

 <p>The Community Foundation Serving Riverside and San Bernardino Counties</p>	<p align="center">S.L. Gimbel Foundation Fund Grant Evaluation Form</p>
<p>Grant Period:</p>	<p align="center">11/15/12 – 11/15/13</p>

Organization: East Bay Center for the Performing Arts

Contact Name: Charlene Smith

Title: Director of Development

Phone Number: 510-323-2489

Grant Period: 11/15/12 – 11/15/13

Award Amount: \$25,000

Grant Number: 2012852

Describe the project's key outcomes and results based on your goals and objectives. Provide the number of clients served and other relevant statistics.

Objective 1.) 80% of the adult Growing Great Families (GGF) participants will increase family communication, reduce family stress, and increase parenting skills and knowledge as displayed on the GGF interview questionnaires and program worksheets.

Objective 2.) 80% of the teen GGF participants will increase their skills in speaking, listening, handling peer pressure, problem solving and managing emotions as displayed on GGF interview questionnaires and program worksheets.

Objective 3.) 80% of the children involved will display listening, speaking, displaying good behavior, problem solving and coping skills as observed and documented by the program coordinator on the GGF family communication skills record sheet.

We believe that we met the above objectives through providing the Growing Great Families curriculum to six families, as described below.

East Bay Center provided a pilot 15-week Growing Great Families session – 14 weeks in which we worked with the families on the program curriculum; a celebratory graduation dinner took place in the 15th week. The program took place once a week for three hours from February 28 through June 13.

Six families (22 Clients total) participated in this completely free program – four of these families had a student involved in our Young Artist Diploma Program. Here is a very brief description of the make-up of those families:

- Family 1: Residents of Richmond's Iron Triangle (IT) neighborhood (the neighborhood in which East Bay Center is located). African-American. Two adults, two children.
- Family 2: Residents of San Pablo (SP), a city bordering on Richmond. Caucasian. One adult, one child.
- Family 3: Residents of IT. Latino. Two adults, two children.
- Family 4: Residents of SP. Latino. One adult, two children.
- Family 5: Residents of SP. Latino. Two adults, three children.
- Family 6: Residents of IT. Latino/Caucasian. One adult, three children.

During the intake interviews the parents of these families acknowledged that they are dealing with dual diagnosis of mental health conditions (including depression, anxiety, and substance-related disorders), recent immigration, single parenthood, and the stress of meeting socio-emotional and basic family needs related to poverty. All of these families were very interested in both the social support aspect of the curriculum as well as the arts integration.

The basic format for the three-hour weekly workshop session was:

- First hour: social support; group curriculum emphasizing cognitive behavioral skills, i.e. understanding individual's actions better and how they affect others; more task-oriented activities. Adults and teens (12-18 years old) both worked on these issues in separate groups. Younger children spend the first hour in skills training, including social skills (listening and speaking), communication for better relationships, problem solving, and various coping skills (recognizing feelings, dealing with criticism, coping with anger) under the supervision of two of the Center's Young Artist Diploma Program students who were guided by program professionals.
- Second hour: All three groups work on arts projects – this session was focused mostly on dance and visual arts. All of the art projects supported the lessons/themes introduced in the group curriculum. Projects included quilt making, mask making, role play, collages, crafting candles, and more. All of these activities reinforced self-care and reflection, while encouraging participants to connect with their family members through the projects.
- Third hour: The families come back together and share a healthy dinner while socializing. During the last 30 minutes of the session, anyone else in our building is welcome to join this group. This allows the participants to connect to the broader East Bay Center and Iron Triangle community.

Following the program, participants reported that they were better able to connect with their family members and manage their behavior by utilizing new/enhanced tools that they acquired in the GGF session, including communication skills, parenting skills, self-care behaviors, and an understanding of their coping mechanisms, which helped them to work to modify them for healthier outcomes. In addition, the adults reported that they found a new network of peers who can support them as they work through their problems, even after the session is over. The youth reported that the session was effective because they learned how to talk about different adolescent issues, including how to cope with anger and better communicate with their parents. They also reported that the youth group gave them a new understanding and appreciation for talking through important social-emotional and cognitive issues. Finally, the participants reported that the sessions gave them valuable time to spend with their families in enjoyable, relaxing, and positive ways.

