

ORIGINAL

Application for Federal Education Assistance

U.S. Department of Education Form Approved OMB No. 1875-0106 Exp.

Applicant Information

1. Name and Address

Legal Name: Be-a-Friend Program, Inc., Big Brothers Big S... Address: 1300 Elmwood Avenue

Organizational Unit

Buffalo City

(b)(2)

NY State

Erie County

14222 - ZIP Code + 4

2. Applicant's D-U-N-S Number

3. Applicant's T-I-N

161106399

6. Novice Applicant No

Title: Mentoring Programs

4. Catalog of Federal Domestic Assistance #:

84 184B

7. Is the applicant delinquent on any Federal debt? No (if "Yes," attach an explanation.)

5. Project Director: Robert F Moss

Address: 1300 Elmwood Avenue

Buffalo City

NY State

14222 - ZIP Code + 4

8. Type of Applicant (Enter appropriate letter in the box.)

- A State B Local C Special District D Indian Tribe E Individual F Independent School District G Public College or University H Non-Profit College or University I Non-Profit Organization J Private, Profit-Making Organization K Other (Specify):

Tel #: (716) 878-4337

Fax #: (716) 878-3070

E-Mail Address: baf@buffnet.net

Application Information

9. Type of Submission:

-Application

Non-Construction

12. Are any research activities involving human subjects planned at any time during the proposed project period? No (Go to item 13.)

12a. Are all the research activities proposed designated to be exempt from the regulations? No

Yes (Provide Exemption(s)#):

No (Provide Assurance #, if available):

10. Is application subject to review by Executive Order 12372 process?

No - Program has not been selected by State for review.

11. Proposed Project Dates:

Start Date: 10/01/2004 End Date: 09/30/2007

13. Descriptive Title of Applicant's Project:

Big Brothers Big Sisters of Erie County - Site-based Mentoring Program

Estimated Funding

Table with 3 columns: Category, Amount, and Unit. Rows include Federal, Applicant, State, Local, Other, Program Income, and TOTAL.

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/ application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Typed Name of Authorized Representative

Robert F Moss

b. Title

Executive Director

c. Tel #: (716) 878-4337 Fax #: (716) 878-3070

d. E-Mail Address: baf@buffnet.net

e. Signature of Authorized Representative



**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization:  
Be-a-Friend Program, Inc., Big B...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**

**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 131500	\$ 95550	\$ 100328	\$ 0	\$ 0	\$ 327378
2. Fringe Benefits	\$ 23013	\$ 16721	\$ 12557	\$ 0	\$ 0	\$ 52291
3. Travel	\$ 16400	\$ 20370	\$ 14774	\$ 0	\$ 0	\$ 51544
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 16500	\$ 9425	\$ 9871	\$ 0	\$ 0	\$ 35796
6. Contractual	\$ 15000	\$ 15000	\$ 15000	\$ 0	\$ 0	\$ 45000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 20488	\$ 21112	\$ 21768	\$ 0	\$ 0	\$ 63368
9. Total Direct Costs (lines 1-8)	\$ 222901	\$ 178178	\$ 174298	\$ 0	\$ 0	\$ 575377
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 222901	\$ 178178	\$ 174298	\$ 0	\$ 0	\$ 575377

ED Form No. 524



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 02/28/2003

Name of Institution/Organization:  
Be-a-Friend Program, Inc., Big B...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY

NON-FEDERAL FUNDS

Budget Categories

- 1. Personnel
- 2. Fringe Benefits
- 3. Travel
- 4. Equipment
- 5. Supplies
- 6. Contractual
- 7. Construction
- 8. Other
- 9. Total Direct Costs (lines 1-8)
- 10. Indirect Costs
- 11. Training Stipends
- 12. Total Costs (lines 9-11)

(b)(4)

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Standard Form 424B (Rev. 7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET, SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C.

- Age Discrimination Act of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute (s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
  8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
- '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).
  14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
  15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
  16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
  17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
  18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Robert F. Moss

**Title:** Executive Director

**Date Submitted:** 07/06/2004

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action:

- Contract
- Grant
- Cooperative Agreement
- Loan
- Loan Guarantee
- Loan Insurance

2. Status of Federal Action:

- Bid/Offer/Application
- Initial Award
- Post-Award

3. Report Type:

- Initial Filing
- Material Change

For Material Change only:  
Year: 0 Quarter: 0  
Date of Last Report:

4. Name and Address of Reporting Entity:

- Prime       Subawardee
- Tier, if known: 0

Name:  
Address:  
City:  
State:  
Zip Code + 4: -

5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:

Name:  
Address:  
City:  
State:  
Zip Code + 4: -

Congressional District, if known:

Congressional District, if known:

6. Federal Department/Agency:

7. Federal Program Name/Description:

CFDA Number, if applicable:

8. Federal Action Number, if known:

9. Award Amount, if known: \$0

10. a. Name of Lobbying Registrant (if individual, last name, first name, MI):

b. Individuals Performing Services (including address if different from No. 10a)

(last name, first name, MI):  
Address:  
City:  
State:  
Zip Code + 4: -

(last name, first name, MI):  
Address:  
City:  
State:  
Zip Code + 4: -

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Name: Robert F. Moss  
Title: Executive Director  
Applicant: Be-a-Friend Program, Inc., Big Brothers Big Sisters of Erie County  
Date: 07/06/2004

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Reproduction  
Standard Form LLL (Rev.  
7-97)

## Certifications Regarding Lobbying

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### I. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

Explanation for Section 2B

**Attachment:**

Title :

File :

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Project Title: **Big Brothers Big Sisters of Erie County – Site-based Mentoring Program**

PR Award Number: **Q184B040180**

Name of Authorized

Certifying Representative: **Robert F. Moss**

Title: **Executive Director**

Applicant: **Be-a-Friend Program, Inc., Big Brothers Big Sisters of Erie County**

Signature: \_\_\_\_\_

Date: **07/06/2004**

ED 80-0013

03/04

## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms covered transaction, debarred, suspended, ineligible, lower tier covered transaction, participant, person, primary covered transaction, principal, proposal, and voluntarily excluded, as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

### Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.



(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Explanation for Statement (2)

**Attachment:**

Title :

File :

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Project Title: **Big Brothers Big Sisters of Erie County – Site-based Mentoring Program**

PR Award Number: **Q184B040180**

Name of Authorized

Certifying Representative: **Robert F. Moss**

Title: **Executive Director**

Applicant: **Be-a-Friend Program, Inc., Big Brothers Big Sisters of Erie County**

Signature:

Date: **07/06/2004**

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

#### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of

information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0007. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.**

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : GEPA

File : C:\Documents and Settings\Administrator\My Documents\BBBS\GEPA.doc

## GEPA

Be-A-Friend Program, Inc., Big Brothers Big Sisters of Erie County serves children from many ethnic and cultural backgrounds, and with a range of abilities. Outreach is made to all children in need of a mentor, and specific outreach efforts target children of diverse backgrounds (for example, outreach through churches is an effective method of reaching African American children, and also of reaching African American volunteer mentors, and is used regularly to serve children in predominantly African American neighborhoods). All agency staff are invited to participate in any staff training program offered through the Mentoring Children initiative regardless of race, ethnicity, gender, orientation, age or ability level. Children are selected for program participation without regard for race, ethnicity, gender, orientation, age or ability level; whether they receive services under the proposed program will depend entirely upon whether they a) attend a participating school, b) whether their teachers have identified them as students at academic risk, and c) whether they are lacking an adult role model in their life.

## Project Narrative

### Table of Contents

**The table of contents should identify the page number for each of the major sections of the application, in addition to any appendices.**

Attachment 1:

**Title: Table of Contents Pages: 1 Uploaded File: C:\Documents and Settings\Administrator\My Documents\BBBS\Mentoring Grant\TABLE OF CONTENTS.doc**

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## Project Narrative

### Project Abstract

**The project abstract should be limited to 200 words, providing an overview of the proposed project, including the number of students to be served. The applicant's name (as shown in item 1 of ED Form 424) and title (as shown in item 13 of the same form) should be clearly marked.**

#### Attachment 1:

**Title: Abstract for Grant Pages: 1 Uploaded File: C:\Documents and Settings\Administrator\My Documents\BBBS\Mentoring Grant\ABSTRACT FOR GRANT.doc**

**Applicant Name: Be-a-Friend Program, Inc., Big Brothers Big Sisters of Erie County**  
**Title: Big Brothers Big Sisters of Erie County – Site-based Mentoring Program**

Be-A-Friend Program, Inc., Big Brothers Big Sisters of Erie County (BBBSEC) proposes to implement a site-based mentoring program for 365 children in grades 4-8 over three years, who are performing below standard in one or more core subjects, are economically disadvantaged and who are at high risk of school failure, dropout, delinquency or gang involvement. Approximately 75% of mentoring pairs are expected to maintain their relationship into year two; 50% will maintain their relationship for 2 years or more.

The applicant, in partnership with Buffalo Public Schools and two neighborhood-based community centers, will recruit, screen, train and monitor volunteers to mentor at-risk children, who will be referred to the program by school or CBO staff. Key outcomes include:

1. Increased academic performance in at least 40% of participants
2. Reduction in behaviors that can negatively impact academic performance, such as truancy, suspensions and drug/alcohol use
3. Increased pro-social behaviors, including improved interaction with family members, school personnel and peers.



