



Worcester Community School Assessment

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Abstract

At the beginning of the twenty-first, there has been an economic downturn for urban areas which has led to an increased focus on education. To better educate both children and adults, many communities have turned to the schools. Through adult education and after-school programs, the City of Worcester seeks to improve the lives of its residents. Community schools seek to offer the types of programs that would aid the community in becoming better educated and better trained. The main focus of this project will be in strengthening the adult education and after-school programs of two community schools, Elm Park and Chandler Elementary Community Schools. To accomplish our goals we will study what community members want and need in terms of education, what facilities and resources exist to meet these needs, how to get the community more involved in the programs, what works in other cities, and how can these programs be better funded. Answers to these questions will be gathered by a review of facilities, review of programs, and interviewing community members, staff and administration that are involved with the school and community. The results of this project will illustrate the needs of the community, provide suggestions of successful programs to possibly implement, and the means by which to fund these programs.

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Authorship

The authorship of this project was broken down by section. The following is a list of which group member wrote which section. Some sections were collaborations between two or all of the group members and will be listed under each person. All Appendices were a group effort.

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Executive Summary

This project identified the needs of the community served by the Elm Park and Chandler Elementary Community Schools, including after-school and adult programming. This goal is important to the Worcester Public School System, as well as to our sponsors; Worcester Common Ground and the Pleasant Street Network Center.

With a decline in prosperity in urban areas during the 1970's and 1980's due to the emigration of the working class, communities became more susceptible to long stretches of unemployment. In addition, those parents who were working were forced to leave their children unsupervised after school hours, which led to an increase in juvenile delinquency. Factors such as these produced an outcry for an emphasis to be placed on the development of community schools.

Community schools are used as a tool to strengthen the neighborhoods they serve. In addition to standard class hours, community schools hold events and programs that are open to the public seven days a week. For example, Elm Park and Chandler Elementary Community Schools currently facilitate MCAS based classes from 2:30 to 3:30 followed by recreational activities from 3:30 to 4:30. In the evening, the schools house adult education programs such as English as a Second Language (ESL) and General Education Development (GED).

Even with the classes that are presently running, a need for more programming still exists. To make effective recommendations to the Worcester Public School System and our sponsors, it is necessary to identify the needs of residents living in the Piedmont and Elm Park neighborhoods. Several data collection methods were used in the project,

including interviews, surveys, site visits and research centering upon using the library and the internet.

Interviews were conducted with seven school administrators, seven community representatives, and five members of the advisory committees. Interview questions were created to collect information regarding the needs and wants of the community in terms of educational and recreational programs. The questions were also designed to extract information on what resources are essential for the programs to function and on what the best way would be to promote participation in programs.

Surveys were distributed amongst 21 teachers from Chandler Elementary, 20 parents from Chandler Elementary, and 56 from Elm Park Elementary. The teacher survey consisted of five questions that were designed to provide answers similar to that of the interviews. The parent survey asked eight questions with the intention of deriving specific programs from which their families would benefit.

Site visits were conducted for both Chandler Elementary and Elm Park Elementary. While touring these spaces, we catalogued the number of desks and chairs per room, whether the space could accommodate adults, the presence of a gym, auditorium, library or cafeteria, if there is a cooking space, and what types of technology were available to use.

Library research involved trips to the Worcester Public Library and the Worcester State College Learning Resource Center. While at the Worcester Public Library, we researched corporate and foundation grants that the schools would be eligible for. The Worcester St. College Learning Resource Center had valuable information on the proper hierarchy of the community school administration. The internet was also utilized to

access the Department of Education containing grants that the schools qualified for. Internet grant research for corporate and foundation grants was also conducted. We also found information regarding successful programs inside and outside of Worcester.

The interviews were analyzed by the number of responses versus the type of response given. The results were then converted to graphical form for visual purposes. The analysis of the surveys was conducted in the same manner as the interviews with responses catalogued and then converted into graphical form. The information gained from the site visits was analyzed using Microsoft Excel to establish the proper number of rooms that can accommodate adults. Foundation and corporate grant information found at the Worcester Public Library was analyzed using spreadsheets, as well as, individual documents representing each grant. The two books from the Worcester State College Learning Resource Center that we took were analyzed for the organizational structure that a community school is supposed to adhere to. The information gained from the Department of Education website was analyzed in a Microsoft Excel spreadsheet along with the other grant information. Successful programs in Worcester and other cities was reviewed in a list format and compared with the responses from the interviews and surveys.

Through the analysis of our collected data, we were able to make effective recommendations concerning after-school and adult programming, as well as, the proper organizational structure of the ideal community school.

Our recommendations included a proposed increase in the number of ESL and GED classes that are offered as well as citizenship classes and basic computer courses for adult programming. The after-school and summer programs proposed include both

educational and recreational activities. Recommendations for educational activities included robotics, astronomy, safety, and basic life skills. Recommendations for recreational activities include intramural sports leagues and art programs such as painting, drawing, theatre, and music.

We also made recommendations concerning the roles and responsibilities of the administrators and advisory committee members. Our research indicated that it is the responsibility of both the site coordinator and the advisory committee to promote existing programs and create new programs based on a needs assessment. It is also their responsibility to develop relationships with local businesses and organizations to gain support for programming. Lastly, the principal has to have ultimate power over all decisions made regarding the school.

The data collected and recommendations made will allow Elm Park and Chandler Elementary Community Schools to better utilize their facilities, to allocate more money to programs through grants, and to successfully function as community schools.

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Chapter 1

Introduction

During the 1970's and 1980's urban America developed into a collection of sub-communities that could be grouped by race, ethnicity and income as middle and working class families steadily moved out of the city (Martin, 2004). Once these people had left, communities became isolated and more susceptible to long stretches of unemployment. This in turn led to difficulties networking so that people who dwelt in these communities could not learn about job opportunities (Martin, 2004). Along with the decline in prosperity in urban areas during this time, there were growing concerns about the risky behaviors of children left home alone from 3 p.m. to 6 p.m. while parents were out trying to support them (Hollister, 2003). Factors such as these have caused greater emphasis to be placed on adult education and after-school programs to help alleviate some of these problems.

The City of Worcester has not been immune to the decreased urban economic prosperity experienced throughout the rest of the country. For the past three consecutive years, Worcester has experienced a loss in the number of jobs in the city (Kotsopolous, 2004). There has been an increase in the tax base, but this positive news is detracted from by the fact that “commercial and industrial property values continue to decline as a proportion of overall tax base” (Kotsopolous, 2004). These trends have made it difficult for the people of Worcester to maintain their lifestyles while taxes on their properties and housing rental prices have been increasing. All of these factors make improving the

educational opportunities offered to the communities of Worcester an important issue. With higher levels of education, people living in the city will be able to get better jobs and to secure the needs of their families, such as food and shelter. If this happens, there will be a boost in economy because people that can provide for their families will do so by purchasing goods from local businesses (Isaac & Tempesta, 2004). Worcester Public Schools are currently offering some adult education and MCAS (Massachusetts Comprehensive Assessment System) driven after-school programs to the people of the city.

This project focuses on the Piedmont, Elm Park and Middle Main neighborhoods of Worcester and the educational opportunities offered by the two community schools that service these neighborhoods: Elm Park and Chandler Elementary Community Schools. Community schools seek to provide educational services to the community that will help participants gain skills for jobs and to keep children off the streets after school (Coalition for Community Schools, 2004). Community schools strive to ensure children are ready to learn when they enter school and achieve high standards and young people are prepared to function as adults. Along with these services community schools attempt to make families and neighborhoods safer by keeping kids off the street and educating adults. Community schools also try to provide a supportive and engaged environment and attempt to ensure parents and the community are involved with the school and their own learning (Coalition for Community Schools, 2004).

Chandler Elementary Community School is just beginning to function as a true community school. Chandler has been running an MCAS driven after-school program for a few years and has just recently begun to offer English as a Second Language (ESL)

and General Education Development (GED) adult education courses. The programs at Elm Park Community School are more established. Thus includes MCAS driven after-school programs, ESL courses and athletic activities housed in the gymnasium. With the schools being located so close to each other, it is important to develop lines of communication between them. Another issue presented by this project is the identification of sources of funding for the programs so that they will not be too expensive for community members. The most pivotal issue in this project lies in identifying the programs that would be most beneficial and desirable for the community.

The goal of this project is to address the issues presented above. This will be accomplished by answering the following questions. First, what are the educational needs of the community? Second, what is the most efficient way to coordinate programs and resources at Elm Park and Chandler Elementary Community Schools? Third, what are the programs that have been successful in the rest of Worcester and cities with similar populations? Fourth: what methods can be employed to get the community more involved with programs offered at the community schools? Finally: how can community school programs be better funded? In answering these questions our sponsors, Worcester Common Ground and Pleasant Street Neighborhood Network Center, will be provided with the information they need to provide more comprehensive and improved community school programming to the people in the community. This in turn will help improve the quality of life in neighborhoods, will keep crime rates down, and will increase the skills of the population which will aid them in obtaining better jobs if they so desire.

The following chapters will outline the steps taken to answer these questions. In Chapter 2, background information on the Worcester Public School System, community

schools, the two schools we are working with, after-school programs and adult education programs will be introduced. Chapter 3 will discuss the methods employed to answer our research questions. Additionally this chapter will discuss any problems that arose in executing our methods and what was done to solve these problems. Chapter 4 will provide an analysis of the data that was obtained through our methods. In Chapter 5 the conclusions drawn from the data analysis will be presented.

Chapter 2

Background

2.0 Introduction

This project covers a variety of topics. The first topic will address the ways in which the public school system of Worcester functions and what geographical areas it constitutes. The second section provides a definition, description, and history of community schools. The third and fourth sections will provide an introduction to the two community schools targeted by this project, Elm Park and Chandler Elementary Community Schools. Included in this section will also be demographic information pertaining to the students who attend the schools along with free and reduced lunch statistics. The next section will present information on after school programs including the components that make after school programs successful, and methods for funding. The following section will present an introduction to adult education programs, successful practices and methods for funding. The final section will summarize the previous sections and review the objectives of this project.

2.1 Worcester Public School System

The Worcester Public School system (WPS) includes 48 schools. It is the second largest school system in Massachusetts, and is divided into quadrants based on region: North, South, Burncoat (West), and Doherty (East) (Worcester Public Schools, 2004). Each quadrant consists of one high school, one middle school and several elementary schools. Both Elm Park Community School and Chandler Community Elementary

School are located in the Doherty quadrant of Worcester. These schools service the Piedmont, Middle Main and Elm Park neighborhoods of Worcester. This portion of Worcester is pictured in Figure 2.1 and labeled in the map by sections 7314, 7315, and 7316.



Figure 2.1: Elm Park, Middle Main and Piedmont Neighborhoods

One school committee runs all of the schools in the Worcester Public School system. The school committee includes the Mayor and six citizens who are elected in a non-partisan election held every two years. The current school committee includes Mayor Timothy P. Murray as chairman and committee members John L. Foley, Dr. Ogretta V. McNeal, Mary Mullaney, Joseph C. O'Brien, Brian A. O'Connell, and Kathleen M. Toomey as Vice Chairman (Worcester Public Schools, 2004).

2.2 Community Schools

Generally located in less affluent areas, community schools are used as a tool to strengthen the neighborhoods they serve. In addition to standard class hours, community schools hold events and programs that are open to the public seven days a week. The purpose of these schools is to be the center of their neighborhoods (Coalition for Community Schools, 2004).

The concept of developing community schools was first proposed in the 1935 by Michigan educator Frank Manley (Decker, 1999). Manley's vision of a community school caught the interest of C.S. Mott, a General Motor's industrialist and philanthropist. Between the two of them, Manley and Mott developed some philosophies to govern community schools.

- 1) Community schools help people help themselves.
- 2) Community schools focus on prevention and education rather than charity.
- 3) Leadership development programs must provide encouragement to people who have ideas, initiative, creative abilities, and the necessary "feel" or touch.
- 4) Wise administration combines business and judgment with sound vision.
- 5) Start at home. After your neighbor has been cared for, give nationally and internationally based on a proven model of "helping people help themselves. (Decker, 1999, pp.6-7)

Community schools are designed to get the residents of the community involved in productive activities. Hence, the success of a community school relies heavily on the level of involvement those residents are willing to invest. According to Marlow Ediger, "A community school emphasizes whole hearted involvement by all living within the designated district (Ediger, 1996, 79-80)" (Ediger, 2004). She also states that in developing a successful community school, participants in the school district must be willing to contribute by giving their talents and time to improve the social environment

for all its inhabitants (Ediger, 2004). Cooperation among the residents is necessary to achieve these objectives. Everyone in the community needs to realize the benefits that participating in the community school system would yield. Improving the curriculum for all pupils is the primary concern of the public school system. However, the inherent benefits of a community school are for anyone in the surrounding neighborhoods to participate in different scheduled events and programs (Ediger, 2004).

There are many relationships between a community school and the community that help make a community school program successful. The first major relationship connects the community to the usage of the school as a facility. Community schools are open seven days a week before, during and after school hours. In order to consider a community school program successful, a partnership must be developed between the community and the school to ensure that the hours of operation of the school are being used to their fullest potential (Ediger, 2004). In conjunction with this, the schools need to provide a curriculum that will meet the needs of the community while the school is open. This will not only aid the students participating in the programs, but it will also attract more students if the subject matter in the curriculum meets their specific needs (Ediger, 2004). By using the school to its fullest potential, programs should include classes and activities that the majority of people in the community would want to participate in (Ediger, 2004).

A second major relationship between the school and the community is the inclusion of community service work in the curriculum of a community school. Community service events such as lot clean ups, and clothing drives are primary elements in successful community school programs. By including community service in the

curriculum students are allowed to expand their horizons beyond classroom walls (Ediger, 2004). It is also important to incorporate community services to aid the students. Leadership is necessary to coordinate activities such as providing health, education, family and economic support in a community school. The health and welfare of the students should be a primary concern of the community school (Ediger, 2004).

A third major relationship existing between the school and the community addresses the flexibility of the curriculum to fit the changing needs of the students. The school must change to meet the needs of the students as those needs change (Ediger, 2004). Concern must also be given to the major issues, such as violence and drug use, in the community. Community schools strive to alleviate problem situations in the community by providing vocational, educational, recreational and social services (Ediger, 2004).

A final major relationship that is desirable to establish through a community school is one between the school and local universities (Ediger, 2004). This relationship is important for a variety of reasons such as providing assistance in developing programs and providing volunteers to assist in the teaching of programs.

In summary, a community school is a series of adult education and after-school programs that take place in a public school before, during and after school. Strong relationships between the community and the school servicing it are paramount to the success of the programs. Through strong relationships, the school can more accurately provide classes and services that the community needs.

2.3 Elm Park Community School

Elm Park Community School opened in September of 1971. The school's first principal was Charles Burack. As a community school, it involved the surrounding neighborhoods as a whole and was open to students and adults day and night. The school originally operated under the open classroom theories of the Seventies. The curriculum was very laid back and open-ended. Children were grouped into sections rather than by grades. Teaching methods included open classrooms and workgroups. The staff was very limited and at that time it included two full-time physical education teachers, a librarian and a nurse. In addition to the principal, a full time community school director had oversight of the after school and evening programs (Elm Park Community School, 2004).

The mission statement of Elm Park Community School states: "Elm Park, a community oriented school rich in diversity, strives to produce a safe, caring environment in which to meet the holistic needs of children and their families. Elm Park seeks to take advantage of its convenient location to forge partnerships with many of the local community resources. Elm Park fosters an atmosphere which accepts all its members and challenges them to learn, grow and to become productive citizens" (Elm Park Community School, 2004).

The population of the Elm Park Community School consists of children ranging in class from preschool to sixth grade. The faculty consists of 39 teachers, 15 staff members, and three No Child Left Behind Act (NCLBA) student/staff support team members (Elm Park Community School, 2004). The Elm Park Community School has an enrollment of 409 students. The most populous race, accounting for 184 students or 45 percent of the student body, is Hispanic. The Caucasian race is next with 126 students

comprising 31 percent of the students. The African American race is represented by 73 students making up 18 percent of the student body (Trainor, 2004). The least populous race is Asian with 26 students making up only six percent of the student body. Students of eighteen nationalities attend Elm Park Elementary School. Americans make up the most populous nationality with 201 students (49%), followed by Spanish with 137 students (33.5%), Albanian with 21 students (5%), Vietnamese with 17 students (4%), and 33 students falling under fourteen different categories of other (8.5%) (Trainor, 2004). With multiple nationalities, the following languages can be assumed to be spoken among the student body: English, Spanish, Albanian, and Vietnamese. The number of students receiving free lunch at Elm Park is 300 and 56 receive reduced price lunch. Only 53 students of the 409 in the school do not receive free or reduced lunches.

Elm Park currently has 150 students enrolled in after-school and adult education programs that occur after school hours. The after-school programs consist of an hour of academics followed by an hour of physical activity or arts and crafts (Trainor, 2004). The adult education classes being offered currently are ESL classes (Trainor, 2004).

2.4 Chandler Elementary Community School

Founded in the spring of 1885, Chandler Elementary Community School was named after Colonel John Chandler. Chandler was a very integral figure in the city of Worcester. He was a hero of the French and Indian war, sheriff, the first judge of Worcester County, first selectman and first clerk of the Town of Worcester. Constructed in 1885, the original building included grades one through nine, with 46 students in each

classroom. The current building was built on the same site as the original school replacing the Chandler, Oxford, and Winslow Street schools (Chandler Elementary Community School, 2004).

The mission of Chandler Elementary Community School is “to provide all children with a safe and supportive environment, and to prepare all students for a rewarding future. Our goal is to promote academic excellence, to nurture individuals who think critically, and future adults who will act responsibly. Our community of learners works to develop pride in the school, pride in our work and in ourselves” (Chandler Elementary Community School, 2004).

The Chandler Elementary Community School draws its students from a wide area of the inner city, beginning at Park Avenue and Pleasant Street continuing eastward to the edge of the Holy Cross College Campus (Chandler Elementary Community School, 2004). The faculty consists of 26 teachers and 25 staff members and the student body includes 307 children from kindergarten to the sixth grade. The most populous race is Hispanic, which accounts for 153 students or approximately 50 percent of the student body (Trainor, 2004). This is followed by Caucasian students, who number 93 and make up 30 percent, then the Asian students, who number 32 and total 10.5 percent of the student body. The least populous race is African American, with only 29 students making up nine and a half percent of the student body. Eighteen nationalities serve to compose the diverse student body at Chandler Elementary School. Americans make up the greatest number of students with 165 (54%), followed by Latino students with 87 (28%), 26 (8.5%) student of Vietnamese descent, and 29 students comprising fifteen other nationalities (9.5%) (Trainor, 2004). Due to these differences in nationality we assume

that English, Spanish, and Vietnamese are the most common languages spoken among these students. There are 261 students at Chandler Elementary that are currently receiving free lunch. Additionally there are 4 students receiving reduced price lunch and 42 getting no lunch assistance.

Chandler Community School is offering ESL and GED adult education classes at this time and it is offering after-school programming similar to that of Elm Park. There are currently 65 students participating in the after-school programs and an unknown number participating in the adult education programs.

2.5 After-School Programs

After-school programs are programs that children participate in once classes are over for the day. These programs are often held in schools, but can be held in any type of community location (Schwendiman & Fager, 1999). After-school programs are best when tailored to fit the community they serve (Schwendiman & Fager, 1999). There are two major locations after-school programs can be housed: community-based locations and schools (Gootman, 2000). Community-based organizations break down into five different categories: national youth-serving organizations (e.g. the YMCA and YWCA), public agency-sponsored, youth sports organizations, multi-service organizations and independent youth organizations (Gootman, 2000). The second category is school based after-school programs. Gootman (2000) has broken this section into three major subdivisions: school administered (i.e. focus on tutoring and academic enrichment),

community based organization (i.e. programs run by the community in the school), and school community partnerships (i.e. community schools).

Over the past several decades there has been a great increase in the offerings of after-school programs. This is due mostly to the combined perception that the more time spent learning either educational matter or developing skills will garner higher educational performances and the fact that more and more children are being left unsupervised by an adult after school has ended (Hollister, 2003). Schwendiman and Fager (1999) echo Hollister in the belief that a major concern and reason to develop after-school programs stems from unsupervised children. Schwendiman and Fager (1999) note that juvenile crime peaks during the same time children are left unattended after school, usually between the hours of 3 p.m. and 8 p.m. Additionally, risky behaviors such as experimentation with drugs and alcohol tend to occur during this time frame (Schwendiman & Fager, 1999). These facts are further supported by Gootman (2000) who explains that after-school programs can be used “as an intervention to prevent violence and other high risk behaviors as well as to promote the healthy development of children and adolescents”(Gootman, 2000, p.4).

As far as the “model” after-school program is concerned there apparently is no single definitive answer. This is due to the fact that no two communities are the same; thus the needs and the programs provided vary vastly. Yet, Hollister (2003) provides a list of outcomes that should be desired from an after-school program. These outcomes include:

- adequate provisions for physical and psychological safety,
- developmentally appropriate levels of structure and supervision,
- supportive relationships with adults,
- supportive and respectful relationships among peers,

- opportunities to develop a strong sense of belonging,
- opportunities to experience mastery and mattering,
- opportunities to learn cognitive and non-cognitive skills essential for succeeding in school, work and other pro-social and institutional settings, and
- strong positive social norms for behavior.

Gootman (2000) also notes that there is no single program or group of programs that will successfully address the needs of children participating in the program. She suggests looking at the scope, focus, and structure of the programs and tailoring each to fit the needs of the children, parents and administration involved in the programs.

Furthermore, Gootman (2000) notes that when discussing the features of an after-school program it is important to be “cognizant of the political environment in which this discussion is being conducted and ways in which it can change the scope, focus and structure of programs, funding opportunities and the resulting support for children and families”(Gootman, 2000, p. 16). A list of essential components to a successful after-school program created by Gootman (2000) includes the following:

- clear goals and intended outcomes,
- content that is both appropriate and challenging,
- opportunities for an active learning process,
- positive and safe environment,
- adequate materials and facilities,
- well prepared staff,
- culturally competent staff,
- outreach to diverse groups of children and adolescents,
- willingness to work with other community resources and partners,
- parental involvement, and
- willingness to continually improve.

Schwendiman and Fager (1999) address the issue of quality after-school program identification by creating a checklist. The checklist includes safety, health and nutrition, organization, staff, space and activities (Schwendiman & Fager, 1999). They suggest that these indicators be taken into account during development of after-school programs and

also during evaluation (Schwendiman & Fager, 1999). As the authors break down the six topics, the majority of subtopics overlap the previously presented outcomes and essential components presented by Hollister and Gootman so they will not be further elaborated upon here.

Schwendiman and Fager (1999) have also suggested a series of steps for implementing after-school programs. First, they suggest beginning after-school program design by documenting a need by asking parents and the community, then researching after-school programs. After this step they suggest assessing the financial capabilities, determining specific details about the location and determining the scope of the program. Schwendiman and Fager (1999) also suggest getting the support of the school staff and administration, hiring a program coordinator, building a broad base of community support, starting small and growing, and constantly evaluating progress and programs.

Hollister (2003) has a more pessimistic view on defining what works in terms of successful after-school programming. This is due to multiple other factors that affect the lives of children outside of the classroom and the methods used in gathering data for studies on successful after school programs (Hollister, 2003). From Hollister's (2003) perspective several issues regarding implementation must be considered. The first major issue is program location. Hollister (2003) feels that schools are a good place to house programs in terms of facilities and transportation, but students may have developed negative feelings for the school and may not want to remain there any longer than necessary. Additionally, he feels that there may be issues in implementing programs in low-income urban schools because "the schools have been characterized as low performing and dysfunctional" (Hollister, 2003, p. 21).

Another implementation issue addressed by Hollister is targeting. Hollister (2003) notes that some programs “target” high-risk youth, while others reach for a broader base. Hollister does not define which practice is best, but states reasons why both are flawed. A final major implementation issue described by Hollister is the measurement of outcomes. He writes that “evaluation of most youth development programs has focused on the degree to which the program decreases negative outcomes” (Hollister, 2003, p.23). Schwendiman and Fager have also identified pitfalls that could occur in a program. These issues include: planning the program, the pacing of the growth of the program, buy-in by teachers, transportation issues, scope and overlapping of what happens during school hours, diplomacy with the community, and sustainable funding (Schwendiman & Fager, 1999)

Funding for after-school programs that take place within the confines of a school comes primarily from the federal, state, and local government. Hollister (2003) writes that there has been a significant increase in federal spending on school based after-school programs due to the 21st Century Community Learning Centers initiative. The growth in spending has gone from \$40 million in 1998, to \$200 in 1999, and jumped to \$850 million in fiscal 2001 (Hollister, 2003). Gootman (2000) experienced the same findings and also noted that there has also been a great deal of support from “foundations for after-school programs, and important new public/private partnerships for after-school programs (Gootman, 2000, p.7).” The public may also be willing to support after school programs even if it means in raise in taxes (Gootman, 2000).

In summary, due to the different needs of populations, no two after-school programs are alike. There are however, certain traits that are common in successful after-

school programs. Evaluating programs is almost as difficult as identifying a specific model to use for programs. There are many different factors that influence children and trying to gauge the direct impact of after-school programming is exceptionally difficult. The funding for after-school programs comes mainly from the government and throughout the late nineteen nineties and early in the two thousands, there has been increase funding for these programs. In the end, the goal of after-school programming is to provide children with a safe and positive environment to learn and play once the school day is done

2.6 Adult Education Programs

A second service that community schools offer their neighborhood residents is adult education programs. These programs consist of courses such as English as a Second Language (ESL), General Education Development (GED), and Workforce Development (Rogers & Hansman, 2004). Stated in the most general terms, adult education programs offer courses that help improve or enrich the lives of those who take them. In terms of urban adult education “adult and continuing education enterprises has evolved into a bifurcated system to meet the learning and educational needs of urban learners” (Martin, 2004, p. 13).

In more affluent neighborhoods, where resources are more plentiful than in poorer areas, adult education has the tendency to offer “a wide variety of both general and highly specialized programs” (Martin, 2004, p. 13). These programs are funded mainly by fees paid for taking the courses. In contrast, poorer, less resource blessed communities tend to have adult education programs focused more upon “a largely remedial effort that is

funded primarily by third party payers, such as the federal, state, and local government, philanthropic sources, churches and other institutions” (Martin, 2004, p.14). The programs in these areas are more of an attempt to help the participants survive in the community than to enhance the knowledge they already possess.

Best practices regarding community schools implementing adult education are difficult to define due to the fact that every community is composed of different people and no two communities will have precisely the same strengths and weaknesses. Looking away from adult education in community schools and focusing simply on adult education in general, there are several basic concepts that appear to provide increased participation and satisfaction in programs. The first concept is to provide programs that “reflect the needs, wants and experience of the community” (Lee, 2001, p. 7). This may appear to be obvious when considering how to form an adult education program, but in creating or improving these programs every aspect should be considered and the community should be the top priority of the programming. This is because the community members are the ones that will be participating in the programs.

Secondly, Martin suggests creating a safe atmosphere for learning that would also “respect the learners’ initial language, culture, dress, celebrations and styles of learning while assisting them in learning new ways of viewing the world” (Martin, 2004, p.15). Martin also proceeds to echo Lee’s statement of valuing the experiences of the community when he writes “The curriculum and instructional approaches of these programs should integrate the lived experiences of students...with instructional content and subject matter that address the learning needs of inner city learners” (Martin, 2004, p. 15). Another suggestion in retaining students is having a staff that is representative of the

learners' community (Lee, 2001). Additionally, Lee (2001) suggests ensuring that the instructors of the course fully understand and have an appreciation of the population that they are serving.

A final proposal of Lee's is creating "writing projects to engage learners in documenting their perspectives on their culture and community" (Lee, 2001, p.8). In doing this, the program is engaging the student and trying to reinforce that his or her experiences are important and are valuable learning experiences. Also, when regarding the needs and wants of the community the amount of participation increases due to the fact that programs will be useful to the participants. This fact is noted by Rogers and Hansman when they write "Providing education and training but not work does not permit economic freedom and limits urban adult participation as well as the acquisition of knowledge and power" (Rogers & Hansman, 2004, p. 26).

There are also a great many issues that arise in providing quality adult education programs to communities. Rogers and Hansman (2004) identify reasons why low income urban community members do not attend adult education programs as being a combination of a lack of money, lack of transportation, lack of time and the fact that they may have other people to care for. Additionally, they cite reasons of policy that prevent programs from running to their full potential. These policy matters involve a lack of understanding of urban low income adults, lack of emphasis on coupling work with the educational programs, vague and uncoordinated policies, strains resulting from accountability, and a lack of recognition of how the programs impact the participants in terms of marginalization (Rogers & Hansman, 2004).

Adult education appears to be most successful when the strength of the participants are taken into account and built upon. By doing this, the people in the programs do not feel as though what they have already learned is inconsequential. It is also essential to provide programs that will help the participants better their lives, either by providing job skills, communication skills, or everyday skills that they can put into action. Taking the ability of the people to participate in the program into account also makes a difference in the success both the people and the program will experience. Finally, it is important to sort through the policy surrounding adult education and attempt to make sense of it and apply it properly to the programs that are being offered or developed.

2.7 Summary

By taking into account the demographics of the Piedmont, Middle Main and Elm Park neighborhoods and applying what research has determined about which programs (adult education and after school) and indicators should be applied to such demographics, the objectives of this project should be successfully met. The objectives of this project include evaluating existing programs and resources, cataloguing them and possibly coordinating programs between schools. Additionally, further research will allow for the determination of what these neighborhoods need and want in terms of educational opportunities. It will also be crucial to devise methods to fund programs and to formulate means by which to gather resources that would be helpful to the programs. Once this has been done it becomes important to learn ways of informing the community of the

activities occurring in the community schools. The means by which this will be accomplished will be further discussed in the next chapter.

Chapter 3

Methodology

3.0 Introduction

The goal of our project was to search for methods to bolster the community school programs at Chandler Elementary and Elm Park Community Schools. In addition, we sought out methods to help improve and expand the connections between the two schools and the neighborhoods they serve. In order to identify the most beneficial strategies for strengthening and coordinating programs at the schools; parents, teachers, administrators and community leaders were contacted.

By gaining answers to our research questions, we were then able to analyze the data in an attempt to generate meaningful program recommendations for our sponsors and the two schools. Our research questions were:

- What are the needs of the community?
- What is the most effective way to coordinate programs and resources at Elm Park and Chandler Elementary Community Schools?
- What programs have been successful in Worcester and other cities with similar demographics?
- What methods can be employed to get the community more involved with the programs offered at the community schools?
- How can community schools be better funded?

The purpose of this chapter is to provide a description of the methods employed to answer our research questions. We used a variety of methods to gather insight into what the community needs and wants from the schools. The following sections will address

each research question individually and describe the methods used to answer each one. Additionally, each section will address the reasons for utilizing the method that was used and any flaws will be acknowledged. If the methodology changed in any way, this too will be noted in these sections. The final section will serve as a summary of techniques employed and also serve as an initial introduction to the responses gleaned from the research conducted.

3.1 What are the Needs of the Community?

We approached answering this question by examining the many aspects of the community. First, we defined “needs” as any trait that could be improved upon by an educational course (such as ESL or GED) that a community school would be able to offer. We also included any programs that the community might want in this question. With both the needs and wants to be taken into consideration, we began formulating methods to retrieve this information from administrators, teachers, community leaders and parents.

3.1.1 Administrators

The first group of people we were able to target was the school administrators. This group was questioned because of their familiarity with the students and families in the neighborhoods their schools service. Additionally the administrators were contacted because of the in depth knowledge they possess of what is already going on at the schools.

We first contacted the principals and set up interviews with them. The main purpose of the interview was to determine what they thought the educational and recreational needs of the community were. The principals elaborated on both academic and non-academic programs they believed their student body would enjoy. Also during the course of the interviews the principals discussed what programs they believed the older members of the community would most benefit from. For a full list of the questions asked during the interviews with the principals please refer to Appendix A.

All interviews were tape recorded with the permission of the interviewee. Once the interview was over, the tapes were listened to again and highlights were recorded on paper. These highlights were reviewed once more for the results section and the most relevant responses were included.

Next we interviewed the site coordinators at both schools. There were two site coordinators in each school, one for the after-school programs and one for the community school programs. The definition of community school programs in this instance is GED and ESL classes. The site coordinators were asked the following questions in regards to the needs and wants of the community:

- What programs do the students enjoy/participate in the most?
- Is there some type of programming that is not currently being offered that students would enjoy?
- What types of programs do you think are most needed or wanted in the community?

We found that by asking these questions the site coordinators were able to elaborate well upon the topics of both after-school and adult education programs. A full

list of the questions asked during the site coordinator interviews can be found in Appendix B.

One issue that presented itself during the interview process was the variation of the length in time that the site coordinators had been serving at their respective schools. The adult education site coordinator at Elm Park has been serving the school for a period of years whereas the adult education site coordinator at Chandler Elementary has been serving there for a period of weeks. Although this site coordinator had prior experience, it is not possible for this site coordinator to express what the community wants and needs as accurately as someone who has been serving that particular community for a period of years. An additional issue that arose was what the site coordinators defined as their roles. It can be inferred that organizing programs and developing a thriving community school atmosphere would be extremely difficult if the person in charge did not have a set definition of what his or her responsibilities entailed. This was noted and will be addressed through further research and analysis to be discussed in the following section on the coordination of the community schools.

3.1.2 Advisory Committees

The second group that we interviewed consisted of members of each schools advisory council. Our sponsors, Mary Keefe and Kevin Ksen, are currently members of the Elm Park and Chandler Elementary School's advisory committees respectively. In addition to our sponsors we interviewed the head of Worcester Interfaith who is a member of both advisory committees and one more person from each of the committees. This group was the same basic questions about the wants and needs of the community as

the site coordinators were asked. Thus the following questions were asked in regards to the community members.

1. What types of programs do you think children in the neighborhoods need the most or would most like to participate in?
2. What types of programs do you think adults in the community would most like to take or most benefit from?

All of the advisory committee members answered these questions to the best of their ability. One thing that should be noted is the fledgling nature of both of these committees. The Elm Park advisory committee has yet to hold a meeting and the Chandler Elementary advisory committee has had three meetings. Another aspect of the advisory committee that should be noted is that it has no defined purpose. This means that there is no defined set of goals that it is striving to achieve. Each of the interviewees stated a different role that they envisioned the advisory committee playing. This was noted and like the role of the site coordinator will be addressed in the coordination section of the data analysis chapter and suggestions will be made in conclusion section of this paper. A complete list of interview questions for this group of people can be found in Appendix C.

3.1.3 *Teachers*

The third group of people we gathered information from was the teachers. The reason that we gathered information was because of their level of interaction with the students. Additionally, teachers are in contact with the families of the students and thus would have a good grasp of any educational needs the families may have.

The data collection method utilized was a survey. At Chandler Elementary, the survey was distributed and collected during a weekly faculty meeting. At Elm Park, the survey was distributed prior to a weekly faculty meeting and supposedly collected at the following meeting. The reason for using a survey to gather information was due to time constraints. We were informed that the teachers have busy schedules and were not able to participate in focus groups. Conversely there would have been no time for us to set up interviews with all of the teachers in both buildings. A sample version of the teacher survey can be found in Appendix D.

In regards to the questions we asked the teachers about the needs and wants of the community, the teachers were asked the following questions:

- Ideally, what type of after-school programs would most benefit your students?
- What type of summer programs do you feel would be the best match for your students?
- What types of educational programs do you think the families of your students would most benefit from?

A major difficulty was encountered by utilizing this method. A majority of the teaching staff at Elm Park became ill and none of the teachers were able to fill out the five-question survey. The teachers were given two weeks to return the survey to the principal and this apparently did not happen. In retrospect, perhaps a focus group of teachers would have been the best approach no matter the time constraints the teachers faced. This is one alternative. The second alternative would have been having the project group attend a faculty meeting in person and distribute and collect the teacher's surveys

in a more direct way. We were informed by Principal Melancon that this method would be the best one to pursue. It was impossible to foresee this snafu and thus our data analysis there will only contain information from the teachers at Chandler Elementary. We will not make the assumption that the teachers at Elm Park would have responded the same way that the teachers at Chandler did.

3.1.4 *Community Leaders and Representatives*

The fourth group we gathered data from was the leaders in community organizations and people who work with at-risk youth and their families. The reasoning behind interviewing this group of people was the feeling that a family with at-risk children or a community member who was not in the most financially viable situation would be wary when talking to three white middle class college students. There is also the issue of the language barrier in Worcester. None of us are fluent in a language other than English, so contacting people who would not only be willing to talk to us, but also spoke English was essential. Taking this into consideration, we decided to gather information from people who work in aiding at-risk youth and their families. We asked our sponsors to generate a list of community contacts that we could interview.

Additionally, we contacted the juvenile crime unit in the Worcester Police Department.

The questions this group was asked in regards to the educational needs and wants of the community are as follows:

- What types of educational and recreational programs would kids in your community most benefit from?

- What types of programs would most benefit adults/parents in the community?
- Which groups are most in need of ESOL or GED types of classes?

A complete list of community representative interview questions is located in Appendix E.

There are issues involving representing a group of people through representatives. First, we shall note the obvious; the group of people we interviewed was merely comprised of representatives. Though we did interview seven different people who all work in different areas, the chances that we got all of the information to be had about the needs and wants of at-risk youth and their families is miniscule. Additionally, some of these community members were not in tune with the needs and wants of the community in terms of education in a way that would help with this project.

3.1.5 *Parents*

The final group that we gathered information from was the parents of students who attended either of the schools. The reason that this group was contacted was because parents know best what the needs and wants of their children are. With this in mind parents were asked what types of after-school programs their children would most benefit from. Additionally, we asked parents if they were interested in participating in any educational programs and what types of programs they would like to take.

At Chandler Elementary parents were asked to complete a quick survey while dropping off their children in the morning. The survey was also left in the parent center to be filled out and passed in to the principal. At Elm Park, parents were asked to complete

the same survey as they picked up their children either after regular school hours and as they dropped them off in the morning. Additionally, at Elm Park English copies of the parent survey were sent home with every child. A copy of the parent survey can be found in Appendix F.

These methods were utilized due to time constraints imposed on distributing a survey via mail and time issues with establishing focus groups. We recognize that this method is not ideal and if more time had been available we would have run focus groups with interpreters to get information from the parents. In regards to the sending home of the survey at Elm Park and not at Chandler, we encountered difficulties in gathering information through being in the school and distributing the surveys by hand. The principal offered to send the survey home with the children so that we could get more of a response and we decided that this would be a better alternative.

There are some issues that arise from collecting information this way. The first is that only people who can read English at a fourth grade level would have been able to fill out the survey. Secondly, the survey may never have gotten to the parents due to the fact that it went home with the children and a great many papers that get sent home with children for parents tend to get lost or misplaced. A final issue was the length of time for a response. Our group had not factored in February vacation into our project schedule and we realized that the parents would only have two days to get a response back to us. Despite these factors, we felt that the best way to get information from the parents at Elm Park would be to send the survey home with the children. It is our hope that those who did respond and the community representatives that were interviewed would adequately represent parents who did not have the time or the opportunity to answer the survey. The

difference in data collection methods could also have produced different results. The parents who received the surveys at home had more time to consider the questions and the answers that they produced. The parents who filled out the surveys in the schools were not only more rushed when completing the survey, they were also in the presence of the project team which could have influenced how they answered the questions.

3.2 What is the Most Efficient Way to Coordinate Programs and Resources at Elm Park and Chandler Elementary Community School?

This question was answered by examining the many aspects of community schools. First we defined the terms efficient and resources. We defined efficient as a reduction in costs and creative usage of program scheduling so as that when gyms were being rented other programs could take place while the school was open. Resources were defined as any facility, material or volunteer/teacher directly related to Elm Park or Chandler Elementary Community School. By defining these terms, we then broke down what was present at each school and were able to begin making suggestions.

The information about spaces and technological resources came from site visits to each school. We asked the principal at Chandler and the adult education site coordinator at Elm Park for access to the building. While touring these spaces, we cataloged the number of desks and chairs per room, whether the space would fit an adult, the presence of a gym, cafeteria, or auditorium, if there were any spaces for cooking classes, what types of technology were available to use, and if there was a library.

In regards to the programs currently being offered at each school, we asked the principals and site coordinators during their interviews. In addition to getting this

information from administration, we also went to an open house at Elm Park where a table of what activity was happening when and where in the school was distributed.

In addition to the resources currently present at each school, we asked both the site coordinators and the principals what types of resources were needed to run a community school program in interviews. We also included a question in the teacher survey regarding the resource needs of after-school programs. In identifying the needs and wants of the community in terms of programs, we were also able to infer resources that these programs would need if they were implemented. These needs will also be taken into account in the data analysis.

Through the process of conducting interviews of the principals, site coordinators and advisory committee members, we also realized that there was some confusion as to the role that each of these entities played in the community school. To help alleviate some of this confusion, we did some research on the role of the site administrator and what his or her responsibilities are. This was done by reading the book [A Handbook for the Community School Director](#) by Robert L. Whitt. In addition to this we interviewed Robert Sullivan who is the principal of Clark Street School. Mr. Sullivan has been involved with community school programs for over thirty years and is considered the foremost authority on community schools in the Worcester Public School District. In fact, Mr. Sullivan attended a required training program for community school directors in Flint, Michigan in the beginning of his career. We interviewed Mr. Sullivan to gather information what roles he felt the site coordinators and advisory councils should play in the community school.

3.3 What Programs Have Been Successful in Worcester and Other Cities with Similar Populations?

To properly answer this research question, we first had to define successful. A program must maintain a high attendance rate and result in participant satisfaction in order to be deemed successful. Since this information is not readily available, we looked solely at programs that were well established with the rationale being that participant rate must be good in order for that program to continue running and satisfaction must be at least marginal or no one would chose to participate after hearing word of mouth about that particular program.

To answer this question, we looked into programs existing in cities with size similar to Worcester. Information about the size of Worcester was taken from the Internet. Once this information had been gathered we turned to the U.S. Census Bureau home page to find cities of similar size. The population range that was looked at was the size of Worcester plus or minus 15,000 people. Once these cities had been identified we used the Internet to determine what programs they were offering, at what price, and when. In addition to these cities, programs located in Worcester were researched. The local YMCA, YWCA, Boys and Girls Clubs and Girls Inc. were all looked into regarding their program offerings.

The reason for doing this research was to gather ideas and information from other cities so that we could tailor their successful programs to the needs of the residents of the Elm Park and Piedmont neighborhoods. The reason that the programs would need to be altered is because every neighborhood has different needs no matter whether one is comparing neighborhoods across the country or in the same city. Thus by gathering

information on the needs and wants of the community and researching what types of programs were offered in other cities, we were able to lay the groundwork for suggestions on programs that the community would need and enjoy. In terms of the local programs that were identified, it is just a matter of transplanting those types of programs to a school setting.

Ideally, it would have been best to gather information from cities with similar demographics to Worcester, but demographic information proved incredibly difficult to acquire. This led to the usage of population size only for program identification.

3.4 What Methods Can be Employed to get the Community More Involved with Programs Offered at the Community Schools?

The term involved in this sense deals with having members of the community participate in the programs offered at the schools either as students, teachers or teacher's aids. Programs need to be offered that engage participants and make them want to attend classes. Additionally, the programs offered need to be designed so that they are culturally sensitive to members of the community. We hope to suggest classes that community members would not only like to take, but we also want to make it possible for members of the community to impart their knowledge and skills to other members of the community.

In order to answer this question we included various questions in our interviews and surveys. In our interviews with the principals we asked what the best way to keep parents informed of what was going on at the school was and what the level of parent involvement was in the school. In our interviews with the site coordinators we asked

what programs they felt were most needed and wanted by parents or family members in the community and what methods they had found were the best for keeping parents informed. We inquired about the most successful methods for contacting community members when interviewing the community contacts and additionally when we interviewed the advisory committee members. Finally we asked the parents about what they would most need or enjoy in programs and what the best way to inform them of what is going on at the school would be.

The questions pertaining to what the community would want or need were asked so that programs would be something that members of the community would actually need. It is illogical to expect the community to get involved with programs that they have no desire to attend. The questions about contacting the community were asked so that once programs that they want and need are developed and put into action, there is a way to let people know about what is going on.

3.5 How can Community Schools be Better Funded?

When we looked at this question, we decided that creating a list of grants that both community schools could qualify for would be the best way to approach funding opportunities. We looked at both government grants and non-government grants.

In regards to the non-government grants, we used two grant databases to generate the list of grants. We looked at two separate types of grants, corporate and foundation. We used the websites www.galeschools.com and www.schoolfundingservices.com. The Gales School site provided information on a variety of corporate grants. This information included criteria for application. The criteria were reviewed and if there was any possible

way that we could think of that either of the schools could apply we included it in the list. The School Funding Services website provided a list of both corporate and foundation grants. These grant listings were gone over in the same manner and those that applied to either of the schools were included in the list. A list of grants can be found in Appendix G for Corporate Grants and Appendix H for Foundation Grants. The accompanying files can be found in Appendix J.

Government grants were a little more difficult to list. We first asked the principals which grants their programs were currently receiving. We then contacted the chief grant clerk for the City of Worcester. She then proceeded to give us information on how to locate state grants. We then proceeded to the Worcester Public Library to search for state grants that the schools could apply for. In addition, she suggested that we search the Massachusetts Department of Education website for applicable grants. The grant advisor informed us that federal grants were only given to school districts and not to individual schools. These grants were listed in similar fashion to the foundation and corporate grants. A similar list of State Grants can be found in Appendix I with detailed descriptions in Appendix J.

3.6 Summary

In this chapter we covered the methods used to answer our research questions and the reasoning behind using such methods. In addition, we discussed the reasons we gathered information from the people that we did. Each of the groups of people that we interviewed had their own perspective on community school, which allowed us to

represent the community in the broadest sense possible. Also through these methods we were able to identify successful programs in other location with similar demographics and population sizes to Worcester. Finally, we identified of grant type funding opportunities that the schools would be able to pursue. This chapter is followed by the results gathered from the techniques discussed in this chapter.

