level. Nine boys from Eastport Elementary School (EES) participate in IAR.
- **Parent Challenge (PC).** This program currently serves the parents and caregivers of youth participating in EGC and IAR.
- **Alumnae and College Access (ACA) Program.** ACA serves our five EGC graduates and their families as they begin the college and career planning process.

Many S4S youth have family members who are burdened by substance abuse problems. Most of our youth have been exposed to a variety of other adverse childhood experiences (ACE's), including divorce, mental illness, and incarceration of family members. In his recent book, *How Children Succeed*, Paul Tough summarizes research studies explaining the effects of prolonged stress on children's motivation and delayed gratification.

These findings suggest that for persons exposed to ACEs, like our youth and their parents, the resulting psychological experiences (e.g., insecure relationships, economic anxiety) must be addressed. S4S programs are designed to promote the motivation, curiosity, character, and determination that Tough and others suggest are essential for future success.¹

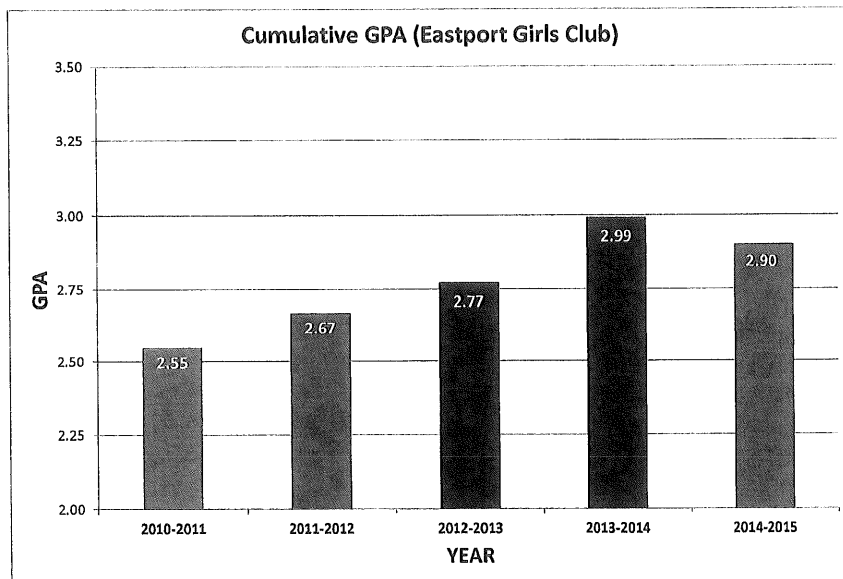
PERFORMANCE HISTORY

If you received Community Grant funds last year, please evaluate progress you have made in implementing those projects. Please discuss any factors that may have hindered your progress.

Our longest-standing program, Eastport Girls Club (EGC), has received Community Grant funds since 2010. For 2 years, we were funded as a Box of Rain affiliate program and in 2012, EGC was funded as a program of Seeds 4 Success, Inc. (our own non-profit, established in January 2012). Our previous quarterly grant reports demonstrate the ways in which we implement our programming with high quality and with great success. For example, since 2010 EGC participants have demonstrated substantial gains in reading, Grade Point Averages (GPA), and parents have taken concrete steps to become more involved in their child's educational success. Data below documents our program's results:

EGC 2015-2016

We are most proud of the fact that our cumulative Grade Point Average for EGC participants has tended to increase annually. In 2014-2015, we added nine new students to the program (our biggest class of "newbies" ever!), and we believe that they required sometime in the program before the intervention started to really pay off academically. Still we were able to achieve a cumulative 2.90 GPA.



EGC 2015-2016:

So far this year, our EGC girls are off to a great start!

¹ *How Children Succeed*. Paul Tough. Houghton Mifflin Harcourt Publishing. New York. (9-11).

First Quarter:

18	# of Kids
82.08	Overall Average
6	# on Honor Roll

RATIONALE (20 Points)

Describe the issue or problem to be addressed including the size and/or severity of the problem. Provide the demographic data and geographic information used to determine the extent of the problem

Most of our participants' families are headed by women with limited formal education. Incomes of families served are at or below 30% of the area median income. In the City of Annapolis, the "poverty amidst plenty" situation is readily visible. There are 730 low income affordable housing units, 331 tenant-based housing choice vouchers (subsidized housing) and a long waiting list for these housing options.

