

Regional Funding

Fiscal Year 2019 - Partner Funding Application

Rappahannock Big Brothers Big Sisters

Agency Information

General Information

Agency Name	Rappahannock Big Brothers Big Sisters
Physical Address	325A Wallace Street, FREDERICKSBURG, VA, 22401, U.S.A.
Mailing Address	325A Wallace Street, Fredericksburg, VA 22401
Agency Phone Number	(540) 371-7444
Federal Tax ID #	540848850
Web Address	www.rbbbs.org
Agency Email Address	michellehedrich@rbbbs.org

Agency Mission Statement

Provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever.

Number of Years in Operation	50
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Main Contact

Main Contact	Michelle Hedrich, phone: (540) 371-7444, email: michellehedrich@rbbbs.org
Job Title	Executive Director

Localities Served

Please select any/all localities your agency serves.

Caroline	<input checked="" type="checkbox"/>
Fredericksburg	<input checked="" type="checkbox"/>
King George	<input checked="" type="checkbox"/>
Spotsylvania	<input checked="" type="checkbox"/>
Stafford	<input checked="" type="checkbox"/>

Collaborative Impact

Describe in detail how the community would be impacted if your agency were dissolved or merged with another partner agency.

There would not be a one-to-one mentoring program with specific, measurable outcomes of educational success, avoidance of risky behavior and improved social competency. Parents & counselors seek mentors for children who may make negative choices or are not making educational progress. Without positive role models, children 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. Our community needs to have all children succeed as we cannot afford for them to 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 and social service costs. Our program would not be merged because we are a nationally affiliated program with a specific mentoring model with national Standards of Practice unlike any other agency in our region.

Community Impact

Please provide at least 2 examples of how your services have impacted members of our community.

Example 1

Kara's mother, a single parent, contacted Big Brothers Big Sisters (RBBBS) with concerns about Kara's low self-esteem. She is an average student who has challenges with focus and being organized. Kara's mother has a long commute and Kara takes care of her younger siblings which limit participation in after school activities. Kara's mother wanted to have another adult that Kara could talk to. RBBBS research shows that children with these identified issues are best served by a mentor who can guide them away from negative influences and toward positive self-esteem.

RBBBS matched Kara with Big Sister Alice who is a warm-spirited young woman. Alice had grown up in a similar situation of caring for siblings and understood the need for Kara to experience new activities. Alice and Kara have built a caring, trusting relationship which has made Kara comfortable with discussing issues of concern. They have natural conversations while doing every day activities such as going to Alice's house to cook or watch movies. Alice has exposed Kara to many new places such as going on day trips to festivals and being tourists in DC and Richmond.

Kara and Alice are frequent attendees at RBBBS sponsored activities such as the Valentine's Party and Day at the Marina. Alice also introduced the concept of community service and inspired Kara to begin volunteering at a retirement home.

Alice has taken Kara shopping for school supplies and helped her study for her SOL exams. Together they have strategized ways to help Kara be more focused and organized to improve her grades. They have also begun researching colleges.

By having a positive adult role model, Kara has made gains in the areas of concern that her mother had stated in her initial request from RBBBS. Kara's mentor has shown her many new places and activities. Kara has positive childhood memories of activities that she would not have had the resources to experience. Kara feels valued by her mentor and her community.

Example 2

Timmy lives with mother and grandmother and has no male role model as his father is incarcerated. Prior to contacting Big Brothers Big Sisters, Timmy was experiencing a great deal of in-school behavioral concerns. Barry is kind and dependable volunteer who wanted to be a positive role model for a child without a father in his life. Big Brothers Big Sisters matched Barry with Timmy in the Bigs in Schools mentoring program at a local elementary. In addition to working on homework, they spend time playing basketball and football, or just talking. Timmy's mother has said that she has recognized many positive

changes in her son's behaviors since his involvement in the Big Brothers Big Sisters program.

At the conclusion of the school year, Barry expressed his desire to participate in the Bigs Plus program in order to continue nurturing the relationship with Timmy. Therefore, in addition to meeting at school during the academic year, Barry and Timmy are also able to participate in fun and exciting activities together over the summer too. Barry saw a need to help Timmy improve his math and reading knowledge and skills. Barry takes Timmy to the library to check out books. The two of them have been using math flashcards to help Timmy to advance his learning in math.

The Match Advocate Staff at Big Brothers Big Sisters is in regular contact with Barry, Timmy and Timmy's parent to monitor the development of the mentor/mentee relationship and to offer resources and advice to help Timmy with positive behavior and academic success.

Example 3 (Optional)

Rappahannock Big Brothers Big Sisters

Agency Budget Narrative

Administrative Expenses

Provide an overview of the administrative costs for your agency.

