



**2017 FUNDING APPLICATION**

Date Received by NFF: \_\_\_\_\_

<b>1) Organization Full Legal Name: Restore Education</b> <ul style="list-style-type: none"> <li>▪ As shown on organization's IRS Determination Letter</li> <li>▪ If requesting organization is doing business under another name ("doing business as," "d/b/a"), a copy of the documentation from the applicable state/government entity, generally the Secretary of State's office, recognizing the d/b/a name must accompany this proposal.</li> </ul>																													
<b>2) Address:</b>		1202 N. Flores, STE 101		<b>Phone:</b> (210) 432-6123																									
<b>3) City, State, Zip:</b>		San Antonio, TX 78212		<b>Fax:</b> None																									
<b>4) Exec. Director/CEO:</b>		Ms. Kelli G. Rhodes, MBA, CMPI		<b>Signature:</b> 																									
<b>5) Title:</b>		Executive Director		<b>Phone:</b> (210) 432-6123																									
				<b>Fax:</b> None																									
<b>E-Mail Address:</b> kelli@restoreeducation.com			<b>Web URL:</b> <a href="http://www.restoreeducation.com">www.restoreeducation.com</a>		<b>United Way Funded:</b> <input type="checkbox"/> Y <input checked="" type="checkbox"/> N																								
<b>6) 501(c)(3) Public Charity</b> <input checked="" type="checkbox"/>  <b>Select One:</b> 509 (a)(1) <input type="checkbox"/> Y 509 (a)(2) <input type="checkbox"/> Y  Designation must appear on the IRS Determination letter  509 A (3)? <input type="checkbox"/> Y  If yes, written legal opinion is required and must accompany application.  <b>Tax ID Number of the Organization Applying: 26-2966263</b>			<b>7) Amount Requested: \$ 10,000</b>  <b>8) Total Project Cost: \$ 396,800</b>  <b>9) Organization's annual budget: \$ 455,160</b> (for the current year)  <b>10) Previous Najim Funding:</b> <table style="width:100%; border-collapse: collapse;"> <tr> <td>2007: \$</td><td style="text-align: right;">0</td> <td>2008: \$</td><td style="text-align: right;">0</td> </tr> <tr> <td>2009: \$</td><td style="text-align: right;">0</td> <td>2010: \$</td><td style="text-align: right;">0</td> </tr> <tr> <td>2011: \$</td><td style="text-align: right;">0</td> <td>2012: \$</td><td style="text-align: right;">0</td> </tr> <tr> <td>2013: \$</td><td style="text-align: right;">0</td> <td>2014: \$</td><td style="text-align: right;">0</td> </tr> <tr> <td>2015: \$</td><td style="text-align: right;">0</td> <td>2016: \$</td><td style="text-align: right;">0</td> </tr> <tr> <td>2017: \$</td><td style="text-align: right;">0</td> <td></td><td></td> </tr> </table>			2007: \$	0	2008: \$	0	2009: \$	0	2010: \$	0	2011: \$	0	2012: \$	0	2013: \$	0	2014: \$	0	2015: \$	0	2016: \$	0	2017: \$	0		
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2015: \$	0	2016: \$	0																										
2017: \$	0																												
<b>11) Has the organization applied to the Najim Family Foundation in the past and been declined?</b> <input type="checkbox"/> Y <input checked="" type="checkbox"/> N <b>If yes, when?</b> <i>(This includes all organizations, for any and all requests made to the foundation, regardless if funding received for one request and a decline for a different request.)</i>																													
<b>12) HARVEY E. NAJIM FAMILY FOUNDATION PRIORITIES:</b> (Please check <b>only one area below</b> that applies to the funding request)																													
<input type="checkbox"/> Child Abuse & Child Neglect		<input type="checkbox"/> Food, Shelter and Clothing																											
<input type="checkbox"/> Disabilities/Special Needs		<input type="checkbox"/> Medical Needs																											
<input checked="" type="checkbox"/> Education																													
<b>13) Please provide the percentage of each group below that will be served by the project in which funds are being requested. Do not leave any area blank. If that specific group will not be served, include zero or N/A. The percentage should total 100%.</b>																													
<b>A. Population Served Age:</b> <u>0</u> % Infants (0-5) <u>0</u> % Children (6-13) <u>100</u> % Young Adults (14-18) <b>100 % TOTAL</b>			<b>B. Population Served Ethnicity:</b> <u>7</u> % African American <u>3</u> % Asian American <u>9</u> % Caucasian <u>80</u> % Hispanic/Latino <u>1</u> % Native American <u>0</u> % Other (Define _____) <b>100 % TOTAL</b>																										
<i>(Example: If more than one group is affected, divide the percentage appropriately among those affected or in some instances the project may only affect one group, therefore the entire percentage will be applied to that group.)</i>																													
<b>14) Project Title:</b> <i>(Copy and Insert the "To Support" sentence from Invitation email received from NFF)</i> To support the Passport to College Program by providing low-income students who dropped out of high school an opportunity to reconnect with education and prepare for college and careers.																													

