

City of Seattle Families and Education Levy Attachment 1
Request for Qualifications
Middle School and High School Social, Emotional and Behavioral Support

COVER SHEET

Organization Information:

Organization name: El Centro de la Raza

Organization address: 2524 16th Ave. South, Seattle, WA 98144

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State non-profit corporation

Application Components and Checklist (submit in this order)

- X Cover Sheet
- X Key People
- X Previous Experience
- X Tracking to Success
- X Women and Minority Inclusion; Non-discrimination

Contact Information:

Contact person: Denise Perez

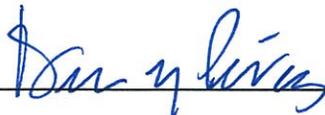
(please print clearly)

Title: Director of Human Services

Mailing address: 2524 16th Ave. South, Seattle, WA 98144

Day/Work phone: 206-957-4609 Email address: dperez@elcentrodelaraza.org

Signature: _____



Date: _____

2/14/2012

Additional information is provided in Attachment 3.

Key People

1) Staff responsible for delivering emotional and behavioral support in this program consists of one full-time Case Manager and the Director of Human Services. The Case Manager has 15 years of experience working with at-risk youth. Seven of those years have been spent at El Centro de la Raza working with Latino youth (ages 12 to 19) in Seattle Public Schools. The Case Manager has supported students in achieving the following outcomes and indicators:

Ninth graders promoting on time to tenth grade and students graduating on time: The Students in all grades passing all courses:

The Case Manager tracks student performance by meeting with them weekly, checking grades on The Source (Seattle Public Schools' academic resource for parents) with parental permission, monitoring homework completion, and communicating with parents. The Case Manager gives individualized attention to each youth and closely monitors academic performance, attendance and behavior, putting them on the road to graduating on time.

Students in all grades having fewer than 5 absences per semester: The Case Manager tracks attendance by communicating with teachers and checking the Source.

Reduction of discipline referrals, suspensions and or expulsions: The Case Manager is cognizant of the barriers that the target population faces and closely monitors outcomes to detect any significant trends. The Case Manager has provided support to students in Seattle Public Schools through intensive case management (for 35 students per year); collaborating with school staff and community partners to provide wrap around services; addressing barriers to learning such as homelessness, access to food, healthcare, and counseling; providing referrals and ongoing support to students with drug/alcohol related issues; providing support and translation services to parents to help them access the school and navigate meetings with teachers.

2) Denise Perez, the Community Services Director, leads the program to achieve results. Denise holds a Bachelor's degree and post-graduate studies in Business Administration with emphasis in Finance. Her education includes Executive Leadership training at Harvard's Kennedy School of Government and the Center for Creative Leadership. Ms. Perez's twenty years of experience includes grant and cooperative agreement management for the United States Department of Commerce, project management for the City of Denver, and multiple years working for diverse communities, primarily Latino populations.

Previous Experience

1) El Centro de la Raza's Youth Case Management Program targets 35 low-income Latino youth (ages 12–17) residing and/or enrolled in high schools in southeast/central Seattle. These youth are at high risk of gang involvement, failing classes, falling behind on school credits, facing suspension or expulsion from school, suffering from low attendance, considered truant or in danger of dropping out. 100 percent of the youth we serve are low income, enrolled in Seattle Public Schools, 30 out of 35 have been served or are currently being served by English Language Learner (ELL) classes. Other risk factors facing Latino youth include racial discrimination, a lack of parental involvement and substance abuse. Low self-esteem is also a factor, with many youth internalizing

their status as “underachievers.” The Program uses intensive case management to reach these youth and build up and reinforce a feeling of positive self-worth.

