

# 2017 Program Information

**Please use a separate form for each program.**

1. Agency: Orrville Area Boys and Girls Club

2. Program Name: Personal and Educational Programs

A. Based on the targeted outcomes of this program, from which of the following community impact areas are you requesting funding?

**Nurturing Children & Youth**

(Provides positive outcomes that help children and youth succeed in school and develop into successful adults)

**Helping In Hard Times**

(Provides emergency assistance: food, shelter, clothing, and legal help)

**Developing Life Skills**

(Provides positive outcomes with programs that enable individuals and families to become more emotionally, physically, and/or financially stable)

**Promoting Health & Wellness**

(Provides positive outcomes with programs that enable individuals and families to have access to prevention and/or treatment in the health arena, enabling them to become and/or stay healthier emotionally, physically, and/or financially)

B. Is this Program

New program

Expanded program

Continuation of a previously funded program

3. Please complete the following for each program:

<u>19,600</u>	+	<u>\$58,872</u>	=	<u>\$78,472</u>
Funds Requested From OAUW		Funds Requested/Received From Other Sources		Total Program Funds

4. If previously funded program, are you asking for increased dollars of support?

Yes     No    Increase = \$1,000

5. If yes, why are you requesting more money

**6. If your program was not funded for the full amount you requested in 2016, what impact did this have on your program? What adaptations did you have to make?**

**7. How will the agency adapt this program next year if your requested funding level cannot be met or if a decision is made that the program will not be funded at all next year?**

The Orrville Area Boys and Girls Club have discussed this issue if it should arise. The first course of action would be to cut program staff. Second, cut back on hours of operation. Third would be to cut back on the total number of programs ran this year. The club does have the ability to try and reallocate funds from other areas to make up for short falls.

**8. Please describe the fees and reimbursements associated with this program.**

**Fees:**

**Sliding Fee Schedule:** The Boys and Girls Club has a scholarship policy as follows: Any child(ren) who receive a free lunch at school will receive a 100% scholarship. There are no limits on scholarships and no one will be turned away due to the inability to pay.

**Insurance Reimbursement:**

**Government Subsidies:**

## **Community Impact**

**8. Describe the target population and eligibility requirements for the Program:**

Programs and activities are intended to serve youth in Kindergarten through the twelfth grade. Participants must be current members of the Boys & Girls Club and have a membership form on file.

**9. What agencies or programs in the community provide similar services? How does this program's content differ from those programs?**

No other agency offers these programs in our community

## Impact Analysis

**10. Describe the targeted outcomes of this program. In other words, you ran this program, you gave clients certain skill sets, you increased their knowledge, and you treated their illness, which is all good. But how have you changed the lives of those people, and as a result, our community?**

We receive many teacher and parent referrals for youth having difficulty in certain education subject areas. We provide homework help and individual tutoring with a certified teacher or volunteer. We currently have offered one-on-one tutoring assistance to more than 70 students.

Specific programs and activities include:

Money Matters: a financial literacy program that was designed specifically to help teens (ages 13-18) expand their knowledge of money management and learn the skills that lead to financial independence and well-being. The Money Matters: Make It Count Program consists of five components: Teen Personal Finance Guide, Program Facilitator's Guide, Money Matters Web site, Schwab Employee Volunteer Program and the Money Matters Awards.

-Career Launch: is a career exploration and mentoring program for teens ages 13-18. This program includes the Career Launch Website that allows teens to take an interest survey, explore careers, identify training or college requirements, seek out financial aid and play skills-building games. There's also an easy to use Career Exploration Quick Reference Guide with a broad range of career planning and job skills activities that Club staff or volunteers can use with teens. The Career Launch Portfolio contains a Teen Tips booklet with helpful interviewing and on the spot job tips. JOB READY! is a comprehensive program that teaches young people ages 16-18 effective job-hunting techniques and helps them develop the skills necessary to be successful once on the job.

