



# EASTON ROTARY SERVICE FOUNDATION

Rotary Club of Easton  
Easton, Pennsylvania

2886 Hope Ridge Drive, Easton, PA 18045-8144

## GRANT APPLICATION

Organization Name Third Street Alliance for Women & Children

Address \_\_\_\_\_ 41 North Third Street

City \_\_\_\_\_ Easton State \_\_\_\_\_ PA Zip \_\_\_\_\_ 18042

Phone \_\_\_\_\_ 610-258-6271 Fax \_\_\_\_\_ 610-258-2112

Email \_\_\_\_\_ spanovec@thirdstreetalliance.org

Contact Person \_\_\_\_\_ Sarah Panovec Title Grants/Contacts Manager

Project Director \_\_\_\_\_ Nancy Frederick Title Learning Center Director

Project Title \_\_\_\_\_ Homeless Parent Engagement and Intervention Initiative

Grant Period \_\_\_\_\_ 2022

Total Cost of Project \_\_\_\_\_ \$75,450 Amount Requested \_\_\_\_\_ \$5,000

Signature of Approving Agency Personnel \_\_\_\_\_  Date \_\_\_\_\_ 3/24/2022

Name of Approving Agency Personnel \_\_\_\_\_ Alisa Baratta Title \_\_\_\_\_ Executive Director

*For use by Easton Rotary Service Foundation*

Date Received \_\_\_\_\_

Action Taken \_\_\_\_\_ Date \_\_\_\_\_

## **SUMMARY OF PROPOSAL**

Third Street Alliance for Women & Children is seeking a grant of \$5,000 to help provide intensive targeted interventions and support to our homeless and formerly homeless Learning Center students. This investment will help us pilot a program to provide early interventions that can mitigate the significant health, developmental, mental, and behavioral health consequences of exposure to adverse childhood experiences (ACEs) and toxic stress.

## **MISSION & HISTORY**

Third Street Alliance's mission is to inspire and equip women, children, and families, to live, learn, and thrive.

Over our long history, our organization has worn many hats, evolving to meet the needs of a growing city. While our mission and programs have transformed along the way, we have remained steadfast in our commitment to creating a healthy and vital community. When we first opened our doors in 1909, as a YWCA, our primary focus was on making life better for women. As a grassroots organization, a group of caring women came together to work to advocate and address the concerns of women in the community and to build fellowship among women by providing social and wellness activities. In the intervening years, we have broadened the scope of not only who we serve but the services we provide, but that foundational principle of creating networks of support remains central to the work we do. By the mid-1980s we transitioned from a YWCA to Third Street Alliance and began providing essential community services including shelter for homeless women and children and childcare for working families. Over the last three decades, we expanded our programs to more comprehensive services that address the current needs of the community and take a proactive approach to advance our strategic objectives: to prevent and end homelessness, promote economic advancement for women and their families, and provide quality early learning opportunities in the Lehigh Valley.

## **PROGRAMS**

Third Street Alliance strives to improve the quality of life for members of the community by providing responsive programs in a supportive and caring environment. In both of our core programs, Homeless Services, and The Learning Center, qualified staff employs trauma-informed methods to work with children and families to reach their fullest potential, providing tools and support to promote personal development, responsibility, and economic empowerment.

### **Homeless Services**

Third Street Alliance is committed to preventing and ending homelessness in the Lehigh Valley. To that end, we are dedicated to providing robust homeless services to the most vulnerable members of our community. We take a multi-pronged approach to service delivery, providing prevention & diversion programming, emergency safety-net services, and housing support. This approach seeks to prevent homelessness when possible, expeditiously remedy and re-house homeless families when prevention is not possible and put supports in place to stabilize homeless and at-risk individuals to reduce reoccurrence. Programming includes:

#### **Prevention & Diversion**

- Coordinated Entry
- Eviction Prevention Rental Assistance
- Utility Assistance

#### **Emergency Services**

- Emergency Shelter
- Extended Shelter
- Hotel Voucher Assistance

#### **Housing Support**

- Housing Navigation
- Rapid Re-Housing Rental Assistance

Our goal is to help women and their families achieve their highest level of self-sufficiency and housing stability by providing the specific interventions needed to overcome any identified barriers. Families work with caseworkers to develop individualized action plans including goals around medical and behavioral health, employment, education for themselves and their children, and housing. Families learn to leverage and expand their support network and are assisted as they work to achieve their goals.