Chapter 4

Results

4.0 Introduction

This chapter will provide a complete description of the results obtained from the methods discussed in the previous chapter. Each section will provide a brief description of the methods used to solve the research question then an in-depth description of the data the method produced. Once all of the data for a given question has been presented it will be analyzed then summarized. The final section of this chapter will provide and summary of everything presented in this chapter and introduce the final chapter, the conclusions.

4.1 Community Needs and Wants

In determining the needs and want of the community we interviewed administrators, community representatives, and members of both schools' community school advisory committees. In addition, we conducted a survey of parents at both schools and teachers at Chandler Elementary. In the following section the results of these interviews and surveys will be presented. To preserve anonymity, no names will be used in conjunction with responses. For ease of reading, subsections have been created for each response group.

4.1.1 *Administration Interviews*

When asked what types of programs would be most needed or wanted by the children, administrators at both schools responded with a variety of responses. In terms of educational or remedial courses, administrators at Chandler Elementary felt that their students would benefit from more one-on-one tutoring and homework help or a homework center for students to get assistance after school hours. At Elm Park, administrators also felt that homework help for their students was important. Additionally, they were of the opinion that some type of program where parents were present and learning with their children would be successful.

In regards to what the administrators thought their students would enjoy in terms of recreational activities or enrichment there was a greater variety of answers. Chandler Elementary administrators felt that the children would be partial to organized sporting activities such as an intramural or instructional basketball, kickball or dodge ball program. They also recommended an organized handball league. One of the administrators noted that, due to the unsafe environment of the neighborhoods, most children were not allowed outside when they returned to their homes. This makes it important that these children be afforded the opportunity to be active in a safe environment, which the school can easily provide.

This group of administrators also mentioned other non-athletic activities. These suggestions included basic cooking classes for students, a dance class, music classes, educational field trips and basic computer courses. One administrator also mentioned bringing back the Big Brothers/ Big Sisters program to the school. The Elm Park administrators were under the impression that music and art programs would truly be

enjoyed by their students because of the fact that there is no language barrier involved with either. It should be noted that there are twenty-eight different languages spoken at home for the Elm Park students so the language barrier is a major issue at this school. The administrators also felt that would be important to get parents more involved with their children's education and that there should be put into place a program for both parents and students to learn and play.

We also asked the administrators what types of programs adults in the community would most benefit from. Chandler Elementary administrators thought that a greater number of basic education courses would be most beneficial for the community. Suggestions included an increased number of ESL and GED classes. It was mentioned that these programs should be tiered into three different levels; beginning, intermediate, and advanced. It was also suggested that a GED course be conducted in Spanish to accommodate the large Spanish-speaking community in the area. Elm Park administrators also believed that an increased offering in GED and ESL classes would benefit the community. Additionally, basic literacy programs, free or reduced price in-house college classes, and some type of evening activities for the children of second shift workers were all suggested. The final major suggestion was the creation of a health center located on school grounds. Ideally, this health center would serve as a community clinic and offer parenting courses as well as substance abuse prevention and correction programs. Currently, there is no health center and the school nurse splits time between two schools.

Also mentioned in an interview with an Elm Park administrator was the summer program the school has in place. At this time, Elm Park runs a summer program for four

weeks during the summer from eight in the morning until as late as seven in the evening. Breakfast is provided to the students as they arrive. After breakfast, there is an MCAS based academic block, which lasts until noon. This portion of the program is funded by an MCAS grant. From noon until three in the afternoon, the Parks and Recreation department runs a program for fifty kids. The city pays for this part of the program. According to the Elm Park administrator, the program is extremely popular and there are a variety of fun activities that take place and there are also field trips for the students to go on. From four to seven there are athletic and other recreational activities for older kids.

4.1.2 Community Representative Interviews

In the interviews with the community representatives, we asked questions similar to those that were asked the school administrators. The reason we interviewed this group of people is because we feared that at-risk youth would be under-represented in the parent surveys that were distributed at the schools, hence the need to talk with people who serve at-risk youth and their families. We interviewed a total of seven people we considered to be community representatives. These people worked at a variety of different places including Pernet Family Health, Worcester Police Department, and Friendly House Neighborhood Center.

The first question we asked the community representatives regarding the needs and wants of the community was what types of educational and recreational programs do you think children in the community would most benefit from? In regards to educational programs, responses included team building activities, interactive games to develop

academic skills, safety education programs, and literacy classes. Types of enrichment and recreational programs that were suggested centered heavily upon organized sports activities and instructional leagues, however no specific sport was mentioned. In addition, to the suggestions regarding athletic activities, there were suggestions to implement art programs, board game clubs, photography classes, cultural programs, life skill (cooking, sewing, etc.) classes, and community gardening activities that include children.

The second question addressing the needs and wants of the community was what type of educational programs do you think would most benefit adults and parents in the community? We received a variety of responses from our community representatives. The basic education and remedial classes that were suggested included strong recommendations for an increase in the ESL and GED class offerings. One representative also mentioned the need for basic literacy courses. Another type of class that was mentioned was a citizenship class based in the school to serve the immigrants in the community. Other suggestions included a class on how to navigate the public school system for parents, parenting classes, job search skill development, parent safety programs, nutrition courses, time management and budgeting classes, and basic computer courses.

There were issues discussed about the ability of parents and other adults in the community attending classes that will be mentioned at this time. The community representatives brought up some of the difficulties adults in the community face in attending adult education programs. There are two main points that need to be considered. The first is the matter of childcare. There are a large number of single parent households in these communities, making it difficult for the parent to attend classes with

out childcare being made available. Compounding with this is the fact that the majority of families that send their children to these schools are low income and have no money to pay for childcare. This makes providing child care at the site of the adult education program extremely important. With the addition of childcare services, the community representatives feel that attendance in adult education programs would increase. The second major issue facing the people in these communities is transportation. The community representatives suggested no remedy for this situation, but hopefully the fact that the programs will be housed in the schools will alleviate some of this problem. This is because both schools are easily accessible for the majority of the community they serve.

4.1.3 *Advisory Council Interviews*

Originally we intended to survey the adult education classes taking place at both schools. Due to difficulties imposed by a couple of language barriers, that plan was discarded. To replace it this section of people, we decided to interview select members of the advisory committees at both schools. Both of these advisory committees are in their infancy and it was thought that it would be interesting to find out what the opinion of the wants and needs of the community was from this group of people seeing as that they would be making recommendations as to which programs should be put in place.

The first question we asked was what types of programs they thought children in the neighborhood needed the most or would most enjoy. Interestingly, the vast majority of answers were extremely vague. In terms of definitive suggestions for educational programs, a local civics class, a citizen's right's course and a computer class were the

only concrete suggestions. The more conceptual answers include classes that involve making learning fun, learning through doing and opening children's eyes to new things. Recreational programs that were suggested can be broken down into two categories: sports and other. The sports programs that were mentioned include basketball, handball, soccer and baseball. The format suggested for these athletic activities to take place was an intramural league, a travel team to play against other community schools, and general pick-up games. Other recreational programs that were suggested by the advisor committee members were field trips to colleges, bringing in some of the programs that the Parks and Recreation Department does to the schools, arts and crafts programs, computer courses and a community gardening project.

The second question posed to the advisory council members was what types of programs they felt adults in the community would most like to take or most benefit from. Once again ESL proved to be the most prevalent response for educational programming. GED was also mentioned by two of the five committee members interviewed. Included in the response for the need of these programs was also the need for creating different levels of ESL and GED classes. It was also mentioned that an ESL class tailored specifically for Spanish-speaking individuals would most likely be successful if implemented. This remark is being given attention due to the fact that one site coordinator mentioned the lack of Spanish-speaking people at the school's ESL classes. In addition to ESL and GED classes, the advisory council members felt that literacy programs, civics classes, parenting courses, computer and typing classes, tenant rights programs, and job search skills courses would also be beneficial for community members. It was also suggested that some type of adult recreational sports league would be successful in the community.

4.1.4 *Parent Surveys*

The parent surveys were conducted using two different methods, thus the results will be presented separately. First, we will present the results gathered from the in-school parent survey responses from Chandler Elementary for each question. Then we will present the results of the parent surveys that were done in school and sent home with the children at Elm Park. Another point of interest to note is that in addition to questions about after-school and adult education courses, the survey also included questions about the interest in summer programs at the request of our sponsor.

The first question regarding the wants and needs of the community on the survey was: “What types of programs would your child(ren) most like to go to or need the most? (sports, school stuff, or both)”. In total there were twenty parent surveys collected from Chandler Elementary. Of these, seventy percent of the respondents felt that a combination of athletic and recreational programs would best suit their children. Fifteen percent felt their child would most enjoy sports programs and ten percent felt purely educational programs would benefit their child most. Five percent of the responses were nonsensical. The figure below shows this information in bar chart form.

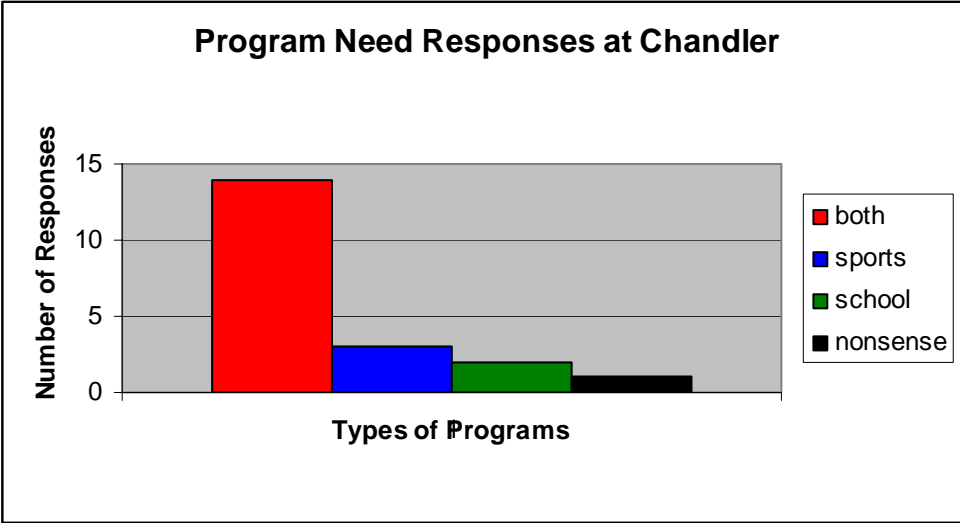


Figure 4.1: Chandler Elementary Parent Survey After-School Suggestions

Included in these responses were some specific names of programs. The programs that the parents wanted to see set into place include a Big Brothers/Big Sisters program, a girl’s basketball program, and Boy and Girl Scout Troops.

At Elm Park there were nine parent surveys collected in-school. Seven of these parents felt that both academic and recreational programs would best suit their children while a program featuring only sports and programs featuring only academics each received one response. In regards to the parent surveys that were taken home, forty-seven were returned. Of this number, 72.3 percent of respondents felt that a combination of athletics and academics would best serve their child. Parents that felt their child would enjoy purely sports programs comprised 10.6 percent of the respondents and 8.5 percent felt that purely academic programs would be best. Of the remaining respondents, identical percentages of 4.2 percent felt that other programs would best serve their child or gave a non-sensical answer. The figure below presents this information in graphical format.

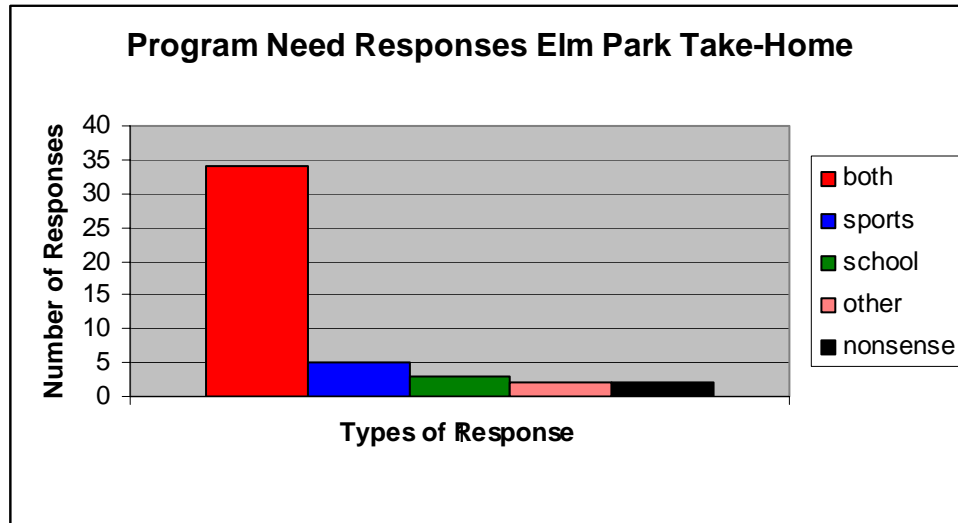


Figure 4.2: Elm Park Parent Survey After-School Suggestions

Those programs that fall under the category of other include painting, dancing and computer classes. Some of the sports that were suggested by parents include basketball, softball and soccer. One parent suggested second language classes, such as French or Spanish as an educational program to take into consideration.

The second question that parents were asked was if their child would want to attend a summer program housed at their respective school. The information gathered from the Chandler Elementary parent surveys suggested many children would indeed want to participate in such a program. Eighty-five percent of the parents surveyed indicated yes and a mere fifteen percent replied no. From the parent surveys collected at Elm Park, eight of nine parents indicated that their child would like to attend a summer program located at a school and one parent was undecided. The results from the take-home survey for Elm Park showed that 72.9 percent of parents felt that their child would want to attend such a summer program. 6.3 percent said their child might be willing to attend and 20.8 percent said that their child would not want to attend a summer program housed in a school.

The third question asked of the parents was intended to be what time would be best for the summer programs to run. Instead of this question being asked the actual question on the survey read: “What time would be best for these programs to run?” Most of the respondents were able to infer from the previous question what the third question was truly meant to ask, but there was some confusion with this question and thus the amount of answers considered non-sense is disproportionately high. There was a wide range of times suggested by the parents at both schools.

At Chandler Elementary, sixteen of the twenty parents provided times that would be most convenient for them to have the programs run. The most popular stretch of time was from nine to two with six parents indicating this period of time would be best for them. The second most popular time ran from nine to three. Three parents wrote that having a program that ran during those hours would be best for them. There were five other program times suggested by the parents. The hours that were included in every single response were the hours of 10 and 11 a.m. Half of the parents indicated that a program that ended at two in the afternoon would best fit their schedule. Two of the parents indicated that the a time table was not applicable because their child was not interested in summer programs taking place at a school and two more of the responses made were not related to the intended question.

The responses from the Elm Park surveys distributed in-house gave some confusing results. The response that was repeated the most was anytime and this response was written three times. The reply with the second most number of repetitions was from nine to whenever. The other three lengths of time that were written were from 9-5, 8-1 and 8-5. Results from the take-home survey were not as good as they would have been

had survey question read as intended. Thirteen people gave responses that either made no sense when looking at the question or they simply gave a starting time and no ending time. The running time with the greatest number of responses from the take home survey was from eight to five with seven. The running time with the second most responses was a tie between anytime and from eight to twelve. Once again the times that every single response covered were 10 and 11 a.m.. Additionally all but four of the responses included the hour of 9 a.m.

The fourth question asked of the parents pertaining to the wants and needs of the community asked if there were any classes such as an ESL or computer course that they would like to take. One issue that was encountered when answering this question was that some people merely replied with a yes. While it is good to know that these people would like to take some sort of adult education class, it would have been more beneficial to the project if they had replied with a type of program. The project team will take fault for this. In retrospect, offering a list of choices for the parents doing the survey would have given us more control over the responses as opposed to letting those being surveyed enter their own ideas.

Of the replies from Chandler Elementary, there was interest expressed in GED, ESL, and computer courses. There were four responses of “yes” with no mention of what type of class that parent would like to participate in. There were four answers of “no”, one of “maybe”, and one where no response was recorded. The distribution of interests is displayed in the graph below.

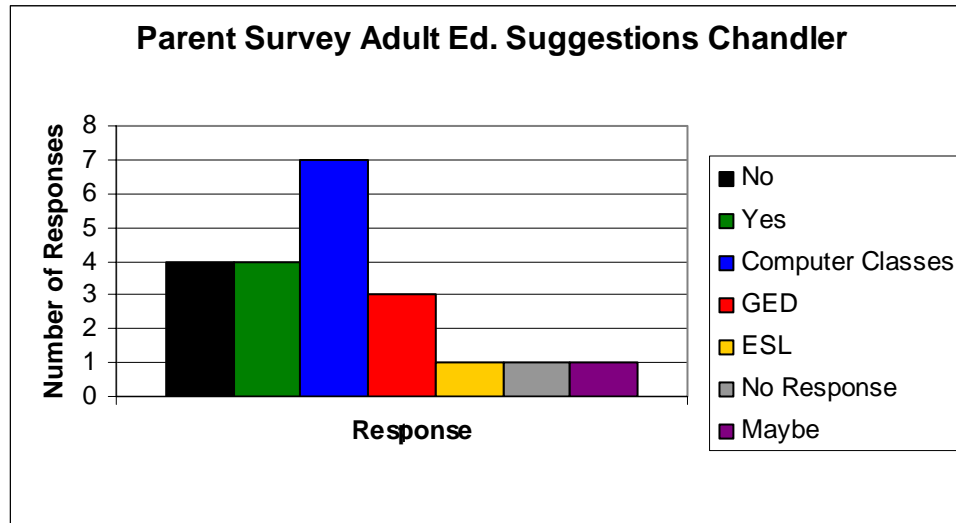


Figure 4.3: Chandler Elementary Parent Survey Adult Education Suggestions

The most requested course, as seen above is a computer class. This is followed by the desire to take a GED class and the response of yes. Only one person mentioned taking an ESL course, but this is most likely because the survey was conducted in English. Someone who needed to learn English as a Second Language would be unable to fill out a survey distributed in English.

The survey that was passed out in-house at Elm Park garnered the following responses to the question. Two people responded yes, four responded no, and three replied that they would like to take a computer class. While attempting to distribute the surveys, we encountered three or four parents who could not speak enough English to fill out the survey. In regards to the results gathered from the take home survey. There were sixteen people who indicated that they wanted to partake in a computer class and three that wrote they would be interested in participating in an ESL program. In addition to these two programs, the parents wrote in other suggestions for programs. These included parenting classes, job search skill building courses, an auto repair program, and a home maintenance class. In addition to these responses, six people wrote yes. Twenty-one

parents indicated that they were uninterested in taking adult education classes. The figure below illustrates this data graphically.

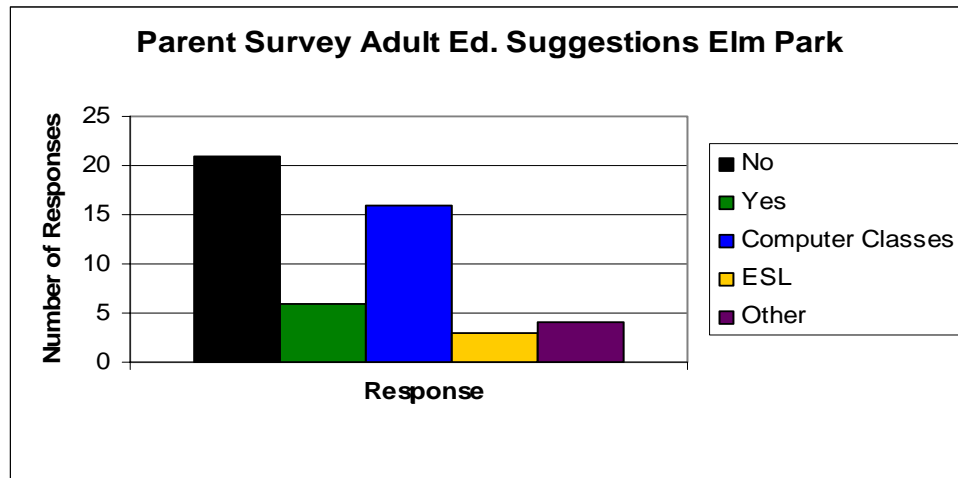


Figure 4.4: Elm Park Adult Education Parent Survey Suggestions

The final question posed to the parents through the survey was; “If child care were available, would you be more willing to take a night class?” This question was extremely cut and dry, so we did not experience the difficulties that were present in interpreting the answers of the previous question. The standard answers for this question are simply yes, no and not applicable. In this instance, the surveys with no response recorded for this question will be grouped with the not applicable replies.

The responses from the Chandler Elementary parent survey gave the following statistics. Fifty five percent of the parents surveyed replied that if childcare were offered they would be more willing to take a night class while twenty percent answered that childcare would not increase their willingness to participate in an adult education program. The remaining twenty five percent replied that the presence of childcare would not affect their decision. The Elm Park surveys completed at the school resulted in the findings that for seven out of nine people offering childcare would bolster the likelihood

of them participating in a class. The following statistics resulted from the findings of the surveys that were sent home with the students of Elm Park. The percentage of people who would be more willing to take a night class was 38.3 percent. Those who were not more willing made up 46.8 percent of the respondents and those to whom childcare was not a factor made up 14.9 percent.

4.1.5 *Teacher Surveys*

Our original intention was to gather data from teachers at both Elm Park and Chandler Elementary. However, due to illness and February vacation, the responses from the teaching staff at Elm Park were not received. Thus the following subsection will only contain information from the faculty at Chandler Elementary.

The first question in the survey dealing with the needs and wants of the community in the survey was: “Ideally, what types of after-school activities would be most beneficial to your students?” The responses to this question can be broken down into three distinct categories. These categories are purely educational programs, purely recreational activities, and a combination of both. The numbers break down as follows: 33.3 percent of the teachers felt that purely educational programs would most benefit their students, 57.1 percent felt that a combination would be best, and 9.5 percent deemed purely recreational activities to be the best fit. A graphical representation of these finding appears below.

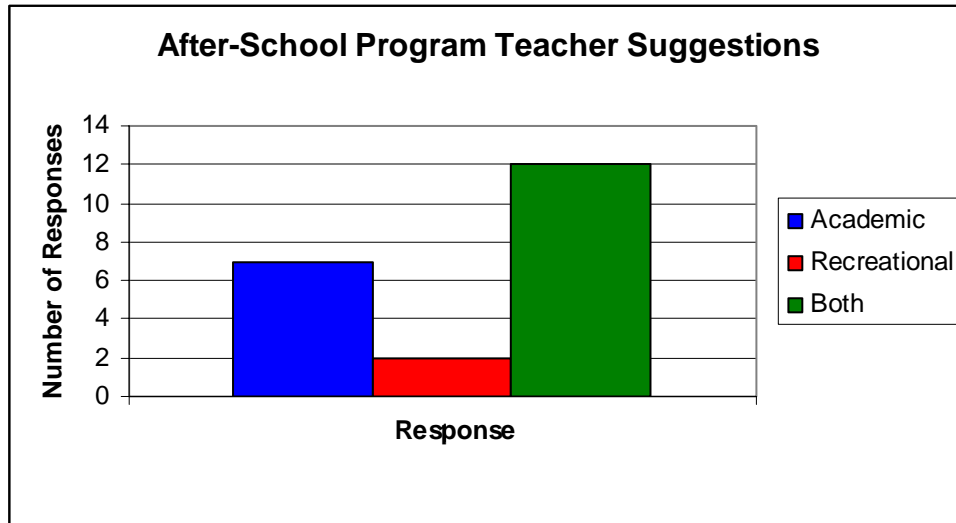


Figure 4.5: After-School Program Teacher Suggestions

Academic programs that were suggested by the faculty included classroom skill reinforcement, computer skills, a homework center, basic English and math review for the MCAS test, and an introductory science and problem solving class. Recreational activities that were suggested include music and dance classes, cultural enrichment courses, general sports activities, and a cooking class.

The next question asked about the needs and wants of the community was; “What types of educational programs do you think the families of your students would most benefit from?” The responses to the question once again fall under three major categories: basic education, life skills and family programs. The chart below shows the breakdown of responses.

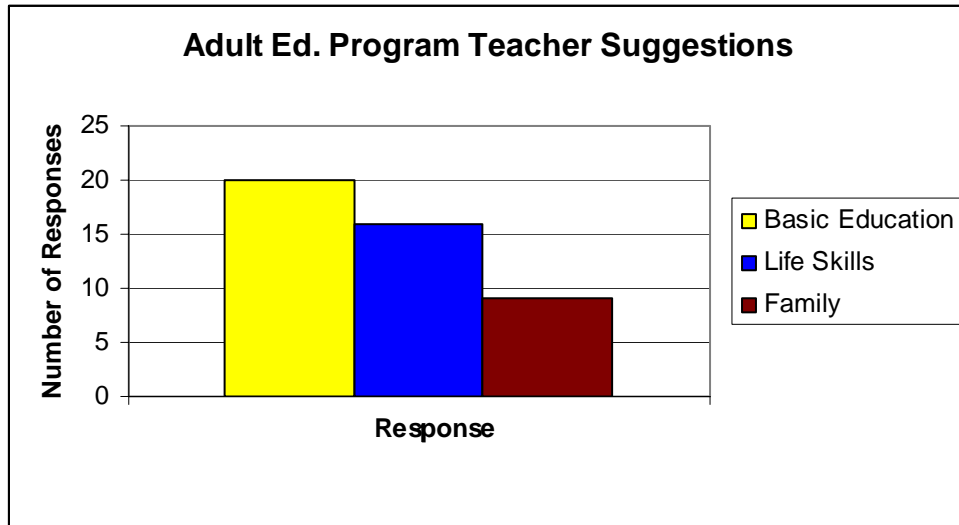


Figure 4.6: Adult Education Teacher Suggestions

There were a variety of specific suggestions for each category. Programs that were suggested that fell under the Basic Education category consist of Everyday Math, ESL classes, GED programs, literacy for non-English speakers, and continuing education classes. The Life Skills course suggestions were comprised of parenting/family values classes, budgeting/family resources programs, nutrition classes and school curriculum information/instruction programs. The suggested Family Programs that were suggested include a family reading program and a program that allowed the child and the parent to work together on the child’s course work under the supervision of a teacher.

The final question that was asked of the teachers pertaining to the needs and wants of the community was: “What types of summer programs do you feel would be the best match of the needs and wants of your students?” The major categories for the responses to this question are purely educational, purely recreational, and a combination of the two. The results were overwhelmingly in favor of a program that offered a combination of academics and recreation. Of the twenty-one teacher surveys that were collected, seventeen indicated that a combination program would be most beneficial in

comparison to the one response for a purely academic program and three for a purely recreational program. A graphical depiction of these results is shown below in bar chart format.

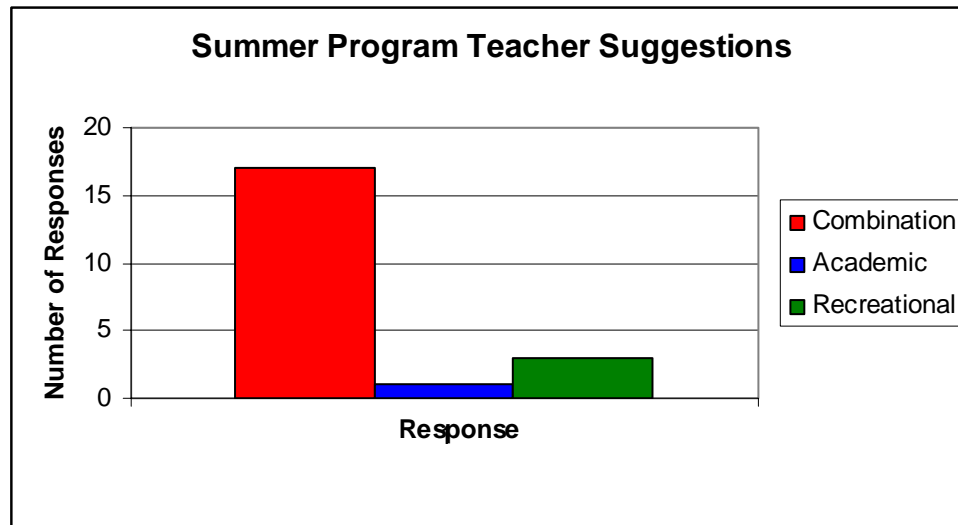


Figure 4.7: Teacher Survey Summer Program Suggestions

In regards to specific suggestions about academic offerings, the teachers suggested educational field trips, technology courses, remedial classes in both mathematics and English, and other general educational activities. Recreational program suggestions included swim classes, performing arts, music, and general activities that the children would find fun and enjoyable.

4.1.6 *Summary*

The question of the needs and wants of the community is a complex issue and as expressed through our data. Yet, through the process of organizing this information some trends appear. In each group of people, the need for basic adult education classes appeared, mainly in the expression for the need for more ESL and GED classes. In terms

of after-school programs for the students of the two schools, the general consensus was that a program much like the ones currently in place would be best for students. These programs could perhaps be tweaked in order to better fit the needs of the students and make the learning activities more interactive and interesting to the students. The summer programs that were suggested were also a combination of recreational and educational. In addition, the times that were suggested as most convenient were from nine to two for Chandler students. The responses were more various in the Elm Park responses, but a program running from nine to two would also cover the majority of times suggested by the parents and a possible extra session for those students whose parents would like them to remain in a program until five.

4.2 Coordination of Programs and Resources

This section will first present data gathered pertaining to the current programs Elm Park and Chandler Elementary Community Schools. Secondly, the types of resources that the administration and teachers feel community schools need most will be discussed. The results of site visits to both schools will then be presented and analyzed in terms of adult sized classrooms and what types of activities the facilities of the schools lend themselves toward. In regards to coordination, the focus will be placed upon identifying current programs and determining if there is room to house additional programs while the current ones are running. At this time, the programs offered at both schools are in such different places it makes little sense to attempt to suggest tying any together for some type of inter-school class. Another matter of coordination to be addressed is the function of the principal, site coordinator and advisory council in the

community school. Information on this topic was gathered from an interview with Mr. Robert Sullivan, principal at Clark Street School, and A Handbook for the Community School Director written by Robert L. Whitt. Finally, a summary of these findings will be provided to tie all of the information provided together.

4.2.1 Current Programs

Information on current programs at Elm Park came both from interviews with the administration and from a packet that was distributed at an open house for the school. Currently at Elm Park in the evening, there are ESL classes offered on Mondays and Wednesdays from 5:30 to 8:30. There are also open gym times scheduled for Monday, Wednesday, Thursday, and Friday from 6:00 p.m. to 8:30 p.m. In the afternoon, there are MCAS tutoring session Tuesday, Wednesday and Thursday from 2:30 to 3:30 followed by structured sports activities that last until 4:30 p.m. There are also art classes funded by Worcester Art Museum from 3:30 to 5:30 Tuesday and Wednesday. Mock trials occur on Friday from 3:30 to 5:30.

As far as the gym is concerned, on Mondays it is occupied from 6:00 to 8:00 by a soccer program. On Tuesdays, a basketball program runs from 6:00 to 8:30. Wednesday, soccer returns to the gym from 5:30 to 9:00 and Thursday nights the basketball program returns during the same time slot. The gym is booked on Fridays from 6:00 to 9:00 for soccer again. During the weekends, the gym is also in use. From 9:00 a.m. to 10:00 p.m. on Saturday the gym is once again used for soccer. On Sunday the gym is in use from 11:00 a.m. to 3:30 p.m. once again for soccer.

At Chandler Elementary, the school is in use from 2:30 p.m. to 5:30 p.m. for after-school programs similar to those of Elm Park. The gym is used Monday and Wednesday nights. On Monday there is a basketball program and on Wednesdays there is a softball clinic. There are also ESL and GED classes that take place on Monday and Wednesday nights during the same time period as the gym occupancies. These classes start at six and run until eight o'clock.

4.2.2 *Resources Needed*

From the perspective of the administrators there are a variety of resources that the community school programs need to function. These resources can be broken down into three categories. These categories are people, materials, and funding. In regards the need for people, most administrators felt that volunteers to help children with their homework or to tutor them one-on-one were an essential resource. There is also a need for mentors for the children in both of these schools. Materials that administrators believe are most needed by the programs include sports equipment, paper, pens, pencils, computer software and more computer resources. The main response however was funding to add additional programs and to provide more material resources.

Responses from the teachers contained more variety. The four main categories that the responses fit into were people, things, places, and other. The following graph depicts the distribution of responses. It should be noted that most teachers listed multiple responses thus the numbers corresponding to the number of responses for the categories will be more than the total number of teacher surveys.

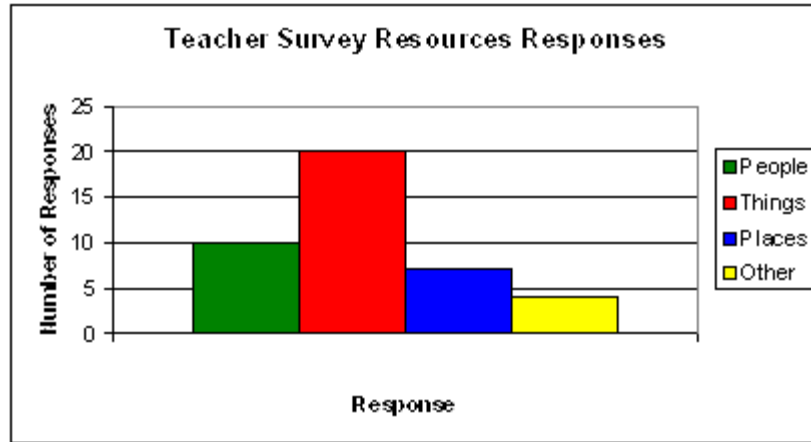


Figure 4.8: Teacher Survey Resource Responses

Each of these categories can be further broken down into more specific suggestions made by the teachers. In terms of people, the teachers felt that volunteers and coaches would be important people to recruit to the programs. Furthermore, the teachers suggested mentors, role models and sponsors for team activities. Material resource suggestions included academic supplies, MCAS preparation supplies, books, healthy snacks and educational games. Another suggestion was to provide playground equipment and also arts and crafts supplies. Places that the teachers felt programs should team up with or in some way include in program offerings were the Worcester Art Museum, the Worcester Public Library, Higgins Armory and the Worcester Community Center. Other factors that teachers deemed would be important resources were funding, space, outside programs, and constant review and analysis of programs.

4.2.3 *Site Visit Results*

The facilities of both Elm Park and Chandler Elementary will be discussed and reviewed in this section. For a full list of the site visit observations please refer to Appendix K.

The number of classrooms at Elm Park that had tables and chairs that were large enough to fit an adult was fourteen. In addition to these fourteen classrooms, the library and a hallway with tables and chairs also were capable of having a class for adults take place in them. There is a relatively even distribution of adult sized classrooms and child sized classrooms in the school with 46.7 percent being large enough to house an adult class and 53.3 percent only being able to accommodate small children. The number of adult sized classrooms versus child size classrooms is depicted in the pie chart below.

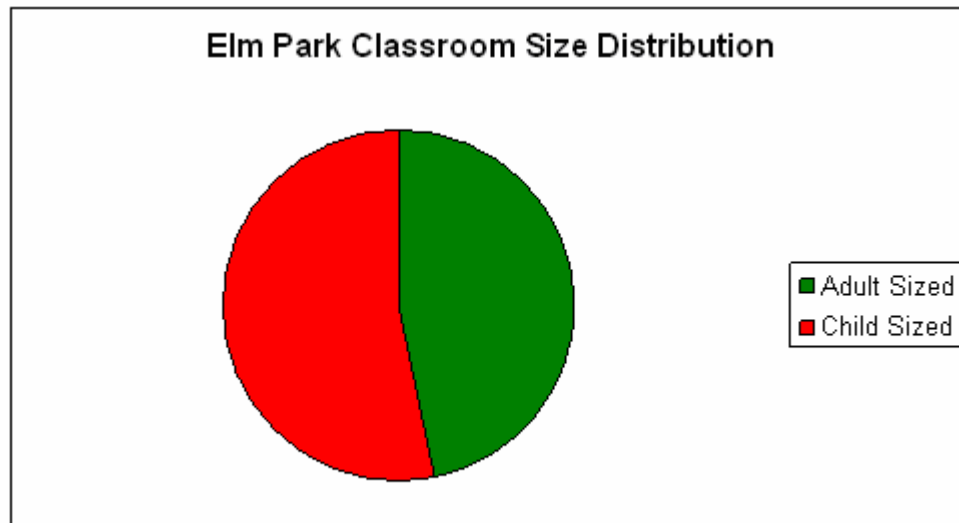


Figure 4.9: Adult versus Child Sized Classrooms at Elm Park

The average number of chairs in the adult sized classrooms is 25. This average is not including the high of 56 chairs (in the library) or the low of 13 chairs (Math Resource

Center). Other features of note at Elm Park were the gym, which had six basketball hoops, two soccer nets and boys and girls locker rooms, the fifteen computers and two printers in the library, a small home economics type nook and a large cafeteria/ auditorium.

The facilities at Chandler Elementary include eleven classrooms that have adult sized desks and chairs, a gym that also functions as a cafeteria and auditorium, a library and a family center. The number of adult sized classrooms versus child sized classrooms is identical. There are nine of both types of classrooms. This is not including both sides of the library, the seating available in the gym or the family center, which all contain adult sized desks and chairs. The average number of chairs in the nine adult sized classrooms is 29. Other features of note at Chandler Elementary are the gymnasium/ auditorium/ cafeteria which has four basketball hoops, the library which is split, and the fact that there are computers in almost every classroom.

From these site visits, it can be determined that both schools have the facilities to house more adult education classes. The only issue of concern is the location of the classrooms in respect to any activity that children may be participating in at the school. The administrators informed us in their interviews how important it is to keep the adult education program participants separate from activities children could be involved in. They also stressed the importance of providing the adult education participants a separate bathroom. In addition to the classroom space, the gymnasium does not appear to be being used to the fullest potential at Chandler Elementary. The library at Elm Park could possibly house a small computer course, as could the one at Chandler Elementary.

4.2.4 *Role Definition*

In our interviews with the advisory committee and some of the administrators their appeared to be some confusion of what role the site coordinator and advisory committee played in terms of the community school.

The role of the principal is clearly defined and accepted by both the principals and site coordinators at both schools. However, in some of the interviews with the advisory committee members the impression was made that some members of the advisory committee feel that the advisory committee should be given the power to act free of the principal's jurisdiction. Through our research we have found that this feeling should be addressed and corrected. The principal is responsible for all that goes on in the school whether it be during the normal school day or during the community school portion of the programming the school offers. "Administrative theory recognizes certain principals of leadership; one of them is that final responsibility for the administration of the school rests within the purview of the principal. Another staff member can be given authority for operating within a given area, but final responsibility ultimately comes to rest in the principal's office."(Whitt, 1971, p. 59)

In regards to the definition of the site coordinator, this position also is lacking some clarity. The current system in place has the site coordinator serving as the community school director. The site coordinators were all asked to define their roles and responsibilities and although the majority listed overseeing programs, curriculum and safety as their main responsibilities there was one response of simply doing what the principal instructed that was concerning. When the role of the site coordinator was investigated, the research revealed that in the model community school program this

individual was responsible for many tasks. Whitt describes the role of the community school director, which in this instance is the site coordinator, in his book.

“This individual is the coordinator and leader for all aspects of the community education program. He leads when there is need to develop new programs and to maintain the old; he coordinates when it is essential that he allow others to lead and encourages others to move forward on their own. The Community School Director is a motivator, an expediter, a learning specialist, a community relations expert, a master of ceremonies, a community action agent, a VISTA volunteer, an evangelist of education, a custodian and clerk, a vice-principal, a counselor, a boy’s club leader, a girl’s club sponsor, a friend in the neighborhood, and a humanitarian concerned wit the welfare of our society.”(Whitt, 1971, p. 41)

This description is very idealistic and it is almost unreasonable to ask a person to be all of these things. The main idea is that the site coordinator be someone who takes initiative to promote programs, get to know the community and take an active interest in the role he or she is playing in the community school.

In terms of the advisory councils for both schools, we asked the advisory council members to define what role they thought the role of the advisory committees should be in the school. One advisory member mentioned the wish for the advisory committee to be “autonomous” so that it could be more creative and free with program idea generation. This advisory committee member also felt that the group should be responsible for creating and developing programs, funding, obtaining resources, planning programs, and controlling the amount of time gymnasium type allotted for the use of free community activities and rentals. These sentiments were echoed in some of the interviews with the other advisory committee members. The feeling that the advisory committee should serve as the entity responsible for generating new programs and improving existing ones was seen in every interview. It was also suggested that the advisory committee be in charge of promoting programs within the community.

In our interview with Mr. Robert Sullivan, he stressed the importance of developing a strong advisory committee. He suggested that the size be limited to approximately ten members to make the group most effective. Mr. Sullivan suggested that this committee be composed of various members of the community ranging from parents to business owners to religious leaders. Also in this interview, Mr. Sullivan stated that the advisory committee should be responsible for program development, needs analysis, advertising the activities taking place in the school and establishing relationships with local business owners and community leaders.

4.2.5 *Summary*

In review, Elm Park has a very full schedule of programs at this point in time and it would be relatively simple to add other programs to the offerings currently available due to the amount of time that the school is opened. Chandler is a great deal less active, leaving fewer times available to add programs on to the existing offerings.

In terms of resources needed by the community school programs, the majority of responses indicated that funding, volunteers, school supplies and sports equipment were the most important. From the results of the site visits, the number of rooms that could house an adult class was identified and the number of desks and chairs in those rooms were also recorded. In addition, any other space that could house a class or recreational program was catalogued. In the final subsection, the roles of the principal, site coordinator and advisory committee were examined both from a research standpoint and from the perspective of actual site coordinators and advisory committee members.

4.3 Successful Programs in Worcester and Other Cities

This section will present information gathered pertaining to possible successful after-school, community, adult education and summer programs. This information was gathered with the intent that these programs could be tailored to fit the needs of the Piedmont and Elm Park neighborhoods. Successful programs were examined from cities with similar populations as well as organization located in Worcester. All programs were considered for a program suggestions list, but some were deferred because the topic or area of interest was not a need or want in the neighborhoods in question. Each of the following sub-sections describes the successful programs found that could be implemented in the two community schools.

4.3.1 After-School Programs

After-school programs in community schools should ideally include a comprehensive set of activities that develop a child's self-care skills, social skills, self-esteem and spark the child's imagination and curiosity. All of this should occur while ensuring the school provides a safe place to learn, grow and have fun. The opportunities offered should encompass a variety of both educational programs and recreational and physical activities for the children. The results of our research on after-school programming returned four area organizations that have been successful in their quest to provide after-school activities that meet the criteria listed above. These four organizations are the Girls Incorporated, Boys & Girls Club of America, the YMCA and the YWCA. The following section will provide information on the programs these institutions offer that could possibly serve as a template for future activities at Elm Park and Chandler Elementary.

Girls Incorporated provides five programs to girls that would be beneficial to all adolescents in Worcester. These programs offer a variety of educational life lessons that build upon basic knowledge, skills, and spirits.

Friendly PEERsuasion is a program designed to develop a capacity for resisting the pressure to use destructive substances such as alcohol, tobacco and other drugs. Based upon the characteristics of the neighborhoods, this program would be very valuable to the Elm Park and Chandler Elementary Community Schools. The schools are located in neighborhoods with high crime rate where drug raids and arrests are common. (Girls Incorporated, 2005)

The program, Preventing Adolescence Pregnancy helps identify ways and reasons to avoid early pregnancy. This program consists of four stages which foster communication skills, provide basic health education, and encourage plans for the future. The four components are Growing Together, Will Power/Won't Power, Taking Care of Business, and Health Bridge. The neighborhoods that we are dealing with are comprised of approximately 75% single parent households. One of the contributors to the large percentage of single parent's households could possibly be derived from adolescent pregnancies. With this in mind the two elementary schools in question could benefit profusely by having an early prevention class offered for teenagers and adults. (Girls Incorporated, 2005)

Two other programs that the Piedmont, Middle Main, and Elm Park communities could profit from would be literacy programs geared towards economics and media. The media program would encourage children to think critically about media messages and its effects while developing their awareness to the power and scope of the media. The

economic program would introduce adolescents to basic financial concepts and effects of money locally and globally. In addition, the program would encourage children to develop the skills to become financially self sufficient. By educating children on these topics, communities could begin to flourish as the children begin to make a difference in their lives first and then together as a whole. (Girls Incorporated, 2005)

Although these educational programs would teach life skills and lessons, children are always partial to recreational activities. Programs, such as Sporting Chance, give kids the chance to gain athletic skills, a cooperative and competitive strength, health awareness, career opportunities, knowledge of sports rules and overall interest in lifetime sports. Through sports, children will learn their strengths, weaknesses, how to encourage others, cooperation, organization, communication and the true meaning of teamwork. (Girls Incorporated, 2005)

Worcester Public Schools do not currently run any athletically competitive programs between schools that service the same age groups as Elm Park and Chandler Elementary. In addition, there are no intramural leagues taking place at either school. This means that the gym times and field space at these two schools is generally taken for practices, scrimmages, and games by community members and outside organizations.

Another organization located in Worcester that prides themselves by “instilling a sense of competence, usefulness, belonging and influence” is the Boys & Girls Clubs of America. They too offer a broad range of topics covering Health & Life Skills, Education, Sports, Fitness and the Arts. These programs are designed to inspire adolescents to realize their true potential in all that they do. (Boys & Girls Club of America, 2005)

The educational opportunities offered by the Boys & Girls Clubs include courses entitled Power Hour, Project Learn, Career Launch and Ultimate Journey. Each of these programs is directly geared to future aspirations that may lead to educational advancements for their participants such as a college degree or towards possible career explorations. (Boys & Girls Club of America, 2005)

Power Hour is a program sponsored by JC Penny After-school Fund in order to raise the academic proficiency of adolescents. This is done through comprehensive homework help sessions and extensive tutoring. This type of program is currently running at both schools in the form of the MCAS preparation for an hour immediately after school. With more funding, the current program could be extended so that more one-on-one opportunities are created through tutoring or homework sessions. (Boys & Girls Club of America, 2005)

Project Learn is a program based upon the concept that “academically beneficial activities increase academic performance”. Activities such as leisurely reading, writing activities, homework help, and playing games such as scrabble are encouraged. These activities promote cognitive skills that reinforce and enhance skills learned during school hours. This program is similar to Power Hour, but is less intense and more recreational. (Boys & Girls Club of America, 2005)

Ultimate Journey program is designed to teach children about animals, plants, natural resources and our environment. It develops an understanding of and sensitivity of the environment, its effects and its inhabitants. This program encourages children to get involved in their neighborhood by discussing topics such as recycling, garbage clean ups,

and overall pollution. A cleaner, safer environment will help the families, schools, and businesses flourish and grow economically. (Boys & Girls Club of America, 2005)

Health and Life Skill Programs at the Boys & Girls Club promote active lifestyles while maintaining healthy, safe lives. These programs range from drug prevention, safety awareness, prevention of sexually transmitted diseases, and transitioning to manhood.