**15) Project Description:** (Describe in detail the project the funds are being request for – may include goals, issues, or needs the project will address, individuals impacted, expected results). *This section will expand and if additional space is required, organization may add no more than 1 additional sheet.*

## **Need and Issues**

In Texas, high school dropout rates remain unacceptably high, only dipping from 33% to 25% in the past 28 years. Bexar County loses 28% of its freshman class annually (IDRA 2015). By 2020, over 60% of jobs in Texas will require a college credential (Jobs for the Future, 2015). The National Center for Education Statistics reports that only 3% of GED graduates complete a college degree, and only half of all Bexar County high school seniors enroll in college upon graduation (SA2020). For these youth to move out of poverty, they need a targeted and flexible solution to get their high school equivalency certification and support to transition to postsecondary programs or careers.

At-risk youth (low-income, single parents or foster youth, or homeless) are often unable to complete a GED program due to financial limitations as well as geographic restrictions at other providers (mainly school districts). Many of our youth struggle with unstable housing and need a program that they could continue to access regardless of where they live. Since Restore Education is centrally located, we are in a unique position to meet this need as our students come from all of Bexar County, and bus passes would make the program even more accessible.

In 2014, the GED was re-released as a 4-part computer-based test, and the price increased by 60%. We are one of the few programs in San Antonio that offers vouchers to pay for students' GED exams when funding is available. Although it is strictly prohibited to use our federal funding for these vouchers, we know that offering vouchers to students in need translates into increased successful student outcomes and program graduates.

## **Goals & Activities of the Project**

The Passport Program serves at-risk youth who have “dropped out” of traditional middle or high school. Approximately 62% of our student population is female, over half are teen parents, and 85% are low income and receive public assistance. Unlike high school graduates, without intervention these youth will lack the key soft skills that would enhance their interpersonal interactions, job performance, and career prospects. Many will face chronic under/unemployment, and will have difficulty finding and keeping a job that provides a sustainable, living wage because of their lack of a high school credential. As a result, they will continue to hover at or below the poverty line and many will come close to or experience homelessness.

Recognizing the unique needs of these at-risk youth, our whole-student approach serves to meet not only the academic needs of the youth, but also their higher order needs through wraparound support services. We offer year-round staff dedicated to student success, flexible hours, and individualized support. Students and staff create a personalized learning plan, or ITEC (Individual Training, Education, and Career Plan) to set short-term and long-term goals, and frequently meet to discuss achievements and setbacks. This process helps to keep students and staff on track throughout the year, and allows for the necessary adjustments to ensure student progress and completion.

We intentionally work backwards and focus on college level instruction even before the GED preparation so as to accelerate students' progress. The program provides an intensive preparation course for the GED (high school equivalency) and TSI (Texas college entrance) exams. It includes both classes and individual coaching, with guidance counseling to help students enroll in post-secondary education (either degree-focused college or certification-focused vocational training) when they have successfully completed the exams. This personal attention and mentoring not only guides youth through the GED and college enrollment processes, but also helps equip them with life skills for success in their future career.

