



**YOUTH COMMISSION MEETING
WEDNESDAY, AUGUST 12, 2020, 6:15 P.M.
PAGE PARK PAVILLION, BRISTOL, CT 06010**

SPECIAL MEETING AGENDA

1. Call To Order
 - a. Pledge of Allegiance
 - b. In attendance
2. Acceptance Of Meeting Minutes
 - a. Meeting Minutes Of 5-27-20
3. Public Participation
4. Superintendent's Report
 - a. July Financials
5. Youth and Community Services Supervisor's Report
 - a. Project Aware Program Approval
6. New Business
 - a. By Commissioners
7. Adjourn

Bristol Youth Commission
Wednesday, May 27, 2020 at 6:00 pm
First Floor Meeting Room, City Hall, 111 North Main Street, Bristol, CT/WEBEX
Special Meeting Minutes

Item 1 – Call to Order

a. Chairman Matthew Gotowala called the May 27, 2020 Youth Commission meeting to order and led the Pledge of Allegiance at 6:24 p.m.

b. **In Attendance:**

Deborah Ahl, Vice Chairwoman	Robin Klug, Rec. Secretary
Ryan Broderick, Comm.	Sarah Larson, Deputy Superintendent
Stephen Bynum, Youth/Comnty. Spvr.	Dr. Joshua Medeiros, Superintendent
Thomas J. Fulton, III DFC Assoc.	Dr. Corey Nagle, Secretary
Officer Matthew Gotowala, Chairman	Scott Rosado, Liaison
Ethan Grabowski, Comm.	Renee Singleton, Comm.
Karen Hintz, Comm.	Noah Taylor, Comm.
Jenelle Howard, DFC Coordinator	Lance Washington, Comm.

Absent: Tanya Ledesma, Comm.

Item 2 – Approval of the minutes from the April 8, 2020, Youth Commission meeting

a. **On a MOTION by Vice Chairwoman Ahl and SECONDED** Comm. Broderick **by it was so moved to approve the minutes of the April 8, 2020 meeting.** Following a unanimous voice vote Chairman Gotowala declared the motion carried.

Item 3 – Public Participation

There was no public participation.

Item 4 – Superintendent’s Report

a. **On a MOTION by Vice Chairwoman Ahl and SECONDED** Comm. Broderick **by it was so moved to file the year to date department financials.** Following a unanimous voice vote, Chairman Gotowala declared the motion carried.

b. Ms. Jenelle Howard, the newly appointed Drug Free Communities Grant Coordinator and newly appointed D.F.C. Grant Project Associate, Thomas J. Fulton, III, were introduced to and welcomed by the Commission. Discussion about the future vision for the D.F.C. Grant followed.

Item 5 – Youth and Community Services Supervisor’s Report

a. Project Aware programs all were ended in March due to COVID-19. Youth Services is offering some virtual programming. Un-expended funds are being applied towards scholarship and youth community outreach. Discussion followed.

Item 6 – New Business

a. **On a MOTION by Secretary Nagle and SECONDED by Vice Chairwoman Ahl it was so moved to accept the nominees A, B, C as recipients the 2020 Youth Recognition Awards.** Following a unanimous voice vote, Chairman Gotowala declared the motion carried.

b. **On a MOTION by Comm. Hintz and SECONDED by Vice Chairwoman Ahl it was so moved to change the Youth Recognition Award Ceremony to August 12, 2020 to accommodate stage 3 re-openings of the State.** Following a unanimous voice vote, Chairman Gotowala declared the motion carried. Discussion followed.

c. **On a MOTION by Vice Chairwoman Ahl and SECONDED by Comm. Broderick it was so moved to cancel the June 10, 2020 regularly scheduled meeting and hold an August 12, 2020 special meeting to precede the Youth Recognition Awards.** Following a unanimous voice vote, Chairman Gotowala declared the motion carried.

Item 7 – Adjournment

- a. **On a MOTION by Comm. Grabowski and SECONDED by Vice Chairwoman Ahl it was so moved to adjourn the Youth Commission meeting at 7:03 p.m. and it was unanimously approved.**

Respectfully submitted,

Robin Klug
Youth Commission Recording Secretary

cc: City Clerk

FOR 2021 13

ACCOUNTS FOR:	ORIGINAL APPROP	REVISED BUDGET	YTD ACTUAL	MTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
0017025 YOUTH & COMMUNITY SERVICES							
432026 YOUTH SERVICES BUREAU	-41,745	-41,745	.00	.00	.00	-41,745.00	.0%
450301 WELFARE EVICTION RECEIPTS	-7,500	-7,500	.00	.00	.00	-7,500.00	.0%
514000 REGULAR WAGES & SALARIES	265,745	265,745	16,915.74	.00	.00	248,829.26	6.4%
515100 OVERTIME WAGES & SALARIES	4,000	4,000	.00	.00	.00	4,000.00	.0%
515200 PARTTIME WAGES & SALARIES	16,700	16,700	.00	.00	.00	16,700.00	.0%
517000 OTHER WAGES	2,890	2,890	.00	.00	.00	2,890.00	.0%
531000 PROFESSIONAL FEES & SERVICES	40,000	40,000	817.50	.00	23,387.50	15,795.00	60.5%
531115 JRB COORDINATION	7,075	7,075	775.00	.00	6,300.00	.00	100.0%
531120 PROJECT AWARE	41,125	41,125	5,940.00	.00	28,945.00	6,240.00	84.8%
541000 PUBLIC UTILITIES	8,770	8,770	.00	.00	8,770.00	.00	100.0%
541100 WATER & SEWER CHARGES	520	520	.00	.00	415.00	105.00	79.8%
543000 REPAIRS & MAINTENANCE	2,965	2,965	.00	.00	5,913.40	-2,948.40	199.4%
543100 MOTOR VEHICLE SERVICE & REPAI	1,275	1,275	.00	.00	.00	1,275.00	.0%
553000 TELEPHONE	500	500	148.39	.00	351.61	.00	100.0%
561400 MAINT SUPPLIES & MATERIALS	330	330	.00	.00	.00	330.00	.0%
561800 PROGRAM SUPPLIES	750	750	.00	.00	.00	750.00	.0%
562100 HEATING OIL	6,720	6,720	.00	.00	6,000.00	720.00	89.3%
562600 MOTOR FUELS	1,500	1,500	.00	.00	.00	1,500.00	.0%
581120 CONFERENCES & MEMBERSHIPS	2,300	2,300	.00	.00	960.00	1,340.00	41.7%
581240 WELFARE EVICTIONS & AUCTIONS	8,000	8,000	.00	.00	4,080.00	3,920.00	51.0%
581745 NONREIMBURSEABLE INCIDENTALS	2,300	2,300	.00	.00	1,185.00	1,115.00	51.5%
587232 RELOCATION COSTS	60,000	60,000	1,348.00	.00	15,152.00	43,500.00	27.5%
TOTAL YOUTH & COMMUNITY SERVICES	424,220	424,220	25,944.63	.00	101,459.51	296,815.86	30.0%
TOTAL REVENUES	-49,245	-49,245	.00	.00	.00	-49,245.00	
TOTAL EXPENSES	473,465	473,465	25,944.63	.00	101,459.51	346,060.86	

FOR 2021 13

	ORIGINAL APPROP	REVISED BUDGET	YTD ACTUAL	MTD ACTUAL	ENCUMBRANCES	AVAILABLE BUDGET	PCT USED
GRAND TOTAL	424,220	424,220	25,944.63	.00	101,459.51	296,815.86	30.0%

** END OF REPORT - Generated by Robin Klug **

PROJECT AWARE PROPOSALS REQUESTED FUNDS

2020-2021

#	PROPOSAL PROGRAM NAME	2020-2021 REQUEST	COMMISSION APPROVED
		\$41,125.00	
1	A Step Ahead	\$1,920	
2	Bananas Split, Too!	\$745.00	
3	Flexible Program Funds	\$2,000.00	
4	Girls With A Purpose (GWAP)	\$4,139.00	
5	Let's Talk About R.A.C.E.	\$2,218.00	
6	L.G.B. Teens & Queens	\$2,618.00	
7	Lunch Buddies	\$900.00	
8	Man Up	\$5,300.00	
9	Paul Vivian	\$8,000.00	
10	Peer Education	\$5,540.00	
11	Scholarship Fund/Child's Choice	\$2,500.00	
12	Young Men's Issues Group	\$3,376.00	
13	Young Women's Issues Group	\$1,869.00	
	TOTAL:	\$41,125.00	

**PROJECT AWARE PROPOSAL
2020-2021**

Program Name: A Step Ahead – A Student Transitional Empowerment Program – A Healing Experience to Achieving Development

Submitted By: Alyson Phelan, BA
Youth & Family Coordinator

Location: Bristol Public Schools

Justification Of Need:

As a society, young people have become so overwhelmed with the struggle of taking care of their own needs and mental health that the thought of adding additional stressors, aiding a peer in need or keeping their composure during stressful times is far too great a task. The attitudes of “I don’t care”, “do you” or “YOLO” started emerging as a way, or an excuse to allow young people an ‘out’, ‘a vacation’, or a way to ease one’s mind from the stressors faced every day. The result is a learned negative or emotionally unfocused coping skill and a decline in maturing forward. This type of stunted behavior demonstrates itself with a lack of empathy and connections with others, lack of desire to set and reach higher goals, inability to see beyond immediate needs, and overall decrease in social emotional development.

The ability to connect becomes inherently more difficult as students mature and get older. In younger grades, teachers heard you together in groups, or cohorts, and do the introductions for you. In middle and high school, it is now up to the student to *reach out* and form those connections. Teachers will no longer provide the same level of partnering or aided friend making, and, if the ability to know how hasn’t been learned, students tend to withdraw from others or revert back to negative behaviors. Students turn to the failsafe of excused inappropriate behavior, joke making (“I was just kidding”), blaming of others (lack of responsibility for one’s own actions), and complete lack of empathy.

Empathy is defined as the ability to understand how other people are feeling so we can respond appropriately to a situation. “Empathy. It’s the bedrock of...close connection; in its absence, relationships remain emotionally shallow, defined largely by mutual interests or shared activities...Empathy isn’t just the engine for closeness and prosocial behavior; it also puts on the brakes when we are behaving badly and become aware of the pain we’re causing.” (Psychology Today, 2017) In order for children to develop basic skills and fulfill their hierarchy of needs, social-emotional development needs to occur. In turn, a program designed to teach basic executive functioning skills, with the hierarchy of needs as a guideline, is needed to empower youth to see their own bright future within themselves and how it relates to others.

Program Description:

The Step Ahead Program is a student transitional empowerment program that provides a healing experience to achieving development. The primary function of A Step Ahead will be to provide those students in pre-transitioning years (fifth & eighth grade) and foundation years (ninth grade) with the vital skill based learning that will be essential in making their upcoming years successful. Participants will identify and focus on executive function skills: the ability to plan, focus attention, prioritize tasks, set and achieve goals, control impulses, and juggle the multitude of things life throws at you. Activities will be aimed to improve a group members skills as it relates to their social emotional development and will be age appropriate. More specifically, the program will develop a child’s ability to understand the feelings of others, control his or her own feelings and behaviors, get along with other children, and build relationships with adults.

As part of the 3 part module, Gizmo's Pawsome Guide to Mental Health will be covered throughout the fifth grade curriculum. This guide "seeks to introduce mental health and wellness, and how to care for one's mental health in a non-threatening way that encourages the self-identification of warning signs and when to apply the use of internal and external healthy coping strategies to help reduce risk." The 4 What's Next programming will be used with the eighth and ninth grade participants. This curriculum covers an array of mental health and coping strategies needed to create strong, empathic individuals. It is a "primary prevention program that builds psychological resiliency in...students to help bridge the gap between now and next." In addition, an array of activities and discussions will cover the remainder of executive functioning skill topics.

In addition, eighth and ninth grade participants will take what they have learned and use it to mentor the younger members using a journaling format. This relationship will strengthen the development of cognitive skills in the process of identifying, analyzing and solving problems to overcome obstacles and create a sense of meaning and belonging that will empower participants.

Participants will participate in a collaborative end of program day. School administration from respective schools will be invited to participate, as well, in order to assist students in making meaningful connections to positive adults, see adults as supportive figures, and ease stressors regarding transitioning into a new school upon graduation. This will also be a time for mentors and mentees to meet and students to reflect on the hard work they have put in throughout the program.

The goals of this program are the following:

- Improve student academic achievement and attendance.
- Increase motivation in individuals to see one's own potential, set and achieve one measureable goal throughout the program.
- Reduce student school disciplinary referrals.
- Develop knowledge of positive social skills to include empathy, emotional regulation, communication, and impulse control to self-monitor and gain cognitive flexibility skills.
- Provide opportunities for youth to participate in engaging activities supervised by positive role models in a safe and accessible environment.

Target Population:

A Step Ahead is designed to be implemented with fifth (5th), eighth (8th), and ninth (9th) grade students within the Bristol Public School system. The School administrators, psychologist, guidance counselors, and staff will identify the students with the greatest need and refer four (4) to six (6) co-ed students per grade (per module) at their site who can benefit from programming to develop their executive functioning and social skills. Students are allowed to participate in more than one module, if needed, but new students are encouraged to be referred. The recruiting process will begin at the start of the 2020-2021 school year and occur prior to the start of each module, expected to run tri-annually.

Structure/Format:

A Step Ahead will meet once a week for 30 minutes for 8 sessions per module. One module will be scheduled in the fall, winter, and spring at each school location. One session will be held for each grade (fifth, eighth, and ninth) weekly. Start-up of the groups and recruitment will begin in September 2020. The schools will lend adequate space for conducting activities and group discussions.