Kids In Control is a safety awareness program that is sponsored by Brink's Home Security, Inc. It is designed to teach children basic safety measures and habits along with practical skills to use in order to be safe at home, at school and in the neighborhood. These skills and habits are acquired through role playing, games and participatory activities among a group. (Boys & Girls Club of America, 2005)

The local arts programs support the enhancement of creativity and self expression through the development of multicultural appreciation, and exposure to crafts and visual, performing and literary arts. ImageMakers: National Photography Program is an experience that captures the imaginations of children. This innovative photography class offers a state of the art photography curriculum, resources and opportunities to compete nationally in annual contests. Participants are recognized locally, regionally, and nationally for their efforts. This class allows participants to use their imaginations and culture to display a variety of art work that represents them as individuals. (Boys & Girls Club of America, 2005)

The sports programs offered by the Boys & Girls Club help develop fitness, reduce stress, enhance social and interpersonal skills, aides in creating an appreciation for the environment, and encourage positive use of leisure time. The programs include

Reviving Baseball in Inner Cities (RBI), Jr. NBA/ Jr. WNBA, Sectional Sports Tournaments, and Daily Challenges. (Boys & Girls Club of America, 2005)

RBI is an expanding program that tries to create baseball and fast pitch softball opportunities for adolescents. These programs also try to work in conjunction with the SMART Moves program in order to promote abstinence from alcohol, drugs and sexual activities. This program is a great way to get adolescents recreationally active while educating them about addictive, life threatening, future changing dilemmas that all of Americans face. (Boys & Girls Club of America, 2005)

The Jr. NBA and Jr. WNBA Basketball programs give players tips to improve their skills, increase sportsmanship and it creates safe, positive environments for children to grow and expand their abilities. (Boys & Girls Club of America, 2005)

The Daily Challenge is a non-competitive program that challenges kids to participate in a series of programs. Examples of these programs include the Jackie Joyner-Kersey Challenge, Ken Griffey Jr. Home Run Challenge, Jump Rope Challenge and the Dawn Staley Basketball Challenge. Each of these programs is unique, yet they all challenge kids with interesting activities such as fitness, creating their own sport, and improving strength, endurance and skills. (Boys & Girls Club of America, 2005)

Sectional Sports Programs create opportunities for kids to create teams and to compete in several sports such as volleyball, baseball, basketball, soccer, track and field, and street hockey. There are currently no opportunities sponsored by the city of Worcester to create teams, so teams created within the local schools would give kids a chance to become competitive, and overall active. (Boys & Girls Club of America, 2005)

The local YMCA also provides similar programs to Girls Incorporated and the Boys & Girls Club. Similar programs include substance abuse prevention, job training, literacy, tutoring, and sports programs. Other programs that are offered are gang intervention, employment services, stop smoking, weight management, computer courses and various art courses. The art courses take the form of painting, singing, writing, or acting. These other programs appear to be courses that would benefit the children in the neighborhoods in question. The program that stands out the most is the gang intervention program. This program is imperative in these communities because of the gang activity and violence that occurs each year. By teaching prevention the children in the neighborhood will be able to help police with neighborhood watches and any violence that occurs. (YMCA, 2005)

4.3.2 *Summer Programs*

The results of our research on after-school programming also returned eight cities that are currently running successful programs after-school and during the summer. The six cities are Salt Lake City UT, Knoxville KY, Jackson MS, Irvine CA, Columbus GA, Hawaii, Del Mar CA and Garden Grove CA. The following section will provide information on the programs that these cities are implementing right now that could be tailored to Worcester and its community schools.

Salt Lake City, Utah has an organization called Youth City that provides both after-school and summer programs for young people. Some programs being offered include urban arts, chess, cultural cooking, and dance. (Youth City. Programs: After-School & Summer, 2005) Youth City also runs a Global Artways art education program

that offers activities such as hip-hop dancing, music, drumming, and digital photography. (Youth City. Programs: Global Artways, 2005)

The University of Hawaii at Manoa also provides a summer program for kids ranging from grades 4-12. Activities offered for the fourth graders include a Robotics course that allows kids to “combine the concepts of motion and energy with robotics engineering.” Fifth graders fly high with a Sky & Space program where they can track the weather, design flying creatures and identify patterns in the sky. Other science courses offered are physical and environmental science and algebra. (CRDG Summer Programs 2004, 2005)

All possible after-school and summer programs being offered in these other cities along with programs presently discussed can be found in Appendix L.

4.3.3 Adult Education

Adult education programs should ideally provide for the needs of the community from simple basic education to recreational courses. While researching for after-school programs we also conducted research on possible adult education programs that could be implemented at both Elm Park and Chandler Elementary Schools. Our research led to five cities that currently have on going successful adult education programs that follow both basic education and recreational needs and wants. These five cities are Columbus GA, Garden Grove CA, Irvine CA, Jackson MS, and Knoxville KY.

Columbus Georgia offers a variety of basic education programs such as English as a Second Language, Workplace Literacy, Even Start, the Civics Project, and the Health Literacy Project. English as a Second Language, also referred to as ESOL, is a course

offered to immigrants to improve their speaking, writing, and reading skills in English. This type of course should be offered at multiple levels as to accommodate those who are advanced, those who have some experience, and for those who have no experience.

(Muscogee County School District On-Going Projects, 2005)

The Workplace Literacy program is designed to provide employees with more basic skills and knowledge that they could use while on the job. A similar program, the Health Literacy Program, helps participants learn basic medical terminology and teaches them how to access health services. (Muscogee County School District On-Going Projects, 2005)

The Even Start Program is a family oriented program that connects children with their parents in order for children to reach their full potential in school. This program is ideal since statistics say that the child's educational progress is measured by the involvement and education level of the mother. (Muscogee County School District On-Going Projects, 2005)

The Civics Project provides participants with English Literacy as well as a background on Civics education. The background material covered includes rights and responsibilities of citizenship, United States History, government policies, and key American institutions. Through this course, participants will learn to acquire skills and knowledge to better not only themselves, but also their families and neighborhoods.

(Muscogee County School District On-Going Projects, 2005)

Some other key courses being offered by the other cities include General Education Development (GED), Computer Skills such as keyboarding, Parenting, Math

Foundations, and Home Economics. A fully developed list of all the successful adult education program can be found in Appendix M.

4.3.4 Community Programs

SMART Moves, an acronym for Skills Mastery and Resistance Training, is a program that addresses drug, alcohol and sexual activities with adolescents. The program incorporates role playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision making skills and analyzing media and peer influences. The objective of this program is to promote abstinence from any sexual behavior/ involvement and any substance abuse. This program would help teenagers to stay away from any drug activity that may be occurring in their neighborhoods, among friends or within their family. Act SMART is an extension of SMART Moves that discusses the prevention of sexually transmitted diseases (STD's) with the help of the American Red Cross. A possible alteration to this program may be to cover safe sex instead of abstinence since that is an extreme case of prevention. (Boys & Girls Club of America, 2005)

Passport to Manhood reinforces positive behaviors while teaching responsibilities for teenage boys transitioning into manhood. The program enforces the idea of maturing and personal growth by issuing each participant his own passport. This type of gender based program could be beneficial for both males and females in the Elm Park and Piedmont neighborhoods of Worcester. (Boys & Girls Club of America, 2005)

The fourth organization located in Worcester that sponsors programs for adolescents and their families is the local YWCA. The YWCA has several programs for

both adolescents and teenagers. One program that is offered is called the Young Parent Program. This program provides teen parents and pregnant teens with opportunities to finish their high school educations through GED courses. While offering the GED courses the YWCA also provides child care services, parenting skills, job search assistance, health services and career opportunities. A course very similar to this is called Teen Program. Teen Program also teaches participants how to cope with the responsibilities of child bearing and child rearing. Both of these programs are designed for teens between the ages of 16 and 20. (YWCA, 2005)

A mentoring program called Career Launch helps teenagers to explore future career opportunities, training requirements and college possibilities. The mentors can also help seek financial aid for the mentee, teach job skills, and give advice for interviews. A program of this nature would boost teenagers to pursue college degrees or to get proper job training to further themselves. This creates a tremendous advantage to get a head start on requirements or opportunities that are currently available. (Boys & Girls Club of America, 2005)

4.3.5 Summary

The question of what programs have been successful in Worcester and other cities with similar populations is expressed through our program descriptions and suggestive list. Both after-school and summer programs seem to cover recreational and educational programs that would benefit the kids. The community programs are programs that all of the community could learn skills to further their education and improve their quality of life. Finally, the adult education programs are simple basic education programs such as GED, ESOL, and Civics that will improve their skills to further their jobs.

4.4 Promotion and Participation

This section will address the question of how to best inform the community of the activities happening at the schools. In addition, the results of our findings on the amount of parent participation and whether parents would be willing to be active in their children's activities will be presented. The replies to whether or not the respondents of the parent surveys would be willing to instruct a night class are also analyzed in this section. The final portion of this section will summarize the findings.

4.4.1 Informing the Community

To address the issue of notifying the community of the activities taking place in the school, we asked administrators, community representatives, advisory council members, and teachers which methods have been most successful for them in getting information out to parents. In addition, we asked parents to tell us which methods would be best for them to get information about the happenings at the school.

In the administration interviews at Chandler Elementary, we learned that the current method for getting information about school activities out to the parents was a combination of different papers sent home with the children. There is a monthly activities calendar sent home detailing programs running at the school. In addition, a ten week curriculum newsletter is sent home detailing the subject matter to be covered in the classroom. There is also a parent liaison who communicates program information directly to the parents. A final method used for distributing information is the school's webpage. This webpage details all of the programs currently running at the school. The

administrators all feel that these methods are successful. Elm Park utilizes the same monthly calendar idea to notify parents of events occurring in the school. The calendar focuses on parent workshops and training and classroom driven activities. A weekly newsletter is also distributed for the students to bring home.

In the interviews with the community representatives they were asked what the best way would be to let the community know about the programs being offered at the schools. The responses included sending multilingual newsletters home with the children, calling families, utilizing a parent liaison, and block parties. The response that mentioned the most was personal outreach. The community representatives felt that going out into the community personally and connecting with people in the neighborhoods would be the best way to get people to go to programs at the school. Developing a rapport with the community would also allow for easier assessment of the needs of the community as well.

The advisory committee members also felt that connecting one-on-one community members would be an extremely effective method for advising people in the neighborhood of events going on in the community. They also suggested community bulletin boards be placed in the school, multi-lingual fliers and newsletters, radio announcements, and put announcements on the local cable stations.

Teachers felt that a combination of personal contact, paper, and a set location for parents to get information would be the best approach. The breakdown is expressed graphically below. It should be noted that there were multiple responses by individual teachers thus the number of responses will not correspond to the number of surveys collected.

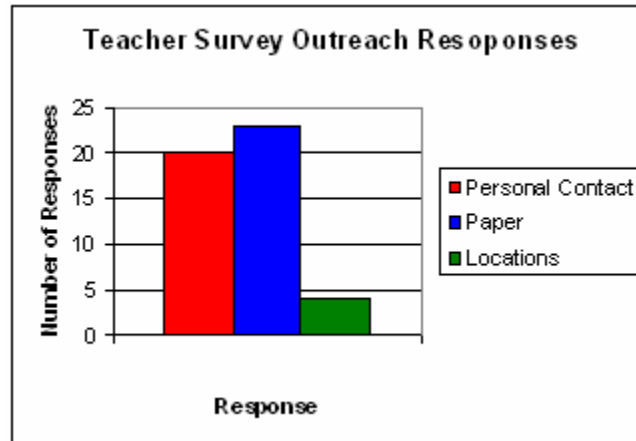


Figure 4.10: Teacher Survey Outreach Responses

The types of personal contact that was suggested included parent conferences, informal meetings, and calling the parents. The types of papers to be distributed included newsletters, fliers, and notes and letters to be sent home with the students. A parent drop in center and a “know your school” night were also suggested in respect to locations where community members could get information.

In addition to this information, we also included a question in the parent survey pertaining to the best way to contact them about programs. The parents at Chandler Elementary suggested a variety of methods. These suggestions can be grouped into three categories: paper, personal contact and other. The responses are represented graphically below.

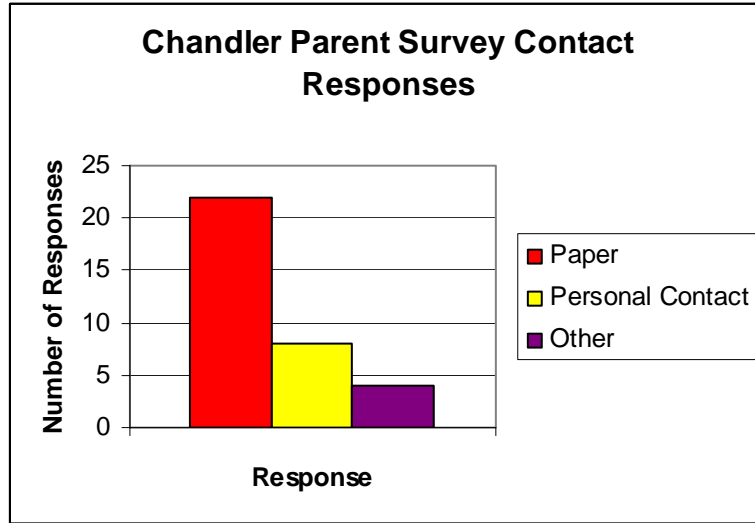


Figure 4.11: Chandler Parent Survey Contact Preference Responses

There were many different responses that fell under each of these categories. Newsletters and a calendar to be sent home with the children were suggested along with mailed newsletters. The type of personal contact suggested includes parent teacher meetings, phone calls, and speaking to the parent liaison. Other responses include forming a PTA, putting a reminder in the newspaper, and creating a community activity bulletin board. The Elm Park parent surveys that were collected in the school had four types of responses listed by the parents. There were four requests for letters to be sent home with the children, four for one-on-one meetings with the teacher, two parents preferred phone calls, and one person requested a monthly calendar of events. The responses from the take home surveys for Elm Park can be divided into three categories: paper, personal contact, and electronic contact. The dispersal of replies is presented below.

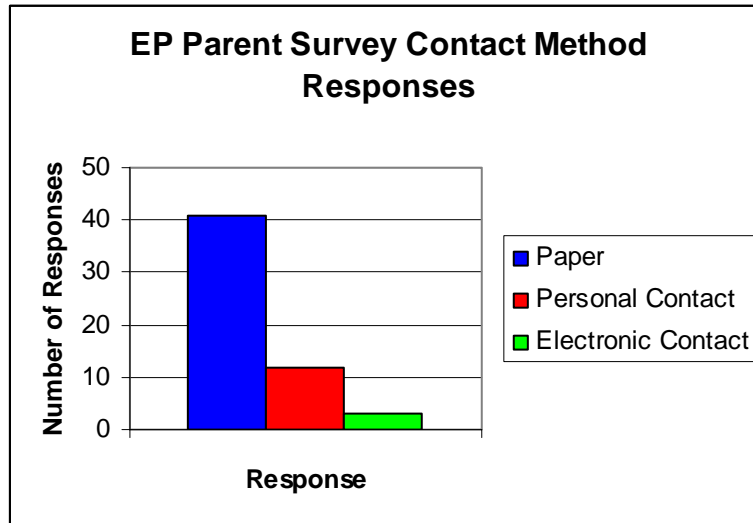


Figure 4.12: Elm Park Parent Survey Contact Preference Responses

The types of papers that Elm Park parents indicated they wanted to receive were newsletters by mail, notes sent home with their children, and a calendar of events. The responses that fell under the category of personal contact were one-on-one meetings and phone calls. There was also the request for information to be emailed by two of the respondents.

4.4.2 *Parent Participation*

The success of a community school depends heavily on the amount of time community members are willing to invest in the programs. With this in mind, we asked the administrators about the current amount of parent participation. In addition, we included a question on the parent survey asking whether the parent would be willing to assist in any of their children’s activities. We also asked, in the parent survey, whether or not the parent would be willing to teach a course at the community school.

The administrators at both schools indicated that the parents helped out as much as they could. It was mentioned that a lot of the families in the community are living day to day and because of this they work during school hours. Working parent obviously cannot assist during the day programs at the schools. In general, those parents who can help do help.

Included in the parent surveys was a question dealing with their willingness to help out in after-school and summer programs. The responses from the Chandler parent survey are presented in graphical form below.

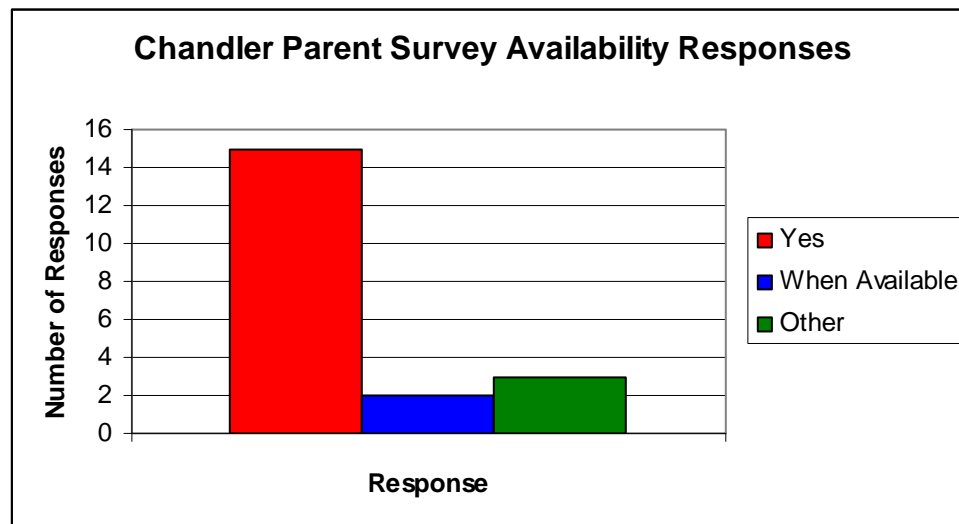


Figure 4.13: Chandler Parent Survey Availability Responses

The responses that comprised the other category include offering to help set up the programs, indicating that they could help but would need daycare and one that indicated that the question was not applicable.

The in-house surveys completed at Elm Park demonstrated overwhelmingly that parents would be willing to assist in their child's activities. Four indicated yes and three indicated that they would be able to help out when they were available. Only one parent

revealed that they would be unable to assist in after-school or summer programs and there was one survey in which this question was left unanswered. The results from the take home survey were much different. Eighteen parents indicated that they would be able to assist the programs while sixteen noted that they would be unable to contribute. A graphical representation of all responses is provided below.

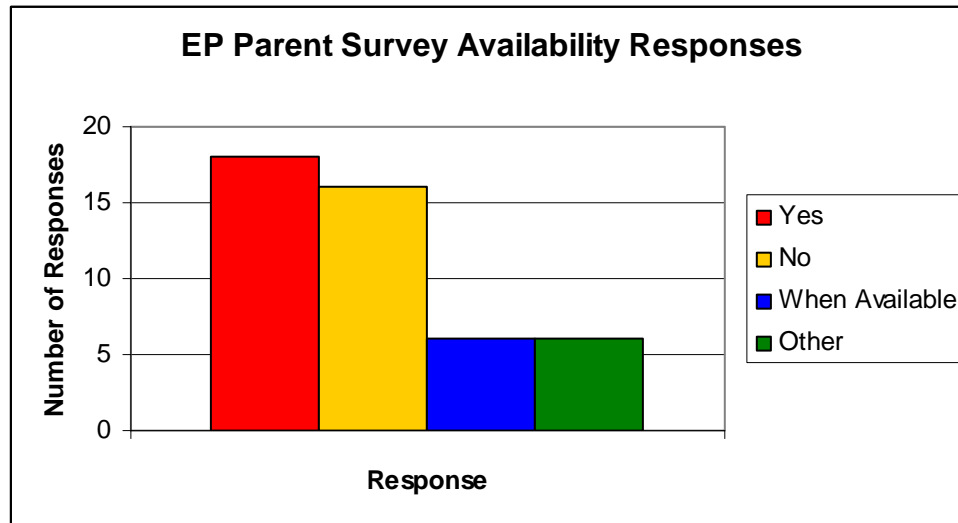


Figure 4.14: Elm Park Parent Survey Availability Responses

The responses that fell under the category of other include three answers of not applicable, one no response and two people who replied that they did not know.

4.4.3 *Willingness to Teach a Course*

Included in the parent surveys was a question regarding the skills and hobbies of the community members and their willingness to share them with others. This question was asked to provide information that could be used to develop programs with the community serving in a teaching and sharing role.

The parents at Chandler Elementary indicated a number of different subjects that they would be willing to teach others. The topic with the greatest number of responses was baking and cooking. Another response was the teaching of how to make latch hook rugs. Two other people simply replied yes to the question, which is nice to know, but extremely vague and not very helpful. Five people indicated that they would be unwilling to teach a class and three people noted that they would be willing to help out in the classes. The graph below shows depicts these findings. The category other is made up of the replies of creativity classes, latch hook rugs, and non-responses.

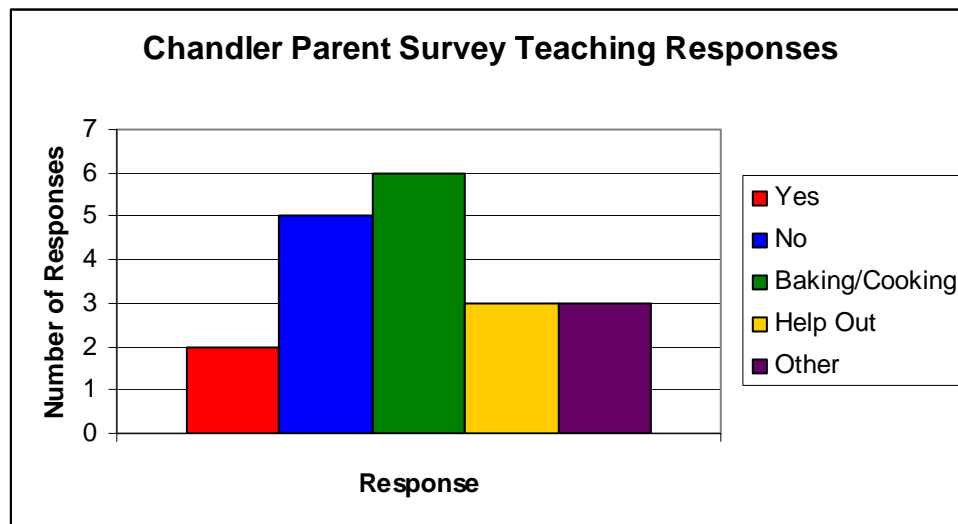


Figure 4.15: Chandler Parent Survey Teaching Responses

The surveys that were distributed at Elm Park yielded the results of seven parents indicating that they had no interest in teaching a class and two that replied that they would be willing to teach a cooking class. The take home surveys produced a greater variety of answers. There were twenty four people that indicated that they had no desire to teach a class, five that simply answered yes, seventeen that were willing to teach a specific class and five people who did not reply to the question. The classes that people

noted they would be willing to teach are gardening, knitting, cooking, dancing and sewing. The following graph shows the number of responses for each of these classes.

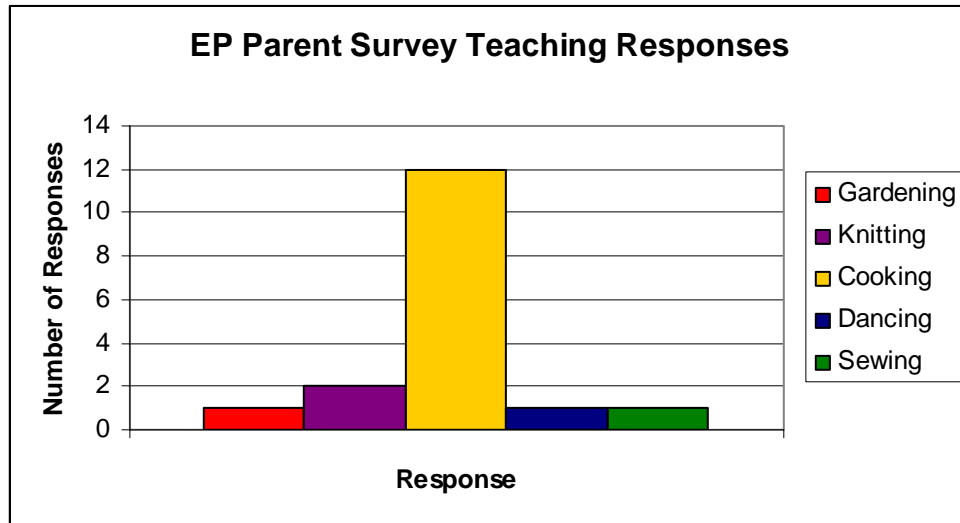


Figure 4.16: Elm Park Parent Survey Teaching Responses

4.4.4 *Summary*

In summation, there were a variety of methods suggested for keeping the community informed of the activities going on at the community schools. These approaches include distributing fliers and newsletters, sending activities calendars and notes home with the children that attend the two schools, and going out into the community and informing the people in the neighborhoods personally. In regards parents participating in the programs their children are involved in it can be derived from the data that most parents participate when they are able. The parent surveys also provided information on what types of classes the parents would be willing to teach. The most prevalent response was some type of cooking class.

4.5 Funding Opportunities For Community Schools

Every program requires money to operate. Generally, the participants will pay a fee and that will enable the program to run. However, in less affluent areas, a fee will deter individuals from taking the programs that they desperately need. Therefore, an alternative route must be found to pay for programming without charging the participants. This is where obtaining grants is absolutely necessary to the success of programming. The four types of aptly-named grants that were researched include state, federal, foundation, and corporation grants.

State grants are issued by the state to organizations that are located within their jurisdiction. Some examples of state grants in Massachusetts include the Adult Basic Education Programs and Providers Grant, the Community Adult Learning Center Grant, and the Comprehensive School Reform Program Grant. More state grants can be referenced in Appendix I.

A Federal grant is an economic aid issued by the United States Federal Government to organizations that operate in the United States. Most federal grants are given to school districts where they are then distributed among the district's schools. It is highly unlikely that an individual school can apply or receive a federal grant by themselves without the school district being involved.

Foundation grants can be issued by any type of foundation with the intent to improve or reach out to a specified population. Some foundation grants include the Alden Grant, the Babson Grant, and the Bay Foundation Grant. More foundation grants can be referenced in Appendix H.

Corporate grants are monetary donations issued by corporations, companies, and businesses based on specific criteria set forth by the grant creators. A few examples of corporate grants include the Abbott Labs Grant, Alfred E. Chase Grant, and the American Honda Foundation Grant. More corporate grants can be found in Appendix G.

Appendices G-I are separated into 7 columns: grant type, file name, grant donor, description, documentation, average size, and application date. The first column is the grant type. This column simply expresses whether the grant is a state, federal, foundation, or corporate grant. The file name column is next and informs the reader of the file name that the grant is saved under. This information will be relevant when the reader searches Appendix J, which contains an in depth description of each grant. The name of the corporation, company, business, or person that is responsible for the grant can be found under the grant donor heading. The description column offers a brief overview of what the grant is designed to accomplish or who the grant wishes to target. The documentation summarizes the content of the file. The average size column points out the average monetary grant that is given. The application date column contains information on the application deadline, as well as, any other deadlines that may pertain to the grant.

4.6 Summary

This chapter presented the results that were obtained from parent surveys, teacher surveys, administrator interviews, and advisory council member interviews. We found in terms of adult education courses, there is a great need for GED and ESL classes in both neighborhoods. In addition, there is also a strong desire for an adult computer course. It

was also suggested that parenting courses be offered. From the parent responses, it became apparent that they would be most willing to teach cooking or baking to other members of the community. Of the after-school programs suggested, the majority were a combination of academic and recreational courses. The academic portion suggested included reinforcement of skills taught in the classroom in addition to MCAS preparation. Recreational program suggestions included various sports, art, and life skill courses. It was also suggested that summer programs be a combination of educational and recreational programs. The types of programs that were suggested virtually mirrored the responses for the after-school programs. The time that parents suggested would be most convenient for the summer programs run was from 9 a.m. to 2 p.m..

Elm Park has a full schedule of programs and it would be relatively easy to add other programs to the current offerings. Chandler is less active and it would take more effort to coordinate and implement new offerings. There are a number of rooms in each schools that could house these programs which was determined during our site visits. The resources that these programs would need include volunteers, school supplies, sports equipment and funding. From the results of the site visits, the number of rooms that could house an adult class was identified and the number of desks and chairs in those rooms were also recorded. In addition the role of the principal, site coordinator, and advisory council was researched and presented.

In the third section, programs from Worcester area organizations and cities of similar sizes were presented. These programs included successful after-school, adult education and summer programs. The most successful programs were similar to those

programs needed and wanted by the community. A full list of the programs listed for further inspection can be found in Appendices L and M.

The most popular methods suggested for keeping the community informed were personal contact and various forms of distributed papers. Specific form of personal contact include phone calls and parent teacher conferences. The types of papers that were requested were multi-lingual fliers, calendars and standard newsletters.

The methods for funding that were investigated include state, corporate and foundation grants. State grants were found on the Department of Education website. The corporate and foundation grants were researched in at the Worcester Public Library and through educational websites. These grants were all reviewed to ensure that the schools could qualify for them and then recorded in a spreadsheet with a file with more in-depth information following.

In the next section, the conclusions made from this data will be presented. Additionally, any problems encountered whilst performing this research will be noted. Finally, suggestions for further research will be made.

Chapter 5

Conclusions

5.0 Introduction

This chapter will present the conclusions that were reached in review of the data presented in the previous chapter. The first section will deal solely with these recommendations. The second section will present a summary of the difficulties that were encountered. The final section will make suggestions as to what methods could be employed in the future if a similar type of needs analysis is to be conducted.

5.1 Conclusions

Our project began with identifying goals that our research should seek to satisfy. The first goal was determining the educational and recreational needs of the community and to suggest programs to meet those needs. The second goal of this project was identified as the project developed. This goal was to define the roles of the various entities in the community school model. The third goal of this project was to coordinate programs and to identify what types of resources are most needed by the community schools. The fourth goal of the project was to devise methods to keep the community informed of the programs that are taking place at the community schools. The final goal of this project was to create a list of funding options for the community schools to use to fund their current programs and hopefully any suggestions we make.

5.1.1 *Adult Education Program Suggestions*

Our research provided us with a great deal of information on which programs the community would want and need. In making these suggestions, we tried to take the suggestions of the administration, community representatives, advisory committee members, teachers and parents into consideration. The following programs are the ones that were identified to fit the most immediate needs of adult community members.

The first program suggestion is for an increase in the number of ESL and GED courses offered at both schools. There is a great need in these neighborhoods for both of these classes and it is our feeling that this need should be addressed before any other type of program is implemented. A further note on these classes is that ESL should be offered in a tiered system. ESL classes would ideally operate in three phases, beginner, intermediate, and advanced. In regards to GED programs, a Spanish-GED class would be beneficial to the large Spanish-speaking population in these neighborhoods. This class could also introduce basic English to these Spanish-speaking students as part of the curriculum thus functioning as a combination of both ESL and GED. Another combination course that we are suggesting would be some type of combination ESL and Citizenship course. The topic drawing students to the class would most likely be the citizenship aspect, but while the students were learning citizenship they could also be taught better English skills. A third program suggestion we feel compelled to offer is Adult Basic Education courses focusing on mathematics, literacy, and writing skills.

Along a more enrichment based vein, adult computer courses were a class that was called for a great deal in the parent surveys that were distributed. The types of

computer courses that would be most beneficial to this populous are an introduction to keyboarding, basic applications usage courses, and an internet usage and safety course. In addition to this course a class on basic job search strategies and networking could also benefit the community. A cultural cooking night is another program we are suggesting looking into. This cooking program would involve the students sharing recipes and demonstrating how to prepare various dishes. Another enrichment class that could be put into place is a class on parenting skills geared toward teenage mothers. The final program suggestion our research compels us to make is for a local civics and tenant rights program. The majority of people in the two neighborhoods that these schools service rent their living spaces and this type of course could prove to be very beneficial to them.

One service that should be offered to increase the number of participants in evening classes is childcare. There was a strong urging on the part of the community representatives to include this service and this suggestion was supported also by the findings of the parent survey. The childcare service need not be elaborate, but a room where children could go and play with other children and possibly do homework would be a good service to offer to night class participants.

5.1.2 *After-School and Summer Program Suggestions*

Activities for after-school and summer programs can be broken down into two categories, recreational and educational. In respect to recreational programming to offer students at both schools, it is the feeling of this group that the children would enjoy some type of intramural league. In the fall such a league could feature soccer, kickball, and flag football. In the winter, there could be competitive basketball and dodgeball games and in

the spring handball and kickball leagues could be created. In the summer any combination of these sports would provide the children with a structured and competitive athletic experience. Another suggestion for a recreational program for children would be a photography class in which students learned about photography, were given disposable cameras, allowed to take pictures and then have them displayed as art. Other programs revolving around the arts that children would enjoy include painting, drawing, drama classes and singing.

One type of educational program that children would most likely enjoy is a class involving robotics. Another class that children would like and also learn from is an introduction to astronomy class. This class could teach children about various astral features and include field trips to a planetarium and star gazing. A less fun, but important classes that should be implemented are safety programs for children that address basic topics, such as who to call when you need help and not talking to strangers, and more intricate topics like substance abuse. Other programs that would benefit the students include homework help and mentoring programs.

In the summer, the same types of recreational courses should be offered and coupled with activities that keep the children's academic skills sharp for the impending school year. An optimal time to run the summer program was difficult to determine, but we would suggest a program that runs at least from the hours of nine until two in the afternoon with possible supplemental activities occurring after this time for children or parent who are interested in the program continuing for a longer period of time.

5.1.3 *Organizational Plan*

As previously mentioned, there appeared to be some confusion as to what roles the principal, site coordinator and advisory council play in the general scheme of the community school. This subsection will present what our group feels will be the most effective way to divide responsibilities. In addition, a city wide approach to organizing community schools will be presented.

In terms of the function of the principal in the community school, he or she has final say over anything that is proposed to go on in the school. The onus of responsibility lies heavily on the principal to ensure the safety of those who are in the confines of his or her school and asking this person to give up the power to veto a discussion that may cost his or her job and even career is unfair. The principal needs to be aware of all activities going on in the school and should also get information from the site coordinator about any plans or decisions regarding the school reached by either the site coordinator himself /herself or the advisory committee.

The first and foremost of the site coordinator's responsibilities are to oversee the teachers, students and overall safety of the building. In addition to this, the site coordinator functions as the liaison between the advisory council and the principal. The final major responsibility of the site coordinator is to interact with the community and develop a rapport. This connection is vital to sensing what the community needs and wants in addition to providing a method by which to promote programs happening at the school (Whitt, 1971).

The role of the advisory committee should be as follows. The advisory committee should be in charge of program development and needs assessment. Additionally, the advisory committee should seek to forge partnerships with local businesses, religious organizations, community organizations and leaders of the community. The role of devising methods to fund the community school programs should also be the responsibility of the advisory committee. The final role of the advisory committee is promoting the activities of the community school by any means the group feels will be successful.

In regards to a city wide approach to community schools, our group feels that the schools could benefit a great deal from a biannual meeting of community school principals, site coordinators and advisory committee chairmen. This meeting could serve as a forum to generate new ideas for programs, discuss and brainstorm about issues at other sites and in general provide an opportunity for the people responsible for driving the community schools a chance to interact and share ideas.

5.1.4 *Resources and Coordination of Programs*

It was originally suggested by our sponsors that we produce a means by which to coordinate programs between Elm Park and Chandler Elementary. As we progressed with the project, we realized that the two programs were in such different stages of development that inter-school coordination of program offerings would not be possible. In regards to intra-school coordination of programs, it is our suggestion that more classes be added on to the schedule of activities in a manner such that they coincide with either classes running currently or gym rental times. This cuts down on the cost of facilities for

the programs that are going to be added on also makes life a little easier for the site coordinator who will maintain the same schedule.

In terms of resources that the community schools need we found that there are three distinct categories of resource that are most needed. The first is people. The community schools could benefit from additional volunteers to serve as mentors, tutors, coaches and teachers. The second category is materials. The materials most needed by the community school programs at this point are academic supplies such as books, pens and pencils along with sports equipment and computer software. The third category is funding which will be addressed further in a following subsection.

5.1.5 *Methods to Keep the Community Informed*

By far, the method that was suggested the most as the best to keep community members informed of activities at the school was the practice of outreach. This method is extremely labor intensive but there is more of an effect when a person making personal contact with someone at their door providing information about a program that may be beneficial than there is when a flier appears randomly in the mail. We suggest that this method be used as much as is reasonable for the advisor council and site coordinator to accomplish.

Other methods that should be utilized by the advisory council to spread awareness of community school program offerings are multi-lingual newsletters and fliers, community bulletin boards located in the schools with a calendar of events, notes sent home with the students and placing information about programs in any newsletters that affiliates distribute.

5.1.6 Funding Possibilities

It is our suggestion that the multitude of state, foundation, and corporate grants in existence be looked at as a major funding method for the community schools. There is a stunning amount of grants available that both schools potentially qualify for. The lists located in the appendices are a mere sample of the number of grants that these schools potentially qualify for. More research should be done to identify other grants that the schools meet the requirements to receive.

In addition to looking into grants on their own, the schools should seek to enlist the help of non-profit organizations in the community to attempt to see if the non-profit and the school could work together to receive a grant that would help both. Partnering with local colleges may also be a way to provide support and assistance for programs.

5.2 Complications

Every project encounters issues in implementing methodology that were unforeseen and this project was no different. Throughout the course of this term we experienced numerous set-backs and other problems that made gathering data an adventure to say the least.

The biggest complication in the completion of this project was the complete lack of teacher survey information from Elm Park. An influenza outbreak followed by February vacation hindered our collection processes. In retrospect, perhaps going to the faculty meeting in person and collecting surveys from those teachers who were present

would have been the best method to pursue, but nothing could have been done to prevent the teachers getting sick.

A second complication was a communication the time lag in gaining access to the schools. For future reference, it is our feeling that a project involving two public schools should be overseen by at least one representative from the public schools in the future. This is no criticism of our sponsors; it just appears to be more logical to include the public school system in the leadership of this type of project.

A third complication that arose was a lack of time to distribute surveys to the current participants in the night classes at both schools. It was originally thought that a survey in both English and Spanish would be sufficient to cover the languages spoken in the ESL classes. This was not the case. The main participants in the ESL classes at Elm Park spoke mostly Albanian and Portuguese. Then the process to have the survey translated into Albanian took two weeks. By this time we realized that between distributing the surveys, translating the answers to English, and then analyzing them more time would be needed than we had to complete the project. There really is no blame to be associated with this issue. It was almost impossible to foresee that we would need surveys in Portuguese and Albanian when Hispanics make up the largest number of minorities in Worcester.

We also encountered some difficulties when analyzing the responses of our parent survey. The third question was extremely vague and though some people were able to connect the subject matter of the second question and apply it to the third (which was what we intended to happen) other people appeared to be confused by the question. In retrospect we should have phrased the question more explicitly as the following: What

times would it be best for you to have summer programs run? Originally, the survey included a question almost identical to this, but in our quest to make the survey read at a fourth grade reading level, we must have inadvertently substituted the word summer with the word these. We take full responsibility for this problem and have recognized this flaw in the body of the paper.

5.3 Recommendations for Future Research

This project was in no way as complete as it could have been had there been no seven week time limit. The following discussion provides some methods we would have pursued had we not had such a short period of time to produce this project.

The first method we would suggest employing for future research is a full survey of community members via mass mailing. Time constraints prohibited us from attempting such a survey, but the feeling is that the range of respondents would be a more accurate representation of what the community feels it wants and need than by merely interviewing community representatives. This is because a great enough variety of community representatives may not have been interviewed.

The second addition to our methods that we would suggest is derived from the final portion of the discussion of the first method. We would have liked to interview a broader range of community representatives and contacts. Probation officers, social service workers and members of the gang unit at the Worcester Police department are examples of people who could be included in the community representative interviews.

Actual distribution of a survey to participants of night classes would be another information source that should be pursued. The people participating in the class would

have valuable knowledge pertaining to which advertising method has been working and which times would be more convenient for classes to run.

The final recommendation we will make for future research is that the children in the schools should be asked what types of programs they would like to participate in. Children are more than capable of letting someone know what they like and dislike in terms of programs offered at their schools. In addition, the children may have some creative ideas that would otherwise never have been considered.

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Appendix A: Principal Interview Questions

1. What non-academic programs would be most beneficial for your students?
2. Are families generally willing to participate in activities?
3. What is the best way to keep parents informed of what is going on in the school?
4. What, if any, community service does your school participate in?
5. What is your definition of a site coordinator?
6. What grants are you currently receiving?
7. What are the types of resources needed most by your after-school program?
8. What is the faculty feeling on their classroom being used by adult education and after-school programs?
9. What other organizations are currently using your facility apart from the after-school and adult education courses?

Appendix B: Site Coordinator Interview Questions

1. What do your programs currently consist of?
2. What are your roles and responsibilities as site coordinator?
3. Are there any programs not currently offered that you feel people would most enjoy?
4. What current programs are most popular with the participants?
5. What resources are most needed by your programs?
6. What types of programs would families most benefit from?
7. How closely do you work with other site coordinators?

Appendix C: Advisory Committee Interview Questions

1. What types of programs do you think kids in the neighborhood need the most or would enjoy the most?
2. What programs do you think the adults in the community would most like to take or benefit from?
3. What is the best way to notify the community about what is going on at the schools?
4. Do you think a joint advisory committee would be a good idea to have serving both Elm Park and Chandler Elementary?
5. What groups do you find are most in need of ESL or GED and what is the best way to notify them?
6. What role do you see the advisory committee playing in the community school?

Appendix D: Teacher Survey

Community School Teacher Survey

1. Ideally, what type of after school activities would be most beneficial to your students?
2. What resources do you feel will be most needed by the after-school programs?
3. Which methods have been most successful for you to keep parents informed of their child's activities?
4. What types of educational programs do you think the families of your students would most benefit from?
5. What type of summer programs do you feel would be the best match for the needs and wants of your students?

Appendix E: Community Representative Interview Questions

1. What types of educational and recreational programs do you think children in the community would most enjoy?
2. What types of programs do you think adults in the community would most benefit from?
3. What would be the best way to let people in the community know about what is going on at the community school?
4. Are there any groups that are more in need of ESL or GED than others?
5. If we were to go into the neighborhood asking these questions would people talk to us?

Appendix F: Parent Survey

Community School Parent Survey

1. What types of programs would your child(ren) most like to go to or need the most? (sports, school stuff or both)

2. Would your child(ren) want to go to a summer program at a school?

3. What times would be best for these programs to run?

4. Would you be willing help out in any after-school or summer program that your child(ren) is involved in?

5. Are there any classes that you would like to take such as ESL or a computer course?

6. If there was child care, would you be more willing to take a night class?

7. What is the best way to let you know about the things going on at the school?

8. Do you have any things you like to do, such as cooking or knitting, that you would like to teach others?

Appendix G: Corporate Grant List

Due to formatting issues this list shall be presented at the very end of this document. Our apologies for any confusion that this causes. Please see the table entitled Corporate Grants List. Thank you.

Appendix H: Foundation Grants List

Due to formatting issues this appendix shall also be relocated to the end of this document. Please refer to the table entitled Foundation Grants List immediately following the table labeled Corporate Grants List . Thank you.

Appendix I; State Grants List

Once again, due to formatting issues this appendix has been moved to the extreme end of this document. Please refer to the table entitled Grants List directly following the table entitled Foundation Grants List. Thank you.

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Abbott Labs Grant

grantor:	Abbott Laboratories	date last reviewed:	8/12/2003
web address:	http://abbott.com/citizenship/fund/fund.shtml		
type:	Corporate	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>The Abbott Laboratories Fund (The Fund) is an Illinois not-for-profit, philanthropic corporation established by Abbott Laboratories. Abbott Laboratories provides the primary financial support of the Abbott Laboratories Fund. The Fund is designed to provide support through cash grants to United States-based recipients who operate in the areas of health and welfare, education, culture, art, and civic and public policy.</p> <p>The Fund concentrates educational support on institutions whose programs and services have the potential to provide short- to long-term benefits to the health care industry and its employees. This includes basic research programs in the following areas: physical and biological sciences, medicine and pharmacy, nutrition, diagnostics.</p>		
foundation officer:	Catherine V. Babington, Pres.; Cindy Schwab, VP; Brian J. Smith, Secy.; Carol Sebesta, Treas.; Thomas M. Wascoe; Miles D. White.		
foundation board dates:	Ongoing board meetings.		
foundation financial:	FY 2001 Assets: \$130,249,818; Total Giving: \$15,547,595.		

**Abbott Laboratories Fund Grants
Application and Award Cycles**

Rolling

The Fund's contributions program and policies are administered by its Board of Directors. The Board of Directors establishes annual budgets and allocates monies to the Fund's primary areas of interest. The Board of Directors and Fund officers, following policy guidelines, consider requests for support directed to the Fund and are responsible for recommending specific recipients of support. Grants are reviewed continuously throughout the year with an average response time of six to eight weeks.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					\$1,000	
						-	
						\$5,000*	

Eligibility

funds can be used for:

- Other Programs/Curricula
- Operating Costs/Capital Expenditure

limitations: Non-profits only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CA
- IL
- MA
- OH
- UT

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

eligible preference: Priority is given to agencies that serve Abbott communities and to institutions that provide education or service to present or potential Abbott employees.