Although students complete the program at their own pace, typical program completion takes approximately 6 months-1 year, depending on individual academic readiness and English language proficiency levels upon enrollment. We require that students complete a 12-hour orientation to assess their fit for the program and vice versa, and they must attend a minimum of 15 hours per week of instruction. Most of these youth are self-supporting, so our flexibility allows us to arrange a schedule that fits their needs. These services transform the youth into self-supporting adults and increase their resilience and self-efficacy as they overcome barriers or obstacles to success. Our timely intervention helps prevent our students from becoming a tragic statistic and puts them on a path to succeed in college and the labor market. Upon graduation, students may seamlessly transition to our Compass program to receive support through their first two semesters of college, many even through to their Associate's Degree.

## Individuals Impacted

The program will serve 300 unduplicated students during the project period. Funds from this request would serve 300 unduplicated students. Each youth in the program would receive a combination of a GED test voucher, a bus pass, or both. Specifically, we estimate that 58 students will need a bus pass and a GED test voucher, 20 students will need just a bus pass, and 222 will need just a GED test voucher. The GED vouchers are each \$25, and the VIA semester passes are \$38 each. These critical funds will allow students to test when they are ready, and will therefore allow them to progress through the program, without sacrificing what little funds they do have for their basic everyday needs. Bus passes will ensure that students do not miss class, and continue to make progress towards graduation and transition to postsecondary education. Restore Education will purchase vouchers and passes directly from the GED testing center and VIA.

## Expected Results

We expect that our clients will experience lasting life change through education and improved employment prospects to lift them out of poverty. Our intermediate indicators of success include completion of a GED, passing the TSI exam, enrollment in a college or vocational training program, and completing the first two semesters of education. Long-term success indicators are when clients complete a degree or certificate program and find employment that reflects their education. We also expect clients' lives to be enriched by an improved understanding of science, technology, engineering, and math, especially in terms of an improved comfort level with the use of computer technology for everyday life and academic study.

Program success is measured through meeting and exceeding all student-related outputs and outcomes. These include serving 300 youth in 2018 and the following:

- 78 youth will receive 1 semester bus pass to remove transportation barriers.
- 280 youth will receive a GED test voucher to remove barriers to testing.
- 90% will make quantitative gains in academic/college readiness levels as measured by the TABE, GED & TSI.
- 16% of participants served during the project year, who do not have a secondary school diploma or its equivalent, will receive a secondary school diploma or its equivalent during the project year. *Rates at other GED providers are 3% and below.*
- 95% are prepared for college or workforce training as measured by completion of college connection and workplace readiness activities within the year (FAFSA, college application, resume creation, etc.).
- 65% will experience job advancement as measured by self-report of student.
- 80% of program completers will be actively engaged in career pathway training 6 months after completion (i.e. training for a degree/credential that qualifies them for jobs paying a sustainable living wage).

### 16) Children impacted:

- The **TOTAL** project initiative will impact 300 unduplicated children.
- **NFF requested funds** will impact 300 unduplicated children.

### 17) Zip Code/City Council District: (Enter the zip code(s) and the City Council District from which the children are being served for this project)

District 1 – 14% (78201, 78212, 78215)  
District 2 – 11% (78202, 78203, 78219, 78218, 78239, 78244, 78220)  
District 3 – 11% (78221, 78210, 78223, 78222)      District 4 – 5% (78226, 78242, 78211, 78224)  
District 5 – 5% (78225, 78207)      District 6 – 12% (78227, 78237, 78251, 78250, 78254)  
District 7 – 11% (78238, 78228, 78240)      District 8 – 6% (78229, 78249, 78230)  
District 9 – 11% (78213, 78216, 78231, 78232, 78258, 78260, 78259)  
District 10 – 5% (78209, 78217, 78233, 78247)  
Unincorporated areas – 9% (78245, 78109, 78252, 78253, 78154, 78264)

### 18) Organization's Mission:

The mission of Restore Education is to transform the at-risk youth of San Antonio into successful college and career ready students, so that they can achieve the future they deserve as self supporting adults, role models as parents, and contributing members of the community.