## **Project Narrative**

### **Need for the Project (10 points)**

**In determining the need for the proposed project, the following factor is considered:**

**The magnitude and severity of problems that will be addressed by the project, including the number of youth to be served who: (i) are at risk of educational failure or dropping out of school, (ii) are involved in criminal, delinquent, or gang activities, or (iii) lack strong, positive role models. (10 points)**

Attachment 1:

**Title: Need for the Project Pages: 3.25 Uploaded File: C:\Documents and Settings\Administrator\My Documents\BBBS\Mentoring Grant\NEED FOR THE PROJECT.doc**

**1. NEED FOR THE PROJECT**

The population of Erie County, New York includes just over 221,000 children ages pre-Kindergarten through Grade 12. Approximately 10% of the county's children are living at or below the poverty level, and as a result are eligible for a free or reduced lunch at school. Within the City of Buffalo, children are far more likely to live in poverty; approximately three of every four City children (77%) are eligible for free or reduced lunch in school. Academically, these children lag far behind most children in the State, performing well below the New York State standards in English Language Arts and mathematics. With the Buffalo Public School District in economic crisis, there is no funding for the kinds of supplemental support that children from at-risk families need to enable them to compete academically with other children. While community-based agencies are a critical asset to these children, providing after-school and weekend access to academic enrichment, arts and recreation activities in some of the poorest neighborhoods, there are far fewer after-school programs available than there are children who need them.

Similar to urban areas nationwide, Buffalo has a high concentration of minority families in the city. The table below indicates ethnicity within the City (data from US Census 2000).

	Total	Black	Hispanic	Asian/Native/Other	White
Number	41,625	24,150	5,162	1,116	11,197
% of Total	100	58	12.4	2.7	26.9

Based solely on their status as economically disadvantaged children living in a home with one parent absent, more than 20,000 children are estimated to be eligible for mentoring services. Be-A-Friend Program, Inc., the Erie County affiliate of Big Brothers Big Sisters of America proposes an expansion of its highly effective and rigorously evaluated mentoring program in some of the neediest communities in the City, increasing the number of children to be served and increasing the chance that these children will avoid common problem behaviors, remain in

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school and become economically self-sufficient adults in the future. Approximately 365 children in grades 4-8 will be served over three years. Schools and communities that would be served through this initiative include: Buffalo Public Schools #53 and Southside Elementary, and the Black Rock neighborhood, which will be served through two community-based sites, the Boys & Girls Clubs of the Northtowns and Northwest Buffalo Community Center.

The tables below illustrate these schools' 2003-2004 demographic profiles:

School	Total Grades 4-8	White	Black	Latino	Asian/NA	% Eligible for Free lunch	% on Public Assistance
53	285	.2%	99.3%	.5%	0	76%	71-80
Southside	661	59.4%	33.3%	5.7%	1.6%	71.1%	71-80

**a. Target Population At Risk of Educational Failure or School Dropout**

School #53 is designated by the New York State Education Department as a School Under Registration Review (SURR), a designation received by only a handful of the worst-performing public schools in the state. Southside is designated a School In Need of Improvement (SINI), indicating that the school must submit a special improvement plan and meet its annual Yearly Progress (AYP) goals in order to remove its SINI designation.

The table below shows the *percentage* of students in targeted grades in 2003-2004 who are *performing below academic standards* in ELA (English Language Arts) and mathematics:

School	Grade 4 ELA	Grade 8 ELA	Grade 4 Math	Grade 8 Math
53	85%	92%	46%	85%
Southside	72%	85%	46%	77%

Because the community-based sites serve children from many schools, children from grades 4-8 who are performing below grade level in either ELA or mathematics, and who meet

other criteria for participation in the Big Brothers Big Sisters program, will be targeted for participation in the mentoring program.

***b. Target Population Involved in Criminal, Delinquent or Gang Activities***

The neighborhood near School 53 is unfortunately one of the poorest neighborhoods in an already poor city, with almost 90% of children qualifying for free or reduced school lunches due to the family's economic hardship. City statistics indicate that crime is high and rising in the neighborhood, with crime rates more than 5% higher in 2003 than in 2002. Families struggling to survive have few resources to provide enrichment opportunities for their children, and the financially struggling school district cannot afford to make up what the family cannot provide. As a result, a generation of children is growing up without adequate support at home, without a chance to explore the arts and other creative pursuits, and without much hope of escaping a lifetime of poverty. These children are highly likely to become involved in gang activity due to limited opportunities for supervised activities, part-time employment or other positive ways to spend leisure time. Southside, which draws children from throughout the District, serves a majority of children from similar neighborhoods.

Police statistics indicate that in the Black Rock neighborhood, gang activity is rising again after almost a decade of relative quiet. Children at high risk, or who are just beginning their association with known gang members, will be the primary target of services in this area.

***c. Target Population Lacks Strong, Positive Role Models***

Approximately 53% of children in the Broadway Fillmore area surrounding school #53 are living in a single-parent home. The majority of families here are under- or unemployed, and do not have a car to get to a job or to bring children in contact with distant family members who could serve as role models for their children. The single parent rate at Southside approaches

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**50%. Over 60% of children from public housing facilities served by the Boys & Girls Clubs of the Northtowns and Northwest Buffalo Community Center also come from single parent families and do not have strong role models at home.**



## **2. QUALITY OF PROJECT DESIGN**

### **a. Quality of Proposed Mentoring Program**

BBBSEC proposes to implement a site-based mentoring project in four sites in the City of Buffalo. Two programs will be based in high-need Buffalo Public Schools. In each of those sites, approximately 100 children will be served in each year, with approximately 75% of those carrying over to year two, and 75% carrying over again to year three. New children will be identified to fill slots as children leave the program due to change in school or graduation from school. Linkages between site coordinators and school faculty and administrators will enable mentors at these schools to focus on each child's specific area of academic need.

An additional 50 children, 25 per site, will be served each year at two community-based agencies in Buffalo's Black Rock neighborhood. One, Boys & Girls Clubs of the Northtowns, will serve 25 children in grades four through eight who are economically disadvantaged and from single-parent families with limited access to adult role models. The other community-based site, Northwest Buffalo Community Center, will focus on serving children from three nearby Public Housing Facilities. Again, children from that site will be from single-parent homes at high risk of academic failure and gang involvement. Both of these community-based sites have excellent relationships in place with faculty and staff of the schools from which they draw their participants. These relationships will enable project site coordinators to work with each child's teacher to identify areas of particular academic need. Involving both school sites and community sites enables the program to reach the neediest children, wherever they happen to be during the after-school hours. It also enables children whose parents lack personal transportation, to access the program in their own neighborhood. Again, we anticipate that five to eight children

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at each site may leave the program each year because they leave the area, and those slots will be filled with new children.

The site-based mentoring program model to be implemented in each of these sites will include recruiting, screening and training volunteers who will *mentor a child in a one-on-one mentoring relationship* at the program implementation site. *Mentors will commit to serving a minimum of two hours per week* throughout the year, building a relationship with the child, providing tutoring and other academic support services, and participating in both small group and individualized opportunities.

Site-based mentoring provides all of the benefits of a more traditional mentoring relationship, including the opportunity for the child to establish a friendship with an adult who cares about him or her, individualized adult time focusing on the child's area of need, and the opportunity to build social, emotional, interpersonal and academic skills. Site based mentoring offers an alternative opportunity for volunteers who wish to make a difference in a child's life, but who cannot commit to offering at least four hours each week. It facilitates corporate partnerships, in which area corporations will give a mentor two hours off each week to spend with a child who needs support. It also enables individuals who might otherwise not be able to participate in a traditional community-based mentoring relationship, those who do not have private transportation, or who would prefer not to transport a child in their car, or becoming involved with other children in the family, to become mentors and role models for a child.

*BBSEC requires mentors to commit to a minimum two-year relationship with a child,* assuring that the child has an opportunity to develop and sustain a meaningful relationship with a caring adult. If the relationship does not continue for two years, and if the client/family wish to continue, another mentor will be assigned. In the site-based mentoring relationship, mentors and



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mentees always meet at the program site and are prohibited from contacting one another for unsupervised meetings outside of the site-based mentoring program. The goal of this program is to help children establish strong and positive links with caring adults who will serve as mentors and role models, provide a strong foundation upon which these children can develop positive youth skills. Outcome objectives include:

1. Increase academic improvement in 40% of program participants, measured by pre-post program comparison of report card grades.
2. 75% of matches will continue for at least 12 months, and 50% for at least two years.
3. Increase self-esteem among 80% of program participants, measured by Program Based Outcome Evaluations (POE) developed by Big Brothers/Big Sisters of America and completed by parents, teachers and mentors as well as mentees.
4. Improve inter-family relationships among 80% of program participants, measured by POE.
5. 75% of program participants will have no involvement with the juvenile justice system throughout their participation in the program, measured by Outcome Based Objectives (OBE) developed by Big Brothers/Big Sisters of Erie County.
6. 70% of program participants will experience no disciplinary actions or suspensions from school throughout their program participation, measured by OBE.
7. 85% of program participants involved in the program for at least six months will not use illegal drugs during the remaining involvement in a one-to-one match or a group mentoring program, measured by OBE

8. 65% of program participants involved in the program at least six months will not drink alcohol during their remaining program participation in a one-on-one or group mentoring situation, measured by OBE.
9. 75% of program participants will exhibit a reduction in school truancy after a minimum of six months program participation, measured by OBE.
10. 90% of children who enter the program having no history of gang activity will remain free of gang activity throughout their program participation, measured by OBE.
11. The Search Institute identifies 40 Developmental Assets as essential components that help youth avoid problem behaviors and become stable adults. Mentoring impacts 21 of these. 100% of children participating for at least six months will show improvement in five or more of the 21 targeted Assets.

Process objectives will be used to monitor progress toward activity goals, and include:

- A. Provide approximately 365 children with mentoring relationships in Erie County by the end of the three-year project period.
- B. Generate an average of 500 volunteer inquiries each year for placement as volunteer Big Brothers/Big Sisters.
- C. Involve an average of 400 volunteers in the training and screening process annually.