The referring school coordinator will inform the parents/guardians of the opportunity for their child to participate in this program. A letter will be sent to the participants' parents/guardians introducing the facilitators, asking them to sign appropriate permission slips and providing more information for them to learn about the Step Ahead Program and Bristol Youth & Community Services.

The school coordinator, group facilitators and teachers will meet before the beginning of Step Ahead to discuss the goals of the program and establish a means of communicating regularly. The information gathered from this meeting and future communications with teachers will assist the facilitators in adapting the program to meet individual and group needs.

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

Facilitator Teams: Alyson Phelan, Youth & Family Coordinator
BYCS Intern I

Kyana Anderson, Youth & Family Coordinator
BYCS Intern II

Evaluation Process:

The group participants will be evaluated by Bristol Youth and Community Services Staff in the following ways:

Pre and Post Testing:

- Every participant will be individually interviewed prior to the start of the group and will identify an area of personal growth to improve, current coping strategies, and at least one personal goal. Participants will evaluate areas of progress made on their personal goals and assess their group experience.
- Participants will also provide facilitators with verbal feedback at the completion of the group, as well as, group member exit interviews.
- SDE Participant Questionnaire / Rubric on their experience with the program.
- Facilitators will provide weekly documentation of the group progress, activities and attendance.

Monthly Statistics: The facilitators will maintain a written record of the group process, including weekly attendance, summary of the group topics/activities and an account of crisis contacts, counseling, and advocacy referrals given to participants.

Outcome:

This group is aimed to provide young people with a safe outlet to engage with their peers and discuss the issues that are affecting them directly and in their daily lives. The positive staff serve as role models for the group members; a comfortable and supportive atmosphere is created in order to ensure encouragement and understanding.

PROPOSED - ITEMIZED BUDGET

	<u>TOTAL REQUEST</u>	<u>AWARE REQUEST</u>
<u>ELEMENTARY SCHOOL 5TH GRADE PROGRAM</u>		
PERSONNEL:		
<i>Recruitment, intakes, coordination of program & collateral services including planning, preparing presentations, gathering materials and supplies, mentoring and debriefing, program facilitation/direct service, post-program wrap-up (data collection, summary, and referrals as needed):</i>		
(1) Youth & Family Coordinator I: 3 modules x 4 schools x 8 sessions each	IN-KIND	IN-KIND
(1) Intern I: 3 modules x 4 schools x 8 sessions each	IN-KIND	IN-KIND
(1) Youth & Family Coordinator II: 3 modules x 4 schools x 8 sessions each	IN-KIND	IN-KIND
(1) Intern II: 3 modules x 4 schools x 8 sessions each	IN-KIND	IN-KIND
PERSONAL FEES TOTAL:	IN-KIND	IN-KIND
SUPPLIES:		
<u>Materials and Supplies:</u>		
Arts & crafts supplies, etc.:		
\$36 (\$5 per student) x 8 schools x 3 modules	\$864.00	\$864.00
Gizmo Guide to Mental Health Book \$12 per book x 2 YFC's x 6 students	\$144.00	\$144.00
<u>Food/Consumables</u>		
Lunch & Refreshments for End of Module Collaboration Days (5 th & 8 th grade participants, facilitators, & administrative staff)		
\$100 (\$5/person) x 8 schools x ½ day event x 3	\$2,400.00	\$0.00
SUPPLIES TOTAL:	\$3,408.00	\$1,008.00
ELEMENTARY GRAND TOTAL:	\$3,408.00	\$1,008.00

MIDDLE SCHOOL 8TH GRADE PROGRAM

Recruitment, intakes, coordination of program & collateral Services...(see above)

(1) Youth & Family Coordinator I: 3 modules x 2 schools x 8 sessions each	IN-KIND	IN-KIND
(1) Intern I: 3 modules x 2 schools x 8 sessions each	IN-KIND	IN-KIND
(1) Youth & Family Coordinator II: 3 modules x 2 schools x 8 sessions each	IN-KIND	IN-KIND
(1) Intern II: 3 modules x 2 schools x 8 sessions each	IN-KIND	IN-KIND
PERSONAL FEES TOTAL:	IN-KIND	IN-KIND

	<u>TOTAL REQUEST</u>	<u>AWARE REQUEST</u>
SUPPLIES:		
<u>Materials and Supplies:</u>		
Arts & crafts supplies, etc.:		
\$36 x 4 schools x 3 modules	\$432.00	\$432.00
<u>Food/Consumables</u>		
Lunch & Refreshments for End of Module Collaboration Days (5 th & 8 th grade participants, facilitators, & administrative staff, 8 TH grade mentors 5 th graders, collaboration day is shared)		
\$100 (\$5/person) x 4 schools x ½ day event x 3	IN-KIND	IN-KIND
Lunch & Refreshments for End of Module Collaboration Day (8 th & 9 th grade participants, facilitators, & administrative staff)		
\$100 (\$5/person) x 4 schools x ½ day event	\$400.00	\$0.00
SUPPLIES TOTAL:	\$832.00	\$432.00
MIDDLE SCHOOL GRAND TOTAL:	\$832.00	\$432.00
 <u>HIGH SCHOOL 9TH GRADE PROGRAM</u>		
PERSONNEL:		
<i>Recruitment, intakes, coordination of program & collateral Services...(see above)</i>		
(1) Youth & Family Coordinator I:		
3 modules x 1 school x 8 sessions each	IN-KIND	IN-KIND
(1) Intern I:		
3 modules x 1 school x 8 sessions each	IN-KIND	IN-KIND
(1) Youth & Family Coordinator II:		
3 modules x 1 school x 8 sessions each	IN-KIND	IN-KIND
(1) Intern II:		
3 modules x 1 school x 8 sessions each	IN-KIND	IN-KIND
PERSONAL FEES TOTAL:	IN-KIND	IN-KIND
 SUPPLIES:		
<u>Materials and Supplies:</u>		
Arts & crafts supplies, etc.:		
\$30 x 2 schools x 3 modules	\$180.00	\$180.00
4 What's Next programming curriculum lease	\$300.00	\$300.00
<u>Food/Consumables</u>		
Lunch & Refreshments for End of Module Collaboration Day		
\$100 (\$5/person) x 2 schools x ½ day event	\$200.00	\$00.00
SUPPLIES TOTAL:	\$680.00	\$480.00
 FIELD LEARNING:		
Pine Lake Challenge Course:		
<i>(1 days intensive team building, goal setting, assessing strengths and reflective listening skills)</i>		
\$490 x 2 days	\$980.00	\$00.00
FIELD LEARNING TOTAL:	\$980.00	\$00.00
HIGH SCHOOL GRAND TOTAL:	\$1,660.00	\$480.00
GRAND TOTAL:	\$5,900.00	\$1,920.00

**PROJECT AWARE PROPOSAL
2020-2021**

Program Name: Bananas Split, Too!

Submitted By: Kyana Anderson
Youth and Family Coordinator

Location: Bristol Youth Services or Bristol School Location

Justification of Need:

The Bananas Split Too! program was instituted at Bristol Youth Services over 24 years ago and remains in demand as evidenced by inquiries from parents and referrals from community agencies and school personnel. Parents and caretakers are requesting assistance in supporting their children through divorce and/or other separation, raising children in a single-parent household or raising children with an absent parent (such as a Grandparent or other relative) and are seeking help in dealing with the many issues that surround the transition within the family. According to the U.S. Census Bureau's American Community Survey 2013-2017, 12.1% percent of Bristol residents are divorced (compared to the U.S. at 10.9% and CT at 10.6%). In Connecticut 1.9 percent are separated, 33.7% never married and about 17% are being raised in a household where the Grandparent is the caregiver and parents are not present. With outcomes such as these, it is apparent that there is a need for a program that can support families when there is a disruption to the family system.

Support groups for youth are limited in this area, leaving parents/guardians at a loss when looking for supports during a difficult transition such as a divorce, cohabitating divorce (divorced or going through divorce but still living together), separation, or absence. However, these groups are needed to help children and parents cope with these changes. Most often children of loss/divorce feel sad or angry as a result of their experience. However, children can respond in a variety of ways to the loss of a parent. For example: school problems, delinquency, defiance and withdrawal. Most children feel rejected and abandoned by both parents. Most children referred to us have shown they turn to self-destructive means to ease their pain, confusion and frustration. Parents are concerned about these behaviors and would like an outlet for their children to discuss and learn new coping methods when dealing with issues of divorce, separation and loss. Loss issues can be further complicated by other circumstances within the family dynamic such as moving, starting a new school and/or introduction of a parents' significant other.

Program Description:

Bananas Split Too! is an educational support group designed to help children and families understand their feelings about changes that have occurred within the family structure. These changes are mainly a result of a divorce, separation, or absence of a parental figure. Children and families are able to gain the support they need, ask questions and learn skills through the group process. Basic issues will be discussed and aided by age appropriate activities during the children's group. These issues include: self-worth, empowerment, appropriate actions and reactions to feelings, communication and transitions within the family. The children will have a better understanding of their feelings and how to sort them

out to better deal with the changes in their homes. Specific issues are dealt with depending on the need of the group, such as: blended families, visitation, dealing with feeling the need to “pick sides”, parents dating, missing the other parent, and custody issues. This program supports the mental health of its participants.

Program Goals:

1. To help child identify different feelings they may have about their parent's divorce, separation or absence.
2. To help children express feelings constructively through verbal, written and artistic communication.
3. To help children understand how to function within the family unit in a healthy way.
4. To help children and families recognize their own strengths and their value to be loved.
5. Support families in transition, experiencing loss due to separation, divorce, imprisonment, addiction or death.

Target Population:

This group targets children who have experienced a loss due to their parent/guardians' separation, divorce, incarceration or absence in their life. Groups are comprised of both male and female members. Referrals will be accepted from community agencies, parents, school personnel and members of the community. A waiting list will be kept throughout the year, adding children's names that are of all age groups. Advertisements will be in the form of written fliers mailed to agencies and schools as well as articles in the local newspaper, as well as digital advertising utilizing department website & email lists.

Structure/Format:

Bananas Split Too! is an eleven (11) week educational support group designed to help children and families understand their feelings about the divorce or changes that have occurred within the family structure. The group will meet for 1.25 hours weekly or twice per week in order to increase attendance and maintain commitment to group. One series of support groups are being proposed for children ages 5-11 years old. The age group will be determined by the referrals made to the program but will still keep a close range, as this works best. The program will run at either Youth Services office or a local Bristol School in order to meet the needs of those families that sign up and are referred.

The group membership will range from 7 to 10 participants per group to allow for optimal exploration of feelings and sharing of personal perspectives among participants while maintaining attention and emotional safety. At any given time, it is not realistic to have more than eight youth of the same ages ready and available for the program and the guardian's commitment to delivering them.

Family Intake meetings will be scheduled with each participant and the parent(s) prior to the start of each group. The purpose of these meetings will be to meet the parent(s) and child, gather brief family history information and answer questions to help the child feel comfortable about coming into the group. The intake will consist of a face to face interview that will last approximately one half of an hour. During the interview, staff will explore the nature of the relationship between the parents, what the custody agreement is and involve them as appropriate. This will be done to help introduce the idea of co-parenting and the need for children to receive care from both parents. Parents will receive a weekly newsletter with that week's lesson so they can discuss further with their child and incorporate skills at

home. Upon completion of the group, staff will provide feedback to parents and caretakers in regards to skills learned throughout the group and make appropriate referrals if necessary.

Parents are invited, and encouraged, to attend the Co-Parenting Program through The Parent and Child Center to run simultaneously. This program aims to “promote and support healthy families through education and resources that help them understand how to work together to provide a safe, nurturing and stimulating environment for children to live and grow”. Providing these programs concurrently will allow the family system as a whole to receive support and work through emotional or behavioral challenges that may come with changes in the home.

Facilitators: Program Coordinator: Alyson Phelan, Youth and Family Coordinator I
Co-facilitation Teams: Kyana Anderson, Youth and Family Coordinator II/ BYS
Independent Contractor

Evaluation Process:

Evaluation of the group will be conducted using the following tools:

-) Pre and Post Participant’s survey/rubric, participants self-report on their “ideas about divorce”, feelings and attitudes about the divorce, separation or parent absence.
-) Pre and Post oral reports from parents measuring their observations of their child’s behavior and attitude.
-) Facilitator’s weekly log of observations of group progress and attendance.
-) SDE post survey/rubric about the program.

Outcome:

Group facilitators will provide a safe environment that allows each child to feel comfortable in order to share openly and express his/her feelings without fear of judgment or negativity. Each child will learn constructive coping skills through verbal, written and artistic communication and activities that they can bring home and share with their parent/guardian. Such activities will also provide the children to recognize their own strengths within their family and their value to be loved.

Past group members have been able to communicate and work together through the changes/transitions in their lives, which can give them a positive outlook as a result. They have been able to relate to each other and share their own stories, creating a comfortable environment for all. Group members were able to identify their different feelings they had regarding their parents’ divorce, separation, or absence and understand how to function within the family in a healthy way. 85% of parents report that they noticed a positive change in their child’s behavior and have experienced more effective communication between themselves and their child. Over 80% of participants stated they felt better about themselves and are more confident since being in the group and more than 85% of participants gained a better understanding of the concept of divorce/separation.

