

*GUARANTEE I.D.  
22493*

**Organization / Agency Information**

<b>Organization/Agency Name:</b> Planned Parenthood of Western Pennsylvania Inc		
<b>Physical Address:</b> 933 Liberty Ave. <b>City/State/Zip:</b> Pittsburgh, PA 15222		
<b>Mailing Address:</b> 933 Liberty Ave. <b>City/State/Zip:</b> 24 Pittsburgh, PA 15222		
<b>CEO or Director:</b> Ms Kimberlee Evert <b>Title:</b> President and CEO		
<b>Phone:</b> (412) 258-9535	<b>Fax:</b>	<b>Email:</b> kevert@ppwp.org
<b>Contact Person:</b> Katie Horowitz	<b>Title:</b> VP for Education	
<b>Phone:</b> (412) 258-9535	<b>Fax:</b>	<b>Email:</b> khorowitz@ppwp.org
<b>Web Site Address:</b> http://www.ppwp.org		<b>Tax ID:</b> 250965474

**Program / Grant Information**

**Interest Area:** ☐ Animal Protection ☐ Education ☐ Environment ☒ **Health** ☐ Human Dignity

<b>Program/Project Name:</b> Peer Helpers Peer Education Program at Pittsburgh Westinghouse 6-12		<b>Amount of Grant Requested:</b> \$25,000	
<b>Total Organization Budget:</b> \$5,650,000	<b>Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100):</b> 89%	<b>Per 990, Percentage of Management &amp; General Expenses Only (Column C / Column A x 100):</b> 8%	<b>Per 990, Percentage of Management &amp; General Expenses and Fundraising (Column C+D / Column A x 100):</b> 11%
<b>Purpose of Grant Request (one sentence):</b> A peer education program at an underresourced public city high school with goals of 100% school completion and 99% pregnancy prevention and serving students long-term.			
<b>Program Start Date (Month and Year):</b> 9/30/2017		<b>Program End Date (Month and Year):</b> 8/31/2018	
<b>Gimbel Grants Received: List Year(s) and Award Amount(s)</b> 2016: \$50,000			

**2017 S. L. Gimbel Foundation Fund Grant Application****Welcome Page****Welcome to the 2017 S. L. Gimbel Foundation Fund Grant Application**

Thank you for applying to the S. L. Gimbel Foundation Fund Grant. The mission of the S.L. Gimbel Foundation is to enhance the quality of life for people and animals by providing effective support in the Founder's specific fields of interest: Animal Protection, Education, Environmental Protection and Enhancement, Health, and Human Dignity. Please take a moment to review the grant application guidelines before continuing the process (use "Guidelines" link above). After you have read and understood the guidelines, please proceed with the grant application process. Should you have any questions, please check the "FAQs" link above or refer to "Application Procedures" on our website. If your questions are not answered via FAQs or Application Procedures, contact us using the "Contact Us" link above.

**Organization Information**

**NOTE: If you have already started an online application and would like to resume, please [CLICK HERE](#) to login to your Applicant Account Page.**

**Organization/Agency Information**

Organization/Agency Name

(If operating as a DBA, enter DBA name here)

Planned Parenthood Of Western Pennsylvania Inc

Legal Name

Planned Parenthood Of Western Pennsylvania Inc

Tax ID

250965474

Tax Status

501(c)3

Organization Mailing Address

Street Address or P.O. Box

933 Liberty Ave.

City

Pittsburgh

State

PA

Zip Code

15222

Organization Physical Address (Street No. and Name, City, State, Zip)

*No residential addresses, please*

Planned Parenthood of Western PA  
933 Liberty Ave.  
Pittsburgh, PA 15222

Website Address

<http://www.ppwp.org>

**Organizational Leadership** (Please list CEO, President, Board Chair, Executive Director)

Prefix

Ms

First Name

Kimberlee

Last Name

Evert

Title

President and CEO

Work Phone

(xxx-xxx-xxxx)

412-258-9530

Extension

Cell Phone

(xxx-xxx-xxxx)

Fax

(xxx-xxx-xxxx)

E-mail Address

[kevert@ppwp.org](mailto:kevert@ppwp.org)

**Program/Project Contact Person**

Check this box if the Program/Project Contact Person is the same as the organization's primary contact listed above

Fields in this section will auto-fill.

Prefix

Ms

First Name

Katie

Last Name

Horowitz

Title

VP for Education

Work Phone

(xxx-xxx-xxxx)

412-258-9535

Extension

Fax

E-mail Address

khorowitz@ppwp.org

## **Organization/Agency Background**

### **Organization Background**

What is the history, mission, and purpose of your organization?

The mission of Planned Parenthood of Western PA (PPWP) is to provide comprehensive and complementary health care to those in need of services; disseminate information about human sexuality and the need for family planning and responsible parenthood; and advocate public policies which guarantee these rights and ensure access to such services.

PPWP was founded in 1930 to provide contraceptive information and supplies to women who needed to restrict family sizes. In the 87 years since, the organization has grown to meet the changing needs of the community. Today, PPWP operates seven health care centers and has added new medical services including the most effective forms of birth control, like IUDs and implants; advanced cancer screening; and PrEP for HIV prevention. Education services were added in the 1950's. Today the education department offers developmentally-appropriate programs to address reproductive health care and sexuality.

During 2015-2016, 17,325 patient visits were provided. Of those patients reporting income, over 77% had a median income below 150% of the Federal Poverty Level. For a single individual this represents an annual income of less than \$18,090. For those who are low-income and lack healthcare coverage, PPWP's services often represent their only access to routine health care.

**Length of Service** (number of years)

How long has the organization been providing programs and services to the community?

87

**Organizational Accomplishments**

What are some of your past organizational accomplishments in the last 3 years?

In addition to delivering health care services and sexual health education prevention programming, the following organizational achievements were made:

- Developed a sexual health textline for teens in need of comprehensive, medically-accurate sexual health information. This effort was supported by the S.L. Gimbel Foundation, Steel City Codefest, the Forbes Funds, the Pitt Innovation Challenge, and a partnership with a team of software developers, Apps N'at. Expanded to serve four counties in western PA in 2016.
- Developed an enrollment response team that worked in communities throughout our service area to help inform individuals about the expanded health insurance options under the ACA and provide direct assistance with enrollment. In total, PPWP was able to provide assistance to 14,000 people.
- Participated in the Jewish Healthcare Foundation's HPV Initiative by developing a two-session HPV education module for middle and high school students. Trained 21 youth-serving professionals on teaching the module and taught this module to over 400 students.
- Installed video screens in our health centers that use a combination of videos and graphics to present prevention health information to our clients while they are waiting for their appointments including on dating violence prevention, STI prevention, and how to choose the best birth control.
- Launched Online Appointment Scheduling in April 2015. This scheduling option gives Planned Parenthood clients the convenience of booking their appointment online at any time.
- Transitioned all of our health centers from a paper file system to an electronic health records (EHR) system that has streamlined information and allowed for better client care and more accurate reporting.
- Received funding to hire an educator focused on sexual and relationship violence prevention work with youth and youth-serving providers, with a particular focus on serving young men and specifically challenging destructive gender norms that contribute to violent behavior.

**Programs and Activities**

What are some of your current key programs and activities? Describe the communities you serve. Include populations and geographic locations.

PPWP is a local leader in providing reproductive health care and medically accurate sexuality education programming. PPWP provides affordable health care services in seven locations: Bridgeville, downtown Pittsburgh (2), Johnstown, Moon Township, Somerset and at our newest health center in Greensburg, including: complete gynecological care; contraceptive information and methods; colposcopy and cryotherapy (screening and preventive treatment for cervical cancers); clinical breast exams and referrals to mammogram services; HIV risk assessment, testing and counseling; pregnancy services and counseling; screening for other reproductive cancers; screening and treatment for sexually transmitted diseases (STDs); a low-cost option for the HPV vaccine; PrEP for HIV prevention; and abortion services.

Last year, PPWP made a total of 16,320 contacts in Western PA as a result of education and outreach activities, and the Education Department served more than 30 schools and community organizations with sexual health and violence prevention education. In addition to Peer Education and LifeSkills programming and the IOTAS textline as described in our application to follow, PPWP's educational programming is also implemented through parent and professional trainings that offer education on contraceptives, STIs, adolescent development, healthy relationships and other topics, as well as skill-building around communicating with adolescents about the sensitive topics of sexual health and relationships. During 2016, the Education Department was proud to launch our Violence Prevention Initiative. Through funding from the FISA Foundation, we hired a Violence Prevention Specialist who works particularly with young men on issues of toxic masculinity, gender and power, and bystander intervention. Violence Prevention content has also been integrated into all Education programming. Our Peer Education program serves 235 Peer Helpers and an additional 300-400 students through LifeSkills programming each year. Our LifeSkills program in

community settings and schools reaches 1200 students and our Violence Prevention programming reached over 800 participants.

## Program/Project Information

### Program / Project Information

#### Interest Area

Health

#### Program or Project Name

Peer Helpers Peer Education Program at Pittsburgh Westinghouse 6-12

#### Amount of Grant Requested

Use whole dollars, do not use \$ sign, comma, or decimal

25000

#### Total Organization Operating Budget

Use whole dollars, do not use \$ sign, comma, or decimal

5,650,000

#### Per 990, Percentage of Program Service Expenses

Column B divided by Column A, x 100

89

#### Per 990, Percentage of Management & General Expenses Only

Column C divided by Column A, x 100

8

#### Per 990, Percentage of Management & General Expenses and Fundraising

Column C + Column D, divided by Column A, x 100

11

#### Purpose of Grant Request

Please summarize the project (in 25 words or less).

A peer education program at an underresourced public city high school with goals of 100% school completion and 99% pregnancy prevention and serving students long-term.