**b. Quality of Mentoring Services to be Provided**

BBBSEC consistently meets or exceeds national level expectations in the percentage of children that attain program outcomes. In its six-month assessment of children participating in a mentoring relationship for six months or more, for the period ending December 31, 2003, the following school-based outcomes were attained:

- 93% of program participants were not truant from school
- 80% of program participants were not suspended
- 37% improved school performance
- 33% improved their attitude toward school
- 23% improved their school preparedness

It is anticipated that school-based outcomes for the site-based mentoring program will match or exceed these outcomes, particularly as the relationships are anticipated to focus more closely on academic-related activities than in a community-based mentoring relationship.

BBBSEC also shows strong outcomes in prosocial outcomes, including:

- 81% of program participants did not engage in physical fights
- 98% of program participants did not use illegal drugs
- 97% of program participants were not involved with the juvenile justice system
- 97% of program participants had no gang affiliation
- 98% of program participants did not use a firearm

**c. Effective Implementation and Participation of Stakeholders**

When compared to Big Brothers Big Sisters of America, BBBSEC far exceeds the average percentage of children who attain specified program outcomes, attesting to the high quality of this program. Be-A-Friend Program, Inc., has implemented a Big Brothers/Big Sisters Program in Erie County since 1971. Over 33 years, its carefully designed and refined program model has enabled over 4,000 children to be matched with a Big Brother or Big Sister. Methods of volunteer recruitment are well-established and successful, and the agency continually maintains a waiting list of children needing services. The current Board of Directors includes parents, teachers, former mentors and a former mentee.

Extensive input was solicited from partnering sites prior to developing the proposed mentoring initiative. All collaborating partners, as well as project staff, volunteers and parents have provided feedback that has been used to develop the program implementation plan. An advisory committee will be established to include representatives of each of the partnering sites, parents, youth participating in a site-based mentoring relationship, and volunteer mentors, to continue to provide input, and to monitor progress toward program outcomes.

**d. Research Basis for Model, Plan for Implementation and Ensuring**

*i. Review of the Literature*

The Big Brothers Big Sisters program, and the mentoring model elements it employs, have been extensively assessed in numerous independent studies. Joseph Tierney and Jean Baldwin Grossman, in their 1995 study for Public/Private Ventures, "Making a Difference: An Impact Study of Big Brothers Big Sisters," found that Little Brothers and Little Sisters are:

- 46% less likely to begin using illegal drugs
- 27% less likely to begin using alcohol
- 52% less likely to skip school
- 37% less likely to skip class
- more confident in their schoolwork performance
- able to get along better with their families.

In a 1999 study of school-based Big Brothers Big Sisters mentoring programs by Thomas Curtis and Keoki Hansen, participating youth were found to have significant increases in their positive attitude toward school, in grades in language, science, social studies and overall GPA, and decreases in unexcused absences. A 1999 study for Public/Private Ventures by Carla Herrera illustrates that outcomes for community-based and site-based mentoring relationships are similar,

indicating that site-based mentoring is a high-quality alternative to community-based one-on-one mentoring. And a 1993 study by E.K. Slicker and D.J. Palmer, "Mentoring at-risk high school students: Evaluation of a School-Based Program" showed that 100% of effectively mentored 10<sup>th</sup> grade youth returned to school the following year, compared to only 74% of a control group of grade 10 students.

*ii. Implementation Plan*

The site-based mentoring program is carefully designed to assure maximum opportunity for mentor/mentee interaction and skills development in a relatively short time. During each weekly two-hour meeting, mentor and mentee engage in a 15-minute warm-up exercise to break the ice and encourage more open communication. They then engage in academic or other skill-building programming, with emphasis on academic programming. The site coordinator will maintain contact with each mentee teacher to identify areas of particular academic need upon which the mentor can focus during their time together. In a typical site-based setting, there may be ten pairs of mentor/mentees engaged in ten distinct academic support activities, depending on the age of the child and the area of greatest need.

While site-based mentoring lends itself to academically-focused mentoring, children who are struggling in school often have needs in other areas, including social, emotional and interpersonal development. Social opportunities are also designed to build developmental assets, including strengthening the bonding with school and promoting pro-social norms and behaviors. This is accomplished in part by modeling on the part of the mentor, but also through some of the activities that are chosen for the mentor/mentee pair to participate in. Individualized activity plans are developed for each student and his or her mentor to address areas of individual need for

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that child. During the summer, educationally oriented field trips to places such as the Buffalo Museum of Science, area colleges, job sites, etc., will promote learning in a social environment.

The table below indicates tasks and quarterly outcomes that will be used to monitor progress toward goals:

<b>Quarterly activities</b>	<b>Task (Quarterly)</b>	<b>Outcome (First Quarter)</b>	<b>Person/Agency Responsible</b>
	Submit PSAs to media for volunteer recruitment	TV, radio and print ads aired/published	Comm. Relations Coordinator
	Outreach to churches, colleges, volunteer-rich businesses, and CBO's for volunteers.	Average 5 visits per week take place	Comm. Relations Coordinator
	Identify, screen and train volunteers	Initial 125 volunteers in process	Volunteer Coordinator
	Identify and interview children and families	100 families identified	Site Coordinators
	Match children with volunteers	50 matches made	Site coordinators, Project Director
	Quarterly assessment meeting held	Staff review program information and modify approach to assure outcomes are met. Outcome objectives assessed for participants who have been involved for at least 6 months; prepare annual report	All project staff
<b>Quarter Ending</b>	<b>Volunteer Recruitment Outcome</b>	<b>Child Identification Outcome</b>	<b>Child Matching Outcome</b>
3/31/05	125 new volunteers identified; 250 to date	100 new families identified; 200 identified to date	75 matches made; 125 to date
6/30/05	75 volunteers in process; 325 by end of quarter	100 new families identified; 300 to date	75 matches made; 200 to date
9/30/05	75 volunteers in process; 400 by end of quarter	50 new families identified; 350 to date	50 new matches made; 250 to date
12/31/05	50 volunteers in process; 450 by end of quarter	50 new families identified; 400 to date	Approximately 20 new matches made as children exit program
3/31/06	50 volunteers in process; 500 by end of quarter	25 new families identified; 425 to date	Approximately 20 new matches made as children

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6/30/06	50 volunteers in process; 550 by end of quarter	25 new families identified; 450 to date	exit program Approximately 20 new matches made as children exit program
9/30/06	50 volunteers in process; 600 by end of quarter	25 new families identified; 475 to date	Approximately 20 new matches made as children exit program
12/31/06	50 volunteers in process; 650 by end of quarter	25 new families identified; 500 to date	Approximately 20 new matches made as children exit program
3/31/07	50 volunteers in process; 700 by end of quarter	25 new families identified; 525 to date	Approximately 20 new matches made as children exit program
6/30/07	No new volunteers recruited	No new families recruited	No new matches made
9/30/07	Final outcomes assessed	Final outcomes assessed	Final outcomes assessed

*iii. Ensuring Successful achievement of objectives*

Big Brothers Big Sisters of America has an extensive assessment plan, known as POE (Program-Based Outcome Evaluation), which forms the core of program assessment. Appropriate for all site, school and community match programs, the POE is a system that measures 21 outcomes consistent with the asset framework (the Search Institute's 40 Developmental Assets, and indicative of success for the youth's future and the impact of Big Brother Big Sister mentoring. In addition to this well-researched tool, an external evaluation plan will be implemented to assure process and outcome objectives have been met, and can be demonstrated by an independent evaluator.

## **Project Narrative**

### **Quality of the Management Plan (35 points)**

**In determining the quality of the management plan, the following factors are considered:**

- (a) The quality of the system that will be used to manage and monitor mentor reference checks, including, at a minimum, child and domestic abuse record checks and criminal background checks. (10 points)**
- (b) The quality of the training that will be provided to mentors, including orientation, follow-up, and support of each match between mentor and child. (10 points)**
- (c) The quality of the applicant's plan to recruit and retain mentors, including outreach, criteria for recruiting mentors, terminating unsuccessful matches, and replacing mentors, if necessary. (5 points)**
- (d) The extent to which the applicant provides a comprehensive plan to match mentors with students, based on the needs of the children, including criteria for matches, and the extent to which teachers, counselors, and other school staff are involved. (5 points)**
- (e) The extent to which the applicant demonstrates the ability to carefully monitor and support the mentoring matches, including terminating matches when necessary and reassigning students to new mentors, and the degree to which the mentoring program will continue to serve children from the 9th grade through graduation from secondary school, as needed. (5 points)**

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### **3. QUALITY OF MANAGEMENT PLAN**

#### **a. Monitoring Mentor References and Background**

Potential volunteers for site-based mentoring services are carefully screened using local/national arrest and conviction records, Social Security verification, national criminal background check, Department of Motor Vehicles background check, Central Abuse Registry, Volunteer Select, a national background check service. In addition, site coordinators will go through the "Keys to Care" child abuse training provided by Big Brothers Big Sisters of America. Following an initial inquiry by the volunteer and completion of an application and evaluation form, which addresses sensitive issues including sexuality, drinking, use of drugs and alcohol products, interests and hobbies and other personal factors in the volunteer's life, the volunteer participates in a personal interview. The volunteer coordinator collects all required releases for background checks and three personal references at the interview, and assesses the volunteer's honesty, assertiveness, stability, seriousness of commitment to the volunteer program, conscientiousness, sensitivity, imagination, self-esteem, independence, discipline, tenseness, extroversion, poise, leadership skills and creativity. The results of all these assessments are utilized in conjunction with the interview and training process to select appropriate volunteers and match them with children in need. The volunteer coordinator will then consult with other staff including the site coordinator and project director prior to approving the volunteer.

