



Thank you for applying to the Greater Harrisburg Foundation, a regional foundation of The Foundation for Enhancing Communities. Tell your story clearly and concisely. Attachments are required; follow all directions. Failure to answer questions, utilize this template, or attach required documents will disqualify your application. **Answer all questions using information that applies to the project seeking support of grant funds.** Contact Jennifer Strechay, Program Offer for Community Investment, at jstrechay@tfec.org or 717-236-5040 with questions.

APPLICANT PROFILE

Applicant Organization Name

Capital Area Head Start, a division of Keystone Partnership

Provide your organization's name as currently recognized by the IRS

- Check box if the Applicant Organization Name above is a “Doing Business As” name and the provided 501c3 letter states a different name. To be recognized by the “Doing Business As” name, attach ONE legal document using the provided name. If not provided, TFEC will utilize the 501c3 name.**
- Check box if the Applicant Organization uses a Fiscal Sponsor and provide name here**
Click or tap here to enter text.

Name, Title, Email, Phone of Executive Leader

Mr. Kris Weaver, Vice President of Development, kweaver@keystonehumanservices.org, 717-678-4130

All contracts and notifications of grant status will be addressed to the individual provided here

Applicant Organization's Physical Address

4391 Sturbridge Drive, Harrisburg, PA 17110

Applicant Organization's Address for Mailed Communications

4391 Sturbridge Drive, Harrisburg, PA 17110

All contracts and notifications of grant status will be sent to the address provided here

Name, Title, Email, Phone of Contact Completing Application

Valerie Whyman, Director of Major Gifts, vwhyman@keystonehumanservices.org, 570-971-9254

If application questions arise, this individual will be contacted by TFEC staff

Organization's Mission Statement

To create opportunities for growth and meaningful life choices so that all people can be valued, contributing members of their community.

Organization History (Do not exceed this page)

Keystone Human Services is a global leader and provider of services, programs, technical assistance, and support to improve the lives of adults, children, and families across the globe, particularly those living with intellectual disabilities, autism and mental health diagnoses. Through Capital Area Head Start, we work to end generational poverty, and through Susquehanna Service Dogs, we strive to give people their independence and emotional stability back. Founded in 1972 as an organization dedicated to ending the institutionalization of people with disabilities, the passion that drives us is a vision of inclusion for all. We assist people on multiple levels, providing programs, care, resources, support and advocacy in order to assist people claim their rights to live, work, go to school, access education and opportunities, and to fully participate in all the community has to offer.

PROJECT PROFILE

Project Title

Implementing PATHS: Promoting Alternative Thinking Strategies

Project Title must match title listed throughout application and online.

Project Areas of Focus

UPSTREAM GENERAL

Choose UPstream General if your project utilizes upstream strategies but is not principally centered upon the categories below. See the grant guidelines for additional detail.

UPSTREAM: FOCUS AREAS

Choose an UPstream Focus Area (if your project is principally centered upon one or more of the categories below).

Please select only those area(s) that apply to this project. See the grant guidelines for additional detail.