2) In the past two years our program has met 100 percent of our outcomes. Our program helps youth to increase academic achievement, increase positive involvement in the education system and engage in extra-curricular activities. Under this program, staff provides *intensive case management support that includes:* academic support and advocacy, extracurricular activity enrollment, translation home visits, *connecting students to resources and supports in the community* including employment support referral, post secondary education referral, parole support and *drug and alcohol treatment programs*. This program is ongoing and provides services year round, and directly supports *ninth graders promoting on time to tenth grade, students graduating on time, students in all grades passing all courses, and students in all grades having fewer than 5 absences per semester.*

At the beginning of service, staff meets with youth to provide a comprehensive 3-hour one-on-one personal history assessment in which staff determine the needs of the participant and properly identify barriers that may inhibit successful academic achievement. Youth acknowledge their responsibilities and identify educational goals they hope to achieve in a 12-month period as staff helps youth create an Individualized Service Plan (ISP). Initially the Case Manager spends greater time with youth in order to develop trust and determine participants’ needs, and will spend 3 hours with participants during the initial intake and assessment session. Throughout the year, staff will spend between 1 to 2 hours per week with each student through a combination of phone calls, case management and weekly check-ins. The Case Manager receives weekly reports from the attendance office for students with 3 or more unexcused absences. The Case Manager maintains a flexible schedule and will adjust the amount of time spent to meet each student’s specific needs, and *provides attendance, behavior and discipline support when necessary.*

Current school collaborations include Chief Sealth High School, Rainier Beach High School, John Stanford Center and the Inter-agency Academy. The Case Manager collaborates with school teachers and staff to ensure that outcomes are met. The schools provide office space and refer students in need directly to the Case Manager. Teachers provide access to the Source (the City of Seattle’s online grades and attendance resource for parents) and school email access. The Case Manager and teachers will work together to ensure that a student stays on track, maintaining continuous communication. The Case Manager will translate meetings and home calls for the benefit of the student, their family and school staff/teachers. We also collaborate with the City of Seattle’s SYVPI by adhering to its program outcomes and reporting outcome data.

3)

FUNDERS	
United Way (206)461-3700	Jon Fine – CEO*
Northwest Children’s Fund (206)407-2161	Kelly Lynch Reimer, Development Manager
SCHOOLS	

Chief Sealth High School 2600 SW Thistle St Seattle, WA 98126 (206) 252-8550	Principal Chris Kinsey Vice Principal Lupe Barnes, Angie Thomas Teachers Roberta Lindeman, Delfino Munoz, Lisa Luiz, Allison Yount, John Wright, David Katz Counselors Jol Raymond, Kory Kumasaka, Krista Rillo School Psychologist John Boyd School Nurse Allison Enochs School Social Worker Carrie Syversten Truancy Specialist Steve Jewels, Laura Dale
Rainier Beach High School 8815 Seward Park Avenue South Seattle, WA 98118-4799 (206) 252-6350	Counselor Dan Jurdy
John Stanford Center 2445 3rd Avenue South Seattle, WA 98134	Ron Mcglone Enrollment Specialist Ginny Kalkoske Truancy Specialist
Interagency Academy (206) 252-6810	Dan Richman, Martha Ortiz, Kjell Rye, Jowell Rollolazo
COMMUNITY-BASED ORGANIZATIONS	
City of Seattle Youth Violence Prevention Initiative 206-386-1376	Mariko Lockheart, Muriel Burgenson
City of Seattle Youth Employment Program 206-684-0622	Ana Treadway, Iris Guzman
Seattle Parks and Recreation (206) 684-4075	Jeron Gates
Southwest Youth and Family Services (206) 937-7680	Administrations Robert Gant, Nani Fatuesi, Case Managers Jason Clark, Tony Rivisto,
Woodland Park Zoo (206) 548-2500	Kathy France
Youth Engage Theater (206) 323-7499	Jamila Coleman
Coyote Central (206) 323-7276	Marybeth Saterlee
YMCA Urban Center (206)382-5000	Outreach Worker Carlos Garza
Comcast Digital Connectors Program (215)286-4645	Sherri Jurgens, Director, Community Investment

4) In Seattle young Latinos face pervasive barriers that prevent them from realizing their full potential. These include language/cultural barriers, systemic discrimination, feelings of alienation and isolation, and low self-esteem. Labeled underachievers, Latino youth often internalize the idea that they are unable to achieve their goals. As a result, many lose interest in school, resulting in failing grades and high absenteeism, and in the some cases, expulsion, flunking out, drug/ alcohol abuse, and gang involvement. Unexcused absences have led to poor academic performance in Seattle high schools. In the 2010-11 school year, 356 Latino students (or 23.6 percent of all Latino high school students) were considered truant. High truancy is a predictor of future dropout risk. The annual

Latino dropout rate in 2011 was 7.3%, compared to just 2.7 percent for Whites. A disproportionately high number of youth entering the juvenile justice system are Latinos and other youth of color. With a significant academic achievement gap, Latino youth often enter adulthood unprepared for college or professional life, which perpetuates the barriers for the next generation—El Centro’s Youth Case Management Program aims to end this cycle by putting youth back on track in school and in their lives.

