

Partner Agency Application for Funding

FY2016

FACE SHEET

Agency Name:	Rappahannock Big Brothers Big Sisters				
<i>Has the City/ County Funded This Agency in Previous Years?</i>					X Yes <input type="checkbox"/> No
Physical Address:	325A Wallace Street				
Mailing Address/PO Box:					
City:	Fredericksburg	State:	VA	Zip:	22401
Telephone Number:	540-371-7444	Fax Number:	540-371-7445		
Federal Tax ID #:	54-0848850				
Web Address:	www.rbbbs.org				
General Email Address:	info@rbbbs.org				
Agency Main Contact:	Michelle Hedrich	Title:	Executive Director		
Telephone Number:	540-371-7444				
E-Mail Address:	michellehedrich@rbbbs.org				

Agency General Information

Agency Mission:	<p>Vision: all children achieve success in life. Mission: provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever. Accountability: by partnering with parents/guardians, volunteers and others in the community we are accountable for each child in our program achieving: --Higher aspirations, greater confidence, and better relationships --Avoidance of risky behaviors --Educational success</p>				
Number of years agency has been in operation:	47 years				
Localities Served:	City of Fredericksburg and the Counties of Caroline, King George, Spotsylvania, and Stafford				

Agency Financial Information

List Programs	Personnel Expenses	Benefits	Operating Expenses	Total Program Budget
1. One-to-One Mentoring	104,901.21	18,607.20	86,101.94	209,610.35
2.				
3.				
4.				
5.				
Agency Administration:	67,967.28	13,282.20	26,200.00	107,449.48
Capital Outlay:	0	0	0	0
Total Agency Budget:	172,868.49	31,889.40	112,301.94	\$317,059.83

If your application includes funding increases for personnel (to include new positions or merit / COLA increases), please check here and explain in detail the need for this type of increase under each program budget.

Submission Checklist: <i>(include 1 copies of each)</i>	<input checked="" type="checkbox"/> IRS 501(c)(3) Letter	<input type="checkbox"/> Audit Report <i>(with Audit Management Letter)</i>	<input type="checkbox"/> Current Financial statement	<input type="checkbox"/> IRS 990
<input type="checkbox"/> Accountant Contact Information	<input type="checkbox"/> Organizational Chart	<input type="checkbox"/> Current Board Roster <i>(with contact information)</i>	<input type="checkbox"/> Agency's Current Strategic Plan	

Agency Administrative Expenses:

In the box below, provide an overview of the administrative costs detailed on the face sheet for the agency as a whole. **Please provide justification for and specific amounts of administrative costs that are defrayed by locality funds.** If your agency is requesting an increase or decrease in administrative funding, please describe, in detail, the reasons for these changes. (The description should not exceed 15 lines of text.)

The administrative personnel expenses listed in Agency Financial Information include the salaries for the Executive Director and Office Assistant. The Agency Administration Operating Expenses are the expenses associated with our fundraising events. The monies received from local funding are used to defray program costs. Our organization has many fundraisers to support our budget of administrative and program costs.

Capital Outlay:

In the box below, provide an overview of the capital expenses detailed on the face sheet for the agency as a whole. **Please provide justification for and specific amounts of capital costs that are defrayed by locality funds.** (The description should not exceed 10 lines of text.)

N/A

Personnel Expenses (General):

In the box below, provide an overview of any increases or decreases in general personnel expenses for the agency. This would include any planned or projected merit or COLA increases, or new positions being requested. Also include a description of any changes to agency benefits structure or cost. (The description should not exceed 10 lines of text.)

The RBBBS staff salaries were not increased for 6 years FY08-FY12 & FY14. The staff salaries increased by 2% COLA in FY13 & FY15. With the recent departure of a full time staff member, it was decided to replace that position with two part time positions that do not include benefits.

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BUDGET EXPLANATIONS

Rappahannock
Big Brothers Big Sisters

Budget Information

Please complete the following chart with the financial information for the agency as a whole. In each area include the budget specifically allocated to your agency from each locality/entity listed below.

