



EASTON ROTARY SERVICE FOUNDATION

Rotary Club of Easton
Easton, Pennsylvania

2886 Hope Ridge Drive, Easton, PA 18045-8144

GRANT APPLICATION

Organization Name Community Action Committee of the Lehigh Valley

Address 1337 East Fifth Street

City Bethlehem State PA Zip 18015

Phone 610-691-5620 Fax 484-821-2213

Email planner-REJ@caclv.org

Contact Person Colton Krial Title Planner

Project Director Kumari Ghafoor-Davis Title Director

Project Title Generation Next

Grant Period 9/1/2021-12/31/2021

Total Cost of Project \$250,166 Amount Requested \$3,500

Signature of Approving Agency Personnel  Date 3/15/2021

Name of Approving Agency Personnel Alan Jennings Title Executive Director

For use by Easton Rotary Service Foundation

Date Received _____

Action Taken _____ Date _____

Brief Description of the Organization

The Community Action Committee of the Lehigh Valley, Inc. (CACLV) was incorporated on December 20, 1965 as a 501(c)(3) to work with and for low-income residents of the Lehigh Valley in order to combat poverty. CACLV offers programs that meet basic needs while encouraging self-sufficiency; works towards the economic and community development of low-income neighborhoods; engages in community planning and advocacy efforts with community participation; and establishes partnerships with community organizations, local government, and the private sector. CACLV's mission is *to improve the quality of life in the Lehigh Valley by building a community in which all people have access to economic opportunity, the ability to pursue that opportunity, and a voice in the decisions that affect their lives.*

Summary of the Proposal

Generation Next is a strategy designed to help level the field and ensure that under-resourced students have increased access to opportunities to further their education. Higher education is not a given for youth whose parents never had this opportunity. The first objective of Generation Next is to convince our students that attending college or university is even an option for them. Generation Next motivates under-resourced students and provides them with a support system and tools necessary to go to college. That takes time and careful cultivation. The curriculum, in addition to college planning, and an SAT prep course, includes team-building activities, guest speakers, financial aid workshops for students and parents, a financial literacy module, visits to local colleges and universities, and an overnight college tour. Our number one priority has been and remains to be the safety of all participating students, and as such, we will only move forward with activities involving interpersonal interaction in a way that abides by state guidelines and health recommendations to mitigate the spread of COVID-19, which may necessitate the cancellation of certain events such as field trips and overnight college visits.

We are seeking \$3,500 in support from the Easton Rotary Foundation for support of the Generation Next program at Easton Area High School (EAHS). Funding will be used for the implementation of a new 10-week mindfulness program during which students will learn and practice different strategies and tools that will help them slow down racing thoughts, re-center and refocus when feeling overwhelmed, and discover self-awareness. Originally planned for the 2020-2021 school year, this program is now planned to take place during the Fall semester of the 2021-2022 school year, due to circumstances related to the COVID-19 pandemic.

Each class will be a half hour long. During this program the students will learn about identifying the inner critic, mindful communication, mindful listening, and different breathing strategies that can help them to refocus and re-center when they are feeling overwhelmed throughout their day. They will also participate in active mindfulness lessons where they can be creative while creating a mandala or free style drawing, as well as create Breathing Beads, which are a tool that can be used during mindful breathing practices.

Project Description

Statement of the need

The work of Generation Next has never been more critical than it is in the midst of the COVID-19 pandemic. To date, there have been 28,076 recorded cases of COVID-19 in Northampton County and 656 deaths. The pandemic has exacerbated the already urgent needs of many students. Easton Area School District switched to a

remote learning model in March 2020 when the pandemic began, and currently is serving its students with a hybrid remote and in-person learning schedule. However, remote learning presents its own challenges.

COVID-19 has laid bare the unequal access to resources that is an issue for less affluent students, placing an extra burden on those who are already fighting an uphill battle. Remote learning requires the use of electronic equipment which is often financially non-viable for students to obtain, such as personal laptops, broadband internet, and a safe and stable home environment—all advantages which Black, Hispanic, and low-income students are less likely to enjoy. A survey from the advocacy group ParentsTogether showed that children in low-income households are three times more likely to not have consistent access to a remote learning device such as a laptop or tablet. Data from the same survey indicated that less than 70% of children in low-income households participate in distance learning activities offered by their schools at least once per week, compared to over 95% for children whose households have a gross income of greater than \$100,000. According to a study conducted by McKinsey and Co, the estimated equivalent for months of learning lost using a remote model when compared with typical in-class instruction is 10.3 for Black students, 9.2 for Hispanics, and 12.4 for low-income students. It is estimated at 6.0 for White students. This alarming disparity is due to both disengagement and lack of access. Extrapolating this data further, the expected outcome is that existing achievement gaps will widen by 15 to 20 percent. Because of the lost learning expected among high-need student populations, programs which compensate for these effects by helping students make up lost ground are absolutely crucial.