Lack of adequate transportation resources affects every aspect of community life, especially low income residents.² Thus, it is almost impossible for families and children living in poverty to be full community participants, or for their families to access needed resources. S4S programs are conveniently located, and our transportation team, volunteers, and staff provide travel to a variety of activities.

To be able to participate in S4S programs, all youth and families must live in one of the city's public and subsidized housing communities, agree to allow S4S to consult with the student's school counselor, and participate in a home visit from our counselor. Our programs are available at no cost to participants. EGC and IAR families currently live in one of the following communities: Eastport Terrace, Harbour House, Newtowne 20, Robinwood, and low income housing located in the areas of Madison and President Streets in Eastport.

In addition to the unique risks faced by our target population, when EGC participants start with us in third grade they are usually struggling academically. Initial assessments revealed more than half of our girls were two or more grade levels behind in reading when compared to their peers. This reading gap could place them at even greater risk for middle and high school success. . Meanwhile, our IAR participants have been identified by their school (EES) as reading below grade level. Research suggests that if children (especially boys) are not reading on grade level by third grade, they are at great risk for academic failure. Our community-based reading intervention and tutoring programs directly target academic success. In addition, it promotes motivation and addresses unmet needs which interfere with academic achievement.

Over the past five years, we have built trust and relationships in the City's low income communities.

² Poverty Amidst Plenty V: Fifth Edition. Striving to Achieve Progress For All. Annapolis, MD: Community Foundation of Anne Arundel of Anne Arundel County 2015, p. 20

We have learned how to structure our services so that families will access and benefit from them. Given our established partnerships, we are uniquely situated to tackle and focus on the needs of this often overlooked population. The city's funds would play a critical role in allowing us to meet S4S' program goals of serving these citizens.

PROJECT DESCRIPTION (30 Points)

Please give a detailed description of the program or project you are proposing. Please include the group of persons you plan to serve and the number of expected participants, the activities or services you will provide and location.

Eastport Girls Club (EGC)

EGC meets weekly during the school year from 3:30-6:00PM at the Rosalie E. Mitchell Community Center located on President Street. Requested funds will support our Education Director's time as well as the counseling and program direction services needed to assist the whole child. Our counseling program is an essential ingredient in sustaining academic success. It is a well-established fact that unaddressed mental health needs are a central barrier to school performance. S4S is committed to excellence and has clearly defined its unique tutoring program, whose core components are: (1) leadership of our EGC program by a masters-level Reading Specialist; (2) trained adult tutors who meet one-on-one weekly for at least an hour with their students; (3) student behavior tracking using an incentive system; (4) the Education Director's development of individual plans based on reading assessment and up-to-date school performance information, and regular contact with partnering schools; and (5) a one-to-one community-based mentoring program designed to promote the social and emotional development of our girls through exposure to new experiences and modeling of appropriate behavior by caring, consistent adult mentors.

In 2014-15 we expanded our EGC Summer Program in order to prevent the summer "brain drain." In addition to reading enrichment we now offer math enrichment (inviting local mathematicians and engineers to help our girls work through the Anne Arundel County Public Schools' (AACPS) summer math assignments). Thanks to this work, each EGC member was able to return to school with completed summer reading and math assignments, starting the new school year with two 100% grades!

S4S's staff worked diligently to find additional summer opportunities *and scholarships to fund them* this year. Five girls received full camp scholarships to the Indian Creek School's STARS camp. This 3-week camp combines math, science, writing, speech, art, music and physical education and is taught by Indian Creek's talented instructors. Five more EGC girls participated in Rob Levit's Creating Communities Summer Arts Mentorship Academy. This program incorporates music, poetry, drama and dance in an intensive week of study and fun. In addition to these opportunities, we added many other community partners who provided summer enrichment activities this year:

- Annapolis Maritime Museum
- Box of Rain
- Boys and Girls Club of Annapolis and Anne Arundel County
- National Sailing Hall of Fame and Bull and Bear Sailing Team
- Canine Companions for Independence
- Creating Communities, Inc.