### **The Learning Center**

Third Street Alliance envisions a community where women and families are supported by quality learning opportunities and services that help families achieve educational stability and promote life-long learning. Access to high-quality affordable childcare can help families maintain stable employment and are essential for the positive development of children from at-risk families.

Our PA STAR 4 facility, The Learning Center, provides affordable early childhood education for children ages 6-weeks to 6 years, and summer, before, and after-school care for school-aged children up to 13 years. We use Creative Curriculum a widely used research-based PA Learning Standards-aligned early childhood curriculum. Our teachers plan their lessons based on the interests of the students using the concept of purposeful and productive play, giving educational ownership to our students, and creating a sense of pride in learning at an early age. We create an environment and implement activities that are socially and emotionally positive, cognitively stimulating, inclusive, and supportive of each child's culture, language, ethnicity, and family structure.

Recognizing the importance of quality early childhood education as a template for future academic success has allowed us to provide early educational interventions as well as enrichment activities designed to level the playing field. We take a holistic approach to the education of children providing not only academic enrichment but opportunities for physical, artistic, and emotional development as well. Students have use of our on-site gymnasium and outdoor playground for fun and exercise. Both our Library and STEAM lab allow students to experience hands-on science, technology, engineering, robotics, and math concepts and explore their interests. Our students benefit from enrichment yoga and mindfulness activities, as well as art and music enrichment. We employ a full-time Behavioral Health Specialist to work with our students and their families to address and support their social and emotional wellbeing. Additionally, students have access to our sensory room, a dedicated space for children with physical, developmental, emotional needs or those dealing with trauma to work on their self-regulation skills outside of the classroom with individualized attention from a teacher, support worker, or our Behavioral Health Specialist.

### **DESCRIPTION OF NEED**

Childhood is a crucial foundational period that helps set the stage for adult relationships, behaviors, health, and social outcomes. Exposure to adverse childhood experiences, ACEs, have documented effects of lifelong physical and mental health problems. According to the CDC, ACEs are potentially traumatic events that occur in childhood and include not only abuse and neglect but also aspects of the child's environment that can undermine their sense of safety, stability, and bonding including living in a household experiencing behavioral health issues, parental separation, and homelessness. ACEs and associated conditions such as living in under-resourced neighborhoods, frequently moving, experiencing

food insecurity, and other instability can cause toxic stress (a prolonged activation of the stress-response system). Without intervention, toxic stress can disrupt children's healthy brain development, affect social development, compromise immune systems, and can lead to substance misuse, and impulse control issues, which correspond to increased risk of involvement with crime and violence and other high-risk behaviors. According to the CDC, these exposures increase the risks of injury, sexually transmitted infections, including HIV, mental health problems, maternal and child health problems, teen pregnancy, involvement in sex trafficking, a wide range of chronic diseases, and the leading causes of death such as cancer, diabetes, heart disease, and suicide.

When the police showed up at the shelter for Kevin, he was confused but happy to help. A cell phone had been stolen at his elementary school and a classmate said that Kevin was the culprit. The police searched Kevin's backpack and the phone was found, Kevin proclaimed his innocence, the police were sympathetic but the school wanted to press charges. Kevin's mother, a domestic abuse survivor, living in a shelter, who was in the midst of working to get her citizenship, was frantic. A suspension and a juvenile record were the least of the possible consequences, there was talk of getting CPS involved, foster care, and deportation. How easily one small decision can indelibly change the trajectory of a life, of a family. When our Shelter Director got the call that Kevin was innocent, that some of his classmates had stepped forward to point out the true culprit who had planted the phone to get Kevin in trouble, we were all relieved. I tell you this story to illustrate the multitude of ways in which homelessness contributes to higher ACEs. It is not just the stress and uncertainty of homelessness that is the problem but the stigma, the type of bullying, and marginalization that Kevin experienced are by no means unique.