#### Project Start Date

Month and Year

September 30, 2017

#### Project End Date

Month and Year

August 31, 2018

**Gimbel Grants Received**

List Years and Award Amounts

**Statement of Need**

Specify the community need you want to address and are seeking funds for.

In 2016, an in-depth report entitled *Inequities Affecting Black Girls in Pittsburgh and Allegheny County* was released. The issue is not unique to Pittsburgh, but according to the report, girls of color have uniquely worse outcomes here than elsewhere in the U.S. They are three times more likely to be involved in juvenile justice than girls of color elsewhere and while they are only somewhat more likely to experience abuse than white girls in Allegheny County, much more likely to enter child welfare. In schools here, black girls are suspended three times more than white girls and have fewer extracurricular opportunities than either White girls or boys of color, including at Westinghouse 6-12, the school we propose to serve. At the heart of the issue, black girls here live in poverty at very high rates, with 68% of girls of color under 5 in poverty as compared with 40% in the rest of the U.S. [i]

Violence and sexual health statistics are among the most jarring. In Allegheny County, Black girls are 50% more likely than White girls to experience teen dating violence. They are more than twice as likely to be raped and over four times as likely to be threatened/injured with a weapon. [ii] STD and teen birth rates are no different. Though girls of color ages 15-24 made up only 1.2% of the total population in Allegheny County, they accounted for 32% of chlamydia and 54% of gonorrhea cases in 2014. [iii] These infections can have permanent consequences, and increase susceptibility to HIV infection, another outcome for which black girls bear the burden. In Pennsylvania in 2014, the percentage of black females living with HIV was 22.4 times higher than that of white females. [iv] Last, although teen birth rates are declining, major disparities persist for youth of color. In the City of Pittsburgh, the black teen birth rate was over seven times that of white teens, much worse than in other parts of the U.S.. [v] A 2014 Allegheny County Health Department report commented on these trends, stating that "the average [teen birth rate] for blacks [in our county]...far surpasses the median and ...an extreme racial disparity remains evident." [vi] In Homewood, the neighborhood feeding Westinghouse 6-12, the school we propose to serve, the teen birth rate was even higher, over ten times the rate for white teens and eighth highest among ninety neighborhoods. [vii]

Cycles of poverty and poor health are only broken through education and economic opportunity. When girls face deep economic insecurity, STDs, particularly HIV, and teen pregnancy interrupt girls' ambitions as they try to complete school and reach for career goals. It is deeply unjust that even as our systems have failed them, these youth face life-altering outcomes that could have been prevented given tools and support - methods which are not costly, but which are extremely effective. At PPWP, we believe that all youth deserve these opportunities, but with this crisis occurring, we see urgent need to prioritize girls of color.

**Project Description**

Describe your project. How will this project enable this organization to better meet community needs? What is unique and innovative about this project?

Peer Helpers is a pregnancy and STD prevention program designed to help youth develop knowledge, skills, and self-efficacy to avoid sexual risk behaviors that lead to negative, lifelong outcomes. The program employs comprehensive sexual health education through positive youth development, using a peer education model. It educates youth on sexual health, while maintaining a strong focus on skill-building around relationships, and it directly addresses issues of gender, power, and violence. For over 26 years, focused in underserved middle and high schools in Allegheny County, Peer Helpers has consistently met its goals of 99% pregnancy prevention and 100% school completion for students, even in communities with very high teen birth rates.

Peer Helpers serves two groups of students: 1) a broad population of youth in participating schools who receive foundational sexual health content through the LifeSkills program, consisting of multiple workshops delivered by PPWP educators to over 400 students annually and 2) a select group of 235 students who are accepted to the Peer Helpers program; receive intensive sexual health education over multiple years; and



are trained to act as a resource for their peers.

Relationship-building is one of the most crucial factors leading to the success of the Peer Helpers program. Because the program works specifically with vulnerable youth, staff incorporate positive youth development principles into how they approach their relationships with students, building on young people's strengths by nurturing positive relationships with trusted adults and each other, building leadership, and giving youth opportunities to practice their skills.[i] Peer Helpers are also held to high standards: they must maintain acceptable attendance, remain in good academic standing, and complete specified peer education responsibilities.

Peer Helpers students identify deeply with the program. On many occasions, staff have heard youth say, "I didn't want to come to school today, but then I remembered I had Peer Helpers." It's this type of engagement that leads to youth embracing the healthy behaviors the program espouses. Furthermore, these comments show how the impacts of the program ripple out and have positive effects in the rest of students' lives, engaging them more deeply in school, boosting self-confidence, and providing them a space where they feel safe, accepted, respected, and cared for.

Peer Helpers provides programming in six schools in Allegheny County. We gratefully request funding from the S.L. Gimbel Foundation to serve our most underserved school, Westinghouse 6-12. Westinghouse 6-12 has a population of 675-700 students. Students are 97% African-American and 80% economically disadvantaged.[ii] Homewood, the surrounding community, is predominantly African-American and the girls at this school are precisely those described in the statement of need. Peer Helpers moved from a closing school into Westinghouse 6-12 during 2016/17 and the first year was very successful, with all senior Peer Helpers graduating and no pregnancies, despite the high teen birth rate in Homewood. This year, with the support of this funding, educators hope to expand enrollment in Peer Helpers by 30% from last year and to reach approximately half of 6th, 9th, and 10th graders with LifeSkills classes.

**Project Goal, Objectives, Activities, Expected Outcomes, and Evaluation:** In fields below, state in the following order: **1. ONE Project Goal** that is a broad, aspirational statement of purpose for the project and **ONE Objective** that is a specific, measurable, verifiable, action-oriented, realistic, and time-specific statement intended to guide your organization's activities toward achieving the goal. **2. Specify the Project Activities** you will undertake to meet the objective and number of participants for each activity. **3. Expected Outcomes** are the individual, organizational, or community-level changes that can reasonably occur during the grant period as a result of the proposed activities or services. What are the key anticipated outcomes of the project and impact on participants? State in quantifiable and verifiable terms. **4. Evaluation** How will progress towards the objectives be tracked and outcomes measured? Provide specific information on how you will collect relevant data and statistics that meet your objective and validate your expected outcomes in a quantifiable manner as you describe your evaluation process.

### 1. Project Goal and Objective

GOAL: Provide the Peer Helpers peer education program to an underserved high school in the Pittsburgh Public School system, Westinghouse 6-12. Serve a broad population of students with LifeSkills classes, which provide foundational, multi-session sexuality education programming, and enroll a select group of higher need students as Peer Helpers, peer educators who receive long-term, intensive peer education programming, including staffing a sexual health textline, It's Ok To Ask Someone (IOTAS). Help students to develop knowledge, self-efficacy, and healthy behaviors that will help them avoid unintended pregnancy, STDs, and violence.

OBJECTIVE: Deliver LifeSkills programming to 160 students and enroll 72 students as Peer Helpers. Deliver at least 56 LifeSkills sessions and at least 84 Peer Helpers sessions.

### 2. Project Activities



LifeSkills sessions take students through a series of workshops addressing sexual health topics. All students who complete LifeSkills are invited to apply for Peer Helpers. Social worker recommendations and perception of need for the program are crucial, since Peer Helpers seeks to serve students most at risk. Most Peer Helpers participate for numerous years, many from 7th through 12th grades.

Peer Helpers attend weekly sessions during school. Educators deliver comprehensive sexual health education, drawn from evidence-based curricula and lessons they develop. Sessions aim to train students in six areas -- human development, relationships, personal skills, sexual behavior, sexual health, and society/culture - with staff keeping students' immediate needs at the heart of all planning, allowing for youth-led discussion and team building. To further engage students, staff incorporate new media in many ways, on classroom tablets by having students research relevant sexual health content, discussing positive digital citizenship, and working with students to create original content. Students become sexual health experts and they use this knowledge to answer peers' questions and to act as a resource to their fellow students.

High school Peer Helpers participate in an innovative approach developed by PPWP. It's Ok To Ask Someone (IOTAS) is a youth-friendly sexual health textline, providing a number that any youth can text with sexual health questions. Peer Helpers receive an 8-lesson training on answering questions received on IOTAS and afterwards staff the line, researching and composing answers to their peers' questions. IOTAS is promoted in schools and marketed to youth across four counties. The textline provides Peer Helpers with an avenue to apply skills they have gained, improving their knowledge of reputable websites, reinforcing information learned in the classroom, and growing confidence around practicing those behaviors themselves, in turn helping them to avoid unplanned pregnancy, STDs, and violence.

### **3. Expected Outcomes**

OUTCOME: We expect to provide LifeSkills programming to 160 middle and high school students, to enroll 72 students in the Peer Helpers program, to deliver at least 56 LifeSkills sessions, and to deliver at least 84 Peer Helpers sessions.

### **4. Evaluation**

Using Wufoo's online reporting system, staff will track the number of youth served, ensuring that 160 students participate in LifeSkills and that 72 are enrolled in the Peer Helpers program and that at least 56 LifeSkills sessions and 84 Peer Helpers sessions are delivered. Staff will account for higher or lower numbers of youth in the program.