Itemized Budget

PERSONNEL:

BYS Full Time Staff

Program Coordination: Alyson Phelan, BA In-Kind

Coordination of before, after and during program activities to include: advertisement, recruitment/outreach, telephone information and intakes, gathering supplies, orienting co-facilitators, post-program data collection, producing a program summary report and family intervention and facilitating referrals as needed

Facilitation: By salaried staff Kyana Anderson, Youth and Family Coordinator In-Kind
(Including Family Intakes, Family orientation, Program start-up activities, planning, preparation, direct service, Processing time and evaluation)

PERSONNEL TOTAL: **In-Kind**

Contractual Facilitators/Seasonal Part Time Staff

Co-Parenting program at The Parent and Child Center In-Kind
 \$65 total cost for 10 week program per family x 10 families

Pine Lake Challenge Course Family Closing Celebration \$490.00

PERSONNEL TOTAL: **\$490.00**

SUPPLIES

Healthy Snacks/consumables \$120.00
 \$12 x 10 sessions

Family Celebration Night: food & drink for families \$60.00

Resource Materials: books/workbooks, multimedia tools, markers, craft supplies \$75.00
 \$75 per group

SUPPLIES TOTAL: **\$255.00**

GRAND TOTAL: **\$745.00**

PROJECT AWARE PROPOSAL

Request for Proposal FY 2020-2021 Flexible Program Funding

Bristol Youth Services has a need to maintain an account for funds that can be used for the following purposes:

- Special Events / Awards / Recognition Ceremonies
Awards recognizing various achievements or contributions to one's community; purchases may include: plaques, medallions, bags, promotional items, certificates, frames, gift bags, career supply/tool, etc. and printing/engraving/embroidery.

- Professional Tools and Operating Materials for Programs, Special Events and Community Involvement Activities
Videos, pamphlets, organizers, calendars, cards, props, balloons, batteries for devices, small , promotional items, instruments, refreshments for multi-family gatherings, or community workshops, etc.

Professional tools are unique to service goals of individual, sibling and family work and child welfare activities, and separate from the universal program supplies for the general use of the department.

- Social/Recreational/Employment Activity expense related to work with individual clients, such as admission to an event or proper attire for an interview.

- Basic necessities/goods for families.
Urgent child welfare needs such as food, shoes, clean or warm clothing or transportation.

In 2019-2020, all purchases were related to awards, .i.e., Youth Recognition of Outstanding Volunteers, Middle School Personal Achievement and high school Monahan and Rieche awards.

FY 2020-2021 REQUEST \$2,000.00

**PROJECT AWARE PROPOSAL
2020 - 2021**

Program Name: Girls With A Purpose

Submitted By: Alyson Phelan, BA
Youth & Family Coordinator

Location: Bristol Youth & Community Services

Justification Of Need:

Bristol Youth and Community Services receives a high number of referrals of middle school children exhibiting symptoms of peer withdrawal and depression along with decreased productivity in school, disruptive behavior, poor attendance and/or school phobia. Through the counseling process it has been revealed that these students were reacting to being bullied; on the way to and from school, at school, and/or through electronic means (Twitter, Instagram, Snapchat, TikTok, and more); several to the point of expressing suicidal ideations/ thoughts.

Nationwide, about 19% of students report being bullied on school property. Connecticut rates match the national average of reported bullying but the rate climbs when we look at sex with 21% of females being bullied on school property (www.cdc.gov). Nationwide middle school rates, specifically, climb upwards to about 29% of 6th-graders, 25% of 8th-graders, and 24% of 7th-graders reported being bullied at school (*National Center for Education Statistics, www.nces.ed.gov*). The victim is not the only role involved when bullying has occurred. According to Stompoutbullying.org, 1 out of 5 students admit to being a bully or doing some form of "bullying" to other students.

In response, a prosocial and positive school climate program should be used as a collaborative partnership between the school system and Bristol Youth and Community Services. This program will be used to promote a positive youth voice and a safe and supportive learning environment that is driven to define the problem of bullying, poor peer relationships and teen dating violence as seen through the eyes of Bristol's Middle School youth population. It is beneficial for students to learn new and effective ways of handling bullying, peer relationships and "drama" early and in a positive way; to identify appropriate coping skills and how to create a positive atmosphere in their peer groups, classrooms and school. When bystanders intervene, bullying stops within 10 seconds more than half the time (www.stopbullying.gov). Geared with their new skill base and knowledge, they have the ability to affect change in the school and community. The overarching goal of Girls With A Purpose is to enable schools to build the capacity to address bullying and teen dating violence; by both promoting a positive climate and direct service to address the needs of bully's and their victims.

Program Description:

Girls With A Purpose is aimed to provide middle school young girls with a forum to learn, share and grow their positive youth voice with the intention of decreasing bullying, negative peer interactions and relationships and increasing self-esteem, self-awareness, and positive connections. Group members will partake in both topic discussions, in group presentations and experiential field learning. The Prudence Crandall center will present information regarding safety and positive decision making as young women. They will have the opportunity to learn about the types of violence that occur towards teens and positive ways in which they can keep themselves safe and make positive decisions. Miss CT Outstanding Teen will meet with group members to discuss female empowerment and creating a sense of community and supports. One adventure based activity will also be incorporated into the program. Group members will participate in a day at the Pine Lake Challenge Course in order to develop communication skills, team work, trust, and safety. Members will also have the chance to learn self-defense that will provide the girls

with knowledge on how to keep themselves safe, create appropriate boundaries, respect for themselves and others, and develop leadership, all while becoming empowered. Participants will further their knowledge and leadership building by participating in a Youth Service Day at the State Capital to meet their legislators and State Representatives; discussion is based on a prominent school-based issue that kids get to discuss and share the concerns they see in their school with others from around the state.

The goals of this program are the following:

-) Provide an opportunity for students to engage in activities that promote a positive school atmosphere.
-) Explain the relationship between bullying, school climate and student outcomes and address underlying socio-emotional contributions to bullying behavior.
-) Provide students with a safe environment to share their questions or concerns on topics such as bullying, peer violence, inter-relational violence, cyber bullying, etc, and empower victims and provide pro-social support.
-) Increase a caring school climate by working with a group of students to develop a positive atmosphere, empathy, and social responsibility.
-) Encourage and teach participants to serve as role models and leaders for their peers at school and in the community.
-) Teach appropriate and effective verbal and nonverbal communication skills as a means of promoting positive and healthy relationships. Teaching and learning coping skills such as conflict resolution and refusal skills to decrease acts of violence (inter-relational and peer), self-harm, substance abuse, and peer violence.

Target Population:

This group targets female students between the ages of 11-14 years and who are in the 6th, 7th, and 8th grades. These students will be identified as at risk or risk of experiencing negative peer interactions or perpetrating bullying/negative behaviors against their peers. Referrals will be accepted from parents/guardians, guidance counselors, teachers, staff, or other community agencies.

Structure/Format:

Girls With A Purpose is a twenty (20) week program designed to educate young women to take on leadership roles among their peers in order to decrease bullying and peer-to-peer violence. The length of this program is imperative to providing participants enough time to form as a positive, safe unit. It also allows for group members to engage in experiential learning opportunities and have presenters to come in and provide the young women with direct information. The group will meet once per week for 1.25 hours. Group size will be 10-12 participants. The structure of the group is flexible and depends on the dynamics of the members. Those interested in participating will have an individual interview sessions for each participant. The interview process will answer questions such as: issues they see in their class/school, current coping strategies, at least one personal goal, and answer any questions they may have about the program. The young women will explore issues that affect them and their peers daily (bullying/cyber-bullying, healthy relationships, socialization, depression, etc), receive appropriate information, learn problem solving and decision making skills. Each week, group members will be required to test their leadership skills by completing tasks and reporting back to the group their challenges and success. Group members are encouraged to give advice and support to one another as they learn and grow throughout the group process. This group will also focus on creating a sense of belonging, value and increasing their self-esteem in order to shape them to become leaders among their peer groups and in their schools. This program supports the mental health of its participants.

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be

available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

Facilitators: Alyson Phelan, BA
Youth & Family Coordinator
Bristol Youth & Community Services

Evaluation Process:

The group participants will be evaluated by Bristol Youth Service Staff in the following ways:

Pre and Post Testing:

1. Every participant will be individually interviewed prior to the start of the group and will identify an area of concern (ex. Teen dating violence, in-school bullying, cyber bullying...), current coping strategies, and at least one personal goal. Participants will evaluate areas of progress made on their personal goals, goals of the group, and assess their group experience.
2. Participants will also provide facilitators with verbal feedback at the completion of the group, as well as, group member exit interviews.
3. SDE Participant Questionnaire / Rubric on their experience with the program.
4. Facilitators will provide weekly documentation of the group progress, activities and attendance.

Monthly Statistics: The facilitators will maintain a written record of the group process, including weekly attendance, summary of the group topics/activities and an account of crisis contacts, counseling, and advocacy referrals given to participants.

Outcome:

This group is aimed to provide young women with a safe outlet to engage with their peers and discuss the issues that are affecting them directly. The positive female staff serves as role models for the girls; a comfortable and supportive atmosphere is created in order to ensure encouragement and understanding. Past groups have reported that 100% of group members trusted the staff while in the program and Agreed they felt safe to discuss important topics and issues. They have identified this group to be beneficial by pinpointing healthy ways to handle their anger, building coping skills for themselves, demonstrating an increase in confidence and forming new and healthier friendships with their peers. They also all agreed the program was a great experience.

PROPOSED - ITEMIZED BUDGET**PERSONNEL:***Recruitment:*

(1) BYS Youth Advocate: In-Kind x 2.5 hrs per week x 2 wks	IN-KIND
(1) BYS Independent Contractor: \$32 x 2.5 hrs per week x 2 wks	\$160.00

Group Service:

(1) BYS Youth Advocate: In-Kind x 2.5 hrs per week x 20 wks	IN-KIND
(1) BYS Independent Contractor: \$32 x 2.5 hrs per week x 20 wks <i>(Includes planning, preparation, direct service, and processing time)</i>	\$1,600.00
(1) BYS Independent Contractor: \$32 x 12 hrs <i>(Includes additional time for field trips: PLCC (2.0), Self Defense Class (3), YSB day (7))</i>	\$384.00

PERSONNEL TOTAL:	\$2,144.00
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PROFESSIONAL FEES:

Prudence Crandall Center Presenter 1 Advocate x 1 session	\$50.00
Miss CT Outstanding Teen Presentation	IN-KIND
PROFESSIONAL FEES TOTAL:	\$50.00

SUPPLIES:Material and Supplies

Collages <i>Materials: Poster board, glue, magazines</i>	\$30.00
Journal Writing <i>Materials: Journals, pens</i>	\$45.00
Leadership Activity <i>Materials: Foam/Poster board, glue, paint, paint brushes</i>	\$50.00
Relaxation Meditation <i>Materials: music, token piece (rain stick – dried beans, cardboard, paint)</i>	\$30.00

Food/Consumables

Dinner food (Evening program) \$45.00 a week x 20 weeks	\$900.00
SUPPLIES TOTAL:	\$1,055.00

FIELD TRIPS/TRANSPORTATION:Field Trips

Pine Lake Challenge Course	\$490.00
Youth Service Bureau Day at the Capital (School based topic to be determined) \$10 per person x 10 people	\$100.00
Self Defense Class at Yu Martial Arts (2 classes x \$150 per class)	\$300.00
FIELD TRIP/TRANSPORTATION TOTAL:	\$890.00

GRAND TOTAL:	\$4,139.00
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**PROJECT AWARE PROPOSAL
2020-2021**

Program Name:Let's Talk About R.A.C.E. (Racial Identity, Antiracism, Culture & Ethnicity)

Submitted By: Kyana Anderson, B.S
Youth and Family Coordinator

Location: Bristol Youth Services

Justification Of Need:

In light of recent events happening across the country in the killings of George Floyd, Ahmaud Arbery and Breonna Taylor, there has been a national call for support specifically for youth of color. As we watched the world protest police brutality and racial inequality, hundreds of local Bristol youth joined in the movement, participating, and organizing protests. In order to keep the conversation going and providing youth a space to engage and brainstorm ideas with each other has proven to be successful in implementing change as noted in other program statistics.

In Bristol less than 7% of students are Black or African American with over 50% of students identifying as white (Connecticut State Department of Education). Last year, out all the students Bristol Youth Services serviced only 14/117 or 12% identified as Black, 4% were Asian, 8% were multi-racial all in comparison to the 63% who were white.

According to the Health and Human Services Office of Minority Health, Black Americans are 20% more likely to experience serious mental health problems, and Black youth are at greater risk for post-traumatic stress disorder (PTSD). On a national level, students of color Black and Hispanic students represented more than 70% of school-related arrests or referrals to law enforcement. In a recent study by the United Negro College Fund (UNCF), researchers found that while 65% of African American youth felt that their high school prepared them for college, they cited that one of their biggest obstacles was lack of support services at school.

Program Description:

Let's talk about R.A.C.E. participants will partake in both discussions, in group presentations and educational workshops. Planned Parenthood will present information regarding safe sex practices, provide resources and education on reproductive health. The group will have the opportunity to learn about how to advocate for equality and how to support others who may be experiencing racial discrimination. The group will provide participants with the tools necessary to navigate life, explore their identity and cultivate mindfulness.

The goals of this program are the following:

-) Provide an opportunity for students to engage in activities that promote a positive school atmosphere.
-) Enhancing self-esteem, self-awareness, and personal knowledge about life issues (parenting/family issues, substance abuse, racism, relationships, etc.)
-) Empowering young adults by assisting them in setting and achieving long and short-term goals.
-) Encourage and teach participants to serve as role models and leaders for their peers at school and in the community.
-) Encourage and teach participants to serve as allies for their peers at school and in the community.

-) Teach appropriate and effective verbal and nonverbal communication skills as a means of promoting positive and healthy relationships. Teaching and learning coping skills such as conflict resolution and refusal skills to decrease acts of violence (inter-relational and peer), self-harm, substance abuse, and peer violence.

Target Population:

This group targets male & female students between the ages of 14-18 years and who are in the 9th, 10th, 11th, and 12th grades. The target population are students of African American, Hispanic, Asian descent or other races of color.