Financial Summary

FY	question	amount
2001	Grant range last fiscal year	\$1,000 - \$25,000
2002	Grant size this year (estimated)	\$1,000 - \$5,000*

Sample of Awarded Funds

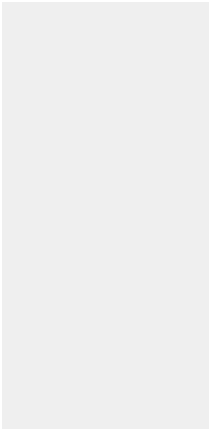
none available

Application Instructions

who must apply for funds:

application summary: A request for funding should include:

- Description of your organization's mission
- A copy of the latest 501 (c) (3) U.S. Internal Revenue Service



- letter
- Geographic area served
 - Description of the project(s)/programs(s) for which support is requested
 - Amount of money requested
 - Budget information
 - List of corporations and foundations supporting the organization
 - Most recent audited financial statement
 - Annual report brochures and other materials describing the organization and its programs (if available)

Grant Contact Information

name:	Ms. Cindy Schwab
job title:	Vice President
department:	Dept. 379, Bldg. Apt. 6D
address:	Abbott Laboratories 100 Abbott Park Rd. Abbott Park, IL 60064-3500
phone:	847.937.7075

* = estimated amount

Adelard A. and Valeda Lea Roy Foundation Grant

grantor:	Adelard A. and Valeda Lea Roy Foundation	date last reviewed:	8/13/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	Established in 1990, the Adelard A. and Valeda Lea Roy Foundation adheres to the following program interests in its grantmaking: <ul style="list-style-type: none"> • Community culture • Precollegiate education • Hospitals • Environment • Religion 		
foundation officer:	Trustees: Nancy S. Smith, Managing Trustee; Yvonne C. Roy.		
foundation board dates:	Not available.		
foundation financial:	FY 2001 Assets: \$10,343,818; Total Giving: \$670,000.		

Application and Award Cycles

Annual Competition

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					\$5,000 - \$50,000*	15 (estimated)

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Operating Costs/Capital Expenditure

limitations: Non-profits only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$670,000*
2002	Grant size this year (estimated)	\$5,000 - \$50,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds: Non-profit

application summary: Application form not required. Applicants should submit the following:

- Description of project
- Amount of request
- Benefits of project
- Copy of IRS determination letter

Grant Contact Information

name: Dr. Nancy S. Smith
 job title: Managing Trustee
 address: Adelard A. and Valeda Lea Roy Foundation
 c/o Spencer and Stone
 50 Beacon Street
 Boston, MA 02108

phone: [REDACTED] 617.227.3410

* = estimated amount

Adult Basic Education Programs and Providers Grant

Fund Code: 667/343

Purpose:	The purpose of this grant program is to improve teaching, strengthen programs, and improve student outcomes in Adult Basic Education programs through the provision of coordinated opportunities for high quality program development, staff development, and other supports so that the Commonwealth's Adult Learning Centers may meet their goals and those of their students. This grant program will establish a statewide Program and Staff Development System of Regional Support Centers.
Priorities:	<p>The priorities for the use of Massachusetts Department of Education Adult Basic Education program and staff development funds are to:</p> <ul style="list-style-type: none"> A. establish a network of Regional Support Centers prepared to work with and under the guidance and direction of Department staff, as well as with staff from the other Regional Centers, a Central Development and Coordination Center, and Massachusetts adult education programs; B. provide high quality, results-based program and staff development focused on proven and effective approaches to school/educational program improvement and, in particular, teaching and learning in key content areas that are responsive to Department priorities and to Massachusetts program and practitioner needs as assessed formally; C. assist Adult Education Centers to implement a data-driven, cyclic continuous improvement process of self-assessment, goal-setting, planning, and evaluation that will assist them to achieve their continuous improvement goals and that will help them to implement action improvement plans that result from monitoring; D. develop educational and administrative leadership skills among Adult Basic Education Program Directors and increase their understanding of and capacity to implement successfully federal and state requirements; E. increase the number of programs, teachers, and other Adult Basic Education professionals who participate in high quality professional development; F. assist Massachusetts Adult Basic Education programs to develop and implement curricula and assessments aligned with the standards in the Massachusetts ABE Curriculum Frameworks; G. promote diversity in adult education program staffing and in the pool of training consultants; and, H. document outcomes and progress.
Eligibility:	Eligible applicants are not-for-profit public and private (incorporated) institutions or organizations experienced in Adult Basic Education and in program and staff development, including: community colleges and other institutions of higher education; educational collaboratives; agencies and associations; local education agencies; vocational/technical schools; Department-funded Adult Learning Centers; libraries; and other organizations (including community-based organizations).
Funding:	The funding available for the Regional Program and Staff Development Centers for ABE programs is approximately \$2 million in state (667) and

	<p>federal (343) grants.</p> <p>Each Regional Program and Staff Development Center award will be based on core regional functions common to all Centers, the number of funded programs in the region, and the specific scope of work negotiated. Each regional award is estimated to be between \$368,500 and \$375,500.</p> <p>Applicants proposing to operate a Regional Program and Staff Development Center are eligible to apply for additional funding to provide either or both of the following Program Service Options: a statewide resource collection and research repository (up to \$140,000); and/or an adult learner statewide membership organization (up to \$30,000).</p>
<p>Fund Use:</p>	<p>A. Personnel</p> <p>The combined total of personnel costs, including fringe and indirect costs, may not exceed 80% of the total award.</p> <p>Each Regional Center will be required to hire qualified individuals to fill the following positions at a minimum.</p> <ul style="list-style-type: none"> • Regional Support Center Director (1.0 FTE) • Regional Field Technology Specialist (A minimum of 0.75 FTE must be allocated to technology-related training, technical assistance, and other support to ABE programs and practitioners.) • Regional Curriculum and Assessment Specialist (A minimum of 0.5 FTE must be allocated to assessment-related training, technical assistance, and other support.) • Regional Workforce Development/Community Planning Specialist(s) (A minimum of 0.25 FTE must be allocated to coordinating activities designed to assist the field with the integration of workforce development and strategic community planning.) <p>Each of the three specialist positions listed above may be combined with other duties to create a full- or part-time position provided the minimum FTEs are provided in each of the defined primary areas.</p> <p>Support staff and other positions needed to fulfill the purposes of the grant program are allowable, provided that the combined total of personnel and indirect costs do not exceed 80% percent of the grant total.</p> <p>B. Flexible Consulting Funds</p> <p>Massachusetts' professional development system for Adult Basic Education is intended to build upon state-of-the-art expertise among practitioners and researchers and to support and develop practitioner leadership by using practitioners as trainers, coaches, and facilitators whenever they have a mastery of the content. Accordingly, each Program and Staff Development Center will be required to reserve a minimum of 15% of its total award in flexible consulting funds, the specific allocation of which will be negotiated in the annual work plan</p>

	<p>development and approval process.</p> <p>C. Other Non-Personnel Items</p> <p>Allowed are other non-personnel items necessary to implement the annual work plan and to document outcomes: (e.g., supplies for training and office operations, including postage; hardware and software; staff in-state and out-of-state travel; printing; telephone and Internet access; memberships and subscriptions; advertising; equipment maintenance; etc.).</p> <p>Applicants with a current approved federal indirect cost rate will be required to submit a copy of its current approval letter. Please note that the maximum allowable indirect cost rate that may be charged to this grant is 8% of the subtotal of direct costs. Any entity that does not have a current federal rate may apply to the Massachusetts Department of Education for a maximum 5% indirect cost rate using the attached FY2005 Indirect Cost Rate Application</p> <p>All budgets and staffing of the Regional Program and Staff Development Centers are subject to negotiation. Additional details related to grant expectations and fund use will be provided at the Bidders' Conference. Please refer to Requirements of Mass. ABE Program and Staff Development Provider System: [WORD PDF].</p>
<p>Match Requirements:</p>	<p>Applicants selected for funding will receive state-of-the-art videoconferencing hardware from the Department. The grantee's matching share of program costs shall be adequate ISDN or IP connectivity to enable videoconferencing (minimum 384 KB, 768KB is preferable if connection is IP), as well as the provision of quality, fully accessible space for program operations, and other in-kind institutional support such as administrative and technology support. These must be provided at no cost to the grant. No other match is required of a Program and Staff Development Regional Support Center.</p> <p>Maintenance of Effort: In each subsequent year of this multi-year grant award period, the program is required to maintain an auditable level of institutional support that is no less than equal in square footage, quality, and value to that provided in its first year.</p>
<p>Required Appendices:</p>	<p>Appendix A: Organizational Chart requested in Question 2, Section II.A.</p> <p>Appendix B: Job Descriptions and Resumes requested in Question 1, Section II C.</p> <p>Appendix C: Three examples requested in Question 1, Section II.B.</p> <p>Appendix D: Floor Plan requested in Question 4, Section V.</p>
<p>Additional Information:</p>	<p>The Massachusetts Department of Education requires that Adult Learning Centers (ALCs) fund certain minimum levels of engagement in program and staff development. Funding is provided to support those requirements. A minimum of 2.5% of each salaried staff person's annual paid hours (or 12 hours/year, whichever is greater) must be allocated to professional development activities. An additional 15 paid hours is required for new direct service staff to complete a New Staff Orientation. Further, Department-</p>

	<p>funded ALCs must assign and pay staff to conduct program development activities for at least 3.5% of total paid staff hours and they must use a process that integrates program and staff development. Every Department-funded ALC grant includes dedicated funding to pay for the required release time for staff and program development, as well as additional funds to hire substitute teachers. Each Department ALC grant also includes funding to support a Program and Staff Development Facilitator (approximately 6 hours/month) who works to ensure that the program uses a planning process that links program development activities and staff/professional development.</p> <p>These requirements and the funding that supports them are explained further in the first three documents listed below.</p> <ul style="list-style-type: none"> • Requirements of Massachusetts ABE Program and Staff Development Provider System: [WORD PDF] • Guidelines for Effective Adult Basic Education (Revised 10/2004): [WORD] [PDF] • Fiscal Year 2006 - Fiscal Year 2010 Multi-Year Request For Proposals (RFP) for Adult Basic Education (http://finance1.doe.mass.edu/grants/grants06/rfp/calc.html) • Definition of Massachusetts ABE Regions: [WORD PDF] • FY 2005 SABES Workplan ([WORD PDF]), which outlines the full scope of work for the program and staff development provider system for FY2005 • Massachusetts Professional Standards for Adult Basic Education Teachers ABE Professional Standards • Massachusetts Guidelines for Professional Development Providers (http://www.doe.mass.edu/pd/providers.pdf) • Massachusetts ABE Curriculum Frameworks • Massachusetts ABE Indicators of Program Quality • Massachusetts System for Managing Accountability and Results Through Technology (SMARTT): <p>http://www.doe.mass.edu/acls/smartt/default/ http://www.doe.mass.edu/acls/smartt/planning/userguide_06.doc</p> <ul style="list-style-type: none"> • Massachusetts Assessment Policy and Procedures Manual • Massachusetts ABE Countable Outcomes Manual • Department of Education Adult and Community Learning Services http://www.doe.mass.edu/acls • Massachusetts Unified State Plan: www.doe.mass.edu/acls/wiatitleii/default.html • Grants for Schools: Getting Them and Using Them - A Procedural Manual (http://finance1.doe.mass.edu/Grants/procedure/default.html)
<p>Project Duration:</p>	<p>7/1/2005 - 06/30/2006 (State Funds - Fund Code: 667)</p> <p>9/1/2005 - 08/31/2006 (Federal Funds - Fund Code: 343)</p> <p>Renewal for up to two additional years is subject to the appropriation of adequate funding and satisfactory performance.</p>

Program Unit:	Adult and Community Learning Services
Contact:	Helen Jones hjones@doe.mass.edu
Phone Number:	(781) 338-3871
Date Due:	Tuesday, February 22, 2005 Competitive proposals must be received at the Department by 3:00 p.m. on the date due.
Letter of Intent to Apply Form: Due: Wednesday, January 5, 2005	The Letter of Intent to Apply Form must be received at the Department by 5:00 p.m. on Wednesday, January 5, 2005 . It should be sent by Certified, Registered, or Return Receipt Requested mail. Mail to: Helen Jones Adult and Community Learning Services Massachusetts Department of Education 350 Main Street 4th Floor Malden, MA 02148-5023
Required Forms:	<ol style="list-style-type: none"> 1. Letter of Intent to Apply Form: [WORD PDF] 2. Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants): [WORD PDF] 3. Part II Budget Detail Pages (Include both pages): [WORD PDF EXCEL Instructions] 4. Part III - Required Program Information: [WORD PDF] 5. Statement of Assurances for Program and Staff Development Providers: [WORD PDF] 6. Schedule B - Cost Sharing or Matching Schedule: [WORD PDF] 7. Applicants who intend to apply for indirect cost coverage must also submit an Indirect Cost Rate Application:
Proposal Submission Instructions:	Submit six (6) sets, with an original signature of the Superintendent/Executive Director/President on TWO sets. Proposals are due Tuesday, February 22, 2005, by 3:00 p.m. Mail to: Charlene Collins, Fiscal Liaison Adult and Community Learning Services Massachusetts Department of Education 350 Main Street 4th floor Malden, MA 02148-5023 Applicants who deliver proposals in person or by courier should be sure to request a receipt. Mailed proposals should be sent by Certified, Registered, or Return Receipt Requested mail.
Bidders' Conference:	There will be a Bidders' Conference on Tuesday, December 14, 2004 , at the Massachusetts Department of Education, 350 Main Street, Malden from

	12:30 to 2:30 p.m. Attendees are advised to bring a copy of this RFP to the Bidders' Conference.
Required Narrative Responses:	All applicants requesting funding to operate a Regional Program and Staff Development Center must respond to Sections I through V.
Program Service Options:	Applicants proposing to operate a Regional Program and Staff Development Center are eligible to apply for additional funding to provide either or both of the following Program Service Options: a statewide resource collection and research repository (up to \$140,000); and an adult learner statewide membership organization (up to \$30,000). Each program service option requires the submission of additional information. The responses to Part III - Required Program Information for each Program Service Option will be scored separately and have a separate page limit. (See Program Service Options).
Page Limits:	<p>All applicants requesting funding to operate a Regional Program and Staff Development Center must limit their response to no more than twenty-five (25) pages, single-spaced with 12-point font.</p> <p>Applicants requesting funding to provide a statewide resource collection and research repository must limit their description of this service to no more than five additional pages.</p> <p>Applicants requesting funding to sponsor a statewide adult learner organization must limit their description of this service to no more than three additional pages. Budget narrative, match narrative, and appendices do not count toward the page limit.</p>

Alden Grant

grantor:	Alden Trust, George I., The	date last reviewed:	4/17/2003
web address:	http://www.aldentrust.org/		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	
description:	<p>The George I. Alden Trust was established in 1912 for the general purpose of "the maintenance of some charitable or philanthropic enterprises" with particular expressed interest in "the promotion of education in schools, colleges, or other educational institutions," as well as a particular interest in several named Worcester educational organizations. Given the perpetual character of the Trust and the certainty that the needs of charitable or philanthropic enterprises change over the years, the Trust further provides that "the Trustees shall have the widest discretion in their interpretation of the purposes of this Trust. . . ."</p> <p>Specifically, The Trust, based in Worcester, MA, makes grants to secondary and higher education, education-related projects, and Massachusetts-based YMCAs. Occasional grants are also awarded to Worcester area educational and cultural institutions.</p> <p>The Trust focuses its giving in two primary areas: capital projects and permanent restricted endowments for the educational benefit of students and faculty. Recent funding for capital needs has included support for classrooms, libraries and laboratories as well as for the acquisition of scientific and technological equipment and infrastructure. The Trustees occasionally support restricted endowment for need-based scholarship aid and faculty development in addition to restricted endowment for technology, maintenance and replacement. The Trustees primarily make outright grants, but will issue challenge grants with the goal of helping an institution generate increased and broader support from its constituencies.</p>		
foundation officer:	Trustees: Susan B. Woodbury, Chair; Richard P. Traina, Vice Chair, President-emeritus, Clark University, Worcester, MA; James E. Collins, Treas., Treasurer, Clark University, Worcester, MA; Warner S. Fletcher, Clerk, Director, Fletcher, Tilton, & Whipple, P.C.		
foundation board dates:	Typically five times a year in February, May, August, October, and December.		
foundation financial:	FY 2001 Assets: \$159,682,846; Total Giving: \$8,167,500.		
can funds be used in combination with other funds:	yes		

Alfred E. Chase Charity Foundation Grants

grantor:	Chase Charity Foundation, Alfred E., The	date last reviewed:	7/10/2003
type:	Corporate	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Fleet National Bank serves as trustee or co-trustee of numerous trusts and foundations. As steward of these charitable trusts, Fleet works diligently to make meaningful grants in accordance with the wishes of each donor. Each year, grants are awarded either by an internal Distribution Committee or in conjunction with a co-trustee or external advisors.</p> <p>The Alfred E. Chase Charity Foundation has entrusted Fleet National Bank with broad discretion. For this reason the Foundation adheres to Fleet's general grantmaking focus of:</p> <ol style="list-style-type: none"> 1. Education: Fleet is specifically interested in educational programs that encourage disadvantaged youth to excel in grade school and high school, and to pursue a post secondary education. Accordingly, they will consider pre-school to post-graduate programs. A large percentage of these grants support minority-based programs. In order to reach diverse populations, both traditional and non-traditional educational programs, serving age groups from pre-school children to senior citizens are funded. 2. Health Care: Fleet continues to evaluate health programs that bring primary care and health education to populations that are currently underserved or are unable to afford such services. Long-term, community-based services as well as hospice and respite care are also of interest. 3. Family Service: Fleet is committed to serving needy families in order to provide access to appropriate social services, housing, childcare and job training. The definition of families includes traditional families, elderly individuals, single parent households, and abandoned youth. <p>To view more information on Foundations of which Fleet National Bank is trustee, click here.</p>		
foundation officer:	Trustee: Fleet Bank of Massachusetts		
foundation board dates:	Annually in June		
foundation financial:	FY 2001 Assets: \$8,336,654; Total Giving: \$383,000.		
time over which money can be spent:	one year or multi-year		
can funds be used in	Yes		

combination
with other funds:

Application and Award Cycles

Funding decisions are made in June 2003 in conjunction with the Foundation's annual board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	3/14/2003					\$10,000	
						-	
						\$50,000*	

Eligibility

funds can be used for:

- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Community Services

limitations: No support for individuals. Support for: general operating support, program support, and small capital requests.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$383,000*
2003	Grant size this year (estimated)	\$10,000 - \$50,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds:	Non-profit
application summary:	<p>Applications must include, on 8½" by 11" paper without binders or covers, all of the following numbered in the correct order:</p> <ol style="list-style-type: none"> 1. Coversheet 2. Background: A brief description of the background and the purpose of the organization (not more than one page). 3. Organizational Budget: A budget for the entire organization. 4. Grant Request: Include a comprehensive description of the services for which the applicant is seeking support (not more than five pages). Be sure to include information that highlights the urgent need for the project or program, and justifies the amount required. 5. Project/Program Budget: If the requested funds are to be used for anything other than operating expenses of the organization, include a detailed budget for the specific project or program which justifies the amount required. 6. Sources of Funding: <ul style="list-style-type: none"> ○ For special projects: funds which have been secured to date, and the sources of those funds ○ For operating support: foundation and/or corporate grants, which have been received over the past two years. 7. Evaluation: Include a detailed description of how the applicant plans to evaluate results (not more than two pages). 8. Board Members/Staff: <ul style="list-style-type: none"> ○ A list of the members of the board of trustees, indicating the names and qualifications of Officers ○ A list of staff positions and the names of the current occupants of those positions. 9. Tax Status: Evidence of the tax status of your organization, i.e. a copy of the organization's Federal (IRS) Tax-Exempt Ruling Letter. 10. Audited Financial Statement: A copy of an audited financial statement for the most recent fiscal year. <p>In addition to the required information, the applicant may include copies of any unsolicited letters of recommendation or other endorsements, such as press clippings, that have been received by the organization during the year.</p>

application other: The Foundation only accepts one proposal per calendar year. Do not send video tapes. The [AGM Common Proposal](#) is accepted in lieu of the Foundation's application but it must be accompanied by the [Coversheet](#).

Grant Contact Information

name:	Ms. Kerry Herlihy Sullivan
job title:	Director
department:	Foundation & Philanthropic Services
address:	Chase Charity Foundation, Alfred E., The 100 Federal Street MA DE 10020B Boston, MA 02110
phone:	617.434.4846
e-mail:	kerry_h_sullivan@fleet.com

* = estimated amount

American Honda Foundation Grant

grantor:	American Honda Foundation	date last reviewed:	5/11/2004
web address:	click here		
type:	Corporate	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The American Honda Foundation, a non-profit, philanthropic organization, was established in 1984 in conjunction with American Honda Motor Co., Inc.'s 25th Anniversary in the United States. The American Honda Foundation makes grants to worthy, national, non-profit causes, programs and organizations which directly benefit the people of the United States.</p> <p>National organizations working in the areas of youth and scientific education may be eligible for grants from the American Honda Foundation. (The American Honda Foundation defines "youth" as pre-natal through 21 years of age). "Scientific education" encompasses both the physical and life sciences, mathematics and the environmental sciences.</p> <p>The Foundation's policy is to seek out those programs and organizations with a well-defined sense of purpose, demonstrated commitment to making the best use of available resources and a reputation for accomplishing their objectives.</p> <p>The American Honda Foundation will make grants in the field of youth and scientific education to:</p> <ul style="list-style-type: none">• Educational institutions, K-12.• Accredited higher education institutions (colleges and universities).• Community colleges and vocational or trade schools.• Scholarship and fellowship programs at selected colleges and/or universities or through selected national, non-profit organizations.• Other scientific and education-related non-profit, tax-exempt organizations.• Gifted student programs.• National youth educational or scientific programs or institutions.• National educational radio and/or television stations or networks.• Nationally distributed and aired films, movies, film strips, slides and/or short subjects concerning youth and/or scientific education.• College, university or other non-profit laboratories engaged in scientific education.• Private, non-profit scientific and/or youth education projects.• Other non-profit, tax-exempt, national institutions in the fields of youth and scientific education.		

	<ul style="list-style-type: none"> National programs pertaining to academic or curriculum development that emphasize innovative educational methods and techniques. <p>In general, the following grant ranges will apply to requests of a one-time only basis, payable in one lump sum, within one quarter's (3 months) grantmaking: \$10,000 - \$100,000. Multiple year associations or grant requests made payable over more than one quarter (3 months) in time could be proportionately higher. The average grant range is \$40,000 to \$80,000 per year.</p>
foundation officer:	Not available.
foundation board dates:	Quarterly: January, April, July, and October.
foundation financial:	FY 2002 Assets: \$28,782,457; Total Giving: \$1,587,744.
time over which money can be spent:	up to 2 years.
can funds be used in combination with other funds:	yes.

Application and Award Cycles

May Deadline

If the "Deadline to Submit Applications" should fall on a Saturday or Sunday, the deadline will be automatically extended to the following Monday at the close of the business day (5:00 P.M.).

Applications received by the May deadline will be reviewed in the July board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	5/1/2004	Arrival Date	8/1/2004			\$10,000 - \$100,000*	

August Deadline

If the "Deadline to Submit Applications" should fall on a Saturday or Sunday, the deadline will be automatically extended to the following Monday at the close of the business day (5:00 P.M.).

Applications received by the August deadline will be reviewed in the October board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards

Yes	8/1/2004	Arrival Date	11/1/2004				\$10,000 - \$100,000*
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November Deadline

If the "Deadline to Submit Applications" should fall on a Saturday or Sunday, the deadline will be automatically extended to the following Monday at the close of the business day (5:00 P.M.).

Grants received by the November deadline will be reviewed in the January board meeting

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	11/1/2004	Arrival Date				\$10,000 - \$100,000*	

February Deadline

If the "Deadline to Submit Applications" should fall on a Saturday or Sunday, the deadline will be automatically extended to the following Monday at the close of the business day (5:00 P.M.).

Grants received by the November deadline will be reviewed in the April board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	2/1/2005	Arrival Date	5/1/2005			\$10,000 - \$100,000*	

Eligibility

funds can be used for:

- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Operating Costs/Capital Expenditure

limitations: Non-profits only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools

- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	\$10,000 - \$100,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds:	Non-profit
application:	http://www.hondacorporate.com/community/AHF_app.pdf
application summary:	<p>A pre-printed grant application form is available online, or by mail from the American Honda Foundation. Please send a self-addressed label to:</p> <p>American Honda Foundation Post Office Box 2205 Torrance, California 90509-2205 Attn: Grant Application Request</p> <p>Allow ten-days for delivery of your application.</p> <p>The applicant should be sure that the following components are included as either part of, or in addition to, their pre-printed application from:</p> <ul style="list-style-type: none"> • A statement of the organization's purpose. • Description of the program for which the grant will be used. (There are no minimum or maximum length requirements or restrictions. However, the program description should be clear, concise, precise and to the point.) • A copy of the Internal Revenue Service final determination letter, 501(c)(3), designating the organization as a non-profit, tax-exempt, public supported charity. Grants are not awarded to groups still in the advance ruling period as designated by the IRS. • A copy of the organization's most recent Form 990 to the Internal Revenue Service. • A list of the Board of Directors and a resolution from the Board which authorizes the request for a grant. • A copy of the current budget for the entire organization, with comparisons to the last previous budget. Significant changes

- should be reconciled.
- A proposed budget utilizing the grant funds requested with line item detail.
- Audited financial statements for the last two years.
- A list of current contributions, with giving levels, particularly of other corporate sponsors and/or corporate foundations.
- A three-to-five year plan from the organization.
- Support materials (i.e., annual reports, press kits, brochures, flyers, press clippings, photos, etc.).

application
other:

To be considered for a grant, proposals must be in the hands of the Foundation staff on the deadline date to submit applications for the desired quarter. Proposals postmarked on the deadline date but not received in the Foundation's offices until after the deadline date has passed will not be considered until the following quarter. Proposals may not be submitted by FAX. To submit a proposal via Federal Express, address it as follows:

American Honda Foundation
1919 Torrance Boulevard
Mail Stop 100-1W-5A
Torrance, California 90501

To submit a proposal via traditional mail, sent it to the following address:

P.O. Box 2205
Torrance, California 90509-2205

The receipt of an application will be immediately acknowledged in writing.

The American Honda Foundation is administered by a Manager, and is subject to review by a Board of Directors, composed of senior officers of American Honda Motor Co., Inc. and Honda North America. In reviewing grantmaking opportunities, several questions will be considered. To view a list of some of the questions that will be considered, click [here](#) and scroll down to page 8. To view a description of the proposal review process, click [here](#) and scroll to page 11.

Grant Contact Information

name:	Kathryn A. Carey
job title:	Manager
address:	American Honda Foundation 1919 Torrance Blvd., M.S. 100-1W-5A Torrance, CA 90501
phone:	310.781.4090
fax:	310.781.4270
e-mail:	kathryn_carey@ahm.honda.com

Other Information

Local, community support and support for service agencies, such as Boy and Girl Scouts, Boys and Girls Clubs, is channeled through the Community Relations Department at American Honda Motor Co., Inc. No application form is required. Proposals may be submitted to: American Honda Motor Co., Inc., Corporate Community Relations Division, 1919 Torrance Boulevard, Torrance, California 90501.

* = estimated amount

The Susan A, and Donald P. Babson Charitable Foundation

grantor:	The Susan A, and Donald P. Babson Charitable Foundation	date last reviewed:	5/15/2003
web address:	http://www.babsonfoundations.org/S_Dguidelines.html		
type:	Foundation	delivery method:	
FY:	2004	total funds:	\$6,045,774*
description:	<p>The Susan A. and Donald P. Babson Charitable Foundation is currently focusing upon: "The Enrichment and Empowerment of Children and Youth — under the Age of 19 — so as to Prevent Exploitation, Poverty, and Injustice."</p> <p>Program interests are: arts education, performing arts, elementary and secondary education, special education/training, recreations/sports, and youth development.</p>		
foundation officer:	Trustees: Averill Babson; James A. Babson; Deborah E. Babson; Richard L. Babson; Katherine L. Babson, Jr., Esq; James R. Nichols, Esq.		
foundation board dates:	May and October		
foundation financial:	FY 2000 Assets: \$6,045,774; Contributions: \$302,000.		

Application and Award Cycles

Timeline:

- February 28 Two-page concept letter due
- Early May Trustees meet to review concept letters
- Early July If invited, full proposals due
- Early October Grant decisions made
- Early November Awarded funds distributed

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes		Postmark Date				\$5,000 - \$20,000*	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Equipment
- Supplies
- Community Services
- Operating Costs/Capital Expenditure

limitations: The Foundation makes grants for programs that operate only in the United States of America and in American Samoa, Guam, Puerto Rico and the U.S. Virgin Islands.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Non-profit

eligible grade level:

Financial Summary

FY	question	amount
2003	Grant range last fiscal year	\$5,000 - \$20,000*
2004	Grant size this year (estimated)	\$9,500*
2004	Total funds allocated this fiscal year	\$6,045,774*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds: Non-profit

application summary: All organizations seeking a competitive grant must submit a two-page concept letter to the Foundation office. Those who have received a

previous grant must still submit a two-page concept letter [here](#). The letter should explain:

- The organization.
- The problem being addressed.
- The strategy to be used.
- The amount of the total operating budget.
- The amount of funding being requested.
- How the funds would be used.

All organizations applying must have received 501(c)3 and 509(a) tax exempt status from the IRS. Please enclose one copy of your determination letter with any concept letter. The trustees will review the concept letters and invite full proposals from a limited number of applicants. If the trustees wish to see a full proposal, a National Network of Grantmakers Common Grant Application will be requested.

Grant Contact Information

name:	Elizabeth D. Nichols
job title:	Administrator
address:	The Susan A, and Donald P. Babson Charitable Foundation 50 Congress Street Boston, MA 02109-4017
phone:	617.523.8368
fax:	617.523.8949
e-mail:	sdbabsonfdn@babsonfoundations.org

Bay Foundation Grants

grantor:	Bay Foundation Inc., The	date last reviewed:	3/19/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>The Bay Foundation is a private foundation established in 1950 by Charles Ulrick Bay and his wife Josephine to serve as a conduit for their charitable giving. The endowment was originally funded with gifts of shares from tow companies, Bay Petroleum and Parke-Davis, and later augmented with distributions from the estate of Charles Ulrick Bay.</p> <p>The Foundation focuses its giving in the following fields of interest:</p> <ul style="list-style-type: none"> • Pre-collegiate Education • Collections Care and Conservation • Conserving Biodiversity • Native Americans <p>Specifically, the Foundation provides both general operating support and project support to organizations whose programs reflect the aforementioned areas of interest. Within the realm of pre-collegiate education, the Foundation's grants are focused in two areas:</p> <ol style="list-style-type: none"> 1. the integration of technology, math, or science instruction, particularly in engaging, hands-on learning opportunities; and 2. programs that promote clear, concise and creative thinking through the use of writing, playwriting, and journalism 		
foundation officer:	Frderick Bay, Chair; Synnova B. Hayes, Pres. and Treas.; Hans A. Ege, VP; Robert W. Ashton, Secy.; Corrine Steel, Ass't Treas. and Ass't Secy.; and Rebecca Adamson, Dir.		
foundation board dates:	Board meets three times a year, in Feb., May, and Oct.		
foundation financial:	FY 2001 Assets: \$20,252,858; Total Giving: \$826,221.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Winter Competition

Deadline dates are postmark dates, and become the next business day if the date falls on a weekend or holiday. Grantees are notified 3 months after application deadline date.

application application deadline notification distribution disbursement award number

available	deadline	type	date	date	schedule	amount	of awards
Yes	12/1/2002	Postmark Date				\$3,000	
						-	
						\$8,000*	

Spring Competition

Deadline dates are postmark dates, and become the next business day if the date falls on a weekend or holiday. Grantees are notified 3 months after application deadline date.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	3/1/2003	Postmark Date				\$3,000	
						-	
						\$8,000*	

Fall Competition

Deadline dates are postmark dates, and become the next business day if the date falls on a weekend or holiday. Grantees are notified 3 months after application deadline date.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
	9/1/2002	Postmark Date				\$3,000	
						-	
						\$8,000*	

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Operating Costs/Capital Expenditure

limitations:

Non-profits only. No support for sectarian religious projects. No grants to individuals (except for Biodiversity Leadership Awards Program), or for endowments, building construction, or maintenance, scholarships, fellowships, or for travel, film, television, or video production, programs consisting primarily of conferences or annual fund appeals; no loans.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CT
- ME
- MA
- NH
- NJ
- NY
- RI
- VT

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$826,221*
2001	Number of grants awarded last fiscal year	13
2001	Grant range last fiscal year	\$3,000 - \$30,000*
2003	Grant size this year (estimated)	\$3,000 - \$30,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2000	Brooklyn Friends School	Brooklyn, NY	\$6,000	The Bay Foundation awarded \$6,000 to the Brooklyn Friends School to assist with the professional development of faculty in support of the school's math and writing curricula and its math resource center.
2000	Playwrights Theatre of New Jersey	Madison, NJ	\$5,000	The Bay Foundation awarded \$5,000 to the Playwrights Theatre of New Jersey for the New Jersey Writers Project, workshops providing playwrighting, poetry, and prose programs to elementary and high school students.
2000	Save the Bay	Providence, RI	\$8,000	The Bay Foundation awarded \$8,000 to Save the Bay for "Seagrasses in Classes," a school environmental program at Naragansett Bay.

Application Instructions

who must apply for funds:	Non-profit
application summary:	<p>Applicants must submit a proposal or the New York Area Common Application Form (preferably by regular mail).</p> <p>If applicant is not using the New York Common Application Form, the following information must be submitted:</p> <ul style="list-style-type: none">• full, legal name of the applicant organization or the sponsoring organization to which any payment would be directed• name, title and phone number of contact person• narrative of organization's mission and operations, for general support• narrative description of program or project for specific support• description of need and strategies to be used• the time frame of a specific project• population to be served (who and how many)• any public policy implications from the project• organization's financials or project budget, as appropriate• the amount being requested• other sources of support and the amount necessary for the project to go forward• a listing of organization's Board of Directors and, if applicable, project directors• letter of IRS tax-exempt certification for the organization to which a grant would be paid
application other:	Grant approvals are generally limited to three in a five-year period for any one organization or for a continuing project.

Grant Contact Information

name:	Mr. Robert W. Ashton
job title:	Secretary
address:	Bay Foundation Inc., The 17 W. 94th Street, 1st Floor New York, NY 10025
phone:	212.663.1115
fax:	212.932.0316

* = estimated amount

BayState Readers Development Grant, Round 2

Fund Code:731/733

<p>Purpose:</p>	<p>The purpose of the competitive BayState Readers Development Grant, Round 2 is to support identified school districts and schools in implementing proven scientifically based methods of reading instruction in K-3 classrooms in order to prevent reading difficulties and to have all students be proficient readers by the end of grade 3.</p>								
<p>Priorities:</p>	<p>Program priorities are to:</p> <ul style="list-style-type: none"> • implement effective reading programs, including instructional materials as well as instructional strategies, for K-3 grades that are consistent with instructional principles derived from scientifically based research in reading (SBRR) and the federal Reading First Initiative; • use state selected methods for assessment of reading progress that include screening, diagnostic, progress monitoring, and outcome assessments; • provide high quality professional development to K-3 classroom teachers and K-12 special education teachers that will train these teachers in the five essential components of reading instruction, assessment training, intervention strategies, etc.; and • develop an evaluation strategy that will provide valid and reliable information about the progress of all K-3 students in learning to read and provide data to the Massachusetts Department of Education for evaluation purposes. 								
<p>Eligibility:</p>	<p>A total of \$2,767,989 is available for BayState Readers Development Grant, Round 2. Eligible school districts are those that did not receive Round 1 BayState Readers Development Grants and that meet the following criteria:</p> <ul style="list-style-type: none"> • a minimum of 30% not proficient on 2004 MCAS at grade 3; • at least 50 students not proficient on 2004 MCAS at grade 3; AND • a minimum of 10% poverty based on the state Title I poverty data. <p>Each eligible district should identify its highest need school for funding that is not already receiving Reading First funds.</p>								
<p>Funding:</p>	<p>The amount of funds available to each district is based on the number of students not proficient on the 2004 Grade 3 MCAS. There will be two timeframes for this grant:</p> <p>Fund Code 731 - School Year Program: Upon approval to 6/30/2005</p> <p>Fund Code 733 - Summer Program: 7/1/2005 - 8/31/2005</p> <table border="0" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Not Proficient on 2004 Grade 3 MCAS Maximum FY2005 Award</th> <th style="text-align: center;">Code 731 and 733 Total for Fund</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">50 - 100 students not proficient</td> <td style="text-align: center;">\$53,000</td> </tr> <tr> <td style="text-align: center;">101 - 500 students not proficient</td> <td style="text-align: center;">\$73,000</td> </tr> <tr> <td style="text-align: center;">Over 500 students not proficient*</td> <td style="text-align: center;">\$86,440</td> </tr> </tbody> </table>	Not Proficient on 2004 Grade 3 MCAS Maximum FY2005 Award	Code 731 and 733 Total for Fund	50 - 100 students not proficient	\$53,000	101 - 500 students not proficient	\$73,000	Over 500 students not proficient*	\$86,440
Not Proficient on 2004 Grade 3 MCAS Maximum FY2005 Award	Code 731 and 733 Total for Fund								
50 - 100 students not proficient	\$53,000								
101 - 500 students not proficient	\$73,000								
Over 500 students not proficient*	\$86,440								

*High Need -- High need districts may apply for two schools. If the application meets the criteria, one school is guaranteed. If funds are available, a second school may be funded.

Eligibility:	Districts Eligible to Apply	Number of Students Not Proficient
	Boston Public Schools	2,863
	Bourne Public Schools	79
	Brockton Public Schools	706
	Cambridge Public Schools	213
	Chelsea Public Schools	224
	Chicopee Public Schools	258
	Easthampton Public Schools	56
	Everett Public Schools	171
	Fall River Public Schools	504
	Fitchburg Public Schools	
	Framingham Public Schools	288
	Greenfield Public Schools	58
	Haverhill Public Schools	241
	Holyoke Public Schools	398
	Lawrence Public Schools	781
	Leominster Public Schools	227
	Lowell Public Schools	696
	Lynn Public Schools	523
	Malden Public Schools	224
	Marlborough Public Schools	124
	Methuen Public Schools	235
	Narragansett Regional School District	54
	New Bedford Public Schools	611
	North Adams Public Schools	70
	Oxford Public Schools	63
	Pittsfield Public Schools	192
	Quincy Public Schools	215
	Revere Public Schools	161
	Sabis International Charter School	59
	Salem Public Schools	172

	<table> <tr> <td>Somerville Public Schools</td> <td>169</td> </tr> <tr> <td>Southbridge Public Schools</td> <td>81</td> </tr> <tr> <td>Springfield Public Schools</td> <td>1,261</td> </tr> <tr> <td>Taunton Public Schools</td> <td>318</td> </tr> <tr> <td>Wareham Public Schools</td> <td>100</td> </tr> <tr> <td>Webster Public Schools</td> <td>52</td> </tr> <tr> <td>Westfield Public Schools</td> <td>198</td> </tr> <tr> <td>West Springfield Public Schools</td> <td>127</td> </tr> <tr> <td>Worcester Public Schools</td> <td>1,131</td> </tr> </table>	Somerville Public Schools	169	Southbridge Public Schools	81	Springfield Public Schools	1,261	Taunton Public Schools	318	Wareham Public Schools	100	Webster Public Schools	52	Westfield Public Schools	198	West Springfield Public Schools	127	Worcester Public Schools	1,131
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Worcester Public Schools	1,131																		
Fund Use:	<p>BayState Readers Development Grant funds may be used only to support the grant priorities. Of the total award a district receives on behalf of its funded schools, up to 3.5% may be used for district-level administrative purposes.</p> <p>Each eligible district must identify its neediest school with respect to low achievement on the 2004 MCAS at grade 3 and high poverty as the designated recipient of the grant. Reading First schools are not eligible to receive these funds. In designated schools, funds must be used for:</p> <ul style="list-style-type: none"> the DIBELS and GRADE assessments according to the assessment framework included with this application. <p>The balance of the funds may be used for one or more of the following purposes:</p> <ul style="list-style-type: none"> selecting and implementing a comprehensive scientifically based reading program, including core, supplemental, and intensive intervention materials; providing stipends for coordination of the program by a person with K-3 reading and leadership expertise, a 7-person assessment team, teachers attending a Summer Teacher Reading Academy, and teachers participating in study groups; providing high quality professional development for K-3 teachers and K-12 special education teachers who work with students whose reading ability is at the same level as K-3 students; and other related items. 																		
Project Duration:	<p>Because of funding cycles, there will be two grant awards to participating school districts:</p> <p>Fund Code 731 -- School Year Program: Upon approval - 6/30/2005</p> <p>Fund Code 733 -- Summer Program: 7/1/2005 - 8/31/2005</p> <p>Pending state appropriation and continued eligibility, the BayState Readers grants may be renewed for four years. However, the amount of the award may vary from year to year. In order to receive continued funding, districts will submit a budget, progress reports, and other information in a manner and at a</p>																		

	time requested by the Department. Districts must agree to participate in all evaluation activities beginning with the Department looking at grade 3 MCAS scores in the spring of 2005. Round 2 schools will begin assessing students, using the assessments outlined in the Reading First Assessment Framework, in September of 2005.
Program Unit:	Office of Reading and Language Arts
Contact:	Dorothy Earle dearle@doe.mass.edu
Phone Number:	(781) 338-6265
Revised Date Due :	Friday, February 4, 2005 Competitive proposals must be received at the Department by 5:00 p.m. on the date due.
Project Expenditures:	There are two standard budget pages. Complete according to the instructions for each fund code: <ul style="list-style-type: none"> • Fund Code 731 -- School Year Program: Upon approval to 6/30/2005 - for activities and expenses during the school year • Fund Code 733 -- Summer Program: 7/1/2005 - 8/31/2005 - primarily summer stipends to attend summer training <p>Each set of budget pages must be completed separately.</p>
Required Forms:	<ol style="list-style-type: none"> 1. PART I General - Program Unit Signature Page - (Standard Contract Form application for Program Grants) Fund Code 731: [WORD PDF] Fund Code 733: [WORD PDF] 2. FY2005 Part II Budget Detail Pages (Include both pages): [WORD PDF EXCEL] Instructions] 3. FY06 Part II Budget Detail Pages (Include both pages): [WORD PDF EXCEL] Instructions] 4. PART III Required Program Information: [WORD PDF] 5. PART IV School Data Worksheet: [WORD PDF] 6. PART V School District Assurance: [WORD PDF] 7. PART VI Assurances from Each Participating School: [WORD PDF] 8. PART VII Sample Budget Narrative for Each Selected School: [WORD PDF] 9. PART VIII Contact Sheet: [WORD PDF] 10. PART IX Letter of Agreement and Signature Page: [WORD PDF]
Additional Information:	<ul style="list-style-type: none"> • Components of Effective Reading Programs: [WORD PDF] • Review Sheet for Evaluating Proposals: [WORD PDF] • Assessment Chart: [WORD PDF] • Appendix A - Teacher Reading Academy Disks, Videos, and Trainers: [WORD PDF] • Appendix B - Massachusetts Reading First Website Directory: [WORD PDF] • Appendix C - Question and Answer Guide for FY2005 Request for Proposals: [WORD PDF]

**Submission
Instructions:**

Submit five (5) sets, each with an original signature of the Superintendent/Executive Director. **Mail to:**

**Dorothy Earle
Office of Reading and Language Arts
Massachusetts Department of Education
350 Main Street
Malden, MA 02148-5023**

Braitmayer Foundation Grant

grantor:	Braitmayer Foundation, The	date last reviewed:	5/11/2004
web address:	http://www.braitmayerfoundation.org/guid.htm		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The Braitmayer Foundation supports organizations and programs from across the United States which enhance the education of K-12 children. Of particular interest are:</p> <ul style="list-style-type: none"> • Curricular and school reform initiatives. • Preparation of and professional development opportunities for teachers, particularly those which encourage people of high ability and diverse background to enter and remain in K-12 teaching. • Local community efforts, including partnerships, that increase educational opportunities for students. <p>In addition, the Braitmayer Foundation provides modest support of activities in Marion, Massachusetts and surrounding communities which will improve the quality of life for residents in the area.</p> <p>Foundation grants are used as seed money, challenge grants, or as matching grants. The Foundation does not typically award grants to individuals, multi-year grants, grants for endowment purposes or building programs, or to childcare or pre-kindergarten programs.</p>		
foundation officer:	Foundation Trustees: Eric Braitmayer; John W. Braitmayer; Karen L. Braitmayer; Nancy W. Corkery; Kristina B. Hewey; Anne B. Webb; R. Davis Webb, Jr.		
foundation board dates:	July and February.		
foundation financial:	FY 2002 Assets: \$4,181,191; Total Giving: \$170,720.		
time over which money can be spent:	one year		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

June 2004: \$10,000 Grant

Decisions will be announced by September 1, 2004.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards

Yes 6/30/2004 \$10,000

June 2004: \$35,000 Grant

By September 1, 2004, the trustees will invite selected organizations to submit full proposals due November 15, 2004. Decisions will be announced by March 15, 2005.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	6/30/2004					\$35,000	

November 2004: \$10,000 Grant

Decisions will be announced by March 15, 2005.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	11/15/2004					\$10,000	

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Other Programs/Curricula
- Community Services

limitations: Non-profits only. No grants to individuals.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

eligible preference: The Braitmayer Foundation has support preference for activities in Marion, Massachusetts and surrounding communities which will improve the quality of life for residents in the area.

have charters received funds: Yes

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	\$10,000 - \$35,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2002	Center for Accessible Technology	Berkeley, CA	\$10,000	The Braitmayer Foundation awarded \$10,000 to the Center for Accessible Technology in support of a teacher and staff professional development program to improve educational services to students with disabilities who need specialized technology.
2002	Landmark School	Prides Crossing, MA	\$35,000	The Braitmayer Foundation awarded \$35,000 to Landmark School in support of a program to share Landmark's expertise in working with students with learning disabilities with public school teachers.
2002	Smart School Charter Middle School	Lauderhill, FL	\$30,000	The Braitmayer Foundation awarded \$30,000 to Smart School Charter Middle School in support of the development of the Smart School Community Learning Center.