With help from Pitt Public Health researchers, and using pre- and post-test surveys, PPWP measures Peer Helpers' knowledge, self-efficacy, and healthy behaviors. The report details the results of all survey items and compares results to previous years and to any available benchmarks. To achieve success with Peer Helpers' knowledge, self-efficacy, and healthy behavior changes, at post-test, student results should demonstrate: 1) consistent or increased knowledge from pre- to post-test on questions addressing contraceptives, pregnancy, condoms, HIV, abstinence, and other sexual health topics; 2) consistent or increased self-efficacy between baseline at pre-test and end-of-year post-test around practicing a variety of healthy sexual behaviors such as getting tested for an STI, talking with a healthcare worker, knowing where to go online to answer a question you have about sexual health, using a condom, using a form of birth control other than a condom, taking the right steps if a condom or birth control failed, communicating with partners about sexual health practices, sticking to personal limits when it comes to sexual behavior, and saying no or stopping sexual activity when you feel uncomfortable; 3) self-reported healthy sexual behaviors that either are either consistent or increased between baseline at pre-test and end-of-year post-test or meet or exceed local and national benchmarks, where available. In the years since this evaluation has been conducted, the program has achieved the desired outcomes, even in neighborhoods with many risk factors, and hopes to repeat these outcomes in the coming year.

**\*Below are some examples of how to list your Goals, Objectives, Activities, Expected Outcomes, and Evaluation:** Objective, Outcome, and Evaluation should align and should be written in a linear format, using actual numbers and data that are quantifiable and verifiable.

#### **STATE ONE GOAL, ONE OBJECTIVE, ONE OUTCOME:**

- **GOAL:** House all homeless youth ages 18-24 in Mariposa County who are physically, mentally, and legally able to work within 24 hours and help them become self-sufficient in 90 days.
  - **OBJECTIVE:** House up to 145 homeless youth referred or who contact us within 24 hours.
  - **OUTCOME:** We expect to provide rapid rehousing to over 45 homeless youth in 2017.
- EVALUATION:** Using Build Futures' Salesforce database client management and tracking system, generate reports on the number of clients served and housed. Track our role in housing 145 youth. Account for additional success or lower numbers of youth in the program.

#### **Target Population**

Who will this grant serve? How many people will be impacted? Provide a breakdown: Number of children, youth, adults, seniors, animals.

Children/Families

#### **Project Timeline**

Provide a timeline for implementing the project. Include timeframes for specific activities, as appropriate.

August - September 2017: Make contact with Westinghouse 6-12 and Community Services Coordinator to discuss logistics of programming, including classroom, hall passes, student schedules, and coordination with other organizations. Staff review curricula and do lesson planning.

October - November 2017: Make contact with returning Peer Helpers students and distribute parent permission slips. Conduct pre-test survey with all Peer Helpers students. Begin sessions with returning Peer Helpers and begin middle and high school LifeSkills sessions. Recruit new Peer Helpers. Work with social worker and Community Services Coordinator to identify other new students that may be a good fit for the program.

November 2017 - April 2018: Run ongoing comprehensive sexual health sessions with Peer Helpers and LifeSkills students one full school day per week. Train new Peer Helpers to staff the IOTAS textline. Hold monthly Youth Advisory Board meetings. Continued recruitment in winter and spring to fill any remaining available spots. Partner with Violence Prevention specialist for overlapping sessions on gender, consent, and violence prevention.

April - May 2018: Community service projects with youth. End of year field trip to Ohiopyle State Park for team-building and outdoor recreation. Conduct post-test survey. Coordinate with evaluators to share data and begin evaluation report. End of year ice cream parties.

June 2018 - August 2018: Provide LifeSkills programming in youth-serving community organizations. Coordinate with evaluators as they complete their report.

#### **Projects in the Community**

How does this project relate to other existing projects in the community? Who else in the community is providing this service or has a similar project? Who are your community partners, if any? How are you utilizing volunteers?

Peer Helpers is entering its 27th school year and has maintained extremely positive relationships with all schools served, including some who hosted the program for over 20 years. While other non-profits such as Adagio Health and UPMC Shadyside provide school-based sexual health education programming, the Peer Helpers program is unique in that it engages students in programming over a very long-term period and

relies on a mix of relationship building, positive youth development, and comprehensive sexual health education to achieve goals. Volunteers help to promote the IOTAS textline using palmcards and posters and practicum students from Pitt Public Health assist with evaluation efforts. Peer Helpers also collaborates with organizations like the Western Pennsylvania Conservancy, which helps lead students in community service each year; the Pittsburgh AIDS Task Force which sends a speaker who is living with HIV to share their experience with students; Tickets for Kids, which helps defray the cost of end of year field trips by providing free tickets to museums and cultural events in the region; and the Institute for Research, Education, and Training in Addictions (IRETA), which does addiction education workshops with Peer Helpers students.

## **Project Future**

### **Project Future / Sustainability**

Explain how you will support the project after the grant performance period. Include plans for fundraising or increasing financial support designated for the project.

Planned Parenthood of Western Pennsylvania depends on generous support from local foundations and donors to implement the Peer Helpers Program. The schools we work with are asked each year to provide funding for the program. This support has been primarily office supplies, social worker or counselor time and effort, photocopying services, and the use of space in the schools. The program does not generate revenue so it is likely that we will continue to depend on grants and charitable gifts to cover the program expenses. The program has been continuously funded over its 26-year history through the generosity of the foundation community and currently receives generous funding from one foundation with an application to another foundation having been submitted and another currently in development to help bridge gaps not only for Westinghouse, but also for the other five schools served by the program.

## **Governance, Executive Leadership, and Key Personnel / Staff Qualifications**

### **Governance**

Governance: Describe your Board of Directors and the role it plays in the organization. What committees exist within your Board? How does your Board make decisions?

PPWP's Board of Directors is the governing body of the organization. We currently have 30 board members who represent the communities we serve and who often provide access to wealth, community connections, and professional skills needed by the organization. The board has a list of responsibilities that includes fiduciary oversight, fundraising, representing the agency to the community, hiring the CEO, and strategic planning. The board of directors has several standing committees including finance and audit, fundraising, community development, board development and executive committee. Task forces address special projects such as strategic planning and facilities.

The committees do the initial work to assess opportunities and discuss issues, and report back to the full board with their recommendations. The executive committee is the only committee with the authority to make decisions on behalf of the board, however, the committee is used at PPWP to plan meetings, vet issues and gather information.

### **Executive Leadership**

Management: Describe the qualifications of key personnel/staff responsible for implementing the project.

Katie Horowitz, MPH, Vice President for Education supervises the program. She has eight years of supervisory experience, has worked in youth development for over nine years, and in sexuality education for over five. She has done extensive direct service and program administration, including teaching, curriculum development, grant-writing, training, financial management, community outreach, evaluation, and health communications.

Jose Garth is entering his sixth school year as a Peer Helpers Coordinator and is the Project Lead for the Violence Prevention Initiative. His work in early childhood and youth development previously and his long-

term, supportive relationships with students contribute to his marked and long-term success coordinating this program.

Mary-Wren Ritchie has worked for PPWP in a public-facing role for three years. Prior to being promoted to Peer Helpers this summer, she worked as our Community Educator for nine months, providing age-appropriate sexual health education in multiple settings effectively and with great sensitivity.

## Attachments

### Attachments

**REQUIRED .PDF ATTACHMENTS:** The maximum size for all attachments combined is 25 MB. Please note that files with certain extensions such as “exe”, “com”, “vbs”, or “bat” cannot be uploaded. You must **1.**

**BROWSE FILES** on your computer, **2. SELECT FILES**, then **3. CLICK UPLOAD** to attach files.

**\*IMPORTANT:** For each set of required documents below, please scan all pages of each set into one .pdf, as only a single document upload is permitted for each item being requested.

#### 1. Project Budget and Budget Narrative

Please provide a detailed line-item budget for your **entire** project. Download the **V. Project Budget and Narrative Worksheet**, complete, and **Upload**. SEE **SAMPLE Budget & Narratives Worksheet**,

PPWP Budget and Budget Narrative.pdf

#### 2. Sources of Funding

Please list your current sources of funding and amounts. Download the **VI. Sources of Funding Worksheet**, complete, and **Upload**.

2017-Gimbel-App-Sources-of-Funding.pdf

#### 3. Financial Analysis

Please provide all information requested for your **entire organization**. Included any notes that may explain any extraordinary circumstances. Download the **VII. Financial Analysis Worksheet**, complete, and **Upload**.

2017-Gimbel-App-Financial-Analysis (1).pdf

#### 4. Current Year Operating Budget

Please provide a copy of your current year's operating budget

Current Year Budget.pdf

#### 5. Budget Comparison

Download the **SAMPLE Budget Comparison Worksheet**, complete, and **Upload**.

Budget Comparison.pdf

#### 6. Part IX only of the 990 form

Statement of Functional Expenses (one page). If you completed a 990-EZ, Download the **Part IX Functional Expenses sample** of the 990 form using figures from your 990 EZ, complete, and **Upload**.

FORM 990 Part IX.pdf

#### 7. Financial Statements

Please provide a copy of your most recent year-end financial statements (audited, if possible)

PPWP Financial Statements FINAL.pdf

#### 8. Most Recent 990

Please provide a copy of your most recent 990 form

[PLANNED PARENTHOOD WP COMPLETE FORM 990.pdf](#)

### **9. Tax Exemption Letter**

Please provide an electronic copy of your IRS 501 (c) (3) determination letter.

[irs letter 2010.pdf](#)

### **10. Board of Directors List**

Please provide a list of your current Board of Directors, including their name, position on the board, and professional affiliation(s).

[Board List FY18.pdf](#)

### **11. Evaluation & Expenditure Report**

For past grantees, provide a copy of your most recent final evaluation report, including your most recent expenditure report.