El Centro de la Raza conducted Listening Sessions in spring 2011 and identified additional barriers to academic and life success facing participants in our youth programs, including lack of food, money and transportation in their households; the need to earn money to support their families; inability to access summer academic programs due to a lack of household funds; being treated condescendingly or “like children” by teachers and family; feeling stereotyped for seeking out services; distrust of aid from people they don’t know; and a feeling that youth-serving agencies don’t reach out to them or their community. In meeting with parents we found that many of them do not have access to The Source and since it’s in English are not able to understand how to use this valuable tool. Many parents are immigrants who have never used a computer and do not have basic skills to use the internet

Addressing Barriers: We began conducting workshops in Spanish at El Centro de la Raza and Chief Sealth High school on The Source to teach families how to use it to better support their student. We also found that parents did not know how to access the school or who to talk to about their concerns. Along with The Source workshops we accompanied parents to the school to meet with teachers/administrators. We also educated parents on involvement opportunities such as, open house, PTSA meetings, family nights, college success nights, etc. and accompanied parents to workshops and act as translators so that they could understand what was going on at these functions.

In its effort to address racial disparities, The Youth Case Management program has identified two primary goals: 1) increase the number of youth that stay in school or re-enroll, and 2) increase academic achievement. The ongoing program provides services year-round at Chief Sealth High School and the El Centro building on Beacon Hill. It addresses violent behavior and related disproportionate dropout rates facing Latino youth (ages 12-17) in Seattle. It gives individualized attention to each participant and closely monitors academic performance, attendance and overall behavior. Experienced staff members advocate for students and families, coordinate additional support services and work closely with teachers and school administrators.

The Case Manager helps disconnected students improve access and communication with teachers and administration at schools so that they create positive relations at school. Students are also referred and connected to a variety of after school and community agency programs such as dance clubs, homework help, MESA tutoring (Mathematics Engineering Science Achievement), athletics, cooking classes, photography, etc. Information about these programs and how to access them is shared with students and their families; staff accompany youth to program sites to ensure enrollment. Support is given to youth and families in multiple capacities, for example, when a student is failing a class or is consistently truant, staff will bring the family and youth together to meet with the teacher.

Comprehensive support is provided by the Youth Case Manager, and includes academic support and advocacy, extracurricular activity enrollment, employment

referral, post-secondary education referral, home visits, parole support and translation, Anger Replacement Therapy (A.R.T), and family counseling referral. The Case Manager is the main source of support for these youths, often serving as their only solid foundation—they help disconnected students by improving communication with teachers and administration. Staff members meet with additional family members, often bringing the family and student together to meet with the teacher. Currently, El Centro provides computer classes open to youth participants (emphasizing professional skill-building) with funds from Comcast's Digital Connectors Program. These methods, which we work to constantly improve, have proven successful in addressing the barriers our youth face.

Tracking to Success

1) In the last two years the Case Manager has tracked weekly/quarterly/semester grades, daily/weekly attendance, discipline referrals, suspensions/expulsions, and credits.

2) We use data to track, report and continuously improve student outcomes. We have reviewed and collected daily Source printouts with students, and encouraged them to continue progressing in areas of achievement. The Case Manager has been based in high schools for the last two years and has daily contact with students; maintains communication with teachers and families; and collects academic history at the beginning of service and end of each school year. When she identifies areas of weakness in the student's work, she updates their ISP to address problem areas. Progress in these areas is then updated in the quarterly reports for the City of Seattle. These efforts have led us to a 100 percent success rate over the last two years.