- Eastport Yacht Club Foundation
- Indian Creek School's STARS Program
- Jug Bay Wetlands Sanctuary
- Key School Girls' Varsity Soccer Team
- Lynne and Ibbi Schwartz
- Maryland Hall for the Creative Arts
- St. John's College
- The Talent Machine Company
- Team Randori Martial Arts
- Tennis Alliance of Anne Arundel County

S4S also added its own week-long camp in 2014. The inaugural Creative Journaling Camp was led by local writer and educator Lynn Schwartz. This year's journaling camp was a huge success: EGC girls learned a great deal about expressing their emotions and sharing their art publicly. This camp now serves as an excellent way to get our girls back into a school mindset.

I Am a Reader (IAR)

IAR's main goal is to improve the literacy skills of 1st and 2nd grade boys living in Annapolis public and subsidized housing. The seven boys in this year's IAR class were identified by their Eastport Elementary School (EES) principal as needing reading intervention beyond school hours. On Tuesdays, students meet with an adult male volunteer tutor. Each tutor works with the same boy and follows an individualized reading intervention plan developed by S4S' Education Director, who has an advanced reading education. Due to our experience with local public schools and based on national research findings, we know that low income 1st graders (especially boys) are falling behind their middle income peers in reading. When this happens, they begin disengaging from school because it is not viewed as a place where they can be successful. IAR aims to reverse this trend. Our goals are to increase reading abilities, encourage excitement about reading, and help the boys form and maintain a bond with their school and teachers. Through IAR, trained tutors engage the boys in the learning process and help them become successful academically. This promotes and encourages lifelong learning.

The program begins at the end of the boys' school day at 2:30PM. From 2:35 to 3:35PM, a martial arts instructor conducts a martial arts and fitness program for the boys. He ties these skills into themes of respect for self and others. Martial Arts instruction provides excellent motivational and behavioral components and allows the boys a chance to burn off energy. At 3:35PM, staff members work with the boys on their regular school homework in the EES gym.

At 4:00PM, the boys proceed to their classroom where they meet with their individual male tutors and work on literacy skills. This typically includes a guided reading passage and questions, sight word testing, flash card work, and word-making games. The positive relationships formed between these boys and their adult male tutors is key to the program. Our boys really enjoy the 1:1 attention and benefit a great deal from it!

Parent Challenge (PC)

PC provides an avenue to build literacy and parental support at home. It is an educational, incentive-based program focused on increasing family cohesion and parents' involvement in their child's education. Every 8 weeks, S4S offers Parent Challenge programming. The program includes: a family night during which a meal is shared; celebration of children's progress;

parental education; and a new Parent Challenge to be completed before the next family night. A 1-page sheet is provided to parents/guardians (in English and Spanish) with 3-6 challenges.

Challenge sheets align with the educational materials covered that evening and list specific steps parents can take to promote communication, family time, positive habits, and academic success. If a family successfully completes the challenges, they earn a gift card to useful places like Target and Giant. This year's Parent Challenge sessions, led to 75% of parents attending their child's parent-teacher conference, some for the first time. Families have worked together to achieve goals like new bedtimes, homework routines, and healthier eating habits. Parent Challenge is a blend of research-based strategies. It brings families together with a positive focus, offers parent education in a non-threatening manner, provides incentives, and breaks positive change into concrete, manageable steps.

In spring 2015, we were able to provide the evidenced-based Strengthening Families program to our new families and to families who wanted to repeat the program. We partnered with Restoration Community Development Corporation who delivered the strong programming.

Alumnae and College Access (ACA) Program

The ACA Program provides support to our Eastport Girls Club graduates. Because we know that our EGC graduates are "Smart! Strong! and Successful!" This means that they will graduate from high school, continue their educations and go on to interesting careers. We know that college acceptance requires hard, purposeful work as well as family and community support. S4S will work in partnership with the Junior League of Annapolis to provide academic, social, emotional, and college counseling support to EGC graduates and their families. The ACA program takes place on Mondays at Annapolis High School with period field trips and college visits.

