



October 2, 2024



Re: Grant Request for CHC Mentoring Program: \$35,265

Dear [REDACTED],

Thank you for helping Lehigh Valley students beat barriers to learning and thriving to be their very best versions of themselves. Your support helps us provide the support and life skill building and social-emotional learning that children need to succeed. It is my pleasure to submit the attached 2024-2025 grant application on behalf of the Center for Humanistic Change, Inc. (CHC) for **\$35,265** to support our CHC Mentoring Program for students in grades K-12. This represents only a 1% increase over our past grant award - funding carefully allocated for area school students to benefit from in-school mentoring. Having introduced a new curriculum, SPARK Mentoring Curriculum (Speaking to the Potential, Ability, and Resilience Inside Every Kid) as part of the program, we have maintained and enhanced the quality that our school partners have come to expect. This nationally recognized, evidence-based curriculum has provided a renewed structure and focus to the program more aligned with our objectives, while remaining true to the social-emotional learning and healthy development supports for children.

The CHC Mentoring program offers students in grades K-12, who are considered “at-risk” for academic challenges, the emotional support and practical skills needed to build resiliency so they can succeed in school and cope with challenges in school and in life. CHC’s trained mentors, using the new curriculum which incorporate a variety of thought-provoking, learning activities while using art, music, journaling, and role play, help students: become more self-aware; improve communication skills; increase their ability to manage stress; resist negative peer pressures and destructive behaviors; and increase their understanding of the risks associated with drug, tobacco, and alcohol abuse.

So, what does this look like for the student and the school?

The mentoring relationship looks like uncovering the “spark” in each student so that they can conquer challenges with a resilient spirit and truly “shine”. Your generous partnership helps young people navigate their stress, academic, and emotional challenges as well as some other very real life issues. School environments are improved and connections made to critical basic resources for families. It looks pretty good!

We are so inspired by your philanthropy in our community and your generosity to CHC and the work we do. Thank you in advance for your consideration of our request.

Sincerely,





555 Union Blvd., Suite #7  
Allentown, PA 18109-3389

Phone: 610-443-1595

Fax: 610-443-1598

[www.theCHC.org](http://www.theCHC.org)

[info@theCHC.org](mailto:info@theCHC.org)

**Grant Application**

**Full Name of Organization: The Center for Humanistic Change, Inc. (CHC)**

**EIN Number: 23-2107264**

**Mailing Address:** [Redacted]

**Organization Type: 501(c)(3), Non-profit community-based organization**

[Redacted]

**Executive Summary: Center for Humanistic Change, Inc. (CHC)**

The Center for Humanistic Change, Inc. (CHC), a nonprofit community organization located in Allentown, PA, has been providing prevention education and other programming in the Lehigh Valley for over 45 years. At the core of our programs are drug, alcohol, and tobacco and other substance abuse prevention education and social-emotional learning and life skills development.

As the Lehigh Valley's needs have changed and with drug use and deaths reaching epidemic levels, along with mental health needs presenting in our homes, schools, and community, CHC has remained flexible and current in its programming, staffing, and curriculum. In addition to providing alcohol, tobacco, and drug education and prevention, we offer an array of programs designed to help people better deal with life's challenges. The CHC has developed a "Continuum of Prevention and Life Skills Development Services and Education," a comprehensive plan of proven programming that highlights single and multi-session prevention programs for students, educators, parents, and members of the community. The plan focuses on evidence-based, evidence-informed, and trauma-informed programs with high levels of success. It also aligns with the strategic drug, tobacco, and alcohol use plans of both Lehigh and Northampton counties. In addition, we have adopted a new curriculum for our in-school mentoring program, SPARK, which strengthens our social-emotional learning and life skills efforts for children in area schools.

The CHC is respectfully requesting **\$35,265** toward our CHC Mentoring Program. These funds represent about 7% of the total Mentoring program budget. Children in 32 of our area schools can have access to our program. With school staffing shortages, thinly stretched school guidance and teaching professionals, and often limited resources, CHC provides needed supplemental assistance to those children often in greatest need of support and guidance. CHC Mentors help provide this support at no cost to students and is made possible through the generosity and philanthropic vision of funders like The [Redacted] Foundation.

**Final Grant Report on Funding 2023-24:** CHC utilized the total amount of \$34,900 generously provided to us by [Redacted] in 2023-2024 to deliver CHC Mentoring at five area schools: [Redacted]

[Redacted]. Your generous grant funds were used in conjunction with other funding to support the Program in the schools noted above.