	FY2014 Actual	FY2015 Budgeted	FY2016 Projected
Caroline	0	0	0
Fredericksburg	10,000.00	10,000.00	10,500.00
King George	0	0	0
Spotsylvania	5,000.00	5,000.00	5,500.00
Stafford	6,500.00	5,850.00	6,350.00
United Way	44,147.25	10,000.00	30,000.00
Grants	61,034.96	52,000.00	55,000.00
Client Fees	0	0	0
Fundraising	121,556.54	172,350.00	172,350.00
Other <i>(explain below)</i>	43,364.51	62,300.00	43,300.00
Total Agency Budget for PD16	291,603.26	317,500.00	323,000.00

Detail below what is included in the category 'Other':

Revenues Other	FY2014	FY2015	FY2016
Donations	34,312.70	29,000.00	30,000.00
Bequests	500.00	0.00	0.00
Earned Revenue	181.81	200.00	200.00
Sales Revenue	120.00	100.00	100.00
Reserves	8,250.00	33,000.00	13,000.00
	43,364.51	62,300.00	43,300.00

Donations include Annual Fund, Board giving, solicited and unsolicited donations.

Bequests include one time memorial donations.

Earned Revenue is interest on bank accounts.

Sales Revenue is from cookbook sales.

Reserves are monies that the Board has temporarily restricted from our reserves fund to our operating budget.

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BUDGET EXPLANATIONS

Agency Name:

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Rappahannock
Big Brothers Big Sisters

Please detail below any legislative initiatives or issues that may impact the agency for the upcoming year and how you are planning for them. This could include new legislation that may increase or decrease projected funding at any level (Federal/State/Local), or could affect grants or designated funds as they are currently received. If you are aware of "outside" funding sources that will expire or be reduced on a set cycle or date, please note those below and how you are planning for them.

There are not legislative initiatives or issues that may impact our agency. Most of our grant funding is awarded on a yearly basis. For any grants that are not renewed, the plan to fill the void is to seek other grants or increase fundraising.

Please detail below any identified agency needs or areas of concern that are currently not being addressed in your funding request. This could include training or technical assistance for specific areas, administrative support for a program or service, evaluation of current programs, or consultation for strategic planning, board support, or fundraising.

An identified area of need is in expanding our program to meet the needs of more children. School staff and parents are continuously seeking our assistance for children in need of a mentor above our current capacity for staff caseload. We do not have a need for any of the other areas listed above.

Please use the area below to provide any locality specific notes or statements that may be relevant to your application.

City of Fredericksburg:

RBBBS is requesting an increase in funding from \$10,000 to \$10,500. The funding provided by the City of Fredericksburg represents 3.1% of our funding source. In FY14, out of the 247 children served, 75 of them (30%) were from Fredericksburg. The average cost of supporting a match for one year is about \$1,200. Therefore, the cost of serving the 75 Fredericksburg children is \$90,000. The statistics in Fredericksburg for economically disadvantaged children reveal a need for a proven prevention program like ours. More than 54% of children in Fredericksburg were eligible for free and reduced lunches in AY2013-14. The graduation rate for economically disadvantaged students in Fredericksburg is 69% compared to an 82% rate for all students. Our program supports the education system of Fredericksburg by helping these economically disadvantaged children reach graduation.

Caroline County:

King George County:

Spotsylvania County:

RBBBS is requesting an increase in funding from \$5,000 to \$5,500. The funding provided by Spotsylvania County represents 1.8% of our funding source. In FY14, out of the 247 children served, 60 of them (24%) were from Spotsylvania. The average cost of supporting a match for one year is about \$1,200. Therefore, the cost of serving the 60 Spotsylvania children is \$72,000. The statistics in Spotsylvania for economically disadvantaged children reveal a need for a proven prevention program like ours. More than 36% of children in Spotsylvania were eligible for free and reduced lunches in AY2013-14. The graduation rate for economically disadvantaged students in Spotsylvania is 78% compared to a 89% rate for all students. Our program supports the education system of Spotsylvania by helping these economically disadvantaged children reach graduation. At the request of Spotsylvania County School Administrators, we are expanding our Bigs in Schools program to Harrison Road Elementary School this current school year.