The Agency Administrative Expenses include the salaries for the Executive Director and Office Assistant as well as the expenses associated with our fundraising events. Our organization has many fundraisers to support our budget of administrative and program costs.

If your agency is requesting an increase or decrease in administrative funding, please describe in detail the reasons for these changes.

The monies received from local funding are used to defray program costs.

Please provide justification for and specific amounts of administrative costs that are defrayed by locality funds.

N/A

Capital Expenses

Please provide an overview of the capital costs for your agency.

N/A

Please provide justification for and specific amounts of capital costs that are defrayed by locality funds.

N/A

Salary & Benefit Expenses

Please provide an overview of any increases or decreases in general personnel expenses for your agency.

The FY19 budgeted amount includes a 2% COLA.

Please provide a description of any changes to agency benefits structure or cost.

Due to changes in national health care policy, RBBBS decided to no longer offer full time employees a health benefit payment. This amount was transitioned from the benefits line to be included in the salary of the full time employees. There will be no changes to agency benefits for FY19.

Budget Issues

Provide any legislative initiatives or issues that may impact the agency for the upcoming year.

There are not legislative initiatives or issues that may impact our agency.

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.

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 any identified agency needs or areas of concern that are currently not being addressed in your funding request.

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.

Rappahannock Big Brothers Big Sisters

Agency Total Budget

In the boxes below provide an overview of the administrative costs associated with your total agency budget.

Expenses

	FY 2017 Actual	FY 2018 Budgeted	FY 2019
Salary	161,634.47	177,778.28	181,333.84
Benefits	19,875.73	22,841.97	23,298.81
Operating Expenses	80,979.86	83,294.00	83,294.00
Capital Expenses	0.00	0.00	0.00
Other Expenses	33,825.74	35,000.00	35,000.00
Total	296,315.80	318,914.25	322,926.65

Revenues

Please include revenue associated with your entire organization. This section represents the TOTAL revenue your organization is receiving. The revenue associated with specific programs will be listed within your program budgets; this section represents total revenues. (For example if your organization requests funding for multiple programs the total amount requested from each locality or other entities goes within this section)

	FY 2017 Actual	FY 2018 Budgeted	FY 2019
Caroline	0.00	0.00	0.00
Fredericksburg	10,000.00	10,000.00	11,000.00
King George	0.00	0.00	0.00
Spotsylvania	5,500.00	5,500.00	6,000.00
Stafford	6,000.00	6,000.00	7,000.00
United Way	42,479.89	41,500.00	41,500.00
Grants	26,676.96	41,050.00	41,050.00
Client Fees	0.00	0.00	0.00
Fundraising	163,781.06	171,900.00	173,450.00
Other (Click to itemize)	40,883.70	43,000.00	43,000.00
Total	295,321.61	318,950.00	323,000.00

Surplus / Deficit

	FY 2017 Actual	FY 2018 Budgeted	FY 2019
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Surplus or Deficit	-994.19	35.75	73.35
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Rappahannock Big Brothers Big Sisters

Locality Information

Locality Notes

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

Caroline County

City of Fredericksburg

RBBBS is requesting a funding increase from \$10,000 to \$11,000. The funding provided by Fredericksburg represents 3% of our funding. In FY17 of the 186 children served, 65 (35%) were from Fredericksburg. The cost of supporting a match for one year is \$1,200. Therefore, the cost of serving the 65 Fredericksburg children is \$78,000. The statistics in Fredericksburg for economically disadvantaged children reveal a need for a proven prevention program like ours. More than 62% of children in Fredericksburg were eligible for free/reduced lunches in AY2016-17. The graduation rate for economically disadvantaged students in Fredericksburg is 75% compared to an 82% rate for all students. Our program supports the education system of Fredericksburg by helping these economically disadvantaged children reach graduation. Research on childhood adversity reveals that the single most common factor for children to develop resilience is a stable and committed relationship with a supportive adult.

King George County

Spotsylvania County

RBBBS is requesting a funding increase from \$5,500 to \$6,000. The funding provided by Spotsylvania represents 1.7% of our funding. In FY17, of the 186 children served, 56 (30%) were from Spotsylvania. The cost of supporting a match for one year is about \$1,200. Therefore, the cost of serving the 56 Spotsylvania children is \$67,200. The statistics in Spotsylvania for economically disadvantaged children reveal a need for a proven prevention program like ours. More than 39% of children in Spotsylvania were eligible for free/reduced lunches in AY2016-17. The graduation rate for economically disadvantaged students in Spotsylvania is 81% compared to a 90% rate for all students. Our program supports the education system of Spotsylvania by helping these economically disadvantaged children reach graduation. Research on childhood adversity reveals that the single most common factor for children to develop resilience is a stable and committed relationship with a supportive adult.