Program evaluations generally included the following:

Student Outcomes*	# of Students	Improved & Maintained Scores
Seeking Help From Adults	519	52%
Handling Stress From School/Home	531	53%
Speaking Calmly During a Disagreement	496	49%
Understanding Another's Point of View	433	43%
Resisting/Saying "NO" to Peer Pressure	567	56%
Communication with Peers	516	51%
<b>Program Outcomes for 2023-2024*</b>		

\*These are not final outcomes as data analysis is continuing and not complete. SPARK uses additional assessments.

**In their own words:**

<b><u>Student Comments:</u> What was most helpful for you during your time with your mentor?</b>
"The most helpful for me during my time with my mentor was that, we made a triangle chart that listed my triggers, thoughts, and behavior of it and, that really helped me out with that."
"It is calming, I kinda need that school and everything is not calming."
"I can talk about stuff without feeling judged."
"Getting to express what I feel around people I actually trust."
I had this one bad day and it was on CHC day. I was so distraught and didn't know what to do but my mentor steered me in the right direction.
The most helpful thing was being able to communicate well and she understands. Another thing was she was actually listening, not just pretending. If she saw that I was sad or angry we would talk about that. Or if she saw I was happy we would talk about that too.
Anger management, breathing, going to be alone until I calm down
I stopped worrying so much.
The most helpful was she talked about a spark inside us, and it was helpful with my anger that I didn't control before.
My mentor helping me with how to have more time to do homework and other things that I procrastinate on.



Clearly, your contribution made a difference!

- 1. Organization Description:** The Center for Humanistic Change, Inc. (CHC), founded in 1979 as a 501(c) 3 nonprofit and located in Allentown, PA, has the following mission: *to give people, especially youth, the knowledge and tools they need to make better-informed and more positive life choices.*

CHC offers evidence-based and some custom-designed programs in schools, communities, and the workplace. Our clients include students, counselors, parents, social service employees, teachers, administrators, community groups, and individuals interested in personal growth. Drug, alcohol, and tobacco or other substance abuse prevention education and programs remain our core services. In 2023-2024, CHC served over 40,000 individuals across our programs, including 1,217 student referrals and 831 Mentees (completed the program requirements) in 32 local area schools in two counties.

The organizational goal of CHC is to equip people with positive life skills, so that participants are better able to make healthy decisions and avoid destructive behaviors while building resiliency. Using a mentoring model, we provide well-trained mentors in area schools who work closely with students who have been referred for additional support for social-emotional issues such as depression or anxiety, behavioral issues, peer pressure/bullying, or academic challenges. Post-pandemic, schools across the nation continue to see increases in mental health-related issues, disciplinary actions, and other situations that affect a student's ability to participate positively in the school environment and focus on their academics and school activities.

## **2. Statement of Need:**

School children today carry more to school than just their backpacks. Perhaps more than ever before, some of the “baggage” they carry places barriers and risks in the path of their academic success and personal development. The Center for Humanistic Change addresses some risk factors in our CHC Mentoring program: more frequent aggressive behavior, lack of parental supervision, academic problems, disciplinary actions, undiagnosed mental health problems, peer substance use, drug availability, peer rejection, child abuse or neglect, and poverty. All of these risk factors are associated with increased likelihood of youth substance use and abuse and poor school performance which can have lasting impacts on future achievement. While we aren't able to affect the root causes of some complex and nuanced factors such as poverty, providing social-emotional learning, life skills and prevention education, and mental health support increases students self-awareness and helps them develop ways to remove, avoid, or manage barriers that prevent them from reaching their potential. We also help students and their families connect to other community resources to address more basic needs. CHC programs support safe, healthy, productive school environments and connect students to services, skills and knowledge they need to make positive choices. Our children deserve the network of support and care we are privileged to be a part of.

- 3. Project Description & Purpose of Funds:** The CHC is respectfully requesting funding from [REDACTED] Foundation to support the CHC Mentoring



4. Program. CHC Mentoring provides "at-risk" students from kindergarten through high school with the social-emotional support and practical skills needed to identify and develop personal character/resiliency, succeed in school, graduate from high school, and better cope with challenges in life. The programs take place during the school day, with trained mentors working closely with school administrators and teachers as well as encouraging family involvement. Mentoring is shown to provide one of the protective factors needed for healthy child development as well as being an intervention for substance abuse, violence, and other destructive behaviors.