Structure/Format:

The group is a thirteen (13) week program designed to educate young adults of color on how to advocate for positive change throughout their communities and schools. The length of this program is imperative to providing participants enough time to form as a positive, safe unit. It also allows for group members to engage in experiential learning opportunities and have presenters to come in and provide them with direct information. The group will meet once per week for 1.50 hours. Group size will be 12-15 participants. The structure of the group is flexible and depends on the dynamics of the members. The young adults will explore issues that affect them and their peers daily (racism/prejudices, bullying/cyber-bullying, socialization, depression, parenting and family issues, etc.), receive appropriate information, learn problem solving and decision-making skills. Group members are encouraged to give advice and support to one another as they learn and grow throughout the group process. This group will also focus on creating a sense of belonging, value and increasing their self-esteem in order to shape them to become leaders among their peer groups and in their schools. This program supports the mental health of its participants.

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged, and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

Facilitators: Kyana Anderson, BS
Youth and Family Coordinator
Bristol Youth Services

Evaluation Process:

1. Every participant will be individually surveyed prior to the start of the group and will identify an area of issues (parenting/family issues, substance abuse, racism, relationships, etc.), current coping strategies, and at least one personal goal. Participants will evaluate areas of progress made on their personal goals, goals of the group, and assess their group experience.
2. Participants will also provide facilitators with verbal feedback at the completion of the group, as well as, group member exit interviews.
3. SDE Participant Questionnaire / Rubric on their experience with the program.
4. Facilitators will provide weekly documentation of the group progress, activities and attendance.

Monthly Statistics: The facilitators will maintain a written record of the group process, including weekly attendance, summary of the group topics/activities and an account of crisis contacts, counseling, and advocacy referrals given to participants.

Outcome:

This group is aimed to provide young men and women with a safe outlet to engage with their peers and discuss the issues that are affecting them directly. The positive staff who are also of color serve as role models for the participants; a comfortable and supportive atmosphere is created in order to ensure encouragement and understanding.

PROPOSED - ITEMIZED BUDGET**PERSONNEL:***Recruitment:*

(1) BYS Youth and Family Coordinator: In-Kind x 2.5 hrs per week x 2 wks	In-Kind
(1) BYS Independent Contractor: \$25 x 2.5 hrs per week x 2 wks	\$125.00

Group Service:

(1) BYS Youth and Family Coordinator	In-Kind
(1) BYS Independent Contractor	\$813.00
<i>(Includes planning, preparation, direct service, and processing time)</i>	

PERSONNEL TOTAL:	\$938.00
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PROFESSIONAL FEES:

Planned Parenthood

1 community education x 2 sessions x \$100	\$200.00
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PROFESSIONAL FEES TOTAL:	\$200.00
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SUPPLIES:Material and Supplies

	\$200.00
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Food/Consumables

Dinner food (Evening program)

\$30.00 a week x 13 weeks	\$390.00
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SUPPLIES TOTAL:	\$590.00
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FIELD TRIPS/TRANSPORTATION:Field Trips

Pine Lake Challenge Course

	\$490.00
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FIELD TRIP	\$490.00
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GRAND TOTAL:	\$2,218.00
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**PROJECT AWARE PROPOSAL
FY 2020-2021**

Program: L.G.B.Teens and Queens Group

Coordinator: Kyana Anderson
Youth and Family Coordinator

Justification:

The L.G.B.Teens and Queens group is designed to empower youth who identify as lesbian, gay, bisexual, transgender, queer, questioning, non-binary and/or ally of the community. Many of the youth also struggle with “fitting in” within the school environment and have very few positive peers with whom they can relate. Behaviorally, the youth may be described as withdrawn, having trouble relating with peers/family or caregivers, difficulty advocating for social justice, etc.

According to the Human Rights Campaign, **42%** of L.G.B.T. youth say the community in which they live is not accepting of L.G.B.T. people. A national survey on L.B.G.T.Q. youth mental health found that **71%** reported feeling sad or hopeless, **66%** reported that someone tried to convince them to change their sexual orientation or gender identity, **76%** felt that the recent political climate impacted their mental health or sense of self, and **39%** had seriously considered attempting suicide in the past twelve months. (The Trevor Project, 2019). The same survey found that **98%** of youth surveyed said a safe space social networking site for L.G.B.T.Q. youth would be valuable to them.

L.G.B.Teens & Queens should be established and used as a collaborative partner between the schools already established Gay Straight Alliances (GSAs), community and Bristol Parks, Recreation, Youth and Community Services to provide social-emotional support, education and opportunities to explore identities. Students benefit from the program by: creating relationships with peers who they can identify as understanding their identity, learning how to advocate for social justice within their schools and communities, increasing one’s sense of self-worth, exploring different identities, and creating a space where they and their peers feel affirmed and validated.

Target Population:

This group targets students who identify as a part of the L.B.G.T.Q+ community as well as allies of the community between the age of 14-18 years old and who are in the 9th, 10th, 11th & 12th grades.

Narrative:

Participants of L.G.B.Teens and Queens will partake in topic discussions, group presentation and educational workshops. Planned Parenthood will present information regarding healthy relationships, safe sex practices and provide resources available through the agency. The True Colors organization will present information on gender identity, coming out, sexual identity and being an ally. One adventure based activity will also be incorporated into the program. Group members will participate

in a day at the Pine Lake Challenge Course in order to develop communication skills, team work, trust, and safety. Group members will also attend the True Colors Annual Conference at University of Connecticut in April where the group will facilitate a workshop.

The goals of this program are the following:

- J Provide an opportunity for students to engage in activities that promote an understanding of gender and sexual identities.
- J Provide educational resources on healthy relationships, healthcare specifically for L.G.B.T.Q.+ individuals, mental health, etc.
- J Provide students with a safe environment to share their questions or concerns on topics such as bullying, relationship violence, sexuality, identity, family dynamics, self-perception, etc. and empower students.
- J Encourage and teach participants to serve as allies for their peers at school and in the community.

Structure/Format:

L.G.B.Teens and **Queens** is a thirteen (13) week program designed to empower youth who identify as lesbian, gay, bisexual, transgender, queer, questioning, non-binary and/or ally of the community. The length of this program allows participants enough time to form positive and comfortable relationships with each other. It also allows for the group to plan a presentation for True Colors conference, as well as end the program in June which is internationally recognized as Pride month. The group will meet once per week for 1.50 hours. Group size will be 10-15 participants. The structure of the group is flexible and depends on the dynamics of the members. The young adults will explore issues that affect them and their peers daily (racism/prejudices, bullying/cyber-bullying, socialization, depression, parenting and family issues, etc.), receive appropriate information, learn problem solving and decision-making skills. Group members are encouraged to give advice and support to one another as they learn and grow throughout the group process. This group will also focus on creating a sense of belonging, value and increasing their self-esteem in order to shape them to become leaders among their peer groups and in their schools. This program supports the mental health of its participants.

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged, and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

Evaluation:

1. Every participant will be individually surveyed prior to the start of the group and will identify an area of concern (ex. coming out, pronouns, gender identity, etc....), current coping strategies, and at least one personal goal. Participants will evaluate areas of progress made on their personal goals, goals of the group, and assess their group experience.
2. Participants will also provide facilitators with verbal feedback at the completion of the group, as well as, group member exit interviews.
3. SDE Participant Questionnaire / Rubric on their experience with the program.
4. Facilitators will provide weekly documentation of the group progress, activities and attendance.

Monthly Statistics: The facilitators will maintain a written record of the group process, including weekly attendance, summary of the group topics/activities and an account of crisis contacts, counseling, and advocacy referrals given to participants.

Outcome:

This groups is aimed to provide youth who identify as L.G.B.T.Q.+ with a safe space to engage with their peers and discuss issues and concerns that directly affect them. Facilitators will provide a space that promotes education and trust. In Connecticut, no other youth service bureau offers groups directly targeted for L.B.G.T.Q.+ youth, the group will address the startling statistics associated with this population and attempt to improve youth outcomes.

PROPOSED - ITEMIZED BUDGET**PERSONNEL:***Recruitment:*

(1) BYS Youth Advocate: In-Kind x 2.5 hrs per week x 2 wks	In-Kind
(1) BYS Independent Contractor: \$25 x 2.5 hrs per week x 2 wks	\$125.00

Group Service:

(1) BYS Youth Advocate	In-Kind
(1) BYS Independent Contractor <i>(Includes planning, preparation, direct service, and processing time)</i>	\$813.00

PERSONNEL TOTAL:	\$938.00
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PROFESSIONAL FEES:

Planned Parenthood

1 community education x 2 sessions x \$100	\$200.00
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True Colors

1 Community Educator x 2 sessions x \$200	\$400.00
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PROFESSIONAL FEES TOTAL:	\$600.00
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SUPPLIES:Material and Supplies

	\$200.00
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Food/Consumables

Dinner food (Evening program)

\$30.00 a week x 13 weeks	\$390.00
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SUPPLIES TOTAL:	\$590.00
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FIELD TRIPS/TRANSPORTATION:Field Trips

Pine Lake Challenge Course

	\$490.00
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True Colors Conference (Free Admission when volunteering)

	In-Kind
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FIELD TRIP	\$490.00
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GRAND TOTAL:	\$2,618.00
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**PROJECT AWARE PROPOSAL
2020-2021**

Program Name: Lunch Buddies

Submitted By: Alyson Phelan, BA
Youth & Family Coordinator

Location: Two Bristol Elementary Schools, locations TBD

Justification of Need:

Elementary schools continue to request the help of Bristol Youth & Community Services (BYCS) with students having difficulties adjusting to school, managing their behavior in the classroom and during recess. These students struggle to get along with their peers, have difficulty managing their mood, and exhibit short attention spans. There are a significant number of students unable to participate in recess due to inappropriate behaviors and a lack of social skills. Often, these students will miss recess and be required to sit out or stay back in the office because of problem behaviors in the company of peers. This further perpetuates the problem because, not only do the students not make the connection between the negative behavior and missing recess, but they also do not have the outlet to get out access energy where it is allowed to be exercised. In addition, many of these students experience difficulties at home, such as divorced/separated parents, illness of a family member, frequent moves and issues of poverty.

There is evidence that indicates children who fail to get along with their peers at a young age are at risk of developing delinquency behaviors in the future. Consequently, they often fail academically because of social, behavioral reasons and not due to lack of intelligence. Students are in need of a safe, small group environment to learn and practice positive social skills while having an enjoyable experience in school.

The Lunch Buddies program is designed specifically to learn, practice and improve social skills and build positive peer relationships in hopes of achieving academic success. Through this practice, the children are able to build healthy relationship's with peers and teachers and, in turn, be more socially and academically successful in school.

Over the past seventeen years, this program has been implemented in Bingham, Greene-Hills, Ivy Drive, Jennings, Mountain View, Stafford, South Side and West Bristol Elementary Schools.

Program Description:

The purpose of the group is to help children practice social skills through age appropriate activities and give students the opportunity to make friends, gain self-confidence and have fun. Each week, group members will discuss and practice specific social skills emphasizing: good manners, appropriate expression of feelings, teamwork, cooperation, patience, kindness, leadership and decision making. In addition, group members will practice turn-taking skills, listening skills, problem-solving skills and developing empathy towards other children's feelings and interests. Children will practice these skills by participating in games and activities that will be fun and give them ample opportunity to use their new learned behaviors. Further, Lunch Buddies groups are able to focus on the concept of teambuilding through cooperative games and challenges. Group members will also learn about healthy choices, safe bodies, positive social interaction and community safety.

Target Population:

Lunch Buddies is designed to be implemented with first, second, and third grade students. The School administrators and psychologist will identify the students with the greatest need and refer four (4) to six

(6) co-ed students per grade at their site who can benefit from weekly programming to develop their social skills, manage their mood, and enhance ability to solve problems appropriately.

Structure/Format:

Lunch Buddies will meet once a week for 30 - 35 minutes during lunch and recess for 12 sessions with one module in the Fall and one in the Spring at two designated school locations. One session will be held for each grade (first, second, and third) weekly. Start-up of the groups and recruitment will begin in September 2020. The schools will lend adequate space for eating lunch and conducting activities involving movement.

Elementary School I		Elementary School II	
Fall 2020	Spring 2021	Fall 2020	Spring 2021
Group 1 - 1st Grade	Group 4 - 1st Grade	Group 1 - 1st Grade	Group 4 - 1st Grade
Group 2 - 2nd Grade	Group 5 - 2nd Grade	Group 2 - 2nd Grade	Group 5 - 2nd Grade
Group 3 - 3rd Grade	Group 6 - 3rd Grade	Group 3 - 3rd Grade	Group 6 - 3rd Grade

The school psychologist will inform the parents/guardians of the students about the opportunity for their child to participate in this program. A letter will be sent to the participants' parents/guardians inviting them to meet the facilitators, sign appropriate permission slips and learn more about the Lunch Buddies Program and Bristol Youth & Community Services.

The school psychologist, group facilitators and teachers will meet before the beginning of Lunch Buddies to discuss the goals of the program and establish a means of communicating regularly. The information gathered from this meeting and future communications with teachers will assist the facilitators in adapting the program to meet individual and group needs.

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

Facilitator Teams: Alyson Phelan, Youth & Family Coordinator
BYCS Intern I

Kyana Anderson, Youth & Family Coordinator
BYCS Intern II

School Liaisons: School Psychologist

Evaluation Process:

The group facilitators will observe the group members during recess on three occasions, at the beginning of the year, mid-way through the program, and at the end of the program. Facilitators will keep a log of observations and complete a rubric on behavior. This will help facilitators assess the students in a natural environment, make necessary adjustments to the program, reinforce positive peer relationships and note positive changes over time for each student.