#### **b. Mentor Training, Orientation, Follow-Up and Support**

A two hour general training session orientation will be provided by the Project Director, Volunteer Coordinator and/or site coordinator. Trainers spend time reflecting on possible scenarios that might take place between the volunteer and the assigned child, and how best to

address them. Ongoing training addressing topics such as child development, nutrition and health, safety and security, child abuse and maltreatment identification and prevention, and other topics will be offered throughout the year.

Interviews are designed to ascertain volunteers' personal experiences that could impact on their ability to be an effective mentor, such as family relationships, values and attitudes, sexuality issues, strengths and weaknesses, and many other personal factors. The volunteer coordinator attempts to ascertain an overall profile of the volunteer and determine whether he or she meets basic eligibility guidelines. He or she must be able to commit an average of two hours per week to the child and demonstrate a sense of maturity, good judgment and stability to be an eligible mentor. Advice on relationship building, sharing and feedback take place during this time. Thus, the applicant is trained via the interview process as well.

BBBSEC site coordinators are responsible for maintaining supervision of the volunteer-client relationship at all times, and follow-up throughout the relationship to assure the child continues to benefit from the relationship.

The site coordinator will try to recognize potential problems early so they can be solved before they have a significant negative impact on the relationship. To ensure that potential trouble spots are noted early in the relationship and to ensure that the volunteer, client and parent can depend on regular contact from the site coordinator, specific regular contact is established and maintained throughout the relationship, and these contacts are maintained in the client's case file. All follow-up takes place according to specific follow-up guidelines that are part of standard operating procedure for BBBSEC. Each follow-up specifically addresses the following issues: What activities took place; child safety issues; parent/child/volunteer concerns; relationship development; satisfaction level of all participants; noticeable changes in the child;

any changes in circumstances of the child, family or volunteer, and confirmation of the next contact.

**c. Mentor Recruitment and Retention**

The Big Brothers Big Sisters name has tremendous recruitment power in this community. Each year, between 3,000 and 4,000 potential volunteers seek initial information and consider whether to become a volunteer. Approximately half decide after their initial contact that it is not the right volunteer opportunity for them at the time. The rest are screened and assessed, and the pool of potentials is thinned based on the results of assessments. Those who pass the screening are trained and, when a slot becomes available and an appropriate child match can be made, become volunteers. Because many of those choose not to participate when they learn the time commitment is at least four hours per week, it is anticipated that site-based mentoring, which only requires a commitment of two hours weekly, may draw from those who initially inquire about community based mentoring.

The agency, in collaboration with partnering organizations, will implement extensive community outreach efforts to identify and recruit potential mentors for the program. The project's Community Relations Coordinator will present regularly scheduled volunteer recruitment sessions throughout the community, including area churches and other faith-based sites, colleges, local businesses and corporations, and community centers. Key partnering agencies will assist the community relations coordinator in identifying a volunteer at faith-based partner sites who will assist with recruitment of mentors. Presentations will also be scheduled at schools, civic groups and other sites, as appropriate.

Outreach to area colleges is especially fruitful, not only for the agency in identifying individuals interested in serving as mentors, but for the children who have the opportunity, often

for the first time in their lives, to spend time with someone who is actively pursuing higher education and a career. This type of relationship can significantly influence the child to concentrate on academics, with the help of the college student.

Public Service Announcements (PSAs) promoting Big Brothers/Big Sisters mentorship will be aired on television and radio. PSA's will be sent out on a monthly basis to all area radio stations and local community newspapers. The agency's website, as well as the national website for BBBS of America has become the single largest source of volunteers in every agency throughout the country. The local Web site will be updated to reflect this alternative mentoring opportunity. Nationally produced commercials are run on all three major WNY stations. United Way's Web site also encourages volunteering with Big Brothers/Big Sisters. In addition, the agency has developed and will continue to distribute and display a variety of volunteer recruitment brochures and posters. Finally, AmeriCorps has recently made a commitment of 50 new volunteers for two hours each week to this program, as part of the AmeriCorps members' volunteer commitment.

#### **d. Matching Mentors with Children**

Key to an effective match is careful assessment of the child, to identify strengths, areas of concern and needs. At each site, staff will receive an orientation presentation by the project director, to familiarize them with the program and engage them as partners in the program. Potential child participants will be referred to the program by teachers, counselors, school support staff, and by community center staff in conjunction with school staff contacts.

An application is completed and used to identify each student's strengths, weaknesses, needs, emotional and social issues. Applications and surveys are completed with parent either in home or at school. No child can participate without permission of the parent, and assessment forms are

one way the program will involve parents in the process. An assessment done in the child's home will also enable project staff to make an assessment of other needs that might not be apparent in a school setting.

Surveys are completed with the child at the site, with parent's written permission. The child's interests, desire for a mentor, school/social/emotional issues and other needs are assessed from the child's perspective. The child must wish to participate in the program prior to being assigned a mentor. Project staff compare the child's needs to volunteer strengths, and try to make the best match possible to assure success of the relationship.

Following all screening and staff assessments of volunteers, the potential volunteer participates in a match-up interview with the project director, who makes the final determination on the proposed match. During the interview, the volunteer signs a volunteer contract and becomes familiar with both agency requirements and the needs, problems and issues regarding the selected child, including parental and family situation.

The next step in the match-up process is the volunteer-client introduction. During this time, the site coordinator personally introduces the new volunteer to the client and parent at the school or community agency site, thus assuring a team effort from the very beginning among parent, child and volunteer and to overcome awkwardness that could take place in the initial meeting. Guidelines are reviewed together. If all involved appear comfortable with the match, the volunteer will immediately begin mentoring the child.

#### **e. Monitoring and Supporting Matches**

Because site-based mentoring programs will allow program staff to provide support as needed during the mentoring experience, it is anticipated that there will be fewer challenges to maintaining the mentoring relationship than might be found in a community-based site. In

addition to monitoring the one-on-one relationships taking place at the site, the site coordinators will also plan larger group activities to build prosocial skills and further strengthen the mentoring relationship. During the summer months, field trips will be planned to integrate social and academic skills in a larger group setting.

In the event that a mentor relationship ends due to an issue with the volunteer (for example, employment situation changes, the volunteer moves, etc.) a new mentor will immediately be found for that child. Every effort will be made to link children with a mentor likely to remain in the area (for example, a college senior from out of the area who is likely to return to his/her hometown after graduation would not be linked with a grade four child, who is likely to remain in the program for two or three years).

Children who are in grades 7 and 8 in the first year of the program, and their mentors will be encouraged to move to community-based mentoring when they graduate from Grade 8. This evolution of the relationship can be particularly beneficial as the student enters the more challenging high school environment.

## **Project Narrative**

### **Quality of Project Personnel (10 points)**

**In determining the quality of project personnel, the Secretary considers:  
The qualifications and relevant training of key staff, including time commitments, and  
experience in mentoring services and case management. (10 points)**

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#### 4. QUALITY OF PROJECT PERSONNEL

**Joel Monahan - Project Director/Sr. Case Manager:** Coordinates volunteer and youth mentoring relationships, supervises and finalizes volunteer and youth assessments, develops curriculum/programs/activities for meetings, serves as liaison between mentoring sites and agency, oversees all project expenditures in conjunction with agency's executive director and fiscal departments, develops and implements training programs for agency mentors, develops and implements a Sex-Abuse Awareness program for site coordinators, and program participants including volunteers, youth and families. He is also responsible for supervising project staff, the administration of evaluation tools, and preparing grant reports and renewal.

**Renee Gracie - Volunteer Coordinator** - Coordinates & implements the entire volunteer interview/screening/training process including personal interviews, securing of references, driving records, arrest/conviction records, psychological evaluation, etc.

Renee came to our agency in 1994 and has been our Volunteer Coordinator ever since. She possesses a Bachelors Degree in Social Work and is actually a Big Sister herself, to the same "Little" since 1988...almost 15 years. This personal experience has proved invaluable in understanding the needs of our clients and therefore, knowing what to look for in potential mentors. Additionally, she has volunteer experience with the Buffalo school system, a local group residential home and developmentally challenged adults. During her tenure with the agency, she has interviewed over 4200 volunteer candidates. She is trained to administer the "Keys to Care" Child Safety program.

**Alicia Lamanna - Community Relations Coordinator** - Coordinates the entire volunteer recruitment campaign, implements weekly volunteer info sessions and volunteer training. Alicia L. has a Bachelors Degree in Social Work including two one-year internships working with at-



risk girls through Project Hope and with alcohol dependent clients at the St. Peter's Outpatient Addictions Recovery Center. In her ten years with the agency, volunteer efforts have grown by over 140%, a rate which ranks among the highest increases throughout the country. She has created college recruitment campaigns, established a number of satellite recruitment offices throughout the County, and is viewed as an expert by the Erie County United Way in the areas of volunteer recruitment and retention.

Volunteer recruitment takes place continuously via television, newspaper and radio public service announcements (PSA's); public speaking arrangements; presentations and displays; college based satellite offices and recruitment drives; corporate recruitment drives; literature distribution, and faith-based recruitment drives.

**Robert F. Moss** - Executive Director of the Be-A-Friend Big Brother Big Sister Program of Erie County, founded the organization in 1971, while a student at the University of Buffalo. After graduating in 1973 with a major in Mathematics, and a minor in Education, he accepted a position with the Buffalo Board of Education where he taught mathematics in a Senior High School and served in an administrative role until his retirement in 2003, a thirty year tenure. In 1978, he received his Master's Degree from Canisius College with a major in counseling.