19) **(For Project being Requested): Funding sources and amounts, pending and committed: Insert as table and total each Pending & Committed columns. REQUIRED:** (This section must include the names & dollar amounts of other funding sources & foundations, pending and committed for this specific project. **Application will be declined if the name and dollar amount is not included.**) Rows can be added to table below (if needed).

PROJECT - PENDING	
Funder	Amount
McNutt Foundation	\$10,000
Cowden Foundation	\$15,000
Scanlan Foundation	\$15,000
Rackspace Foundation	\$10,000
HEB	\$5,000
Corp & Individ. – TBD in spring campaign	\$5,650
Annual fundraisers-BigGive, Birdies,etc.	\$6,000
<b>Total Pending:</b>	<b>\$66,650</b>

PROJECT - COMMITTED	
Funder	Amount
ESC Region 20	\$237,000
Full Force Foundation	\$60,000
HDR Foundation	\$15,000
Dollar General Foundation	\$10,000
Bank of America Foundation	\$5,000
Sundt Foundation	\$2,150
SA Junior Forum	\$1,000
<b>Total Committed:</b>	<b>\$330,150</b>

20) **Other funding sources and amounts, pending and committed not specific to this request: Insert as table and total each Pending & Committed columns. REQUIRED:** (This section must include the names & dollar amounts of other funding sources & foundations, pending and committed. **Application will be declined if the name and dollar amount is not included.**) Rows can be added to table below (if needed).

ORGANIZATION - PENDING	
Funder	Amount
Kleberg Reynolds Foundation	\$2,500
Lockheed Martin	\$5,000
Toyota Foundation	\$10,000
Valero Energy Foundation	\$7,500
Saint Susie Foundation	\$10,000
Greater Texas Foundation	\$25,000
United Way – CFC, SAMA, SECC	\$3,500
Corp, Individ., & Fundraisers - TBD	\$53,000
<b>Total Pending:</b>	<b>\$116,500</b>

ORGANIZATION - COMMITTED	
Funder	Amount
ESC Region 20	\$81,000
Full Force Foundation	\$10,000
Workshop revenue	\$24,000
Board commitments	\$3,000
<b>Total Committed:</b>	<b>\$118,000</b>

21) What percentage of your board contributes financially to the organization? 100%

22) How are board members expected to participate in your organization? (financially and other roles)

The board meets monthly and members are required to participate actively in committee work, attend annual events, give annually, and sign a detailed job description each term. Responsibilities include: organizational leadership and advisement, guidance of mission and purpose, organization of the board, officers, and committees, formulation and oversight of policies and procedures, financial management, oversight of program planning and evaluation, leadership evaluation, review of organizational and programmatic reports, monitor and strengthen program services, promotion of the organization, and fundraising and outreach. Members offer additional time through volunteer hours, including development assistance, mentoring, and staff coaching.

23) Plans to sustain project beyond the term of this request:

While we plan on sustaining the program through additional grants, we continue to seek and have secured other sources of funding. We are in the 4<sup>th</sup> year of our ESC Region 20 contract for Texas Workforce Commission funding, and we plan to partner with them for the upcoming 2018 proposal. We were recently awarded a TWC grant, in conjunction with Region 20 for career training services. We have recently brought on a PT development staff person to help us pursue partnerships to increase visibility in the business community, including fundraising events and corporate sponsorships, and were approved a third year for the United Way federal campaigns. We have continued to expand our revenue-generating model of college exam workshops with local school districts.

24) Required documents: See attachments

Contact:	Kelli Rhodes	Title:	Executive Director	Phone:	(210) 432-6123	E-Mail:	<a href="mailto:kelli@restoreeducation.com">kelli@restoreeducation.com</a>	Date:	9/18/17
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