Click [here](#) to view a list of past award recipients.

Application Instructions

who must apply for funds:	LEA, Non-profit, Community-Based Organization, Consortia
application summary:	<p>The Foundation has two mechanisms for making grants, depending upon their size.</p> <ol style="list-style-type: none"> Grants up to \$35,000 <ul style="list-style-type: none"> By June 30th, applicants should submit an original and seven copies of the following documents: <ul style="list-style-type: none"> A two page Letter of Inquiry describing the proposed project, including timeframe (appendices should be limited) Proposed budget Proof of 501 (c)(3) status By September 1st, the trustees will invite selected organizations to submit full proposals due November 15th. Normally a representative of the Foundation will

- conduct a site visit prior to the end of February.
 - Decisions will be announced by March 15th. Successful organizations must wait two years before reapplication.
- 2. Grants up to \$10,000**
- By June 30th or November 15th, applicants should submit an original and seven copies of the following documents:
 - A three page Proposal describing the project, including timeframe (appendices should be limited)
 - Proposed budget
 - Proof of 501 (c)(3) status
 - Decisions will be announced by September 1st and March 15th. Successful organizations must wait two years before reapplication for a grant up to \$10,000 or before beginning application for a grant up to \$35,000.

application	Successful organizations must wait two years before reapplication for a grant up to \$10,000 or before beginning application for a grant up to \$35,000.
other:	

Grant Contact Information

name:	Mr. Robert L. Kirkpatrick, Jr.
address:	Braitmayer Foundation, The Middlesex Corporate Center 213 Court Street, Suite 1101 Middletown, CT 06457-3351
phone:	860.638.5026
fax:	860.638.5069

Buhl Foundation Grants

Buhl Foundation (PA)

Giving Contact

Doreen E. Boyce, President
650 Smithfield St., Suite 2300
Pittsburgh, PA 15222 USA
Phone: (412)566-2711
Fax: (412)566-2714

Donor Information

Founder: The Buhls, a German merchant family for nine generations, immigrated to Zelienople, PA, around 1800. The Buhls established a legacy of concerned citizenship in Pennsylvania, as evidenced by their last heir, Henry Buhl Jr. Trained as a merchant, he and his friend, Russell H. Boggs, established a profitable dry goods store in 1869. As he neared the end of his life, Mr. Buhl considered the future of his fortune. Because he had no children or other direct heirs, he established the Buhl Foundation as a memorial to his wife, Louise C. Buhl, and dedicated it to "charitable, educational, and public uses and purposes," to benefit "the citizens of the City of Pittsburgh and the County of Allegheny, Pennsylvania" first and foremost where he lived and "engaged in business activities and formed friendships." Henry Buhl, Jr., died in 1927.

Giving Philosophy

The foundation's focus is on innovation, with emphasis on funding "opportunities with potential impact beyond the institution which has been funded." The foundation's concerns include "the developing and harnessing of new technologies to address the administration and purposes of organizations or processes of learning and teaching. . .the investigation of problems with a view to generating creative solutions and cooperation among diverse disciplines or organizations..(and) the generation and dissemination of new knowledge where that knowledge has the possibility of direct practical application." The foundation's board of managers designated that proposals with the following characteristics are of particular interest: educational programs; programs for young people; studies to produce practical applications which make a contribution to basic theory; attempts which relate specialists in a common approach to problems or which call for cooperative efforts among separate agencies; institutional, experimental, or demonstrational approaches to resolving problems when they are innovative; and previously supported and promising programs where time extension or new developments afford opportunity for enhancement of values.

Financial Summary

TOTAL GIVING: \$2,598,107 (fiscal year ending June 30, 2002); \$4,396,118 (fiscal 2001); \$2,579,150 (fiscal 1999 approx)

GIVING ANALYSIS: Giving for fiscal 2001 includes: foundation matching gifts (\$23,336); fiscal 1999: foundation grants to United Way (\$1,000); fiscal 1998: foundation grants to United Way (\$221,000)

ASSETS: \$72,319,732 (fiscal 2002); \$80,664,699 (fiscal 2001); \$4,269,428 (fiscal 2000)

Typical Recipients

ARTS & HUMANITIES: Arts Funds, Arts Outreach, Ballet, Film & Video, Arts & Humanities-General, Historic Preservation, History & Archaeology, Libraries, Literary Arts, Museums/Galleries, Music, Opera, Performing Arts, Public Broadcasting, Theater

CIVIC & PUBLIC AFFAIRS: African American Affairs, Business/Free Enterprise, Economic Development, Economic Policy, Employment/Job Training, Civic & Public Affairs-General, Housing, Minority Business, Nonprofit Management, Philanthropic Organizations, Public Policy, Urban & Community Affairs, Women's Affairs

EDUCATION: Arts/Humanities Education, Business Education, Colleges & Universities, Community & Junior Colleges, Education Associations, Education Funds, Education Reform, Elementary Education (Private), Environmental Education, Faculty Development, Education-General, Gifted & Talented Programs, Leadership Training, Literacy, Minority Education, Preschool Education, Private Education (Precollege), Public Education (Precollege), School Volunteerism, Science/Mathematics Education, Secondary Education (Private), Secondary Education (Public), Social Sciences Education, Special Education, Vocational & Technical Education

ENVIRONMENT: Environment-General, Wildlife Protection

HEALTH: Cancer, Children's Health/Hospitals, Emergency/Ambulance Services, Health Organizations, Heart, Hospitals, Mental Health, Nursing Services

RELIGION: Ministries, Religious Organizations, Religious Welfare

SCIENCE: Observatories & Planetariums, Scientific Centers & Institutes

SOCIAL SERVICES: At-Risk Youth, Child Abuse, Child Welfare, Community Service Organizations, Crime Prevention, Day Care, Delinquency & Criminal Rehabilitation, Food/Clothing Distribution, People with Disabilities, Recreation & Athletics, Scouts, Sexual Abuse, Social Services-General, Substance Abuse, YMCA/YWCA/YMHA/YWHA, Youth Organizations

Contributions Analysis

GIVING PRIORITIES: Project support, primarily in the field of education.

ARTS & HUMANITIES: 18%. Funds the arts, theater, music, and libraries.

CIVIC & PUBLIC AFFAIRS: 10%. Funds community education and job training programs, community foundations, and leadership programs.

EDUCATION: 42%. Funds colleges and universities, boards of education, and elementary education programs.

ENVIRONMENT: 5%. Funds conservation.

RELIGION: 10%. Supports religious causes and ministries.

SOCIAL SERVICES: 15%. Funds social services, rehabilitation centers, and the United Way.

NOTE: Total contributions made in fiscal 2001.

Application Procedures

INITIAL CONTACT: Send a letter of inquiry to the president. A formal proposal will be requested if the foundation is interested.

APPLICATION REQUIREMENTS: Statement of objectives for the project and the means by which they will be achieved, including staff qualifications and a timetable; proof of need for the project, its uniqueness in comparison to other work being done in a similar area, and the result anticipated; documentation of procedures for evaluation of anticipated results; itemized budget indicating resources required for the project, other possible funding sources, and the amount requested of them; general information about the applying agency including its name, address, telephone number, contact person, executive director, members of the board, brief history, mission, tax-exempt status, and ability to initiate and sustain the project; and a statement that the proposal has been approved for submission to the foundation by the executive director of the applying organization.

DEADLINES: None. Organizations should submit proposals at least two months before consideration may be given by the board.

REVIEW PROCESS: If the foundation is interested in the proposed project, an interview will be scheduled. Grant decisions are made at monthly board meetings.

Restrictions

Grants generally are not made for building funds, overhead costs, accumulated deficits, ordinary operating budgets, fundraising campaigns, loans, scholarships, fellowships, nationally funded organized groups, conferences, seminars (unless grant-related), propaganda, sectarian religious activities, or lobbying. Grants are not made to other foundations or to individuals.

Foundation Officials

Dr. Doreen Elizabeth Boyce: president. BORN: Antofagasta, Chile 1934. EDUCATION: Oxford University BA (1956); Oxford University MA (1960); University of Pittsburgh PhD (1983); Westminster College B Humane Lit (1986); Washington & Jefferson College DHL (1993). NONPROFIT EMPLOYER: president: Buhl Foundation. CORPORATE AFFILIATION: director: Orbeco Analytical Services, Inc.; director: Duquesne Light Co.; director: Microbac Laboratories Inc.; director: Dollar Bank, FSB; director: DQE Inc. NONPROFIT AFFILIATION: director: Research for Better School; member appeals committee: Somerville College (Oxford, England); member: Grantmakers of Western Pennsylvania; member: International Womens Forum; director: Council Independent Colleges; trustee: Franklin & Marshall College; member: American Economic Association; trustee: Carnegie Science Center; member: American Association Higher Education. CLUB AFFILIATION: member: Duquesne Club.

Helen S. Faison: trustee, director.

Francis B. Nimick, Jr.: chairman board directors.. EDUCATION: Princeton University (1939); Harvard University (1941). NONPROFIT AFFILIATION: chairman: Allegheny General Hospital; vice president, director: W Pennsylvania School Deaf.

William H. Rea: trustee, director. BORN: Pittsburgh, PA 1912. CORPORATE EMPLOYER: director: Colt Industries Inc.

Jean A. Robinson: vice chairman.

Albert Clarence Van Dusen: trustee, director. BORN: Tampa, FL August 30, 1915. EDUCATION: University of Florida BS (1937); University of Florida AM (1938); Northwestern University PhD (1942). CORPORATE AFFILIATION: director: Dollar Bank, FSB. NONPROFIT AFFILIATION: member: W Pennsylvania Council Economic Education; director: YMCA Pittsburgh; member: Sigma Xi; vice chancellor emeritus: University Pittsburgh; member: Pittsburgh Psychological Association; member: Professional School World Affairs Comm; vice chairman board trustees: Pittsburgh History & Landmarks Foundation; member: Pennsylvania Public Television Network Committee; member: Phi Beta Kappa; vice chancellor emeritus, professor emeritus: Northwestern University; fellow: Pennsylvania Psychological Association; fellow: International Foundation Social Economic Development; member: Midwest Psychological Association; member: International Association School Institute Administration; member: Friends Art Pittsburgh Schools; member: International Association Applied Psychology; member: Beta Theta Pi; member: Eastern Psychological Association; member: Association Deans Dir Summer Sessions; member: Beta Gamma Sigma; fellow: American Psychological Society; member: American Personal Guidance Association; fellow: American Psychological Association; member: American College Public Relations Association; director: American Japan Society Pittsburgh. CLUB AFFILIATION: University Pittsburgh Club; Duquesne Club.

Marsha Zahumensky: secretary, treasurer.

Grants Analysis

Disclosure Period: fiscal year ending June 30, 2001

Total Grants: \$4,372,782*

Number Of Grants: 87

Average Grant: \$45,032*

Highest Grant: \$500,000

Lowest Grant: \$1,000

Typical Range: \$20,000 to \$100,000

Note: Giving excludes matching gifts. Average grant figure excludes highest grant.

Recent Grants

Note: Grants derived from fiscal 2000 Form 990.

Arts & Humanities

250,000: Carnegie Library of Pittsburgh, Pittsburgh, PA — for support of customer research component of "Agenda for Change: Planning for the Future"

200,000: Historical Society of Western Pennsylvania, Pittsburgh, PA — for support of Visitor Center and Pedestrian Wayfinder

178,000: WQED Pittsburgh, Pittsburgh, PA — for support of "Something About Oakland"

131,050: La Roche College, Pittsburgh, PA — for support of integrated online library system for the college library

50,000: River City Brass Band, Pittsburgh, PA — for support of Music Publishing subsidiary

35,000: Pittsburgh Children's Museum, The, Pittsburgh, PA — for support of planning process for Pittsburgh Children's Center

35,000: Three River Connect, Pittsburgh, PA — for support of information Common 2000, Smart Building

30,000: Pittsburgh Symphony Society, Pittsburgh, PA — for support of in-school Music Education programs, over two years

25,000: WITF, Harrisburg, PA — for support of Stephen Foster film project

20,000: Department of Theatre Arts

10,000: Pittsburgh Ballet Theater, Pittsburgh, PA — support of Arts Education and Outreach Activities

8,400: River City Brass Band, Pittsburgh, PA — for support of student solo audition and festival pilot, payable from the McCreery Memorial Fund

Civic & Public Affairs

150,000: Manchester Youth Development, Pittsburgh, PA — for support of expansion of the center

50,000: Innovation Works, Inc., Pittsburgh, PA — for support of the EnterPrize Project

30,000: Education Policy and Issues Center, Pittsburgh, PA — for support of Achievement of the Fifth Grade

30,000: Pennsylvania Economy League, Pittsburgh, PA

26,675: Pittsburgh Regional Alliance, Pittsburgh, PA — for support of ERISS project

15,000: Greater Pittsburgh Charitable Trust, Pittsburgh, PA

Education

200,000: Carnegie Institute Science Center, Pittsburgh, PA — for support of Mr. Rogers' Neighborhood Planetarium Show

173,375: Mount Aloysius College, Cresson, PA — for support in development of interactive classroom

160,000: Robert Morris College, Coraopolis, PA — for support of computer integrated engineering enterprise

150,000: Board of Education School District of Pittsburgh, Pittsburgh, PA — support of PRIME Initiative, over three years - payable from the Frick Educational Fund

150,000: Western Pennsylvania School for the Deaf, Pittsburgh, PA — for support of curricular integration through technology

136,000: Waynesburg College, Waynesburg, PA — for support of electronic portfolio project

88,000: Carlow College, Pittsburgh, PA — support of electronic Technology for the new A.J. Palumbo Hall of Science and Technology

60,000: Carnegie Institute Science Center, Pittsburgh, PA — support of "The New Cosmos" 60th Anniversary Planetarium Show

60,000: Chatham College, Pittsburgh, PA — for support of Pittsburgh Teachers Institute, payable from the Frick Educational Fund

50,275: Mount Ararat Community Activity Center, Pittsburgh, PA — for support in development of computer laboratory

50,000: Carnegie Mellon University, Pittsburgh, PA — for support of Big Signal Project

40,000: Board of Education School District of Pittsburgh, Pittsburgh, PA — for support of Board of Education training component of the Leadership Transition Initiative

30,000: Community College of Allegheny County, Pittsburgh, PA — for support of "Teamwork Through Technology: A Model for Teacher Training"

25,000: I Have a Dream Foundation of Pittsburgh, Pittsburgh, PA — for support of computer component of Dreamer's Hall, over three years

10,000: Board of Education School District of Pittsburgh, Pittsburgh, PA — for support of PPS/Pittsburgh Voyager Venture

10,000: Board of Education School District of Pittsburgh, Pittsburgh, PA — for support of National Board Teacher Certification Project, payable for the Frick Educational Fund

Environment

500,000: National Aviary in Pittsburgh, Washington, DC — support of Phase II Expansion: The Ends of the Earth

Health

149,000: Urban League of Pittsburgh, Pittsburgh, PA — for support of information technology upgrade and training

79,150: RAND Corporation, Pittsburgh, PA

15,500: Allegheny Intermediate Unit, Pittsburgh, PA — support of dinner program

12,550: Holiday Park Elementary School, Plum, PA — for support of manipulative lab for mathematics, payable from the Frick Educational

12,500: Allegheny Intermediate Unit, Pittsburgh, PA — purchase of scanners in connection with the development of the Southwestern Pennsylvania Educator Clearinghouse

10,000: Saltworks Theater Company, Pittsburgh, PA — for support of "2COOL" drug and alcohol prevention program, payable from the Frick Educational Fund

Social Services

200,000: Pittsburgh Foundation, Pittsburgh, PA — for support of Allegheny County Department of Human Services Data Warehouse

111,670: Young Men's Christian Association of Pittsburgh, Pittsburgh, PA

90,000: Girl Scouts of Southwestern Pennsylvania, Pittsburgh, PA — for support of management information system for Regional Alliance Initiative

85,250: Louise Child Care, Pittsburgh, PA — for support of data communications system

50,000: Northside Leadership Conference, Pittsburgh, PA — for support in development of a Business Improvement District on Western Avenue

20,000: Center for University Outreach — for support of DASH project

10,000: Bethel Community Center, Pittsburgh, PA — for support of after-school program, payable from the Frick Educational Fund

10,000: Goodwill Industries of Pittsburgh, Pittsburgh, PA — for continued support of Computer Recycling Center

10,000: Pittsburgh Glass Center, Pittsburgh, PA — for support of start-up of the Center

Carnegie Education Grant

grantor:	Carnegie Corporation of New York	date last reviewed:	3/4/2004
web address:	http://www.carnegie.org/sub/program/education.html		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	\$75,000,000*
description:	<p>The Carnegie Corporation of New York is a general-purpose, grantmaking foundation established in 1911 by Andrew Carnegie "for the advancement and diffusion of knowledge and understanding among the people of the United States."</p> <p>Building on its history and past programs in the field, the Carnegie Corporation will dedicate a major part of its grant funds over the next few years to education reform, beginning with early childhood education and extending to higher education. The education program will focus on three key areas:</p> <ol style="list-style-type: none"> 1. Advancing Literacy 2. Urban School Reform 3. Higher Education <p>Although the challenges that the Corporation faces are new, the solutions rest upon fundamental bedrock: the need to develop a deep capacity for literacy and numeracy in U.S. citizens. Educated persons in a knowledge-based economy must read fluently, analytically and productively and they must be able to express themselves well in writing that is correctly structured and punctuated. They must also be able to interpret quantitative data on a fundamental level and perform basic arithmetic and logical tasks correctly, with ease and confidence. These basic gateway skills assume different definitions and shapes as people move from early childhood through adolescence and into college, a process that helps to inform the Corporation's grantmaking in the field of education.</p>		
foundation officer:	<p>Helene L. Kaplan, Chair. of Carnegie Board, Counsel, Skadden, Arps, Slate, Meagher & Flom; Martin L. Leibowitz, Vice Chair. of Carnegie Board and Vice Chair. and CIO, TIAA-CREF; Vartan Gregorian, Pres., Carnegie Corporation of New York; Bruce Alberts, Pres., National Academy of Sciences; Geoffrey T. Boisi, Co-CEO, J.P. Morgan and Vice Chair., J.P. Morgan Chase; James B. Hunt, Partner, Womble, Carlyle, Sandridge & Rice (Member); Sam Nunn, Sr. Partner, King & Spalding; Olara A. Otunnu, United Nations Special Representative of the Secretary-General for Children and Armed Conflict; William A. Owens, Co-CEO and Vice-Chair., Teledesic, LLC; Thomas R. Pickering, Sr. VP for International Relations, Boeing Company; Ruth J. Simmons, Pres., Brown Univ.; Raymond W. Smith, Chair., Bell Atlantic Venture Fund; Marta Tienda, Dir., Princeton University Office of Population Research.</p>		
foundation board dates:	Quarterly.		
foundation financial:	FY 2002 Assets: \$1,627,733,524; Total Giving: \$76,301,020.		
time over which	Up to 5 years		

money can be spent:

can funds be used in combination with other funds: yes

Application and Award Cycles

Rolling Application

The Corporation accepts proposals throughout the year.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					\$50,000 - \$250,000*	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Other Programs/Curricula
- Community Services

limitations: Non-profit organizations only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Grant range last fiscal year	\$13,000 - \$2,015,000
2002	Total funds allocated last fiscal year	\$76,301,020*
2004	Grant size this year (estimated)	\$50,000 - \$250,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
	Past Award Recipients			Click to view a searchable list of grant recipients.
2001	Woodrow Wilson National Fellowship Foundation	Princeton, NJ	\$85,000	The Carnegie Corporation of New York awarded \$85,000 to the Woodrow Wilson National Fellowship Foundation for a national meeting of urban secondary school teachers and faculty members in the liberal arts at research universities
2002	American Educational Research Association	Washington, D.C.	\$24,900	The Carnegie Corporation of New York awarded \$24,900 to the American Educational Research Association toward a project to convene Education experts to synthesize and disseminate existing empirical research on teacher preparation.
2002	Board of Control for Southern Regional Education	Atlanta, GA	\$900,000	The Carnegie Corporation of New York awarded \$900,000 to the Board for Control for Southern Regional Education for strengthening the implementation of a comprehensive school reform design for high schools in urban districts.

Application Instructions

who must apply for funds:	Non-profit
application:	http://www.carnegie.org/sub/program/grant.html
application summary:	<p>Grantseekers should first read the program guidelines, funding restrictions, and take the grantseeker quiz. If eligible, applicants must then submit a letter of inquiry.</p> <p>If the project meets the Corporation's guidelines, the sender will then be contacted and asked to submit a proposal. There are two proposal formats, one for grant requests of \$50,000 or less (discretionary grants) and another for grants over \$50,000.</p>

For **requests of less than \$50,000** (discretionary grants), applicants are asked to submit a brief proposal totaling no more than six pages that clearly and concisely describes the project, its aims, its significance, its duration, and the amount of funds required and a budget.

For **requests of more than \$50,000**, the proposal format consists of two sections:

1. Proposal Narrative Guidelines
2. Proposal Budget Format

In the **Proposal Narrative**, organizations should include:

- An executive summary, summarizing the proposal in two pages or less.
- A 10 to 20-page proposal, single-spaced, 12pt. font, addressing the following sections in detail:
 - Rationale and Context
 - Design and Activities
 - Evaluation Plan
 - Administrative Information

[Click](#) to view an explanation of each section.

The **Proposal Budget** consists of a budget summary and a budget narrative. [Click](#) and scroll down to the bottom of the page to download the budget proposal format.

application other:	When sending proposals, the original proposal should be sent along with three copies.
next steps:	Grantseekers should first read the program guidelines , funding restrictions , and take the grantseeker quiz . If eligible, applicants must then submit a letter of inquiry .

Grant Contact Information

name:	Mr. Edward Sermier
job title:	Vice President
address:	Carnegie Corporation of New York 437 Madison Avenue New York, NY 10022
phone:	212.371.3200
fax:	212.754.4073

* = estimated amount

Charles Lafitte Foundation Grants

grantor:	Lafitte Foundation, Charles, The	date last reviewed:	5/11/2004
web address:	http://www.charleslafitte.org/		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The Charles Lafitte Foundation, a private family foundation founded in 1999 by Suzanne and Jeffrey Citron, focuses its giving in the following areas:</p> <ul style="list-style-type: none"> • children's advocacy • education • medical research • the arts <p>The Foundation's children's advocacy grant program supports organizations working to improve the quality of life for children, in many areas including literacy and after school programs.</p> <p>Education grants support innovative programs that work to resolve social service issues, address the needs of students with learning disabilities, provide technology and computer based education, offer leadership skills education and support at-risk students.</p> <p>The Foundation does not support studies by groups advocating for a political or public policy perspective; or fund projects whose purpose would benefit principally the members of sectarian or religious organizations.</p>		
foundation officer:	Suzanne Citron, Co-Founder and Board Member; Jeffrey Citron, Co-Founder and Board Member; Joseph Woods, Board Member; Jennifer Vertetis, Pres.		
foundation board dates:	Several times a year.		
foundation financial:	FY 2001 Assets: \$3,836,800; Total Giving: \$242,661.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Grants are made by the Charles Lafitte Trustees, who meet several times a year. In addition to grants made by the Trustees during these meetings, Trustees can make grants at any time for the Foundation.

Grant sizes vary, ranging from a single donation to ongoing project funding and volunteer support.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					Varies	

Eligibility

funds can be used for:

- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Community Services

limitations: Non-profits only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Non-profit

eligible grade level:

eligible preference:

Giving preferences:

- Projects/programs that make a big difference to some individual's critical needs over a project that will make a small difference to many individual's minor needs.
- Grants that make a big difference to the project or program being funded.
- Projects/programs that provide a permanent solution rather than a temporary bandage. The Foundation will support one-time events aimed at bettering a person's quality of life.
- Projects that remove barriers to full economic and social participation in society.
- Projects that allow access to the arts to all members of society.

Financial Summary

FY	question	amount
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2004 Grant size this year (estimated)

\$2,500*

Sample of Awarded Funds

FY	organization	location	award	purpose
	Grant Awards			Click here to view a list of recent grants.

Application Instructions

who must apply for funds:	Non-profit
application summary:	<p>Grant requests can be made at any time for support of activities related to Foundation program areas and interests. The Foundation has no deadlines or standard forms. The Foundation prefers concise, well-organized proposals. In no case should the body of the proposal exceed 20 double-spaced pages. The Foundation accepts proposals sent by e-mail. A brief letter of inquiry, rather than a fully developed proposal, is an advisable first step for an applicant, conserving his or her time and allowing for a preliminary response regarding the possibility of support.</p> <p>Grants are made by the Charles Lafitte Trustees, who meet several times a year. Grant proposals are normally sent to the President of the Foundation and include, in addition to details about the applicant and the proposed project, information on the cost and duration of the work. Overhead for these grants can be budgeted at no more than fifteen percent of direct project costs.</p> <p>In addition to grants made by the Trustees during these meetings, Trustees can make grants at any time for the Foundation.</p>
application other:	The Foundation will reply to an inquiry/proposal if it fits within the current goals and budget for the Foundation. Due to the large number of inquiries, the Foundation does not reply to each inquiry but will contact those that are of interest to the Foundation.
next steps:	Applicants with questions regarding the application process or proposal should contact Jennifer Vertetis, the Foundation President, at the contact information listed below.

Grant Contact Information

name:	Ms. Jennifer Vertetis
job title:	President
address:	Lafitte Foundation, Charles, The 29520 2nd Ave SW Federal Way, WA 98023
e-mail:	jennifer@charleslafitte.org
other:	Mail should be sent to the address listed above.



The Foundation's address is:
Charles Lafitte Foundation
818 Linden Lane
Brielle, NJ 08730

Chichester DuPont Foundation Grants

Chichester duPont Foundation

Giving Contact

Gregory F. Fields, Secretary
3120 Kennett Pike
Wilmington, DE 19807 USA
Phone: (302)658-5244
Fax: (302)658-5091

Donor Information

Founder: The foundation was incorporated in 1946 by A. Felix duPont Jr., Alice duPont Mills, the late Lydia Chichester duPont, and the late Mary Chichester duPont Clark.

Giving Philosophy

The foundation is primarily interested in supporting today's youth. Giving goes to social service organizations for the direct benefit of children. Most of the support is for operating budgets and capital campaigns. Another interest is education at the primary and secondary levels. Giving has been for endowment funds and youth recreation facilities in schools. The foundation also gives to civic affairs and organizations' building funds and operating budgets. The arts and health are minimally supported.

Financial Summary

TOTAL GIVING: \$2,600,000 (2002); \$3,000,000 (2001); \$3,800,000 (2000)

ASSETS: \$47,245,480 (2002); \$53,831,614 (2001); \$63,699,546 (2000)

Typical Recipients

ARTS & HUMANITIES: Arts Associations & Councils, Arts Centers, Arts Festivals, Arts Funds, Ballet, Community Arts, Historic Preservation, History & Archaeology, Libraries, Museums/Galleries, Music, Opera, Performing Arts, Theater

CIVIC & PUBLIC AFFAIRS: Botanical Gardens/Parks, Economic Development, Employment/Job Training, Civic & Public Affairs-General, Housing, Municipalities/Towns, Rural Affairs, Safety, Urban & Community Affairs, Zoos/Aquariums

EDUCATION: Business Education, Colleges & Universities, Community & Junior Colleges, Education Funds, Environmental Education, Education-General, Literacy, Medical Education, Preschool Education, Private Education (Precollege), Public Education (Precollege), Science/Mathematics Education, Secondary Education (Private), Special Education, Student Aid

ENVIRONMENT: Air/Water Quality, Forestry, Environment-General, Protection, Research, Resource Conservation, Watershed, Wildlife Protection

HEALTH: Arthritis, Cancer, Children's Health/Hospitals, Clinics/Medical Centers, Emergency/Ambulance Services, Health Funds, Health Organizations, Heart, Hospices, Hospitals, Long-Term Care, Medical Rehabilitation, Medical Research, Mental Health, Nursing Services, Prenatal Health Issues, Preventive Medicine/Wellness Organizations, Public Health, Single-Disease Health Associations

RELIGION: Churches, Religion-General, Ministries, Religious Welfare

SCIENCE: Science Museums

SOCIAL SERVICES: Animal Protection, Camps, Child Abuse, Child Welfare, Community Centers, Community Service Organizations, Counseling, Crime Prevention, Day Care, Family Planning, Food/Clothing Distribution, Homes, People with Disabilities, Recreation & Athletics, Senior Services, Social Services-General, Special Olympics, Substance Abuse, United Funds/United Ways, YMCA/YWCA/YMHA/YWHA, Youth Organizations

Contributions Analysis

GIVING PRIORITIES: Child welfare, environmental conservation, and secondary education.

ARTS & HUMANITIES: 10%. Funds museums, historical societies, historic sites, and theater.

CIVIC & PUBLIC AFFAIRS: 2%. Gives to horticultural gardens and a sailing training program.

EDUCATION: 9%. Funds a state university and public pre-college schools.

ENVIRONMENT: 21%. Supports marine conservation, natural resource protection, land conservation, and environmental councils.

HEALTH: 8%. Hospitals, cancer care, a dermatology association, cerebral palsy and a therapeutic riding program receive support.

RELIGION: 5%. Gives to churches and ministries.

SCIENCE: 1%. Contributes to a natural history museum.

SOCIAL SERVICES: 44%. Supports child and family services, community centers, senior services, animal welfare, family planning, and Young Men's Christian Association.

NOTE: Total contributions made in 2000.

Application Procedures

INITIAL CONTACT: The foundation has no formal grant application procedure or application form. Applicants should provide a complete statement of the grant request.

DEADLINES: October 1.

Restrictions

Grants are not made to individuals.

Foundation Officials

Christopher T. du Pont: vice president, trustee.

Gregory F. Fields: secretary.

Alexis duPont Gahagan: trustee.

Katharine G. Gahagan: president.

Caroline J. du Pont Prickett: trustee. BORN: 1942. CORPORATE EMPLOYER: chairman, director: Summit Aviation Inc.

Mary Mills Abel Smith: trustee.

Phyllis Mills Wyeth: trustee. NONPROFIT AFFILIATION: trustee: National Trust Historic Preservation.

Grants Analysis

Disclosure Period: calendar year ending 2001

Total Grants: \$3,000,000

Number Of Grants: 52

Average Grant: \$51,450*

Highest Grant: \$376,000

Lowest Grant: \$10,000

Typical Range: \$10,000 to \$100,000

Note: Average grant figure excludes highest grant.

Recent Grants

Note: Grants derived from 2001 Form 990.

Arts & Humanities

60,000: Center for Creative Arts, Yorklyn, DE -- helps with art for special kids program

50,000: Delaware Art Museum, Wilmington, DE -- offers capital campaign

50,000: Delaware Theatre Company, Wilmington, DE -- assists with theatre programs

40,000: Winterthur, Winterthur, DE -- to fund programs for anniversary exhibition

30,000: Oatlands/National Trust for Historic Preservation, Leesburg, VA -- offers Kresge foundation challenge grant

25,000: Capital Playhouse, Olympia, WA -- towards theatre to school to community partnership program

25,000: Poplar Forest, Forest, VA -- provides architectural restoration of the house and gardens

15,000: Rehoboth Art League, Rehoboth Beach, DE -- provides access to children's studio classroom

15,000: Wheelwright Museum, Santa Fe, NM -- provides arts educational outreach program

Civic & Public Affairs

50,000: Habitat for Humanity, Wilmington, DE -- provides capital campaign

50,000: National Constitution Center, Philadelphia, PA -- offers capital campaign

Education

125,000: Community School, Sun Valley, ID -- assists with architectural fees of the elementary school at the Sagewillow Campus

125,000: Herring Gut Learning Center, Port Clyde, ME -- offers building costs of the new center

100,000: St. Anne's Episcopal School, Middletown, DE -- offers handicapped accessibility programs of the school

100,000: St. Anne's Episcopal School, Middletown, DE -- provides construction costs of the school

100,000: St. Michael's Day Nursery, Wilmington, DE -- provides construction of a new elevator

100,000: University of Pennsylvania, Philadelphia, PA -- provides diagnostic equipment

80,000: Cecil Community College, North East, MD -- provides family support and education center's capital campaign

75,000: Vermont Institute of Natural Science, Woodstock, VA -- offers construction costs of the environmental learning center

50,000: Delaware Aerospace Education Foundation, Bear, DE -- assists with educational complex

50,000: Education Together Foundation, Junction City, OR -- providing endowment for a Min-Grant program to benefit school classrooms

25,000: American Skin Association, New York, NY -- to offer skin health education programs in schools throughout USA

Environment

100,000: Brandywine Conservancy, Chadds Ford, PA -- provides environmental management center programs

50,000: Delaware Nature Society, Hockessin, DE -- offers renovation designs to make handicapped accessible

50,000: Maine Coast Heritage, Topsham, ME -- offers efforts to preserve Maine's coastline

50,000: Virginia League of Conservation Voters Education Fund, Richmond, VA -- provides voter participation program

50,000: Virginia Outdoors Foundation, Richmond, VA -- offers upgrading of Data management system

25,000: National Resources Council of Maine, Augusta, ME -- assists with protection of water quality

25,000: Tri-State Bird Rescue, Newark, DE -- offers oil spill contingency program

20,000: Peregrine Fund, Boise, ID -- to assist with restoration of the California condor

Health

75,000: Union Hospital Foundation, Inc, Elkton, MD -- offers start-up costs of the breast cancer center

40,000: Wellness Community, Wilmington, DE -- offers capital campaign

30,000: Mental Health Association in Delaware, Wilmington, DE -- funds for the programs

30,000: Virginia Tech, Blacksburg, VA -- offers advance research efforts at medical center

29,000: Delaware Guidance Services for Children & Youth, Inc, Wilmington, DE -- provides lift for wheelchair dependent and physically challenged children

25,000: New York - Presbyterian Hospital, New York, NY -- fund research of Dr. John H. Laragh

25,000: Prenatal Association of Delaware, Wilmington, DE -- offers health facilities to high-risk pregnant women

Religion

30,000: St. Thomas Episcopal Church, Ketchum, ID -- offers capital campaign

Science

40,000: Delaware Museum of Natural History, Wilmington, DE -- provides capital items and projects

Social Services

376,000: Children's Beach House, Wilmington, DE -- funds for the house operations

100,000: Boys and Girls Club of Delaware, Wilmington, DE -- assists with capital campaign

100,000: Food Bank of Delaware, Newark, DE -- provides construction of food preparation training community kitchen

100,000: Homes for Life, Wilmington, DE -- helps with home construction costs

75,000: Easter Seals, New Castle, DE -- helps with early intervention program

50,000: Ministry of Caring, Wilmington, DE -- assists with child care center

50,000: Police Athletic League, Wilmington, DE -- offers construction costs of the new youth activities center

40,000: West End Neighborhood House, Wilmington, DE -- offers housing and social services for youth

23,000: YMCA of Cecil County, Inc., Elkton, MD -- offers athletic fields projects

22,000: Hailey Ski Team, Hailey, ID -- offers purchase of fifteen-passenger van

12,500: Middletown Pony Club, Chesapeake City, MD -- to provide construction costs for improving the cross-country courses

Clorox Co. Grants

Clorox Co.

Clorox Co. Foundation

Giving Contact

Clorox Co
c/o East Bay Community Foundation
De Domenico Building
200 Frank Ogawa Plaza
Oakland, CA 94612- USA
Phone: (510)836-3223
<http://www.clorox.com>

Donor Information

Founder: Clorox Co.

Giving Philosophy

"The Clorox Company Foundation's mission is to fulfill Clorox's commitment to responsible corporate citizenship by helping to improve the quality of life in communities in which Clorox employees live and work. The work of the Foundation is accomplished through grantmaking, mobilization of employee volunteers, and collaborative efforts with other funders and community leaders." Clorox Company Foundation's Mission Statement

Financial Summary

TOTAL GIVING: \$2,612,538 (fiscal year ending June 31, 2002); \$2,403,711 (fiscal 2001); \$2,993,729 (fiscal 2000)

GIVING ANALYSIS: Giving for fiscal 2001 includes: foundation grants to United Way (\$69,630); foundation program-related investments (\$85,000); foundation scholarships (\$137,842); foundation (\$947,206); foundation matching gifts (\$1,164,034); fiscal 2000: foundation grants to United Way (\$105,050); foundation scholarships (\$125,080); foundation matching gifts (\$1,229,185); foundation (\$1,536,414); fiscal 1999: foundation grants to United Way (\$331,051); foundation matching gifts (\$1,442,000) foundation (\$1,485,735)

ASSETS: \$7,866,712 (fiscal 2002); \$3,114,125 (fiscal 2001); \$5,276,748 (fiscal 2000)

GIFTS RECEIVED: \$7,143,086 (fiscal 2002); \$345,000 (fiscal 2001); \$7,547 (fiscal 2000).
NOTE: In fiscal 2002, contributions were received from the Clorox Co.

Typical Recipients

ARTS & HUMANITIES: Arts Appreciation, Arts Associations & Councils, Arts Centers, Arts Festivals, Arts Outreach, Ballet, Community Arts, Dance, Ethnic & Folk Arts, Film & Video, Arts &

Humanities-General, Historic Preservation, Libraries, Literary Arts, Museums/Galleries, Music, Opera, Performing Arts, Public Broadcasting, Theater, Visual Arts

CIVIC & PUBLIC AFFAIRS: African American Affairs, Asian American Affairs, Botanical Gardens/Parks, Chambers of Commerce, Civil Rights, Clubs, Community Foundations, Economic Development, Employment/Job Training, Civic & Public Affairs-General, Hispanic Affairs, Law & Justice, Legal Aid, Municipalities/Towns, Nonprofit Management, Public Policy, Safety, Urban & Community Affairs, Women's Affairs, Zoos/Aquariums

EDUCATION: Arts/Humanities Education, Business Education, Business-School Partnerships, Colleges & Universities, Community & Junior Colleges, Continuing Education, Economic Education, Education Associations, Education Funds, Education Reform, Elementary Education (Private), Elementary Education (Public), Environmental Education, Faculty Development, Education-General, Journalism/Media Education, Literacy, Minority Education, Preschool Education, Private Education (Precollege), Public Education (Precollege), Religious Education, School Volunteerism, Science/Mathematics Education, Secondary Education (Public), Special Education, Student Aid

ENVIRONMENT: Environment-General, Resource Conservation, Wildlife Protection

HEALTH: Children's Health/Hospitals, Clinics/Medical Centers, Emergency/Ambulance Services, Geriatric Health, Health Funds, Health Organizations, Hospices, Hospitals, Mental Health, Prenatal Health Issues, Public Health, Research/Studies Institutes, Single-Disease Health Associations

INTERNATIONAL: International Affairs, International Development

RELIGION: Religion-General, Jewish Causes, Ministries, Religious Organizations, Religious Welfare

SCIENCE: Science Exhibits & Fairs, Scientific Centers & Institutes

SOCIAL SERVICES: Animal Protection, At-Risk Youth, Big Brother/Big Sister, Child Welfare, Community Centers, Community Service Organizations, Counseling, Day Care, Delinquency & Criminal Rehabilitation, Domestic Violence, Family Planning, Family Services, Food/Clothing Distribution, People with Disabilities, Recreation & Athletics, Scouts, Senior Services, Shelters/Homelessness, Substance Abuse, United Funds/United Ways, Volunteer Services, YMCA/YWCA/YMHA/YWHA, Youth Organizations

Contributions Analysis

GIVING PRIORITIES: Education, youth development, and cultural and civic programs.

ARTS & HUMANITIES: 10%. Funding is awarded to music, theater, community arts, and dance organizations in California. Other interests include museums, opera, painting/sculpture, ethnic arts, and arts festivals and centers.

CIVIC & PUBLIC AFFAIRS: 10%. Civic interests include civil rights, low-income housing, law and justice, economic development, parks and the environment, technical assistance, volunteer development, and conflict resolution programs.

EDUCATION: 49%. Emphasis is on quality of education for all young people from kindergarten through college, particularly public school reform with attention to minority and low-income

youth. Education grants will increasingly focus on K-12, as well as preschool and early childhood development programs that emphasize prevention and intervention through mentoring, tutoring, and parent involvement. Of special interest are drop-out prevention, programs designed to help students develop tools for learning, programs that actively involve parents and the community in the educational process, job readiness and career development, and programs that provide for and nurture students from infancy through high school and beyond. Matches employee contributions to higher education. Funds the Clorox Partners Scholarships for college education.

HEALTH: 2%. Supports disaster relief.

RELIGION: 3%. Gives to ministries and religious welfare organizations.

SCIENCE: 1%. Contributes to science centers.

SOCIAL SERVICES: 25%. Primarily funds United Way and youth organizations. Supports family counseling, and programs which promote positive relationships among youth from diverse cultural and ethnic groups. Includes support for employee matching gifts.

OTHER: Foundation also funds the Clorox Commitment Awards.

NOTE: Foundation contributions made in fiscal 2001, excluding program-related investments and matching gifts.

Application Procedures

INITIAL CONTACT: Send a brief letter of inquiry or phone call to request application guidelines and proposal cover sheet form. Guidelines and cover sheet form may also be obtained from the company's web site.

APPLICATION REQUIREMENTS: Include the cover sheet and a typewritten, single-spaced proposal of not more than three pages. The proposal should consist of the following questions answered in the order provided (typing the number and question followed by the answer): 1) What are some of your recent accomplishments? Emphasize achievements of the past year, both quantitative and qualitative. 2) Briefly describe the population that you serve with the funds requested, including the number of individuals, geographic location, age, socio-economic status, race, ethnicity, language, gender, etc. For cultural organizations, include this information for your audience and/or participants. Include a breakdown of the population served by racial/ethnic group and gender using percentages. 3) What are the expected outcomes of the project for which you are requesting funds? Describe the program/activities that will lead to these outcomes. Include the methods that will be used to evaluate the project. 4) Do you collaborate with other agencies? If so, which ones?

Attachments should include a copy of the organization's most recent IRS letter indicating tax status; list of current officers and directors, including professional affiliations; staff list including position titles and indication of full- or part-time and number of volunteers, as well as a breakdown of current staff by racial/ethnic group and gender percentages; project budget; agency budget; financial statement; budget narrative explaining any significant changes in revenues or expenses between years, the nature and purpose of any cash reserves or endowment, and a list of in-kind or other non-cash contributions; a list of organization's funders and amounts received during previous fiscal year from all sources; a list of funding sources being solicited for this project indicated committed and pending funds; and a confirmation letter from your fiscal agent (if appropriate).

DEADLINES: Applications for foundation grants are accepted August 1 to June 1 of each fiscal year ending June 30; deadlines are July 1, October 1, January 1, and April 1; requests for special events sponsorship should be submitted in writing at least sixty days prior to the event.

REVIEW PROCESS: For grants in excess of \$2,500, applications are reviewed by contributions committee, which advises the board of trustees; grants in excess of \$10,000 must be reviewed by the board.

EVALUATIVE CRITERIA: Foundation favors applicants whose programs focus on direct delivery of services; launch programs or services in an innovative manner; promote volunteer participation and citizen involvement; encourage self-reliance and personal growth among individuals served; have a broad base of financial support and a reasonable fund development plan; and include Clorox employee involvement. Other criteria for selection include: clarity of purpose, outcomes related to performance, strategies that will achieve the stated outcomes, sound evaluation procedures, sound fiscal and management practices, involvement of board members, demonstrated collaborative relationships, fundraising capacity, nondiscrimination policies and practices, and diversity of board, staff, clients, etc.

DECISION NOTIFICATION: Contributions committee meets quarterly.

NOTES: Endowment/capital campaign requests include building funds, purchase of major equipment, or general operating reserve funds. However, the foundation discourages contributions to endowments. The company's operating facilities each have their own particular funding priorities and independent review processes. A complete list of contributions programs at Clorox locations is contained within the guidelines.

Restrictions

The foundation will not provide grants to political parties, organizations, candidates, or issues; exclusive membership organizations; religious-based activities for the purpose of furthering religious doctrine; individuals; benefit or raffle tickets; conferences, conventions or meetings; media productions; athletic leagues or events; national projects; advertising or promotional sponsorships; association or membership dues; fundraising events; deficits or retroactive funding; field trips, tours, or travel expenses; or organizations which receive more than 15% of funding from United Way or government sources.

Only one grant request per organization will be considered within a fiscal year time period (July 1 through June 30). Applicants must possess an IRS ruling confirming their classification as a 501(c)(3) organization or be sponsored by a qualified fiscal agent.

Foundation Officials

Peter D. Bewley: vice president, secretary. BORN: Atlantic City, NJ 1946. EDUCATION: Princeton University BA (1968); Stanford University JD (1971). CORPORATE EMPLOYER: senior vice president, general counsel, secretary: The Clorox Co. CORPORATE AFFILIATION: secretary: Atlantic Health Group Inc.; senior vice president, secretary, general secretary: Nova Care Inc.

Gerald E. Johnston: trustee. BORN: 1947. EDUCATION: California State University, Fullerton BS. CORPORATE EMPLOYER: president, chief executive officer: Clorox Co.

G. Craig Sullivan: chairman. BORN: 1940. EDUCATION: Boston College BS (1964). CORPORATE EMPLOYER: chairman: Clorox Co.

Grants Analysis

Disclosure Period: fiscal year ending June 31, 2001

Total Grants: \$947,206*

Number Of Grants: 174

Average Grant: \$5,444

Highest Grant: \$100,000

Typical Range: \$2,500 to \$25,000

Note: Giving excludes program-related investments, matching gifts, scholarships, United Way.

Recent Grants

Note: Grants derived from 2001 Form 990.