Stafford County:

RBBBS is requesting an increase in funding from \$5,850 to \$6,350. The funding provided by Stafford County represents 1.8% of our funding source. In FY13, Stafford County decreased funding to our organization by 37%. In FY14, out of the 247 children served, 76 of them (31%) were from Stafford. The average cost of supporting a match for one year is about \$1,200. Therefore, the cost of serving the 76 Stafford children is \$91,200. The statistics in Stafford for economically disadvantaged children reveal a need for a proven prevention program like ours. More than 26% of children in Stafford were eligible for free and reduced lunches in AY2013-14. The graduation rate for economically disadvantaged students in Stafford is 78% compared to a 90% rate for all students. Our program supports the education system of Stafford by helping these economically disadvantaged children reach graduation.

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PROGRAM INFORMATION

Program Name:	Page
One-to-One Mentoring	

Each agency submitting a funding request must fill out the following pages for each program serving citizens within the region and for which funding is requested. Any incomplete applications or programs that do not have a full application will not be considered for funding. PLEASE do not include any unrequested information. Each locality reserves the right to request additional information once the application has been submitted.

Program Name:	One-to-One Mentoring	Is this a new program?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Program Contact:	Michelle Hedrich	Title:	Executive Director
Telephone Number:	540-371-7444		
E-Mail Address:	michellehedrich@rbbs.org		

1. Program Purpose/Description: *(the following description should not exceed 10 lines of text)*

Rappahannock Big Brothers Big Sisters (RBBBS) exists to provide children facing adversity with volunteer adult mentors. Our program of mentoring, and the National Standards for implementing and evaluating it, were created to have the greatest impact on a child at risk of failure. It is research-based and scientifically proven to achieve success for children. Our services include: volunteer screening, youth assessment, determining the best match of adult and child, ongoing supervision/support (to the parent, volunteer and child) and measurement of results. Our program meets the needs of the community by investing in children to help them achieve educational success and be prepared for the workforce. We help them reach their potential to become contributing citizens. We help the community avoid the high economic and opportunity costs associated with failure i.e. high school dropouts and juvenile criminals. Mentoring impacts each child in a variety of ways. Our strategic outcomes include 1) educational success, 2) avoidance of risky behavior, and 3) improved social competency which are the building blocks that children need for a productive life.

2. Justification of Need: *(Please state clearly why this service should be provided to the citizens of the region and why the localities should consider this funding request. If this is a new program, be sure to include the benefit to the region for funding a new request. The following should not exceed 10 lines of text, and should include the most recent data available.)*

In our region, economically disadvantaged students have lower graduation rates (68%-85%) compared to other students (81%-92%). One indicator of economically disadvantaged students is the percent eligible for free and reduced lunches (26%-54%). School Counselors increasingly call on us to find mentors for children who need support and are at risk of not meeting the Standards of Learning. Our one-to-one mentoring program meets the needs of individual children and the community by helping children to develop behaviors that demonstrate the value of education and lead to graduation. Many children live with a guardian who is challenged by time, ability and circumstances to provide the necessary support for educational and civic activities. These children have an elevated exposure to crime, violence, and substance abuse which impedes success in school. Parents and educators have seen positive results for at-risk children with RBBBS mentors. Mentoring is a cost effective approach to serve these children. For every dollar invested in RBBBS, communities see a return benefit through reduced violence/crime and improved educational outcomes.