[Gimbel Evaluation and Expenditures.pdf](#)

Planned Parenthood of Western Pennsylvania

Project Budget and Budget Narrative

Line Item Request	Line Item Explanation	Support from PPWP	Support from Other Funders	Requested Amount from Gimbel Fnd	Line Item Total of Project
<b>Salary &amp; Benefits</b>					
Peer Ed coordinator	Salary 10 hrs/wk x \$26.26/hr x 52wks 28.6% of annual benefit cost	\$ 370	\$13,655 \$ 3,345		\$13,655 \$ 3715
VP for Education	Salary 10hrs/wk X \$20.05/hr X 52wk 28.6% of annual benefit cost			\$10,426 \$ 3,274	\$10,426 \$ 3,274
Occupancy costs	28.6% of annual occupancy costs of \$11,228 for peer education staff	\$3,200			\$ 3,200
Printing and copying	Brochures and classroom supplies	\$ 540			\$540
IT/technology	Wireless access, IT support	\$1,000			\$1,000
Program/educational supplies	Curriculum, office and classroom supplies			\$ 1,000	\$1,000
Travel	Estimated travel for two peer ed. staff for one program year			\$ 800	\$ 800
Stipends	\$100/peer helper x 72			\$ 7,200	\$7,200
Field Trips	\$25/peer helper x 72	\$ 100		\$ 1,700	\$1,800
Program Evaluation	Cost per program school			\$ 600	\$ 600
Marketing	Social media promoting IOTAS		\$5,000		\$5,000
<b>Total Project Expenses</b>		<b>\$5,210</b>	<b>\$22,000</b>	<b>\$25,000</b>	<b>\$52,210</b>

Budget Narrative:

1. Personnel - This section shows the salary and benefits for the peer education coordinator and the peer education specialist who will each work 10 hours a week in this program school. Staff is responsible for coordinating the program in the schools, teaching all classes, organizing field trips, training students for IOTAS support and facilitating evaluation.
2. Occupancy costs – This represents the cost for the peer education staff's share of occupancy expenses prorated by the amount of time to be dedicated for this project.
3. Printing and copying – This is the estimated cost for brochures and printed materials used in the programs.

4. IT and Technology – This is the cost of IT support for tablets used in programming, support of the IOTAS application and wireless access for staff while working in the school.
5. Program and Education supplies – This is the cost of curriculum and office and classroom supplies for the program year.
6. Travel – This is the expense for travel and training for two staff members for one year related to this program school. Reimbursement is provided for mileage beyond the travel to the office, parking costs, any required trainings or outside meetings required for this school.
7. Stipends – Peer helpers are paid a \$100/year stipend for program participation. The \$7200 reflects the cost for 72 peer helpers in this school.
8. Field Trips – Annually peer helpers go on a field trip and the average cost is \$25 a student. The \$1800 reflects the cost for 72 peer helpers to participate.
9. Program Evaluation – An annual evaluation is done to evaluate the program's success in achieving goals. The cost per school is \$600.
10. Marketing – PPWP has incorporated IOTAS into the peer education and uses peer helpers to respond to text messages. Social media including Facebook, Instagram and google ads have proven to be effective promoting IOTAS and will be used in ad buys totaling \$5,000.



## 2017 S.L. Gimbel Foundation APPLICATION

**VI. Sources of Funding:** Please list your current sources of funding and amounts.

## Secured/Awarded

[illegible]

*Pending*

[illegible]

**Diversity of Funding Sources:** A financially healthy organization should have a diverse mix of funding sources. Complete those categories that apply to your organization using figures from your most recent fiscal year.

Funding Source	Amount	% of Total Revenue	Funding Source	Amount	% of Total Revenue
Contributions	\$ 1,418,690	23.3	Program Fees	\$ 3,490,989	57.3
Fundraising/Special Events	\$ 217,932	3.6	Interest Income	\$ 99,234	1.6
Corp/Foundation Grants	\$ 523,852	8.6	Other:	\$ 61,597	1.0
Government Grants	\$ 282,254	4.6	Other:	\$	

**Notes:**

## 2017 S.L. Gimbel Foundation APPLICATION

### VII. Financial Analysis

Agency Name: Planned Parenthood of Western Pennsylvania

Most Current Fiscal Year (Dates): From July 1, 2016 To: July 1, 2016

This section presents an overview of an applicant organization's financial health and will be reviewed along with the grant proposal. Provide all the information requested on your **entire organization**. Include any notes that may explain any extraordinary circumstances. Information should be taken from your most recent 990 and audit. **Double check your figures!**

#### Form 990, Part IX: Statement of Functional Expenses

**1) Transfer the totals for each of the columns, Line 25- Total functional expenses (page 10)**

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
\$ 5,057,136	\$4,503,676	\$396,385	\$157,075

**2) Calculate the percentages of Columns B, C, and D, over A (per totals above)**

- Program services (B) – A general rule is that at least 75% of total expenses should be used to support programs
- Management & general administration (C) – A general rule is that no more than 15% of total expenses should be used for management & general expenses
- Fundraising (D) – A general rule is that no more than 10% of total expenses should be used for fundraising

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	89 %	8 %	3 %

**3) Calculate the difference between your CURRENT year budget for management & general expenses and your previous management & general expenses per your 990 (Column C)**

Percentage of Organization's <u>Current</u> Total Budget used for Administration	Column C, Management & general expenses per 990 above	Differential
7 %	8 %	-1 %

If the differential is above (+) or below (-) 10%, provide an explanation:

## **2017 S.L. Gimbel Foundation APPLICATION**

**Quick Ratio:** Measures the level of liquidity and measures only current assets that can be quickly turned to cash. A generally standard Quick Ratio equals 1 or more.

<b>Cash</b>	<b>+ Accounts Receivables</b>	<b>/Current Liabilities</b>	<b>= Quick Ratio</b>
\$ 1,410,317	\$ 343,813	553,435	3.15

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### **Excess or Deficit for the Year:**

<b>Excess or (Deficit) Most recent fiscal year end</b>	<b>Excess or (Deficit) Prior fiscal year end</b>
\$ (251,799)	\$ (39,049)

### **Notes:**

PPWP had a \$251,799 loss in FY16, the most recent audited year. Overall, PPWP experienced a \$178,403 loss from operations and a \$73,396 loss from investments. The operating loss is due to higher than budgeted costs for medical supplies and an unexpected reduction in federal and state funds. A special fundraising effort was launched in FY17 to offset the government funding losses. Due to the political changes in FY17 that goal was exceeded resulting in a surplus that will be used to offset additional funding cuts to Planned Parenthood anticipated in FY18.

PLANNED PARENTHOOD OF WESTERN PENNSYLVANIA

OPERATING BUDGET  
FISCAL YEAR 2018  
COMPARED TO PRIOR YEAR

	FY2017	FY2018
<b>REVENUE</b>		
Fundraising	\$740,000	\$1,100,000
Government funding	325,000	250,000
Patient fees	3,473,500	3,653,475
Investment income	<u>99,050</u>	<u>103,000</u>
<b>TOTAL REVENUE</b>	<b>\$4,637,550</b>	<b>\$5,106,475</b>
<b>EXPENSES</b>		
Salaries	\$2,190,650	\$2,301,100
Benefits/taxes	507,500	547,800
Physician fees	200,000	210,000
Rent	110,000	110,000
Utilities	60,000	60,000
Telephone and internet	40,000	40,000
Maintenance & Repair	30,000	40,000
Janitor/Trash	39,000	50,000
Office Supplies	26,500	29,500
Equipment Lease	13,000	13,700
Postage	13,500	15,000
Insurance	91,000	104,000
National and local dues	95,000	71,500
Medical Supplies	640,000	900,000
Laboratory	105,000	115,000
Medical Waste Disposal	12,000	7,500
Laundry	3,500	2,500
Audit	18,400	18,375
Printing and Publications	18,000	17,500
Travel and training	20,000	23,500
Advertising	31,000	37,500
Professional service fees	98,000	75,000
Fundraising Expense	40,000	55,000
Security	42,000	45,000
Credit card, interest, other fees	29,000	30,500
IT software and maintenance	131,500	158,000
Call Center/teleconference	30,000	25,000
Miscellaneous	<u>3,000</u>	<u>3,500</u>
<b>TOTAL EXPENSES</b>	<b>\$4,637,550</b>	<b>\$5,106,475</b>

**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22 .....				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16 .....				
4 Benefits paid to or for members .....				
5 Compensation of current officers, directors, trustees, and key employees .....	122,417.	104,664.	13,020.	4,733.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B) .....				
7 Other salaries and wages .....	2,133,030.	1,823,707.	226,854.	82,469.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions) .....	67,207.	57,461.	7,148.	2,598.
9 Other employee benefits .....	441,441.	377,425.	46,948.	17,068.
10 Payroll taxes .....	189,230.	161,789.	20,125.	7,316.
11 Fees for services (non-employees):				
a Management .....				
b Legal .....	1,890.		1,890.	
c Accounting .....	18,940.	16,170.	2,230.	540.
d Lobbying .....				
e Professional fundraising services. See Part IV, line 17 .....				
f Investment management fees .....				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch. O.) .....	161,465.	151,120.	6,374.	3,971.
12 Advertising and promotion .....	53,650.	49,832.	10.	3,808.
13 Office expenses .....	120,691.	99,650.	6,611.	14,430.
14 Information technology .....	159,096.	152,643.	5,175.	1,278.
15 Royalties .....				
16 Occupancy .....	205,287.	192,161.	7,485.	5,641.
17 Travel .....	22,006.	17,720.	4,195.	91.
18 Payments of travel or entertainment expenses for any federal, state, or local public officials .....				
19 Conferences, conventions, and meetings .....				
20 Interest .....	11,290.	4,559.	6,218.	513.
21 Payments to affiliates .....	80,858.	74,445.	3,089.	3,324.
22 Depreciation, depletion, and amortization .....	200,405.	168,639.	28,875.	2,891.
23 Insurance .....	91,176.	89,979.	616.	581.
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.) .....				
a MEDICAL SUPPLIES AND LA	705,459.	705,459.		
b BAD DEBTS	144,840.	144,840.		
c EQUIPMENT MAINTENANCE &	60,879.	52,577.	4,620.	3,682.
d STIPENDS	16,695.	16,695.		
e All other expenses .....	49,184.	42,141.	4,902.	2,141.
25 Total functional expenses. Add lines 1 through 24e	5,057,136.	4,503,676.	396,385.	157,075.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here ☐ if following SOP 98-2 (ASC 958-720)

## **Describe the project's key outcomes and results based on the goals and objectives.**

This year provided PPWP with an incredible springboard for increasing access to our sexual health textline, It's OK To Ask Someone (IOTAS). As expected, achieving a high level of visibility and broad recognition for a service like IOTAS required harnessing multiple channels, including new media and traditional advertising; maintaining a vibrant, relatable social media presence that was appealing to the target population; and continuing to conduct ongoing and widespread in-person outreach, both directly to youth and to the providers who serve them. We also sought to maintain textline operations by engaging a solid corps of volunteer staffers, an approach that would make answering a high volume of incoming texts possible and would serve as an innovative learning tool for the youth peer educators we serve. With a model that we know is working to increase access to sexual health information in Allegheny, Westmoreland, Cambria, and Somerset counties in western PA and in the hopes of sharing an effective strategy with organizations doing similar work around the country, we conducted outreach to other professionals in the field to orient them to the IOTAS model and to offer the software, curriculum, and other support materials to implement the model themselves.