Mr. Moss has been recognized both on a city/state level as well as a federal level. He has received over twenty-six awards and recognition's including Robert F. Moss day in the City of Buffalo and County of Erie, Volunteer Activist Award by Empire Savings Bank, Man of the Year by the Buffalo Chamber of Commerce and was a recipient of the prestigious Jefferson Award, established by Jackie Kennedy Onassis, recognizing outstanding community leadership and involvement. He has overseen the match-up of over 4,300 clients, the raising of millions of dollars in grants, donations and fundraising dollars and has earned the respect of the entire

national Big Brothers Big Sisters of America organization as one of the longest tenured Executive Director's in the country.

**Site Coordinators (4 vacant positions)** – These individuals conduct all client/family evaluation/assessments, client placement/scheduling, introduction site visit between volunteer and client, case supervision/follow-up & family support services, client pre-post testing evaluation, client/family referral to alternative agency/s; and supervision of all contacts between mentors and mentees. These individuals will have an undergraduate degree in Social Work, Psychology, Sociology, Education or a related area.

## **Project Narrative**

### **Quality of the Project Evaluation (15 points)**

**In determining the quality of the project evaluation, the following factors are considered:**

**(a) The extent to which the methods of evaluation will provide performance feedback to the Department, grantees, and mentors, and permit periodic assessment of progress toward achieving intended outcomes, including the GPRA performance measures for the Mentoring Program grant competition. (5 points)**

**(b) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data on the GPRA performance measures for the Mentoring Program grant competition. (10 points)**

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## 5. QUALITY OF PROJECT EVALUATION

Outcome assessments will be used to measure the impact of program participation on children's behavior, and development of assets that can help them overcome risks associated with socioeconomic and academic disadvantage. Pre-post assessments/surveys developed by Big Brothers Big Sisters of America will be used to gather objective information. To measure other behaviors, program staff will rely on site coordinator and volunteer observation and/or self-reporting by the child.

Process assessments will be used to monitor progress toward achieving targeted service goals throughout the program, and will be monitored quarterly. Project staff will meet weekly to assess progress toward outcome and process objectives, and will use assessment data gathered within the previous quarter to make program revisions, as necessary, to assure that all objectives are attained.

### a. Evaluation Will Provide Performance Feedback

All program outcomes align with GPRA goals. The table below illustrates three-year program goals compared to assessment measures set forth by the Secretary of Education:

Secretary's Outcomes	Anticipated Project Outcomes
1. The percentage of student/mentor matches that are sustained for a period of 12 months will increase by: 0% by 2005, 25% by 2006, 50% by 2007	75% of children will maintain their matches for at least 12 months under this project.
2. The percentage of mentored students who demonstrate improvement in core academic subjects as measured by grade point average after 12 months will increase: 5% by 2005; 15% by 2006; 30% by 2007.	30% of students participating for at least 12 months will demonstrate academic improvement in core subjects, each year of the grant.
3. The percentage of mentored student who have unexcused absences from school will decrease: 10% by 2005; 30% by 2006; 40% by 2007.	50% of students are anticipated to reduce their rate of unexcused absences beginning in 2005.

**b. Use of Objective Performance Measures Resulting in Quantitative and Qualitative Data**

Ciurczak and Company, Inc., an independent evaluation firm headquartered in Buffalo, NY with over 14 years of experience in educational program evaluation at the federal (Department of Education- DOE Title III and Title IV; Housing and Urban Development – HUD), state (NY State Education Department - NYSED, Office of Alcohol and Substance Abuse Services, or OASAS), and local (municipal governments, school districts and community based agencies) levels, will guide the project evaluation, and maintain a central role in the planning and implementation of the project. Dr. Ciurczak has successfully evaluated and presented a parent education program to NYSED that was approved for validation by NYSED as a “Program That Works,” their highest award.

To meet the evaluation objectives, the US Department of Education’s Principles of Effectiveness approach will be used throughout the project. In summary form, these principles are known as: **1. Assess Needs; 2. Measurable Goals and Objectives; 3. Select Effective, Science-Based Strategies; 4. Evaluate Outcomes.** The evaluation plan is presented in summary form below. Utilizing past experience, the evaluator will work closely with all appropriate staff to create and maintain protocols that ensure student record confidentiality and anonymity. All reports and information provided by the evaluator will be available within 30 days after the data are made available to the evaluator. The evaluator will then present the information to the Project Director and others as appropriate for the project, for review, revision, and use in modifying, adding to, eliminating, and reorganizing activities in a process of continuous program improvement and for other related planning purposes. Key trends and patterns will be brought to the attention of the Project Director as a key element of the review,

and to allow incorporation into program implementation activities (e.g. recruitment), program process (participation rates by targeted groups), and outcomes (changes in student indicators, etc.) for all targeted groups and objectives. The evaluator will also create a separate home page for the project, with email addresses for all project staff as determined by the Project Director, and discussion groups as requested by participants.

Consistent with the goals of the project, 5 major objectives will guide the design and execution of the project evaluation:

1. Examine the key steps in planning and implementing programs for the project elements and to examine the major challenges/barriers that were met and resolved during the implementation process, on a quarterly and annual basis.
2. Assess the extent to which the project established and enhanced partnerships with the community during the planning and implementation of the project, on a semi and annual basis.
3. Determine whether the project produced a positive and continuous improvement in rate of risky behaviors of participating students as measured by pre-post tests.
4. Generate a series of ongoing recommendations that decision makers can use to refine the implementation of the project and increase the likelihood of its success, on a quarterly and annual basis.
5. Train appropriate district staff in evaluation skills necessary to maintain ongoing project evaluation internally following end of the project funding, utilizing an evaluation capacity building approach (ECB).

To meet the evaluation objectives, a systems model (Stufflebeam, 1971) will be utilized that examines four areas: 1) context, or the environment in which the project activities are

implemented; 2) design, or the elements that guide the roll out of project activities; 3) implementation, or the operation of all aspects of the program; and 4) impact, with short and long-term changes that occur as a result of the program. To further support the evaluation, the protocols of the Utilization-Focused Evaluation (U-FE) approach, designed by Michael Quinn Patton, will be followed. Very briefly, U-FE begins with the premise that evaluations should be judged by their utility and actual use; therefore, evaluators should facilitate the evaluation process and design any evaluation with careful consideration of how everything that is done, *from beginning to end*, will affect use. Use concerns how real people in the real world apply evaluation findings and experience the evaluation process. Therefore, the *focus* in utilization-focused evaluation is on intended use by intended users.

A limited selection of the project performance measures are presented in the table below organized by this model.

### Performance measures of Mentoring Project

<p><b>1. Context for the project</b> Number and types of students targeted for participation in the project. Number and types of organizations involved in the project</p> <p><b>3. Implementation of the project</b> Types of methods/approaches used to engage school staff, volunteers and students. Number and types of barriers to successful implementation.</p>	<p><b>2. Design for the project</b> Number and type of factors that determine the size, scope, and direction of the project. Number and types of professional program related activities implemented.</p> <p><b>4. Impact of the project</b> Change in community indicators related to the project, such as gang activity.</p>
--	--

A number of qualitative and quantitative methods will be used in the evaluation during the course of the three years of the project. These are bulleted below.

- **Project Documentation/Student Tracking System**
- **Teacher And Project Staff Surveys (POE)**
- **Focus Group Interviews** - community members, school administrators, staff, and students
- **Students & School Record Review:** Baseline 2003- 2004
- **Parents & Community Survey**
- **Individual Case Studies**

Finally, the operationalization of the objectives, including the method of determining their baseline benchmark, evaluation, strategies for achieving the objectives, various performance indicators by objective, and method of ongoing evaluation by objective are presented in brief summary form below. This evaluation plan, and the summarized presentation below, clearly indicates that these methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible for these indicators. These evaluation approaches also permit substantial, ongoing, performance feedback and permit periodic assessment of progress toward achieving the intended programmatic outcomes.

This evaluation will explore the feasibility of using a comparison group design, where the performance of targeted students would be compared with the performance of equivalent, non-targeted students. If this is not possible, questions of impact will be addressed through approximate methods. Among the designs to be considered are time series analysis, norm referenced designs, and simple pre-post designs. These designs cannot completely control for alternative explanations of change, and the evaluation will thus rely on multiple measures and multiple respondents in order to provide complementary methodologies to document and explain change. Some of these measures may include the use of standardized test scores, surveys, case studies, interviews and focus groups, as outlined briefly above. Each method has its own strengths and makes unique contributions to the final evaluation product. Similarly, multiple methods of data analysis will be used, most commonly including T-tests, analysis of variance (ANOVA), and Chi-square, all as appropriate.



**Big Brothers Big Sisters, Buffalo, NY**

Evaluation data will be presented to the advisory board every six months to assist the board in identifying program modifications that may be necessary in order to assure attainment of project goals.