3. Program Collaboration: *(The following should describe, in detail, examples of collaborative efforts and key partnerships between your program and other programs or agencies in the area, and should not exceed 10 lines of text.)*

National Society of Black Engineers – provides volunteer mentors, donations, ambassadors for our mentoring program, collaborate on advancing STEM (Science, Technology, Engineering, Math) efforts.
Community Collaborative for Youth and Families – Executive Director is a Leadership Team member and collaborates to strengthen the network of community services and strengthen the outcomes/impact for at risk children.
Passport to Manhood – partner with Omega Psi Phi Fraternity and the Boys & Girls Club on this program for boys ages 12-14. We provide specialized mentor training to all Omega mentors and support the application process and participation for boys in our program who want to join this program.
University of Mary Washington- students serve as mentors and interns. The University staff collaborates with recruiting student leaders and student volunteers.
YMCA – provides passes for our mentors/mentees to use the facilities to engage in healthy, positive physical activity.

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PROGRAM INFORMATION

Program Name:	Page
One-to-One Mentoring	

4. Program Audience and Service Delivery: *(The following should describe the program's intended audience or client base and how those clients are served. This should include the location of the service and what geographic areas are served or targeted for service. If your program has specific entry or application criteria, please describe it below. Please do not exceed 10 lines of text.)*

The target population is children ages 6-18 who face adversity in their lives as a result of poverty, single parent household or parental incarceration or live in military families. Many children have little or no contact with the absent parent(s) or are in the custody of a guardian such as a grandmother. Children enter our program ages 6-13 and once matched, may continue until high school graduation. Our national research reveals that the greatest return on investment and best chance for success occurs if mentoring and intervention begins at ages 6-13. Children are referred by parents/guardians, teachers, or counselors. We match screened and trained adult volunteers (mentors) with at-risk children (mentees) who live in the region. Mentors provide positive direction to help children fulfill their potential. The mentors/mentees meet for at least two hours each week for a minimum of one year (application criteria for volunteers, parents and children). The mentors and mentees can meet anywhere in the community that they choose, as long as the parent gives consent. Our mentoring also takes place in some area schools.

5. Client Fees: *(Please describe the fees clients must pay for the services provided in this program, and how those fees are determined.)*

Rappahannock Big Brothers Big Sisters charges no fees for service.

6. Budget Information: *(Please complete the following chart with the financial information for this program. In each area include the dollars specifically allocated/requested for this program.)*

	FY2014 Actual	FY2015 Budgeted	FY2016 Projected
Caroline	0	0	0
Fredericksburg	10,000.00	10,000.00	10,500.00
King George	0	0	0
Spotsylvania	5,000.00	5,000.00	5,500.00
Stafford	6,500.00	5,850.00	6,350.00
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Total Program Budget for PD16	291,603.26	317,500.00	323,000.00

Please indicate, in detail, reasons for increases or decreases in the amounts requested for FY2016. Include whether these changes come from increases in personnel, benefits, or operating expenses. If an increase is being requested, please describe the impact not receiving an increase would have on the program. In particular, please describe in detail if any increase is sought for new positions or personnel.

Rappahannock Big Brothers Big Sisters (RBBBS) is requesting a modest increase in funding of \$500 (per locality) to assist with program costs. Current funding from localities represents 1.5% to 3% of our budget. Funding is used to recruit, screen (background checks), interview, train, evaluate and provide ongoing support to children, guardians, and volunteer mentors. Limited funding limits our capacity to serve children in need of a mentor. This funding is not for new positions or personnel.

7. Goals, Objectives, & Evaluation: *(Please provide the following information regarding the goals and objectives for your program. Space has been provided for two goals, with two objectives per goal. If your agency is funded by the United Way, please include a copy of your Logic Model for this program as a supplemental attachment. Individual descriptions should not exceed 5 lines of text.)*

Program Goal 1:

We will build strong relationships between mentors and mentees. The trusting relationship established through mentoring will help the mentee cope with the adversity in their lives and act as a protective factor against future risk behavior.

