

I. CHESTER COUNTY COMMUNITY FOUNDATION  
GRANT PROPOSAL SUMMARY SHEET

One page only. This page will be shared electronically with Grant Panel Members & Fund Advisors.

Note: If Philanthropy Network's Common Grant Application is used, CCCF's Summary Sheet MUST accompany application.

To obtain an electronic version of this application, visit [www.chescocf.org](http://www.chescocf.org)

Date 9/1/2020

Contact Information

Organization Name: Chester County Futures  
Address: 50 S. 1st Avenue, Suite 105, Coatesville, 19320  
Phone: 610-458-9926  
Website: ccfutures.org  
Year Incorporated: 2004  
FEIN: 31-1822506

ED/CEO Name: Maria McDonald  
ED/CEO E-mail: mmcdonald@ccfutures.org  
Board Chair Name: Matthew Rovi  
Board Chair Approval (check here):   
Primary Contact Name: Maria McDonald  
Primary Contact E-mail: mmcdonald@ccfutures.org

Organization Information:

Field/s of Interest:

\_\_\_ Arts, Culture & Humanities      \_\_\_ Environment/Animal Welfare  
\_\_\_ Health                                      X Education  
\_\_\_ Religion                                      \_\_\_ Human Services

Mission: Chester County Futures provides comprehensive academic enrichment, mentoring and scholarships to motivated, disadvantaged youth to succeed in school, higher education and life.

Geographic Area Served (If not all of Chester County, specify primary Chester County regions served):

We serve four school districts: Coatesville Area, Kennett Consolidated, Oxford Area and Phoenixville Area

Describe Population Served & Annual Number of People Served:

Annual Budget \$ 815,200                                      9.5 # of Full-Time Equivalent Paid Staff  
80 % of budget for program expenses                      17 # of Board Volunteers  
6 % of budget for administrative expenses                225 # of Active Non-Board Volunteers  
14 % of budget for fundraising expenses                2,950 # of Volunteer Hours  
100 % total

Top 3-5 funding sources: The Pew Charitable Trusts, State Street Foundation, SAP, Lenfest Foundation, Voya

Is this grant proposal for: Capacity Building \_\_\_ or General Operating X?

If Capacity Building Proposal, the focus is:

\_\_\_ Mission, Vision & Strategy    \_\_\_ Governance & Leadership    \_\_\_ Partnerships & Collaborations  
\_\_\_ Fundraising, Development & Marketing    \_\_\_ Technology    Other: \_\_\_\_\_

Grant Amount Requested from the Community Foundation:    \$ 1,000-6,000

Proposal Summary: Futures respectfully seeks funding support for its academic enrichment, mentoring college transition operations. Your gift will allow at-risk students to graduate high school and attend college or trade schools so they may end their cycle of poverty

## II. CHESTER COUNTY COMMUNITY FOUNDATION

### GRANT PROPOSAL NARRATIVE BY CHESTER COUNTY FUTURES

**1. ORGANIZATION'S HISTORY, GOALS, KEY ACHEIVEMENTS AND DISTINCTIVENESS** -- In 1996, Chester County Futures (Futures) was formed to offer economically disadvantaged adolescents an equal opportunity to earn a higher education. The organization, created under the 501(c) (3) sponsorship of the Chester County Community Foundation, incorporated July 2003 and received its own 501 (c)(3) in 2004.

When Futures first opened its doors, program enrollment was a small group of 12 Grade 9 students. For 2020-2021 school year, we will reach 210 Grade 9-12 students in four school districts. These districts are: Coatesville Area, Kennett Consolidated, Oxford Area and Phoenixville Area. The enrollment number does not include 160 post-secondary students who will also receive services through our college transition and scholarship program. In total, Futures is projected to serve 370 Chester County students.

As of June 2020, 100% of our seniors (47) graduated on time. Some 91% have enrolled in college or technical schools. Several have entered military service. Our four year post-secondary school graduation rate is 45%. This is nearly five times greater than the national average for low-income college students and nearly twice as high as the graduation rate for low-income students in the state. Futures is the only organization in Chester County that provides academic enrichment, mentoring, scholarship and college transition supports to low-income public school students.

**2. FUNDING REQUEST** -- Futures requests funding for its programs: Passport to College and Steps4Success. Your support will provide online or small group after-school academic enrichment sessions, virtual learning, online or in-person mentoring and other supports for the students. Passport students engage in in-person or virtual real-world learning, individual advising sessions and mentoring. They have guidance to access post-secondary school. Steps4Success enables our predominately first-generation college students to adjust to higher education. We seek support ranging from \$1,000-\$5,000.