<p>EDUCATION</p> <p><input checked="" type="checkbox"/> Programs & projects that focus upon or nurture access to early childhood education</p> <p><input checked="" type="checkbox"/> Education & development programs for children & youth</p> <p><input type="checkbox"/> Educational programs serving adults</p>	<p>ENVIRONMENT & PARKS</p> <p><input type="checkbox"/> Environmental stewardship</p> <p><input type="checkbox"/> Horticulture & the arts</p> <p><input type="checkbox"/> Health & environment</p> <p><input type="checkbox"/> Park beautification & improvement</p>
<p>HEALTH</p> <p><input type="checkbox"/> Health & human services</p> <p><input type="checkbox"/> Cancer awareness and/or research</p> <p><input type="checkbox"/> Dental care for those in need</p> <p><input type="checkbox"/> Health & human services</p> <p><input type="checkbox"/> HIV & AIDS</p> <p><input type="checkbox"/> Individuals with debilitating or terminal illness</p> <p><input type="checkbox"/> Individuals with intellectual disabilities</p> <p><input type="checkbox"/> Prevention of head and/or spinal cord injury</p> <p><input type="checkbox"/> Purchasing of devices that improve accessibility</p>	<p>HOMELESSNESS</p> <p><input type="checkbox"/> Homelessness & hunger</p>
<p>MENTAL HEALTH</p> <p><input type="checkbox"/> Counseling for children with terminally ill family members</p> <p><input type="checkbox"/> Guidance, counseling, or programming that includes guidance and/or counseling for youths</p> <p><input type="checkbox"/> Mental health</p>	<p>SENIORS</p> <p><input type="checkbox"/> Programs & projects serving older adults</p>
<p>COMMUNITIES OF FOCUS</p> <p><input type="checkbox"/> Disaster relief & human services that serve the communities of Lebanon City, PA and Cressona, PA</p> <p><input type="checkbox"/> Programs and projects that benefit residents of Millersburg, a borough of Dauphin County, PA</p> <p><input type="checkbox"/> Projects to enhance Camp Hill Borough parks provided by youth organizations such as Scout programs or other youth organizations; programs & projects that focus upon or nurture access to early childhood education within Camp Hill.</p>	

Counties to be served as part of project; check all that apply.

Cumberland Dauphin Franklin Lebanon Perry Northern York (Dillsburg Area)

Projected Number of Individuals to be served by project

416	Total number of ADULTS served
828	Total number of CHILDREN (ages 17 and under) served
1244	Total number of ALL INDIVIDUALS served by the project

If above data is not appropriate to project, be sure to fully state the audience type and numbers to be served in Question 2 of the Impact Narrative.

PROJECT SNAPSHOT

1. Capture your UPstream project and the community need it seeks to address in 200 words or less.

The Promoting Alternative THinking Strategies (*PATHS*[®]) curriculum is a program that promotes positive emotional and social behavior, reducing aggression and behavior problems in children while engaging in academic learning. Children who have difficulty regulating their emotions may be the product of a family unit that does not demonstrate good judgement in regulating emotional responses to situations. Whatever the cause, there is a need for children to learn appropriate ways to manage their feelings. Left unchecked, unregulated and untaught, a child's emotional flare-ups can spiral into loneliness, violence and/or bullying. Learning how to relate well to other people, to be sociable, empathic and responsible forms the basis of good relationships and success in society.

PROJECT NARRATIVE

Answer questions 2-10 clearly and concisely; no limit.

2. The GHCF UPstream grant opportunity seeks to improve our area communities by supporting existing or new “upstream” systems, interventions, programs, or projects that attempt to create positive social change by addressing a problem at its source rather than managing its “downstream” symptoms. Describe your proposed upstream project, the geographic area it will serve, and the audience to be served; state why this audience was selected. Include how/why your project is “upstream” and how your project is working to address a specific need or needs. You **MUST** use and complete the following statement within your answer, “Grant funds will be used to _____”.

This program will serve children and families in Dauphin, Cumberland and Perry Counties who are enrolled in the Capital Area Head Start program. The vast majority of those served live at or below the poverty level and experience high levels of instability in their lives, such as changing family dynamics, having to move home frequently and especially now, the effects of COVID-19. All of these factors can cause anxiety in children, which in turn can lead to inappropriate behavior.

Additionally, it has become clear over the last two decades that to best achieve the educational goals society needs, high quality social and emotional learning needs to be a major component of the school curriculum. The human brain perpetually processes emotional and social information, therefore education and learning is best experienced with a holistic approach. Numerous studies have discredited the traditional “learning by rote”, or learning by “being told” as generally ineffective. Current research indicates this is because the neural systems that for decades were used in traditional education are separate from the brain regions that process social reasoning, social working memory, emotions, and mentalizing. (*source, Roger C. Schank, Institute for the Learning Sciences Northwestern University*)

Historically, education has discouraged over-socialization and emotional responses while at school. This makes school onerous for many children: generally, the younger they are, the more “space” their emotions need. This period of their lives however is an optimum time to establish appropriate socio-emotional responses to stimuli which reaps benefits in the short term and the long term - especially during adolescence which is a period when hormones cause impulsive behaviors. (*Barbara Kelly, Professor of Educational Psychology, Strathclyde University*). Children who are taught through the use of both social and nonsocial neural systems – which is what the *PATHS*[®] curriculum does - makes learning easier, much more enjoyable, and far more effective. The *PATHS*[®] curriculum literally teaches the whole child, and the long term impact demonstrates the UPStream approach.