Objectives:

1a.	Mentees will develop trust and confidence in their mentors through consistent contact for a minimum of one year. Mentees will show positive outcomes in the areas of closeness (attachment), importance (significant & beneficial relationship) and safety.
1b.	Mentors will gain knowledge about mentoring for building a relationship with their mentees. Mentors will show positive outcomes in the areas of confidence (to develop a beneficial relationship) and closeness (attachment).

Program Goal 2:

As a result of the mentor/mentee relationship, mentees will show improvement in scholastic competence and academic engagement. Mentees will demonstrate a more positive sense of what is possible for the future which will result in graduating from high school and aspiring to attend college.

Objectives:

2a.	Mentees will show improvement in self-confidence as it relates to school and school work. Mentees will have a positive increase in outcomes in the areas of scholastic competency.
2b.	Mentees will show improvement in educational expectations and in their outlook toward the future.

Evaluation Method: *(Please describe the method used to measure the above goals/objectives. Please do not exceed 10 lines of text.)*

Our mentoring program is evaluated through a variety of key performance metrics. Data is collected through the survey instruments of the Big Brothers Big Sisters of America – *Youth Outcome Survey (YOS)* and *Strength of Relationship Survey (SOR)* –and entered into the AIM (*Agency Information Management*) System. The SoR determines the strength of relationship between mentor and mentee. The YOS measures outcomes of the child. These instruments are predicated on research that trusting relationships build positive futures and that academic engagement reduces the school drop-out rate and risky behaviors. Data is also collected through the process of match support. Specific feedback/data from the child, guardian and volunteer informs our response to providing resources to them. Data also informs adjustment of program service delivery, staffing responsibilities, priorities, strategic plans, and budgeting. We work with each mentor and child’s parent/guardian to evaluate progress and modify goals as needed, to ensure that each child’s developmental needs are accurately identified and to ensure progress is being made.

8. Outcome Data: *(Please give the most recent outcome data for the objectives above. Indicate below what time period the data covers.)*

Data Collection Period: July 1, 2013 to June 30, 2014

Objective 1a.

Data collected by RBBBS indicates that mentees have consistent contact with their mentors for a minimum of one year. The Average Match Length (AML) is 21.4 months for community based matches. The results of the Youth (mentee) SoR survey show (on a five point scale with 5 as the best) that our program scores a 4.9 in closeness (feelings of emotional bond and attachment toward mentor), a 4.9 in importance (the significance of the relationship with the mentor), and a 4.8 in coping (assistance with problem solving, stress management and emotional support). The data shows positive increases between the results of the three month survey and the annual survey.

Objective 1b.

The results of the Volunteer (mentor) SoR survey show (on a five point scale with 5 as the best) that our program scores a 4.6 in confidence (confidence as a mentor, perception of a compatible match, and mentee improvement) and a 4.6 in closeness (feeling of emotional attachment to the mentee). The data shows positive increases between the results of the three month survey and the annual survey.

Objective 2a.

Our Youth Outcomes Survey assesses the mentee’s confidence in doing his/her school work with higher levels of scholastic competence indicating better mental health and higher grades. The results of the YOS indicate a positive increase between the results of the three month survey and the annual survey in scholastic competency-from 2.8 to 2.9 (four point scale).

Objective 2b.

Our Youth Outcomes Survey includes questions regarding educational expectations and assesses the mentee’s confidence in attending and graduating from high school and college. The results of the YOS indicate a positive increase between the results of the three month survey and the annual survey in educational expectations-from 3.5 to 3.7 (four point scale).

