



San Diego Women's Foundation (SDWF), a supporting organization of The San Diego Foundation (TSDF), educates and inspires women to engage in significant and sustainable philanthropy to strengthen the San Diego region. This year SDWF will accept proposals that support Education in the San Diego region. All decisions are made by SDWF members and affirmed by TSDF Board of Governors.

## **THE SAN DIEGO WOMEN'S FOUNDATION GRANT GUIDELINES EDUCATION**

### **Focus**

For our Education Granting Cycle (2012-2013), we will fund programs that develop basic skills and knowledge for improved performance in school and life. Our target population is individuals and small groups of San Diego County elementary school students who are living at or below poverty level. Programs must include the students themselves and may include the teachers and parents who support them.

### Program Criteria

In our Education granting cycle, each program we fund must meet these criteria:

### **Target Population**

- The program targets San Diego County elementary school students and provides clear evidence of their poverty-level status and/or the percentage of students who are living at or below poverty level within a given target environment.
- The program works with students individually and/or in small groups.  
  
(It may also train the teachers and/or parents who support these students, but this is not a requirement.)
- The proposal documents the number of unduplicated students our funding dollars will support, and the number of sessions per week, session length, and number of weeks/months that each student will receive program support during the funding period.

The proposal must also include the following criteria:

## **Collaboration**

- The proposal demonstrates collaboration with non-profits, public sector organizations, schools, and/or corporations.

## **Leadership**

- The proposal documents that instructors or staff who are teaching, counseling, mentoring, tutoring or otherwise assisting participants, have training, experience, and/or history of success with the target population.
- If volunteers are involved, the proposal documents how volunteers are recruited, selected, and trained for this program.

## **Objectives and Results**

- The proposal provides Students' Learning Objectives correlated with measurement of results. Included in the proposal are
  - Clear identification of knowledge/basic skills being taught
  - Rationale for teaching these particular skills and knowledge
  - Teaching methodology being used
  - Best practices underlying this methodology for the target population
  - Methods and support that will be used to assess the students' increased knowledge, skills, and progress
- The proposal provides Programmatic Objectives correlated with results. Expected outcomes shall be included in the proposal.  
(Examples of outcomes are provided in the Proposal Structure section, #5.)

## **Background**

Program Criteria for SDWF's grants in Education were established upon recommendations from the Foundation's Grants Committee. These criteria were developed following a year of research and analysis conducted by the Committee's Discovery Team. The team studied Education issues and community priorities in its quest to focus on an area of Education that has prime need for funding. To accomplish this goal, the team participated in civic discussion groups, attended films and lectures, read contemporary books and online reports, invited guest speakers, interviewed local educators, kept updated with newspaper articles and websites, conducted community meetings with citizens and school representatives, and surveyed its own membership.

In a year when the media promoted Education as a hot button issue in popular magazines and in films such as *Waiting for Superman*, there was no shortage of material to explore. One theme bubbled to the surface: Americans are distraught about inequities in the school system leading to poor performance and outcomes for many of our school children. In Op-Ed pages across the nation, fellow citizens wrote columns placing blame squarely upon the shoulders of teachers, parents, government and unions. Others could not resist the temptation to compare U.S. low achievement ratings with those of other countries. School drop-out rates continued to soar.

The Discovery Team set forth to unravel the discouraging news and has aligned its findings with a grants focus area that could be supportive of parents and teachers with direct assistance to students whose education birthright is at stake.

When investigating student performance, several factors were found that indicate a significant effect on achievement: poverty level, ethnic background, and the mother's educational level. References the team used provided astounding nationwide information:

- By 4<sup>th</sup> grade, African-American and Latino students are, on average, nearly three academic years behind their white peers.
- Only 10% of students at Tier 1 colleges (most selective) come from the bottom half of the income distribution.
- Barely half of African-American, Latino, and Native American students graduate from high school, with African American students graduating at 54%, Latinos at 56%, Native Americans at 51%, and their white counterparts at 77%.
- The average student eligible for free/reduced lunch is approximately two years of learning behind the average ineligible student.