The Need for *PATHS*[®]:

As CAHS supports families during early childhood, many CAHS parents have not yet become experienced in their parenting role and do not always model empathic, patient behaviors. Therefore there is a need to help children (and parents) enrolled in CAHS to learn to manage emotional responses which affect their well-being and their social and academic development – to do so is an “UPStream” intervention. Desirable behavior includes self-control, emotional understanding, interpersonal relationships and social problem-solving skills.

Specifically, the documented benefits of *PATHS*[®] is:

- Improved performance in reading, math, and writing
- Increased vocabulary to describe emotions
- Improvement in cognitive skills
- Reduced reports of aggressive behavior
- Increased reports of self-control

As evidence, a national randomized controlled trial of urban low-income kindergarten students participating *PATHS*[®], noted significant improvements in both social competence and behavioral problems. Specifically, teachers reported there was:

- an 18% reduction in aggressive behavior.
- a 21% reduction in internalizing behaviors (such as social withdrawal).
- a 31% increase in overall social competence.
- a 26% increase in regulating emotions.
- a 35% increase in prosocial behavior (such as helping and sharing with others).

These results have been borne out internally by Capital Area Head Start: *PATHS*[®] was introduced to the CAHS curriculum in a limited capacity in 2018. Executive Director, Shawnee Hooper affirms that the *PATHS*[®] program has seen such success that there is a pressing need to expand its reach. To do this requires purchasing more equipment (*PATHS*[®] Kits), and also investing in staff development, broadening staff expertise, and providing professional support to ensure successful delivery.

Grant funding would be used to purchase ten additional *PATHS*[®] Kits, and to replenish the components of existing ones.

DATES & LOCATIONS

3. When and where will the project take place? List dates and locations as appropriate in chronological order. State if provided dates/locations are confirmed, estimated, or to be determined.

This project will take place throughout the eleven Head Start centers in Dauphin, Cumberland and Perry Counties. The locations are in Duncannon; multiple locations in Harrisburg; Steelton; Oberlin; Lykens; Carlisle and Halifax. The program will be expanded in January 2021 or as soon as possible afterwards if school re-openings are postponed further.

ROLES & RESPONSIBILITIES

4. Does the project involve partnerships, collaborations, service, or affiliations with other organizations that will strengthen the project? If so, LIST their name(s) and corresponding role(s) within the categories below OR if this does not apply to you, state why your project is best positioned for success as a single organization.

SINGLE ORGANIZATION STATEMENT: The Head Start program/Early Head Start program is a program of the US Department of Health & Human Services. This means that throughout the country, all Head Start organizations must meet the exacting standards that are designed to meet the needs of disadvantaged pre-school aged children. It also means that there is an expectation that it be culturally responsive to the communities served, and that the communities have an investment in its success through the contribution of volunteer hours and other financial and in-kind donations. Readiness goals state early learning standards. Requirements of higher-education qualifications for Head Start teaching workforce must be met. State Advisory Councils on Early Care and Education exist in every state, and their role is to monitor the programs, review child outcomes and perform annual financial audits. This means that although local partnerships exist and are extremely valuable in providing a well-rounded experience for the children; CAHS is ultimate responsibility for delivering the measurable goals of the program and is answerable to the Department of Health & Human Services.

That all noted, CAHS has partnerships with over thirty organizations including the Hamilton Health Center, American Literacy Corporation, Central Pennsylvania Food Bank and the YWCA. Additionally, when *PATHS*[®] was implemented in 2018, it was in partnership with Aetna Better Health, The Pennsylvania Commission on Crime &

Delinquency (PCCD), Social Emotional Learning (SEL) Worldwide, as well as The Prevention Research Center and The EPIS Center at the Pennsylvania State University.