9. Program Goal Updates: *(Please provide a brief description of the current status of your program goal(s), given your outcome data. For example, if reported data was well below the stated outcome measure, please indicate why you feel that is the case. Also, include how your outcome data will influence or modify the program for the upcoming fiscal year. These descriptions should not exceed 20 lines of text.)*

Program Goal 1:

The Big Brother Big Sister mentoring model is structured to ensure strong relationships are created and maintained between mentors and mentees. Our requirements--of at least a year commitment from the child, their parent/guardian and the volunteer mentor, ongoing contact with a trained RBBBS staff member (Match Advocate), and measurement of outcomes--are in place in order to make a meaningful impact on the child's life. Data collected from July 1, 2013 to June 30, 2014 indicates that our program is an effective prevention tool as it helps children cope with the adversity in their lives in a positive way. The avoidance of risky behavior is one of our specific strategic outcomes and as such we are committed to training our mentors on how to assist mentees with problem solving. Even with positive program outcomes, we continually strive to improve our program and benefit from the research conducted by our national office. The national Youth Outcomes Survey results released in 2013 indicated that 94% of youth in our programs showed positive outcomes in avoidance of risky behavior. Our data collection and process for creating evaluation reports for localities is administered through a national database of which we are part called Agency Information Management (AIM). Our trained staff of "Match Advocates" collects survey data from mentors, mentees and parents during regularly scheduled interviews and enters it into AIM. AIM is a key component of our strategy to build strong relationships between mentors and mentees. AIM provides the tools necessary to monitor and improve performance and document outcomes and impact. AIM allows us to examine data on a daily basis and adjust our overall program as well as tailoring support to the individual needs of the child by focusing on problems as they occur.

Program Goal 2:

Big Brothers Big Sisters utilizes the latest research on improving academic achievement. Our program has been reviewed by prevention experts and identified as a best practice national model program. The data collected from July 1, 2013 to June 30, 2014 indicates that children benefit from our program and show increases in their confidence as it relates to school work and their expectations for educational achievement. Our YOS survey specifically asks children about their likelihood of graduating from high school and attending college. Educational success is one of our specific strategic outcomes and as such we are committed to creating the attachment that leads to achievement. Even with positive program outcomes, we continually strive to improve our program and benefit from the research conducted by our national office. The national Youth Outcomes Survey Report released in 2013 indicated that 85% of youth in our programs showed positive outcomes in educational expectation. The Report stated "The largest differences for the mentees when compared to unmatched youth were in the areas of social acceptance; which research ties to grade retention, school engagement, and perceived scholastic competence; a measure linked to grades and test scores." Our data collection and process for creating evaluation reports for localities is administered through a national database of which we are part called Agency Information Management (AIM). Our trained staff of "Match Advocates" collects survey data from mentors, mentees and parents during regularly scheduled interviews and enters it into AIM. AIM provides the tools necessary to monitor and improve performance and document outcomes and impact. AIM allows us to examine data on a daily basis and adjust our overall program as well as tailoring support to the individual needs of the child by focusing on problems as they occur. It is not only statistics that prove to us that we are making a difference in academic achievement and aspirations, it is the stories we hear from mentors about keeping their mentees on track to pass the Standards of Learning or taking them on college visits and explaining the process of applying to college.

10. Community Impact: (Please provide at least two examples of how your services have impacted members of our community. This description should not exceed 20 lines of text.)

1. Five years ago, Eric's mother contacted RBBBS to find a mentor for her son since she is a single mother. Eric (7 years old) was timid, not confident, found it hard to make friends and was hesitant to try new activities. Eric was matched with Big Brother Greg who took him to cultural and sporting events, taught him to garden and cook, participated in community service activities, helped with school projects and spent time focusing on how to get along with others. This has made Eric open minded and comfortable interacting with people of all races and religions. Greg encourages Eric to be the best at whatever he participates in. Eric has received character and honor roll awards and is a stellar basketball player. Eric is optimistic about the bright future ahead of him. Eric's mother is pleased with the support services received from RBBBS and Big Brother Greg and says "Greg has given Eric the constant, positive influence that young boys need during these formative years. To know that Eric has another dependable, caring adult in his life is the most important part of the program. Greg's guidance has helped Eric be accountable as a young man."