Arts & Humanities

30,000: Oakland Ballet Association, Inc., Oakland, CA -- operating support

15,000: Oakland Museum of California Foundation, Oakland, CA -- sponsor 2001 Youth and Education Programs

10,000: Oakland East Bay Symphony, Oakland, CA -- Education and Community Outreach Programs

10,000: Oakland Public Library Foundation, Oakland, CA -- PASS Program

7,500: Oakland Youth Chorus, Oakland, CA -- fund Community Building through The Arts Program

5,000: Magic Theater

Civic & Public Affairs

10,000: Bay Area Urban League, San Francisco, CA -- support for School to Career Youth Development Center

10,000: Better Chance, A, Boston, MA -- fund College Preparatory School Program

10,000: Independent Institute, Oakland, CA -- tuition k-12 scholarship

10,000: Oakland Community Organization, Oakland, CA -- Parent and Teacher Leadership Project

7,500: Oakland Private Industry Council, Inc., Oakland, CA -- Summer Job Program

5,000: Asian Neighborhood Design, San Francisco, CA -- fund Employment Training Program

5,000: A Better Chance, Boston, MA -- Better Chance awards luncheon

5,000: California Center for Civic Participation, CA

5,000: Diversity Works

5,000: East Bay Resource Center for Nonprofit Support, Oakland, CA

Education

100,000: University of California Berkeley Incentive Awards Program, Berkeley, CA -- Incentive Awards Program

87,020: Citizens Scholarship Foundation of America, St. Peter, MN -- 2001 Scholarship Program

70,000: Oakland Unified School District, Oakland, CA -- Oakland open court reading adoption

30,000: Oakland Unified School District, Oakland, CA -- support teacher training

18,000: Marcus A. Foster Educational Institute, Oakland, CA -- Clorox Partners' scholarship match

15,000: Junior Achievement of the Bay Area, San Francisco, CA -- help fund programs in Oakland and Tri-Valley

15,000: United Negro College Fund, San Francisco, CA -- funding for scholarships for disadvantage Bay Area students

10,000: California College of Arts and Crafts, Oakland, CA -- Center for Art and Public Life

10,000: Family Aid-Catholic Education, Oakland, CA -- tuition assistance for low-income students

8,000: University Advancement, Irvine, CA -- Guardian Scholars Program

7,500: Lincoln Child Center, Oakland, CA -- to continue Opportunity Schools Program at Washington Elementary School

5,000: California College of Arts and Crafts, CA

Health

10,000: American Red Cross Bay Area Chapter, San Francisco, CA -- Save the Day Program

5,000: Bay Area Tumor Institute, CA

Religion

10,000: Unity Council, Oakland, CA -- sub-neighborhood revitalization initiative

7,500: Harbor House Ministries Inc. -- After-School Program

5,000: Anti-Defamation League of B'nai B'rith -- fund Youth of Valor awards

Science

7,500: Chabot Space and Science Center, Oakland, CA

Social Services

75,000: East Oakland Youth Development Center, Oakland, CA -- support of three core program

15,000: YMCA East Bay, Oakland, CA -- support Many Hands Program

12,500: Volunteer Center of Alameda County, Oakland, CA -- Heroes Program

10,000: Big Brothers Big Sisters of the East Bay, Inc., Oakland, CA -- operating support

10,000: Boys and Girls Clubs, Oakland, CA -- support the brain factory

10,000: Girls Incorporated of Alameda County, San Leandro, CA -- fund Eureka Plus

7,500: Alameda County Community Food Bank, Alameda, CA -- support the Food Solicitation Program

7,500: Children Now, Oakland, CA -- operating support

7,500: East Bay Agency for Children, Oakland, CA -- for computer hardware and software

7,500: YWCA of Oakland, Oakland, CA -- organizational and fund development support

5,000: America's Second Harvest, Chicago, IL -- operating costs

5,000: Boy Scouts of America - Peralta District

5,000: Boys and Girls Clubs, Oakland, CA

5,000: East Bay Agency for Children, CA

5,000: Fred Finch Youth Center

Coca-Cola Education Grants

grantor:	The Coca-Cola Foundation, Inc.	date last reviewed:	1/3/2003
web address:	http://www2.coca-cola.com/citizenship/education.html		
type:	Corporate	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Founded in 1984, the mission of the Coca-Cola Foundation is to improve the quality of life in the community and enhance individual opportunity through education. The Foundation supports educational programs primarily within three main areas: higher education, classroom teaching and learning, and international education. The programs support scholarships for aspiring students; encourage and motivate young people to stay in school; and foster cultural understanding.</p> <p>The Coca-Cola Foundation aims to provide youth with the educational opportunities and support systems they need to become knowledgeable and productive citizens. All over the world, it is involved in innovative programs that give hard-working, knowledge-hungry students books, supplies, places to study and scholarships. From youth in Brazil to first generation scholars, educational programs in local communities are its priority.</p>		
foundation officer:	<p>Douglas N. Daft, Chair., Board of Directors, and CEO, The Coca-Cola Company; Herbert A. Allen, Pres. and CEO, Allen & Company Incorporated; Ronald W. Allen, Consultant to, Advisory Dir., and former Chair. of the Board, Pres., and CEO, Delta Air Lines, Inc.; Cathleen P. Black, Pres., Hearst Magazines; Warren E. Buffett, Chair. and CEO, Berkshire Hathaway Inc.; Barry Diller, Chair. and CEO, USA Interactive; Susan B. King, President, The Leadership Initiative, Duke University; Donald F. McHenry, Distinguished Professor in the Practice of Diplomacy and International Affairs, Georgetown University School of Foreign Service; Robert L. Nardelli, Chair., Pres., and CEO, The Home Depot, Inc.; Sam Nunn, Sr. Partner, King & Spalding law firm, Co-chair. and CEO, Nuclear Threat Initiative (NTI); Paul F. Orefice, Frmr. Chair. and CEO, The Dow Chemical Company; James D. Robinson III, Co-founder, Chair., and CEO of RRE Investors, LLC and Gen. Partner of RRE Ventures GP II, LLC and Chair., Violy, Byorum & Partners Holdings; Peter V. Ueberroth, Chair., Contrarian Group, Inc. and Co-Chair., Pebble Beach Company; James B. Williams, Chair. of the Exec. Committee, frmr. Chair. and CEO, SunTrust Banks, Inc.</p>		
foundation board dates:	Quarterly		
foundation financial:	FY 2000 Assets: 68,176,408; Total Giving: \$12,182,611.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Proposals are reviewed continuously, and all applicants are acknowledged within 60-90 days. All requests receive a written response when the review process is complete.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					\$15,000 - \$100,000*	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Other Programs/Curricula
- Community Services
- Operating Costs/Capital Expenditure

limitations: Non-profits only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Grant range last fiscal year	\$5,000 - \$250,000

2003 Grant size this year (estimated)

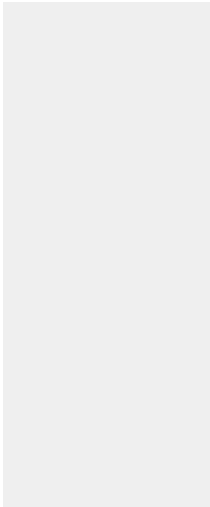
\$15,000 - \$100,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
	Past Grant Recipients			Click to view a list of grant recipients.
2001	Rutgers, the State Univeristy of New Jersey	Newark, NJ	\$100,000	The Coca-Cola Foundation awarded \$100,000 to Rutgers, the Stae University of New Jersey as payment toward a \$300,000 commitment to support the Coca-Cola Keeping Kids in School drop-out prevention program.
2001	The Atlanta Committee For Public Education	Atlanta, GA	\$50,000	The Coca-Cola Foundation awarded \$50,000 to the Atlanta Committee for Public Education to provide general support for the educational programs.
2001	Youth for Understanding	Washington, D.C.	\$40,000	The Coca Cola Foundation awarded \$40,000 to Youth for Understanding to support a foreign exchange program promoting youth development.

Application Instructions

who must apply for funds:	Non-profit
application:	http://www2.coca-cola.com/citizenship/guidelines.pdf
application summary:	<p>Applicants must submit an application form and program summary consisting of the following five sections:</p> <ol style="list-style-type: none">1. Organization Mission Statement2. General Program Description3. Program Detail:<ul style="list-style-type: none">o What are the goals and purpose of the program?o How does the program relate to the mission of the Coca-Cola Foundation?o What are the objectives of the program? Are they measureable?o What are the specific activities that must be carried out to meet the objectives? Are they on schedule?o Who are the members of the staff who will carry out the program?o What are their backgrounds and qualifications?o What is the relationship of this program to your



organization/institution's overall mission?

- 4. Program Budget and Narrative:
 - o Budget summary using the Foundation's format. [Click](#) and scroll down to view.
 - o Budget narrative using the following categories for expenses: salaries and fees; fringe benefits; consultants; printing/publications; media costs; telephone; supplies; and postage.
- 5. Additional Information:
 - o Copy of IRS determination letter affirming 501(c)(3) or 509(a) status.
 - o A brief statement, signed and dated on the organization's letterhead that there has been no change in the purpose, character, or organizational structure subsequent to the issuance of the IRS letter(s).

application
other:

Proposal information should be as concise as possible, with the total proposal not exceeding five pages. Organizations may be asked to provide additional information in order to complete review.

All materials should be sent to:

The Coca Cola Foundation, Grants Administration
P.O. Box 1734
Atlanta, GA 30301

Grant Contact Information

name:	Ingrid Saunders Jones
job title:	Chair.
address:	The Coca-Cola Foundation, Inc. 1 Coca-Cola Plaza, N.W. Atlanta, GA 30301
phone:	404.676.2568
fax:	404.676.8804

* = estimated amount

Community Adult Learning Center (Basic Proposal)

Fund Code: 340/345/359

Purpose:	The purpose of this grant program is to establish free access for undereducated and limited English proficient adults to highly effective Adult Basic Education services in the sixteen (16) Service Delivery Areas in the Commonwealth.
Priorities:	<p>Priorities are to support programs and/or collaborations that:</p> <ul style="list-style-type: none"> a. provide a continuum of Adult Basic Education (ABE) instructional and support services. Grantees must offer adult students access to instructional services from basic literacy or beginning English language proficiency through high school level skills; b. provide instructional and support services based on the needs and assets that have been identified through a community planning partnership or other planning process; c. provide high quality services that are effective in assisting adults to think critically and achieve their goals as family members, workers, community members, and life-long learners; d. enable adults to succeed in post-secondary education; e. serve the students most in need of literacy and English communication skills; f. integrate ABE instructional services with other workforce development services; and g. implement highly effective teaching methods based on research and evidence based practice.
Eligibility:	<p>Eligible applicants are public and private non-profit entities that include cities and towns, school districts, community colleges and other institutions of higher learning, correctional facilities, and community-based organizations. Cities or towns with less than 1,800 adults in need of ABE services must apply as part of a collaboration. However, one or more cities/towns with less than 1,800 adults in need of services may apply, if the applicant can demonstrate that significant geographic isolation is a barrier to collaboration (e.g., an island such as Martha's Vineyard).</p> <p>Institutions (other than for incarcerated adults) with 200 or more eligible residents in a single location may apply independently or as part of a collaboration. If the number of eligible residents is fewer than 200, collaboration with another eligible entity would be required.</p>
Funding:	Refer to Table 1 for specific regional allocations for Fund Code 340/345/359.
Fund Use:	<p>Funds may be used for ABE instructional services, including Adult Basic Education/literacy, pre-adult secondary education, adult secondary education, English for Speakers of Other Languages (ESOL), pre-literacy ESOL, and Adult Diploma classes that are designed in accordance with the Guidelines for Effective Adult Basic Education and the ABE Rates System.</p> <p>Eligible students are individuals 16 years of age or older who: are not enrolled in a secondary school; have the capacity to acquire basic reading and writing skills; lack the level of reading, writing, and/or numeracy skills expected of a high school graduate (even if they possess a high school diploma); and/or are limited English proficient.</p>

	<p>Applicants proposing to operate a Community Adult Learning Center may also apply for the following non-rate based classes: supplemental non-rate based classes (e.g., writing, computer literacy, health, citizenship); and the stand alone non-rate based classes (GED preparation in a content area and drop-in learning center).</p> <p>Applicants proposing to operate a Community Adult Learning Center may also apply for one or more of the following program service options: ABE for the Homeless; Participatory Health Education; Family Literacy; and Volunteer Tutoring. Note: Refer to the Guidelines for Effective ABE and the following component/service option details for additional information.</p> <p><i>A limited amount of available funds will be set-aside for the following.</i></p> <p>Space - The Department will support up to 50% of the cost of the space related to the operation of the Community Adult Learning Center. Cost must be proportionate to Department-funded program's usage of the space. All facilities must be ADA compliant. Applicants that provide substantial matching funds for space costs will receive priority for the space set-aside funding.</p> <p>Childcare - Childcare must be provided in a safe, suitable, and stimulating environment available to parents during class hours. Applicants that provide substantial matching funds or in-kind childcare resources for parents in ABE programs will receive priority for the childcare set-aside funding.</p> <p>Student Transportation - Transportation funds may cover a portion of student transportation to and from the instructional services. Allowable costs include: vehicle insurance; bus fares; mileage; modest lease/purchase costs on vans/mini-bus; and/or personnel costs for a driver. Documentation regarding the use of transportation funds is required. Applicants that provide substantial matching funds or in-kind resources for student transportation will receive priority for the student transportation set-aside funding.</p> <p>Student Leadership - Programs may request set-aside funds for projects and/or activities that create opportunities for student participation, including but not limited to, the following areas: planning; evaluation; governance; curriculum development; mentoring; outreach; and public relations. Programs that incorporate specific leadership training for students and/or health education will be given priority for student leadership set-aside funding. Requests should not exceed \$2,000.</p> <p>Reimbursement for Staff Travel for Programs Serving Rural Communities - Programs with multiple sites serving rural communities may apply for funds (above the allocation in the ABE rates) for staff travel to required meetings, etc. Note: A community is designated as <i>rural</i> if the community resides in a county with a population density of less than 750 people per square mile AND the community has a population density of less than 750 people per square mile.</p>
Project Duration:	<p>7/1/2005 - 6/30/2006 (State-funded - Fund Code: 345)</p> <p>9/1/2005 - 8/31/2006 (Federally-funded - Fund Codes: 340, 359)</p>
Program Unit:	Adult and Community Learning Services

Contact:	Anne Serino aserino@doe.mass.edu
Phone Number:	(781) 338-3801
Date Due:	Monday, January 10, 2005 Competitive proposals must be received at the Department by 3:00 p.m. on the date due.
Required Forms:	<ol style="list-style-type: none"> 1. Letter of Intent to Apply Form: [WORD PDF] 2. Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants): [WORD PDF] 3. Part II Budget Detail Pages (Include both pages): [WORD PDF EXCEL Instructions] 4. Part III - Required Program Information: [WORD PDF] 5. Statement of Assurances: [WORD PDF] 6. Schedule B - Cost Sharing or Matching Schedule: [WORD PDF]
Required Appendices:	<ul style="list-style-type: none"> • See Table 2 for instructions and requirements: [WORD PDF]
Additional Requirements:	<p>All applicants must submit a program design that is consistent with the Guidelines for Effective ABE and the ABE Rates System.</p> <p>All applicants must complete and submit the following required components of the Department of Education's web-based planning and reporting system, the System for Managing Accountability and Results Through Technology (SMARTT). (See Additional Information.)</p> <p>Elements of the SMARTT Plan</p> <ul style="list-style-type: none"> • Class Plan • Class Funding Detail Sheet • Flex/Set-Aside/Foundation Sheet • DOE Direct Staff Plan • DOE Direct Staff Salary Analysis • DOE Direct Project Staff Salary Report • DOE Direct Summary Sheet • DOE Direct Prototype Budget Sheet • Volunteer Plan (if applicable) • Administrative Cost Worksheet • Non-DOE Staff Plan • Non-DOE Project Staff Salary Report • Non-DOE Summary Sheet • Non-DOE Prototype Budget Sheet • Summary (of both DOE and Non-DOE) Budget Sheet • Summary (of both DOE and Non-DOE) Staff Plan <p>Hard copies of the above components of the SMARTT plan must be submitted in Appendix C.</p> <p>Applicants are required to provide an auditable matching share of 20% of the</p>

	<p>total amount of the requested grant award. Currently funded grantees must provide a matching share that is not less than their current matching share (maintenance of effort amount) or 20% of the requested amount, whichever is greater.</p> <p>Applicants must sign the Statement of Assurances and adhere to the eligibility requirements therein.</p>
Additional Information:	<ul style="list-style-type: none"> • ABE Curriculum Frameworks • ABE Professional Standards • Assessment Policy and Procedures Manual • Class Size Chart • Countable Outcomes Manual • Glossary • Guidelines for Effective Adult Basic Education (Revised 10/2004): [WORD] [PDF] • Indicators of Program Quality • Needs Points Chart • SMARTT Program Planning (Elements the SMARTT Plan)
<p>Letter of Intent to Apply Form:</p> <p>Due: Friday, November 19, 2004</p>	<p>The Letter of Intent to Apply Form must be received at the Department by 5:00 p.m. on Friday, November 19, 2004. It should be sent by Certified, Registered, or Return Receipt Requested mail.</p> <p>Mail to:</p> <p>Karen McCabe Adult and Community Learning Services Massachusetts Department of Education 350 Main Street 4th Floor Malden, MA 02148-5023</p>
<p>Proposal Submission Instructions:</p> <p>Due: Monday, January 10, 2005</p>	<p>Submit 7 sets of the proposal, with an original signature (in blue ink) of the Superintendent/Executive Director/President on TWO sets.</p> <p>Proposals are due on Monday, January 10, 2005 by 3:00 p.m.</p> <p>Mail to:</p> <p>Charlene Collins, Fiscal Liaison Adult and Community Learning Services Massachusetts Department of Education 350 Main Street 4th Floor Malden, MA 02148-5023</p>

Pagination Directions

Required Narrative Responses

All applicants requesting funding to operate a Community Adult Learning Center must respond to Sections I through V.

Applicants proposing to provide English for Speakers of Other Languages (ESOL) services that incorporate significant Civics Education must respond to

Section VI.

Applicants requesting set-aside funds must respond to Section VII. Responses to Section VII Request for Set-aside Funds are not assigned any points.

All applicants must respond to Section VIII.

Page Limits

Applicants applying to operate a Community Adult Learning Center but not proposing to provide English Language/Civics Education services must limit their response to no more than 25 pages, single-spaced with 12-point font for Section I - Community Assets and Needs through Section VI - Evaluation/Continuous Improvement.

Applicants applying to operate a Community Adult Learning Center and proposing to provide English Language/Civics Education services must limit their response to no more than 2 additional pages or 27 pages total, single-spaced with 12-point font.

Applicants applying for set-aside funds must limit their response to no more than 3 additional pages, single-spaced with 12-point font.

Responses to Section VIII - Budget are not included in the page limit.

Paginate the proposal including Appendices.

**Program
Service
Options**

Applicants proposing to operate a Community Adult Learning Center are eligible to apply for the following program service options: ABE for the Homeless; Participatory Health Education; Family Literacy; and a Volunteer Tutoring Component. Each program service option requires the submission of additional information. The responses to Part III - Required Program Information for each Program Service Option will be scored separately and have a separate page limit.

Community Adult Learning Center Primary Instruction By Volunteers Grant

Fund Code: 287

Purpose:	The purpose of the grant program is to provide adults who cannot or will not enroll in class based instructional services at a Community Adult Learning Center access to effective Adult Basic Education services.
Priorities:	<p>Priorities are to:</p> <ul style="list-style-type: none"> • support programs that provide one-to-one Adult Basic Education (ABE) instruction through the use of well-trained volunteers as the primary service delivery model; and • support organizations with the capacity to deliver volunteer tutoring programs throughout the state or a significant portion of the state.
Eligibility:	<p>Eligible applicants are public and private non-profit entities that include cities and towns, school districts, community colleges and other institutions of higher learning, correctional facilities, and public and private non-profit agencies, including community-based organizations.</p> <p>Applicants are required to provide an auditable matching share of 20% of the total amount of the requested funding. Currently funded grantees must provide a matching share that is equal to their current matching share (maintenance of effort amount) or 20% of the requested amount, whichever is greater.</p>
Funding:	\$379,047 is available.
Fund Use:	<p>Funds may be used for ABE instructional services delivered by well-trained volunteers, including Adult Basic Education, pre-adult secondary education, adult secondary education, English for Speakers of Other Languages (ESOL), pre-literacy ESOL. Computer literacy (basic skills and abilities that support the use of computers) may also be offered as a supplemental instructional component. Eligible students are individuals 16 years of age or older who: are not enrolled in a secondary school; have the capacity to acquire basic reading and writing skills; lack the level of reading, writing, and/or numeracy skills expected of a high school graduate (even if they possess a high school diploma); and/or are limited English proficient who are not willing and/or able to enroll in a Community Adult Learning Center.</p> <p>Funds may be used for both personnel and non-personnel costs.</p> <p>Personnel costs may include: recruitment; volunteer/student orientation; volunteer training and ongoing support; required and ongoing assessment of student progress; establishing and maintaining tutor/student matches; counseling; follow-up; referral; data collection/entry; and administration.</p>
Project Duration:	7/1/2005 - 6/30/2006
Program Unit:	Adult and Community Learning Services
Contact:	Joan LeMarbre jlemarbre@doe.mass.edu
Phone Number:	(781) 338-3842

Date Due:	<p>Monday, January 10, 2005</p> <p>Competitive proposals must be received at the Department by 3:00 p.m. on the date due.</p>
Required Forms:	<ol style="list-style-type: none"> 1. Letter of Intent to Apply Form: [WORD PDF] 2. Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants): [WORD PDF] 3. Part II Budget Detail Pages (Include both pages): [WORD PDF EXCEL Instructions] 4. Part III - Required Program Information: [WORD PDF] 5. Statement of Assurances: [WORD PDF] 6. Schedule B - Cost Sharing or Matching Schedule: [WORD PDF]
Required Appendices:	<ul style="list-style-type: none"> • See Table 2 for instructions and requirements: [WORD PDF]
Additional Requirements:	<p>All applicants must submit a program design that is consistent with the Guidelines for Effective ABE and the ABE Rates System. All applicants must complete and submit the following required components of the Department of Education's web-based planning and reporting system, the System for Managing Accountability and Results Through Technology (SMARTT) system. (See Additional Information.)</p> <p>Elements of the SMARTT Plan:</p> <ul style="list-style-type: none"> • Class plan • Class Funding Detail Sheet • Flex/Set Aside/ Foundation Sheet • DOE Direct Staff Plan • DOE Direct Staff Salary Analysis • DOE Direct Project Staff Salary Report • DOE Direct Summary Sheet • DOE Direct Prototype Budget Sheet • Administrative Cost Worksheet • Non-DOE Staff Plan • Non-DOE Project Staff Salary Report • Non-DOE Summary Sheet • Non-DOE Prototype Budget Sheet • Summary (of both DOE and Non-DOE) Budget Sheet • Summary (of both DOE and Non-DOE) Staff Plan. <p>Hard copies of the above components of the SMARTT plan must be submitted in Appendix C.</p> <p>Applicants are required to provide an auditable matching share of 20% of the total amount of the requested grant award. Currently funded grantees must provide a matching share that is equal to their current matching share (maintenance of effort amount) or 20% of the requested amount, whichever is greater.</p>
Additional Information:	<ul style="list-style-type: none"> • ABE Curriculum Frameworks • ABE Professional Standards

	<ul style="list-style-type: none"> • Assessment Policy and Procedures Manual • Class Size Chart • Countable Outcomes Manual • Glossary • Guidelines for Effective Adult Basic Education (Revised 10/2004): [WORD] [PDF] • Indicators of Program Quality • Needs Points Chart • SMARTT Program Planning (Elements the SMARTT Plan)
<p>Letter of Intent to Apply Form:</p> <p>Due: Friday, November 19, 2004</p>	<p>The Letter of Intent to Apply Form must be received at the Department by 5:00 p.m. on Friday, November 19, 2004. It should be sent by Certified, Registered, or Return Receipt Requested mail.</p> <p>Mail to:</p> <p>Karen McCabe Adult and Community Learning Services Massachusetts Department of Education 350 Main Street 4th Floor Malden, MA 02148-5023</p>
<p>Proposal Submission Instructions:</p> <p>Due: Monday, January 10, 2005</p>	<p>Submit 7 sets of the proposal, with an original signature (in blue ink) of the Superintendent/Executive Director/President on TWO sets.</p> <p>Proposals are due on Monday, January 10, 2005 by 3:00 p.m.</p> <p>Mail to:</p> <p>Charlene Collins, Fiscal Liaison Adult and Community Learning Services Massachusetts Department of Education 350 Main Street 4th Floor Malden, MA 02148-5023</p>

Comprehensive School Reform Program

Fund Code: 573

Purpose:	The federal Comprehensive School Reform (CSR) Program provides funding to support improved student performance in high poverty schools. Funds are awarded to assist schools to implement comprehensive school reform programs based on scientifically based research and effective practices. To implement comprehensive school reform, a school must integrate, in a coherent manner, eleven specific components of effective practice. (See Appendix A.) By supporting comprehensive school reform, the CSR Program seeks to enable all students in the schools served, particularly low-achieving students, to meet state learning and performance standards.
Eligibility:	<p>A school must apply through its school district. Only schools that meet the following eligibility requirements may apply:</p> <ul style="list-style-type: none">• schools that have not received CSR funding since 1999;• schools with poverty rates higher than 40% (Title I <i>schoolwide-eligible schools</i>); and• schools with more than 150 students enrolled in the targeted grades (K-8). <p>Funding will be given to: (a) districts seeking funding for Comprehensive School Reform initiatives in four (4) or more schools; or (b) consortia of districts seeking funding for Comprehensive School Reform initiatives in four (4) or more schools.</p> <p>The district must submit one application containing narrative pages for each school it seeks to have funded. The district must describe the activities and resources it will provide to support the planning and effective implementation of the Comprehensive School Reform initiative it proposes to employ to improve student achievement. Under the terms of the federal grant, a school receiving grant funds under this initiative is expected to:</p> <ul style="list-style-type: none">• implement a <i>comprehensive school reform initiative</i> integrating the eleven components listed in Appendix A in a coherent approach designed to improve student performance. CSR funds are not intended to support <i>piecemeal</i> strategies. The school must demonstrate how all components will interrelate to implement a coherent program that is consistent with its school improvement plan;• coordinate CSR grant funds with all other federal, state, local, and private funds to enhance the effectiveness of its educational operation to improve student achievement;• use model approaches and strategies to improve teaching and learning that are based on reliable, scientifically based research and effective practices that have been replicated successfully. Schools are encouraged to examine and adopt successful, externally developed models with proven evidence of effectiveness. Models (including <i>home grown</i> models) that can provide evidence along the following dimensions are considered research-based and will be considered for funding:<ol style="list-style-type: none">1. the theoretical or research foundation for the model;2. evaluation-based evidence of improvement in student achievement;3. evidence of effective implementation; or4. evidence of replicability;

	<ul style="list-style-type: none"> • receive ongoing, high-quality support and assistance from an external partner with experience and expertise in schoolwide reform to improve student achievement. This assistance may come from a university, comprehensive reform developer, the United States Department of Education's Regional Education Laboratories and Comprehensive Regional Assistance Centers, or other external entities. Support must be provided throughout the implementation of a school's comprehensive reform program. Expert assistance must be available to school staff to address all aspects of a school's comprehensive reform effort; and • participate in training opportunities on the subjects of instructional leadership, formative assessment, data-driven decision making, and parental involvement.
<p>Priorities:</p>	<p>In this funding cycle, the Massachusetts Department of Education intends to provide CSR grants to low performing, high poverty schools that need to improve significantly student achievement at the upper elementary and middle grades, particularly in mathematics.</p> <p>Competitive preference will be given to applications from (a) districts identified as in need of improvement, and (b) districts with four (4) or more schools in need of improvement, corrective action, or restructuring.</p> <p>District applications on behalf of schools with low student achievement in mathematics will be given priority based on the following categories:</p> <p>Category 1: Schools rated Critically Low in mathematics on the state performance rating system at the end of Cycle III.</p> <p>Category 2: Schools rated Very Low in mathematics at the end of Cycle III that <i>did not</i> meet improvement expectations for students in the aggregate.</p> <p>Category 3: Schools that rated Very Low in mathematics at the end of Cycle III that <i>did not</i> meet improvement expectations for student subgroups.</p> <p>Category 4: Schools that rated Very Low in mathematics at the end of Cycle III that <i>did meet</i> improvement expectations for all students.</p> <p>Category 5: Schools that rated Low in mathematics at the end of Cycle III that <i>did not meet</i> improvement expectations for students in the aggregate.</p> <p>Competitive preference will be given to proposals that clearly describe the steps being taken to improve student achievement, especially in mathematics, through the implementation of the following features of reform:</p> <ul style="list-style-type: none"> • local curricula aligned with the Massachusetts Curriculum Frameworks to guide standards-based classroom instruction; • ongoing formative assessment to monitor student learning and inform the adaptation of instruction to meet student needs; • academic support services for struggling students;

	<ul style="list-style-type: none"> • professional development to enhance teacher content knowledge; • coaching to support instructional changes; • classroom instructional techniques for hands-on learning and differentiating instruction; and • instructional materials and technology to support learning. <p>Schools' readiness for implementing comprehensive school reform as indicated by district commitment, integration, and alignment with school improvement plans, and staff commitment will also contribute to the proposal's success.</p>
Funding:	<p>Funding sources for the Comprehensive School Reform Program are Title I and the Fund for Improvement of Education.</p> <p>Each school involved in the program will receive a minimum FY2005 grant of \$50,000. Funding will be awarded on a competitive basis. Money that is unexpended by the end of FY2005 (8/31/2005) will be re-granted to support the continuation of program activities in FY2006 consistent with the approved CSR program proposal. The availability of additional grant funding for FY2006 and subsequent years is dependent on whether there are future appropriations of federal funds for the Comprehensive School Reform Program. Grant awards will vary based on school size and proposed Comprehensive School Reform activities. Funds to support district Comprehensive School Reform activities may be requested and may not be provided through a school's minimum allocation.</p> <p>The Department reserves the right to award partial funding to grant recipients. This may include awarding funds to some, but not all, of the schools for which a district requests support, as well as reducing the amount allocated to a specific school or district (if it exceeds the minimal allocation).</p>
Fund Use:	<p>CSR funds must be used to support implementation of a Comprehensive School Reform initiative, including expenses related to: professional development and training for teachers, administrators, staff, and parents; securing expert technical assistance; developing or acquiring instructional materials; implementing parent and community outreach programs; and other related expenditures.</p>
Project Duration:	<p>FY2005 Competitive grants: Upon approval - 8/31/2005</p>
Program Unit:	<p>Accountability and Targeted Assistance</p>
Contact:	<p>John Desses, State Comprehensive School Reform Program Coordinator</p>
Phone Number:	<p>(781) 338-6276</p>
Date Due:	<p>Friday, February 18, 2005</p> <p>Competitive proposals must be received at the Department by 5:00 p.m. on the date due.</p>
Required Forms:	<ol style="list-style-type: none"> 1. Downloadable Workbook Forms : <ul style="list-style-type: none"> • CSR Budget Workbook Signature Page (for each participating district) • CSR Part II - Budget Workbook for each participating district

	<p>(to be submitted electronically)</p> <ol style="list-style-type: none"> 2. District Assurance Form (for each participating district): [WORD PDF] 3. School Application Cover Sheet (for each participating school): [WORD PDF] 4. Letter of Commitment (for each participating school) 5. School Improvement Plan (for each participating school) and District Improvement Plan (for each participating district)
Additional Information:	<ol style="list-style-type: none"> 1. Appendix A - Components of a Comprehensive School Reform Initiative: [WORD PDF] 2. Appendix B - Suggestions for School District Evaluation of CSR Initiatives: [WORD PDF] 3. Appendix C - Scoring Rubric: [WORD PDF]
Submission Instructions:	<p>Electronically submit the proposal and all attachments that do not require signatures to dbartlett-wilcox@doe.mass.edu.</p> <p>Sign and mail the forms that require signatures (District Assurance Form and CSR Part II - Budget Workbook Cover Page) to:</p> <p style="text-align: center;">Debra Bartlett-Wilcox Accountability and Targeted Assistance Massachusetts Department of Education 350 Main Street Malden, MA 02148-5023</p>

Please Note:

CSR funds must be used to supplement, not supplant, federal, state, and local funds that a school would otherwise receive. A district may not decrease the resources that otherwise would be available to the school because the school receives CSR funds.

An oral interview and/or onsite visits may be required in order to clarify application information and assess readiness. Applicant schools will be contacted if such a meeting is necessary.

A school that receives CSR funding may apply for waivers of requirements of other federal education programs (e.g., Title I Part A; Title II; Title IV; Title VI) if the requirements sought to be waived impede the school's ability to carry out its Comprehensive School Reform Plan. Since Massachusetts is an Ed-Flex State, schools should follow the waiver procedures established by the state.

PART III - REQUIRED PROGRAM INFORMATION

A. DISTRICT/CONSORTIUM APPLICATION

Applications may be submitted by either: (a) a single school district applying on behalf of four (4) or more schools within the district; or (b) a consortium of local school districts

and/or charter schools planning to collaborate in a comprehensive school reform effort involving four (4) or more schools in multiple districts. In either case, please provide the following information (substitute *consortium for district* as appropriate).

1. Identify the CSR contact person for the district, a list of all schools for which the district is requesting CSR funds, identifying for each school the principal, a school-based CSR contact person, and the level of funding requested. The list should rank order schools by the district's priority for funding, based on greatest need for improving student achievement (preferably in mathematics) and a school's potential for success (e.g., adequate planning and staff commitment). Number 1 should indicate a district's first choice for funding, number 2, its second choice, etc. In the case of a consortium, no ranking of schools is necessary.
 - a. **In addition, for a consortium**, provide a list of all districts participating in the consortium and a contact person for each. Describe the process and criteria by which the districts in the consortium have decided to collaborate and the structure of cooperation. The description of the structure should include the primary contact person for the consortium and the mechanisms for collaboration such as meeting frequency, decision-making process, and any current cooperative efforts.
2. Describe the district's proposed Comprehensive School Reform initiative. Please reference the features of effective reform as listed in the **Priorities** section (page 2 of the RFP).
3. Describe how proposed CSR initiative(s) will be integrated into the district's and schools' improvement plans.
4. Describe how the district will provide technical assistance and support for the effective implementation of the Comprehensive School Reform initiatives proposed by the listed schools, including the name and position of the person in the central office who will coordinate this support. Specifically, the district should identify federal, state, local, and private resources that it intends to commit to implement and sustain these Comprehensive School Reform initiatives. Resources may include, but are not limited to, human, financial, time, and policy resources.
5. Describe how the district will evaluate the implementation of Comprehensive School Reform initiatives in its schools and measure the results achieved in improving student academic performance. (See Appendix B for evaluation suggestions.)
6. Provide an explanation of how other non-funded schools in the district will benefit from information learned through CSR-funded schools.
7. Describe additional funds (if any) sought by the district in order to provide Comprehensive School Reform schools with technical assistance and evaluation activities, detailing how such funds will be used to support the schools' initiatives. Requests for supplemental district support funds should not exceed \$25,000 per school.
8. Complete and **electronically submit** a CSR Part II - Budget Workbook for each participating district detailing the anticipated spending by each school and the anticipated funding requested by the district to support the Comprehensive School Reform initiatives **during the project period of March 2005 - August 2006**. The cover page and summary page are automatically calculated based on the budget information provided in the district and school pages. **The Budget Workbook Cover Page should be printed out and signed by an authorized signatory of the school district**. Note that the \$50,000 minimum grant will be awarded to schools with 250 students or less enrolled in the targeted grades (K-8). Additional funds may be sought for larger schools, at a rate not to exceed \$235 per additional student (beyond the first 250 students) in the targeted grades. The size of the grant will ultimately be determined by

multiple factors, including the extent of need, the proposed fund use, and the size of the school.

- a. **For a consortium**, a separate budget workbook and signed cover page should be submitted for each participating district.
9. Describe how CSR-funded improvement initiatives, once implemented, will be sustained after the CSR funding period.
10. Attach, for each participating district, a District Improvement Plan.
11. Mail separately with authorized signatures:
 - a. a signed District Assurance Form; and
 - b. a signed CSR Budget Workbook Signature Page.

B. SCHOOL APPLICATION

Comprehensive School Reform initiatives must have a comprehensive design, including curriculum, instruction, assessment, professional development, parent involvement, and school management efforts that are aligned with one another. For **each school** seeking funds, the following information must be provided. Please be concise and specific. (Submit no more than six (6) narrative pages per school.)

1. Leadership Structure for Improved Student Achievement

Please describe the composition and organization of school leadership to ensure efficient and effective Comprehensive School Reform planning and successful implementation of schoolwide improvements in teaching and learning. Be specific about the decision-making process and the responsibilities, roles, qualifications, and skills of school leadership team members.

2. School Status

What **investments and efforts** made during the past two years to improve student achievement will the school build upon with its CSR-funded initiative? Be specific about the actions (professional development, staff hiring, scheduling changes, consultation, etc.) that have been taken in relation to the features of reform (page 2 of the RFP).

3. Planning Process

- a. How has the school determined its current needs? Describe the needs assessment process used, including who was involved and the data that were collected, disaggregated, and analyzed.
- b. How did the school plan the CSR-funded initiative? Include how the initiative planning is related to the needs assessment and the process by which stakeholders were involved in initiative planning.

4. Addressing School Needs

- a. What specific **needs, concerns, and/or issues** does the school need to address to improve student achievement in the subject of focus?
- b. How will the CSR-funded initiative, including the incorporation of any scientifically research-based model(s), address the needs, concerns, and/or issues previously described? Describe the school's planned and current activities in the context of the district's proposed initiative. Please be specific about the actions (professional development, staff hiring, scheduling changes, consultation, etc.) that will be taken.
- c. If there are any of the **eleven CSR Components** (Appendix A) that are not covered elsewhere in the proposal, please describe how the school's CSR-funded initiative will address the remaining component(s) in a coherent and integrated manner.

5. Use of CSR Funds and Coordination with Other Resources

Identify the programs/initiatives funded by sources other than CSR that will be used in coordination with CSR funds to implement the proposed Comprehensive School Reform initiative. Please specify the funding sources for these programs/initiatives.

6. Expected Outcomes and Program Evaluation

Identify the initiative's expected outcomes and describe the evaluation process. This description must include performance indicators (i.e., benchmarks) established to assess progress, data to be collected and analyzed, people involved, and timetable. Evaluation data should include process indicators (e.g., changes in teaching practices) as well as results indicators (e.g., test data). Explain how you will ensure ongoing monitoring and reporting (see note below) of the implementation of the eleven CSR Components and impact of the Comprehensive School Reform initiative on student achievement.

7. Attach, for each school:

- a. the School Application Cover Sheet; and
- b. the School Improvement Plan.

Please Note:

A funded school must commit to:

- participate in evaluation studies conducted by the United States Department of Education, the Massachusetts Department of Education, and the local school district;
- send a representative team to Massachusetts Department of Education CSR program training opportunities; and
- submit an end-of-year written report as part of the application for continuation funding to the Massachusetts Department of Education. This report should include a description of activities, as well as data on students' academic status and school progress and a copy of the school evaluation of the implementation and effectiveness of the CSR program.

Corning Incorporated Foundation Grants

grantor:	Corning Foundation, The	date last reviewed:	5/11/2004
web address:	http://www.corning.com/inside_corning/foundation.asp		
type:	Corporate	delivery method:	Competitive
FY:	2004	total funds:	\$2,250,000*
description:	<p>The Corning Incorporated Foundation, established in 1952, develops and administers projects in support of educational, cultural, community and selected national organizations. Over the years, the Foundation has contributed more than \$83,000,000 through its programs of giving. Resources are directed primarily toward initiatives, which improve the quality of life in and near locations where Corning Incorporated is an active corporate citizen. Each year, the Foundation fulfills approximately 225 grants totaling some \$2,250,000. The Foundation's primary interests are Education, Culture, and Community Service.</p> <p>In the field of education, selected elementary and secondary schools, community colleges and four-year institutions of higher learning are the consistent beneficiaries of Foundation support. Corning's areas of involvement have included community service programs for students, curriculum enrichment, student scholarships, facility improvement, and instructional technology projects for the classroom.</p>		
foundation officer:	Roger G. Ackerman, Katherine A. Asbeck, Peter W. Booth, Lindsay Brown, Thomas S. Buechner, Charles W. Deneka, James B. Flaws, Norman E. Garrity, James R. Houghton, John W. Loose, E. Marie McKee, Chairman		
foundation board dates:	Not available.		
foundation financial:	2001 Assets: \$22,686,811; total giving: \$5,847,466		
time over which money can be spent:	Varies		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					Varies	

Eligibility

funds can be used for:

- Technical Assistance
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Equipment
- Community Services
- Operating Costs/Capital Expenditure

limitations: Grants are not made for athletic activities, fund-raising events, or religious or fraternal groups.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

eligible preference: Resources are directed primarily toward initiatives which improve the quality of life in and near locations where Corning Incorporated is an active corporate citizen. Click [here](#) to view map of operating locations.

Financial Summary

FY	question	amount
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds:	Non-profit or school
application summary:	<p>When submitting a full proposal, the following items must be included:</p> <ul style="list-style-type: none"> • A project description with <ul style="list-style-type: none"> ○ Objectives and specific activities to accomplish these goals ○ Timetable for the project ○ Criteria for evaluating the program ○ An explanation of how the request meets Corning Foundation program interests ○ Demonstration of how the project or program promotes cooperation among existing organizations in the field ○ The amount of money sought from the Foundation and dates when funds will be needed ○ An itemized project budget showing sources of committed and proposed income and expenses • A description of the sponsoring organization and a list of officers and directors • The organization's budget with sources of income and expenses • The long-range plan for generating other funding and attaining increased self-sufficiency • A copy of the organization's latest audited financial statement • A copy of the organization's Internal Revenue Service determination letter indicating tax-exempt status under Sections 501(c)(3) and 509(a) of the Internal Revenue Code.
next steps:	Grant seekers are advised to submit a two-to-three page letter of inquiry, signed by the senior administrative officer of the organization.

Grant Contact Information

name:	Ms. Karen Martin
job title:	Associate Director
department:	Corning Incorporated Foundation
address:	Corning Foundation, The MP-LB-02 Corning, NY 14831
phone:	607.974.8746

Other Information

Rolled out in 1958 to encourage employee giving, the Corning Foundation Matching Gifts Program aids specific not-for-profit institutions, such as colleges and universities that operate for the public good.

The Fred Harris Daniels Foundation Inc. Grants

grantor:	Daniels Foundation, Inc., Fred Harris, The	date last reviewed:	7/10/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>The Fred Harris Daniels Foundation was established in 1949, and supports the following program interests:</p> <ol style="list-style-type: none"> 1. Community/civic issues 2. Education 3. Environment 4. Health/Mental Health 5. Housing/Shelter 6. Social services <p>In the area of education, the Foundation supports the following: adult education/ ESL, elementary and secondary education, higher education and research.</p>		
foundation officer:	<p>Directors and Officers: Fred H. Daniels, President; Bruce G. Daniels, Chairman; Meredith D. Wesby, Vice President; William S. Nicholson, Secretary; William O. Pettit, Jr., Treasurer; Amy Bronson Key; Eleanor D. Hodge; Jonathon D. Blake; Sarah D. Morse; Janet B. Daniels; David A Nicholson.</p>		
foundation board dates:	<p>Quarterly: February, May, August, November.</p>		
foundation financial:	<p>FY 2001 Assets: \$16,555,552; Total Giving: \$555,000.</p>		
time over which money can be spent:	<p>multi-year</p>		

Application and Award Cycles

August 2003 Deadline

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	8/31/2003					Varies	

November 2003 Deadline

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards

Yes 11/30/2003

Varies

February 2004 Deadline

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	2/28/2004					Varies	

May 2004 Deadline

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	5/31/2004					Varies	

Eligibility

funds can be used for:

- Equipment

limitations:

Non-profits only. Gives support for building/renovation and endowment.

Gives primarily in the Worcester, MA area.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2001	Grant range last fiscal year	\$1,000 - \$50,000*
2001	Total funds allocated last fiscal year	\$555,000*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
2001	Past Awards			Click here and scroll down to page 23 to view a list of past awards.

Application Instructions

who must apply for funds:	Non-profit
application summary:	No application form required. Applicants should send a letter of inquiry outlining their request, including a description of the proposed project. A copy of the organization's IRS letter of determination should also be included.
next steps:	Initial contact should be in form of letter of inquiry.

Grant Contact Information

name:	Mr. Bruce G. Daniels
job title:	Chairman
address:	Daniels Foundation, Inc., Fred Harris, The 100 Front St. Worcester, MA 01608
other:	Alternate contact: Ms. Cupp DuPont, Assistant Secretary

* = estimated amount

Dibner Fund Grant

grantor:	The Dibner Fund, Inc.	date last reviewed:	3/26/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Incorporated in 1957, the Dibner Fund focuses its support in seven particular areas:</p> <ul style="list-style-type: none"> • Environment (emphasis on clean water and rivers) • History of Science and Technology • Humanitarian Causes • Jewish Heritage and Culture • Peaceful Coexistence • Science Education (emphasis on support for science/math literacy and careers for minorities, including Native Americans, and girls/women) <p>The Foundation also gives to selected community organizations.</p>		
foundation officer:	<p>Trustees: David Dibner, Pres.; Frances K. Dibner, VP.</p> <p>Officers: Brent Dibner, VP; George M. Szabad, Secy.-Treas.; Marcy B. Sternheim, Ph.D., Exec. Dir.; Michael Cohen, Stewart Greenfield, Stephen D. Shapiro, Warren Shine.</p>		
foundation board dates:	Quarterly.		
foundation financial:	FY 2000 Assets: \$97,036,357; Total Giving: \$4,879,483.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

The Dibner Fund will not be supporting any new programs until January 1, 2004 due to financial restrictions.

Average grant size is approximately \$2,000-\$50,000.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					\$1,000 - \$1,673,350*	

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula

limitations:

No support for religious sects or institutions, or political parties or programs. No grants to individuals, or generally for building or endowment funds, scholarships, fellowships (except through universities, educational agencies and/or specific academic programs) capital expenditures, or matching gifts; no loans.