PARTNERSHIPS: *We are equally invested in providing this project and success is dependent upon all organizations and shared roles although one entity serves as the applicant for this grant. Our application includes a letter from each partner that states their role in this relationship.*

Click or tap here to enter text.

COLLABORATIONS: *We are working with other organizations to make this project happen, but we serve as the lead organization for this grant opportunity and our project success is enriched by, but not dependent upon, our collaborators. An additional letter is NOT required, but may help the application.*

Click or tap here to enter text.

SERVICE: *Our project will serve these organizations and cannot take place without their commitment to accept service. Our application includes a letter from each organization (this includes schools) that states their intent to participate.*

Click or tap here to enter text.

AFFILIATIONS: *Our project may be affiliated with these organizations in some way, but is not 100% dependent upon their participation. An additional letter is NOT needed.*

Click or tap here to enter text.

COMPARABLES

5. Are other organizations in your service area providing services that are similar to your proposed project? If yes, state their names or services and explain how your project differs. If no, state NA.

N/A, in that this program is provided specifically to the children and families enrolled in CAHS.

ASSESSMENT & IMPACT

6a. What will project success look like? Provide a brief overview of the project's key outcomes, outputs, and/or other results of success.

The desired results will be achieved in a positive, nurturing atmosphere that helps children manage their naturally impulsive emotions and increases their academic achievements.

In creating an even more caring community at CAHS, an objective of the recently developed Strategic Plan was to decrease the number of unsafe behavior incidents (specifically aggression and violence) involving children by 10% by June of each program year resulting in a 50% decrease within five years. PATHS® was an excellent technique to implement as the program components, goals and outcomes are clearly identified. The curriculum consists of a set of age-appropriate kits and each kit includes one or two binders of lessons, an instruction manual, and most materials needed (e.g., posters, charts, Feeling Faces, photographs, illustrations, stickers stories or books, puppets, PATHS® Feelings Thesaurus, etc.)

The performance targets and critical milestones are defined as follows:

- 1) Objectives: to decrease risk factors* and to increase protective factors**
- 2) Short term outcomes: improve emotion knowledge, improve self-regulation and improve social-cognitive skills
- 3) Long term outcomes: reduce antisocial behavior, improve social competence, improve cognitive abilities, and improve school readiness

*Risk Factors have been identified as aggressive behavior, impulsive behavior, poor problem-solving skills, poor social skills, persistent antisocial behavior, poor academic performance and an apparent enjoyment of anti-social behavior.

**Protective Factors have been identified as emotional awareness and understanding, emotional regulation, social skills, problem solving, and self-regulation.

Short Term Outcome 1, Improved Emotional Knowledge is defined as

- accurate identification of emotions in one's self and in others
- acceptance of emotions
- diverse emotional vocabulary
- distinguishing comfortable feelings from uncomfortable ones
- the ability to label and communicate feelings appropriately
- to recognize that feelings are different from behaviors
- to have empathy for others and their feelings

Short Term Outcome 2, Improved Self-Regulation is defined as

- Improved emotion regulation
- Increased attention
- Increased inhibitory control (being able to efficiently shift thinking)
- Improved social-cognitive skills
- Perspective taking
- Confidence in problem solving

Long Term Outcome 1, Reduced antisocial behavior, a critical milestone, manifests itself as less likelihood to:

- show aggressive and impulsive behavior
- show disruptive classroom behavior
- be rated by peers as aggressive and disruptive

Long Term Outcome 2, Improved Social Competence, a critical milestone, manifests itself as a greater likelihood to:

- handle stressful situations in positive ways
- more accurately understand emotions and their effects on others
- effectively resolve conflict
- be accepted by peers

Long Term Outcome 3, Improved School Readiness, the final critical milestone, manifests itself by being:

- more likely to be engaged and attentive in classroom work
- more likely to complete assigned classroom work
- less likely to allow uncomfortable emotions to affect learning

6b. How will project success be measured and documented (i.e.: how will you know the project is successful? Are you collecting value statements, numbers served, surveys, photos, before and after images, or using other methods)?