Grant funds will be used for costs related to the program delivery including training staff, materials, curriculum, supplies, and technology. The mentor-mentee relationship is not possible without the dedicated, well-trained and competent mentors who bring the curriculum, education and experience, and their skills and passion to each student they encounter.

CHC has seen an increased need for mentoring services within the schools we serve, especially in the middle and high school levels, as students navigate an increasingly complex world. Mentors work with students through three main types of activities: mentoring small groups of students who need to develop specific life skills, working one-on-one with individual students, and providing classroom-based presentations often enhanced by prevention programs. Mentors work in schools for 1-2+ days per week (~7 hours per day) for 26 weeks of service: one-on-one student sessions, small groups, and larger group presentations and other engaging educational activities in area schools. Through CHC Mentoring, mentees receive social-emotional support from a caring adult mentor; establish positive relationships with adults/peers; work to improve /develop life skills such as communication; conflict resolution; goal setting; anger/stress management; resistance to peer pressure, and self-regulation, empathy, and self-awareness. This process allows students to learn and work toward making healthy, more positive choices in school and in life and avoid resorting to destructive behaviors.

Mentors collaborate with members of the school academic team/parents/caregivers, and other social service agencies to ensure mentees have their concerns addressed or referrals are made as needed. The following schedule remains fairly consistent. The program year for CHC Mentoring is September (August is for staff training) through June of each academic year. This timeline illustrates a single program year and work plan for CHC Mentoring which remains fairly unchanged so that students and schools have a consistent experience that aligns with the school schedule:

July-September	October-March	April-June
<ul style="list-style-type: none"> <li>• Recruit &amp; train new mentors</li> <li>• Collect/Analyze data for reports</li> <li>• Distribute hire letters</li> <li>• Schedule &amp; meet with school administrators/Open Houses</li> <li>• Establish site agreements</li> <li>• Implement Program (Sept.)</li> <li>• Meet with referred students, follow up on parent permission (September)</li> </ul>	<ul style="list-style-type: none"> <li>• Establish group/individual mentoring relationships</li> <li>• Administer pre-program &amp; mid-year assessments</li> <li>• Attend bi-monthly team meetings/meet 1:1 with supervisor in alternate months</li> <li>• Review progress of participants</li> <li>• Assess emerging needs/collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare participants for school year end</li> <li>• Identify alternate sources of support, as needed</li> <li>• Administer post-program assessments &amp; year-end evaluations</li> <li>• Request/collect end of year data</li> <li>• Prepare final reports/meetings</li> </ul>



**5. Plan of Evaluation:** CHC administers pre- and post-program surveys to students and compiles that data annually, analyzing it to determine overall results and individual school results in regards to both short-term and long-term measurable outcomes as well as to influence future adjustments to the program, processes, or curriculum. Program staff respond to and incorporate new information on trends and changes in school environments. Often mentors will note reduction in disciplinary actions or improved grades as well, data which CHC does not currently gather or track (often burdensome for schools). CHC also captures “stories” and anecdotal information from teachers, staff, and students themselves to illustrate program challenges and effectiveness – sometimes hearing (and seeing) experiences from the “mouths of babes” is worth a thousand words.

The CHC seeks to assess changes in attitude and behavior through age-appropriate pre-and post- program surveys and evaluations. Program results are presented to staff, board members, and donors and are reported in our annual report and other publications. Success is considered when a student scores a 50% or greater in maintaining or improvement in their composite score based on key performance areas which follow:

<b>Resilience</b>	<b>Emotional Regulation</b>	<b>Communication</b>	<b>Problem Solving</b>	<b>Positive Outlook</b>
-------------------	-----------------------------	----------------------	------------------------	-------------------------

(Note: these areas are the focus areas evaluated in the SPARK curriculum currently used)

The long-term vision for students is:

- graduating from high school;
- having the knowledge, tools, practices, and resources needed to make better informed and more positive life choices;
- avoiding destructive behaviors including drugs, alcohol, and tobacco (vaping) or other substances misuse;
- developing strong personal character, relationships, and resiliency.

Finally, we know that you have many options for your philanthropy and we truly appreciate the Foundation’s confidence in our programs and its commitment to improving the future of those in need of support in our community. We are very grateful for the opportunity to submit this grant proposal to [REDACTED] Foundation for \$35,265 in program support. We thank you for your consideration of our request.

October 2, 2024

Date

[REDACTED]

Center for Humanistic Change

Attachment(s)