-SKILL Tech: is designed to familiarize club members with technology, particularly the use of computers and the basic skills that are becoming increasingly necessary to excel in school and the workplace. Skill Tech II focuses on developing specific, age-appropriate technology skills, with an emphasis on computer hardware, networking and the Internet. It is designed to teach advanced, yet practical technology skills to Club members aged 6 to 18, and features three eight-session programs, one for each age group: 6-9, 10-13 and 14-18. 148 members participated in the skill tech programs with 91% saying that they have increased their understanding of computers and how they work. 96% said that they are now able to search the internet more efficiently, and 93% said they believe that they know more than their peers about computers and the systems on the computer. Skill Tech III makes use of animated, interactive tutorials, as well as hands-on, instructor-led group activities. Because the program is presented using a fun, spy-related theme, sessions are referred to on the courseware and in the facilitator's guide as "missions." Lessons are tailored to be age-appropriate so older members can explore technology-related careers and learn to build a computer from scratch, while younger members can begin identifying essential computer parts and learn to perform Internet searches.

The Goals for Graduation: program uses a simple method of recording the goals that have been established by the youth and staff while creating a schedule for revisiting these goals at a specified time to

measure whether or not they were accomplished. We hope to attain a 99% rating on "Know-I-Can" goals, 75% on the more challenging "Think-I-Can" goals and 55% on the yearly "Believe-I-Can" goals, which is followed by action plans.

The Career Launch program consists of an excellent web site that has surveys, tests and job readiness material by which staff can measure and help access where possible improvements or deficiencies may lie. It also provides a career interest survey which will aid the youth in determining their career interests.

The Skill Tech program also has a website with pre and post tests and surveys which help the staff gauge the impact of the program.

The Job READY program concludes with a competency assessment sheet, which measures the youth's skills gained throughout the program.

In order to measure academic progress for youth involved in these programs, we use two formats to track any impact that the program has had upon youth involved. The first is continual meetings with teachers and administrators within the district. The second is grade cards and progress reports. By these two means, we are able to measure any academic improvement, along with measuring an improvement in the youth's overall behavior and effort in the classroom.

The Job Ready program began with 17 members participating with 18 of those members finishing the program. Of those members who finished, 87% received above average scores on their competency assessment. Skill Tech, a computer competency program had 94 members with 77% of the members reaching the intermediate level and 26% moving to the advanced skill level.

There are many challenges that face us each day in measuring the success of a program. We have had problems with parents or participants refusing to fill out a survey or come to the one on one meeting with the program staff. I believe that we have met some of our outcomes but have fallen short on a few others.

## Program Outputs

**11. Define a unit of service. If it is not possible to define one unit, please state why.**

Remember that whatever the method of measurement, you are consistent from year-to-year.

A unit of service is defined as: One visit, per person, per day, per activity. Program attendance is measured by the number of members that begin and finish the program/activity.

**12. Complete the following if the agency is seeking United Way funding for this program.**

Year	Number of Clients in zip codes 44667, 44618, 44645	Number of Clients in all of Wayne County	Clients on a Waiting List
2015 Actual	696	855	0
2016 Projected	700	875	0
2017 Projected	725	900	0

**13. Unit Cost: Please explain changes either up or down in your cost.**

Year	Individuals or Units of Service	Total Cost of Program	Unit Cost (Cost/Units)
2015 Actual	81,167	\$83,438	1.03
2016 Projected	82,000	\$75,544	.93
2017 Projected	83,300	\$78,472	.95

**14. Individuals served**

Last year (actual): 864

This year (projected): 1017

## Client Demographics

14.

	<b>NUMBER</b>
<b>Types of Clients: Individuals</b>	1017
Information & Referral, Brochures	
Organizations	

PLEASE COMPLETE THE INFORMATION FOR INDIVIDUAL CLIENTS ONLY		
<b>Age Group:</b> Under 5		242
6 thru 12		621
13 thru 17		110
18 thru 34		15
35 thru 54		
55 thru 64		
65 thru 74		
75 thru 84		
85 and over		
Unknown		29
<b>TOTAL INDIVIDUALS:</b>		<b>1017</b>
<b>Gender:</b> Male		549
Female		468
Unknown		
<b>TOTAL INDIVIDUALS:</b>		<b>1017</b>