When *PATHS*[®] was first implemented, due to its collaborative nature it was necessary to track and measure success, so that all partners stayed well-connected on project updates. Frequent meetings took place in-person as well as through Zoom technology. Therefore, the means to track and measure the success of the program is already in place, and each child's record includes behavioral evaluation. During delivery of the *PATHS*[®] curriculum, teachers complete pre- and post-evaluations of all students. Additionally, being a Head Start program, mandatory records are meticulously kept on each child which record differences in social, academic and emotional behavior.

In no small part due to the generosity of UPStream's award in 2019 for technology upgrades, CAHS is far more efficient in its ability to produce accurate records of each child and flag areas of concern. Technology is used multiple times daily to complete educational assessment observations and tracking, ChildPlus data management, *ReadyRosie* parent education, newsletters for parents and more.

PATHS® Success Stories:

- 1) A father enrolled his child in Head Start and was subsequently incarcerated last summer. The child moved to mom's home when dad was incarcerated. For the first few months of the school year the child was exhibiting behavior challenges in class, such as climbing, hitting, throwing toys, food, taking his clothes off, breaking things and hurting staff. Now the child is showing much improvement - he has built friendships, has a journal going with his dad, his mom is allowing him to see his older half siblings whom he used to live with and he is adjusting to living with his mom.
- 2) Children were using the tools being taught in the daily motto which that day was "Take care of your friends." There was a boy in class using "Turtle" which initiates the following actions: "Stop. Breathe. Say the problem and how you feel." This youngster was also encouraging his younger classmates to do "Turtle" (part of the *PATHS*® program) because he saw they were becoming frustrated.
- 3) In a recent survey, 91.08% to 94.84% of parents indicated an understanding of the strategies of *PATHS*®, and social emotional development and were learning how to use positive behavior intervention strategies at home.

FUNDING & SUPPORT

7. If this proposal is not funded at the level requested, will you be able to implement the project as stated? Explain as needed.

We continue to seek funding to expand *PATHS*® programming and if the proposal is not funded at the level requested then its expansion will be restricted to as many CAHS facilities as can be afforded until the full amount needed is secured.

8. This grant opportunity will not fund 100% of any project. Restate the amount you are seeking and describe other funding sources and amounts.

\$10,000. Other funding sources include pending requests to the Ross Foundation (\$2,000), a private donor and an allocation from the Donald B. and Dorothy L. Stabler Foundation (\$12,000)

9. Did the applicant organization end its most recent fiscal year with a budget surplus or deficit? If so, briefly state the amount of the surplus or deficit and state how the surplus may be used (i.e. is it earmarked for another program) and/or how the deficit may be handled.

At the time of writing, the final actual figures are being reviewed but CAHS anticipates a deficit of \$142,821 from an operating budget of \$15,995,177. This 0.9% deficit is to be handled through an allocation from Keystone Human Services.

ACCESS & INCLUSION

10. As a community foundation, TFEC fosters a climate of purposeful inclusion that values diversity of gender, age, race, ethnicity, national origin, range of abilities, sexual orientation, and socio-economic status. Please state how your project will be made accessible to all individuals who qualify for participation in the project and describe any accommodations, modifications, technologies, or services you will offer to ensure that all eligible participants experience the best possible services or outcomes.

Capital Area Head Start is a program of Keystone Human Services, an organization which is passionate about inclusivity. In fact, its international work in India and in Moldova as well as its founding principles begun in Harrisburg is to end institutionalization and work to create an inclusive world for everyone. KHS is a consulting partner of the United Nations, and is a lead partner of the UN's "Convention on the Rights of Persons with Disabilities" (CRPD); the assumption that human societies function best when everyone participates. Therefore, there is never a barrier to somebody with disabilities (physical or intellectual) participating in any of our programs. All staff are fully trained and qualified in care of individuals with disabilities. Inclusion is the core of our mission. Children who need staff aides are provided with them. All buildings and playgrounds are fully accessible to those with restricted mobility. We are confident that Keystone Human Services/Capital Area Head Start ensures the best possible services and outcomes.