Describe the methodology (or approach) for the proposed program/project, e.g., the procedures, tasks, techniques, or tools you will use to develop the program

The proposed programs have been developed, piloted, and measurable success. As with EGC, we will use interim behavioral observation, school records, S4S program attendance, reading scores, and survey data to inform program planning and identify necessary modifications.

Explain how this proposal relates to the organization's mission, goals and/or strategic plan, and other activities planned for this year.

The S4S mission is to guide children living in Annapolis public and subsidized housing communities so that they become successful, healthy adults. Our proposal to continue our EGC, IAR and Parent Challenge programs is directly aligned with our organization's mission.

During our last two strategic planning sessions, our board's stated priorities included implementing a reading intervention program for boys, and sustaining and enhancing family-based programming.

City funds facilitate achieving these priorities and are instrumental in allowing S4S to increase the number of youth served.

TIMELINE (10 Points)

Provide a timeline for implementation and all program/project activities for the project.

Date	Activity
Summer 2016	<ul style="list-style-type: none"> • Issue Parent Challenge #1 for EGC and IAR parents focused on steps parents can take during summer to prepare their child for a successful academic year. • Home visits and counseling and referral as needed. • Provide elementary schools with target population criteria and IAR Referral form. • Discuss referrals with school administrators and contact parents to explore willingness to fulfill IAR guidelines and participate in Parent Challenge. • Schedule home visits to orient families, enroll them in IAR, and gather baseline data from students and school • Finalize mentor and tutor selection in cases of turnover. • Develop and implement tutor and mentor training. • Begin individualized summer programming for each youth. Implement a variety of summer activities for EGC that include: reading and math skills and collaborations with Box of Rain, Seafarer's and Indian Creek School.
Fall 2016	<ul style="list-style-type: none"> • Pre-test 2nd grade IAR and younger EGC students using Fountas + Pinnell scores. • Begin weekly EGC and ACA sessions. • Begin weekly IAR program for two classes of first graders. • Facilitate tutor involvement at students' schools. • Implement Parent Challenge #2 with EGC and IAR parents. • Gather mid-year data from IAR participants and tutors. • Identify and plan any necessary program modifications. • Host winter celebration with IAR, EGC and ACA families and tutors.
Spring 2017	<ul style="list-style-type: none"> • Provide additional mentor and tutor training for IAR and EGC volunteers • Ongoing tutoring and programming continues. • Counselor focuses on working with girls, mentors, and family members to create structured summer plan for each participant. • Continue weekly EGC program for 3th to 9th grade girls and IAR program for 2nd grade boys. • Gather end-of-year data to assess progress. • Have an end-of-year celebration including a Parent Challenge for the summer.

Please indicate how you have determined that the timeline is achievable.

The timeline is based on previous, successful implementation of these programs. (See S4S's 2015 and 2016 and other Quarterly Reports).

Describe the organization's ability to implement the request.

S4S is an award-winning non-profit organization with a proven track record.

Our longest-standing program, EGC has documented results, including increased: (1) reading levels, (2) grades, (3) access and use of necessary mental health services; (4) use of school resources, including after-school tutoring and science fair help-day; (5) goal setting and attainment, including a girl winning 3rd place at her middle school science fair, and 4 girls being accepted into the Bates Performing and Visual Arts Magnet School.

Our Parent Challenge program resulted in several EGC parents taking critical steps to support their child's academic success at home (e.g., attending teacher conferences, establishing new homework routines, setting new rules). In past years, S4S received four awards: 1) Best

Community-Based Mentoring Program, 2) Martha Wood Leadership Award, 3) Martin Luther King, Jr. Committee's Fannie Lou Hamer Award, and 4) Non-Profit Partner of the Year from the Anne Arundel County Affordable Housing Coalition. The requested funds will allow us to implement our fourth year of IAR programming and our eighth year of EGC.

Organizational Structure.

Executive Director John Palinski develops and selects programs, and manages our staff. Mr. Palinski has a Master's Degree in Public Administration with a concentration in Public and Nonprofit Management.