3) El Centro uses 20 indicators to monitor progress toward intended outcomes. These include, but are not limited to *students in all grades passing all courses, and students in all grades having fewer than 5 absences a year*. Success is measured through consistent check-ins, and by referring to the participant's initial goals outlined in the ISP. These goals are based on their strengths, capabilities, learning styles, interests and specific challenges. Milestones are evaluated monthly by the Case Manager and the Director of Human Services after the first 30 days of enrollment, and then again at 3, 6, 9, 12 and 18-months. Each participant receives an average of 4 hours of case management per month including advocacy, referral and follow up. Home visits are made when necessary. Based on a history of successful outcomes, we have developed the program to meet the specific needs of our target population. This approach provides a strong system of support to keep youth focused on the goal of academic achievement, while addressing barriers that hinder it. We use the Source to track daily attendance and assignments. Our case manager collects academic histories/grades at the beginning of services and at the end of the semester, reviewing information with students to help them see progress and also track what they need to work on. This has proven effective in improving student outcomes.

4) See attached data report.

Woman and Minority Inclusion; Non-discrimination: We do not plan on doing any additional hiring or subcontracting if our program is selected

MONTHLY STATUS REPORT

Agency:	El Centro de la Raza	Program:	SYVPI Case Management
Person Completing Form:	Mirabella Mendiola	Phone & E-mail:	206-957-4612 mmendiola@elcentrodelaraza.org
Report Period:	November 2011		

Milestones & Performance Commitments	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total	Contract Goal
# of unduplicated youth carried over from 2010	5											5	5	
# of referrals received	8	0	3	4	1	1	0	1	4				18	
# of unduplicated youth who complete intake & assessment	1	0	5	2	0	0	0	1	0				9	10
# of new participants who develop and sign an ISP	1	0	5	2	0	0	0	1	0				9	8
# of youth who receive case management monthly (unduplicated for the month)	6	0	11	13	0	13	13	14	13				14	13 per month
# of unduplicated youth achieving one service plan goal*	0	0	3	5	1	1	0	0	5				16	9
# of additional service plan goals achieved	0	0	2	1	0	3	0	0	6				12	4
Total # of service plan goals achieved	0	0	5	5	1	4	0	0	11	0	2		27	13

*Youth must be active for at least 30 days prior to completing a service plan goal.

Narrative:

1. Describe any major accomplishments or activities that SYVPI youth/agency was involved with.
None
2. Describe any challenges encountered in meeting your goals and/or in providing case management services.
None
3. Please list the SYVPI ID numbers for youth exited during the report period.

INDIVIDUAL REPORT: Signed Service Plans

Signed Service Plans must include SPS ID # in order to be considered complete.
 Only report SYVPI IDs for new youth who sign an ISP during report month.
 Add case manager initials to the end of each youth's SYVPI ID number.

| SYVPI ID |
|----------|----------|----------|----------|----------|
| | | | | |
| | | | | |
| | | | | |

INDIVIDUAL PARTICIPANT SERVICE PLAN GOAL REPORT

SYVPI ID	Service Plan Goal
Reduction in criminal involvement and behavior	
	Fulfillment of probation, diversion, or community service requirements
	Reduction of discipline referrals, suspensions, and/or expulsions due to violence related incidents in 90 days
	Reduction of criminal referrals, admissions, or detention days for 90 days
	Reduction in gang-related behavior for 90 days or exit from gang
Increased school success	
	Re-enroll in school or enroll in a GED program
	Complete General Educational Development (GED) certificate
3-0530-10 3-0524-10	Progress to the next grade level or graduate from high school
	Increase quarterly attendance by 10%
	Increase quarterly grade(s) in at least one required course (English Language Arts, Mathematics, Social Studies, Science)
	Complete 60 hour service learning requirement
Increased involvement in pro-social activities	
	Enrollment and regular participation (70% attendance rate) in a community service program in the areas of recreation, music, arts, dance, sports, etc. for 90 days or duration of program
Increased employability skills	
	Complete pre-employment/job readiness training (85% attendance rate for duration of the program)

	Complete internship or group project (85% attendance rate for duration of the program and a positive evaluation)
	Secure employment
Engagement in treatment	
	Enrollment and regular participation (70% attendance rate) in a treatment program such as substance abuse, mental health, family counseling, etc. for 90 days or duration of program
**Attach copies of indicator achievement documentation to the Monthly Status Report.	