BUDGET WORKSHEET

Complete the Budget Worksheet below; a Project Total is required.

ITEM OR SERVICE <i>Examples include: Contracted Services, Equipment, Personnel, Supplies; list your own as appropriate.</i>	DESCRIPTION OF ITEM OR SERVICE	REQUESTED GRANT FUNDS <i>Indicate where funds sought through this grant opportunity will be applied.</i>	OTHER FUNDING SOURCES <i>State the names and amounts of all other funding sources.</i>	PENDING, COMMITTED, OR RECEIVED <i>Using a P, C, or R, indicate the status of all funding sources.</i>	\$ TOTALS <i>Add across to provide a total for each row. Total columns as indicated in bottom row.</i>
Supplies	10 Paths Kits	\$6500	2290; Ross Foundation	P	\$8790
Supplies	30 Paths Refresh Packages	\$3500	850; Private Donor	C	\$4350
Professional Development	PATHS Teacher Training	\$0	12000; allocation from Stabler Foundation	C	\$12000
		\$			\$
		\$			\$
		\$			\$
		\$			\$
		\$			\$
		\$			\$
		\$			\$
TOTALS		\$10000 Total: Requested Grant Funds	\$15140 Total: Other Funding Sources		\$25140 PROJECT TOTAL

NAME	Address	City St Zip	Telephone	Work Phone	Email	Professional Affiliation	Volunteer Title
Allan Ausman	2620 S. 3rd Street	Steelton, PA 17113	510-325-1712	(510) 325-1712	allanausman@gmail.com	Associate, ReMax	Board Member
Glenda Auker	723 Hunt Wyd Drive	Dauphin, PA 17018	717-350-3300	N/A	gauker1@comcast.net	Retired from Enders Insu	Past Board Chair, Special Events Committee Member
Patrick Ball	6130 Winding Lane	East Berlin, PA 17316	717-586-4827	(717) 586-4827	pball@ctyconsulting.com	President & CEO CTY Consulting	Board Member, Philanthropy Committee Member
Heather Barron- Bowlin	108 Iron Valley Road	Lebanon, PA 17042	717-480-0579	877-562-2342 ext. 8223	heather.bowlin@phly.com	Assistant VP, Philadelphia Insurance	Board Member, Committee Member
Doug Callenberger	5999 Camden Drive	Harrisburg, PA 17112	717-460-8300	(717) 302-5000	douglas.callenberger@highmark.com	Highmark Director of Sales	Board Member, Committee Member
Robert Goodling	575 Dogwood Drive	Mechanicsburg, PA 17055	717-385-7122	N/A	regoodling@outlook.com	Retired	Board Member
Mimi Goodling	575 Dogwood Drive	Mechanicsburg, PA 17055	717-385-7122	N/A	mmgoodling@outlook.com	Retired	Board Member, Special Events Committee Member
Courtney Harris	5025 Mendenhall Drive	Mechanicsburg, PA 17050	717-237-7208	(717) 232-3211	charris@millersinsurance.com	Claims Supervisor Millers Insurance	Board Member, Finance Committee Member
Charles J. Hooker, III	1210 Waterford	Camp Hill, PA 17011	717-856-2057	717-232-7509	chooker@keystonehumanservices.org	President & CEO, KHS	N/A
Ellen Kyzer	4242 Carlisle Pike	Camp Hill, PA 17011	717-730-2448	(717) 730-2200	ellen.kyzer@pnc.com	Director, PNC Foundation	Board Member, Philanthropy Committee Member
Rocky Lalvani	6114 Forrestal Circle	Harrisburg, PA 17112	717-329-5271	717-469-5449	rocky@lalvani.net	Principal at Lalvani & Associate	Board Member, Finance Committee Member
Angela Leopold	500 North 3rd Street, 9th F	Harrisburg, PA 17101	443-783-0363	717.234.9909	angela@nsallc.com	Senior Partner/Co OwnerNovak Strategies	Board Member, Philanthropy Committee Member