**Proposed objective and outcome:** Execute a marketing and outreach campaign targeting 200,000 youth ages 14-19 that will promote the free, confidential sexual health textline service to youth in a four-county area through ad placement and direct outreach to over 75 youth-serving organizations across Western PA. Youth in four counties will have increased awareness of a confidential, reliable source of medically accurate sexual health information.

### **Digital Promotion**

Digital promotion took two forms: paid advertising and original content posted on Facebook, Tumblr, Twitter, Instagram, YouTube, and our revamped website at <http://iotas.info>, with a primary focus on Facebook and Instagram. A primary objective with social media properties was that they act as standalone sexual health education resources, not only promoting the textline, but also providing teens with an engaging source of sexual health information. The channels sought to strike a tone that was upbeat, positive, and welcoming, but not so silly as to undermine their credibility. Relevant hashtags drove traffic to posts and posts on each platform conformed to respective norms, including employing strategies specific to each platform to gain followers or friends.

Very quickly, staff learned that using humor would be crucial to maintaining interest, engagement, and ultimately access for youth and young adults. As an expression of this, staff identified that the properties should tap into relevant current memes (referring to internet memes - photographs and pictures with humorous text superimposed over the image) frequently when

creating posts. A discussion of internet memes in the context of a sexual health intervention may sound trite, but our work this year has demonstrated to us that mastery over this form factor for public health messaging is not trivial at all. Youth and young adults trade memes as a primary part of their experience online. As a meme evolves, posting a relevant example, especially with a new take on the subject matter can spike activity on an organization's profile, which for IOTAS also led to immediate increases in texts to the line. Just like with in-person education, meeting youth where they are and keeping them authentically engaged increases their openness to the information shared and the likelihood that they will use that information to enact healthy sexual behaviors. When young people liked, friended, or followed the profiles, this represented an important opportunity to keep them connected to IOTAS, since afterwards, our posts would appear on their daily feed, reminding them that they could access textline for any questions they might have.

Paid advertising reached beyond these difficult to achieve "follows," to expand visibility to a highly targeted audience of youth and young adults in each of the four counties. Boosted posts (where a post made on a profile is pushed out to a broader audience) helped generate new potential followers and pushed original content out to a wide audience and standard paid ads (where an ad with a cue to action is pushed out to a defined target audience) reinforced branding visuals and directed users to the IOTAS website. Both sought to drive traffic to the textline.

The success of the social media campaign becomes clear with a look at the analytics. Impressions - when an ad is delivered on an individual's timeline - totaled for IOTAS paid ads on Facebook and Instagram came to 1,202,935, and reach - unique individuals viewing ads - totaled 164,781. The most active form of engagement, link clicks - where users would have arrived at the IOTAS website - totaled 17,309. A later, but very successful push on Google ads to promote an original video ad was extremely successful. Over about an eight week period, impressions totaled 58,996 and views of longer than 30 seconds totaled an incredible 25,129. For individual posts, the highest levels of activity occurred on memes and our Instagram profile was the most active. One paid meme posted on Instagram garnered 2,165 likes, a massive amount of active engagement, while other posts had similarly high numbers of likes (2,003, 1,471, 1,338, etc.). Most unpaid Instagram posts paired an example of a real question from the textline with a humorous picture and routinely saw more than 50 likes per post. While it's difficult to establish a benchmark by which to measure success, a textline with multiple instances across the country, In Case You're Curious (ICYC), that uses a very similar and very engaging format typically receives between 30 and 40 likes per post, even with three times as many followers as IOTAS. Comments received on the posts themselves also reinforced youth and young adults' appreciation of the content. For example on one recent post, user shenzhenversaceupgrade posted "you guys are a great cause but your ads are even better" to which another user, tananda\_love responded "...I only followed for how funny their ads are." By the end of the grant term, IOTAS' Instagram had 548 followers (exceeding even the PPWP profile) and the Facebook had 536.



Some important adjustments and additions that were made over time to the original social media strategy as outlined by the Shift Collaborative, our branding agency, included:

- Moving away from Twitter marketing and Pandora ads. Funds were instead marked for Facebook, Instagram, and ultimately Google ads for video. Twitter proved expensive and ultimately not the best platform to engage teens. Ads had average costs per click as high as \$2.00 and \$3.00, compared with Facebook, which ranged from as low as \$0.01 to \$0.30 or \$0.40 per result (the algorithm for these costs differs based on ad popularity - the better an ad is working, the cheaper its cost). After much conversation and research, although Pandora was originally suggested by the Shift Collaborative in our promotional plan, we determined that while this type of advertising may be effective for other services or products marketed to youth, the fact that IOTAS is a phone number that a youth either needs to text immediately or save for later meant that an audio ad would make youth response very difficult. \$5,000 was the minimum buy-in and so there was no way to do a small test run of ads without making a large investment. Rather than take that gamble, PPWP decided that splitting this funding among proven methods was a better approach.
- Any ads costing more than the aforementioned range after running for one or two days were stopped and revised or replaced to ensure cost-effectiveness.
- After seeing greater numbers of likes on our page posts with memes that were already viral among social media users, we refocused our paid boosted post ads to include only those memes which dramatically increased engagement with our profiles.
- Upon seeing greater-than-expected interest among college-age students during in-person outreach efforts, we increased our age range within social media ads to include young adults up to age 22.
- Development of a well-produced video ad helped facilitate a spike in the number of texts received on the textline. This video featured PPWP's peer educators and like many of our materials, used sample questions to encourage engagement. The video was viewed over 25,000 times, as mentioned above. (The video is available at <https://www.youtube.com/watch?v=UdczJO14No>)

### **Traditional Advertising**

The front window of the PPWP downtown office is large with space for a 66" x 48" printed sign. Staff determined that a sign displayed here could better establish the connection between IOTAS and PPWP services. Bus ads released weekly during April and May on routes running throughout the City of Pittsburgh and immediate suburbs in Allegheny county also comprised an important channel for advertising. These ads included placements on 144 different busses in four different regions of the city during April and May. Advertising on the Port Authority busses is highly likely to reach the target audience, since so many teens and young adults use public transit, and unlike other more fleeting ads, is displayed to riders for their entire bus ride, giving them more time to think of a question or save the number in their phone. Based roughly on

average overall ridership, the number of individuals who likely rode busses where an IOTAS ad was posted totaled 885,555.

### **Organizational and in-person outreach to youth-serving providers**

Reaching even a majority of the 200,000 youth in the target communities with in-person outreach would never have been possible, given our department's capacity. As a result, we understood the importance of raising awareness and seeking buy-in amongst youth-serving providers working with young people closely every day. Organizational outreach consisted of emails, phone calls, and direct in-person canvassing of organizations either providing services to youth or in a highly trafficked business district with youth clientele. Ultimately, 124 organizations were contacted and received welcome packets, including palmcards with friendly avatars and sample questions, posters with tear-away phone numbers, and welcome letters modeling strategies for introducing the resource to youth (all included in the mailed supplemental packet). Organizations included out-of-school time programs, recreation centers, pediatricians, OB/GYNs, social service agencies, transitional living organizations, barber shops, salons, and others. During the initial phase of this outreach, it became clear that some partners would benefit from a more detailed introduction to the service and a refresher on Planned Parenthood services. Fourteen different organizations agreed to have PPWP staff deliver half hour to hour long presentations covering these topics to a total of 283 youth-serving providers in Allegheny and Westmoreland counties including librarians, children and youth case managers, legal advocates for children, health educators, social workers, providers for youth experiencing housing instability, and resource navigators. Interestingly, during the initial outreach push, staff noticed that many college-aged students were also interested in IOTAS but were often older than the age range prioritized by the youth serving providers we were meeting with. In response, we began working with professors and groups on campus such as fraternities and sororities to present IOTAS at their class or club meetings. Our Textline Coordinator reached out to 61 different organizations and clubs, ultimately providing presentations to 255 students in seven organizations. Staff also developed new posters with college-aged models for use on campuses and with organizations serving young adults.