Each year, approximately 80% of the 140 children served in our Learning Center are from low-income households, and of these 10-15% have experienced or are currently experiencing homelessness. Anecdotally, teachers in the center have observed that these particular students tend to miss school more often, remain sick for longer, and struggle to demonstrate emotional self-regulation, all of which leaves us deeply concerned with the ability of these students to succeed in school without more robust interventions.

These concerns are compounded by the impact of COVID-19 on all our children and the availability of adequate support services. The COVID-19 crisis has affected all of us, but the impact it has had on our children and homeless families is staggering. Loss of employment, food insecurity, difficulty accessing medicine, and routine medical care, in addition to worry over or actual loss of loved ones, resulting from the pandemic and shutdown has compounding effects of stress and instability for these families. Children for whom routines and social interactions are among the most important factors responsible for normal psychological development have had their lives thrown into turmoil. Early research from the National Survey of Children's Health and the National School-Based Health Care Census has found that quarantine has had a significant impact on children's behavior and emotional health. Children subjected to quarantine in pandemic disasters were found to have an increased likelihood of developing acute stress disorder, adjustment disorder, and report four times higher scores of PTSD compared to those who were not quarantined. The likely conclusion is that our high-risk students and their families will need additional assistance accessing the support they need amidst the increased demand.

## **PROJECT DESCRIPTION**

Despite the significant health, mental health, and behavioral health consequences of ACE exposure, research also suggests that early interventions can mitigate various health risks and are therefore critical in supporting the healthy development and long-term well-being of children and their families. Early interventions can disrupt cycles of poverty, poor physical health, and mental/ behavioral health, which isn't just a compassionate strategy for these children and their families but is more cost-effective on a societal level as well. The CDC estimates that ACEs cost hundreds of billions in economic and societal costs. Early interventions can reduce the cost to our public schools by reducing the need for special education, remedial education, and repeated grades; our healthcare system by alleviating the chronic physical and mental health risks related to ACEs thereby emergency care and health insurance expenditures; and our criminal justice system by reducing incarcerations by improving children's cognitive and socio-emotional development and risk factors related to violence and substance abuse.

The goal of this project is to deliver intensive targeted interventions and supports to our homeless and formerly homeless Learning Center students and their families. Our ACEs certified Family Engagement Intervention Specialist will employ best practice strategies identified to generate protective factors. CDC literature suggests several strategies that can prevent ACEs as well as strategies to mitigate the harm of ACEs. The evidence tells us that ACEs be prevented by:

- Strengthening economic supports for families
- Promoting social norms that protect against violence and adversity
- Ensuring a strong start for children and paving the way for them to reach their full potential
- Teaching skills to help parents and youth handle stress, manage emotions, and tackle everyday challenges
- Connecting youth to caring adults and activities
- Intervening to lessen immediate and long-term harms

We will engage students and their families for up to 5 years or until students complete third grade. We anticipate adding students to our first-year cohort each year with a maximum of 25 students served in the fifth year. During this time, our Family Engagement Intervention Specialist will work one-on-one with families to create long-term family goals and foster relationships and connections between families, community resources, Learning Center and Homeless Services staff, and school district personnel.

The Family Engagement Intervention Specialist will conduct longitudinal tracking of key developmental milestones and the family's progress in meeting goal plan benchmarks.