Facilitators will further evaluate the group using the following tools:

1. Pre and post student survey measuring their ability to articulate and give examples of the meaning of specific desired behaviors, as well as, verbal feedback at the completion of the group on their experience.
2. Teacher and School Psychologist year-end survey measuring student growth with regards to behavior, attitude and contribution to classroom environment.
3. SDE Participant Questionnaire / Rubric on their experience with the program.
4. Facilitators will provide weekly documentation of the group progress, activities and attendance.

Monthly Statistics: The facilitators will maintain a written record of the group process, including weekly attendance, summary of the group topics/activities and an account of crisis contacts, counseling, and advocacy referrals given to participants.

Outcome:

The intended outcome of the Lunch Buddies program is to instill positive social skill behaviors through coaching, modeling, role-play/practice, discussion and self-satisfaction that are observable and measurable. These skills will enable them to initiate and maintain positive reciprocal relationships with their peers and teachers. Through teaching these skills, children will grow in their capacity to communicate, discuss, negotiate, take turns and cooperate with others. Further, the students will be able to discuss the reasons behind their actions instead of acting out in an aggressive, submissive, or reactive manner. An overall improvement in their peer relationships can have the added benefit of improving their ability to concentrate and focus in the classroom.

PROPOSED - ITEMIZED BUDGET**Elementary School Program (will be determine based on need):**

Two Sessions/3 Groups: October 2020 – January 2021 (12 weeks)
Two Sessions/3 Groups: February 2021 – April 2021 (12 weeks)

PERSONNEL:

Facilitators' time includes planning, preparation, networking with school personnel and recruitment; direct service of group member interviews, contacting parents and 12 weeks of group facilitation, and; debriefing, assessments and feedback, referrals as needed and report writing.

Personnel/Facilitation

Includes recruitment, preparation & planning, direct service, assessment and follow up

Elementary School I: Youth & Family Coordinator I	IN-KIND
Elementary School I: BYCS Intern I	IN-KIND
Elementary School II: Youth & Family Coordinator II	IN-KIND
Elementary School II: BYCS Intern:	IN-KIND
PERSONNEL TOTAL:	IN-KIND

SUPPLIES:

Paper, certificates, poster board, journals, arts & crafts, consumables for program graduation (\$75 x 6 group x 2 schools)

	\$900.00
SUPPLIES TOTAL:	\$900.00

GRAND TOTAL:	\$900.00
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**PROJECT AWARE PROPOSAL
2020-2021**

Program Name: Man UP - (*Middle School*)

SUBMITTED BY: Stephen Bynum, BA
Youth and Community Services, Supervisor
(860) 314-4690

Location: Bristol Youth Services

Justification of Need:

For many young men, anger is a predominant and defining emotion. It is the “emotional funnel” through which other emotions are often channeled. Anger is not only accessible, but it may serve as the conscious motivation for a range of behaviors. Many young men feel this is the only emotion they feel free to express. Conversely, some of the young men entertain thoughts of suicide or behave in self-injurious ways. If left without intervention, the outcome of completing suicide or ending up in jail becomes a more predominant risk. Many families are faced with barriers to accessing what services are offered at other community based agencies including insurance issues, limited group offerings, lack of match between program availability and age appropriateness, locations and transportation issues, and follow up or community accessibility after group discharge.

In recent years, Bristol Youth Services has received many referrals of male youth who are experiencing difficulties with managing behavior. Many of these young men have a parent who has died tragically or is ill or absent and lack of attachment with a same gender role model. Many of the young males have bared witness to domestic violence, sexual exploitation, substance abuse and gambling and additionally face issues of poverty. These adolescent’s socially demonstrate anger as a primary emotion.

Funding for Bristol Youth Services programs that would typically draw youth and incorporate physical activity to work off energy and aggression, such as the Biking and Scuba groups, have been eliminated. This proposal is intended to fill the gap between programs and services and provide an opportunity for young men to bond with positive male role models while experiencing alternatives to think, feel and do. The *Man Up* group intentionally intertwines positive social/recreational activities with education and counseling facilitated by skilled professional male mentors

Man Up proposes to:

-)] Positively develop upon the skills and competencies of young people, nurture the pursuit of their goals and aspirations, and strengthen family, peer, school and community connections as well as offering protection from community risk factors. (positive youth development)
-)] Respond to youth and families who are experiencing emotional distress or difficulties thriving due to significant losses, trauma, illness or impaired functioning. (mental health)
-)] Assist and empower families to meet basic needs and maintain a supportive family environment. (child welfare)
-)] Promote positive parenting skills, increase understanding of child and/or adolescent development and support families in their efforts to raise healthy children including inter-active play and parent education and support groups. (parenting)

Program Description:

The proposed program, *Man Up*, subscribes to a Positive Social Development Model of service delivery enhancing the networking with family, school, peer and community environments. The adult mentors/parent shall commit to assisting the youth with the development of their desires, skills, talents, and goals to become contributing and valued members of the community. Initial home visits will be schedule to discuss family concerns and needs. Parent will be encouraged to attend 3 special meetings or teambuilding days to assist with goal development, goal review, referrals and positive bonding time. *Man Up* seeks to engage a diverse population of young males who are referred because of some social concerns (secondary prevention), and whose families are referred to assist with managing their behavior, their grief and redirect their course. *Man Up* intertwines social- emotional, educational, and interpersonal goals. *Man Up* is designed and led with cross-cultural competency and offers recreational components, life skills development and mentoring. *Man Up* will be both fun and experientially therapeutic.

Man Up will provide an opportunity for up 12-15 young men in Middle School to bond with positive male role models through weekly physical activity and group meetings. The group will help to send tempered messages to adolescent boys, normalize their feelings, relieve their stress, and build their competencies and belief in themselves (innate abilities and creativity). This will assist in improving resiliency and increasing self-esteem.

The goals of the “Man Up” program are:

-) To develop an understanding of male socialization messages;
-) To develop skills and techniques to manage stress and reduce reactive aggressive responses;
-) To increase awareness of stress triggers and fight or flight reactive behaviors;
-) Practice alternative means of relieving tension through the use of conscious breathing techniques, controlled movement and muscle toning; and
-) To bond with positive male role models and have FUN.
-) Engage parents or selected positive role model in goal development, initial teambuilding and 1 group learning activity.

Based upon the recommendation of researchers in the field of anger management, it is important that our anger management group address both the physical and emotional triggers of anger. Group focus will be external and internal as participants identify personal goals and needs. External needs will focus on learning how to communicate feelings, increasing calmness and awareness, and improving balance, coordination and agility. Internal goals will be to help the digestive system work better, massaging the internal organs and reducing blood pressure.

Ultimately, the program aims to decrease negative reactive behaviors through learning how to identify potential triggers to anger and stress, and discover ways to diffuse situations before they reach the breaking point. The goal is to influence environmental and cultural change for towards a non-violent and productive citizenry. Program participants are taught a wide variety of skills encompassing the development of increased self-management and self-control skills, problem-solving techniques, effective communication, identifying high-risk situations and examining and correcting the thinking errors that underlie emotions-based aggression through pro-social skills training and stress reduction techniques such as conscious breathing.

Target Population:

Twelve to fifteen (12-15) adolescent males ages 12-14 years old (Middle School).

Man Up seeks to engage adolescent males who have been referred to Youth Services because of having difficulty managing anger, being disconnected from school or peers, and/or experiencing complicated grieving or post-traumatic stress due to the loss of a primary caretaker in his life (secondary prevention). Individuals may be referred by school personnel or helping professionals to address the need for empowerment, self-esteem building, and/or in need of education around anger management or a parent may choose to enroll based on community-wide advertisement. The group will be open to a diverse population of boys interested in spending quality time together guided by male mentors during the spring and summer months. At least 33% of the registrants will be males with incomes under the 185% federal poverty level living in Bristol and those showing other risk factors.

The *Man Up* program is looking to shift the perception of traditional male stereotypes and narrow attitudes of acceptable male behavior. Seeking to make a macro impact on the community environment, it will be very important to introduce the young men to other adult males who may also serve as mentors and role models. In addition, attention will be given to having the young men visualize their future and identify some concrete steps so that they can take control of their lives.

TIME, PLACE & Refreshments: Group meeting will be held on one afternoon/evening from 5:00-7:00 p.m. at Bristol Youth Services parks/trails/outdoor facilities and Pine Lake Challenge Course. Transportation to and from the program will be provided starting at 4pm. Staff program time runs 3.5 to 4 hours including transportation and sharing a meal. Group members will be provided with a fast meal of substance.

Structure/Format:

The group will meet for 2 hours for 15 sessions. The sessions will incorporate three training components. During the initial stages of the group sessions (1-3), participants will collectively document their current coping strategies and identify personal goals or intentions.

I. The group will begin with an “intention” or thought for the day. The intention will introduce the presentation of an idea or commonality followed by a discussion or a presentation by a guest or group co-facilitator.

II. The program will allow for guided opportunities to discussions male expectations, societal signals, communication styles and mixed messages, and stressors, outlets and consequences, such as poignantly taught in the “Tough Guise” program of SACS.

Other topics may include male myths, healthy nutrition, trust, hope, shame, grief and loss. Facilitators will also focus on the development of recovery skills, including acceptance and forgiveness, communicating feeling, positive problem solving, and overcoming self-defeating behaviors. Methods to self-soothe or manage out-of-control feelings, such as bio-feedback, breathing, and exercise, will also be introduced. The program will serve as an expressive outlet incorporating non-competitive physical activity that promotes reflection and positive self-talk. Male bonding will be promoted with self-aware, positive, and secure role models.

III. Group members will be introduced to new activities and techniques to reduce anger and aggression. Members of the “Man Up” program will be introduced to a local town provider called Health Trax located in Bristol. The training program offers a Youth fitness and nutrition program for middle school age youth. The program will educate group members on the importance of healthy eating habits, workout training and techniques and how to use exercise as a coping strategy. Group members will also

experience other new opportunities to learn strategies to reduce aggression and anger like “Tai Chi” or a similar activity.

IV. All members and staff will participate in a community service project. This project will focus on improving our community. Group members and staff will identify one area of Bristol in need of clean up. This can include but not limited to trash clean up, graffiti removal, or other activities that can support our community.

Staff will create a safe environment for members to discuss personal issues, teach problem solving and decision making skills, and assist in the healthy development of each member with the following goals:

-) Enhancing self-esteem, accountability for personal choices and acceptance for situations they can/cannot control;
-) Creating a feeling and belief of empowerment to set and achieve personal goals;
-) Forming a connection with caring positive role models for possible future mentoring; and
-) Education about the male socialization process and stress management.

The overriding goals of the *Man Up* program are to teach participants how to emotionally and physically nurture themselves; handle stress and anger; and make educated decisions about how they interact with others. Support and education are proven prevention tools when working with at risk young males. The primary goal of the program is to reduce aggressive behavior by developing emotion management skills.

Man Up has been designed and will be implemented with the intentions to:

- a) Decrease incidents of delinquency, acts of violence (inter-relational and peer), self-harm, substance abuse, peer violence, teenage pregnancy and sexually transmitted illnesses.
- b) Reduce acts and patterns of child abuse and exploitation and domestic violence.
- c) Increase interpersonal and environmental protective factors to guard against the exposure to and negative influences of crime, violence and addictions.
- d) Support families in transition, such as families experiencing loss due to separation, divorce, imprisonment, or death.
- e) Increase family awareness of human development including sexuality and family planning, practice of healthy interpersonal relationships and coping skills for dealing with emotional distress and mental illness.
- f) Support for homeless or parentless youth.
- g) Stimulate positive educational connections.

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

Facilitators: Quran Webb
Independent Contractor
Bristol Youth Services

John Karzar
Independent Contractor
Bristol Youth Services

Student Intern, MSW
Bristol Youth Services

Evaluation:

The *Man Up* program will measure the impact of this project in the following ways:

- 1) Pre and post visual / written / pictorial documentation of coping strategies.
- 2) Pre and post rating surveys or self-report inventory¹ to be administered to participants and parent.
- 3) Written group progress and process recordings to include weekly attendance, topics, activities, soft skills (social/character) and debriefing recommendations.
- 4) Tracking of the number of disciplinary incidences for participants through school and/or police reports.
- 5) SDE Tier II Client Questionnaire administered at the end of the program.

To ensure client satisfaction, all participants in the Man Up program will receive a client satisfaction survey. Bristol Youth Services prides itself on offering needed prevention services, and we take client surveys seriously. Suggestions from participants will be used to improve our service delivery and program components. Overall project successes will be evaluated through ongoing contact between the instructors, clients and their care providers to adequately measure the above objectives. In addition, the program instructors will maintain program statistics regarding client retention, referral follow-up, and client demographics.

¹ The facilitator will research appropriate assessment tools recommended by the CDC's Injury Center in *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*. One or more tools will be used to pretest and posttest participants' attitudes and behaviors regarding anger and aggression.

**PROJECT AWARE PROPOSAL
FY 2020-2021**

Program: Paul Vivian Internship / Cooperative Work Experience Program

Coordinator: Kyana Anderson
Youth and Family Coordinator

Justification:

The Internship Program was established in cooperation with the Bristol Board of Education in an effort to promote school attendance and prevent at-risk students from dropping out of school. The program was designed to address the needs of youth who are truant or whose school performance is declining due to family difficulties such as illness of a parent, financial hardship, and/or family violence. Many of the youth also struggle with “fitting in” within the school environment and have very few positive adult role models with whom they can relate. Behaviorally, the youth may be described as withdrawn, having trouble relating with authority figures and/or peers, defiant of rules, or school phobic.

Students benefit from the internship and work experience by: cultivating a positive and nurturing relationship with an adult/mentor; making constructive, rather than delinquent, use of free time; developing a greater sense of responsibility and a positive work ethic; learning to get along with authority figures, co-workers and clients served by the organization; increasing one’s sense of self-worth and competency; and gaining experience in managing personal finances.