He has more than 10 years' experience working with grassroots nonprofits serving vulnerable youth. Prior to joining S4S, he served for 4 years as Executive Director of BEST Kids, Inc., a Washington, DC-based mentoring program for foster children. Mr. Palinski is a 2015-2016 member of the Leadership Anne Arundel Flagship class. Mr. Palinski reports to our board of directors monthly and manages our talented staff.

The team includes:

Education Director Valerie Drozd, M.Ed. oversees I Am a Reader, Smart Start Tutoring for Eastport Girls Club and plays a critical role with Parent Challenge.

Program Director Justin Muyu, LCPC, serves additionally as the S4S Program Coordinator. She conducts home visits with each returning and new EGC participant and at least one parent or guardian to set family goals, individual goals, and to complete program intake. A major role for her is connecting with families to existing services such as in-depth counseling, job programs, and substance-abuse programs. Ms. Muyu works with school counselors on a variety of issues facing individual girls. Other jobs are: planning programs that address emerging needs/social skills; developing and conducting Parent Challenge programs; recruiting, interviewing and training mentors for each EGC participant.

Volunteer Maryland Coordinator Briana Cragwell recruits, screens, supports and works to retain our more than 75 active volunteers. Ms. Cragwell works for S4S through a partnership with the Volunteer Maryland AmeriCorps program.

Ms. Muyu began working with S4S in June 2015. Mrs. Drozd has been an employee for more than six years. We remain committed to creatively blending volunteerism with professional services, and our staff members play critical roles in supporting and overseeing volunteers. The S4S Board President (Helena Hunter) and Vice-President (Karen Feldman) engage well beyond their board leadership. Mrs. Hunter works in partnership with the ED writing grants and coordinating program logistics. Mrs. Feldman serves as Director of Community Partnerships, manages social media, and co-chairs our Development Committee.

Since 2008, S4S's organizational capacity has developed in many ways. After establishing our own non-profit corporation, we concentrated on increasing our capacity. Over the past seven years, we have diversified our funding streams and developed our fundraising ties. EGC's first city grant represented almost 90% of the entire budget. Moving into FY17, the requested \$10,000 in funds would constitute less than 5% of our FY16 budget. We have also worked hard to diversify our funding base and reduce reliance on any single supporter.

Our Board meets monthly in its governing role. We have established and strengthened several committees, added two board members this year, and plan to add four additional board members over the next two years. This December, three of our Board members attended a day long course conducted by the Maryland Association of Nonprofits. The course was “The Standards of Excellence, an ethics and accountability program for the nonprofit sector.” Our members are dedicated to being the best board they can be. In January 2016, the Board will have a 2 day Strategic Planning session to plan for future growth.

EVALUATION (20 Points)

Clearly state the specific, goals, objectives, and measurable outcomes of the program.

Evaluation is an integral part of our daily operation. We believe that evaluation is not something that is done only when a program is over, but is a continuous process of gathering information and input from various stakeholders throughout a program cycle. This permits timely progress assessment. We have made several improvements to our program components based on data evaluation.

EGC programming is clearly defined and focused to address the identified needs. The table below outlines the process and impact information gathered to measure and document success. It uses mixed methods to identify what is and is not working, including surveys, grades, reading scores and observational data. This information drives regular service meetings to assess progress and identify needed modifications.

Goals	Objectives	Measurable Outcomes
I Am a Reader		
Improved reading abilities, grades, and homework completion	Participants will attend 80% or more of IAR program sessions (Civcore database) Participants will be engaged and cooperative during tutoring (weekly Tutor Reflection Form) Tutors will be well-trained and supported and will attend programming regularly Improved reading levels	Improved scores on school benchmark testing (school records); participants read on grade level by the end of 2 nd grade (reading assessments) Improved scores on the Qualitative Reading Inventory and the Phonological Awareness Skills Test (brief, standardized assessments) Online tutor survey, observation. Report cards and regularly turns in homework (teacher report)
Increased hopefulness and self-efficacy	Participants will receive encouragement from tutors and feel capable of building their academic skills and overcoming hurdles with learning	Participants will report positive, hopeful attitudes about their future and their capabilities as a student (survey read aloud) Children obtain their white belt level.