Giving primarily in CT, MA, and NY.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CT
- MA
- NY

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

High School

Financial Summary

FY	question	amount
2000	Number of grants awarded last fiscal year	102
2000	Grant range last fiscal year	\$2,000 - \$50,000*
2000	Total funds allocated last fiscal year	\$4,879,483*
2003	Grant size this year (estimated)	\$2,000 - \$50,000

Sample of Awarded Funds

FY	organization	location	award	purpose
2000	LUNA Preservation Society	Brookline, MA	\$42,000	

2000 Nature Conservancy	Arlington, VA	\$50,000
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2000 Society for the History of Technology (SHOT)	Ann Arbor, MI	\$36,000
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Application Instructions

who must apply for funds:	Non-profit
application summary:	Pending approval of applicant's letter of inquiry, a formal proposal will be requested. Potential applicants can contact Foundation in order to obtain a program policy statement and/or application guidelines.
application other:	The Fund's educational grants only supports college preparatory math and science programs intended to prepare students for careers in engineering.
next steps:	Initial approach should be in form of letter of inquiry, as no unsolicited proposals are accepted.

Grant Contact Information

name:	Dr. Marci B. Sternheim
job title:	Executive Director
address:	The Dibner Fund, Inc. 44 Old Ridgefield Road P.O. Box 7575 Wilton, CT 06897
phone:	203.761.9904
fax:	203.761.9989
e-mail:	dibnerfund@worldnet.att.net

Oliver and Jennie R. Donaldson Charitable Trust Grant

grantor:	Oliver and Jennie R. Donaldson Charitable Trust	date last reviewed:	1/28/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Established in 1969, the Trust's giving interests include cancer research and treatment; child welfare and youth agencies; hospitals and health agencies; elementary, secondary, and higher education; and wildlife preservation. The Trust also provides support for the town of Pawling, NY.</p> <p>Grants are made to hospitals, educational institutions, social agencies and other charitable organizations located primarily in the northeastern areas of the United States.</p>		
foundation officer:	Trustees: Marjorie Atwood, Elizabeth Lawrence, M.D., William E. Murray, John F. Sisk, Pamela C. Smith, U.S. Trust Co. of New York.		
foundation board dates:	Semiannually.		
foundation financial:	FY 2001 Assets: \$28,833,712; Total Giving: \$1,760,250.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

April Deadline

Deadline is 40 days prior to board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	4/15/2003					Varies	

October Deadline

Deadline is 40 days prior to board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	10/1/2003					Varies	

Eligibility

funds can be used for:

- none specified

limitations: No grants to individuals.

Giving primarily in the Northeast, with emphasis on MA and NY.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA
- NY
- Pawling, NY

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2000	Total funds allocated last fiscal year	\$1,477,334*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds: Non-profit

application: http://www.nyrag.org/usr_doc/34420.pdf

application summary: New York/New Jersey Area Common Application Form required.

Application consists of:

- Cover Sheet
- Proposal Summary
- Narrative:

- background
- funding request
- evaluation
- Attachments:
 - financial information
 - other supporting materials (including a list of board of directors with affiliations; most recent IRS determination letter; resumes of key staff; most recent annual report; and three articles about applicant.)

For a detailed explanation on elements required for submission, click [here](#) and scroll down to page four.

next steps: Initial approach consists of letter or fax sent to contact requesting guidelines.

Grant Contact Information

name:	Ms. Linda R. Franciscovich
job title:	Senior Vice President, U.S. Trust Co. of New York
address:	Oliver and Jennie R. Donaldson Charitable Trust c/o U.S. Trust Co. of New York 114 W. 47th Street New York, NY 10036-1530
phone:	212.852.3629
fax:	212.852.3377
other:	-Alternate contact: Carolyn L. Larke, Assistant Vice President, U.S. Trust Co. of New York

* = estimated amount

DTE Energy Grant

DTE Energy Co.

DTE Energy Foundation

Giving Contact

DTE Energy Co. 2000 2nd Ave., Detroit, MI 48226-1279 USA, 1995, DTE, NYSE,
<http://www.dteenergy.com>

Karla Hall, Secretary & Director
2000 Second Avenue, Rm. 1046 WCB
Detroit, MI 48226-1279 USA
Phone: (313)235-9416
Fax: (313)235-0285

Giving Philosophy

"DTE Energy's mission is to "energize the progress of society to make dreams real." As the charitable arm of DTE Energy, the DTE Energy Foundation has committed itself to supporting programs dedicated to developing the human and economic potential of the communities it services.

"DTE Energy Foundation charitable donations are focused in key areas--Leadership, Education and the Environment, Achievement, and Development and Diversity (LEAD).

"At its heart, the LEAD program is about people with the power to make a difference in the lives of others--people like you! The result is a foundation that is focused on benefiting DTE Energy's customers, shareholders and communities." DTE Energy Foundation Guidelines

Financial Summary

TOTAL GIVING: \$5,846,649 (2002); \$5,192,560 (2001); \$3,807,028 (2000)

GIVING ANALYSIS: Giving for 2001 includes: foundation matching gifts (\$304,405); foundation grants to United Way (\$1,842,714); 2000: foundation matching gifts (\$322,066); corporate direct giving (approx \$625,000); foundation grants to United Way (\$780,250); foundation (\$2,704,712)

ASSETS: \$14,250,514 (2002); \$21,131,377 (2001); \$11,150,513 (2000)

GIFTS RECEIVED: \$3,000,000 (1998); \$2,240,000 (1997); \$2,250,000 (1996). NOTE: Gifts are received from the Detroit Edison Co.

Typical Recipients

ARTS & HUMANITIES: Arts Associations & Councils, Arts Centers, Arts Institutes, Arts Outreach, Ethnic & Folk Arts, Arts & Humanities-General, Historic Preservation, History &

Archaeology, Libraries, Museums/Galleries, Music, Opera, Performing Arts, Public Broadcasting, Theater

CIVIC & PUBLIC AFFAIRS: African American Affairs, Business/Free Enterprise, Chambers of Commerce, Civil Rights, Community Foundations, Economic Development, Economic Policy, Ethnic Organizations, Civic & Public Affairs-General, Housing, Municipalities/Towns, Parades/Festivals, Professional & Trade Associations, Public Policy, Safety, Urban & Community Affairs, Women's Affairs, Zoos/Aquariums

EDUCATION: Agricultural Education, Arts/Humanities Education, Business Education, Business-School Partnerships, Colleges & Universities, Community & Junior Colleges, Economic Education, Education Associations, Education Funds, Education Reform, Engineering/Technological Education, Environmental Education, Education-General, Literacy, Medical Education, Minority Education, Private Education (Precollege), Public Education (Precollege), School Volunteerism, Science/Mathematics Education, Student Aid, Vocational & Technical Education

ENVIRONMENT: Environment-General, Resource Conservation, Wildlife Protection

HEALTH: Children's Health/Hospitals, Emergency/Ambulance Services, Eyes/Blindness, Health Funds, Health Organizations, Hospices, Hospitals, Mental Health, Public Health, Single-Disease Health Associations

RELIGION: Jewish Causes, Religious Welfare

SCIENCE: Scientific Centers & Institutes, Scientific Organizations

SOCIAL SERVICES: Child Welfare, Community Centers, Community Service Organizations, Delinquency & Criminal Rehabilitation, Family Services, Food/Clothing Distribution, Recreation & Athletics, Scouts, Substance Abuse, United Funds/United Ways, Youth Organizations

Contributions Analysis

GIVING PRIORITIES: United funds, social services, education, cultural institutions, and civic causes.

ARTS & HUMANITIES: 11%. Primarily supports region's major cultural institutions. Interests include music, theater, arts centers and funds, libraries, museums, historical societies, and public broadcasting. Youth educational programs and event or project sponsorship are preferable to general operating support.

CIVIC & PUBLIC AFFAIRS: 29%. Interests include economic development, crime prevention, race relations, ethnic organizations, public policy research, zoos, and neighborhood revitalization. Urban and community development coalitions are a high priority. The foundation has a particular interest in local citizen and community self-help initiatives and projects where funds can complement support from the public sector.

EDUCATION: 17%. Funds school readiness (pre-school), K-12 education improvement, vocational education, school-to-work and career awareness programs, citizenship education, environmental education, and higher education. In higher education, emphasis is placed on business and engineering and programs that increase student participation and retention, including pre-college math and science enrichment programs, and student tutoring and mentoring programs.

ENVIRONMENT: 1%. Gives to environmental conservation and wildlife protection organizations.

HEALTH: 1%. Funds community health programs and single-disease health associations.

RELIGION: 1%. Supports B'nai B'rith.

SCIENCE: 1%. Contributes to a science center.

SOCIAL SERVICES: 40%. Supports the United Way, emergency food and shelter, teen pregnancy prevention and parenting skills.

NOTE: Total foundation contributions made in 2001.

Application Procedures

INITIAL CONTACT: Submit a written proposal.

APPLICATION REQUIREMENTS: The foundation uses the Council of Michigan Common Grant Application Procedure. The foundation requests that applicants complete the Common Grant Application Cover Sheet, and include a cover letter signed by the applicant organization's chief executive or senior development officer of the organization or chair of the volunteer board. The foundation has a specific format for applications, which can be referenced on the web at: <http://www.dteenergy.com/community/apply.html>. Applications should be typed double-space, and must include a Narrative comprised of the Executive Summary, Purpose of Grant, Evaluation, Budget Narrative/Justification, Organization Information, and Donor Recognition. The Executive Summary should describe why the organization is requesting funds, how the money will be spent, and anticipated outcomes. Purpose of Grant must include a statement of needs to be addressed, description of target population and how they will benefit; project goals, measurable objectives, action plans, and statements as to whether this is a new or ongoing initiative for the organization; a timetable for implementation; a list of any partners in the project and their roles; a description of similar existing projects, how this proposal differs from them, and what effort might be made to work cooperatively; an explanation of the active involvement of constituents in defining the needs/problems to be addressed and in making policy and planning the program; and long-term strategies for funding the project at the end of the grant period. Evaluation should include plans for project evaluation; how evaluation results will be used and/or disseminated; and a description of how constituents will be actively involved in the evaluation process. The Budget Narrative/Justification section should provide a grant budget, an explanation of how each budget item relates to the project and how the budget was calculated; other sources of funding and current funding requests; and an indication of priority items in the budget in the event that the full request cannot be accommodated. Organization Information should include the organization's history and goals; description of current projects, activities, and accomplishments; and an organizational chart, including board, staff and volunteer involvement. Attachments must include proof of tax-exempt status; list of the board of directors and their affiliations; organization's current annual operating budget, including expenses and revenue; and most recent annual financial statement (and Form 990 if financial statement is unaudited). The Donor Recognition section should list various donor recognition opportunities and provide key publicity-related dates, if available. Optional attachments include letters of support, annual report, and donor recognition opportunities, key publicity-related dates, fundraising plan, a list of other corporate and foundation funders with amounts, description of any cooperative actions with similar organizations to advance mutual goals and prevent duplication, and a description of quantity and types of support given by non-volunteer boards.

DEADLINES: April 15, August 15, and December 15.

REVIEW PROCESS: Proposals are reviewed upon receipt and then referred to contributions committee for consideration.

EVALUATIVE CRITERIA: Evidence of cooperative working arrangements among local organizations addressing same or similar goals.

DECISION NOTIFICATION: Quarterly, usually within 60-90 days after receipt of proposal.

NOTES: Faxes and videos are discouraged. Requests must be made in writing.

Restrictions

Support is not provided for individuals (including direct scholarships); political parties, organizations, or activities; religious organizations for sectarian purposes; organizations that cannot demonstrate a commitment to equality and diversity; student group trips; single purpose health organizations; hospitals, for building or equipment needs; national or international organizations, unless providing benefits directly to DTE Energy service-area residents; projects which may result in undue personal benefit to a member of the DTE Energy Foundation board or any DTE Energy director or employee; or conferences unless they are aligned with DTE Energy's business interests.

Foundation Officials

Susan M. Beale: member. BORN: Richmond, IN 1948. EDUCATION: Michigan State University BS (1970); University of Michigan JD (1976). CORPORATE EMPLOYER: vice president, corporate secretary: DTE Energy Co. ADDITIONAL CORPORATE EMPLOYER: vice president, secretary: Detroit Edison Co. CORPORATE AFFILIATION: director: Edison Illuminating Co. Detroit; director: Saint Clair Energy Corp.

Robert J. Buckler: director. BORN: Flint, MI 1949. EDUCATION: University of Michigan BSME (1971); University of Michigan MSME (1973). CORPORATE EMPLOYER: president, chief operating officer: DTE Energy Distribution Inc.

Anthony Francis Earley, Jr.: director. BORN: Jamaica, NY July 29, 1949. EDUCATION: University of Notre Dame BS (1971); University of Notre Dame MS (1979); University of Notre Dame MS (1979). CORPORATE EMPLOYER: chairman, president, chief executive officer, chief operating officer: DTE Energy Co. CORPORATE AFFILIATION: director: Mutual America. NONPROFIT AFFILIATION: vice chairman: Michigan Chamber of Commerce; member advisory council: University Notre Dame College Engineering; member: American Bar Association.

Frederick E. Shell: president.. CORPORATE EMPLOYER: vice president corporate & governmental affairs: DTE Energy Co.

S. Martin Taylor: director.. EDUCATION: Western Michigan University BS. CORPORATE EMPLOYER: senior vice president human resources & corporate affairs: DTE Energy Co. ADDITIONAL CORPORATE EMPLOYER: senior vice president human resources: Detroit Edison Co.

Grants Analysis

Disclosure Period: calendar year ending 2001

Total Grants: \$5,192,560

Number Of Grants: 356

Average Grant: \$14,585

Highest Grant: \$265,294

Lowest Grant: \$10

Typical Range: \$5,000 to \$10,000

Recent Grants

Note: Grants derived from 2001 Form 990.

Arts & Humanities

190,000: Detroit Symphony Orchestra Hall, Detroit, MI

150,000: Founders Society Detroit Institute of Arts, Detroit, MI

50,000: Michigan Opera Theatre, Detroit, MI

25,000: Detroit Library Commission, Detroit, MI

20,000: ArtServe of Michigan, Southfield, MI

Civic & Public Affairs

170,000: Detroit 300, Inc., Detroit, MI

100,000: Capital Region Community Foundation, Lansing, MI

100,000: Community Foundation for Southeastern Michigan, Detroit, MI

100,000: Habitat for Humanity of Michigan, Lansing, MI

75,000: Greater Downtown Partnership, Detroit, MI

72,200: Detroit Renaissance Foundation, Detroit, MI

70,000: Detroit Zoological Society, Royal Oak, MI

50,000: Citizens Research Council of Michigan, Detroit, MI

50,000: Grand Action Foundation, Grand Rapids, MI

50,000: Local Initiatives Support Corporation, Detroit, MI

50,000: New Detroit, Detroit, MI

40,000: Parade Company, Detroit, MI

25,000: Alliance for a Safer Greater Detroit, Detroit, MI

25,000: Arab-American and Chaldean Council, Lathrup Village, MI

25,000: Coleman A. Young Foundation, Detroit, MI

25,000: HP Devco, Detroit, MI

Education

120,000: Focus HOPE, Detroit, MI

75,000: University of Michigan Dearborn, Dearborn, MI

70,000: Cranbrook Educational Community, Bloomfield Hills, MI

50,000: Henry Ford Community College, Dearborn, MI

50,000: Schools of the 21st Century, Detroit, MI

40,000: Cornerstone Schools Association, Detroit, MI

35,000: Edison Institute, Dearborn, MI

30,000: University of Michigan Dearborn, Dearborn, MI

25,000: Cranbrook Educational Community, Bloomfield Hills, MI

25,000: Detroit Newspapers and Newspapers in Education, Inc., Detroit, MI

25,000: University of Michigan, Ann Arbor, MI

Environment

25,000: Nature Conservancy, East Lansing, MI

25,000: Wildlife Habitat Council, Silver Spring, MD

Health

35,000: Lighthouse of Oakland County, Pontiac, MI

Religion

25,000: B'nai B'rith Foundation, Bloomfield Hills, MI

Science

50,000: Detroit Science Center, Detroit, MI

Social Services

265,294: United Way Community Services, Detroit, MI

187,500: United Way Community Services, Detroit, MI

182,250: United Way Community Services, Detroit, MI

180,000: United Way Community Services, Detroit, MI

132,647: United Way Community Services, Detroit, MI

132,647: United Way Community Services, Detroit, MI

99,721: United Way of Monroe County, Monroe, MI

65,307: United Way St. Clair County, Port Huron, MI

65,000: United Way Community Services, Detroit, MI

35,000: Arab Community Center for Economic and Social Services, Dearborn, MI

33,703: Washtenaw United Way, Ann Arbor, MI

25,000: Boy Scouts of America, Detroit, MI

20,780: Plymouth Community United Way, Plymouth, MI

Ellsworth Foundation Grant

grantor:	Ruth H. and Warren A. Ellsworth Foundation	date last reviewed:	7/23/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	\$800,000*
description:	The Ruth H. and Warren A. Ellsworth Foundation focuses its giving on education, youth agencies, scientific research and hospitals, with an emphasis on the programs for the economically disadvantaged, child and community development, youth and family services, arts and technology.		
foundation officer:	Sumner B. Tilton, Jr.; David H. Ellsworth; Joy Wetzerl Hall; Mark Wetzel; Todd Wetzel		
foundation board dates:	Annually in December		
foundation financial:	FY 2001 Total Assets: \$22,000,000 (estimated); FY 2001 Total Giving: \$800,000 (estimated)		
can funds be used in combination with other funds:	Yes		

Application and Award Cycles

Annual Competition

The Foundation is only funding continuation grants in 2003. New proposals will not be considered.

Generally, proposals are usually due every year on June 1st; Applicants are notified shortly after the December board meeting. Distribution of funds varies by project.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Not available						\$1,000 - \$125,000* (estimated)	80

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries
- Planning

- Equipment
- Supplies
- Community Services
- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations: Giving primarily in Worcester, MA. No grants for endowment funds, scholarships, loans, or matching gifts.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Grant range last fiscal year	\$500 - \$125,000*
2003	Grant size this year (estimated)	\$1,000 - \$125,000*

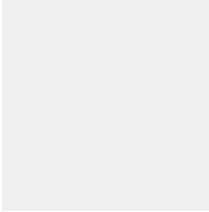
Sample of Awarded Funds

FY	organization	location	award	purpose
2000	Alliance for Education	Worcester, MA	\$5,000	
2000	Bancroft School	Worcester, MA	\$125,000	

Application Instructions

who must apply for funds: Non-profit

application summary: Organizations should submit:



- Statement of problem project with address
- Copy of current year's organizational budget and/or project budget
- Copy of IRS Determination Letter

Grant Contact Information

name:	Mr. Sumner Tilton, Jr.
job title:	Trustee
address:	Ruth H. and Warren A. Ellsworth Foundation 370 Main Street. Suite 1250 Worcester, MA 01608
phone:	508.798.8621
other:	For general questions, please call Jane Whitaker, 508.798.8621

Lincoln and Therese Filene Foundation, Inc. Grant

grantor:	Lincoln and Therese Filene Foundation, Inc.	date last reviewed:	5/28/2003
web address:	http://www.preposting.org/filene/index.htm		
type:	Foundation	delivery method:	
FY:	2003	total funds:	Not available
description:	<p>The Lincoln and Therese Filene Foundation for charitable and educational purposes was established in 1937. In keeping with its founders' interests, the Foundation's major goals are to enable those who are disadvantaged in various ways to help themselves and others, to reduce social conflicts and create harmonious communities, to encourage informed civic participation on local, state and regional levels, and to promote participation in the performing arts.</p> <p>To achieve these goals, the Foundation awards grants to educational institutions, public television, and other non-profit, tax-exempt organizations whose proposals are specific and achievable, and whose successes can be replicated by other organizations.</p> <p>The Foundation awards grants in the following general areas:</p> <ul style="list-style-type: none"> • Civic Education • Human Development and Self-Sufficiency • Music Education and Performing Arts • Public Education and Broadcasting 		
foundation officer:	Trustees: John J. Robertson, G. Michael Ladd, Charles A. Rosebrock, Robert M. Ladd, Benton C. Tolley, Jr., David A. Robertson, Jr., Lincoln F. Ladd, George E. Ladd, III, Joan D. Tolley, Michael E. Mooney.		
foundation board dates:	May and November.		
foundation financial:	FY 2001 Assets: \$21,828,804; Total Giving: \$1,240,040		

Application and Award Cycles

March Deadline

Reports from projects with ongoing funding are due annually on June 1.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	3/1/2003	Arrival Date				\$1,000 - \$10,000*	16

September Deadline

Reports from projects with ongoing funding are due annually on June 1.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	9/1/2003	Arrival Date				\$1,000 - \$10,000*	16

Eligibility

funds can be used for:

- Reading/Language Arts Programs
- Other Programs/Curricula
- Community Services

limitations: Non-profits only. Grants are made primarily to organizations and institutions located in Massachusetts. Applicants from other states must be invited to apply.

funds can't be used for:

- Operating Costs/Capital Expenditure

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$1,240,040*
2003	Grant size this year (estimated)	\$1,000 - \$10,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds: Non-profit

application:	http://www.preposting.org/filene/grantapp.pdf
application summary:	<p>Application consists of a Grant Request Summary and a Request for Funding. The <i>Grant Request Summary</i> requires applicants to provide brief answers to 13 questions, for purposes of creating an overview of the funding request. The <i>Request for Funding</i> consists of the following sections:</p> <ul style="list-style-type: none"> • Profile of organization • Profile of request • Evaluation • Attachments <p>For a detailed explanation of each section, please click here and scroll down to page 5.</p> <p>To apply for a grant, please send a cover letter and completed Grant Request Summary and Request for Funding to:</p> <p>Charles A. Rosebrock, Secretary The Lincoln and Therese Filene Foundation, Inc. World Trade Center West, 155 Seaport Boulevard Boston, MA 02210-2604</p>
application other:	Generally, the Foundation does not make commitments to projects and/or organizations for more than three years in duration.

Grant Contact Information

name:	Charles Rosebrock
job title:	Secretary
address:	Lincoln and Therese Filene Foundation, Inc. 155 Seaport Blvd. Boston, MA 02110-2604
phone:	617.439.2000

* = estimated amount

First Data Western Union Foundation Education Grant

grantor:	First Data Western Union Foundation	date last reviewed:	5/12/2004
web address:	http://www.firstdatawesternunion.org/grants/		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The First Data Western Union Foundation, headquartered in Denver, Colorado, supports educational, health, and human service programs that improve and enhance the lives of individuals, families and communities most in need.</p> <p>In the arena of Education, the Foundation has made grants to support programs that provide basic literacy skills for adults, and after-school tutoring for kids from under-resourced schools who need an extra boost to stay in school and succeed.</p>		
foundation officer:	Sharon Alexander Holt, Pres.; William Morris, Secy.; Scott Scheirman, Treas.; Polly Baca; Rexford G. Brown, Ph.D.; Victor Mendez Capellan; Eugenio Nigro; Lisa Olson; Thom Williams; Luella Chavez D'Angelo.		
foundation board dates:	Not available.		
foundation financial:	FY 2001 Assets: \$935,418; Total Giving: \$2,545,002.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

March Deadline

The range of giving is between \$1,000 and \$25,000, depending on how closely the request matches the foundation's mission and funding focus areas.

It will take approximately four months from the proposal deadline date until final notification. Foundation staff may need to conduct a site visit before a final decision.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	3/1/2004	Postmark Date				\$1,000 - \$25,000*	

June Deadline

The range of giving is between \$1,000 and \$25,000, depending on how closely the request matches the foundation's mission and funding focus areas.

It will take approximately four months from the proposal deadline date until final notification. Foundation staff may need to conduct a site visit before a final decision.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	6/1/2004	Postmark Date				\$1,000 - \$25,000*	

December Deadline

The range of giving is between \$1,000 and \$25,000, depending on how closely the request matches the foundation's mission and funding focus areas.

It will take approximately four months from the proposal deadline date until final notification. Foundation staff may need to conduct a site visit before a final decision.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	12/1/2004	Postmark Date				\$1,000 - \$25,000*	

Eligibility

funds can be used for:

- Reading/Language Arts Programs
- Other Programs/Curricula
- Community Services

limitations:

Non-profits only.

In general, the Foundation does not fund general operating support, individuals, endowments, special events, capital projects, other post-secondary scholarship programs, deficits or retirement of debt, re-granting agencies, or awards.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	\$1,000 - \$25,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2003	Grant Awards			For a list of grant awardees, click here .

Application Instructions

who must apply for funds:	Non-profit
application summary:	<p>Proposals should include the following components:</p> <ul style="list-style-type: none"> • Cover Letter (1 page) <ol style="list-style-type: none"> 1. Organization's Name 2. Project Title 3. Contact Name 4. Organization's Address, Phone, Fax, Email (if available) 5. Official signatures from Executive in Charge and/or Chairman of the Board • Narrative (4-5 pages) <ol style="list-style-type: none"> 1. Mission and history of organization 2. Amount and purpose of request 3. Expected outcome(s) of the proposed project 4. Plans for monitoring and evaluating success 5. Recent accomplishments 6. First Data or Western Union employee involvement in your organization • Financial Information <ol style="list-style-type: none"> 1. Organization budget (revenue and expense) for current fiscal year or year for which funding is requested (if different) 2. Project budget (revenue and expense) for current fiscal year or year for which funding is requested (if different) 3. Audited financial statements from most recently completed fiscal year 4. Current financial statements with year-to-date balance sheets (assets and liabilities), revenue and expense reports through most recently completed fiscal year 5. Major contributors and amount of gifts for most recently completed fiscal year 6. Sources of revenue for most recently completed fiscal year 7. Previous gifts from First Data Corporation, Western Union, or Western Union Foundation • Attachments <ol style="list-style-type: none"> 1. Current list of board of directors and their affiliations 2. Names and qualifications of key agency and project staff 3. Anti-discrimination statement

4. IRS 501(c)(3) determination letter
5. Most recent annual report (if applicable)
6. Letters of intent from other organizations with whom you propose to partner (if applicable)
7. Three letters of reference from community leaders not directly affiliated with your organization

application other: Applications should be sent to the following address:

Luella Chavez D'Angelo
 President
 First Data Western Union Foundation
 Attention: Grants Program
 6200 S. Quebec Street, Suite 370 AU
 Greenwood Village, CO 80111

Grant Contact Information

name:	Luella Chavez D'Angelo
job title:	Executive Director
address:	First Data Western Union Foundation 6200 S. Quebec St., Ste. 370AU Greenwood Village, CO 80111
phone:	303.967.6606
fax:	303.967.6492

Ford Foundation Grants

Ford Foundation

Source: *Foundation Reporter*, The TAFT Group®, 2003.

Giving Contact

Barron M. Tenny, Executive Vice President, Secretary
320 East 43rd Street
New York, NY 10017 USA
Phone: (212)573-5000
Fax: (212)351-3677

Donor Information

Founder: Established in 1936 by Henry Ford, who founded Ford Motor Company in 1903, and his son, Edsel Ford. The late Henry Ford II (d. 1987), chairman of Ford Motor Company and a son of Edsel Ford, served on the foundation's board from 1943 until 1976. Under his tenure, the foundation evolved from a Michigan charity into a worldwide institutional philanthropy. Today, the foundation has no official ties to the Ford family or the Ford Motor Company.

Giving Philosophy

"The Ford Foundation is a resource for innovative people and institutions worldwide. Our goals are to: strengthen democratic values; reduce poverty and injustice; promote international cooperation; and advance human achievement." Ford Foundation Annual Report 2001

Program activities are supported primarily within the following broad categories: Asset Building and Community Development; Education, Media, Arts, and Culture; and Peace and Social Justice. Within these three broad categories, the Foundation also funds projects using film, television, and radio to explore public policy issues and uses a limited portion of its capital funds to make program-related investments in enterprises that will advance philanthropic purposes.

Financial Summary

TOTAL GIVING: \$506,951,000 (fiscal year ending September 30, 2002 approx); \$827,695,000 (fiscal 2001 approx); \$683,715,497 (fiscal 2000 approx)

GIVING ANALYSIS: Giving for fiscal 2001 includes: foundation gifts to individuals (approx \$1,907,865); foundation program-related investments (approx \$31,289,859); fiscal 2000: foundation program-related investments (approx \$30,510,497); fiscal 1999: foundation gifts to individuals (\$1,633,954)

ASSETS: \$9,300,140,000 (fiscal 2002 approx); \$10,548,500,000 (fiscal 2001 approx); \$14,659,683,000 (fiscal 2000 approx)

Typical Recipients

ARTS & HUMANITIES: Arts Associations & Councils, Arts Centers, Dance, Ethnic & Folk Arts, Film & Video, Arts & Humanities-General, Historic Preservation, Libraries, Music, Performing Arts, Public Broadcasting, Theater

CIVIC & PUBLIC AFFAIRS: African American Affairs, Business/Free Enterprise, Civil Rights, Community Foundations, Economic Development, Economic Policy, Employment/Job Training, First Amendment Issues, Civic & Public Affairs-General, Hispanic Affairs, Housing, Law & Justice, Legal Aid, Municipalities/Towns, Native American Affairs, Nonprofit Management, Philanthropic Organizations, Public Policy, Rural Affairs, Urban & Community Affairs, Women's Affairs

EDUCATION: Agricultural Education, Arts/Humanities Education, Business-School Partnerships, Colleges & Universities, Community & Junior Colleges, Continuing Education, Economic Education, Education Associations, Education Funds, Education Reform, Faculty Development, Education-General, Gifted & Talented Programs, International Studies, Leadership Training, Legal Education, Literacy, Minority Education, Public Education (Precollege), Science/Mathematics Education, Social Sciences Education, Student Aid

ENVIRONMENT: Air/Water Quality, Forestry, Environment-General, Resource Conservation

HEALTH: AIDS/HIV, Health-General, Health Organizations, Medical Research, Nutrition, Public Health

INTERNATIONAL: Foreign Arts Organizations, Foreign Educational Institutions, International-General, Health Care/Hospitals, Human Rights, International Affairs, International Development, International Environmental Issues, International Organizations, International Peace & Security Issues, International Relations, International Relief Efforts, Missionary/Religious Activities, Trade

RELIGION: Religious Organizations, Religious Welfare, Social/Policy Issues

SCIENCE: Science-General, Scientific Centers & Institutes, Scientific Organizations

SOCIAL SERVICES: At-Risk Youth, Child Welfare, Community Service Organizations, Day Care, Delinquency & Criminal Rehabilitation, Domestic Violence, Family Planning, Family Services, Refugee Assistance, Substance Abuse, United Funds/United Ways, Volunteer Services, Youth Organizations

Contributions Analysis

GIVING PRIORITIES: Asset building and community development; education, media, arts, and culture; peace and social justice.

ARTS & HUMANITIES: 5%. Media, Arts and Culture —public broadcasting; promoting a free and responsible news media; independent production of film, video, and radio programming; and strengthening art institutions.

CIVIC & PUBLIC AFFAIRS: 16%. Community Development, Resource Development and Economic Development —with a focus on development finance and economic security; workforce development; environment and development; and community development.

EDUCATION: 39%. Education, Knowledge and Religion —supports education reform; higher education and scholarship; and religion, society and culture educational initiatives. Major

emphasis on education research and reform K-12. Made a substantial, one-time commitment above routine budget levels to establish the Ford Foundation International Fellowships Program.

HEALTH: 8%. Human Development and Reproductive Health —funds efforts in the areas of children, youth and families; and sexuality and reproductive health.

INTERNATIONAL: 30%. Peace and Social Justice —primary support in the areas of Human Rights & International Cooperation and Governance & Civil Society.

OTHER: 2%. Funds Foundation-wide Actions and Good Neighbor Grants.

NOTE: Total contributions made in fiscal 2001.

Application Procedures

INITIAL CONTACT: Before submitting any application, a brief letter of inquiry is recommended to determine whether the foundation's present interests and funds permit consideration of a proposal. Domestic applications and inquiries should be sent to the foundation's secretary. International applicants should direct their proposals to the nearest field office; field offices are listed in the foundation's annual report and on the foundation's Web site.

APPLICATION REQUIREMENTS: The letter should include the purpose of the project for which funds are being requested; problems and issues the proposed project will address; information about the organization conducting the project; estimated project budget; period of time for which funds are requested; and qualifications of those who will be engaged in the project. After receiving the letter, the foundation may ask the applicant to submit a formal proposal. There is no grant application form. Proposals should include the organization's current budget; a description of the proposed work and how it will be conducted; the names and curriculum vitae of those engaged in the project; a detailed project budget; present means of support and status of applications to other funding sources; and legal and tax status.

DEADLINES: None.

REVIEW PROCESS: Applications are considered throughout the year. Normally, applicants may expect to receive within six weeks an indication of whether their proposals are within the foundation's interests and budget limitations.

Restrictions

Activities supported by grants and program-related investments must be charitable, educational, or scientific, as defined under the U.S. Internal Revenue Code and Treasury Regulations. The foundation limits its grants to efforts likely to have wide effect. Support is not usually awarded for routine operating costs or for religious activities. Except in rare cases, funding is not available for construction or maintenance of buildings.

The foundation does not award undergraduate scholarships or make grants for purely personal needs. Support for graduate fellowships is generally provided through grants to universities and other organizations, which are responsible for the selection of recipients. Grants to individuals are most often awarded either through publicly announced competitions or on the basis of nominations from universities and other nonprofit institutions.

Although the foundation also makes grants to individuals, they are few in number relative to demand and are limited to research, training, and other activities related to the foundation's interests.

Foundation Officials

Paul Arthur Allaire: chairman. BORN: Worcester, MA July 21, 1938. EDUCATION: Worcester Polytechnic Institute BS (1960); Carnegie Mellon University MS (1966). CORPORATE AFFILIATION: director: Priceline.com Inc. NONPROFIT AFFILIATION: member: Tau Beta Pi; member: National Academy Engineering; director: New York City Ballet; member: Council Foreign Relations; member: Eta Kappa Nu; director: Catalyst for Women Inc.; member: Council Competitiveness.

Alain J. P. Belda: trustee. BORN: Morocco June 23, 1943. EDUCATION: MacKenzie University BA (1969). CORPORATE EMPLOYER: chairman, chief executive officer, director: Alcoa Inc. CORPORATE AFFILIATION: director: Cooper Industries Inc.; director: E.I. du Pont de Nemours & Co.; director: Citicorp.

Alison R. Bernstein: vice president knowledge creativity freedom.

Susan Vail Berresford: president. BORN: New York, NY 1943. EDUCATION: Vassar College (1961-1963); Radcliffe College BA (1965). CORPORATE AFFILIATION: director: Chase Manhattan Corp.

Afsaneh M. Beschloss: trustee.

Anke A. Ehrhardt: trustee.

Nancy P. Feller: assistant secretary, associate general counsel.

Kathryn Scott Fuller: trustee. BORN: New York, NY 1946. EDUCATION: Brown University BA (1968); University of Texas JD (1976); University of Maryland MS (1980-1982). NONPROFIT EMPLOYER: president, chief executive officer: World Wildlife Fund. NONPROFIT AFFILIATION: member: World Bank Advisory Committee on Sustainable Development; honorary member: Zonta International; member: Texas Bar Association; member advisory committee: Trade Policy Negotiations; member: District of Columbia Bar Association; member advisory committee: President Commission Environmental Quality; director: Brown University.

Barry D. Gaberman: senior vice president.

Nicholas M. Gabriel: treasurer, director financial services.

Wilmot G. James: trustee.

Yolanda Kakabadse: trustee.

Wilma Pearl Mankiller: trustee. BORN: Stilwell, OK 1945. EDUCATION: Skyline College; San Bruno College (1973); San Francisco State College (1973-1975); Union College BA (1977); University of Arkansas (1979).

Richard Moe: trustee.

Yolanda T. Moses: trustee. BORN: Los Angeles, CA. EDUCATION: California State College BS (1968); University of California PhD (1976); University of California MA (1976). NONPROFIT EMPLOYER: president: City University of New York. NONPROFIT AFFILIATION: chairman: United Negro College Fund Advisory Board for Service Learning; member: Women's Forum; president, member: American Anthropological Association.

Melvin L. Oliver: vice president asset building & community development.

Deval Laurdine Patrick: trustee. BORN: Chicago, IL 1956. EDUCATION: Harvard College AB (1978); Harvard College JD (1982). CORPORATE EMPLOYER: executive vice president, general counsel: The Coca-Cola Co. CORPORATE AFFILIATION: director: UAL Corp. NONPROFIT AFFILIATION: member: Massachusetts Black Lawyers Association; trustee: Saint Andrew's School (Delaware); board overseers: Harvard University; member: Massachusetts Bar Association; member: Boston Bar Association; Harvard Alumni Association; member: American Bar Association.

Bradford K. Smith: vice president peace & social justice.

Linda B. Strumpf: vice president, chief investment officer.

Ratan Naval Tata: trustee. BORN: Bombay, MH India. EDUCATION: Cornell University; Harvard University Graduate School of Business Administration. CORPORATE EMPLOYER: chairman: Tata Industries Ltd.

Barron M. Tenny: executive vice president, secretary, general counsel.

Carl B. Weisbrod: trustee. BORN: New York, NY 1944. EDUCATION: Cornell University BS (1965); New York University JD (1968). CORPORATE EMPLOYER: chairman: National Income Realty Trust NONPROFIT EMPLOYER: president: Alliance for Downtown New York.

W. Richard West, Jr.: trustee. BORN: San Bernardino, CA 1943. EDUCATION: University of Redlands BA (1965); Harvard University AM (1968); Stanford University JD (1971). NONPROFIT EMPLOYER: director: Smithsonian Institute National Museum American Indian. NONPROFIT AFFILIATION: honorary counselor: Wings America; member advisory committee: Winslow Foundation; national support committee: Native American Rights Fund; trustee: University Redlands; trustee: Education Foundation America; member, board trustees: Environmental Defense Fund; member: American Indian Bar Association; treasurer: American Indian Lawyer Training Program.

Alexander Wilde: vice president communications.

Grants Analysis

Disclosure Period: fiscal year ending September 30, 2001

Total Grants: \$862,596,000*

Number Of Grants: 2,550

Average Grant: \$120,000*

Highest Grant: \$275,526,718

Typical Range: \$10,000 to \$2,000,000

Note: Giving excludes program-related investments and funding for foundation-administered projects. Giving includes gifts to individuals. Grants analysis based upon grants approved in 2001. Average grant figure represents median grant size.

Recent Grants

Note: Grants derived from fiscal 2002 Form 990.

Arts & Humanities

1,625,000: Americans for the Arts, Washington, DC — for the Animating Democracy Initiative

1,000,000: National Public Radio, Washington, DC — for operation and expansion of its international news reporting division

Civic & Public Affairs

3,000,000: Fund for the City of New York, New York, NY — for activities to enhance the operations and improve the performance of public agencies

3,000,000: International Center for Transitional Justice, Inc., New York, NY — to help countries respond to human rights abuse

2,000,000: Policy Link, Oakland, CA — to promote community building at the federal, state and local levels

1,500,000: African American Institute, New York, NY — for activities to promote US and Africa policies and educational opportunities for Africans

1,500,000: Aspen Institute, Queenstown, MD — to manage the Rural Development and Community Foundations Initiative

1,500,000: Women's Environment and Development Organization, New York, NY — for organizational development and program activity

1,250,000: Migration Policy Institute, Washington, DC — for nonpartisan knowledge-based analysis and policy development

1,200,000: Lawyers' Committee for Civil Rights, Washington, DC — for legal advocacy to advance affirmative action and other policies in employment and public contracting

1,200,000: Public/Private Ventures, Philadelphia, PA — to coordinate and evaluate a national demonstration project

1,100,000: American Council of Learned Societies Devoted to Humanistic Studies, New York, NY — for the Social Science Scholarship Program

1,000,000: Africa Action, Washington, DC — to promote more engaged and positive US policies toward Africa

1,000,000: Center on Budget and Policy Priorities, Washington, DC — to provide the reliable analyses of US fiscal and social policies as they bear on low-income populations

1,000,000: Center on Budget and Policy Priorities, Washington, DC — for International Budget Project

1,000,000: Legal Aid Society, New York, NY — for legal services and activities to help low-income people

1,000,000: Philanthropic Research, Inc., Williamsburg, VA — support for the development of a comprehensive online database of information on United States nonprofit organizations

Education

4,643,750: Institute of International Education, New York, NY — for the Global Travel and Learning Fund

4,500,000: Academy for Educational Development, Washington, DC — for the New Voices Fellowship Program

2,500,000: Social Science Research Council, New York, NY — for international programs

2,000,000: Social Science Research Council, New York, NY — for Sexuality Research Fellowship Program

1,880,000: Trustees of Princeton University, Princeton, NJ — to assess the impact of the termination of race-sensitive admission policies in Texas' higher education system

1,750,000: Project Grad-Newark, Newark, NJ — for school reform activities in Newark

1,700,000: Institute of International Education, New York, NY — support for a travel and learning fund for Chinese grantees

1,502,641: President and Fellows of Harvard College, Cambridge, MA — for Honoring Nations an innovations awards program

1,300,000: Project Grad Los Angeles, Inc., Los Angeles, CA — for activities to advance school reform

1,256,368: University of North Carolina, Charlotte, NC — for a longitudinal study on the accumulation of financial assets and social capital among low-income renters

1,200,000: Project Grad, Houston, TX — for school reform activities in Houston

1,158,800: New York University, New York, NY — for the research component of the Leadership for a Changing World Program

1,090,000: Social Science Research Council, New York, NY — for research fellowships to explore the implications of information

1,080,000: Institute of International Education, New York, NY — to provide logistical and administrative support to participants

1,075,000: Birzeit University, Birzeit, Western Samoa — for the endowment fund

1,000,000: Project GRAD Atlanta, Atlanta, GA — for school reform activities in Atlanta

1,000,000: Social Science Research Council, New York, NY — to facilitate the creation of a program dedicated to research

250,000: MDC, Chapel Hill, NC — support for research, communications and new education and workforce development programs to assist recent immigrant groups

Environment

1,500,000: Tides Foundation, San Francisco, CA — for the indigenous communities mapping initiative to strengthen the visibility and viability of indigenous claims to land and resource

1,075,000: Rainforest Alliance, New York, NY — recoverable grant to expand smartwood fund

Health

1,250,000: International Women's Health Coalition, New York, NY — for activities to strengthen women's health and rights organizations worldwide

International

5,000,000: Trust for Civil Society in Central and Eastern Europe, Warszawa, Poland — for a sinking fund to provide support for long-term sustainable development of civil society

1,600,000: Lawyers Committee for Human Rights, New York, NY — for special development fund

1,393,808: Mahila Sewa Trust, India — for rebuilding livelihood security in the aftermath of the Gujarat earthquake

1,200,000: Center for the Study of Developing Societies, Delhi, India — endowment and institutional support for renewal and revitalization of social science research

1,100,000: National Association of Universities and Institutes of Highs, Mexico — to expand academic and support services for indigenous students

1,000,000: Forest Stewardship Council, Oaxaca, OX, Mexico — for the international operations of the premier organization

1,000,000: Micro Enterprise Cooperative Organism of Colombia, Santa Fe de Bogota, Colombia — expand microcredit learning

1,000,000: Penal Reform International, London, United Kingdom — to advance penal reform worldwide

1,000,000: Society for Promotion of Area Resource Centres, Mumbai, India — to build the capacities of poor people's organizations to facilitate improved negotiation of rights and entitlements

1,000,000: Surabhi Foundation for Research and Cultural Exchange, Mumbai, India — endowment support for its media resource and networking center

Science

8,000,000: National Academy of Sciences, Washington, DC — for minority predoctoral, dissertation and postdoctoral fellowship programs

Social Services

1,175,000: Community Loan Technologies, St. Paul, MN — for round two of a program to strengthen mid-size minority culture

George F. and Sybil H. Fuller Foundation Education Grant

grantor:	George F. and Sybil H. Fuller Foundation	date last reviewed:	4/23/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Established in 1955, the George F. and Sybil H. Fuller Foundation provides primarily local giving in Worcester, Massachusetts in the following areas of interest:</p> <ul style="list-style-type: none"> • Education • Cultural • Historic • Hospitals • Community Fund • Youth Organizations • Social Agencies • Schools <p>Aside from the fund uses indicated below, grants also offer support for seed money/start-up, capital support, new construction, and reservation.</p>		
foundation officer:	Trustees: Rusesell E. Fuller, Chariman and Treasurer; Mark W. Fuller Vice Chairman; Joyce I. Fuller, Assistant Treasurer; Diane H. Robbins, Secretary; Lincoln E. Fuller; David P. Hallock.		
foundation board dates:	Every other month.		
foundation financial:	FY 2000 Assets: \$71,965,151; Total Giving: \$3,874,200.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Applications must be received at least one week before upcoming meeting in order to be considered. Decisions are made within 1-2 months from receipt of application.

Typical grant size is \$10,000.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
						\$1,000 - \$500,000*	75-100

Eligibility

funds can be used for:

- Other Programs/Curricula
- Equipment

limitations: Non-profits only. No support for individuals, endowments, general operating, and program-related investments/loans.

Gives primarily to Worcester County, MA.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2000	Grant range last fiscal year	\$1,000 - \$500,000*
2000	Total funds allocated last fiscal year	\$3,874,200*
2002	Grant size this year (estimated)	\$1,000 - \$500,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds: Non-profit

application summary: Application guidelines will be sent upon request.

next steps: Initial contact should be in form of letter of inquiry; potential applicants should also make telephone inquiry.

Grant Contact Information

name:	Mr. Russell H. Fuller
job title:	Chairman
address:	George F. and Sybil H. Fuller Foundation 1-B Central St. P.O. Box 252 Boylston, MA 01505
phone:	508.869.6723

* = estimated amount

General Mills Foundation Grant



CommunityAction



General Mills Foundation Grant Application Guidelines

The General Mills Foundation The General Mills Foundation was created in 1954 to focus the philanthropic resources of General Mills on community needs. Most of our resources are focused on communities with General Mills facilities and employees. The Foundation's mission is to provide financial support to nonprofit organizations that create sustainable community improvement in the areas of social services, education, arts and culture, and youth nutrition and fitness. General Mills Community Action encompasses all of our corporate philanthropy (including the Foundation, volunteerism, food donations and corporate contributions). General

Mills Community Action is dedicated to championing strong communities and is committed to working with communities to address societal needs with breakthrough ideas, championship people and financial resources.