(Data above provided by the Education Equality Project.)

Poor academic performance has a negative effect on a student's adult life. School dropouts are more likely to become and stay jobless, will have significantly lower lifetime earnings, and are more likely to become unemployed and incarcerated. These achievement gap indicators demonstrate that poor performance reduces a person's chance to compete and succeed as an adult. (Education Equality Project, <http://www.edequality.org>)

In San Diego, local educators provided insight into the education crisis on our home turf. Interviews with experts highlighted needs in the areas of literacy for all ages, foster youth, Hispanic students, pregnant teens, preschool, parents and parenting, dropout prevention, technology upgrades, English language learners, and teacher development programs.

To gain a perspective from the community at large, the team interviewed citizens, including students, on educational issues they care about. At several community meetings, adults in the groups expressed a desire for more parenting classes and support for parents so they could help their own children. Students desired leadership training, role playing, good counselors, supportive teachers, travel, learning other languages, helping parents help their kids, learning about other cultures and more avenues to increase awareness. Both students and adults remarked on the need for parenting classes and English language classes.

In a survey to our SDWF membership in March 2011, members were asked to vote on the level of education they would most like to see funded, educational activity to support, and the population sector that should be funded. Our members voted for “Elementary school – during this period, children learn the fundamental skills of literacy and math that are the basis for all future learning,” more frequently than other choices. They also selected “Mentoring/tutoring/counseling activities that encourage individual students to improve school performance and attendance and stay on track to high school and beyond.” Finally, a clear majority of members selected poverty-level students as the group they most wanted our grants to focus upon.

Although the Elementary and Secondary Education Act was signed into effect in 1965 as part of President Lyndon Johnson’s War on Poverty, there is still much work to be done to channel sufficient resources for disadvantaged students. As Sharon Darling, President of the National Center for Family Literacy wrote in its most recent annual report:

“That is not to say that we don’t continue to face challenges; in fact, the challenges are changing and growing every day. America is dealing with the most devastating economic crisis that it has seen in decades. Families are increasingly immigrating to the United States, and as a country we increasingly grapple with ways to acclimate our new citizens to our language and culture. While reading and writing scores for children are slowly increasing, the achievement gap between white and non-white students still exists. Sadly, 34 million American adults function at below basic literacy levels. When parents and children are given the gift of literacy, they are also given the opportunity to break a tradition of poverty and seek new paths towards happy, successful lives.”

#### Definitions

**Basic Skills: Academic:** foundation skills related to school performance, including skills in reading, writing, mathematics, and English as a second language.

**Practical:** foundation skills related to optimal functioning in everyday life, including learning skills and study skills.

**Capital expenses:** proposed purchases or acquisitions of fixtures or equipment of \$100 or more.

**Education:** the formal and informal process by which accumulated knowledge and skills are passed down from one generation to the next, and includes both the academic content itself and the skills needed to succeed in school and society.

**Elementary School:** Includes students in Kindergarten up to and including 5<sup>th</sup> grade.

**In-kind contributions:** (external) are items given or donated to the organization by an outside source, such as volunteer hours (calculated as if they were for paid staff) and goods (food, space, office equipment or supplies, etc.).

**LOI:** Letter of Inquiry.

**Mentoring:** the formal and informal process by which one person shares his or her knowledge and skills and provides advice and counsel to another, with the goal of fostering the professional, academic, and/or personal growth of the other.

**MOU:** Memorandum of Understanding.

**Parents:** Includes

- (i) biological, adoptive, and stepparents,
- (ii) legal guardians,
- (iii) foster parents, and
- (iv) other adults with whom a student lives so long as that adult brings up and cares for the student as a parent.

**Poverty Level:** that income level defined by the Department of Agriculture in its SY 2011-2012 Income Eligibility Guidelines (IEGs), and used in determining eligibility for free meals in schools.

**San Diego Region:** San Diego County.

**Small Groups:** A group whose size is appropriate to the activities provided and reflects best practices, to be defined by the applicant.