NAME	Address	City St Zip	Telephone	Work Phone	Email	Professional Affiliation	Volunteer Title
Josh Lindeman	94 Oxford Road	Annville, PA 17003	717-205-5627	717-234-2860	joshua.lindeman@wellsfargo.com	Vice President Business Relationships Wells Fargo	Board Member, Philanthropy Committee Member
Karen Lugiano	128 Perrin Avenue	Shavertown, PA 18708	570-406-1406	(570) 714-2797	klugiano@financialguide.com	Financial Planner Mass Mutual	Board Member, Philanthropy Committee Member
Doina Macari	106 Boas Street	Harrisburg, PA 17102	717-350-1014	(800) 225-5345	doina.macari@gmail.com	Project Manager DHL	Board Member, Special Events Committee Member
Shaun McCoach	92 Greenbriar Drive	Elizabethtown, PA 17022	717-947-0183	(800) 237-7288	sjmccoach@gmail.com	Relationship Management Officer, Members 1st	Board Member, Philanthropy Committee Member
Angie Miller	6614 Parkway E.	Harrisburg, PA 17112	717-608-4414	(717) 533-3300	angie@angiemillerhomes.com	Realtor, ReMax	Board Member, Special Events Committee Member
Jeffrey Myers	4320 Linglestown Road	Harrisburg, PA 17112	717-648-9518	717.657.7727	jmyers@centricbank.com	Senior Executive VP, Centric Bank	Board Member, Finance Committee Member
James Rodgers	4250 Crums Mill Road Suite	Harrisburg, PA 17112	717-514-0419	(855) 432-9663	jrogers@dawood.com	Chief Strategic Officer, Dawood Engineering	Board Member, Finance Committee Member
Terri Slocumb	1101 Kent Drive	Mechanicsburg, PA 17050	717-732-3399	N/A	slocs1@comcast.net	Retired	Board Chair Special Events Committee Member
Paul Strizzi	200 Mountainview Road	Mt. Holly Springs, PA 17065	717-903-8180	N/A	pstrizzi@comcast.net	Retired	Board Member, Policy Committee Member
Catherine Walters	1017 Mumma Road, Suite	Lemoyne, PA 17043	717-579-8789	717.724.0640	walters@bybelrutledge.com	Partner, Bybel Rutledge	Board Member, Policy Committee Member
Brett Woodburn	1133 Cornell Drive	Hummelstown, PA 17036	717-329-9991	(717) 614-8990	bwoodburn@woodburn-law.com	Partner, Woodburn Law	Board Member, Policy Committee Member

July 26, 2020

Ms. Janice Black
The Foundation for Enhancing Communities
200 N 3rd St 8th Floor
Harrisburg, PA 17101

Dear Janice:

I am well-qualified to write a letter in support of Keystone Service Systems, Inc. DBA Capital Area Head Start's application for UPStream funding to support the expansion of the PATHS program. As the former Executive Director of CAHS, the PATHS (Promoting Alternative Thinking Strategies) program was a passion of mine as a means to help address the social emotional difficulties of behaviorally challenged children. In 2017, we began work to secure needed funding for the program and through the generosity of Aetna were able to provide the training and materials to refocus and implement it in 2018 to a small number of staff and subset of children who were enrolled in CAHS in Dauphin County. The goals of the program were primarily to decrease aggression, increase concentration and problem solving, and to improve emotional coping skills.

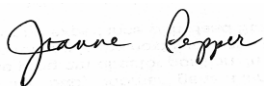
To provide context, the highest rates of undesirable incidents within CAHS generally occurs in the category of unsafe behaviors. This is defined as isolated extreme or challenging behaviors that may include prolonged tantrums, verbal and physical aggression directed toward peers, adults and/or self, disruptive vocal and motor behavior, property destruction, self-injury, noncompliance and withdrawal. Observing records from 2014 onwards, this undesirable behavior peaked in 2015-16 with more than twenty incidents. In 2018, PATHS was implemented, and the levels of undesirable behavior plummeted to **less than five** – an improvement of 86%! We were absolutely thrilled with this success.