## **POPULATION TO BE SERVED**

We anticipate serving 15-25 homeless or formerly homeless Learning Center students between the ages of three and nine. These families will be identified through coordination of our Homeless Services Program and The Learning Center. We anticipate that in addition to current or recent experiences with homelessness the students and families served will include: 100% low income; 80% single-parent households; 30% will have mental or substance abuse issues; 25% will be survivors of domestic violence

## **PURPOSE OF THE PROPOSAL AS IT RELATES TO THE NEED**

A 2017 study from the journal *Academic Pediatrics* noted that children living in poverty, especially those experiencing homelessness, are more likely to carry high ACE scores, increasing their risk of developmental challenges and poor health and functioning. This program will deliver intensive targeted interventions to ameliorate health, academic, developmental, and behavioral outcomes for homeless and formerly homeless students and their families. The up to five-year period will ensure that the duration and intensity of the intervention are sufficient to meet these families' needs.

## **WORK PLAN & TIMELINE**

- Summer 2022 launch program and identify current and formerly homeless students for intensive intervention.
- Case Management – Weekly while in shelter residence and then bi-weekly after shelter discharge (or at intervals mutually agreed upon as necessary).
- GOLD Assessments- within 90 days of Learning Center Enrollment and then 3 times yearly (ages 0-5).
- Family Engagement Events - beginning in Fall of 2022 monthly or as determined to be most conducive for participation by families.

## **GOALS AND MEASURABLE OUTCOMES**

The goals and measurable outcomes for this program will be based upon the based practice strategies identified by the CDC to mitigate the impact of ACEs and toxic stress.

1. Strengthening economic supports for families by advocating for living wage employment and training opportunities for our shelter families, expanding access to supportive housing, and working with families to develop individualized goal plans to increase or maintain stability including goals related to education for themselves and their children, employment, job skills training, housing, and ensuring continued access to public assistance and mainstream benefits.
2. Promoting social norms that protect against violence and adversity by supporting parents with positive parenting techniques including safe and effective discipline and fostering healthy norms around gender, masculinity, and violence through individualized case sessions and Family Engagement events and workshops.
3. Ensuring a strong start for children by ensuring continued access to high-quality early childhood education programs, family engagement, and pre-school enrichment.
4. Teaching skills to help parents and youth handle stress, manage emotions, and tackle everyday challenges including working with families to develop parenting skills, understanding developmentally appropriate expectations, behavior management techniques, and enhanced parent-child communication.
5. Connecting youth to caring adults and activities by working with families to identify age-appropriate activities and mentoring opportunities like Big Brothers, Big Sisters or after-school programs, youth sports, arts programming, and tutoring/homework help.
6. Intervening to lessen immediate and long-term harms including identifying, connecting with, and maintaining enhanced primary care, family-centered treatment for substance use,

connecting with victim-centered services, and accessing treatment for problem behaviors by assisting families to obtain Early Interventions, evaluations, and other services including coordinating early assessments of children at-risk for educational, social, and behavioral developmental delays, and liaising with assigned third-party behavioral intervention service providers.

The outcomes we will track will include the following key indicators:

#### **Strengthening economic supports for families**

- Families will create individualized goal plans to increase stability and will meet with the Family Engagement Intervention Specialist and Learning Center staff regularly to evaluate progress towards goals.
- Families will establish and maintain stable housing, employment, and relevant mainstream benefits.

#### **Promoting social norms that protect against violence and adversity & Teaching skills**

- We will host 10 Family Engagement Events a year.
- Parents will learn positive parenting techniques, safe and effective discipline strategies, and healthy norms around gender, masculinity, and violence by attending regular case sessions and attending Family Engagement events.
- We will work with parents to develop parenting skills, understand developmentally appropriate expectations, behavior management techniques, and enhance parent-child communication.

#### **Ensuring a strong start**

- Families will maintain enrollment in a quality early childhood education program.
- Pre-school-aged students will have a written kindergarten transition plan; parents will participate in transition conferences and meetings with school and agency staff.
- Students age 0-5, will meet expectations age-appropriate benchmarks across all learning domains on the G.O.L.D. assessment tool before entering kindergarten.
- School-age students will be reading at grade level by third grade.
- Parents will be informed of their children's right to education and access to accommodations and supportive services and will be coached on the best way to advocate on behalf of their children.