	The Martial arts program will teach self-control, determination and perseverance.	
Parent Challenge		
Increased engagement in school-based activities	<p>Parents will attend Parent Challenge events.</p> <p>Parents will complete their challenges and receive incentives that motivate further action.</p>	Parents will have increased participation in parent-teacher conferences, back-to-school nights and opportunities to see their child shine (e.g., performances, assemblies)
Increased family cohesion	Parents will complete challenges pertaining to family communication, meals, and routines.	Parent and youth will report increased cohesion (survey)
Increased expectations and monitoring of child, especially related to academics and sleep and eating routines	<p>Parents will learn skills for communicating expectations, monitoring and accountability</p> <p>Parents will increase use and communication of appropriate rules and routines</p>	<p>Youth will have improved homework completion (school records)</p> <p>Youth will report healthy bedtime and amount of sleep (self-report)</p> <p>Parent and youth will report new, positive family routines/activities</p>
Eastport Girls Club		
Improved reading abilities, grades, and homework completion	<p>Participants will attend 80% or more of EGC program sessions (Excel database)</p> <p>Participants will be engaged and cooperative during tutoring (weekly Tutor Reflection Form)</p> <p>Tutors will be well-trained and supported and will attend regularly</p> <p>Improved reading levels and report card grades</p>	<p>Improved scores on school benchmark testing (school records); participants score proficient on the MSA tests</p> <p>Improved scores on the Qualitative Reading Inventory and the Phonological Awareness Skills Test (brief, standardized assessments)</p> <p>Online tutor survey, observation.</p> <p>Report cards and regularly turns in homework (teacher report)</p>

Alumnae and College Access Program		
College Acceptance and Success	Participants will attend 80% or more of IAR program sessions (Civcore database)	Report Card Grades with College-Acceptance-level marks
Interesting, fulfilling careers	Participants will complete SAT or ACT exam successfully.	SAT or ACT score
	Participants will complete at least 3 applications to college, apprenticeship or national service program	College, Apprenticeship or National Service Acceptance

Describe the impact (long-term effects) you expect will be produced by project outcomes.

We expect EGC and IAR to lead to overall academic success. Our belief is that S4S programming results in increased reading abilities and thus academic achievement. Academic achievement promotes high school graduation, enhances job skills, delays parenthood, creates healthy relationships, increases community involvement, and reduces the risk of alcohol or drug use. Our expectations of Parent Challenge are to increase parent involvement, (one of the most important predictors of academic success) and decrease alcohol and drug use.

S4S significant achievements include:

- Eight 1st grade boys eagerly attending an after-school program each Tuesday. After completing their homework and martial arts training, they each meet with their adult male tutor, practice reading skills, and complete a related science project. Our male tutors are pleased to find this new way to be involved in their community.
- Latino and African American girls interacting and building new relationships without regard for differences.
- Girls courageously sharing fears and worries, agreeing to counseling, and improving their behavioral health.
- Immigrant families trusting us with sensitive information.
- Girls experiencing major drops in grades as they transition to a new school/school year. Nonetheless, our staff and volunteers are there to “catch” them with a blend of support high expectations. Girls continue to learn how to tackle challenging situations instead of giving up.
- New partnerships forming with agencies across our community, and neighbors meeting neighbors whose efforts result in addressing serious needs.
- Perseverance in working with our hard-to-reach families has encouraged other groups to provide services to low wealth kids.
- EGC tutors and mentors are a diverse group of people devoted to being part of the “village” supporting these young women.
- Survey results from tutors and mentors reflect they feel well trained and supported.
- Efforts of our Counselor and Education Director have resulted in parents becoming more active in their children’s education. Most now attend Parent/Teacher conferences.
- We are serving as a model for “tutoring” or reading intervention in other public housing communities. Initial and follow up assessments are included to ensure accountability.

- An EGC girl represented Anne Arundel County in the display category at the National History Day competition.
- An EGC girl obtaining an after-school job with the Boys & Girls Club.
- Two EGC girls inducted into the National Honor Society in 2015.