### **In-person outreach: direct to youth**

Lastly, one of the most important strategies was getting marketing materials directly into the hands of youth. While social media and signage help youth to recognize and ultimately trust the brand, we believe that in-person conversations about the resource, just like any kind of warm hand-off, are likely the most powerful and immediate means of driving traffic to the the textline. During the initial summer months of the grant term, our Education Department engaged two high school peer educators to perform street outreach around the Pittsburgh area at sporting events, concerts, and other events with high youth participation. These students distributed 2,500 palmcards directly to youth. Recently, based on this model, a new volunteer team has begun

doing the same work, but also including college campuses in their outreach. During four sessions, this group has distributed 400 palmcards directly to young adults on college campuses. Over the school year, high school peer educators were encouraged to distribute palmcards in their schools and to friends and PPWP educators distributed cards to each new group with whom they worked, for a total of 7,000 cards distributed through education programming.

Tabling at community events represented another excellent way to connect with youth and young adults. Tabling was performed at 21 events with an estimated reach of about 2900 people. To draw people in to our table, we developed an interactive IOTAS-branded sexual health Jeopardy pop-up banner, which was popular. At some events, organizers specifically requested that we bring the game. Although palmcards were the primary outreach tool, we quickly realized that other types of promotional materials would be both appealing and lasting, allowing youth to reference the phone number later. Through tabling and education programming, we distributed 1,200 pens, 1,000 silicon cell phone wallets, and 150 branded drawstring bags directly to youth. We ran through the initial orders of pens and cell phone wallets quickly and among students with whom we work closely, noticed that the silicon wallets stayed adhered to their phones for extended periods, allowing them access to the number over time directly on their phones. As a result, we felt strongly that these materials were an excellent use of resources.

Ultimately, through all of these outreach efforts, more than 35,000 palmcards and 1,200 posters were distributed to youth and youth-serving organizations.

**Proposed objective and outcomes:** Respond to an estimated 5,000 questions with medically accurate information. linking youth to services when appropriate. PPWP staff will manage a committed group of well-trained IOTAS volunteers. Youth asking questions will be linked to both medically accurate information and affordable services. Peer Educators will have increased sexual health knowledge and agency.

### **Incoming Text Messages**

Although there were no readily available benchmarks upon which to base the projected number of texts in writing our original proposal, staff hoped that given this dramatically expanded funding for marketing, the volume of texts received would rapidly increase and the textline would receive between 13 and 15 texts per day, for a total of 5,000 texts received. Scaling up outreach and achieving name recognition turned out to be a much more lengthy process than originally anticipated. Over the grant term, IOTAS received 1,276 texts, an average over the whole term of 3 texts per day. However, taking a more recent average, we are proud to report that after much hard work, during the last two months of the grant term, IOTAS received a daily volume of texts averaging between 11 and 13, rapidly approaching the rate projected in the proposal. Although our funding period is ending and we are currently seeking additional funds,

we hope to maintain this volume and to achieve continued modest increases such that we can reach a goal of 5,000 annual texts moving forward. In hindsight, we have clarity that our initial projection was optimistic and have even received some anecdotal affirmation that the number of texts we now receive is on par with other sexual health textlines in other regions. We would have liked to achieve the current volume of texts earlier in the grant term, but we feel that having seen this consistent increase demonstrates that our outreach efforts have been successful and that over time and repetition, youth and young adults are increasingly trusting and turning to IOTAS as a resource for the information that they need.

### **Volunteer Textline Staffers**

Over the year, PPWP trained and/or maintained staffing with 24 adult volunteers and 139 teen peer educators who worked the textline, far exceeding the original number of volunteers projected. The original proposed structure of 4 hour shifts was modified slightly, allowing youth volunteers to respond on an impromptu basis when they had time and were interested in a question, and each day, a PPWP staff member or an adult volunteer acted as the bottomline staff person to ensure that questions were answered in the 24 hour response window.

Surveys were conducted with peer educators one month after their training to find out whether the training was effective. Focus groups were also conducted in three schools with peer educators who were most active in staffing the line to document youth reactions to this model of peer education. The entire preliminary report from both of these methods is included in our mailed supplemental materials. To highlight some findings, the survey showed that students' enthusiasm for the textline was reflected in the overwhelming number of students who referred IOTAS to friends or family (81%). More than half of students (53%) felt prepared to answer questions in IOTAS, and a majority also reported feeling confident in researching and suggesting answers (59%), as well as communicating (64%) the answer to their peers. In the future, PPWP would like to see a higher proportion of students feeling prepared to answer the questions and so will work to make continued revisions to the curriculum, also bearing in mind that the training this year was conducted with all students and so may have included some youth without a proclivity for this method of completing their peer education responsibilities. Next year, PPWP is likely to conduct this training only with the most interested students.

Youth in the focus groups (many of which were more likely to have staffed the textline than the general group that answered the survey) seemed to feel very prepared and felt that their work staffing IOTAS was important. Some students described feeling positive about being able to act as a resource for their peers:

“Yeah it just feels good knowing that you’re actually making a difference in somebody’s life just by answering one question. Because it could be a major thing or it could even be a little thing, but you telling them, just answering their question could help them in a major way.”

While others who staffed IOTAS also felt that their work on the textline was helping them to gain their own knowledge and self-efficacy around practicing healthy sexual behaviors:

“I feel like we would be more prepared [to make a healthy sexual health decision] because if you compared us to someone who doesn’t do IOTAS, we’ve talked about the situations that are similar to this and like this and we’ve researched it and we just have more knowledge on the possibilities and the outcomes, and what to do to make our decision and how it will affect us in the long run. So, IOTAS just helps us learn more and it teaches us and prepares us for future outcomes and possibilities.”

While two other students felt strongly about the impact IOTAS was having:

“There’s questions that come in every single day. And you can see people obviously feel comfortable enough to keep coming back or keep telling their friends because it [IOTAS] wouldn’t be how big it is now if people weren’t talking about it.”

“So, okay IOTAS is Pittsburgh only, right? Why is it that? Like why is it not the whole country? That would be so great, it would be like an online community where we can talk about these things, cause like I don’t know if other cities have this? Like it should at least be Pennsylvania. Pittsburgh’s so small.”

**Proposed objective and outcomes:** Develop and make the IOTAS education package available to interested organizations and other Planned Parenthood (PP) affiliates. Awareness will be increased among providers nationally about the availability of the IOTAS service as a replicable sexual health intervention. Partnerships will be established with organizations who may be interested in replicating.

After conducting a small amount of initial outreach in the fall and winter with close contacts at other PP affiliates, it became clear that stronger evaluation results would be important to obtain before engaging partners more broadly. As such, PPWP began work with evaluators from the University of Pittsburgh’s Graduate School of Public Health, who will deliver a robust evaluation report by end of summer 2017. These evaluators conducted the survey and focus groups mentioned above and will be using a number of other mixed methods approaches to evaluate the program. In these conversations, PPWP encountered a number of different ideas about how organizations might think about implementation of an intervention like IOTAS (e.g. some might use the curriculum with small groups of peer educators, some might use the interface to engage different levels of staff in answering questions, organizations with a different focus may want to use the interface for topics other than sexual health). Over the year, PPWP staff,

volunteers, and students also documented a number of changes to the IOTAS software interface that would make for a better user experience, as well as changes that will facilitate greater engagement of texters, such as the ability to deliver bulk messages on a regular basis to subscribers, keeping them closely connected to the resource. From all of these conversations, PPWP settled on an approach that is currently seeking to engage a small number of pilot beta tester organizations whom we will engage to help us do a final intensive round of revisions and software updates before finalizing and making a larger push to disseminate to organizations across the country.

In the meantime, PPWP has been pushing to lay the groundwork for IOTAS among professionals in the field. PPWP was accepted to present IOTAS during a workshop at the Center for Sex Education's National Sex Ed Conference in December of 2016. The workshop received positive evaluations and PPWP was able to connect with 12 professionals from a variety of organizations, including other Planned Parenthood affiliates, a university, and a health department. The VP for Education also attended the Youth Tech Health conference in May 2017, which provided an incredible opportunity to connect with a specific group of professionals engaged in work very related to IOTAS. To maximize this opportunity, the VP brought printed bookmarks describing the program opportunity and packets of promotional materials to pass out during conversations (a packet is included in the supplemental materials). The VP was able to distribute about 125 bookmarks and packets at the conference. From these efforts, PPWP is excited to be engaged in very early conversations with two organizations about the possibility of acting as beta testers, with two other strong leads on partnerships yet to be explored. A paper written collaboratively by Pitt Public Health partners and PPWP, entitled "A technology-based peer education intervention: Results from a sexual health textline feasibility study," is also under review at the American Journal of Sexuality Education, acceptance of which would further publicize IOTAS and the department's efforts on this project.

**Please describe any challenges/obstacles the organization encountered (if any) in attaining stated goals & objectives.**

1. The original marketing strategy provided to us by the Shift Collaborative was thoughtful and targeted, but very little has been published about advertising for sexual health textlines and although they bear some resemblance to other types of hotlines, they occupy a unique space with unique challenges that as we learned, were not necessarily reflected in the original strategy as laid out. We think various factors contributed to the challenging nature of marketing IOTAS. First, IOTAS is a resource without a physical location, as well as a service that individuals access at a very particular moment in time, namely when they have a question relating to sexual health. Sexual health is a stigmatized topic and so youth may be more reluctant to engage, especially in a public way (such as liking

a post on social media). Sometimes a user will already have a question in mind when they encounter an IOTAS promotion. At other times and perhaps more commonly, PPWP needed potential users without an immediate question to remember IOTAS as a resource that they will access later. In this situation, where both the brand and the concept of the service itself are new, a heavy burden is placed on the promotional materials to both inform and appeal to potential texters. This means upon encountering an ad, a user had to immediately perceive IOTAS as a reliable, reasonable place to access the information that they needed; then, the materials had to be memorable, so that when the question arose, the person remembered that the service was available; and lastly, the user had to be able to readily locate the phone number once they were ready to use it, no matter whether they thought to moments, days, or months after seeing an advertisement.