2. Two years ago, we matched a UMW student (Samantha) with an elementary school girl (Jessica) identified by a school counselor as needing a positive role model. Each week they would go over homework and talk about social situations. When Little Sister Jessica went on to middle school, it was a difficult transition and she has benefitted from the support and encouragement of her mentor. She knows that she has someone she can trust to help her navigate the nuances of middle school. Jessica had a difficult time with the middle school curriculum and required after school tutoring sessions. In addition to their regularly scheduled mentor meetings, Big Sister Samantha attended the tutoring sessions along with Jessica and provided that extra boost of confidence Jessica needed to stick to the program and improve her academic performance. Jessica has grown in her self-confidence and knows her Big Sister will be there for her. Our mentoring program provides children with an opportunity to build a relationship with a caring adult and form an attachment to school and learning that will lead to graduation from high school.

11. Collaborative Impact: (Please describe how the community would be impacted if your agency were dissolved or merged with another partner agency. This description should not exceed 20 lines of text.)

If our agency were to be dissolved, there would not be a one-to-one mentoring program with the specific, measurable outcomes of educational success, avoidance of risky behavior and improved social competency. When parents, school counselors and teachers contact our organization they are desperately seeking mentors for children that they think will make negative choices or not make educational progress without positive guidance. When children do not have positive adult role models, they are more likely to engage in the risky behavior of their peers or the negative adult role models in their lives. Without our prevention program, there would be a greater need for higher cost intervention programs for children after they have engaged in negative actions. Our community needs to have all children succeed. We cannot afford economically or otherwise to have them fail. There is a real dollar cost to the individual child and to the community if they fail i.e. loss of income tax revenue, increased law enforcement costs, and increased social service costs.

Our program would not be merged with another partner agency because we are a nationally affiliated program with a specific mentoring model with national Standards of Practice unlike any other agency in our region.

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SERVICE DATA

Program Name:	Page
One-to-One Mentoring	

Program Service Data: **Service Period:** July 1, 2013 to June 30, 2014

Locality Served	Total Served		Gender		Race					
	FY2014	FY2016*	Male	Female	Caucasian	African American	Asian	Hispanic	American Indian	Other
Fredericksburg	75	78	29	46	13	44	0	11	0	7
Caroline	3	4	1	2	0	3	0	0	0	0
King George	30	31	13	17	9	18	0	1	0	2
Spotsylvania	60	64	21	39	15	34	0	5	0	6
Stafford	76	79	39	37	23	38	2	6	0	7
Other	3	3	2	1	1	0	0	0	0	2
Total	247	259	105	142	61	137	2	23	0	24

**Please include the projected number to be served in each locality for the upcoming fiscal year.*

Locality Served	Age Groups								Income Levels				
	0-4	5-10	11-13	14-18	19-25	26-40	41-60	60 +	Under \$10,000	\$10,000 - \$19,000	\$20,000 - \$39,000	\$40,000 - \$59,000	Over \$60,000
Fredericksburg	0	27	35	13	0	0	0	0					
Caroline	0	0	2	1	0	0	0	0					
King George	0	15	12	3	0	0	0	0					
Spotsylvania	0	19	22	19	0	0	0	0					
Stafford	0	28	27	21	0	0	0	0					
Other	0	1	2	0	0	0	0	0					
Total	0	90	100	57	0	0	0	0					

Please describe below your data collection methodology and tracking measures. Indicate systems or processes that are used and responsible parties. Please also describe how your projections are determined for the upcoming year. If any of the above information is not available, please indicate why:

--Data is collected through the survey instruments of the Big Brothers Big Sisters of America – *Youth Outcome Survey (YOS)* and *Strength of Relationship Survey (SOR)* –and entered into the AIM (*Agency Information Management*) System which is utilized to measure impact. Data is also collected through the process of match support by our Match Advocate staff members.
 --We project a 5% increase for the upcoming year based on increasing requests for our services from schools and parents.
 --We do not gather dollar amount income figures because our services are provided free of charge and not income (financial need) based. Our services are provided based on the need for a positive role model.