Target Population: 5 youth ages 14 – 17 years of age

Primary Identifying Factors:

-) Educational Issues (IEP, 504, ELL)
-) Recent history of poor school attendance/truancy
-) Failing grades
-) JRB Referral / FWSN Behaviors with risk for court involvement
-) Guardianship issues requiring DCF involvement and a need for the youth to develop a sense of security and self-sufficiency

Contributing Circumstances:

-) Poor relations within the school environment
-) Family problems or serious family disruption
-) History of family substance abuse or family violence
-) Stated desire to drop out of school or become pregnant
-) Economic hardship of family requiring additional income to sustain the most basic needs

Narrative:

This program is designed to provide a meaningful work experience for five (5) youth at risk of not graduating from school. Young people are placed in jobs with nonprofit organizations or small businesses that offer a supportive work environment. The primary goal is for students to realize the correlation between completing school and securing meaningful employment. Secondly, participants will increase their feelings of security, self-worth and value the contribution they make to society.

The P.V. Internship/Work Experience Program is a unique youth employment program in that it is managed by a youth serving agency that carefully selects nurturing job coach supervisors and offers ongoing support to the placement supervisors as well as the youth employees. BYS staff has the ability and experience to recognize and address underlying issues and barriers to youth being successful in reaching their goals. The program also offers a job readiness and general labor rules training component. This training assists students with goal setting, employability skills, resolving conflicts, and dealing with authority figures. In addition, the interns learn work rules, ethics and expectations, as well as a brief introduction to civic awareness. Other essential components of this program include job coaching, mentoring, counseling and tutoring on an as needed basis. In order to make this program meaningful, there must be the ability to coordinate and manage the services. The Coordinator is responsible for: reviewing all applications, verifying eligibility and prioritizing candidates; facilitating orientation training; overseeing that the applicant have a mentor to assist them with the development of their goals; recruiting new placement sites; tracking attendance; monitoring the interns’ performance at the work sites and school; arranging for interviews; monitoring all aspects of contract compliance; and assuring that time sheets are completed and payments are processed in a timely fashion.

When selecting job sites, emphasis is placed on the career vision of the participants and placement sites that can provide meaningful learning opportunities. Below is a list of businesses currently serving as internship placement sites. BYS actively seeks to expand its placement options through recruiting additional non-profit and fledgling small businesses that can provide opportunities for youth in the areas of their interest, such as, business management, computer skills, graphic arts, and health services. Students are placed in a job site for a minimum two hours per day after school. They clearly understand that a requirement of this program is daily school attendance in order to be paid for a day’s work. Participants are required to: complete applications and recruit a sponsor; identify personal and job related goals to work towards; and participate in an orientation and an informal interview before starting on the job. While a member of this program, interns attend scheduled staff meetings or in-service trainings conducted by Bristol Youth Services (BYS).

Potential Placement Locations
Bristol Boys & Girls Club (2 sites)
Bristol Board of Education & Schools
Imagination Museum
Chapter 126 Sports & Fitness
City of Bristol Departments
Shepard Meadows
Other locations depend on location/transportation and supervision

Evaluation:

-) Bi-Weekly verification of school attendance
-) School grades
-) Graduation to next grade level
-) Number of school suspensions
-) Job performance evaluation/supervisor's report
-) Participant Questionnaire – post report their experience in the program
-) Secondary measure of success: no re-arrests or FWSN petitions

The program can afford to support seven students at full capacity of work hours. The program orients and trains 5-10 students knowing that there is attrition in participation within voluntary community-based programs with high risk youth.

PV Internship/Cooperative Work Experience Itemized Budget:

EMPLOYEES' COMPENSATION **\$7,524.00**

November 2019 – May 2020

Interns: 5 youth x 6 hrs. x 22 wks. x \$11.00 x 95% attendance = \$7,524.00

GRADUATION AWARD CEREMONY to recognize good performance: **\$120.00**

Ice Cream Social w/site supervisors and mentors \$50

High School Graduation Career Bag(s): 1 youth x \$70

Employability Job Skill Training Facilitator: 10 hrs. x \$27.00 = \$270 **\$270.00**

Misc. Supplies & Consumables (Pizza, orientation supplies, etc.) **\$86.00**

TOTAL REQUEST **\$8,000.00**

**PROJECT AWARE PROPOSAL
2020-2021**

Program Name: Peer Education

Submitted By: Alyson Phelan, BA
Youth & Family Coordinator

Location: Bristol Youth & Community Services & local Bristol High School locations

Justification Of Need:

"The freedom and privilege provided by a safe and well-cared-for community depend in part on how well we prepare our younger citizens to make sound and thoughtful judgements regarding the communities in which they live." (National Youth Court Center Policy Brief, September 2003).

Bristol, like most communities, has its share of social problems including skipping school, exclusion, class disruptions, teenage pregnancy, substance abuse and fits of violence. Schools are often looked to as a resource to provide prevention education to address these social problems, however, public schools have a mandate to educate to the common core standards measuring growth primarily in language arts, math and science. Schools have expanded into emotional wellness, but, while they are doing their best to fill the gaps, their ability to do so is limited. The Peer Education Program fills this gap and offers the added benefit of addressing a multitude of issues effecting teens today and lifts teens into a role of a motivational leader to address disparities at a peer-peer level.

According to a study by UC Berkeley's Greater Good Magazine, students "experienced "typical adolescent stressors" like breaking up with a partner or failing a test, [but] they also reported additional stressors, such as being pressured into sex, facing racism, recovering from a fight, living in one home while siblings live in another, being responsible for getting younger siblings to school, and working night shifts to earn extra income. They consistently found that teens who were with (or communicating online with) friends in the time immediately following a stressful event reported lower levels of sadness, jealousy, and worry--and higher levels of happiness--than those alone or with adults" (*When Teens Need Their Friends More Than Their Parents*, 2017)

Peer "Education" has always existed. The literature clearly shows that teenagers seek information and assistance from their peers more often than from their parents, teachers, and other adults. This is particularly true regarding such sensitive issues as drug and alcohol-related behavior, human sexuality, suicide/depression, domestic violence, grief and loss, eating disorders and teen pregnancy. Unfortunately, the information and advice exchanged among teenagers is often inaccurate and perpetuates myths, fears and high-risk behavior. In addition to preventing teenage pregnancy, teens have had the need to address many other social/familial problems. Each year the Peer Educators in training identify the issues most prevalent in their culture and topics have been expanded to keep current. Furthermore, incorporating peers into the practice of enforcing school policy and code of conduct, encourages teens to identify these as their own values and values they wish for in their friendships and future relationships.

Since its inception, approximately 500 teenagers have completed this training program and provided information, referrals, and assistance to Bristol teenagers. These contacts have occurred in a variety of settings including one-to-one encounters, informal group discussions, and formal classroom presentations.

Program Description:

Peer Education is a leadership program aimed to assist students in improving in the area of values classification, diversity appreciation, problem-solving, decision making, positive reinforcement, and effective communication. The Program is divided into two components: Rising Stars and Youth Court.

Rising Stars (the Student Team to Assess Risk) utilizes the existing teen communication network by infusing it with accurate information through the use of trained Peer Educators. The primary function of each Rising Star will be to provide accurate information on teenage issues, provide an outlet for students to gain advice, and refer students to appropriate service providers when necessary. Students are more apt to express themselves or take advice from someone their own age versus an adult and often resist making connections when faced with stressors. It is important to note that Rising Stars receive ongoing support and guidance from program staff but they are not expected to serve as social workers. Members will learn to facilitate community dialogue sessions and disseminate information to their advisory classrooms throughout the year.

Guest speakers from various professional agencies will be scheduled to address relevant topics. Agencies include:

- BYCS – Suicide, Self-mutilation, Eating disorders, Body Image and Media Messages
- Planned Parenthood – sexuality, pregnancy prevention
- Prudence Crandall – Dating and relationships/domestic violence
- Sexual Assault Crisis Service – Sexual assault and harassment
- The Cove – Grief and loss
- The Parent and Child Center – Pregnancy prevention, healthy relationships, and resiliency
- True Colors – Gay, lesbian and transgender issues
- Wheeler Clinic – Substance Abuse and Stressors

Youth Court will follow the Youth Judge Model in which a youth serves as a judge and in all other court room roles. There will be an adult liaison to maintain order throughout the court process. The intent of Youth Court will be to impose sanctions that reflect a restorative justice model in order to allow youth to become empowered to make better decisions in their school community and in their daily lives. Youth Court member positions include: Judge, Court Clerk, Advocate I & II, and Lead Jury Member I & II.

Youth Court Role Descriptions:

Judge: oversee hearing, maintain order, determine facts of the hearing, and deliver sanctions upon deliberation

Court Clerk: manage case, keep minutes, prepare documents, and keep time.

Advocate I & II: complete intake and interview, provide support when necessary, and conduct questioning of offender (s) during hearing.

Lead Juror Member I & II: listen to the testimony, deliberate and assign sanction (s).

Jury: listen to hearing, review facts, apply rules, logic and order to information provided by offender, and determine sanctions during deliberation. This model also allows jury duty to be one of the sanctions for offenders.

Members will rotate roles quarterly with the intention of providing diverse knowledge and experience in all aspects of the Youth Court and to regulate judgement delivered. Youth Court will hear cases for school disciplinary violations that would otherwise result in detention, suspension, and/or other sanctions; cases can be referred by school administration, guidance or other school community members. Diversity in the variation of cases will strengthen the civic engagement and development of youth experience of its members. Youth Court will not hear violations of law that result in an arrest as there are other avenues of justice available (Juvenile Review Board, Juvenile Court). Cases will be submitted by referral from aforementioned sources, screened for appropriateness, intake and interview completed, case/hearing, monitoring of sanctions, and closure of case. Youth Court members will also participate in a “Youth Day”

at the State Capitol to meet with Legislators and State representatives. Members will have the opportunity to discuss school related topics as it related to policy making with local legislators and witness the judicial process.

The in-school component will be facilitated by BYCS staff (Youth and Family Coordinators). BYCS Staff will meet with Peer Educators in their respective high schools once a month (or as necessary) to support and guide their in-school roles. Students will be introduced to school administration, discuss areas of concern, and identify opportunities to utilize skills learned in Peer Education. BYCS staff will encourage students to set up informational tables during lunch waves, parent and teacher meeting and school based events distributing information on topics discussed in group. They will also have the opportunity to participate in a diversity conference with other peers from around the state. The in school portion of the group will allow peer educators to use their voice, improve self-confidence, and learn how to advocate for themselves and others. Administration and Youth & Community Service staff will discuss additional ways to involve students and promote more awareness in the school and community.

Target Population:

Bristol Youth and Community Services will recruit eighteen - twenty (18-20) high school students, from Bristol Eastern High School and Bristol Central High School, to serve as Peer Educators. They will be divided among the Rising Stars and Youth Court components. Ideally, the group will consist of both males and females representing a range of social groups.

The recruiting process will begin at the start of the 2020-2021 school year. Trained Peer Educators, guidance personnel, school administrators, school coaches and community agency staff will be asked to recommend appropriate students to the program. In addition, those students enrolled in the schools' Lancer Nation and Rambassador programs will have first priority. Those interested and recommended will complete an application and interviews will be conducted by group facilitators.

Structure/Format:

The Peer Education program will run from August 2020 through early June 2021. Rising Star group members will receive sixty (60) hours of training provided by facilitators and other professional agencies invited in to present information. Training hours will be broken down into in-person monthly meetings, virtual boosters, in-school informational meetings and hands on experiences. The group will start up with a series of intensive workshops. These workshops will focus on group expectation and goals, trust, teambuilding, communication, leadership development, and basic skill building. In-person meetings will be held monthly for 2.5 hours. Peer Educators will be presented with opportunities to participate in additional field learning opportunities, school activities, a community service project, and closing experience at The Pine Lake Challenge Course.

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

<u>Facilitators:</u>	John Karzar, MA Independent Contractor	Alyson Phelan, BA Youth and Family Coordinator	Intern BYCS
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Goals, Evaluation Process, and Outcomes:

The Goals of the Peer Education program are to:

- Convey among the teen culture accurate information about preventing pregnancy, suicide, and other important teen issues.
- Increase understanding of a variety of social problems, and introduce community resources and how to make referrals.
- Develop effective communication and leadership skills.
- increase knowledge of the legal system, justice and the law
- increase capability and capacity for making more thoughtful, productive decisions
- Gain a better understanding of their rights and become empowered to make better decisions in their daily lives

Upon completion of 60 hours of training, peer educators will:

Performance Objectives

- Demonstrate increased knowledge of issues affecting teenagers (e.g., Pregnancy prevention, Prevention of STD's, HIV/AIDS, reproductive health, violence, internet safety and teen suicide, grief and loss, etc.).
- Demonstrate increased knowledge of community resources available to provide support to Bristol teenagers experiencing a variety of issues.
- Demonstrate improved communication skills (e.g., listening, open communication and oral presentation skills).

Impact Objectives

- Disseminate accurate information to and/or assisted approximately 200 Bristol youth.
- Refer approximately 20 teenagers to appropriate service providers.
- Contribute to raising awareness of a social concern by listening to hear to and speaking with tolerance to a new individual or group.
- Offer opportunities to repair harm to victims and their community
- improve student satisfaction with their court/disciplinary experience
- improve attitudes toward authority

Pre and Post Testing

- Pre and post student survey/written tests to determine increases in student knowledge in the specific areas of human sexuality and suicide prevention.
- Tabulation and analysis of Peer Educators' individual contact data in which they have used their new information to educate another.
- SDE / YSB Tier II Participant Survey will be completed by each member.
- Facilitators will provide weekly documentation of the group progress, activities and attendance.