**STEAM:** Science, Technology, Engineering, Art, and Math.

**STEM:** Science, Technology, Engineering, and Math.

**Tutoring:** the formal and informal process, typically occurring outside of the formal classroom environment, which provides additional reinforcing and/or remedial instruction to students.

## Examples of Potentially Eligible Programs

Parents and their children gather for a weekly evening program at a center in which the parents attend parenting and literacy sessions while the children are engaged in building literacy skills. Once a month the families meet together for presentations by the adults and young people based on their experiences and new knowledge.

A community center offers a program in which trained teen and adult volunteers tutor elementary school children in reading, writing, and study skills, followed by group games and activities to reinforce those skills.

A school-based program uses specific computer programs to enhance reading and math skills combined with small group activities lead by parent volunteers.

A non-profit organization's members mentor elementary school-aged children through a variety of activities including self-esteem building, career shadowing, goal setting, and study skills.

In an after-school program, middle school teens coach English Language Learner elementary school children under the supervision of a credentialed teacher.

Teachers share techniques in workshops that demystify educational uses of technology and help the teachers integrate computer skills into classroom activities with their students.

A program furthers problem-solving skills, critical thinking, and innovative reasoning through Science, Technology, Engineering, Arts, and Math (STEAM).

A global corporation with a presence in San Diego would like to partner with SDWF to "adopt a school." For this corporation, the adoption will be a long standing commitment to closing the achievement gap, promoting excellence in the school, and collaboration with parents/teachers. The corporation teams up with a local umbrella organization that coordinates non-profits with experience providing reading, writing, math, and science programs for underserved students.

**PLEASE NOTE:** New this year, SDWF has implemented a Letter of Inquiry (LOI) process. Full proposals will only be accepted from organizations selected through the LOI process.

## Letter of Inquiry & Grant Proposal Requirements

Before submitting your LOI, please ensure the following requirements are satisfied:

### **Grant Amount**

The minimum grant to be awarded in this grant cycle is \$25,000. There is no maximum, although it is expected that SDWF will award a total of approximately \$200,000 in 2012.

### **Grant Period**

Each grant is awarded for a 12-month period. This grant cycle begins on July 1, 2012.

### **Eligibility**

To be eligible for a grant from SDWF, organizations must be located in and providing services in the San Diego region. Organizations must have tax-exempt status. An organization may serve as a fiscal sponsor for a charitable organization that does not have tax-exempt status if a cooperative relationship between the two can be clearly demonstrated. The fiscal sponsor must be willing to administer the grant if awarded. An organization may submit only one proposal. If more than one proposal is submitted from the same organization, all proposals from that organization will be ineligible for funding.

Organizations seeking a grant from the SDWF, must first submit a Letter of Inquiry (LOI). The deadline for LOI submission is 5:00 pm on October 26. Incomplete or late LOIs will not be accepted. Full proposals will be subsequently requested from organizations that successfully meet LOI criteria and are approved by the SDWF Grants Committee. See **Education Grants Cycle Timeline** below.

### **Funding Exclusions**

SDWF generally does *not* fund:

- Major building campaigns
- Conferences
- Endowments
- For-profit organizations
- Individuals unaffiliated with a qualified fiscal sponsor
- Organizations outside of the San Diego region
- Projects that promote religious or political doctrine
- Research (medical or otherwise)
- Existing obligations/debt
- Scholarships

## Instructions for Completing a Full Proposal (LOI)

1. Visit <https://mycommunity.sdfoundation.org>
2. Using your Username and Password setup during the Letter of Inquiry process, log-in to the online system
3. You should see the following:

We are grateful to have you as part of The San Diego Foundation. We are committed to providing you with an outstanding online community experience. If you have any questions or need assistance with the system please contact us at (619) 235-2300.

### The San Diego Women's Foundation



For our Education Granting Cycle (2012-2013), we will fund programs that develop basic skills and knowledge for improved performance in school and life. Our target population is individuals and small groups of San Diego County elementary school students who are living at or below poverty level. Programs must include the students themselves and may include the teachers and parents who support them. Please review the Grant Guidelines thoroughly for our full Grant Criteria.