	NUMBER		NUMBER
<b>Household Income:</b>		<b>Ethnic/Racial Background:</b>	
\$0 thru \$11,999	98	White	768
\$12,000 thru \$14,999	44	Black or African American	201
\$15,000 thru \$24,999	159	Hispanic or Latino	39
\$25,000 thru \$49,999	197	American Indian or Alaska Native	0
\$50,000 thru \$74,999	169	Asian	3
More than \$75,000	129	Native Hawaiian or Pacific Islander	0
Unknown	221	Unknown	6
<b>TOTAL INDIVIDUALS:</b>	<b>1017</b>	<b>TOTAL INDIVIDUALS:</b>	<b>1017</b>

\*NOTE: All TOTALS should be the same number

**Orrville Area United Way  
Supplemental Agency Questions**

Orrville Area Boys and Girls Club

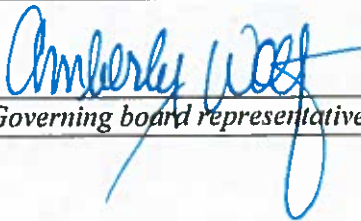
9-8-2016

*Agency Name*

*Date*

*Please check the appropriate box in answer to each question.*

	Yes	No	Do Not Know
Does the agency have checks/balances and distribution of responsibilities such that tasks such as opening mail, paying bills, signing checks, bookkeeping, producing internal financial reports do not rest in the hands of too few persons?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have the board and top administrative officers discussed/reviewed/agreed upon what is appropriate in terms of division of these responsibilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the agency have a board approved Fiscal Policy?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the auditor meet with the board and top administrator to discuss audit results?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the board conduct an annual evaluation of the top administrative officer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the evaluation results in written form?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the agency have written by-laws to which they adhere?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the board and/or a Financial Committee or Executive Committee review complete financial statements monthly including cash flow statements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are the agency goals/objectives/plans in written form?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do the agency by-laws/guidelines specify a length of term for board members?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are board members required to rotate off the board for some minimum amount of time upon completion of some maximum time of service?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Is the agency currently compliant with guidelines for submitting an Audit including the management letter, 990, Agency Agreement, and Verification of Registration with the State of Ohio Attorney General's Office to United Way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What percentage of your Board financially supports your agency?	100%		



*Governing board representative (name, title)*

 *Executive Director*

*Administrative official (name, title)*

## **Grants & Collaborations**

**Orrville Area United Way – Complete this form for each applicant program**

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Date: 9-2-2016

Agency: Orrville Area Boys and Girls Club

Program: Personal and Education Activities

Please respond in writing to the following questions:

1. What would happen if your program were to disappear?

Area kids would no longer be taught financial literacy, build skills that will help them find a job in the future, be taught computer programs or identify careers that they may be interested in.

2. What would happen if you were not to receive the requested amount?

The club would have to evaluate the number of programs that are being taught each year and make hard decisions on what programs to eliminate, who is teaching them and how many members could be in a class.

3. Specifically, how would decreases in your grant impact your programming:

- a. 25% decrease?

The club would have to evaluate the number of programs that are being taught each year and make hard decisions on what programs to eliminate and the number of kids that could participate in them.

- b. 50% decrease?

All programs would be eliminated except if parents would be willing to pay for their child to participate in them, thus eliminating those kids whose parents live at or below poverty.

- c. 75% decrease?

Staff would be reduced greatly if not at all. Program areas would be shut down and no programs would be made available to any members.



4. What other organization/s provide/s the same or similar services/programs?

I do not know of any other organizations that provide this type of service.

5. Specifically, how are you collaborating with other agencies/organizations?

The club is collaborating with the University of Akron service learning students to help teach specific subject areas that they are planning on teaching. Orrville City Schools encourages there teachers who are proficient in computer programs to help teach outside the classroom. Many businesses also allow their employees to teach our members financial literacy, job shadowing and guest Speakers.

6. What services/programs for which you are requesting support are complementary services in collaboration with other entities?

None, but the club is always trying to pursue other organizations to collaborate with to help defray costs and or personnel.