2. Another challenge, which unfortunately represents a much larger systemic problem, was that because several of the schools that we serve through our peer education program are extremely underresourced, some students' literacy levels are quite low. While there were a solid number of students who excelled at answering questions on the textline, unfortunately, other students experienced difficulties composing the answers in an effective way. PPWP's peer educators are youth who are passionate about sexual health and skilled at sharing that knowledge with their peers, but as regards written answers on the textline, IOTAS seems to present challenges for those with lower literacy.
3. Technology upgrades took much longer than hoped for or anticipated and while regular textline operations were not impacted, user experience was not improved in the ways that we hoped it would be over this year. Use of volunteer software developers and support people may not be sustainable in the future.

### **How did the organization overcome and/or address the challenges and obstacles?**

1. As described in the outcomes section above, we learned time and again how important it was to be flexible in our approach to marketing and iterative in our execution of outreach strategies. Some small, but important adjustments seemed to help get at issues of perceived reliability and memorability. For example, in the winter, based on conversations with students and people at tabling events, we started to wonder if youth wanted to be connected to the resource but had difficulty immediately thinking of a question. As such, we modified our marketing materials so that instead of "Text your question...", they read "Text START to..." This led to an immediate increase in incoming texts and many texters who sent START followed up within a few days with a question. We believe that this little adjustment allowed an easy way for youth to essentially save the number in their phone, as well as potentially lending an air of credibility to the



textline, since the public is used to seeing these kinds of subscription prompts in association with SMS communication. Adjustments to marketing and promotion were made almost constantly and many of the others have been detailed above.

2. As a test case to examine the issue of literacy among youth IOTAS staffers, PPWP recruited a small group of students from a private preparatory high school in the area, presumably with generally higher levels of literacy than other peer educators, to try to understand whether these students would be better able to maintain the tone of IOTAS in their answers. Sure enough, answers provided by these teens were often high quality enough to be sent out without any editing. While it is incredibly important to PPWP to allow any interested youth, regardless of their literacy skills, to be involved in IOTAS, it will be helpful moving forward to understand these challenges ahead of time so that greater support and training can be provided to those students who may be more likely to struggle with this method of peer education.
3. We sincerely appreciated being able to use the unused salary funds from the grant to compensate a portion of the work completed by our software developer, who has otherwise donated many in-kind hours of highly skilled technical work to IOTAS. This was incredibly important in the short term for the upgrades we need to begin dissemination. Moving forward, we will explore securing additional funding to compensate developers for their time.

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

One very exciting unintended positive outcome resulted from work with the AIDS Free Pittsburgh (AFP) coalition. AFP is a public health movement working to end the AIDS epidemic in the Pittsburgh area by reducing transmission of HIV by 75 percent, increasing rapid linkage to care for people with new HIV infections, and getting to zero AIDS diagnoses in Allegheny County by 2020. One of AFP's primary strategies is increasing access to PrEP, pre-exposure prophylaxis, for high risk individuals. In western PA, public awareness of PrEP is very low and as such, AFP launched a major awareness campaign that has included bus ads, printed materials (included in the supplemental materials), a website at <http://preppgh.com>, and other in-person outreach. Because of PPWP's close work with this coalition, IOTAS was identified as an excellent resource through which people interested in PrEP could have questions answered. The IOTAS phone number was included on all the above listed materials and will continue to be advertised in this capacity as long as AFP's efforts continue. Excitingly, this work has also led to PPWP securing an additional grant to increase our HIV prevention work and the affiliate is now providing PrEP services ourselves, which provides for an even closer linkage to services for any PrEP questions that come into IOTAS.

A positive consequence that we expected, but that was more important than anticipated, was that in conducting IOTAS outreach, significant opportunities were created to raise awareness of PPWP services in general. This was especially true in the outlying counties of Westmoreland, Cambria, and Somerset. In talking to youth-serving providers in these areas, we noticed that there was a strong lack of knowledge surrounding the extent of the services PPWP offers. Our Development department, in response, created mousepads and specialized business cards with information about the counties' PPWP centers, which we distributed along with our IOTAS materials. Being distant from our administrative offices in Pittsburgh, we typically have very limited capacity to conduct outreach in these areas, so these opportunities were welcome and important for increasing access to our high quality, affordable reproductive health services for people in those communities.

Finally, we were interested and happy to see a greater-than-expected use of the IOTAS textline among adults older than college-age. Questions about sexual health, sexuality, and relationships persist throughout our lifetimes, and a number of adults (who mentioned their age within the text) wrote to ask us questions on the textline. These questions were about topics like marriage and divorce, transitioning from male to female as a senior, and healthy and unhealthy relationships. While adults were not our primary target population, we were happy to fill a gap that apparently exists.

**Briefly describe the impact this grant has had on the organization and community served.**

The S.L. Gimbel grant's impact for us has been enormous. Before the Foundation accepted our proposal, IOTAS was a labor of love that PPWP knew had great potential, but that would also require an infusion of funding and a substantial body of work to realize that potential. Our Education Department has been working since 2013 to integrate digital media and technology across our programming, with an understanding of how important these are for youth engagement and also how great the need is across our region and the entire country for better and more accessible means of sexual health education for youth overall. This grant has allowed us to establish IOTAS not only in Pittsburgh, but also in the underserved counties of Westmoreland, Cambria, and Somerset, who we know are in great need of expanded sexual health services. It has also allowed us to make incredible progress towards establishing the effectiveness of IOTAS for both youth who staff the line and those who text their questions, which will help us in turn, to share the model and all of our lessons learned with organizations across the country who are also trying to crack the nut of how to engage youth in ways that are relevant to their lives, even as new technologies emerge almost constantly. We believe that models like IOTAS have an important place in the future of sexuality education and we are sincerely grateful and proud to have had this opportunity.

### **Please relate a success story.**

In a way, we consider all of the answered questions to be success stories, since each one represents a need for information and connection that was fulfilled where it otherwise may not have been. However, here are some typical and moving examples of questions texted in and the compassionate, intelligent answers composed in return by our peer educators. If the answers below were edited by adults, the edits were very minor.

#### **Exchange #1**

**Texter:** Hello, IOTAS. I (female) have a relationship with my boyfriend, love him, and really want to eventually marry him. However, my best friend(male) since high school as been recently showing me that he has feeling for me and flirts intensely with me. We express that we know we can't be together since I am on a relationship but I feel the things we say to each other might be bordering very sexual and I wouldn't want to do anything to make my boyfriend not trust me. I want to continue letting him know that although I've flirted with him before I don't want to continue doing this but I don't want to jeopardize our amazing and long friendship. How would you suggest to deal with a close friend who begins expressing feelings for you? Thank you!

**IOTAS:** Hi, thanks for asking IOTAS! This sounds like a tough situation, but It is responsible of you to acknowledge this dynamic and to prioritize loyalty to your current partner. It might be a good idea to have a face-to-face conversation with your friend. In this conversation, you may want to express exactly how you feel with "I feel" statements. Be straightforward, and tell him that there cannot be any more flirting between you two because you love your boyfriend, but also tell him how much you value his friendship. Make sure to be respectful. He may be hurt at first, but in the end you will be doing the right thing by not "playing with his feelings." If he is a true friend, he should respect your boundaries and having this conversation with him shouldn't ruin your friendship! It may create some awkwardness but eventually, with time, things will be alright. Best of luck, feel free to text us back anytime.

**Texter:** Thank you very much for helping me realize the right decision. I sometimes have a hard time sticking to my principles when I think that doing do may make others feel Hurt.

#### **Exchange #2**

**Texter:** Hello I'm one of your followers and I love your account and think it's great and helpful:) but how do I know if someone likes me if we don't even talk. And I have crazy anxiety so I can't talk to him. But he always walks near me when there's clearly more

room around me, he always looks at me when I pass him in this one part of the hallway, and someone told me he likes me but I'm not totally sure if I believe them. I honestly think he does but i don't know for sure cause I want him to talk to me@

**IOTAS:** Hello, thanks for asking IOTAS! It is totally normal to want to have someone to like you back. If you are ready, you should talk to them, don't wait around for him to talk to you! It can be nerve-wracking to talk to your crush but it is okay! The number one thing to remember is to be yourself. The best thing to do is to start slow and ease into it. Maybe start by just saying "hi" to them when you walk by them. That can help you feel comfortable speaking to them. From there you can move onto talking to them more like asking them how their day was, and keep going from there. Starting off with something small will help you feel more confident talking to them more, and they'll probably start talking to you more in return! Then when you feel ready, you can ask them out. The worst thing that can happen is he says no, which can definitely sting, but just remember: you are awesome and you don't need them to think you're awesome for that to be true!! If you're yourself and this guy doesn't like you, he's not the right fit! It's important to find a guy who likes you for you! That way when you meet someone and they like you, you know it's for all the right reasons and the connection can be great. If you try to change yourself for someone, eventually the real you will come out anyway! Good luck! Feel free to text us back anytime.

**Exchange #3:**

**Texter:** I'm worried I'm pregnant what should i do.

**IOTAS:** Hello, thanks for asking IOTAS! Many people have pregnancy scares and it can definitely be hard not to worry until you know for sure! A pregnancy test is the best way to know, even if other signs seem to be pointing to yes or no. Most pharmacies sell over the counter pregnancy tests and you can even get them at places like dollar stores. You can also schedule an appointment with Planned Parenthood for a pregnancy test, which can be a nice opportunity to talk to trained staff about the results, birth control, and any other health concerns you may have. You can schedule an appointment at <http://bit.ly/pghfamilyplanning> or calling 412-434-8971. I hope this helps! Feel free to text us back anytime.