## Project Narrative

### Appendices

**Appendices should be limited only to what reviewers need to understand or clarify the proposal, or to provide supporting documentation such as personnel qualifications. Be sure to include copies of appendices with each copy of the application. Do not include timelines or other management charts as appendices, as they should be included in the narrative.**

Attachment 1:

Title: Appendices Pages: 0 Uploaded File: C:\Documents and Settings\Elizabeth.Hecker\My Documents\APPENDICES.doc

**Partnership Agreement Between Be-A-Friend, Big Brothers/Big Sisters of Erie County and Buffalo Public Schools for Site-based Mentoring Programs.**

This Agreement made this 6 Day of July, 2004 by and between Be-A-Friend Program, Inc., Big Brothers/Big Sisters of Erie County, a not-for-profit federally tax-exempt 501(c)3 corporation, organized and existing under the laws of the State of New York for the purpose of providing youth and after-school services (hereinafter BBBSEC), 1300 Elmwood Avenue, Buffalo, New York 14222 and Buffalo City School District, 712 City Hall, Buffalo, New York 14202 (hereinafter "District");

Witnesseth

Whereas, Big Brothers/Big Sisters of Erie County and the District are committed to developing and implementing a site-based mentoring program at Community School #53 and Southside Elementary;

Whereas, the mission of the mentoring program is to:

- improve academic achievement of mentored youth
- improve attendance of mentored youth
- improve developmental assets among participating youth
- reduce the likelihood of participation in negative behaviors, such as delinquency, gang activity, substance abuse or early sexual activity

Now, therefore, in consideration of the foregoing premises, the parties do hereby agree follows:

A. BBBSEC agrees to:

- Implement a site-based mentoring program from 3:30 until 5:30 p.m. on school days.
- Provide fiscal oversight of a federally-funded site-based mentoring program, including an annual audit of the program.
- Assume responsibility for management and administration of said after-school program.
- Hire all program staff.
- Negotiate and supervise all independent contracts related to implementation of mentoring program.
- Supervise and coordinate the work of program staff, including, but not limited program director, program coordinators, volunteer recruiters and trainers.
- Monitor all mentor/mentee relationships taking place at the site.
- Develop information-sharing protocols and procedures that are in compliance with the Family Education Rights of Privacy Act and other relevant federal and state laws.

The DISTRICT agrees to:

- Provide student referrals to the mentoring program.
- Assist BBBSEC with outreach efforts, including distribution of program flyers and calendars throughout the school year.
- Assist program staff in screening and selecting mentors
- Assist BBBSEC in assessing program impact by providing data on program participants as necessary.

**B. Advisory/Governance Structure**

1. BBBSEC will coordinate an advisory committee meeting monthly to include District and other program staff to discuss student needs, schedule events, coordinate activities, and resolve all matters related to the effective and efficient implementation and administration of the mentoring program.

**C. Communication and Accountability**

1. BBBSEC agrees to report on a quarterly basis to the District program data concerning attendance, program status and resource utilization.
2. BBBSEC agrees to provide the superintendent's office with an annual report reviewing the performance of mentored children.
3. BBBSEC agrees to comply with all reporting requirements of the grantor.
4. BBBSEC agrees to conduct bi-monthly staff meetings to plan activities and resolve programmatic and staffing issues as they arise.
5. BBBSEC agrees to maintain accurate records necessary for an accurate process and outcome evaluation of the mentoring program, including but not limited to, staffing patterns, attendance and student case files.
6. The District and BBBSEC agree that any modifications or revisions to this current agreement shall be made only upon written agreement of both parties and with the approval of the grantor.

**D. Conflict Resolution Grievance Process**

1. In the event that a conflict arises between BBBSEC and the District regarding the site-based mentoring program which cannot be resolved in a timely fashion, then the conflict shall be referred to the BBBSEC executive director or his delegated representative for mediation.

2. In the event that a conflict arises between BBBSEC and the District regarding the site-based mentoring program which cannot be resolved as indicated in (1) above, then the conflict shall be referred to binding arbitration by an arbitrator agreed upon by both parties to this Agreement.

**E. Coordination of Registration and Recruitment**

1. The District agrees to assist in the identification and referral of students for enrollment in the site-based mentoring program.
2. BBBSEC agrees to recruit and register students into the site-based mentoring program.

**F. Performance Targets and Evaluation**

1. BBBSEC agrees to include in the Annual Report a systematic evaluation of implementation of the site-based mentoring program. Student participation and the extent to which targeted program outcomes, as described in the program narrative, have been achieved.

**G.** Nothing in this agreement shall be construed to impose any liability or duties upon the District for the performance of services by any third party hired by BBBSEC.

**H.** Nothing in this agreement shall impose any tax liability upon the District, including, but not limited to, federal, state and local income taxes, unemployment insurance or social security tax incurred by BBBSEC or persons engaged by BBBSEC. BBBSEC agrees to indemnify the District and hold it harmless for any and all claims for such payments by taxing authorities, including but not limited to, fines, penalties, levies and assessments, failure to withhold or remit such payment.

**I.** BBBSEC shall protect, indemnify and hold the District harmless from any and all claims, suits, actions, costs and damages to which BBBSEC may be subjected by reason of injury to person or property or wrongful death that may result from any act, omission, carelessness or incompetence of BBBSEC or any one employee engaged by BBBSEC in connection with the performance of this agreement.

**J.** BBBSEC's obligations under this agreement may not be assigned, sublet or transferred without prior written consent of the District and the grantor.

**K.** This agreement shall be in effect the first day of the site-based mentoring program's performance or budget period, whichever is earliest, until the last day of the site-based mentoring program's performance or budget period, including grant award extension given by the grantor to BBBSEC, whichever is latest.

In witness whereof the parties to this agreement have signed by their proper corporate officers on this    day of July in the presence of

*R. F. Q.*

Robert F. Moss, Executive Director  
Be-A-Friend Program, Inc.  
Big Brothers/Big Sisters of Erie County

*6-30-04*  
Date

*Yvonne Hargrave*

Yvonne Hargrave, Superintendent  
Buffalo City School District

*7/6/04*  
Date

Buffalo Public Schools  
Community School #53  
329 Roehrer Ave.  
Buffalo, NY 14208

Principal Pamela Rutland

June 29, 2004

Robert Moss, Executive Director  
Be-A-Friend Program, Inc.  
Big Brothers/Big Sisters of Erie County  
1300 Elmwood Avenue  
Buffalo, NY 14222

Dear Mr. Moss:

On behalf of Community School #53, I am pleased to submit this letter of collaboration in support of your application for a U.S. Department of Education, Office of Safe & Drug-Free School Mentoring Program grant. As a collaborator with you on this project, I understand the mentoring services will be provided to 100 children per year, currently participating in programming at my school.

As you know, we have a large percentage of children from single-parent homes, from economically challenged backgrounds, and from families with few resources to help these children to reach their potential as productive citizens. Substance abuse, delinquency and gang activity and teenage pregnancy are only some of the challenges youth in our community face. Mentoring programs, particularly high-quality mentoring programs such as the Be-A-Friend Program, can literally change lives, and we look forward to working with you to change the lives of some of our most at-risk children.

As a collaborator with you on this project, we will:

- Assist you to identify and refer students to the mentoring program
- Collaborate with staff to identify academic areas of need that the mentor can target when working with his mentee
- Provide access to academic data and other measurement tools to assist in program evaluation
- Participate on the project advisory board

Thank you for including us as a partner in your application. We look forward to working with you to change the lives of children most in need in the City of Buffalo.

Sincerely,





**Southside Elementary School**  
THERESA SCHUTA, Principal

**Buffalo Board of Education**  
Southside Elementary School  
430 Southside Parkway  
Buffalo, New York 14210  
Phone: 716-828-4818  
Fax: 716-828-4820

June 29, 2004

Robert Moss, Executive Director  
Be-A-Friend Program, Inc.  
Big Brother/Big Sisters of Erie County  
1300 Elmwood Avenue  
Buffalo, New York 14222

Dear Bob:

On behalf of Southside Elementary School, I am pleased to submit this letter in collaboration in support of your application for a U.S. Department of Education, Office of Safe & Drug-Free School Mentoring Program grant. As a collaborator with you on this project, I understand that mentoring services will be provided to 100 children per year currently participating in programming at my school.

As you know, we have a large percentage of children from single-parent homes from economically challenged backgrounds, and from families with few resources to help these children to reach their potential as productive citizens. Substance abuse, delinquency and gang activity and teenage pregnancy are only some of the challenges youth in our community face. Mentoring programs, particularly high-quality mentoring programs such as the Be-A-Friend Program, can literally change lives, and we look forward to working with you to change the lives of some of our most at-risk children.

As a collaborator with you on this project, we will:

- Assist you to identify and refer students to the mentoring program
- Collaborate with staff to identify academic areas of need that the mentees can target when working with his mentee
- Provide access to academic data and other measurement tools to assist in program evaluation
- Participate on the project advisory board

Thank you for including us as a partner in your application. We look forward to working with you to change the lives of children most in need in the City of Buffalo.

Sincerely,

*Theresa Schuta*



June 28, 2004

Robert Moss, Executive Director  
Big Brothers/Big Sisters of Erie County  
1300 Elmwood Avenue  
Buffalo, NY 14222

Dear Bob:

On behalf of Boys & Girls clubs of the Northtowns, I am pleased to collaborate with you in your application to the U.S. Department of Education for a mentoring grant to help you expand the Big Brothers/ Big Sisters Site-based Mentoring Program to high-risk children in the City of Buffalo.

Since 1939, Boys & Girls Clubs of the Northtowns has provided opportunities for children to participate in structured, supervised programming after school, on weekends and through the summer. Programs address academic development, social and emotional development, health and safety, career exploration, and recreation. Perhaps most important, Clubs offer a place where children can count on finding a caring adult to be there when one is needed. While our staff routinely offer the friendship of a caring adult to the hundreds of children who come through our doors each day, we cannot offer the one-on-one support that a Big Brother or Big Sister can provide - and many of our children desperately need that more intense level of adult interaction.

Since 1975, Big Brothers/Big Sisters of Erie County has provided one-on-one and group mentoring opportunities for high-risk youth throughout Erie County, with emphasis on the City of Buffalo. The program is currently serving over 450 youth through one-on-one mentoring relationships. Your agency's extensive success rate, including maintaining mentoring relationships for an average of over three years, and promoting the development of 21 Developmental Assets in children receiving mentoring services, illustrates the quality of the mentoring services you provide. This, we believe, is directly related to the high quality of your volunteer screening and training programs, and ongoing support of volunteers as they serve as mentors. Be-A-Friend, Big Brothers Big Sisters of Erie County, is the premier service provider in the field of mentoring in the Western New York region.

We look forward to working with you on this exciting project.