BUDGET DOCUMENTS (20 Points)

Include a detailed program budget that includes expenses, city funds requested and pending sources of support. Please use the attached Program/Project Budget Format. See next page 8. Outline the organization's plans for securing funding from sources other than those provided by the City of Annapolis and indicate how City of Annapolis' funds will be used to leverage a request for, or use of, other grant funds.

Leveraging Funds

City of Annapolis funds serve a critical role in helping S4S leverage funds from other grants and private donors.

We have made great progress decreasing our dependence on city funds and diversifying our funding streams. Both previous and future city funds are instrumental in instilling confidence in our ability to sustain our programs and have promoted private giving. Below we identify our detailed plans for securing funds from other sources.

Grants Received or Under Consideration

S4S has recently received grants from several different foundations including Community Foundation of Anne Arundel County, the O'Neill Foundation, the Weinberg Foundation and the Carol M. Jacobsohn Foundation. We currently have grant applications under consideration from Anne Arundel County and the State of Maryland's DHCD Operating Assistance Program.

Tax Credits

We received \$20,000 in FY16 Community Investment Tax Credits and have used more than half of them to attract generous donors and promote our sustaining donor campaign.

Website

Our website (www.s4sannapolis.org) is designed to facilitate one-time and recurring donations.

Annual Fundraising Events

We have raised \$50,000 from external fundraisers more than the past year. These include: our annual October *Cocktails for a Cause* fundraiser; participating in The Maritime Republic of Eastport (MRE) Tug of War event; assisting with the Annapolis Half Marathon; a lunch event at Vin 909; and participation in the Community Foundation of Anne Arundel County's final Great Give.

Civic Group Contributions

Various civic groups contributed more than \$3,000 during FY16. These are: Eastport Civic Association and the MRE.

Local Foundations

The Winifred B. Gordon Foundation and the Hill-Snowden Foundation offer annual support totaling \$3,500.

Local Businesses

The following businesses offer ongoing support in the form of food and donations: Boatyard Bar and Grill; Noodles and Company; Bin 201; Chart House: Luna Blu; The Main Ingredient; Eastport Liquors; Palate Pleasers; Vin 909; and Graul's Market.

PROJECT BUDGET

Please complete the following budget chart for this project, including all budget items, the total budget for each item, and the funds that are being requested for each line item.

Budget item	City funds requested	Other funds	Source of Other funds (Federal, State, Private)	Is "Other funding" committed or requested?	Total project cost
Salaries/Benefits (list each position)					
Education Director	\$ 1,000.00	\$ 25,250.00	State, Private	req, com.	\$ 26,250.00
Program Director	2,000.00	46,500.00	State, Private	req, com	48,500.00
Program Assistant	1,000.00	11,000.00	State, Private	req, com	12,000.00
Executive Director	2,000.00	73,000.00	State, Private	req, com	75,000.00
AmeriCorps Worker	0.00	8,000.00	Private	req.	8,000.00
Contract Services	0.00	7,500.00	Private	req.	7,500.00
Rent/Leasing Costs	0.00	20,000.00	State	com	20,000.00
Taxes and Fringe Benefits	0.00	28,830.00	State, Private	req, com	28,830.00
Utilities/Telephone (please specify)	0.00	720.00	Private	com.	720.00
Non-Personnel Items	0.00	13,950.00	Private	com.	13,950.00
Equipment	0.00	0.00			0.00
Insurance	1,000.00	8,900.00	State, Private	com.	9,900.00
Office Supplies	0.00	2,000.00	Private	com.	2,000.00
Printing/Postage	0.00	1,900.00	Private	com.	1,900.00
Audit/Accounting	1,000.00	7,100.00	Private	req.	8,100.00
Other (please describe)					
Programming (inc. ECMA)	2,000.00	11,900.00	Private	com.	13,900.00
Staff Development	0.00	2,000.00	Private	req.	2,000.00
Misc.	0.00	2,000.00	Private	req.	2,000.00
Mileage	0.00	3,000.00	Private	com.	3,000.00
Total Budget	\$ 10,000.00	\$ 273,550.00			\$ 283,550.00