4. To begin a new proposal, click the "Full Proposal" button.
  - Just as with the LOI, you will be able to view all questions and save your information to return later if necessary.
5. To return to a saved proposal, click the "Return to Saved Proposal" button.

### Grant Proposals Timeline

Only those organizations selected through the LOI process will be invited to complete a full grant proposal. The deadline for submitting the full grant proposal is 5:00pm on December 15, 2011. Instructions for completing the full online proposal will be given upon selection. Incomplete or late proposals will not be accepted.

All organizations invited to complete our full proposal will be required to complete or update their organizational portrait in *BetterGiving* to be eligible for funding. The *BetterGiving* portrait will help form the core of your grant proposal allowing you the benefit of filling out a specific set of information once. This information will then be used when your organization applies for future grants from The San Diego Foundation and/or our affiliates. Portraits include programmatic, management, governance, and financial information on your organization.

To start a portrait for your organization, visit <http://bettergivingsd.guidestar.org> and click on "Request a Portrait." Training session availability can be found on the website. Staff at The San Diego Foundation is available to answer questions you have regarding your

portrait. The *BetterGiving* organization portrait will take approximately 4-6 hours to complete.

### **SDWF Education Grants Cycle Timeline**

- September 26, 2011, Release of LOI/Grant Guidelines
- October 6, 2011, 3:00 to 4:30 p.m. – Grant Seekers' Forum (see Grant Seekers' Forum section below)
- October 26, 2011, 5:00 pm – LOI submissions due
- November 17, 2011 – Requests for Proposals issued
- December 15, 2011, 5:00 p.m. – Grant proposals due
- February 8, 2012 – Finalists for site visits decided. Non-finalists will be notified at this time as well.
- February 21, 2012 – Memorandums of Understanding (MOUs) due
- March 5 – 31, 2012 – Site Visits conducted
- May 9, 2012 – Announcement of award recipients
- June 5, 2012 – Checks are presented to grant recipients ("Community Partners")
- July 1, 2012 – Program funding start date

### **For More Information**

If you have any questions, please contact Bridget Murphy at [bridgetm@sdfoundation.org](mailto:bridgetm@sdfoundation.org) or call (619) 814-1351.

## Full Proposal Structure and Requirements

### **Narrative Sections of the Full Grant Proposal**

You will be asked to submit:

- A grant proposal narrative
- Program Budget
- Memorandum of Understanding (MOU) for any organization you are partnering with (MOUs are required to show agreements your organization holds with partners and collaborators you identified in the proposed project) **MOUs will be required when an organization is selected for a Site Visit.**

### **Additional Questions**

In addition, you will be asked to address all of the following questions.

#### 1. Organizational Information

- State the organization's mission and goals
- Summarize your organization's history
- Outline current programs and activities
- Highlight organizational accomplishments
- Include name, title, and organization of person writing this proposal
- How does your Board contribute to your success and sustainability?

## 2. Purpose of Grant

- Describe the program and the program activities. Identify the needs, problems, and/or opportunities to be addressed.
- Who else is addressing these issues?
- What are the challenges to this program?
- How will you address these challenges?

## 3. Program Goals

- How will the program serve San Diego County elementary school students who are living at or below poverty level and help them meet learning objectives?
- What indicators show evidence of students' poverty level status? (Refer to public school review: [http://www.publicschoolreview.com/school\\_ov/school\\_id/11609](http://www.publicschoolreview.com/school_ov/school_id/11609); include the percentage of children eligible for free and/or reduced lunch. For example, Marshall Elementary has 95% (free lunch) and 1% (reduced). Other poverty level evidence could be used, such as household income, housing data, etc)
- What indicators show evidence of students' progress, improvement, and achievement of stated goals?
- If parents or teachers are also served by the program, describe their involvement or role.