**A. Specific Chester County Needs and Issues Addressed** -- The economic recovery was not complete before the pandemic hit. With more working-class families unemployed, they are teetering on the brink of poverty. Numerous students are gravely impacted at home and in school by the lingering effects of the pandemic and their dire socioeconomic conditions. Of the secondary students we serve, 100% receive free or reduced priced meals at school. In fact, some 41.1% of secondary students in the four districts receive free or reduced priced meals. This figure does not include those affected by the pandemic. County statistics show an educational attainment gap between low-income and high-income students. In 2020, the percent of college bound graduates was smaller in the least affluent schools compared to the most affluent schools. The gap is a 27 point disparity! In addition, students in the least affluent districts have a much lower college readiness score (19.2) compared to (64.1) in the most affluent schools. (US News, 2020 Rankings of Best High Schools in the US.). Studies show that even high performing low-income and minority students are at a disadvantage when it comes to college access and completion. They are less likely to graduate due to social, cultural and financial barriers. Steps4Success addresses these issues to provide needed supports and services.

Of Futures' total high school enrollment, 82% are minority students (56% are Hispanic, 21% are African-American, 1% are Asian and 4% bi-racial). Some 41% live in single parent households, or with a grandparent or guardian. The vast majority (83%) have parents who have not attended college, and 14% come from families where neither parent graduated from high school.

Futures has six program staff responsible for Passport to College and Steps4Success activities during the year. They will deliver virtual or in-person after-school classes, individual advising sessions, events and coordinate virtual or actual college tours and career site visits as deemed safe in the pandemic.

**B. Organizational Impact** -- The impact of Futures is tremendous for the youth served by the programs. The community has motivated and engaged adolescents in the classroom. Low-income neighborhoods have hope that their youth can enter and complete higher education. The county gains a diverse and skilled labor pool. Recent data

shows that a majority of our low-income college graduates return to the local community to live and work. They bring educational credentials and workplace skills to area corporations. Our services provide overburdened and underfunded public schools with resources and knowledgeable staff that make a difference. We have a positive impact on low-income families who do not have the resources or knowledge to support their child's dream of a higher education.

**C. Overall strategies to implement the organization's mission (or project)** -- There are four strategies. First, academic enrichment sessions contain skill-building activities to improve student performance. Grade-appropriate classes will be online or in-person as deemed safe on a weekly basis to increase motivation and knowledge. Individual advising will occur online or in-person on a quarterly basis. The curriculum includes study skills, essay writing, positive peer relationships, time management, SAT Prep, financial literacy, and college and job interviewing classes. Passport also builds developmental skills among the students through leadership and community projects and will be offered when deemed safe. Second, the most vulnerable students will have virtual mentoring opportunities with one-on-one mentors who offer personal guidance. Third, Futures awards scholarship funds to graduating students for their college education or trade school. Fourth, we have college transitional supports and services to enable students to adjust to higher education.

**D. Why it is important to fund this now?** --The latest college enrollment and completion rates are dire and unequal for low-income communities in the county. The number of families slipping into poverty grows in the pandemic. A huge education gap exists between low-income youth and high-income youth. Equal educational opportunity is critical for the families, the schools and communities where they live. The pandemic has worsened their plight. Without the right supports, low-income youth will not secure post-secondary credentials. These credentials are absolutely essential in today's labor market as young under-educated adults find it difficult to obtain self-sustaining jobs. Area companies have less well-qualified and diverse job applicants locally. They must find applicants beyond the region. We make a positive difference in the community by addressing these issues and by empowering economically disadvantaged youth, including minority youth who are gravely impacted, to harness their abilities to earn a post-secondary education. We give the youth and their families hope for a better future.

**3. TIMETABLES WITH ANTICIPATED OUTCOMES AND THEIR RELEVANCE TO THE NONPROFIT'S MISSION** --- By the end of the 2020-2021 school year, we will have the following outcomes: 1) 100% of Futures' Class of 2021 graduate from high school; 2) 90% + of our high school graduates enroll in post-secondary education; 3) 50% of students earn 85+ in core subjects; 4) 100% of students engage in online and actual career and college exploration; 5) 100% of students advance to the next grade level; and 6) to maintain or increase our 45% college graduation rate.

**4. HOW IMPACT AND RESULTS WILL BE DEMONSTRATED** – Our program is measured against established goals and objectives for short-term and long-term outcomes. The program is measured on a quarterly basis through a review of student grades, attendance, and engagement in Futures. The high school graduation rate, our college/post secondary school enrollment rate and college/post-secondary retention and graduation rates are calculated and reviewed annually. Program staff conduct periodic pre and post student surveys and periodic informal interviews with parents, teachers, guidance counselors, principals and other individuals to guarantee high quality program activities.