City of Seattle – Human Services Department Client Profile Report – Annual

Agency Name: El Centro de la Raza
 Project Name: SYVPI Case Management
 Contract Number: _____
 Person Completing Report: _____

Total Number of Clients Served	1/1/2011 – 12/31/2011
<i>I. Geographic Location (Sub Region/Neighborhood Based on Zip Code)</i>	
A. Seattle Neighborhoods	
Ballard	
Capitol Hill	
Central Seattle	
Delridge	1
Downtown	
Duwamish	13
Lake Union	
North Seattle	
NE Seattle	
NW Seattle	
Queen Anne	
SE Seattle	
SW Seattle	
East Rural	
East Urban	
North Urban	
South Rural	
South Urban	
Vashon	
Other (Outside King County)	
Unknown	
B. Number Who Live in Unincorporated King County	0
Outside City Limits	
Unknown	
C. Homeless	
Yes	1
No	13
Unknown	
<i>II. Household Composition</i>	
A. Single Adult Living Alone (Household Size = 1)	
Yes	0
No	14
Unknown	
B. Single Parent Households (Households with Children Under 18 Living in the Home)	
Yes	1
No	13
Unknown	

Total Number of Clients Served	1/1/2011 – 12/31/2011
III. Income Based on HUD Guidelines	
Very Low (< 30% Median)	14
Low (< 50% Median)	
Moderate (< 80% Median)	
Above Moderate (> 80% Median)	
Unknown	
IV. Ages	
0 to 5	
6 to 10	
11 to 13	
14 to 17	14
18 to 34	
35 to 59	
60 to 74	
75 to 84	
85 and Over	
Unknown	
V. Gender	
Female	6
Male	8
Transgendered/Other	
Unknown	
VI. Persons with Disabilities	
Yes	0
No	14
Unknown	
VII. Race/Ethnicity	
American Indian or Alaska Native	
Asian, Asian-American	
Black, African-American, Other African	
Hawaiian Native or Pacific Islander	
Hispanic, Latino	14
Multi-Racial*	
Other	
White or Caucasian	
Total Non-White/Caucasian	
Unknown	
VIII. Refugee/Immigrant	
Yes	
No	
Unknown	
IX. Limited English Speaking	
Yes	0
No	14
Unknown	

* Clients who checked more than one category are counted as multi-racial.

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H

I. Contact Person for this Outcome:

Telephone Number:

Email:

II. Agency programs that contribute to the Outcome:

List the names of all the AGENCY programs through which the services that support the outcome you are reporting on are delivered. (Limit 500 characters)

City of Seattle, Southwest Youth and Family Services, Big Brothers Big Sisters of King County, Seattle Public Schools, Safety Net, Seattle Police Department, Proyecto Saber, Consejo Counseling and Referral Services, Powerful Voices, Seattle Youth Employment Program, Youth Ventures, Coyote, Sea Mar Community Health Centers, Seattle Young People's Project, South Seattle Community College Trio Program, Americorps Just Serve, King County Juvenile Court, Seattle Youth Garden Works, YMCA

III. Participant Summary Data:

1. Total number of people that participated in this outcome during the 7/1/10-6/30/11 report period.

33

2. Number of participants eligible for outcome measurement.

33

3. Number of eligible participants measured.

33

4. Number of eligible participants that achieved outcome.

33

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IV. Additional Information about Results and Measurement Process

If the number of eligible participant that achieved the outcome reported in Section III, question 4 is less than the pre-printed contract number in Section III, provide an explanation for the difference. (Limit 2,000 characters)

V. Findings and Conclusions

2212

1. Describe how the key services you provided under the outcome identified in this report and/or the service delivery methods you employed contributed to achievement of the outcome.

Youth engage in activities that enhance/enrich learning.

We helped youth achieve this outcome by finding classes, programs, and activities that the youth showed interest in to help the youth make a correlation between education and their future. Accompanied youth to program tours, obtained paperwork for youth and also accompanied youth on first orientation. Many Latino youth have a hard time asking for help or applications because in our culture we are taught not to ask for things or bother people and many youth are very timid when it comes to reaching out to programs. By helping youth in the beginning it builds their confidence to ask for help and attend programs on their own. We achieved this by touring programs with youth, exploring careers, referring youth to college readiness that is onsite here at El Centro. Provided on site tutoring and homework help provided drinks and snacks to help youth stay focused.