## 4. Target Population/Numbers Served

- Describe the target population/geographic community served and how it will benefit.
- Describe how the proposal affects the target group by both breadth (number of students participating) and by depth (long-lasting effect).
- What history does your organization have administering programs with the target group?
- Describe all other programs existing within the same school or target environment that are addressing similar issues. Is this the only program assisting these particular students at this location?
- Are the students receiving one-on-one assistance or being assisted in small groups? How many are participating per group? Describe how the numbers participating are appropriate for the subject area students are mastering.
- Does the proposal document the number of unduplicated students our funding dollars will support, and the number of sessions per week, session length, and number of weeks/months that each student will receive program support during the funding period?

## 5. Objectives/Measurement/Evidence of Success/Evaluation

- What are the measurable objectives and outcomes of the program? State results in measurable, quantifiable terms such as numbers served.

- What are the measurable objectives/outcomes for the students? How are outcomes measured?
- What tool(s) and methods will you use to track the program objectives?
- What tool(s) and methods will you use to track achievement of students' learning objectives?
- What is the rationale for teaching these particular skills or knowledge?
- Describe teaching methodology used and best practices underlying this methodology for the target population.
- How will evaluation results be used and/or disseminated?
- State evidence of success, here or elsewhere, for this program or programs of this type.

**Examples of Program outcomes:**

*A minimum of 20 children in groups of four students each, will participate in 15, 2-hour workshops to improve their writing.*

*A minimum of 20 students will be paired with mentors and meet twice a week for the school year.*

*Each student will receive 5 hours of math tutoring per week for 9 weeks in the summer.*

**Examples of Students' Learning Objectives/Outcomes:**

*After eight weeks of biweekly meetings with a tutor, 95% of students enrolled (20 students) will be able to read a story independently out loud, as measured by individual teacher observations and case notes on each child.*

*By the end of the school year, 80% of the children will demonstrate improved scores in reading and math, as measured by the school's standardized assessments.*

6. Project Leadership

- Outline the key staff and volunteers' qualifications, preparation, and experience critical to the project's development, implementation and evaluation.
- What is their experience with poverty-level Elementary School students?

7. Collaboration

- Identify other organizations and/or partners participating in the project, their roles, and why this collaboration makes sense.

8. Timetable

- Provide a specific timetable for the project.

9. Program Budget Narrative/Total Budget/Sustainability

- Specifically, what will our grant money be used for? Detail your projected expenses.
- Identify long-term funding resources for the project. How has the project historically been sustained? What will the project look like in future years?

**SDWF Program Budget**

Organization Name \_\_\_\_\_ Program Title \_\_\_\_\_

Program Time Period \_\_\_\_\_

Total budget for Program \$ \_\_\_\_\_ Amount Requested from SDWF \$ \_\_\_\_\_

Annual total organization budget \$ \_\_\_\_\_

**Please estimate your program's total budget (column A) as well as how the funds requested from SDWF will be spent (Column B):**

ITEM	(A) Total Program Expenses	(B) Total expenses covered by SDWF grant
Salaries/Personnel costs	\$ _____	\$ _____
Consultants & Professional Fees	\$ _____	\$ _____
Supplies/Postage/Phone & Fax	\$ _____	\$ _____
Printing & Copying	\$ _____	\$ _____
Rent & Utilities	\$ _____	\$ _____
Equipment	\$ _____	\$ _____
Other expenses (please explain): _____	\$ _____	\$ _____
<b>Total</b>	<b>\$ _____</b>	<b>\$ _____</b>

**Confirmed and/or proposed funding for this program:**

SOURCE / NAME	\$ REQUESTED	IS \$ CONFIRMED?	\$ RECEIVED IN THE PAST?
_____	\$ _____	\$ _____	_____
_____	\$ _____	\$ _____	_____
_____	\$ _____	\$ _____	_____
_____	\$ _____	\$ _____	_____
_____	\$ _____	\$ _____	_____
_____	\$ _____	\$ _____	_____
_____	\$ _____	\$ _____	_____

**IN-KIND CONTRIBUTIONS (outside sources)**

<b>DETAIL</b>	<b>HOURS</b>	<b>VALUE</b>
_____	_____	\$ _____
_____	_____	\$ _____