PROPOSED - ITEMIZED BUDGET**PERSONNEL:***Recruitment:*

(1) Youth & Family Coordinator I x 12 hrs.	IN-KIND
(1) Youth & Family Coordinator II x 12 hrs.	IN-KIND

Training including Direct Service and collateral service including planning, scheduling, preparing presentations, gathering materials & supplies, mentoring and debriefing:

(1) Contractual Lead Facilitator: (30 hrs. Dir. Svc. + 10 hrs. Col.) 40 hrs. x \$38 per hour	\$1,520.00
(1) Youth & Family Coordinator: 60 hrs. direct svc. + 60 hrs. Collateral service	IN-KIND
(1) Intern: 60 hrs. direct svc. + 60 hrs. Collateral service	IN-KIND

Coordination of In-school and Community Activities:

Includes preparation, networking, communications, student orientation, training sessions and supervising student activities.

(1) Youth and Family Coordinator I: 2 hrs per week x 30 weeks	IN-KIND
(1) Youth and Family Coordinator II: 2 hrs per week x 30 weeks	IN-KIND

PERSONAL FEES TOTAL: \$1,520.00

PROFESSIONAL FEES:

Specialized Community Educators in Human Sexuality Education and Pregnancy Prevention:

Planned Parenthood Educator: 1 Trainer x 3 sessions (2.5 hrs. each) x \$100	\$300.00
Sexual Assault Crisis: 1 Trainer x 1 session @ \$50	\$50.00
Prudence Crandall Domestic Violence Center: 1 Trainer x 1 session @ \$50	\$50.00
Wheeler Clinic: 1 Trainer x 1 session @ In-Kind	IN-KIND
The Cove: 1 Trainer x 1 session @ \$100	\$100.00
True Colors: 1 Trainer x 1 session @ \$200	\$200.00

PROFESSIONAL FEES TOTAL: \$700.00

SUPPLIES:Materials and Supplies:

Promotional items and craft supplies for school/community service activity	\$800.00
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Food/Consumables

Dinner food \$60 per week (\$3/per person) x 9 weeks (youth court and Rising star)	\$540.00
Lunch & Refreshments for Team Building Days \$150 (\$5/person) x 4 day events (2 schools)	\$600.00
Parent/Peer Educator Graduation & Recognition Ceremony	\$400.00

SUPPLIES TOTAL: \$2,340.00

FIELD LEARNING:

Pine Lake Challenge Course:

(2 days intensive team building, goal setting, assessing strengths and reflective listening skills)

\$490 x 2 days	\$980.00
A Day at the Capital – Youth Advocacy and Discussion	IN-KIND
True Colors Annual Conference (Volunteer hours = Free attendance)	IN-KIND

FIELD LEARNING TOTAL: \$980.00

GRAND TOTAL: \$5,540.00

PROJECT AWARE PROPOSAL FY 2020-2021

Program: Scholarship Fund – “A Child’s Choice”

Contact Person: Stephen M. Bynum, Supervisor, Bristol Youth Services, 51 High Street, Bristol, CT 06010

Justification:

Each year Bristol Youth Services receives several requests from service providers and agencies to provide scholarships for children in need of positive social and recreational activities or urgent family necessities. These requests are made by: Family Resource Center, school personnel, Wheeler Clinic, the Bristol Boys & Girls Club and Family Center, The Park & Recreation Department, Youth Services, clinic and private therapists, and representatives from various community parenting programs. These requests, made on the clients’ behalf, are based on financial hardship. The children frequently are receiving services to overcome a history of family trauma violence, neglect, or abuse; others are exhibiting social/emotional symptoms that are characteristic of other serious problems.

The “Child’s Choice” scholarship program allows for individualized funding of resources that meets the specific need of each unique child and his/her situation. The difficult economic times is certainly reflected in the demand for scholarships. This process also allows greater accessibility to a variety of services with which providers can plan and advocate for children on their caseloads. Individual scholarship awards enable BYS to assess the trends in children’s the needs, the demands for programming and services and the ability to be creative in a way that can directly impact a child’ growth.

Narrative:

Bristol Youth Services' Scholarship Fund, *A Child's Choice*, proposes to establish a fund for scholarships for high risk children in need of social/recreational programming to supplement primary care services or a coordinated treatment plan. Children may self refer, or be referred by a representative of any of the above named agencies or a parent.

The child makes the choice of what program or service he/she would like to attend. Participation may range from activities such as: music lessons, self-defense training, a basketball clinic, scouting supplies, an adventure or camper-ship program, or an enhanced education or life skills program, or school supplies. Other requests are received to assist a child with medical or school supplies.

Scholarship funds will cover the cost of one membership or registration fee and/or one program per child per year. The maximum allowable award will be \$150 per child, per year. Parents are frequently asked and are willing to provide some kind of match.

Eligibility Requirements:

1. Financial hardship based on the family's current income; and
2. A referral form from a primary care worker stating that the referred child meets the eligibility criterion and that the requested service/program fits within an overall social development plan.

Measures of Success:

Documentation of requests based on need.

Child and parent involvement in selecting a program and participation in program (written requests);

Attendance and positive feedback from referral agent or child or parents (survey).

Summary of Previous Years’ Activity:

Fifty-Four (54) individuals benefited from scholarship funds ranging in cost from \$80 to \$150.00. The total amount awarded in scholarships was \$2,500; the average cost per child was \$95.00. The scholarships awarded primarily afforded low income youth for positive youth development/recreational programs to include:

- 46 Park & Recreation (46 summer cares camperships ;)
- 2 BB&GC (12 membership. 6 Positive Youth Development Program Fees, 7 Day Camp),
- 1 Indian Rock Scholarship
- 3 Queen Ann Nzinga Center Summer Programming

Parents contributed payment to each of the scholarships with the exception of the pool passes. Youth Services also facilitate requests for other scholarships to the Main Street Community Foundation.

FY 2020-2021 Request: \$2,500

Submitted By: Stephen M. Bynum, Supervisor, Youth and Community Services

**Bristol Youth Services
Scholarship Fund**

A Child's Choice

Bristol Youth Services' Scholarship Fund, *A Child's Choice*, has been established to aid children living in high risk situations and in need of social, emotional and recreational programming in order to thrive. Funds are available to children who are struggling to cope with issues of abuse, neglect, extreme family distress, and/or an emotional trauma. Scholarships shall go towards a program of the *child's choice* that will enhance his/her positive social development, and emotional and physical well being. Types of programs may range from music lessons, to swim classes, to a basketball clinic, to self-defense training, to a support group, to a performing arts program, or to a summer camp. Scholarship funds may also cover costs of supplies needed to participate in a program, such as, a scouting uniform, art supplies, or special equipment for a sporting activity. Awards may range from \$25.00 to \$150.00 per child per year and depend on the availability of funds.

Eligibility factors:

1. Financial hardship based on the family's current income, and
2. A commitment from the family (natural or foster family) to work towards resolving difficulties and nurturing the healthy development of the child.
3. The program or service for which funds are being requested will assist the child in developing his or her skills as part of an overall service plan.

Children are referred to *A Child's Choice* scholarship program by professional staff working with the child, such as a social worker, parent aide, school psychologist, visiting nurse, and therapist or recreational/child development worker. Requests should be submitted in writing and should include: a) worker's relationship to the family; b) a statement verifying the family's financial need; c) the program selected by the child and parent; and d) justification of how the program will support the healthy development of the child and goals of the family.

FOR MORE INFORMATION OR TO SUBMIT A REQUEST, CONTACT:

Stephen M. Bynum
Bristol Youth Services
51 High Street
Bristol, CT 06010
(860) 314-4690

Funding has been made available through the Bristol Youth Commission. Families may be asked to submit income verification. Payment is made directly to the vendor or agency. The child's attendance at the funded program will be tracked.

**PROJECT AWARE PROPOSAL
2020-2021**

Program Name: Young Men's Issues Group

Submitted By: Stephen Bynum, BA
Bristol Youth and Community Services, Supervisor
(860) 314-4690

Location: Bristol Preparatory Academy (Alternative High School Program)

Justification Of Need:

Adolescence can be the most trying time in one's life. It is the transition from childhood to adulthood and it is accompanied by many changes. Adolescents are undergoing physical changes daily, but perhaps more importantly, they are changing mentally and socially. Adolescence is a time in which young people are beginning to formulate a sense of personal identity. They are also struggling with increased independence from their parents. This is often the time in a person's life with the greatest amount of experimentation and risk taking. Issues remain around drinking, trying drugs, gang activity and fitting in socially with negative peer influences. Young adults also become involved with sexual experimentation, domestic violence and the juvenile justice system. Adolescents often have a poor understanding of the concept "cause and affect". They struggle to understand the relationship of their actions to the consequences that follow. These are only a few of the issues that adolescents face.

Bristol Preparatory Academy has once again requested the assistance of Bristol Youth Services in running a Young Men's Issues Group for students involved in their school programs. They believe these young men can benefit from a male facilitated group. The Young Men's Issues group provides a great opportunity for two local service providers to collaborate with Bristol Preparatory Academy to expose these young men in the group to positive male role models who work outside of the school setting.

There are approximately 12 to 14 students that are identified by school personnel each year who would benefit from a Young Men's Issues Group. Along with facing issues of adolescence, these young men are currently dealing with: difficulties at home, difficulties at school, poor peer interactions, issues of divorced or separated parents, substance abuse, delinquency, truancy, sexual experimentation, poverty and the pressures and stereotypes associated with 'being a man' in today's society.

Program Description:

The Young Men's Issues Group will meet at Bristol Preparatory Academy for one hour weekly for twenty-two weeks. During group meetings, members will develop a Full Value Contract as rules to guide them through this twenty-two week long group setting. They will be guided through a process of determining the priorities, purpose and direction of the group. Members will identify topics of interest for discussion and presentation. Each participant will also assume the role as a group facilitator and with support from staff will independently provide support and encouragement to group members. This will promote trust and confidence in the group and will also teach members appropriate ways to express their feelings about certain issues. Members of the group will be encouraged to use group time for resolving conflicts and receiving support regarding many of the issues they are facing.

Bristol Youth Services independent contractual facilitator Jay Maia and a student intern will facilitate the group. This will provide Bristol Preparatory Academy and two local service providers a great opportunity to share experiences and grow with 10 to 14 of Bristol's young adults. There will be three teambuilding

days in which school administration and resource officer will participate along with group members. This will allow the students to form positive relationships with group facilitators as well as school administration. One adventure-based activity will be incorporated into the Young Men's Issues Group. Another field trip will include an outing to Bristol Technical School and one college for a tour of their school. These field trips will provide members with the opportunity to see what's available to them after graduation from Bristol Prep. Group members will develop job readiness skills, develop resumes and improve interviewing skills. Members will also participate in a field trip to "Let's Not Meet by Accident". Group member will get hand on experience of how trauma is handled in emergency situations, effects of drinking and driving, and experienced speakers sharing real life stories of survival and tragedy. Group members will participate in two sessions with Planned Parenthood to address teen pregnancy prevention and healthy relationships. The group will be challenged develop trust in one another, brainstorm ideas and communicate effectively, value each members beliefs. The group will also explore and decide on one community service project and also partake in a community cleanup project to be completed within the school year. This year's group will also collaborate with the Bristol Parent and Child Center. They will present a 4 session group geared toward Healthy choice, community safety, pregnancy prevention and community safety.

The goals of the Young Men's Issues Group are:

Past Pre- and Post-surveys administered to group members has shown that about 80% of the young men were sexually active, 20% were involved in the juvenile justice system and about 100% were either involved in domestic violence or witnessed such acts. The main purpose or goal of our group is to break this cycle by:

-) Providing at risk high school aged males a supportive, safe place to deal with the issues surrounding adolescence. **(Positive Youth Development)**
-) Offering at risk high school aged males the opportunity to appropriately express their feelings about difficult issues they are facing. **(Mental Health Services)**
-) Encourage members to share ideas and conversations as well as ask questions of each other.
-) Supporting at risk high school aged males in learning and utilizing the support systems available to them. **(Life Skills Training)**
-) Educating at risk high school aged males with information on the dangers of high-risk behaviors, such as substance abuse and unprotected sex, as to decrease their participation in such behaviors. **(Teen Pregnancy Prevention)**
-) Empowering group members to learn the group process and to facilitate the group themselves.

Target Population:

Approximately ten to fourteen male students at Bristol Prep Academy will be identified by their school as needing additional support due to their exposure to: divorce, domestic violence, poverty, substance abuse and their participation in high risk activities. All members will be surveyed to assess their level of exposure to and participation in these behaviors. Facilitators will select two students from last year's group to assist with group facilitation. Flyers will be provided promoting the group. Students will be encouraged to sign up with school guidance counselors and teachers. Each student that signs up will receive a risk assessment survey. An intake interview will be scheduled and students will be selected based on need. Co-facilitators will maintain regular contact with school guidance counselors, special education teachers and administrators regarding students' progress and needs.

Structure/Format:

The group will meet weekly for one hour for twenty-two weeks from November 2019 – May 2020 and will be held during a specified time and at a specified location. (Exact dates and times to be determined after schedules for prospective group members have been finalized).

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

Facilitators: Jay Maia, BA Student Intern, MSW/Undergrad Program
 Vice President of Professional Development Bristol Youth and Community Services
 Bristol Boys and Girls Club

Evaluation:

A facilitator's rubric and log will be completed weekly to track the group's participation, teamwork, communication, multi-cultural understanding and positive meaningful relationships. Co-facilitators will seek verbal feedback from group members, school personnel, and relevant social service workers as needed.