Youth show improved academic performance

We helped youth achieve this goal by checking in with them on a daily basis Monday through Thursday. Case manager uses tools such as The Source which is an online student progress website that is updated daily by teachers and gives current missing homework, assignments, test scores, and attendance. As stated previously Latino youth are very reluctant to ask for help and by case managers checking grades daily we can ask students probing questions as to why they weren't able to turn in work. Due to relationship that case manager and youth have, youth feel comfortable saying that they didn't understand the work or express that they are having conflict with the teacher. Case managers were able to obtain the work and extra instructions or help resolve conflicts. Case manager was also able to help youth access tutoring in class or at school using the same techniques as stated above. Accompanying students for first

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tutoring session and making introductions to tutors and teachers really helps students feel comfortable accessing services. When students are turning in work daily they begin to feel more comfortable in class and connected to their learning. Before they know it they are passing their classes.

Youth adults complete high school or are enrolled in high school credit retrieval program/GED preparation program/vocational educational program

We helped youth achieve these outcomes by identifying what the barriers are to completing high school. Case managers help youth determine what would be best route and program for them whether it's GED, Diploma, Vocational, etc. Case managers help youth explore options by thoroughly explaining programs and differences and also taking youth to tour and introduce instructors and other staff. Because of case manager connections and relationships in the community this helps students feel more comfortable and makes the process much easier. Youth feel welcome every time they tour a program and in our culture our relationships and feeling of community is very important. When youth feel a connection they are much more likely to succeed.

2204

Youth develop/strengthen positive conflict resolution and/or problem-solving skills

We helped youth achieve these outcomes by interviewing them and determining what the issues are and referring them to appropriate services, for example family counseling, individual counseling, behavior modification, and anger replacement therapy. Case manager is also trained in conflict resolution and helped youth resolve issues by talking things out. Case manager educates youth on how to resolve conflict with teachers and other school faculty by demonstrating the appropriate way to approach and respond to adults. Teach kids how to use tools such as written documentation and making copies. Also teach kids about chain of command and how to file complaints. Refer kids to know your rights workshops provided by Hope for Youth.

Youth engage in constructive civic and/or community activities

We helped youth achieve these outcomes by finding opportunities in the community to get them involved in. We helped youth find issues that were important to them and connected them with appropriate groups such as cleaning the Duwamish River in South Park, helping construct a playground at El Centro de la Raza, painting murals for bus shelters in their neighborhood, and volunteering to help elementary school children read. We also educate the youth

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in the importance of community and civic involvement and what their role is in the future. We helped youth get a better understanding of their local government by touring the capitol, meeting representatives, participating in Latino Legislative Day, meeting and presenting in front the city council and the mayor.

2. Describe any significant differences in achievement rates for outcome populations. *(Limit 2,000 characters)*

None to report

3. Describe any trends and/or significant changes in outcome population and/or need for services. *(Limit 2,000 characters)*

None to report

VI. Accomplishments and Challenges

1. Accomplishments: describe any new/additional things the agency was able to do as a result of receiving United Way of King County outcome funding and/or achieving the outcome. *(Limit 2,000 characters)*

This year El Centro de la Raza youth case management was able to serve youth from Rainier Beach, Washington Middle School, and Mercer Middle school as a result of United Way funds. El Centro was able to implement a tutoring program for middle school youth that have been expelled and were sitting at home for more than a month due to overcrowded reentry locations. Youth were able to become involved in the community, work on academics, volunteer, and participate in many activities such as touring Olympia with a State Representative, meeting youth outside of their regular negative peer group, meeting with the Chief of Police on important community issues and also signing up for the college bound scholarship that they had never heard in their schools.

2. Challenges: describe any organizational and/or program specific issues that affected delivery of service(s) tied to the outcome. *(Limit 2,000 characters)*

One very specific challenge we had was lack of funding for another case manager. El Centro had 3 case managers and due to funding cuts we are down to only 1. There is much more need than what we can cover and we do our best to serve as many youth as possible however it has been challenging.

VII. Feedback

Share your feedback about using the online form. (Limit 1,000 characters)

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Outcome Success Story

Provide a brief success story based on one outcome. The success story must be available for public use by United Way. The story should illustrate your program's effect on a SINGLE CLIENT. Limit your response to NO MORE THAN TWO PARAGRAPHS.

Agency Contact for Success Story:

Phone Number for Success Story:

Email Contact for Success Story:

Restate the outcome the story links to:

Success Story (Limit 500):