#### **Connecting youth to caring adults and activities**

- Families will work with Family Engagement Intervention Specialist to explore age-appropriate mentoring and after-school program opportunities and engage according to interest and availability.

#### **Intervening to lessen harm**

- Families will establish regular primary care physicians and dentists for each of their children and receive medical assessments and vaccinations as appropriate for age.
- Students will receive regular hearing, vision, and dental screenings.
- Students identified as needing early interventions or evaluations will follow through with referrals and establish intervention services.
- Students targeted for early intervention will show improvement in problem-solving, self-regulation, and conflict resolution skills.

- Students will show a reduction in the number of missed days due to illness.
- Parents with substance misuse issues will continue or establish family-centered treatment
- Families will connect with victim-centered services as appropriate

**EVALUATION**

A projected 15 students per year and their families will participate in this program for targeted intensive interventions and supports. Families who participate will demonstrate increased engagement, health, stability, and resiliency as a result of regular meetings with their Family Engagement Intervention Specialist and follow-through with community resources.

- We will document case management outcomes for all families.
- We will collect signed releases from all families granting permission to share test and academic reports, medical releases, and referral follow-through.

**PROJECT BUDGET**

Funding for this project will be used to support a full-time ACEs certified Family Engagement Intervention Specialist, ACEs training for Learning Center teachers, and program supplies including incentives and co-pays for health and dental care, transportation, literacy materials, family engagement events, and behavior change incentives.

Family Engagement Intervention Specialist (ACE Certified)- 1 FTE Salary	\$	45,000
Benefits @ .23	\$	10,350
Health and Dental Care Incentives support for co-pays & eligible services	\$	1,400
Transportation Bus passes and car service for health care visits	\$	2,800
Age-appropriate literacy materials	\$	2,800
10 Family Engagement Events Speakers, food, child care	\$	5,000
Behavioral Change Incentives	\$	5,600
ACEs Training for Learning Center Teachers	\$	<u>2,500</u>
	\$	75,450

**Future Funding Sources & Strategies for Sustainability**

Third Street Alliance will continue to seek funds from public and private sources to fund this project. We intend to pilot this program for 2 years during which we will seek permanent government funding support.

**Secured Funding**

- Two Rivers Health and Wellness \$20,000 each year for 2022 & 2023
- Highmark Foundation \$10,000

**Pending Funding**

- Shafer Family Foundation \$5,000
- Vollrath Foundation \$5,000
- Will H. Beitel Childrens Foundation \$9,000
- Easton Kiwanis Foundation \$5,000
- Northampton County Medical Society Alliance \$2,500

**Attachments:**

- 2022 Board of Directors
- 2021 Year-end Financial Statement (not audited)
- IRS 501(c) (3) status letter

## **BOARD OF DIRECTORS 2022**

### **OFFICERS**

<b>President:</b>	Diane Dimitroff	Lehigh Valley Association of Independent Colleges
<b>Vice President:</b>	Luis Campos	City of Easton
<b>Secretary:</b>	Kate Curcio	Fitzpatrick, Lentz, & Bubba
<b>Treasurer:</b>	Julie Labella	Talen Energy

### **DIRECTORS**

Kerry Beidleman	Crayola
Rosie Bukics	Lafayette College
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John Callahan	Florio, Perrucci, Steinhardt, and Fader
James Hancik	Gilbane Construction
Jackie Matthews	Lehigh University, Retired
Constance Nelson	Gross, McGinley, LLP
Robert Pretopapa	One Financial Services
Melenese Sivells	Northampton Community College
Wendi Sorum	Victaulic

Third Street Alliance for Women and Children  
 Statement of Revenue and Expense  
 Current Period: 12/1/2021 - 12/31/2021  
 Year-to-Date: 1/1/2021 - 12/31/2021  
 Budget Period: 1/1/2021 - 12/31/2021

