

HAMILTON

COMMUNITY

FOUNDATION



Information session
August 10, 2015

Research

- Detailed environmental scans and maps of Hamilton education programs
- Identification of education and training as key issue in Neighbourhood Action Plans
- Consultation with key education and community stakeholders
- Partnership with Fiona Dellar (Director, HEQCO) to advise on best practices and research
- Partnership with The Fairmount Foundation

Features

- Goal: Improve high school graduation rates and access to post-secondary education including trades/apprenticeship
- Focused on middle-school years: Grades 6, 7, 8 and transition to Grade 9
- Based on “Four Pillars” of successful early intervention programs:
 1. Academic upskilling: supporting educational success
 2. Mentoring: counselling and encouraging accountability
 3. Goal-setting: aspirational activities and timely information
 4. Incentives: financial and motivational encouragements

Features

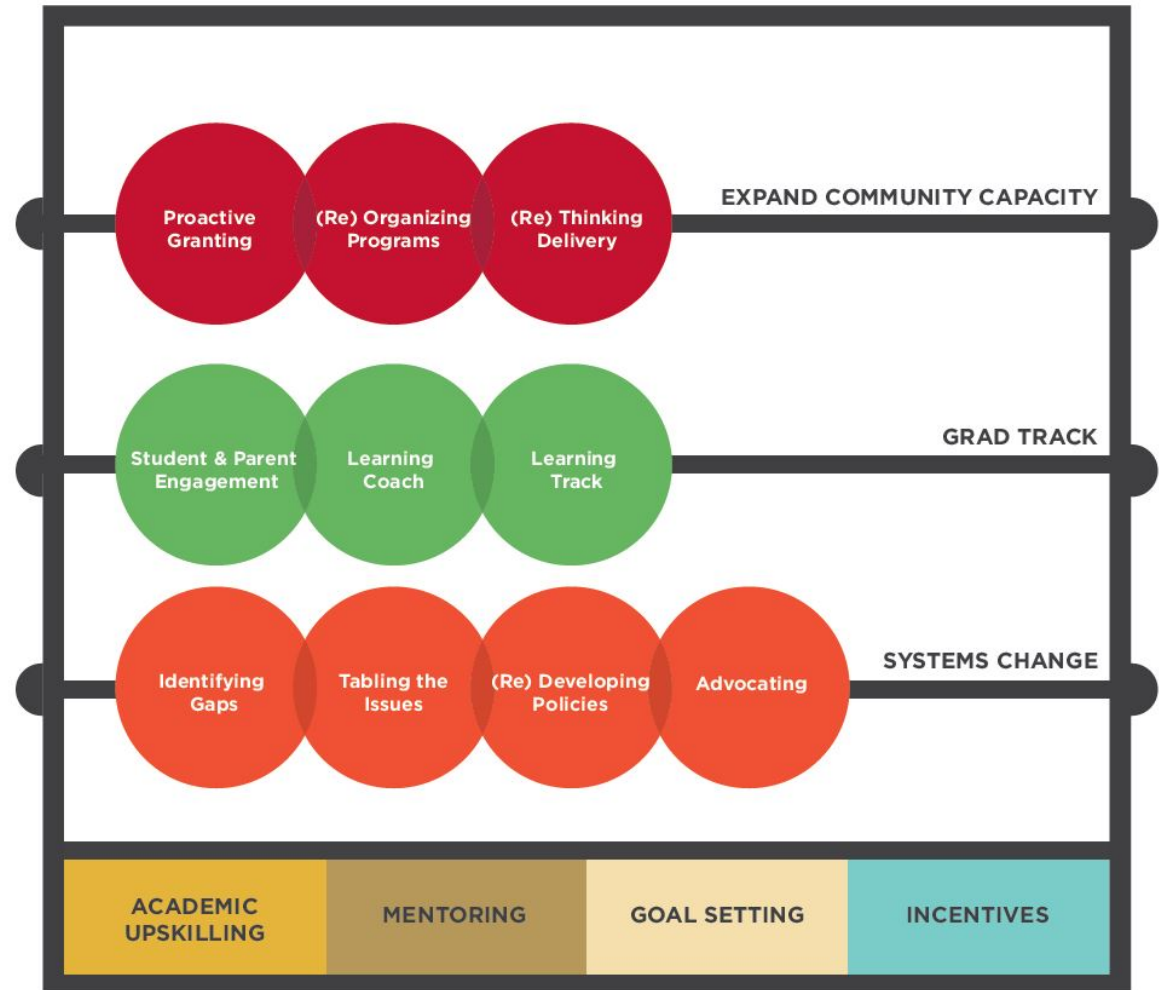
- Adapt to different sub-populations facing multiple barriers e.g.
 - Low-income students
 - First generation attenders
 - Aboriginal students
 - Students with disabilities
 - Students from ethno-culturally and racially diverse groups
- Provide specific focus to disengaged and harder-to-reach students *and their parents*
- Support systems change