What were the challenges and obstacles you encountered (if any) in attaining your goals & objectives? How did you overcome and/or address the challenges and obstacles? What were the lessons learned?

One of the major obstacles that we faced during this session was to adequately serve the monolingual Spanish-speaking parents. During this session, the adult artist facilitator did not speak Spanish, while the artist facilitator for the teens did. We filled these positions based on their parenting experiences/skills rather than their language skills. As a result, we needed to find a translator for the adult social support group. For this portion of the workshop, we were able to find a parent volunteer from the Center to translate for the social support group. Since we are committed to engaging the best artist/program personnel for this project and we're equally committed to serving the large Hispanic/Latino population in Richmond/West Contra Costa County, we will continue to be creative in meeting this challenge.

Another challenge was maintaining regular on-time attendance at each of the 15 GGF sessions. To address this problem, we evaluated the situation and learned that that the time of the session made it difficult for families to attend the sessions regularly and on time. Staff then decided to adjust the time of the sessions, moving it from 5:30-8:30 to 6:00-9:00, to accommodate the parents by giving them adequate time to go home after work, pick up the other family members, and get to the Center on-time for the start of the evening's session. We also decided to provide families who maintained good attendance throughout the 15-week program with \$50 Target Store gift cards half-way through the program and at graduation (these were much appreciated by the parents). Once we made these program adjustments, attendance improved greatly.

There were also some transportation issues for some of the families. These were solved by the families, themselves, as they shared schedules and worked out a carpool system which worked well.

There was a small challenge in that the children of families involved in GGF who were also students at the Center, sometimes arrived late to GGF because of their class/lesson/rehearsal commitments. However, they all joined their families for the group dinner and, though they didn't receive the full curriculum, through updates on what was learned from their family members, they still benefited from their involvement in GGF.

Describe any unintended positive outcomes as a result of the efforts supported by this grant.

For the first time, we specifically encouraged/recruited several Young Artist Diploma Program families, who were in highly stressful circumstances, to participate in Growing Great Families (a brief description of the Diploma Program follows). This has benefited those families both on an individual family level and in terms of creating a subset of the larger Diploma Program that they can especially and "safely" identify with and stay in touch with for support within the Center. Those families' participation in the GGF program has helped stabilize and strengthen their family, which makes it much easier for their children to successfully participate in the Center's Diploma Program. Examples of issues that participating Diploma Program families had in common were dealing with mental health diagnoses in the household (bi-polar, depression), recovering substance abuse, single-parent household, and recent immigrants to the US – the support network that was established because of the work of GGF has become very important to these families.

East Bay Center's Young Artist Diploma Program began as a pilot program in July 2005, serving 20 students. We now have an enrollment of 85-90 students each year, comprised of aspiring young artists ages 13 to 18. Our Young Artist Diploma Program is a four-year course of study designed to provide critical skills and experiences -- artistic, academic, civic, and behavioral -- to help determined young people achieve both technical depth and performance breadth in any of three disciplines: Music, Dance, or Theatre/Media Arts.

In the past 8 years, the Diploma Program has become quite well-known in the Iron Triangle and West Contra Costa County schools. The Center offers this program with no tuition expense to anyone enrolled in the program. All of our Diploma Program materials emphasize the civic engagement portion of our program, as well as the performing arts and training aspect. The benefits of leadership training, opportunities to mentor and be mentored, community service, involvement in healthy activities, acquisition of life/academic skills, and the chance to study music, theater, and the more active art – dance – are all part of the Diploma Program.

Another unintended benefit came about because of opening the group dinner up to anyone in the building at that time (after the GGF participants were served). Through that dining experience, other parents/adults who had not considered the value of the GGF program to their families became more aware of what GGF was about and wanted their family to participate. As a direct result, for the first time, we created a waiting list for our next session.

Describe the overall effect this grant has had on your organization.