Sincerely,

  
Gary Krasinski  
Chief Professional Officer



**BOYS & GIRLS**  
OF THE NORTHTOWNS

*The Positive Place*

Chief Professional Officer  
Gary J. Krasinski

Director of Operations  
Robert E. Peacock

Web Site  
[www.bgsct.org](http://www.bgsct.org)

Administrative Office  
54 Riverside Avenue  
Buffalo, NY 14207  
(716) 873-8842

All Saints Unit  
127 Crossack Avenue  
Buffalo, NY 14207  
(716) 846-8291

Black Rock/Aspen  
435 Aurora Street  
Buffalo, NY 14207  
(716) 879-7582

Franklin Unit - Tonawanda  
225 Franklin Street  
Tonawanda, NY 14150  
(716) 832-2327

Glenn School Unit -  
789 Glenwood Street  
N. Tonawanda, NY 14150  
(716) 807-3755

Newfane School Unit  
P.O. Box 132  
Newfane, NY 14106  
(716) 875-7925

Shaffer Village Unit  
88 Isadore  
Buffalo, NY 14207  
(716) 876-3758

Town Unit  
54 Riverside Avenue  
Buffalo, NY 14207  
(716) 873-3244

**NORTHWEST BUFFALO  
COMMUNITY CENTER, INC.**

PHONE: (716)  
FAX: (716)

155 LAWN AVENUE, BUFFALO, NEW YORK

Lawrence T. Patrick, Jr.  
Executive Director

June 28, 2004

Martin A. Grunzweig  
President of the Board

Robert Moss, Executive Director  
Big Brothers/Big Sisters of Erie County  
1300 Elmwood Avenue  
Buffalo, NY 14222

GRANDFATHERS  
SENIOR CENTER  
1005 Grant Street  
Buffalo, New York 14207  
874-1818

Dear Bob:

GROVER CLEVELAND  
HIGH SCHOOL TRUANCY  
PREVENTION PROGRAM  
110 14th Street  
Buffalo, New York 14219  
868-7185

On behalf of Northwest Buffalo Community Center, I am pleased to collaborate with you in your application to the U.S. Department of Education a mentoring grant to help you expand the Big Brothers/ Big Sisters Site-based Mentoring Program to high-risk children in the City of Buffalo.

MERCERLAND  
DAY CARE CENTER  
902 Tonawanda Street  
Buffalo, New York 14207  
875-9630

Since 1975, Big Brothers/Big Sisters of Erie County has provided one on one and group mentoring opportunities for high-risk youth throughout Erie County, with emphasis on the City of Buffalo. The program is currently serving over 450 youth through one-on-one mentoring relationships. Your agency's extensive success rate, including maintaining mentoring relationships for an average of over three years, and promoting the development of 21 Development Assets in children receiving mentoring services, illustrates the quality of the mentoring services you provide. This, we believe, is directly related to the high quality of your volunteer screening and training programs, and ongoing support volunteers as they serve as mentors. Be-A-Friend, Big Brothers Big Sisters of Erie County, is the premier service provider in the field of mentoring in the Western New York region.

SHAFER VILLAGE YOUTH  
112 Isabelle Street  
Buffalo, New York 14207  
873-8128

Funded by:  
CITY OF BUFFALO  
Dept. of Human Resources  
Dir. for Youth  
Div. of Buildings

COUNTY OF ERIE  
Dept. of Senior Services  
Dir. for Youth

STATE OF NEW YORK  
Dir. for Youth  
Crime Victims Board

Northwest Buffalo Community Center serves hundreds of children from disadvantaged circumstances, including single parent, economically disadvantaged families. In some cases the children have no functional and caring adult in their lives - these are the children most in need of mentoring. With our proximity to two public housing facilities and our programming offered in both our Community Center and in the adjacent Wm. P. Grabiarz Middle School, have dozens of children in severe need who would benefit from mentoring.



**United Way**  
of Buffalo & Erie County

Thank you for the opportunity to benefit our children through this partnership. We look forward to working with you on this exciting project.

Sincerely,

*Lawrence Patrick, Jr.*





# County of Erie

JOEL A. GIAMBRA  
COUNTY EXECUTIVE

GEORGE B. ALEXANDER  
DIRECTOR/COMMISSIONER

DEPARTMENT OF PROBATION AND  
YOUTH/DETENTION SERVICES

BARBARA B. LI  
DEPUTY COMMISSIONER-SEC

JOSEPH J. ABD  
DEPUTY COMMISSIONER-TO

BEUNICE O. TU  
DEPUTY COMMISSIONER-  
DETENTION/PROG

June 30, 2004

Robert Moss, Executive Director  
Big Brothers/Big Sisters of Erie County  
1300 Elmwood Avenue  
Buffalo, NY 14222

Dear Bob:

On behalf of Erie County Youth Bureau, I am pleased to support your application to the U.S. Department of Education for a mentoring grant to help you expand the Big Brothers/Big Sisters Site-based Mentoring Program to high-risk children in the City of Buffalo.

Since 1975, Big Brothers/Big Sisters of Erie County has provided one-on-one and group mentoring opportunities for high-risk youth throughout Erie County, with emphasis on the City of Buffalo. The program is currently serving approximately 450 youth through one-on-one, group and site-based mentoring relationships. Your agency's extensive success rate, including maintaining mentoring relationships for an average of over three years, and promoting the development of 21 Developmental Assets in children receiving mentoring services, illustrates the quality of the mentoring services you provide. This, we believe, is directly related to the high quality of your volunteer screening and training programs, and ongoing support of volunteers as they serve as mentors. Be-A-Friend, Big Brothers Big Sisters of Erie County, is the premier service provider in the field of mentoring in the Western New York region.

I am pleased to advocate on your behalf for a federal grant to enable you to expand your high-quality services to serve 150 additional children in the City of Buffalo. Please keep me apprized of your progress and let me know if I may be of additional service in your quest.

Sincerely,

  
Joseph J. Abdallah

Deputy Commissioner

DETENTION DIVISION

One Niagara Plaza - Room 125 - Buffalo, New York - 14202 - Phone: (716) 855-8100 - FAX: (716) 858-8304

REVENTON BACH TV



**CITY OF BUFFALO**  
OFFICE OF THE MAYOR

**ANTHONY M. MASIELLO**  
MAYOR

July 1, 2004

**Robert Moss, Executive Director**  
**Big Brothers/Big Sisters of Erie County**  
1300 Elmwood Avenue  
Buffalo, NY 14222

**Dear Bob:**

As Mayor of the City of Buffalo and on behalf of its citizens, I am pleased to support your application to the U.S. Department of Education for a mentoring grant to help you expand the Big Brothers/Big Sisters Site-based Mentoring Program to high-risk children in the City of Buffalo.

Since 1975, Big Brothers/Big Sisters of Erie County has provided one-on-one and group mentoring opportunities for high-risk youth throughout Erie County, with emphasis on the City of Buffalo. The program is currently serving over 450 youth through one-on-one, group and site-based mentoring relationships. Your agency's extensive success rate, including maintaining mentoring relationships for an average of over three years, and promoting the development of 21 Developmental Assets in children receiving mentoring services, illustrates the quality of the mentoring services you provide. This, we believe, is directly related to the high quality of your volunteer screening and training programs, and ongoing support of volunteers as they serve as mentors. Be-A-Friend, Big Brothers Big Sisters of Erie County, is the premier service provider in the field of mentoring in the Western New York region.

Throughout my thirty plus year career in government with the Common Council, the State Senate and as Mayor, I have always supported the efforts of Be-A-Friend because of the outstanding services that you provide. Be-A-Friend is a model for not-for-profit agencies in service delivery, performance outcome and reporting, and professionalism in adhering to the guidelines and requirements of grants.

I am pleased to advocate on your behalf for a federal grant to enable you to expand your high-quality services to serve 150 additional children in the City of Buffalo. Please keep me apprised of your progress and let me know if I may be of additional service in your quest.

Sincerely,

*Anthony M. Masiello*  
Anthony M. Masiello



## County of Erie

JOEL A. GIAMBRA  
COUNTY EXECUTIVE

DEPARTMENT OF SOCIAL SERVICES

KEVIN J. HELPER  
COMMISSIONER

June 30, 2004

Mr. Robert Moss  
Executive Director  
Be-A-Friend/Big Brothers/Big Sisters of Erie County  
1300 Elmwood Avenue  
Buffalo, NY 14222

Dear Mr. Moss:

As the Commissioner of the Erie County Department of Social Services and an advocate for children and families, I am pleased to support your application to the U.S. Department of Education for a mentoring grant to help you expand Big Brothers/Big Sisters Site-based Mentoring Program to high-risk children in the City of Buffalo.

As you know, the need for expanded mentoring programs in Erie County is great and incorporating schools as partners in the mentoring relationship can be very powerful. On-site mentoring underscores the centrality that education and nurturing relationships play in helping our children achieve long term success in life.

A great deal of literature in the educational and human service fields focuses on the positive results that can be achieved when cross system collaborations are created. This grant is a further opportunity to strengthen the connections between community agencies and schools for the benefit of children at risk. As Big Brothers/Big Sisters of Erie County is already serving approximately 450 youth through one-on-one mentoring, group, and site-based services in throughout our community, you would be well suited to achieve the outcomes expected in the grant.

My experience with your organization has always been a positive one and I have a great deal of faith in your ability to get the job done right. Big Brothers/Big Sisters has had widespread success in mentoring our area's youth in large part because of your attention to training and screening details. The fact that most of your mentoring relationships endure in excess of three

I am honored to write this letter in support of Big Brothers/Big Sisters and expanding mentoring capacity in Buffalo and Western New York. If my office can provide any additional assistance to you, please do not hesitate to call.