	Current Year December 2021 <u>Actual</u>	Current Year Year-to-Date <u>Actual</u>	Current Year Year-to-Date <u>Budget</u>	Current Year Year-to-Date <u>Variance</u>	Prior Year Audited December 2020 <u>Actual</u>	Prior Year Audited Year-to-Date <u>Actual</u>
<b>Revenue</b>						
Public Support						
Grants	48,239.53	537,070.72	349,999.92	187,070.80	37,862.14	372,820.35
Contracts	153,431.33	1,448,790.05	1,750,171.92	(301,381.87)	80,845.27	1,549,574.82
Contributions	116,130.66	388,507.16	228,399.96	160,107.20	88,801.44	311,904.39
Bequests	30,000.00	58,150.24	27,999.96	30,150.28	0.00	54,003.49
Special Events	7,750.00	70,459.25	60,000.00	10,459.25	1,000.00	56,170.42
Public Support	<u>355,551.52</u>	<u>2,502,977.42</u>	<u>2,416,571.76</u>	<u>86,405.66</u>	<u>208,508.85</u>	<u>2,344,473.47</u>
Revenue						
Service Fees Programs	9,118.33	113,305.09	75,385.08	37,920.01	(7,983.59)	89,412.41
Interest Dividends	67,271.82	120,207.74	39,999.96	80,207.78	57,701.30	76,223.59
Realized Gain	0.00	18,801.55	0.00	18,801.55	(41,369.14)	(42,426.71)
Unrealized Holding Gain/Loss	13,382.52	249,362.82	0.00	249,362.82	115,847.57	356,598.15
Revenue	<u>89,772.67</u>	<u>501,677.20</u>	<u>115,385.04</u>	<u>386,292.16</u>	<u>124,196.14</u>	<u>479,807.44</u>
Interest Income- Bank Accou	20.28	362.03	0.00	362.03	70.60	378.13
Realized/Gaines/Losses Res	0.00	0.00	0.00	0.00	(23,247.36)	(23,247.36)
PPP Loan/Grant	0.00	0.00	0.00	0.00	0.00	208,800.00
Revenue	<u>445,344.47</u>	<u>3,005,016.65</u>	<u>2,531,956.80</u>	<u>473,059.85</u>	<u>309,528.23</u>	<u>3,010,211.68</u>
<b>Expenses</b>						
Salaries	225,968.67	1,487,223.47	1,444,766.40	(42,457.07)	149,769.68	1,465,568.70
Other Payroll Costs	32,811.52	323,720.97	357,770.28	34,049.31	5,654.01	294,931.12
Other Expenses	110,878.28	705,873.27	752,240.40	46,367.13	(20,180.96)	691,990.65
Expenses	<u>369,658.47</u>	<u>2,516,817.71</u>	<u>2,554,777.08</u>	<u>37,959.37</u>	<u>135,242.73</u>	<u>2,452,490.47</u>
Excess or (Deficiency) of Revenue Over Expenses	<u>75,686.00</u>	<u>488,198.94</u>	<u>(22,820.28)</u>	<u>(511,019.22)</u>	<u>174,285.50</u>	<u>557,721.21</u>

**Internal Revenue Service**

**Date:** August 15, 2007

THIRD STREET ALLIANCE FOR WOMEN  
AND CHILDREN  
41 N 3RD ST  
EASTON PA 18042-3642 415

Department of the Treasury  
P. O. Box 2508  
Cincinnati, OH 45201

**Person to Contact:**

Ms. K. Hilson ID# 17-57087  
Customer Service Representative

**Toll Free Telephone Number:**  
877-829-5500

**Federal Identification Number:**  
24-0795639

Dear Sir or Madam:

This is in response to your request of August 15, 2007, regarding your organization's tax-exempt status.

In August 1942 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under section 509(a)(2) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Michele M. Sullivan, Oper. Mgr.  
Accounts Management Operations 1