In the Lehigh Valley, under-resourced students need more support preparing for and gaining access to college and university. Students of color are more likely to be living in poverty and have historically had less success pursuing higher education. The Lehigh Valley Research Consortium indicates that over 75% of students pursuing degrees at local universities and nearly 70% studying at community colleges are White. Further, only 4% of African-American and 8% of Hispanic/Latino students in Northampton County took the Scholastic Aptitude Test (SAT), a key indicator for admission to institutions of higher learning, as compared to 79% of White students.

The need is particularly high in the Easton Area School District (EASD), where, according to the PA Department of Education, 49% of students come from low-income families and 61.2% of students qualify for free or reduced lunches. Of the eight Northampton County school districts surveyed in the 2012 Truancy Assessment Project, EASD accounted for 23.4% of reported truancy cases, nearly double what one would expect from a proportional split. EASD also has the highest ratio of truancy instances to Low-to-Median Income (LMI) students, meaning that truancy is aggravated by many other factors in addition to economic factors.

One of the key predictors of wealth-building is educational attainment. Data from the U.S. Bureau of Labor Statistics for the second quarter of 2020 indicate that median weekly earnings of full-time wage and salary workers age 25 and older with less than a high school diploma was \$630. The median weekly earnings for workers with a high school diploma only was \$789 per week, and the median for those with at least a bachelor's degree was \$1,416 per week, or 225% the median weekly earning of those with less than a high school diploma. This illustrates that differences in educational attainment will result in differences in income and poverty status, which are key factors in determining the strength of a community. Failure to close the achievement gap has real economic impacts; the McKinsey report estimates that, were the gap to have been bridged in 2009, today's US GDP would be \$426 to \$705 billion higher. Recent research published in the Proceedings of the National Academy of Sciences shows that life expectancy is declining for those without a bachelor's degree, a disparity that persists despite a narrowing of the racial mortality divide. In other words, in terms of mortality, those with a bachelor's degree are more like one another irrespective of race than they are like those of the same race who do

not have a bachelor's degree.

Simply put, helping these students succeed is a worthwhile endeavor. It is in both their best interest, and the best interest of our community and society as a whole.

How the proposal addresses the need

Mindfulness techniques offer a holistic approach to mental well-being that can improve mental health, reduce stress, and cultivate self-esteem, which can be a struggle for many high school students. Oftentimes, this has a direct positive impact on academic performance. A recent study published in *Mind, Brain, and Education* (Vol. 13 Iss. 3: "Greater Mindfulness is Associated with Better Academic Achievement in Middle School") elucidated this connection. According to the researchers, who conducted their assessment on over 2,000 students, "greater mindfulness correlated significantly with better academic achievement as measured by grade point average and standardized tests of mathematics and literacy, greater improvement in academic performance from the prior school year, better attendance, and fewer suspensions." Perhaps most significantly given the diversity of the student population that participates in the Generation Next program, they also found that "the relation between mindfulness and academic achievement was similar across demographic characteristics."

In addition to improving academic performance, mindfulness has also been shown to reduce instances of belligerent, difficult, and self-destructive behavior. A study published in *Health and Quality of Life Outcomes* in 2003 (Vol. 1 Iss. 10: "Impact of Stress Reduction on Negative School Behavior in Adolescents") demonstrated this correlation. In the study, a group of 25 African-American adolescents were engaged in 15-minute Transcendental Meditation sessions, both at school and at home, every day for a period of four months. At the end of this period, researchers found that, when contrasted with the control group, the meditation group showed reduced rates of absenteeism, rule infractions, and suspensions. Mindfulness practices are integral in helping troubled students to cope with their often-challenging situations and turbulent emotions, which helps them remain more focused, offering cascading benefits in all areas of their lives, most prominently in academics. Generation Next plans to address the needs of under-resourced students at EAHS holistically through this new initiative.

Currently, there are 21 seniors and 15 juniors enrolled in Generation Next at EAHS for the 2020-21 school year. Programming is being provided on an entirely virtual basis as we strive to deliver a full and edifying experience for all enrolled students.

Generation Next has been tremendously successful within EAHS. In the 2019-2020 school year, Generation Next served 37 students at EAHS: 22 juniors and 15 seniors. All 15 of these seniors graduated, and 14 of the 15 have been accepted to post-secondary learning institutions. Every senior has been connected with their mentors who will continue to offer guidance as they begin their further educational or professional endeavors. Six rising seniors have been registered for the SAT with all fees fully covered by Generation Next. The cumulative effect of Generation Next on students is to enrich their character, motivate them to set their sights on goals they may have previously thought unattainable, and help them to obtain a high-quality education.