Sincerely,



Kevin J. Helfer  
Commissioner

West Seneca  
**AmeriCorps**



MARK P. LAZZARA, Executive Director

"Getting This

July 9, 2004

Robert Moss, Executive Director  
Big Brothers/Big Sisters of Erie County  
1300 Elmwood Avenue  
Buffalo, NY 14222

Dear Bob:

On behalf of West Seneca Youth Bureau-Patriotism in Action AmeriCorps Tutoring Program, I am pleased to support your application to the U.S. Department of Education for a mentoring grant to help you expand the Big Brothers/Big Sisters Site-based Mentoring Program to high-risk children in the City of Buffalo.

Since 1975, Big Brothers/Big Sisters of Erie County has provided one-on-one and group mentoring opportunities for high-risk youth throughout Erie County, with emphasis on the City of Buffalo. The program is currently serving approximately 450 youth through one-on-one, group and site-based mentoring relationships. Your agency's extensive success rate, including maintaining mentoring relationships for an average of over three years, and promoting the development of 21 Developmental Assets in children receiving mentoring services, illustrates the quality of the mentoring services you provide. This, we believe, is directly related to the high quality of your volunteer screening and training programs, and ongoing support of volunteers as they serve as mentors. Be-A-Friend, Big Brothers Big Sisters of Erie County, is the premier service provider in the field of mentoring in the Western New York region.

Through our AmeriCorps initiative, we will offer the opportunity to at least 50 AmeriCorps tutor/members to become Big Brother Big Sister mentors as part of the year-long service commitment, as long as they meet all eligibility guidelines as set forth by the Big Brother Big Sister Program. This service will be at no cost to the BBBS agency.

I am pleased to advocate on your behalf for a federal grant to enable you to expand your high-quality services to serve 150 additional children in the City of Buffalo. Please keep me apprised of your progress and let me know if I may be of additional service in your quest.

Sincerely,

Nestor Hernandez  
AmeriCorps Program Director

United Way of Buffalo and Erie County  
742 Delaware Ave.  
Buffalo, NY 14209

Robert Moss, Executive Director  
Be-A-Friend Program, Inc.  
Big Brothers/Big Sisters of Erie County  
1300 Elmwood Avenue  
Buffalo, NY 14222

Dear Mr. Moss:

On behalf of the United Way, I am pleased to submit this letter of collaboration in support of your application for a U.S. Department of Education, Office of Safe & Drug-Free School Mentoring Program grant.

Since 1975, Big Brothers Big Sisters of Erie County has provided one-on-one and group mentoring opportunities for high-risk youth throughout Erie County, with emphasis on the City of Buffalo. The program is currently serving approximately 450 youth through one-on-one, group and site-based mentoring relationships. Your agency's extensive success rate, including maintaining mentoring relationships for an average of over three years, and promoting the development of 21 Developmental Assets in children receiving mentoring services, illustrates the quality of the mentoring services you provide. This, we believe, is directly related to the high quality of your volunteer screening and training programs, and ongoing support of volunteers they serve as mentors. Be-A-Friend, Big Brothers Big Sisters of Erie County, is the premier service provider in the field of mentoring in the Western New York region.

It has been my pleasure working in collaboration with your program for the past four years as part of the Full Service Initiative. I am pleased to advocate on your behalf for a federal grant to enable you to expand your high-quality services to serve 100 additional children in the City of Buffalo.

Sincerely,



AnnaLisa Prada  
Director of School Programs





**Education**

1998 - 2000                      Corning Community College                      Corning, NY  
• Associates of Applied Science in Criminal Justice.

2000 - 2002                      State University of New York at Buffalo                      Buffalo, NY  
• Bachelor of Arts in Psychology.

**References**

Robert Moss, (b)(6)

Kathleen McIntyre, (b)(6)

Jeffrey Hager, (b)(6)

Michael O'Connell, (b)(6)

John Blener, (b)(6)

## **Project Narrative**

**Program Assurances - LEAs or CBOs -- Please complete the "Program Assurances for LEAs or CBOs" forms which are listed on the right-hand side under DOCUMENTS & INSTRUCTIONS and labeled as: Program Assurances - Local Educational Agencies and Program Assurances - Community Based Organizations. This certification can not be submitted electronically through e-Application.**

**Special Instructions: You must print out the "Program Assurances for LEAs or CBOs" form. This form is located under Document & Instructions on the right-hand side. Complete and fax it (along with the ED424) to the Application Control Center at (202) 245-6272 within (3) working days of submitting your electronic application. You must indicate your PR/Award number in the upper right corner of the form. For assistance, please call 1-888-336-8930.**

## **Budget Narrative**

### **Budget Narrative**

**Include a detailed budget narrative that supports and explains the information provided in the Budget Information Form (ED Form 524). Use the same budget categories as those on the ED Form 524 and explain the basis used to estimate costs for all budget categories, and how the cost items relate to the proposed project goals, objectives, and activities. All expenditures must be necessary to carry out the goals and objectives of the program, reasonable for the scope and complexity of the program, and allowable under the terms and conditions of the grant and in accordance with government cost principles.**

**The Budget Information Form and accompanying narrative should provide enough detail to easily understand how costs were determined and if the budget is commensurate with the scope of the project. Applicants must submit separate detailed budgets for each year as shown on the Budget Information Form.**

#### Attachment 1:

**Title: Budget Narrative Pages: 4 Uploaded File: C:\Documents and Settings\Administrator\My Documents\BBBS\Mentoring Grant\BUDGET NARRATIVE.doc**

## BUDGET NARRATIVE

### Personnel

Annual salaries are shown for year one of the project. Cost of living increases of 5% are planned for years two and three, for all positions.

**Program Director** – 1 FTE @ \$32,500/year one, with 5% COLAs annually. Responsible for project staff management, all phases of program implementation and monitoring, establishing and maintaining positive relationships with collaborating schools and CBO's, collaborating with external evaluator to implement program evaluation.

**Community Relations Coordinator** – 1 FTE @ \$27,000 in year one, declining to .25 FTE in years two and three as program becomes established at each site and need for new volunteers decreases. Responsible for outreach, recruitment and training of volunteer mentors.

**Volunteer Coordinator** – 1 FTE @ \$27,000 in year one, declining to .25 FTE in years two and three as program becomes established at each site and need for new volunteers decreases. Responsible for training and management of mentors, assisting in matching volunteers with students.

**Site coordinators** – 2 @ 25 hours/week and 2 @ 12.5 hours/week average, \$10/hour in year one. Responsible for student intake, assisting in matching students with mentors, and monitoring all site-based mentoring.

(b)(4)

			Federal	In-Kind	Total	Federal	In-Kind	Total	Federal	In-Kind	Total
				Year One	Year One		Year 2	Year 2		Year 3	Year 3
<b>Personnel</b>											
	<b>Annual</b>	<b>FTE</b>									
Pro. Dir/Sr. Case Manager	32500	1	32,500		32,500	34,125		34,125	35,831		35,831
Community Relations Coord.	27000	1	27,000		27,000	7,088		7,088	7,442		7,442
Volunteer Coordinator	27000	1	27,000		27,000	7,088		7,088	7,442		7,442
3 Site Coordinators	15000	3	45,000	(b)(4)	(b)(4)	47,250		47,250	49,613		49,613
Agency Director	43000	0.5					(b)(4)			(b)(4)	
Secretary	19000	0.5									
Bookkeeper	25000	0.5									
<b>Total Personnel</b>			<b>131,500</b>			<b>95,550</b>			<b>100,328</b>		

**Fringe Benefits**

Figured at average agency rate of 17.5%.

**Travel**

*Washington* – estimated two trips per year for two staff to Washington DC for project management conferences, at \$1,100/staff person.

*Local mileage* – 5,000/miles/year @ \$.36/mile

*Bus transportation* – for summer field trips, 6 trips @ \$500/trip

**Supplies**

**Laptops** – four @ \$1,250, for site coordinators to assist in project management and preparation of case notes at program sites.

**Training supplies** – estimated at \$2000/year in year one, \$500/year in years two and three

**Event supplies/refreshments** – for site-based celebrations, etc., estimated at \$1,500/year for school sites, \$500/year for CBO sites, with slight increases in years two and three to include inflation.

**Education/activity supplies** – for site-based programming, estimated at \$750/year for school sites and \$250/year for program sites. While this cost is relatively low, it is anticipated that program sites will also provide academic materials specific to each child's needs which will be used to strengthen students' academic skills.

**Office supplies** – estimated at \$2,000 in year one, with slight increases in years two and three to include inflation.

**Awards/trophies** – estimated at \$500 in year one, with slight increases in years two and three to include inflation.

**Contractual**

**External Evaluator**, @ \$15,000/year for three years.

**Other**

All figures shown here are for year one only. In years two and three, figures increase by 5% to include inflation.

**Utilities** – one-third of utility costs are included in the project, which will increase program services at the agency by 45%. Total annual figure is estimated at \$1,260 requested from the USDE, because the agency will be moving to a new site prior to 12/15/04 and cannot yet ascertain the actual cost of utilities. The rate included here is based on current utility estimates.

**Rent** - one-third of rent costs are included in the project, which will increase program services at the agency by 45%. Total annual figure is estimated at \$3,060 requested from the USDE, because the agency will be moving to a new site prior to 12/15/04 and cannot yet ascertain the actual cost of rent. The rate included here is based on current rent.

**Accountant** – for annual audit and related support, one-third of annual expenses, \$1,008 in year one.

**Activity admissions** – for field trips, estimated at \$6.25/child/year.

**Insurance** – estimated at \$32/child in year one.

**Postage** – estimated at \$50/week for 52 weeks.

**Recruitment brochures** – estimated at \$3,000 in year one.