As mentioned above, an unintended benefit was the effect of the Growing Great Families program on our Young Artist Diploma Program, which is also a large part of the overall effect this grant has had on the Center. Over the past nine years, we have become increasingly aware of the need for "wraparound services" to maximize the experience and ability to learn for the students in the Diploma Program. As a result, the program has slowly evolved to meet a variety of identified student needs. For instance, we recognized that our graduating seniors who desire to attend college or work as a professional artist needed more assistance than most of their families or public schools provide. In 2011 we added weekly college prep/counseling for individual Diploma students, including help creating competitive performance portfolios, as well as personal writing support (particularly on their personal essays). In 2013, we piloted an SAT preparation class, which we are expanding during the 2013-2014 academic year.

In the past year, we have also begun to serve an additional 10-15 "4+" students; these are students who have graduated from the Diploma Program, but are still living at home, working on obtaining GEDs or attending community college as necessary preparation for successfully applying to full 4-year universities. In the interim, they need to keep up with their performing arts training, so we are offering

them continuing private lessons, classes, college readiness counseling, etc. Several of them are 18 years old, so we do try to offer them internships or teaching assistant positions with small honorariums.

Growing Great Families provides the Center with a sort of “intervention” mechanism which we can use with our most at-risk Diploma Program families. This gives us a big advantage in successfully recruiting these families who can really benefit from a structured crisis management curriculum because they’re already familiar with the Center and consider it a trusted service provider and a safe place. This is especially useful since these families are often very hesitant to seek outside assistance for a variety of reasons. With 75 distinct families in the Diploma Program, being able to offer this program to assist 6-8 families per session is a big step in providing essential “wraparound” services.

Tell us a few success stories that made an impact on your organization and/or community as a result of this grant.

The following are brief examples of success stories from the last GGF session, funded by the S.L. Gimbel Foundation Fund.

Tammy, a single Diploma parent, became much more involved in the Center as a result of the confidence and new-found Diploma parents’ network she gained from involvement in the GGF program. In fact, she became Co-Chair of the Diploma Parents Group Fundraising Committee.

Two of the families, who did not have children in the Diploma Program, became motivated enough through their participation in GGF that they supported their children in successfully applying for the Young Artist Diploma Program; their children participated in the Diploma Program 5-week Summer Intensive and will continue in the fall Diploma session.

Mikaela went away to camp over the summer to mentor younger children with behavioral challenges similar to those she had dealt with. The skills she and her family learned with the GGF curriculum, as well as the connections her family made in the community were important factors in this new venture.

Provide a financial report on the use of your grant funds (expenditures).

Line Item Description	Use of Other Funds	Use of S.L. Gimbel Grant Funds	Total Budget	Total Actual
Deputy Director of Programs	\$4,000	\$5,000	\$10,000	\$9,000
Artistic/Executive Director	\$3,000		\$3,800	\$3,000
Program Coordinator	\$3,000	\$5,000	\$10,000	\$8,000
Artist Facilitators	\$ 325	\$8,000	\$8,325	\$8,325
Taxes/Benefits	\$6,425		\$6,425	\$6,425
Incentives for Participants	\$700	\$5,000	\$5,700	\$5,700
Training	\$3,150		\$3,460	\$3,150
Printing	\$600		\$600	\$600
Materials/Supplies	\$800	\$2,000	\$2,800	\$2,800
Facilities	\$3,000		\$3,000	\$3,000
TOTALS:	\$25,000	\$25,000	\$54,110	\$50,000

Please send copies of publicity and other promotional materials.

Please find attached the English version of the brochure language which we used to recruit for and promote the Growing Great Families program this year.

- ❖ All variances or time extensions must be approved by The Community Foundation's Grant Committee. Please contact us at 951-684-4194, ext. 114 immediately if a variance or extension becomes necessary.

Please return the completed form to:

Celia Cudiamat, Executive Vice President of Grants & Programs
3700 Sixth St., Suite 200, Riverside, CA 92501 or fax to 951-684-1911
Or email to: ccudiamat@thecommunityfoundation.net