Population to be served

Students are eligible for participation in the Generation Next program if they satisfy at least two of the following three requirements: first-generation prospective college student, eligible for free/reduced lunch, and/or a person of color. Generation Next operates in both the Bethlehem Area School District and Allentown School District, in addition to the Easton Area School District.

Easton itself is a diverse city, with a 31.2% non-White population, including a 15.4% African-American population and 23.2% Latino population. 18.2% of the student population in the EASD is African-American and 23.6% is Latino, meaning that the school district serves a higher percentage population of these racial and ethnic groups than is reflected in the citywide population. That is significant because many of these students face challenges and trauma (including poverty, racism, and a lack of opportunity) not seen in more affluent areas of the Lehigh Valley. The impact of these forces is borne out in the numbers: for EASD, the Black graduation rate is 89% and the Hispanic and economically disadvantaged student graduation rates are both 86%. Both of these numbers are noticeably lower than the cohort graduation rate of 91% and the White graduation rate of 93.4%.

A disproportionate number of first-generation college students, who are one pillar of the student population served by Generation Next, are Black and Hispanic. Whereas 61% of continuing-generation college students are White, only 46% of first-generation students are White, a differential of +15% when comparing continuing to first generation. For Black and Hispanic students, the differential is dramatically different: -6% for Black college students (12% continuing and 18% first generation) and -11% for Hispanic college students (14% continuing and 25% first generation). Additionally, the median parental income for dependent college students is \$90,000 for continuing and \$41,000 for first generation, a monumental disparity. Facilitating a smooth transition to college can also be a challenge, as many students struggle with feelings of imposter syndrome or encounter rejection and even hostility from peers with different socioeconomic or educational backgrounds. Providing first-generation college students, especially non-White students, with encouragement and guidance as they continue their education is beneficial to their success.

Goals and measurable outcomes

By its nature, the effects of mindfulness training are hard to measure. Generation Next will gauge the success of the new mindfulness initiative, a pre- and post-test will be incorporated into the welcome survey taken by students. These tests will record indicators such as stress levels before and after the administration of the 10-week program to determine its efficacy. The goals of the program include:

- Students will learn how to re-center and refocus when feeling overwhelmed and develop greater self-awareness through strategies such as mindful communication, mindful listening, identifying the inner critic, and breathing techniques.
- Students will participate in active mindfulness lessons wherein they will be engaging in a variety of creative activities including the creation of mandalas, Breathing Beads, and free style drawing.

Each year, Generation Next develops a work plan that outlines goals and measurable objectives crafted to have a positive impact on the community. Staff meet regularly with volunteers to ensure the program is on track to meet its objectives. The Work Plan is evaluated twice yearly by the Program Development and Evaluation Committee of CACLV's Board of Directors and is then approved by CACLV's full Board of Directors.

The following goals and targets that have been broadly set for the entire Generation Next program for 2020-21 also apply to Easton Area High School:

GOAL: Reduce wealth disparity by increasing the rate of college admissions for high school graduates of color.

Performance Targets:

- A. Offer the Generation Next program at Easton Area High School to 50 students and their parents/guardians.
- B. Ensure a 90% retention rate for participants.
- C. Ensure 95% of participants will be on pace to graduate.
- D. Ensure 95% of high school seniors graduate from high school.
- E. Ensure 100% of high school juniors and seniors take the SAT or an equivalent test.
- F. Ensure 90% of the high school seniors will attend college or a post-secondary educational program.

GOAL: Support a campaign to increase the financial assets of people of color.**Performance Targets:**

- A. Continue to implement youth financial investment group with ten (10) Generation Next students that increase each participant's knowledge of investment strategies, taxes, retirement planning, mortgage financing, and other common wealth management strategies as measured by pre- and post-program testing.

GOAL: Support the Generation Next Task Force in creating sustainable programming for program participants.**Performance Targets:**

- A. Create a Mentoring Subcommittee in which task force members follow high school juniors in Generation Next through their last two years of high school and throughout college.
- B. Create a Finance Subcommittee in which task force members develop a financial fund for students attending college through fundraising and additional scholarship opportunities.

Other funding sources

Without funding from the Easton Rotary Foundation and other generous contributors, the number of students we are able to provide services to would be limited. Additionally, we would have to limit the amount of staff, field trips, program materials, events, workshops and college planning resources available to the students of the program. For Fiscal Year 2020-2021, funding sources include various grants from entities including Air Products, New Tripoli Bank, Keystone Savings Grant, The STAR Foundation, the Gruber Foundation, and Community Service Block Grant funding, as well as corporate and private contributions and program service fees.

The CACLV planning department is constantly researching and locating new sources of funding, both on the community and corporate level. CACLV has an established 50 year history of meeting fundraising goals including a multi-faceted fundraising strategy that combines government, private and individual contributions.