**Provide a narrative on how funds were used to fulfill the grant objectives.**

PPWP's proposal to the Gimbel Foundation requested \$49,673 to cover the expense of salary and benefits for a staff person to do marketing and outreach for IOTAS, travel for the

staff person in four western Pennsylvania counties and marketing and advertising to promote the text line in these counties.

Below are the budget and the grant expenditures:

	Budget	Actual
<b>Salary &amp; benefits</b>	\$24,373	\$24,963
<b>Staff Travel</b>	\$ 3,000	\$ 2,971
Marketing :		
Bus ads	\$10,400	\$ 6,803
Digital	\$ 8,900	\$ 8,057
Print	\$ 2,000	\$ 3,600
Promotional Items	\$ 1,000	\$ 3,606
<b>Total Marketing</b>	\$22,300	\$22,066
<b>Total Expense</b>	<b>\$ 49,673</b>	<b>\$50,000</b>

The actual costs within each line item are within 2.5% of the budgeted amount and the full grant of \$50,000 was used for the IOTAS project. There was some variation from the budget regarding how money within the salary and marketing line items was spent, but all spending was consistent with the category. For the salary line item, the staff person hired did not need health care benefits so a savings of \$2,482 was used to pay a software development consultant to make technical changes to improve the IOTAS application.

The marketing budget proposed promotion of IOTAS through advertising in four categories: traditional advertising (bus ads), digital advertising, print materials and promotional swag. Adjustments were made during the course of the grant with the amount spent within those four categories and the type of tools used or items purchased for digital media and promotional swag. For example, Instagram and Google ads were used instead of Twitter and Pandora ads, and more promotional items were purchased than initially planned. These changes resulted in the use of marketing strategies that were most successful in reaching young people and generating increased text volume.

PLANNED PARENTHOOD OF WESTERN PA INC  
Profit & Loss FY15 actual compared to FY16 budget

	<u>Jul 16 - Jun 17</u>	<u>Budget 2018</u>	<u>Variance</u>
Income			
Contributions - ALL			
Individual Contributinos	1,636,622	900,000	736,622
Foundation Grants	523,852	525,000	-1,148
Total Contributions - ALL	<u>2,160,474</u>	<u>1,425,000</u>	<u>735,474</u>
Program Funding			
State & Federal Funding	282,254	250,000	32,254
Patient Fees	3,490,989	3,825,000	-334,011
Total Medical Income	<u>3,773,243</u>	<u>4,075,000</u>	<u>-301,757</u>
Other			
Interest & investment Income	99,234	105,000	-5,766
Miscellaneous Income	61,597	45,000	16,597
Total Income	<u>6,094,548</u>	<u>5,650,000</u>	<u>444,548</u>
Expenses			
Wages	2,525,665	2,627,000	-101,335
Employee Benefits	540,340	583,200	-42,860
Occupancy	256,891	257,000	-109
Telephone	56,424	56,000	424
Insurance	101,274	104,000	-2,726
Technology Support	177,807	170,000	7,807
Equipment Maint/Rental	15,733	15,700	33
Advertising and Publications	60,380	37,500	22,880
Peer Ed Stipends	31,866	28,000	3,866
Travel	36,703	28,500	8,203
Medical Supplies	945,047	950,000	-4,953
Lab Services	119,594	115,000	4,594
Office and Program Supplies	70,699	57,000	13,699
Federation and State Dues	77,368	71,500	5,868
Audit/professional fees	180,263	165,875	14,388
Special Event Costs	59,467	55,000	4,467
credit card & fees	30,881	30,500	381
Bad debt expense	108,429	110,000	-1,571
Miscellaneous	3,233	3,225	8
Depreciation	191,088	185,000	6,088
Total Expense	<u>5,589,152</u>	<u>5,650,000</u>	<u>-60,848</u>
	<u>505,396</u>	<u>0</u>	<u>505,397</u>
Total Investment Gains (Losses)	<u>140,871</u>	<u>0</u>	<u>140,871</u>
Total Income (Loss)	<u>646,267</u>	<u>0</u>	<u>646,268</u>



Department of the Treasury  
Internal Revenue Service

P.O. Box 2508  
Cincinnati OH 45201

In reply refer to: 0248349863  
Mar. 12, 2010 LTR 4168C E0  
25-0965474 000000 00

00017268  
BODC: TE

PLANNED PARENTHOOD OF WESTERN  
PENNSYLVANIA INC  
933 LIBERTY AVE  
PITTSBURGH PA 15222-3701



000125

Employer Identification Number: 25-0965474  
Person to Contact: Ms. Riley  
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Mar. 03, 2010, request for information regarding your tax-exempt status.

Our records indicate that your organization was recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in December 1942.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(2).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Beginning with the organization's sixth taxable year and all succeeding years, it must meet one of the public support tests under section 170(b)(1)(A)(vi) or section 509(a)(2) as reported on Schedule A of the Form 990. If your organization does not meet the public support test for two consecutive years, it is required to file Form 990-PF, Return of Private Foundation, for the second tax year that the organization failed to meet the support test and will be reclassified as a private foundation.

If you have any questions, please call us at the telephone number shown in the heading of this letter.



0248349863  
Mar. 12, 2010 LTR 4168C E0  
25-0965474 000000 00  
00017269

PLANNED PARENTHOOD OF WESTERN  
PENNSYLVANIA INC  
933 LIBERTY AVE  
PITTSBURGH PA 15222-3701

Sincerely yours,

*Michele M. Sullivan*

Michele M. Sullivan, Oper. Mgr.  
Accounts Management Operations I

**PLANNED PARENTHOOD OF WESTERN PENNSYLVANIA, INC.**  
**BOARD OF DIRECTORS**  
**FY 2017 - 2018**

<b><u>Board Officers</u></b>	<b><u>Profession</u></b>	<b><u>Place of Employment</u></b>
WALKER, James Chair	Attorney	Private practice
CULLEN, Lynn Vice -Chair	Radio personality	Pittsburgh City Paper
JOHNSON, Mary Ellen Treasurer	CPA	Retired
KING, Carole Secretary	PR and Media Consultant	King Communications
<b><u>Board Members</u></b>		
BAILY, Louanne	Investment Banker	Not employed
BRANT, Gary	President	Brant, Hickey and Assoc.
FLAHERTY, Sarah	Physician	Heritage Valley Health System
FOSTER, Rebecca	Economic Development	Consultant
GARBISCH, Sandra	School Board Member/ Community Volunteer	Fox Chapel School Board
GIUSTI, Lisa	Community Volunteer	
HALL-RUSSEL, Cheryl	Business Executive	Black Women, Wise Women
HAUSER, Mike	VP, School Resources & Services	ConCorRX Holdings
JOY, Mark	Physician	Highmark
KAMARA, Abass	Political Consultant	The Carey Group
LOVELACE, John	President	UPMC for You
LUNIEWSKI, Katherine	Nurse	Nurse Family Partnership
McCLELLAND, Jodi	Office Manager	McClelland Law Group
McHUGH, Maureen	Professor of Psychology	Indiana University of Pennsylvania
MEARS, Haley	Business Executive	Aethon/Robosol, Inc.
OLSZEWSKI, Deborah	Professional Liability Attorney	Allegheny Health Network
PAKLER, Katie	Attorney	Kids Voice
REED, Alisha	Director of Business and	Adaptive Behavioral Sciences

## Data Management

SIMON, Linda	Executive Vice President	Armstrong, Kover, Kwick
SMITH, Tim	Minister and Director	Center for Life Community Center
SOLNICK, Benjamin	Software Engineer	Google
STERN, Jamie	Physician	UPMC
STOTLER, Neva	Employment Practice Attorney	Cafardi, Ferguson, Wyrick, Weis and Stanger
SYMONS, Rabbi Ron	Rabbi	Jewish Community Center
WELLS, Deborah	CPA	Retired
VILLATORE De FRIEDMAN, Karla	Attorney	Meyer, Unkovic & Scott



Strengthening Inland Southern California through Philanthropy

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Kathleen Sawa

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Immediate Past Board Chair

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Tamara Sipos

Beverly Stephenson

Randall Tagami

Diane Valenzuela

Paula Myles  
Interim President and CEO

November 30, 2017

*S. L. Gimbel Foundation Fund*

Ms. Kimberlee Evert  
President & CEO  
Planned Parenthood of Western Pennsylvania  
933 Liberty Avenue  
Pittsburgh, PA 15222

Dear Ms. Evert:

Congratulations! A grant has been approved for **Planned Parenthood of Western Pennsylvania** in the amount of **\$25,000.00** from the S.L. Gimbel Foundation. **The performance period for this grant is December 1, 2017 to November 30, 2018.** Additional funding beyond the performance period is not guaranteed. It is highly recommended that alternative funding sources be sought accordingly. The grant is to support the following as specified in your proposal:

*To support the Peer Helpers peer education program*

This grant is subject to the terms outlined in the enclosed Grant Agreement. After you have reviewed the terms and conditions of the Grant Agreement, **please sign and date the agreement and return with original signature to The Community Foundation by Friday, December 29, 2017.** Be sure to copy the signed agreement for your records. Funds will be released upon receipt of the signed Grant Agreement.

A condition of this grant is that you agree to submit the Grant Evaluation Form which includes a narrative report and fiscal report. **The Grant Evaluation is due by December 15, 2018** and will be available online at:  
<https://www.thecommunityfoundation.net/grants/grants/forms>.

We wish you great success and look forward to working with you during the grant performance period. If you have any questions, please feel free to contact me at 951-241-7777.

Sincerely,

Celia Cudiamat  
Executive Vice President of Programs

22493 Planned Parenthood of Western Pennsylvania

20170861 GIMB