Due to early intervention that teaches children how to manage their emotions, PATHS is able to save society substantial amounts of money that may well need to be spent further down the road to rehabilitate lives gone wrong – exactly as UPStream intends. A Washington State Institute of Public Policy produced the following chart that demonstrates exactly how much society saves when programs like PATHS are implemented:

Detailed Monetary Benefit Estimates Per Participant					
Benefits from changes to: ¹	Benefits to:				
	Taxpayers	Participants	Others ²	Indirect ³	Total
Crime	(\$8)	\$0	(\$18)	(\$4)	(\$30)
Labor market earnings associated with test scores	\$1,893	\$4,447	\$2,346	\$0	\$8,687
K-12 grade repetition	\$0	\$0	\$0	\$0	\$0
K-12 special education	(\$26)	\$0	\$0	(\$13)	(\$39)
Health care associated with externalizing behavior symptoms	(\$66)	(\$19)	(\$68)	(\$33)	(\$185)
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$187)	(\$187)
Totals	\$1,793	\$4,429	\$2,260	(\$237)	\$8,245

I fully endorse this request for funding and sincerely hope that you will see the value of this investment for CAHS staff, children and the community.

Yours sincerely,





Jo Pepper, President
Intentional Outcomes

2020 GREATER HARRISBURG COMMUNITY FOUNDATION UPSTREAM SIGN & SUBMIT FORM

Provide signatures from the applicant organization, below. Both organization representatives must sign.

By providing your original OR digital signature below, you agree that the provided information in this application is true to the best of your knowledge and may be submitted for review. Completion of this form is one component of your Complete Application.

- | | | | | |
|--------------------------|------------------------|---------------|-------------------------------------------------------------------------------------|-------------------|
| <input type="checkbox"/> | President/CEO | _____ |  | Kristopher Weaver |
| | | Ink Signature | Digital Signature | |
|
 | | | | |
| <input type="checkbox"/> | Board President | _____ |  | Terri Slocomb |
| | | Ink Signature | Digital Signature | |

REQUIRED ATTACHMENTS TO BE UPLOADED & SUBMITTED BY 4PM ON THE DEADLINE DATE

All grant materials must be submitted through the TFEC online application system by 4pm on the deadline date.. This grant opportunity does not utilize delivered or mailed materials.

- Complete Application:** Applicant Profile, Project Profile, Project Snapshot, Project Narrative, Budget Worksheet, and Sign & Submit Form with original or digital signatures.
- Board of Directors List:** Professional affiliations (ie: work positions and/or titles as applicable) must be included.
- ONE, TWO, or THREE letters of support with original or digital signatures.** Applicants may submit the number of letters that will best support their application. Letters of support from the applicant organization's Board of Directors will not be accepted. Identical form letters are discouraged. A minimum of ONE letter of support is REQUIRED for this grant opportunity regardless of response to Question 4.
- If you have indicated PARTNERSHIP with or SERVICE to other Agencies as stated in Question 4, you must upload letters with original or digital signatures documenting the relationship.** A letter of partnership or service may also serve as a letter of support if support is expressly stated.
- Applicants who utilize a FISCAL SPONSOR** must include a letter signed by the Executive Leader of the Fiscal Sponsor organization indicating agreement to serve as the Fiscal Sponsor. An original or digital signature is required.
- IRS 501(c)(3) determination letter.**
- 1st Page of Applicant Organization's Most Recent 990.** If 990 is not available, upload applicant organization's most recent audit or financial statement to meet this requirement.

QUESTIONS

If you should have any questions regarding this form or TFEC grant opportunities, contact Jennifer Strechay, Program Officer for Community Investment, at jstrechay@tfec.org or 717-236-5040.