Stafford County

RBBBS is requesting a funding increase from \$6,000 to \$7,000. The funding provided by Stafford County represents 1.8% of our funding source. In FY17, of the 186 children served, 44 (23.6%) were from Stafford. The average cost of supporting a match for one year is about \$1,200. Therefore, the cost of serving the 44 Stafford children is \$52,800. The statistics in Stafford for economically disadvantaged children reveal a need for a proven prevention program like ours. More than 28% of children in Stafford were eligible for free/reduced lunches in AY2016-17. The graduation rate for economically disadvantaged students in Stafford is 88% compared to a 94% rate for all students. Our program supports the education system of Stafford by helping these economically disadvantaged children reach graduation. Research on childhood adversity reveals that the single most common factor for children to develop resilience is at least one stable and committed relationship with a supportive adult.

Rappahannock Big Brothers Big Sisters - One-to-One Mentoring

Program Overview

You may save your work at any time by clicking on the "Save My Work" link/icon at the bottom or top of the page.

When you have completed all questions on the form, select the "Save My Work and Mark as Completed" link/icon at the bottom or top of this page.

You may also SWITCH between forms in this application by using the SWITCH FORMS feature in the upper right corner. When switching forms, any updates to the existing form will automatically be saved.

General Information

Program Name One-to-One Mentoring

Is this a new program? No

Program Contact

Name Michelle Hedrich

Title Executive Director

Email michellehedrich@rbbbs.org

Phone (540) 371-7444

Program Purpose / Description

Provide an overview of this program

Rappahannock Big Brothers Big Sisters (RBBBS) provides 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 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. BBBS mentors are a reliable source of support and provide encouragement in the development of positive behaviors, attitudes and values. 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. 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.

Client Fees

Please describe the fees clients must pay for the services by this program.

Rappahannock Big Brothers Big Sisters charges no fees for services.

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.

Economically disadvantaged students have lower graduation rates (75%-88%) compared to other students (82%-94%). One indicator of economically disadvantaged students is the percent eligible for free and reduced lunches (28%-62%). School Counselors increasingly seek mentors for children at risk of not meeting the Standards of Learning. Our one-to-one mentoring program meets the needs the community by helping children develop behaviors that lead to graduation. Many guardians are 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. By investing in RBBBS, communities see a return benefit through reduced violence/crime and improved educational outcomes.

If this is a new program, be sure to include the benefits to the region for funding a new request.

N/A

Target Audience and Service Delivery

Describe the program's intended audience or client base and how those clients are served.

The target population is Planning District 16 children ages 6-18 who face adversity in their lives as a result of poverty, single parent household, or parental incarceration. Many children have little or no contact with the absent parent(s) or are in the custody of a guardian. Children enter our program ages 6-13 and once matched, may continue until high school graduation. 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 on a consistent schedule 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.

If your program has specific entry or application criteria, please describe it here.

The children must be ages 6-13 and face adversity in their lives. 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. The mentors, mentees and parents/guardians must commit to meeting on a consistent schedule for a minimum of one year. They also must commit to responding to ongoing contact from the RBBBS Match Advocate Staff.

Rappahannock Big Brothers Big Sisters - One-to-One Mentoring

Program Budget Narrative

Please indicate in detail reasons for increases or decreases in the amounts you are requesting.

Rappahannock Big Brothers Big Sisters (RBBBS) is requesting a modest increase in funding to assist with increased program costs. Current funding from localities represents 1.7% 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. The FY19 budgeted amount also includes a 2% COLA.

If an increase is being requested, please describe the impact not receiving an increase would have on the program.

Limited funding limits our capacity to serve children in need of a mentor.

In particular, please describe in detail if any increase is sought for new positions or personnel.

This funding is not for new positions or personnel.

Rappahannock Big Brothers Big Sisters - One-to-One Mentoring

Program Specific Budget

Please provide your program specific budget below.

Expenses

	FY 2017 Actual	FY 2018 Budgeted	FY 2019
Personnel	133,034.47	148,918.28	151,896.64
Benefits	17,492.73	20,436.97	20,845.71
Operating Expenses	80,979.86	83,294.00	83,294.00
Capital Expenses	0.00	0.00	0.00
Total	231,507.06	252,649.25	256,036.35

Revenues

This section represents revenue specifically associated with your program. Revenue that supports the implementation of your program and the services provided to the community.