Internal Revenue Service

Date: October 3, 2006

COMMUNITY ACTION COMMITTEE OF THE
LEHIGH VALLEY INC
1337 E 5TH ST
BETHLEHEM PA 18015-2103

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

Person to Contact:

Sheila Schrom 31-02836
Customer Service Representative

Toll Free Telephone Number:
877-829-5500

Federal Identification Number:
23-1669589

Dear Sir or Madam:

This is in response to your request of October 3, 2006, regarding your organization's tax-exempt status.

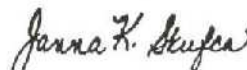
In April 1966 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(vi) 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,



Janna K. Skufca, Director, TE/GE
Customer Account Services

PROGRAM BUDGET DETAIL

Training and Curriculum Development: \$250.00 an hour - 10 hours = \$2500.00

Administrative Costs and Supplies: \$100.00 per session - 10 hours = \$1000.00

TOTAL: \$3500.00

CACLV Board of Directors March 2021

First	Last	Organization	Title/Position	Board Position
Wayne	Barz	Ben Franklin Technology Partners	Chief Investment Officer	President
Kim	Capers	Hertiage Inc Group inc.	Insurance Agent	
Louis	Cinquino	Cinquino Direct	Owner	
Zachariah	Cobrinik	Retired	Retired	Vice President
David	Delp	Allied Universal Security Services	Security Professional	
Linda	Faust	Retired	Representative of Northern Lehigh Community	
Lidia	Gonzalez	Lidia's Mobile Notary and Tax Services	Business Owner	Secretary
John "Jack"	Gross	Gross McGinley LLP	Lawyer	
Virginia	Haas	County of Lehigh	Community Revitalization and Development Manager	Chair of Personnel
Mark	Hartney	County of Northampton	Community & Economic Development Administrator	Chair of Board Development & Housing
Maryann	Haytmanek	Northampton Community College	Project Director New Choices	Chair of PD&E
Patricia	Jackson	Michael F. Yates & Company, Inc.	Manager-Compliance & Administration	Treasurer
Alicia	Miller Karner	City of Bethlehem	Director- Department of Community & Economic Development	
Abby	Oberbeck	National Magnetics Group	Executive Vice President	
Luis	Perez	Reciprocity	Chief Executive Director	
Jared	Mast	City of Easton	Executive Director- Greater Easton Development Partnership	
Susan	Master	Retired	Children's Book Author	
Gretchen	Rice	VM DevelopmentGroup/VM Realty Group	Partner	
Shalanda	Riddick	Visit Vans Transportation	Owner	
Hilda	Rivera	Lehigh Valley Health Network - Muhlenberg	Government Affairs Analyst	
Joseph	Roy	Bethlehem Area School District	Superintendent of Schools	
Sandra	Vulcano	City of Easton	City Council President	
Irene	Woodward	City of Allentown	Director of Planning & Zoning	
Robin	Zmoda	Pen Argyl Borough	Borough Manager	

RACIAL AND ETHNIC JUSTICE- 2021 BUDGET

GENNEXT 8000

	CONTRIBUTIONS/SUPPORT		
4010	Individual/small business contributions		67,500
4020	Corp/Fdtns Contributions		
4210	Corporate/Business Grants		96,667
4230	Foundation/trust grants		3,000
4520	Federal Grants		45,000
5180	Program Service Fees		38,000
	TOTAL REVENUES		250,167
	EXPENSES		
7010	Contracts-Program Related		-
7050	Specific Asst. Indiv.		
7220	Salaries & wages		82,364
7230	Pension plan contributions		4,547
7240	Employee benefits - not pension Life & Health		34,042
7250	P/R TAXES - FICA, WC & UNEMPLOYMENT		8,706
7520	Accounting fees		
7530	Legal fees		
7540	Professional Fees		12,000
8110	Supplies		700
8112	Program Supplies		7,111
8130	Telephone & telecommunications		1,700
8140	Postage & shipping		100
8150	Mailing services		-
8170	Printing & copying		250
8180	Dues, Books &, Subs		100
8220	Utilities		-
8250	Mortgage interest		-
8260	Facilities Maintenance		-
8264	Furniture & Equipment Expense		-
8267	Vehicle Operating Expense		21,500
8310	Travel		6,000
8320	Conferences, conventions, meetings		12,500
8520	Insurance - non-employee related		-
8540	Staff development		500
8560	Outside computer services		-
8562	Computer software		-
8564	Computer hardware		-
8570	Advertising expenses		-
8590	Other expenses		
	TOTAL EXPENSES		192,120
	GAIN/(LOSS) BEFORE MGT FEES & DEPREC		58,046
9930	Program administration allocations		58,047
	GAIN/(LOSS) BEFORE DEPREC		(0)
	NET PROCEEDS CARRY FORWARD		
8270	Deprec & amort - allowable		
	GAIN/(LOSS)		(0)