Why the middle school years?

- Characteristics
 - Looming transition to high school
 - Developmental changes taking place
 - Need for preparation and planning that will shape future
 - High school early intervention may not be early enough
- Middle school years are least supported
 - Early Years and Best Start Network are strong
 - Kindergarten to Grade 3 focus of literacy programming
 - Major provincial policy push in high school student success
 - Over 40 community agencies providing school supports:
 - fewer encompass four pillars
 - fewer focus on middle school years.

Three elements of ABACUS

- Expand/build on existing community capacity through granting
- *Grad Track*: a pilot to deliver more intense programming
- Support systems change through convening



Today's focus:



EXPAND COMMUNITY CAPACITY

- Open call granting from HCF discretionary funds
- Focus: Better serve needs of students in the middle-school years by:
 - Expanding available spaces and enhance programming to support target age group
 - Encouraging organizations to re-think and re-organize delivery to reflect four pillars, and work systemically
 - Piloting new strategies for parental engagement
 - Aiding the transition to supports in grade 9 and beyond

Four pillars: Academic upskilling

- Supporting educational success through:
 - Afterschool homework programs
 - Computer literacy
 - Experiential learning
 - Tutoring programs

Four pillars: Mentoring

- Provides counselling and encourages accountability through:
 - Peer mentorship
 - Afterschool recreation & arts programs
 - Social skills development
 - One-on-one mentorship programs

Four pillars: Goal-setting

- Creates and fosters aspiration by:
 - Introductions to post-secondary and trades paths
 - Spending time on college or university campuses
 - Engaging parents in youth's career aspirations
- Provides timely information such as:
 - How to map choices for high school programming
 - Financial literacy and planning

Four pillars: Incentives

- Uses financial and motivational supports such as:
 - Meal programs
 - Bus tickets
 - Program materials
 - Incentives that reward behaviour, marks, etc.

Quick Summary

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 3. Goal-setting: aspirational activities and timely information
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Eligibility

- Non-profit organizations holding charitable status
- Non-profit organizations with fiscal sponsorship by registered charity
 - Includes school boards, schools, and municipal government
- No outstanding reports to HCF
- Work must be in Hamilton

Granting available

- Funding is from HCF's discretionary funds
- Maximum of \$60,000 per application
- 1 – 3 years in duration

Application process

- Two-part process
- *Letters of Intent* invited for September 16
- Full applications by invitation due October 14
- Anticipate notification of grants by end of December

Letter of Intent

- Letter of intent form is on our website
- Include cover page along with narrative describing what you want to do
- Questions to be answered in the narrative are posted
- No attachments – maximum of 4 pages
- Submission must be in duplicate, in hard copy by 4:30 on September 16

Full proposals

- By invitation following LOI review
- Hard copy submission by 4:30 on October 14

Some key considerations

- Most important is the link to the overall goal of ABACUS
- Collaboration and co-ordination
- Realistic, measurable goals and commitment to evaluation including the broader ABACUS evaluation
- Clear and reasonable budget with financial accountability
- STEM: science, technology, engineering & math, including skilled trades and manufacturing
 - Opportunity expand ABACUS' reach in partnership with AMD

Some key considerations

- Multiple pillars incorporated
- Focus on target population of students facing barriers
- Demonstrated need and rationale

Not funded

- One-time events
- Programs that are the responsibility of the public through BOE budget
- Capital
- Individual student sponsorships/bursaries
- Any project made to promote political, religious, moral or ethical philosophies deemed discriminatory

Not Sure?

Feel free to call or e-mail your questions to:

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