	FY 2017 Actual	FY 2018 Budgeted	FY 2019
Caroline	0.00	0.00	0.00
Fredericksburg	10,000.00	10,000.00	11,000.00
King George	0.00	0.00	0.00
Spotsylvania	5,500.00	5,500.00	6,000.00
Stafford	6,000.00	6,000.00	7,000.00
United Way	42,479.89	41,500.00	41,500.00
Grants	26,676.96	41,050.00	41,050.00
Client Fees	0.00	0.00	0.00
Fundraising	99,966.51	105,635.00	106,559.70
Other (Click to itemize)	40,883.70	43,000.00	43,000.00
Total	231,507.06	252,685.00	256,109.70

Surplus / Deficit

	FY 2016 Actual	FY 2017 Budgeted	FY 2018 Requested
Surplus or Deficit	0.00	35.75	73.35

Rappahannock Big Brothers Big Sisters - One-to-One Mentoring

[View Diagram](#) Goals and Objectives

Goals

Goal:

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

Mentees will develop trust and confidence in their mentors through consistent contact. Mentees will show positive outcomes in the areas of closeness (attachment), importance (significant & beneficial relationship) and safety.

Objective Results	Year End	Baseline
Total # Clients Served	186	195
Total # Clients Achieved/Successful	182	166
% Achieved / Successful	97.85	85.13

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).

Total # Clients Served	186	195
Total # Clients Achieved/Successful	185	166
% Achieved / Successful	99.46	85.13

Outcomes Narratives

Explanation & Overview

If your outcomes are significantly less than your stated objectives, please note any reasons why this might be the case

N/A

Updates for FY2018

Please note any changes you plan to make to the program, or the stated goals and objectives, given the data you have reported

We do not plan to make programmatic changes since the data indicates that we have met our goal of building strong relationships with consistent contact. The data shows that mentees do have a significant and beneficial relationship with their mentors. The data shows that mentors have positive

outcomes in confidence and closeness. We continually monitor the relationships and tailor support to the individual needs of the children and of their mentor in order to assist their mentees.

If you are restating the goals or objectives for FY 2018, please include those here

Goal: 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. Mentees will show positive outcomes in the areas of closeness (attachment), importance (significant & beneficial relationship) and safety.

Objectives: 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).

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	Objective Results	Year End	Baseline
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.	Total # Clients Served	186	195
	Total # Clients Achieved/Successful	174	166
	% Achieved / Successful	93.55	85.13
Objectives: 2b Mentees will show improvement in educational expectations and in their outlook toward the future. Mentees will have a positive increase in outcomes in the areas of educational expectations.	Total # Clients Served	186	195
	Total # Clients Achieved/Successful	178	166
	% Achieved / Successful	95.70	85.13

Outcomes Narratives

Explanation & Overview

If your outcomes are significantly less than your stated objectives, please note any reasons

why this might be the case

N/A

Updates for FY2018

Please note any changes you plan to make to the program, or the stated goals and objectives, given the data you have reported

We do not plan to make programmatic changes since the data indicates that we have met our goal to have mentees show improvement in scholastic competence and academic engagement as well as demonstrating a more positive sense of what is possible for the future which will result in graduating from high school and aspiring to attend college.

If you are restating the goals or objectives for FY 2018, please include those here

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.

Objectives: 2b

Mentees will show improvement in educational expectations and in their outlook toward the future. Mentees will have a positive increase in outcomes in the areas of educational expectations.

Rappahannock Big Brothers Big Sisters - One-to-One Mentoring

Number of Individuals Served

Localities

Please provide the actual numbers of individuals served in this program during FY2016 and the projected numbers of individuals to be served in FY2018.

Locality	FY2017 (Actual)	FY2019 (Projected)
Fredericksburg City	65	68
Caroline County	2	2
King George County	18	19
Spotsylvania County	56	58
Stafford County	44	47
Other Localities	1	1
Total	186	195

Rappahannock Big Brothers Big Sisters - One-to-One Mentoring

Collaborative Impact

Efforts and Partnerships

Describe in detail examples of collaborative efforts and key partnerships between your program and the other programs or agencies in the area.

University of Mary Washington- students serve as mentors and interns. The University staff collaborates with recruiting student leaders and student volunteers.

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.

National Society of Black Engineers – provides volunteer mentors, donations, ambassadors for our mentoring program, collaborate on advancing STEM (Science, Technology, Engineering, Math) efforts.

YMCA – provides passes for our mentors/mentees to use the facilities to engage in healthy, positive physical activity.

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.

Collaborative Impact

Describe in detail how the community would be impacted if your program were dissolved or merged with another partner agency.

There would not be a one-to-one mentoring program with specific, measurable outcomes of educational success, avoidance of risky behavior and improved social competency. Parents & counselors seek mentors for children who may make negative choices or are not making educational progress. Without positive role models, children 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. Our community needs to have all children succeed as we cannot afford for them to 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 and social service costs. Our program would not be merged because we are a nationally affiliated program with a specific mentoring model with national Standards of Practice unlike any other agency in our region.