Recommendation:

-) Limit group size to 10-14 students.
-) Bring back 2 members from last year's group to provide support, leadership and help with the group process.
-) Survey students to identify area of needed support.
-) Identify 2 community service projects one to complete in the middle of the year and one at the end

PROPOSED - ITEMIZED BUDGET**PERSONNEL:***Advertisement, Recruitment, Individual Interviews and Initial program planning/prep:*

BYS Outreach Worker & Co-Facilitator

(1) BYS Student Intern: In-Kind x 2.5 hrs per week x 2 wks	In-Kind
(1) Lead-Facilitator: 30.00 x 2 hrs per week x 2 wks	\$120.00

Group Service:

(1) BYS Student Intern: In-Kind x 2.5 hrs per week x 22 wks	In-Kind
(1) Lead-Facilitator: \$30.00 x 2 hrs per week x 22 wks <i>(Includes planning, preparation, direct service, and processing time)</i>	\$1,320.00
(1) Lead-Facilitator: \$30.00 x 6 hrs <i>(Includes additional time for field trips: PLCC (1.5), College Tour x 2 (1), Let's Not Meet By Accident (3.5))</i>	\$180.00

PERSONNEL TOTAL: \$1,620.00**PROFESSIONAL FEES:**

Prudence Crandall Center Violence & Safety Education

1 Community Educator x 2 sessions	\$50.00
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Planned Parenthood Education (Human Sexuality)

1 Community Educator x 2 sessions x \$100	\$200.00
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Sexual Assault Crisis

1 Community Educator x 1 session x \$50	\$50.00
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Parent and Child Center

1 Community Educator x 4 sessions x \$50	In-Kind
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PROFESSIONAL FEES TOTAL: \$300.00**SUPPLIES:**

Meeting Room	In-Kind
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Materials and Supplies

Special occasion cards, survival kit, gift bags, personal hygiene products \$12 per person x 16 participants	\$192.00
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Community Service Project: Graffiti Clean Up

(4) 5 gallon cans of Exterior paint @ \$75.00 per can	IN-KIND
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(4) Paint brushes and roller kits @ \$15.00 per kit	
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(1) Box of 100 count latex disposable gloves @ \$10	
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Food/Consumables

Healthy Snacks \$22 per week x 22 weeks	\$484.00
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Graduation Ceremony/Closing (Doubletree Hotel/Willows Restaurant)

\$20 per person x 16 participants (14 young men and 2 staff) + fees (22% service charge in addition to the per person cost)	\$320.00
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SUPPLIES TOTAL: \$966.00

FIELD TRIPS/TRANSPORTATION:

Field Trips

Bristol Technical Education Tour	In-Kind
Porter and Chester Institute (Career development and exploration) \$128.00 per hour x 3.5 hours	
College Campus Tour Field Trip (Local college to be determined by group)	In-Kind
Pine Lake Challenge Course	\$490.00

FIELD TRIP/TRANSPORTATION TOTAL: \$490.00

GRAND TOTAL: \$3,376.00

**PROJECT AWARE PROPOSAL
2020 - 2021**

Program Name: Young Women's Issues Group

Submitted By: Alyson Phelan, BA
Youth & Family Coordinator

Location: Bristol Preparatory Academy

Justification Of Need:

Bristol Youth and Community Services (BYCS) provides outreach and support to youth within area high schools who struggle every day with issues including abuse and neglect, alcohol and drug use/abuse, family violence, dating violence, homelessness, early sexual involvement and self-destructive behaviors.

In response to the overwhelming needs of young women, Bristol Youth and Community Services staff implemented a Young Women's Issues Support Group at Bristol Preparatory Academy (BPA) Alternative High School Program eighteen years ago. These young women typically are disconnected from the traditional large public school setting and are more likely to engage and be motivated in a smaller, more personal user friendly environment. BPA female students benefit from programs designed to meet their needs, discuss personal issues or dissolve the "drama" that can get stirred up at school. The availability of this group during school hours motivates young woman to come to school, focus on learning and know that they can count on the personal safety and support of their women's issues group. The strong partnership between the school personnel and the group's facilitators often mitigates personal situations from becoming a full-blown crisis and interfering with school attendance and students' emotional availability for learning. Groups made available during after school hours have limited success with this population due to lack of transportation and participants' employment schedules.

The Young Women's Issues Group (YWIG) has provided an opportunity for young women to address their personal issues in a safe, caring environment and to obtain accurate information and support to positive life choices. Young women need both peer and professional support to confront and resolve past and present issues of abuse, addiction, homelessness and relational violence. Often, these young women are involved in unhealthy abusive relationships with older men. The group support encourages members to be safe and not remain in unhealthy relationships. It also allows them to see that they are not alone and either have others' who can relate to their situations or have others' to help them be in a more positive place. The Young Women's Issues Group has built a strong positive working relationship between school staff and group facilitators and is viewed by the school administration as an important emotional outlet for young woman struggling with multiple life stressors.

BYCS Youth & Family Coordinators are able to serve more clients through the Women's Issues Group experience than by trying to meet every young woman's needs on an individual basis. Through the group process, the young women are provided with mutual peer support, understanding and encouragement to achieve personal goals and prevent difficult situations from escalating into a crisis

Program Description:

The Young Women's Issues group provides mental health services, pregnancy prevention, life skills training, and positive youth development for the young women of the Bristol Preparatory Academy all encompassed in one program. The young women will be able to explore these issues, receive appropriate information and learn problem solving and decision making strategies that will then enable healthy development of each member of the group.

Following the school's philosophy to promote the concept of "*learning by doing*", Professional Community Educators will be invited into the group to discuss positive decision making, human sexuality, and addictions when it comes to being responsible for one's self and safety. The young women will also have the opportunity to participate in experiential field learning to further enhance their skill sets and career exploration to help them envision their future. One particular field learning experience will include a trip to a local college(s) to explore their options as to what they would like to study, financial aid, and resources available to them. Planned Parenthood will present on two occasions to discuss teen pregnancy, STD's, birth control, and healthy relationships. Group members will discuss various life skills planning; to include college planning, career planning, and financial planning. Other presenters coming in to provide information to the group members include: Prudence Crandall Center and the Sexual Assault Crisis Service to discuss healthy decisions making and healthy relationships in regards to domestic violence and sexual assault. As part of making healthy decisions, group members will take part in a physical fitness activity in which they will learn stress/anxiety relief, limit setting, and different ways of keeping a healthy body. Participants will also get to see where bad decisions could end up by taking a visit to York Prison. Group members are able to hear from a panel of inmates who will share their stories, struggles, and lessons learned. One adventure based activity will also be incorporated into the group. Group members will participate in a day at the Pine Lake Challenge Course in order to further develop appropriate boundaries, communication skills, and trust. The group will also explore and decide on one community service project or volunteer opportunity to be completed within the school year.

The goals of the Young Women's Issues Group are:

-) To create the opportunity for participants to express their feelings, be heard and receive feedback.
-) To enhance self-esteem, self-awareness, and personal knowledge about life issues (violence, substance abuse, interpersonal relationships and human sexuality) to ensure positive life choices.
-) To educate at-risk high school females by providing accurate information and increasing awareness of human development; including sexuality and family planning, practice of healthy interpersonal relationships and coping skills for dealing with emotional distress and mental illness.
-) To empower young women by assisting them in setting and achieving personal and group goals.
-) To decrease incidents of delinquency, acts of violence (inter-relational and peer relationships), self-harm, substance abuse, peer violence, teenage pregnancy and sexually transmitted diseases.
-) To increase personal empathy for the needs of others by identifying a community need and participating in at least one community service project to help alleviate that need in their community.

Participants of the program will benefit by having the groups co-facilitators be role models that provide support, empathy and empowerment. They will gain knowledge that will allow them to evaluate situations that are risky and/or abusive and will become more knowledgeable about resources in the community that are available to them.

Target Population:

This group targets Bristol Preparatory Academy Alternative High School female students between the ages of fourteen (14) and eighteen (18) years requesting support services for personal issues that are interfering with or inhibiting their ability to cope with their school and home life. Such behaviors may include high risk sexual behavior, drug use, mental illness, homelessness and/or suicidal ideation and intent.

Group members will be identified by school personnel, Connecticut Department of Children and Families, The Juvenile Review Board and Bristol Youth and Community Services. Students identified as having difficulty coping with life issues and having difficulty maintaining appropriate behaviors within their school and community settings will be referred. Students are also able to self-refer to the group if they are interested in joining.

Structure/Format:

Young Women's Issues is a twenty-two (22) week mental health program held during the school year. The group will meet once a week for approximately 1 hour. Group size will range between nine (9) to twelve (12) young women per group. Educators will be invited into the group to discuss human sexuality, healthy bodies, risky behaviors, substance abuse, healthy relationships, and personal empowerment. The young women will explore these topics/issues in a safe and comfortable atmosphere with the female facilitators acting as role models and mentors. As part of the interview process, the young women will also be able to say what they would like to learn or what is of interest to them in order to format the group to the needs of its participants.

*Alternative Format: Should circumstances arise that require the traditional meeting format to change, meetings will be held with a virtual platform. Times will be adjusted to a more reasonable time frame to account for attention, focus, and information absorption. Presentations from local agencies can be available for virtual workshops so that group members can continue to gain useful knowledge on important topics. Supplies can be purchased for individuals, packaged and sent home so that members can participate fully. A hybrid model could also exist in which students meet in-person and continue to make use of the virtual platform. In-person meetings will break up groups into smaller cohorts, if necessary, meet in large, well-ventilated rooms or outside, and for a shorter amount of time. In-person meetings are important for students to gain, true connection which is difficult to establish through a computer screen. Up-to-date social distancing guidelines will be followed as they are made available.

Facilitators: Alyson Phelan, BA
Youth & Family Coordinator
Bristol Youth & Community Services

Evaluation Process:

Bristol Youth and Community Services will measure the impact of the project in the following ways:

Pre and Post Tools:

- 1) Every participant will be individually interviewed prior to the start of the group and will identify an area of personal concern, current coping strategies, an issue they need more information on, and at least one personal goal. At the end of the twenty-two weeks, participants will identify progress made on personal goals and indicators of success. The group members will complete an oral/written pre and post-test to compare what they "knew" about the subject beforehand and what they learned as a result of the presentations.
- 2) Beginning and end comparison of group growth throughout the 4 domains (personal, social, self-management and relationship management) as documented by the group facilitators.

Post Tools:

- 1) Individual members will be able to state next steps and needed resources to achieving their career or future goals.
- 2) SDE Participant Questionnaire / Rubric on their experience with the program.

Weekly Statistics: The co-facilitators will be required to maintain a written record of the group activities, summary of group topics, attendance, and an account of crisis contacts, counseling, advocacy and referrals given to participants.

Community Service Project: The group will participate in a community service project based on the need and the interests of the group. Group facilitators will help to educate the group regarding the various communities' needs in order to best assist the group's choice. Participants in the past groups have shared that taking part in something positive for the community helped them to feel better about themselves by helping others.

Outcome:

Group discussions will be aimed to empower the members to make better decisions around their relationships with friends and families. Facilitators and group members will create a comfortable atmosphere in order to bring topics of conversations up to the group, and in return, gain the opinions of their peers to assist them in learning more about themselves. Participants will gain confidence and self-esteem in regards to themselves and own emotional well-being, as well as, their ability to complete tasks they are unsure of.

PROPOSED - ITEMIZED BUDGET**PERSONNEL:***Advertisement, Recruitment, Individual Interviews and Initial program planning/prep:*

(1) BYCS Youth & Family Coordinator: In-Kind x 2.5 hrs per week x 2 wks	IN-KIND
(1) BYCS Intern: In-Kind x 2.5 hrs per week x 2 wks	IN-KIND

Group Service:

(1) BYCS Youth & Family Coordinator: In-Kind x 2.5 hrs per week x 22 wks	IN-KIND
(1) BYCS Intern: In-Kind x 2.5 hrs per week x 22 wks	IN-KIND

(Includes planning, preparation, direct service, and processing time)

PERSONNEL TOTAL:	IN-KIND
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PROFESSIONAL FEES:

Prudence Crandall Center Violence & Safety Education

1 Community Educator x 2 sessions x \$50 (flat fee)	\$50.00
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Planned Parenthood Education

1 Community Educator x 2 sessions x \$100	\$200.00
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Sexual Assault Crisis Service Education

1 Community Educator x 1 sessions x \$50	\$50.00
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Substance Abuse Speaker

1 Speaker x 1 session x In-kind	IN-KIND
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PROFESSIONAL FEES TOTAL:	\$300.00
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SUPPLIES:Resource Materials*Art Supplies, Poster Board, 'survival kits'*

\$12 per person x 12	\$144.00
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Journals

\$3.00 x 12 participants	\$36.00
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Food/Consumables

Healthy Snacks

\$18 per week x 22 weeks	\$396.00
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Graduation Ceremony/Closing (Doubletree Hotel/Willows Restaurant)

\$15 x 16 participants (12 girls and 4 staff & teachers) + fees (22% service charge in addition to the per person cost)	\$293.00
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SUPPLIES TOTAL:	\$869.00
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FIELD TRIPS/TRANSPORTATION:Field Trips

Porter and Chester Institute (Career development and exploration)	IN-KIND
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College Campus Tour Field Trip (Local college to be determined by group)	IN-KIND
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Physical Fitness/Healthy Bodies Field Trip (Healthtrax, Flight Fit Bootcamp, Zumba, Yoga)	\$210.00
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\$15 per person x 14 participants (12 girls and 2 staff)	
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Community Service Project/Volunteering (to be determined by group)	IN-KIND
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York Women's Prison Field Trip	IN-KIND
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Pine Lake Challenge Course	\$490.00
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FIELD TRIP/TRANSPORTATION TOTAL:	\$700.00
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GRAND TOTAL:	\$1,869.00
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