The General Mills Foundation is based in Minneapolis at the General Mills World Headquarters. In communities around the United States where General Mills has operations, employee volunteers serve on Community Action Councils that work with the Foundation. These councils review funding applications in their communities and suggest projects that meet Foundation funding guidelines. The councils also receive requests from community organizations for employee and retiree community volunteers. A list of the councils appears in the community involvement section of our Web site www.generalmills.com/foundation.

Strategic Objectives The Foundation's strategic objectives are to:

- Demonstrably improve the quality of life in communities with General Mills facilities and employees.
- Initiate innovative solutions and approaches to improve youth nutrition and fitness.
- Support General Mills employees and retirees giving to United Way, education, and arts and culture organizations through a gift-matching program.

Funding Priorities The Foundation's headquarters grants will focus mainly on four areas:

- Social Service – supporting programs that strengthen families and promote a safe, nurturing environment for children and youth.
- Youth Nutrition and Fitness – supporting innovative programs that help improve youth nutrition and fitness behaviors.
- Education – supporting efforts that emphasize student academic achievement, particularly at the K-12 level. Also supporting at-risk students in selected General Mills communities in their pursuit of post-high school education through the General Mills Challenge U Scholarship Program.
- Arts and Culture – supporting organizations that are leaders in their field as evidenced by their innovation, program quality and contribution to their community.

In General Mills communities outside the Twin Cities, our two key priorities in grantmaking are improving youth nutrition and fitness and United Way.

Organizations Supported by the Foundation When evaluating requests, the General Mills Foundation will favor organizations meeting the following criteria:

- Mission is closely related to the Foundation's priorities.
- Programs or activities are based in communities with General Mills operations and employees.
- Programs or activities involve General Mills employees and retirees.
- Services create sustainable community improvement.

Organizations Outside of Foundation Guidelines The General Mills Foundation receives many more requests than it can support. A decision to decline a request does not imply that the applicant's program is not needed or valued, but simply that it does not fall within our giving guidelines or priorities, or that funds are not available.

As a standard practice, the Foundation does not support:

- Organizations without 501(c) (3) and 509(a) status.
- Organizations that do not comply with the Foundation's Non-Discrimination Policy.
- Individuals.
- Social, labor, veterans, alumni or fraternal organizations serving a limited constituency
- Travel by groups.
- Recreational, sporting events or athletic associations.
- Religious organizations for religious purposes.
- Basic research.
- Organizations seeking underwriting for advertising.
- Political causes, candidates or legislative lobbying efforts

Generally, the Foundation does not support the following:

- Conferences, seminars and workshops.
- Campaigns to eliminate or control specific diseases.
- Publications, films or television programs.
- Underwriting for program sponsorship.

Types of Grants Available The General Mills Foundation makes operating, project and capital grants. The General Mills Foundation will give priority to operating and project grants. Capital grants will receive a lower priority and will largely be made to organizations only in the Twin Cities with which we have a long history of operating support and significant employee involvement.

Proposal Review Process The Foundation's review process is continuous, and you may apply for funding at any time. If your funding request meets Foundation criteria, the following steps will be taken.

- Your application will be assigned to a Foundation program officer for review. If more information is needed, we will contact you.
- During the review process, the program officer may arrange a meeting or site visit to discuss your program.
- When the review process is complete, the program officer will make a recommendation to the Foundation's Grants Committee. You will be notified of the decision, which will generally be made within six weeks.
- The Foundation will request a report describing activities and outcomes from the grant.
- A post-grant evaluation may be requested.

To Apply for Funding Please complete the application provided and send it with your proposal. Minnesota requests should be sent to the address below. In other communities, please submit your proposal to the Community Action Council in your location. These addresses can be found in the Directory section of the Community Action Web site: www.generalmills.com/foundation.

Include the following information in your proposal:

- Organization's mission statement.
- List of officers and board members.
- Objectives for the current fiscal year.
- Previous year's major accomplishments.
- List of corporate/foundation donors.
- Most recent audited financial statement.
- Copy of the Internal Revenue Service ruling granting tax exemption under Section 501(c) (3) and 509(a) of the Internal Revenue Code.

Mailing Address

Your local Community Action Council or:
General Mills Foundation
P.O. Box 1113
Minneapolis, MN 55440

Phone, Fax and Web Site

Phone: 763-764-2211
Fax: 763-764-4114
Web Site: www.generalmills.com/foundation

Express Mail and Messenger Address

General Mills Foundation
Number One General Mills Boulevard
Minneapolis, MN 55426

General Mills Foundation Grant Application

Cover Sheet (You may reproduce this form on your computer or download a form from the Community section of our Web site: www.generalmills.com/foundation)

Organization Information

Legal name of organization (as stated on 501 (c) (3)) _____

EIN # _____

Address _____

City, State, Zip _____ Phone number _____ Fax _____

Web address _____

Individuals Responsible:

Name of executive director _____ Title _____

Direct dial phone # _____ E-mail address _____

Contact person (if different from executive director) _____ Title _____

Direct dial phone # _____ E-mail address _____

The General Mills Foundation has a Non-Discrimination Policy that is in alignment with the policy of General Mills, Inc. (the "Corporation"). Projects or programs funded by the Foundation or by the Corporation's charitable giving programs must comply with the policy. Please affirm the following on behalf of your organization.

The charitable organization (donee) does not discriminate on the basis of race, religion, age, gender, sexual orientation, national origin, disability, veteran status, marital status, or other prohibited factors and will use the Foundation's and/or Corporation's grant to support projects and programs consistent with the foregoing.

(Please check one)

- Yes, we affirm the policy.
 No, we do not affirm the policy.

Organization mission: _____

Is your organization an IRS 501 (c) (3) not-for-profit? (Attach copy of current ruling letter.)
 _____ Yes _____ No

If no, is your organization a public agency/unit of a government or religious institution?
 _____ Yes _____ No

Amount and Type of Support Requested

The dollar amount being requested: \$ _____

Funds are being requested for:

____ General operating support _____ Project support
 ____ Capital support

If a project, give project duration:

____ Month ____ Year to ____ Month ____ Year

If operating support, fiscal year:

____ Month ____ Year to ____ Month ____ Year

Proposal Summary

(If operating or support, relate to the organization. If project support, relate to the project.)

Project name (if applying for project support): _____

Summary of project (4-5 sentences): _____

Target Audience

Race/ethnicity (list %) served:

- ____ % American Indian
 ____ % Asian
 ____ % African-American/Africa
 ____ % Hispanic/Latino
 ____ % Native Hawaiian or other Pacific Islander
 ____ % White
 ____ % Ethnic general/multi-racial

Number of people served: _____
 (Range is acceptable)

Geographic area served: _____

Authorization

Name of executive director and/or Board Chair: _____

 Signature

NOTE: The General Mills Foundation accepts the Minnesota Common Grant Application Form.

Budget

(You may reproduce this form on your computer.)

If you already prepare organization and project budgets that contain this information, please feel free to submit them in their original forms. For project proposals, please include both organization and project budgets.

Check which budget(s) are included: Organization Budget
 Project Budget

Budget for the period: _____ to _____

Income

Source	Amount
Government grants & contracts	\$ _____
Foundations	\$ _____
Corporations	\$ _____
United Way or other federated campaigns	\$ _____
Individual contributions	\$ _____
Fundraising events & products	\$ _____
Membership income	\$ _____
In-kind support	\$ _____
Revenue	
Earned income	\$ _____
Other (specify)	\$ _____
Total Income	\$ _____

Budget

Total annual organization budget:

\$ _____

Total project budget (for support other than general operating):

\$ _____

Expense

Item	Amount	% FT/PT
Salaries & wages (for project budgets, break down by individual position and indicate full- or part-time)	\$ _____	
Subtotal	\$ _____	% _____
Insurance benefits & other related taxes	\$ _____	
Consultants & professional fees	\$ _____	
Travel	\$ _____	
Equipment	\$ _____	
Supplies	\$ _____	
Printing & copying	\$ _____	
Telephone & fax	\$ _____	
Postage & delivery	\$ _____	
Rent & utilities	\$ _____	
In-kind expenses	\$ _____	
Other (specify)	\$ _____	
Total Expense	\$ _____	

George H. and Jane A. Mifflin Memorial Fund Grant

grantor:	George H. and Jane A. Mifflin Memorial Fund	date last reviewed:	3/28/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	\$2,000,000*
description:	Giving primarily for education, conservation and welfare, including legal services.		
foundation officer:	Lawrence Coolidge, Trustee		
foundation board dates:	Bi-annually: May and September		
foundation financial:	FY 2001 Assets: \$33,634,750		
can funds be used in combination with other funds:	Yes		

Application and Award Cycles

May

Applicants approved for grants will be notified one week after May board meeting and receive funds one week later.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	4/1/2003	Arrival Date	5/31/2003	6/7/2003	Not Available	\$5,000 - \$50,000*	Varies

September

Applicants approved for grants will be notified one week after September board meeting and receive funds one week later.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	9/1/2003	Arrival Date	9/30/2003	10/7/2003	Not Available	\$5,000 - \$50,000*	50

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training

- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries
- Planning
- Equipment
- Supplies
- Community Services
- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations: Giving Primarily in Massachusetts

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

have charters received funds: Yes

Financial Summary

FY	question	amount
2001	Number of grants awarded last fiscal year	98
2001	Grant range last fiscal year	\$3,000 - \$130,000
2001	Total funds allocated last fiscal year	\$2,191,000
2003	Grant size this year (estimated)	\$5,000 - \$50,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2001	Academy of the Pacific Rim Charter School	Hyde Park, MA	\$45,000	Building Renovations

Application Instructions

who must apply for funds:	Non-profit
application summary:	Application should consist of project proposal, copy of current year's organizational budget and/or project budget and copy of IRS Determination Letter.
application other:	Four (4) copies of proposal should be submitted.

Grant Contact Information

name:	Mr. Lawrence Coolidge
department:	Loring, Wolcott & Coolidge
address:	George H. and Jane A. Mifflin Memorial Fund 230 Congress Street Boston, MA 02110
phone:	617.523.6531

Geraldine R. Dodge Foundation

grantor:	Geraldine R. Dodge Foundation, The	date last reviewed:	9/29/2003
web address:	http://www.grdodge.org/education.html		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Created in 1974, the Geraldine R. Dodge Foundation's mission is to support and encourage those educational, cultural, social and environmental values that contribute to making our society more humane and our world more livable.</p> <p>At its heart, the Geraldine R. Dodge Foundation is an educational foundation, because to wish for any change for the better is to embrace an educational perspective. In determining its recipients of education grants, the Foundation focuses on schools, in particular New Jersey's public schools and those who teach and learn there. Specifically, giving in education focuses on elevating the profession of teaching and fostering the continuous improvement of public education at the primary and secondary levels, and supporting innovative educational thinking.</p> <p>Areas of interest include:</p> <ul style="list-style-type: none"> • Early training and ongoing professional development of teachers • The role of principal and superintendent as educational leaders • Systemic change in schools • Access to educational excellence for underserved populations • The creation of model curricula, instruction and assessments • The cultivation of creativity in a variety of settings 		
foundation officer:	Robert H.B. Baldwin, Chair.; Robert LeBuhn, Pres.; Barbara Knowles Deb, Trustee; Christopher J. Elliman, Trustee; John Lloyd Huck, Trustee; Nancy D. Lindsay, Trustee; Betsy S. Michel, Trustee; Paul J. O'Donnell, Trustee; James W. Stevens, Treas.; George A. Aguilar, Sec.; David N.W. Grant III, Exec. Dir. and Asst. Sec.; John E. Yingling, Jr., Chief Amin. and Fin. Officer, Asst. Treas.		
foundation board dates:	Not available.		
foundation financial:	FY 2001 Assets: \$306,376,880; Total Giving: \$20,689,816.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Grant decisions are made on an annual basis.

Whether funded or not, organizations must wait until the next grantmaking cycle for their issue area before submitting a subsequent proposal. Recipients are expected to make periodic progress reports and to submit a narrative and a financial accounting of disbursements at the end of the grant period.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	11/1/2003	Postmark Date	Not available	Not available	Not Available	Varies	Not available

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Other Programs/Curricula
- Community Services

limitations: Nonprofits and public entity organizations only.

Funding cannot be used for capital programs, equipment purchases, scholarship funds, indirect costs, endowment funds, or deficit reduction.

funds can't be used for:

- Equipment

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

eligible preference: Priority is given to programs and organizations which will ultimately have practical application in New Jersey.

Financial Summary

FY	question	amount
2000	Total funds allocated last fiscal year	\$21,411,346*
2002	Number of grants awarded last fiscal year	65*
2002	Grant range last fiscal year	\$10,000 - \$350,000*
2003	Grant size this year (estimated)	\$10,000 - \$350,000

Sample of Awarded Funds

FY	organization	location	award	purpose
2002	Artists-in-Education Consortium	Princeton, NJ	\$30,000	The Geraldine R. Dodge Foundation awarded \$30,000 to the Artists-in-Education Consortium to support its plan to expand the number of New Jersey schools, teachers, students and artists benefiting from a variety of arts-in-the-schools residencies. Support is also provided for a significant component of training for teaching artists.
2002	Institute for Educational Inquiry	Seattle, WA	\$75,000	The Geraldine R. Dodge Foundation awarded \$75,000 to the Institute for Educational Inquiry to support a complete revision of the IEI leadership curriculum, to take into account all that has been learned during the past ten years of working with leadership cadres. There will likely be an advanced level of training offered in addition to the introductory workshops, with the new model(s) being tested at Montclair State University during the second year of the project.
2002	Public Schools of Plainfield	Plainfield, NJ	\$85,000	The Geraldine R. Dodge Foundation awarded \$85,000 to Public Schools of Plainfield for continued support of the Literacy Environment Accelerates Development program and professional development initiative at the Emerson School. LEAD provides primary-grade students with intensive reading instruction.

To view a list of all grant recipients [click here](#) and scroll down to "2002 Education Grants."

Application Instructions

who must apply for funds: School, School District or Nonprofit

application summary: A complete application will include one copy of each of the following:

- A one-page cover sheet, which can be downloaded, and filled out on your computer by [clicking here](#). Should you experience difficulty opening this link, send an e-mail to info@grdodge.org, and the cover sheet will be emailed to you.
- A one page summary of the proposal, including the total dollar amount of the request, submitted on the letterhead of the sponsoring organization.
- A narrative no longer than six pages which includes:
 1. A description of the project and the need for it
 2. The qualifications and past accomplishments of the sponsoring organization
 3. How the project is to proceed and who is to carry it out
 4. A time-line for the project
 5. The benefits to be gained and for whom
 6. The plans for evaluating and funding the project in the future
- Complete project and organizational budgets.
- The organization's most recent audited financial statement.
- A list of the names and occupations of trustees of the organization.
- A copy of the Internal Revenue Service determination letter confirming the organization's 501(c) 3 status or a description of the organization establishing that it is a public entity.

application
other:

Proposal Format:

The Foundation asks that every consideration be given to presenting the proposal and supporting materials in an environmentally sensitive manner. Please use two-sided copying when possible, 12 point type (or larger) and do not use binders or plastic packaging.

Submitting the Proposal:

Proposals should be submitted to:

David Grant, Executive Director
Geraldine R. Dodge Foundation
163 Madison Avenue
PO Box 1239
Morristown, NJ 07962-1239

Proposals should be postmarked no later than the deadline date listed to allow for staff review. Faxed or e-mailed proposals are not accepted, and it is preferred that express mail carriers not be used.

Proposal Review Process:

A team of program staff reviews proposals received and determines which ones fall within the Foundation's current grantmaking strategy. Applicants that are preliminarily determined to be within the Foundation's funding strategy will be contacted by a member of our program staff to schedule a site visit or a telephone interview.

next steps:

New applicants should submit a one-page letter of inquiry to determine if a project falls within the Foundation's guidelines. Letters of inquiry may be submitted throughout the year, but must be received at least two weeks prior to the proposal submission deadline. Letters of inquiry can be sent

via standard mail, submitted on-line [by clicking here](#), or e-mailed without attachments to info@grdodge.org.

Grant Contact Information

name:	Mr. David Grant
job title:	Executive Director
address:	Geraldine R. Dodge Foundation, The P.O. Box 1239 Morristown, NJ 07962-1239
phone:	973.540.8442
e-mail:	info@grdodge.org

Greater Worcester Community Foundation Discretionary Grants

grantor:	Greater Worcester Community Foundation	date last reviewed:	3/28/2003
web address:	http://www.greaterworcester.org/g-df.htm		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	\$1,600,000*
description:	The Greater Worcester Community Foundation (GWCF) uses its Discretionary Funds to invest in organizations and programs that build vibrant and healthy communities throughout Central Massachusetts. GWCF primarily supports nonprofit, tax-exempt organizations in the fields of education, culture and the arts, civic affairs and community development. It may also award grants to unincorporated associations or to public agencies.		
foundation officer:	Sarah Garfield Berry , President; Michael D. Brockelman , Vice-President; Ross Dik , Clerk; James E. Collins , Treasurer; Ann T. Lisi, Executive Director		
foundation board dates:	Bi-annually: April and November		
foundation financial:	FY 2001 Assets: \$84,211,062 (For entire Community Foundation); Total Giving: \$3,893,042.		
can funds be used in combination with other funds:	Yes		

Application and Award Cycles

February Grant Cycle

Grants requests will be approved or declined by mid-April with grants payable in early May.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	2/1/2003	Arrival Date				\$3,000 - \$25,000*	70 (estimate)

September Grant Cycle

Grants requests will be approved or declined by mid-November with grants payable in late December.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	9/15/2003	Arrival Date				\$3,000 - \$25,000*	70 (estimate)

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Community Services

limitations: Schools must be partnered with a non-profit in order to apply.

funds can't be used for:

- Equipment
- Operating Costs/Capital Expenditure
- Fundraising/Investment

eligible jurisdictions - limited to applicants from:

- Worcester County, MA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

eligible preference: In keeping with its mission to build community, the Distribution Committee generally seeks to support projects that:

- Integrate efforts and foster partnerships among organizations
- Relate to community issues and priorities
- Preserve and enhance the region's cultural and environmental resources
- Provide access to fundamental opportunities for disadvantaged people
- Create a safe and healthy environment for residents of all ages
- Promote inclusive participation in civic life
- Build the capacity of local organizations

have charters received funds: No

Financial Summary

FY	question	amount
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2002	Grant range last fiscal year	\$3,000 - \$25,000*
2002	Total funds allocated last fiscal year	\$1,600,000*
2002	Number of grants awarded last fiscal year	140*
2003	Total funds allocated this fiscal year	\$1,600,000*
2003	Grant size this year (estimated)	\$3,000 - \$25,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2002	Alliance for Education		\$4,800	For Mini-Grants for Teachers, funding innovative classroom projects in schools throughout the region.
2002	Uniting Our Voices	Worcester, MA	\$10,000	To support efforts of Worcester African-Americans to assist underachieving students and increase family involvement.
2002	Worcester Center for Crafts	Worcester, MA	\$14,000	For the Artists-in-the-Classroom program, a studio-based curriculum that connects local artists with Worcester public schools.

Application Instructions

who must apply for funds:	Non-profit
application summary:	<p>A complete proposal includes:</p> <ul style="list-style-type: none"> • Summary of Application Form • Narrative • Financial Information • Other Information <p>Application forms and details of the other three sections accessed by clicking here and choosing the appropriate section from the menu on the left.</p>
application other:	Optional items such as brochures, newsletters, letters of support and related news articles may be submitted if desired.

Grant Contact Information

name:	Jackie Brousseau-Pereira
job title:	Program Officer
address:	Greater Worcester Community Foundation 44 Front Street Suite 530

Worcester, MA 01608-1782
phone: 508.755.0980

Other Information

The GWCF Distribution Committee — a volunteer seven-member, community-appointed advisory group — is responsible for recommending Discretionary Grants to the Board of Directors.

* = estimated amount

Hewlett Grant

Hewlett-Packard Co.

Hewlett-Packard Co. Foundation

Source: [Corporate Giving Directory](#)

Giving Contact

Hewlett-Packard Co. 3000 Hanover St., Palo Alto, CA 94304 USA, 1939, HPQ, NYSE,
<http://www.hp.com>

Bess Stephens, Executive Director
PO Box 10301
Palo Alto, CA 94304-0890 USA
Phone: (650)857-2982

Giving Philosophy

"There are two major thrusts to HP philanthropy:

"Investment in higher education through gifts of state-of-the-art HP equipment, integrating it into laboratories where students are trained or research is conducted in science, engineering, medicine and business.

"Contributions of cash and equipment to selected nonprofit organizations that address intellectual and societal needs in math and science education, health and human services, culture and the arts, and civic areas where HP employees and customers are located." Annual Report

Financial Summary

TOTAL GIVING: \$1,308,949 (fiscal year ending October 31, 2002); \$3,885,000 (fiscal 2001); \$1,327,780 (fiscal 2000)

GIVING ANALYSIS: Giving for fiscal 1999 includes: foundation matching gifts (\$2,006,000); foundation grants to United Way (\$5,700,000); foundation (\$14,565,240); nonmonetary support (\$41,361,741); fiscal 1998: foundation (\$1,845,000); corporate direct giving (\$14,110,000); nonmonetary support (\$50,701,000); fiscal 1997: foundation (\$1,833,690); corporate direct giving (\$13,273,000); nonmonetary support (\$48,087,000);

ASSETS: \$2,514,400 (fiscal 2002); \$4,155,171 (fiscal 2001); \$10,716,146 (fiscal 2000)

GIFTS RECEIVED: \$7,500,000 (fiscal 2000); \$7,500,000 (fiscal 1999); \$1,000,000 (fiscal 1998)

Typical Recipients

ARTS & HUMANITIES: Arts Associations & Councils, Arts Centers, Arts Funds, History & Archaeology, Museums/Galleries, Music

CIVIC & PUBLIC AFFAIRS: African American Affairs, Business/Free Enterprise, Clubs, Community Foundations, Economic Development, Employment/Job Training, Civic & Public Affairs-General, Hispanic Affairs, Law & Justice, Municipalities/Towns, Nonprofit Management, Professional & Trade Associations, Public Policy, Zoos/Aquariums

EDUCATION: Business Education, Colleges & Universities, Education Reform, Elementary Education (Private), Elementary Education (Public), Engineering/Technological Education, Faculty Development, Education-General, Medical Education, Minority Education, Public Education (Precollege), Science/Mathematics Education, Secondary Education (Public)

ENVIRONMENT: Environment-General, Resource Conservation

HEALTH: Emergency/Ambulance Services, Eyes/Blindness, Health-General, Hospitals, Public Health, Single-Disease Health Associations

INTERNATIONAL: Foreign Arts Organizations, Foreign Educational Institutions, Health Care/Hospitals, International Affairs, International Organizations, International Relations, International Relief Efforts, Missionary/Religious Activities

RELIGION: Religious Welfare

SCIENCE: Science Museums, Scientific Organizations

SOCIAL SERVICES: Community Service Organizations, Emergency Relief, Substance Abuse, United Funds/United Ways, Volunteer Services, YMCA/YWCA/YMHA/YWHA, Youth Organizations

Contributions Analysis

GIVING PRIORITIES: Education, international organizations, the arts, and human services. Major priorities are education and programs that advance the understanding of science and enhance human environment through health, human services, and the arts. Hewlett Packard donates equipment to foreign educational institutions and to disaster relief programs worldwide. Equipment grants are made only in countries where support is available. H.P. equipment installation, repair, and maintenance grant requests outside the U.S. should be made to H.P. subsidiaries in the country of origin. In 1999, approximately \$6.1 million in support of site-based community-action plans was authorized for local giving. Local grants are decided by employee committees and are based on the budget limit of \$40 per employee. In addition to local country grants, the European Grants Committee, which includes HPSA and country representatives, allocates budgets for donations and support K-12 education. In addition, the committee budgets and decides on some Pan European projects that operate in many countries. The grants budgeted by the committee are included in the surcharge billed the countries. HP's Pan European Initiatives include a Distance Learning Initiative; Global Information Infrastructure, High Speed Network & Security project; and Conceptual Learning of Science. The company's grants activities in these countries are guided by local management teams. Decisions about which specific programs to support in these regions are made by representative employee committees in the countries. These local committees investigate requests, decide which programs to support, fund the grants, and provide ongoing support for these efforts. The committees are made up of HP people from all parts of the business operations. The equipment grants often are supplemented by HP employees who volunteer their time to help the grant recipient.

CIVIC & PUBLIC AFFAIRS: 5%.

EDUCATION: 16%.

ENVIRONMENT: Less than 1%.

RELIGION: Less than 1%.

SOCIAL SERVICES: 78%.

NOTE: Total foundation contributions made in 2001.

Application Procedures

INITIAL CONTACT: The foundation has no formal grant application procedure or application form. Visit the website for guidelines and forms.

APPLICATION REQUIREMENTS: Include a description of the organization, history, and purpose; amount requested; purpose of grant; statement of need; current financial statements; sources and status of other funding; key personnel and qualifications of staff; detailed budget; and proof of tax-exempt status.

DEADLINES: None.

REVIEW PROCESS: Community contributions committees decide on local requests; grants review board makes decisions on nonacademic product donations and nationally oriented cash donations; University Grants Board makes decisions on equipment grants for higher education.

EVALUATIVE CRITERIA: Clearly stated mission; specific, measurable goals and education criteria; organization's ability to develop and implement program effectively and efficiently; budgetary controls; percentage of funds spent on administration and fundraising; current funding sources; employee participation in, or knowledge of, organization; potential of project to duplicate or counteract efforts of others; board membership and their participation in fundraising.

DECISION NOTIFICATION: Local committees meet monthly or quarterly; national contribution decisions are made quarterly; higher education requests are considered three times per year.

NOTES: University requests require a Hewlett-Packard employee sponsor. Proposals for local organizations should be directed to nearest major facility; national requests should be submitted to Nancy Thomas, Contributions Manager.

Restrictions

Equipment is donated only to organizations that have the staff and budget capacity to manage the new technology and must be used on the school's premises for educational purposes.

Hewlett-Packard does not support general fund drives or annual appeals, fundraising events or dinners, conferences, memberships, capital campaigns, endowments, faculty chairs, scholarships, grants to individuals, grants from Hewlett-Packard in the U.S. to organizations outside the U.S., organizations that are not tax-exempt, or religious or sectarian groups.

Contributions are made only in countries where company is located. Community grants are awarded only in the vicinity of company facilities.

Foundation Officials

Ann Baskins: director.

Debra Dunn: director.

Bess Stevens: executive director.

Grants Analysis

Disclosure Period: fiscal year ending October 31, 2001

Total Grants: \$3,885,000

Number Of Grants: 12

Average Grant: \$63,500*

Highest Grant: \$3,000,000

Lowest Grant: \$10,000

Typical Range: \$10,000 to \$150,000

Note: Average grant figure excludes two highest grants (\$3,250,000).

Recent Grants

Note: Grants derived from 2001 Form 990.

Civic & Public Affairs

150,000: Hispanic Cultural Center, Nampa, ID

33,000: Entrepreneur's Foundation, Palo Alto, CA

25,000: UNHCR-50 Foundation, New York, NY

Education

250,000: Western Governor's University, Salt Lake City, UT

130,000: Boston Public Schools, Boston, MA

122,000: Los Angeles Unified School District, Los Angeles, CA

90,000: Alum Rock District, San Jose, CA

40,000: Eastside Union High School District, San Jose, CA

Environment

10,000: Yosemite Fund, Yosemite, CA

Religion

10,000: Shepherd Center, Atlanta, GA

Social Services

3,000,000: American Red Cross Liberty Disaster Relief Fund, New York, NY

25,000: American Red Cross, Palo Alto, CA

Handspring Foundation Cash Grants

grantor:	Handspring Foundation	date last reviewed:	9/29/2003
web address:	click here		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Handspring, Inc., a leading innovator in handheld computers and personal communicators, founded the Handspring Foundation in June 2000. The Handspring Foundation makes cash grants to non-profit organizations and overseas equivalents that focus on issues directly related to Children/Youth at Risk. The Foundation supports the following types of projects:</p> <ul style="list-style-type: none">• Programs targeting high-risk youth that utilize the arts, technology, and sports• Direct services related to children's health (e.g. immunization campaigns, food programs)• Direct services for children who are victims of abuse or neglect, including services to children in foster care• Homeless assistance programs for families with children (food, clothing, education, job training) <p>Funding is available for technical assistance and funds may be requested for board or staff retreats, hiring staff or consultants, staff training or strategic planning.</p> <p>The Foundation grants range from \$1,000 to \$25,000 per grant, with most grants averaging between \$5,000-\$10,000. While there is no guarantee of multiple-year funding, the Foundation will consider multiple-year grants for a period not to exceed three (3) years. In order to be eligible for funding, an organization must be a non-profit and the focus of the organization must fit within the Handspring Foundation's guiding principles/focus areas.</p> <p>Grants will be made for specific programs or projects that accomplish most or all of the following objectives:</p> <ul style="list-style-type: none">• develop self-reliance, character or self-esteem;• leverage existing resources within the larger organization and community and avoids duplication of services;• foster collaboration by various organizations to achieve a greater impact;• empower individuals to improve their lives;• test highly promising new ideas for greater program or cost effectiveness;• benefit the local or global community;• make a significant, positive, long-term impact on the people/community served. <p>Up to 50% of grant funds will be targeted to provide operating funds for exemplary, established program activities. Overhead expenses must not</p>		

	exceed 20% of the total operating budget. The following organizations are ineligible for funding
	<ol style="list-style-type: none"> 1. Government agencies 2. Foundations 3. Religious, political or sectarian organizations 4. Organizations that practice or promote discriminatory policies/practices based on race, religion, ethnicity, age, gender, national origin, language, sex, sexual orientation, or physical handicap
foundation officer:	Gisela Bushey (Handspring Foundation Manager), Donna Dubinsky(Founder, President and CEO), Patricia Tomlinson (Vice President, Human Resources), David Pine (Vice President and General Counsel), Alan Bush (Handspring Spokesman), and Dr. Harry J. Saa.l (CEO, Smart Valley, Inc.)
foundation board dates:	Grants will be reviewed on a quarterly basis by the committee, and charitable organizations selected by the committee. Dates: March 1, June 1, September 1, December 1 (two weeks prior to grant notification).
foundation financial:	Not available.
time over which money can be spent:	up to three years.
can funds be used in combination with other funds:	yes

Application and Award Cycles

Program closed until further notice

Please note: Effective October 2002, the foundation is no longer accepting new cash grants proposals. No further information, such as when the Foundation will begin accepting new proposals for consideration, is available at this time.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
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Eligibility

funds can be used for:

- Technical Assistance
- Technology Programs
- Other Programs/Curricula
- Equipment
- Supplies

- Community Services

limitations: Non-profit organizations that focus on issues directly related to at-risk children only. Funds cannot be used for capital building expenses.

funds can't be used for:

- Fundraising/Investment

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Non-profit

eligible grade level: All Levels

eligible preference: Preference given to organizations with a strong underserved outreach component.

Financial Summary

FY	question	amount
2002	Grant size this year (estimated)	\$1,000 - \$25,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2001	CHRIS Homes	Atlanta, GA	\$7,500	Purpose of Grant: General operating support is being granted to support the work of this agency's nine group homes. Children Have Rights in Society (CHRIS) Homes is a family centered multi-service agency that provides therapeutic treatment services to child victims of physical, sexual and emotional abuse and neglect and their families. Funding will provide for basic needs as well as enrichment opportunities for the children.
2001	Home of the Innocents	Louisville, KY	\$7,500	Purpose of Grant: Project support is being given to provide assistive technology for severely and profoundly disabled children at their Pediatric Convalescent Center. Funds would be utilized to help create an Assistive Technology Library that will enable disabled children to communicate, perhaps for the first time in their lives. The organization will stock the Library by purchasing devices that will help the children articulate their

needs, and help staff gauge and direct their progress.

2001	Safe Space	New York, NY	\$5,000	Purpose of Grant: General operating support is being provided for Safe Space's Lifeskills Program, to support efforts to provide runaway and homeless youth with the needed services, skills and competencies to become healthy and self-sufficient adults. Funds would be used to provide case management, literacy, GED preparation, employment readiness, training and placement; peer outreach and education to high-risk youth with histories of abuse and neglect.
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Application Instructions

who must apply for funds:	Non-profit
application:	click here
application summary:	<p>Application consists of the following components:</p> <ul style="list-style-type: none"> • General information about organization • Description of organization's primary mission, history, current goals and how they fit one or more of the Handspring Foundation's focus areas • Explanation of the issue(s) to be addressed by the proposal and a description of the work applicant has done to substantiate the need for its program(s) or service(s) • Description of the objectives of program/project, projected outcomes, use of grant funds, population served, implementation timeline and, most importantly, methods of evaluation • Other groups or organizations that partner with applicant or will be served by this program/project and how this program/project will avoid duplicating services • Program/project's budget, including citations for committed or pending funding for the program/project
application other:	<p>Applicants must also include the following attachments:</p> <ol style="list-style-type: none"> 1. Name(s) and qualifications of the person(s) administering the grant 2. Names and affiliations of the organization's Board of Directors 3. Copy of your organization's 501[c]3 letter (or overseas/international equivalent) 4. Organization's current fiscal year budget 5. Copy of organization's current audited financial statement. (If applicant does not have an audit report, list current sources of financial support, and amounts received from each during the current fiscal year.) 6. Copy of organization's non-discrimination policy.

7. List of Handspring employee(s) and their involvement with the organization, if applicable.

Applicants should not include books, tapes, CD's or other bound printed materials along with application. Site visits may be required for funding.

Grant Contact Information

name:	Ms. Gisela Bushey
job title:	Foundation Manager
address:	Handspring Foundation Handspring, Inc. 189 Bernardo Avenue Mountain View, CA 94043
phone:	650.230.5000
e-mail:	foundation@handspring.com

Harrington Foundation Grant

grantor:	Francis A. & Jacquelyn H. Harrington Foundation	date last reviewed:	4/24/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	
description:	The Harrington Foundation focuses its giving on secondary and higher education, scientific and medical research, and hospitals.		
foundation officer:	Francis A. Harrington, Jr.; James H. Harrington; Phyllis Harrington; Sumner B. Tilton, Jr.		
foundation board dates:	Annually, in December.		
foundation financial:	FY 2001 Assets: \$13,626,489; Total Giving: \$772,000.		
can funds be used in combination with other funds:	Yes		

Application and Award Cycles

Annual Competition

Applicants are notified shortly after the December board meeting; distribution of funds varies by project.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	6/1/2003					\$1,000 - \$100,000*	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries
- Planning
- Equipment
- Supplies
- Community Services

- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations: Non-profits only.
Giving Primarily in Worcester, MA.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Grant range last fiscal year	\$1,000 - \$100,000*
2003	Grant size this year (estimated)	\$1,000 - \$100,000*

Sample of Awarded Funds

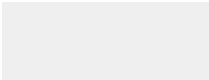
FY	organization	location	award	purpose
2000	Bancroft School	Worcester, MA	\$100,000	New lower and middle school facilities and new science classrooms

Application Instructions

who must apply for funds: Non-profit

application summary: Organizations should submit:

- Statement of problem project with address
- Copy of current year's organizational budget and/or project budget



- Copy of IRS Determination Letter

Grant Contact Information

name:	Mr. Sumner Tilton, Jr.
job title:	Trustee
address:	Francis A. & Jacquelyn H. Harrington Foundation 370 Main Street Suite 1250 Worcester, MA 01608
phone:	508.798.8621
other:	For general questions, please call Jane Whitaker, 508.798.8621

* = estimated amount

Honeywell International Inc. Grants

Honeywell International Inc.

Honeywell Foundation

Giving Contact

Honeywell International Inc. 101 Columbia Rd., Morristown, NJ 07962 USA, 1999, HON, NYSE,
<http://www.honeywell.com>

Andre Lewis, President
101 Columbia Road
Morristown, NJ 07962 USA
Phone: (973)455-5876

Giving Philosophy

"Since 1957, the Honeywell Foundation strives to be a successful, caring and responsible citizen. The Foundation is based on a time-honored philosophy of providing community support on several levels. From fostering an extensive Honeywell volunteer program, to funding grants, to initiating collaborations with other partners to provide greater resources, Honeywell continues to invest in the future of its communities.

"The Honeywell Foundation is funded by a corporate contribution of 1.6% of Honeywell Inc.'s worldwide pre-tax profits..

"To fulfill our mission, the Honeywell Foundation effectively leverages the resources of the company to support: our children: helping children from birth to age 18 be successful students and become productive citizens of our neighborhoods; assisting communities with their safety, housing and economic development needs; our environment: promoting environmental awareness and the efficient use of natural resources." Our Community Commitment

Financial Summary

TOTAL GIVING: \$7,063,504 (2000)

GIVING ANALYSIS: Giving for 2000 includes: foundation scholarships (\$315,000); foundation matching gifts (\$551,129); foundation grants to United Way (\$1,028,533); foundation (\$5,168,842)

ASSETS: \$759,628 (2000)

GIFTS RECEIVED: \$5,365,151 (2000); \$12,870,810 (1997). NOTE: In 1997 and 2000, contributions were received from Honeywell, Inc.

Typical Recipients

ARTS & HUMANITIES: Arts Associations & Councils, Arts Centers, Arts Institutes, Arts Outreach, Community Arts, Dance, Ethnic & Folk Arts, History & Archaeology, Literary Arts, Museums/Galleries, Music, Opera, Performing Arts, Public Broadcasting, Theater

CIVIC & PUBLIC AFFAIRS: African American Affairs, Business/Free Enterprise, Community Foundations, Economic Development, Employment/Job Training, Civic & Public Affairs-General, Hispanic Affairs, Housing, Municipalities/Towns, Native American Affairs, Nonprofit Management, Philanthropic Organizations, Public Policy, Urban & Community Affairs, Women's Affairs, Zoos/Aquariums

EDUCATION: Business Education, Business-School Partnerships, Colleges & Universities, Community & Junior Colleges, Economic Education, Education Associations, Education Funds, Education Reform, Elementary Education (Private), Elementary Education (Public), Engineering/Technological Education, Environmental Education, Faculty Development, Education-General, International Exchange, Literacy, Minority Education, Preschool Education, Private Education (Precollege), Public Education (Precollege), Science/Mathematics Education, Secondary Education (Public), Special Education, Student Aid, Vocational & Technical Education

ENVIRONMENT: Energy, Environment-General, Resource Conservation

HEALTH: Adolescent Health Issues, Cancer, Children's Health/Hospitals, Health Organizations, Hospitals, Hospitals (University Affiliated), Mental Health, Prenatal Health Issues, Public Health, Research/Studies Institutes

INTERNATIONAL: International Organizations

RELIGION: Churches, Religious Welfare

SCIENCE: Science Museums

SOCIAL SERVICES: At-Risk Youth, Big Brothers/Big Sisters, Child Welfare, Community Centers, Community Service Organizations, Crime Prevention, Day Care, Delinquency & Criminal Rehabilitation, Domestic Violence, Emergency Relief, Family Planning, Family Services, Food/Clothing Distribution, People with Disabilities, Recreation & Athletics, Refugee Assistance, Scouts, Senior Services, Shelters/Homelessness, Substance Abuse, United Funds/United Ways, YMCA/YWCA/YMHA/YWHA, Youth Organizations

Contributions Analysis

GIVING PRIORITIES: Education, health, human services, public broadcasting, and civic concerns. Company makes limited contributions to U.S.-based nonprofit organizations with an international focus.

ARTS & HUMANITIES: 9%. Provides capital grants, general support, and employee matching gifts to public radio and television. Other interests include theaters, arts centers and associations, and music and dance groups. Focuses on major arts organizations and a select group of new and emerging arts programs.

CIVIC & PUBLIC AFFAIRS: 37%. The foundation's contributions support affordable housing, crime prevention in the neighborhood, and training and employment preparedness. Disbursements outside of Minneapolis are determined by the individual community needs.

EDUCATION: 33%. Emphasis on early childhood development and elementary and secondary education programs in major Honeywell locations. Other interests include business, engineering, and increased educational opportunities for women and minorities in technical disciplines. Grant types include scholarship funds (to institutions, not individuals), general support, endowment, and employee matching gifts. Also supports independent college and minority education funds, education associations, and precollegiate programs in technological sciences.

ENVIRONMENT: Less than 1%.

HEALTH: Less than 1%.

RELIGION: Less than 1%.

SOCIAL SERVICES: 20%. Foundation supports United Ways in operating areas. Also funds food banks, family and youth services.

NOTE: Total contributions made in 2000.

Application Procedures

INITIAL CONTACT: Call or write requesting application form, then send written application.

APPLICATION REQUIREMENTS: Include brief a description of organization, including its mission and goals; description of current programs, activities, service statistics, and strengths and accomplishments; description of the organization's relationship with other organizations working to meet the same needs or providing similar services, and how the organization differs from these agencies; list of board members, number of full- and part-time paid staff and volunteers; why organization is uniquely qualified; description of the need and the community the proposal addresses, and how the focus was determined and who was involved; specific activities for which funding is sought and who will carry out those activities; how the objectives will be met, and the time frame for meeting them; a long-term strategy for sustaining the proposed effort; and method for determining success; financial statements from the most recently completed fiscal year and an organizational and/or project budget; list of names of corporations and foundations that were solicited for funding, with dollar amount and indication of which sources are committed, pending, or anticipated; and a copy of current IRS determination letter indicating tax-exempt status.

DEADLINES: None.

REVIEW PROCESS: A board of directors comprised of Honeywell executives guides the Honeywell Foundation by setting giving policies and procedures, and committees approve the distribution of funds.

EVALUATIVE CRITERIA: Foundation gives priority to organizations where Honeywell facilities and employees are located, and which involve Honeywell employee volunteers; priority is also given to programs which fit within the giving categories which the foundation has established, especially in education, community support, and energy and the environment.

DECISION NOTIFICATION: Foundation committees meet periodically to act on funding requests, board meets semi-annually; applicants are informed in writing about the foundation's funding decisions.

NOTES: Company operating facilities make local community grants; contact facility manager for procedures.

Restrictions

Foundation does not fund dinners, benefits, or conferences; recognition or testimonial events; single-disease associations; goodwill advertising; travel costs; individual scholarships or requests; fraternal, veterans, or professional associations; athletic scholarships; publication of books or annual reports, or production of films or videos; endowment campaigns; churches or religious organizations for denominational causes; or political activities or causes.

Foundation Officials

Ramon A. Alvarez: director.

John Richard Dewane: director. BORN: Cooperstown, WI 1934. EDUCATION: University of Wisconsin BSME (1957); University of Minnesota MBA (1973). NONPROFIT AFFILIATION: national board advisors: University Arizona Keller Business School; member: University Wisconsin Alumni Advisory Council; member strategy council: United Way of Phoenix; member technical advisory committee on transportation eq: U.S. Department Commerce; member: U.S. Navy League; director: Success by Six; member: NASA Aeronautics Advisory Comm; member: State of Arizona Governor's Technical Commission; member: Minneapolis Chamber of Commerce; member: General Aviation Manufacturers Association; chairman: Habitat Humanity Endowment Committee; member: Association U.S. Army; chairman: Embry Riddle Aero University Curriculum Committee; director: Asia Pacific Economic Council; chairman: Arizona Cities in Schools Inc.; member, dean's 100 board: Arizona State University; member: American Defense Preparedness Association; member: APEC Satellite Communication Committee; member: Aircraft Owners & Pilots Association; member: Air Force Association. CLUB AFFILIATION: Provost Club.

William M. Hjerpe: director.. EDUCATION: University of Massachusetts BA (1973); Northeastern University MBA (1975). CORPORATE EMPLOYER: president: Honeywell Inc. ADDITIONAL CORPORATE EMPLOYER: president: Honeywell Europe.

M. Patricia Hoven: president.

Andre Lewis: executive director, vice president community affairs.

Gerald C. Vandervoort: director.. CORPORATE EMPLOYER: vice president, general manager: Honeywell Inc.

Grants Analysis

Disclosure Period: calendar year ending 2000

Total Grants: \$5,168,842*

Number Of Grants: 227

Average Grant: \$15,836*

Highest Grant: \$1,589,981

Typical Range: \$1,000 to \$25,000

Note: Giving excludes matching gifts, United Way, and scholarships. Average grant figure excludes highest grant.

Recent Grants

Note: Grants derived from 2001 Form 990.

Arts & Humanities

20,000: Children's Theatre Company, Minneapolis, MN

Henry Hornblower Fund Inc. Grants

grantor:	Hornblower Fund, Inc. Henry	date last reviewed:	4/4/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	The Henry Hornblower Fund, Inc. was established in 1945, and gives for broad purposes with an emphasis on higher and secondary education, hospitals, and cultural programs. The Fund also provides support for needy individuals formerly employed by Hornblower & Weeks.		
foundation officer:	Trustees: Nathan N. Withington; Lothrop Withington III, Orin H. Meyer.		
foundation board dates:	Annually: November		
foundation financial:	FY 2002 Assets: \$5,000,000; FY 2001 Total Giving: \$300,000.		
time over which money can be spent:	one year		

Application and Award Cycles

There are no application deadlines. The board meets in November to make funding decisions and the funds are distributed in December.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
						\$5,000*	30

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries
- Planning
- Equipment
- Supplies
- Community Services

- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations: Gives primarily to non-profits.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: Middle School/Junior High & High School

Financial Summary

FY	question	amount
2001	Grant range last fiscal year	\$100 - \$100,000*
2003	Grant size this year (estimated)	\$5,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2001	Bay Farm Montessori Academy		\$2,000	
2001	Pomfert School		\$5,000	
2001	Sample Awards			For a list of grants made in FY 2001, please see page 19 of the foundation's tax return, available here .

Application Instructions

who must apply for funds: Non-profit or School

application
summary:

There is no application form or application guidelines. Applicants should send in a letter stating what they need money for as well as whether or not they have 501(c)(3) (non-profit) status.

Grant Contact Information

name: Mr. Nathan N. Withington
job title: President
address: Hornblower Fund, Inc. Henry
P.O. Box 2365
Boston, MA 02107

* = estimated amount

Hume Grants

grantor:	Jaquelin Hume Foundation	date last reviewed:	10/10/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Varies
description:	<p>A major portion of the funds at the disposal of the Jaquelin Hume Foundation is used to support activities or organizations having a national impact. These funds are disbursed in major grants which are closely monitored to compare the results with the purpose for the grant.</p> <p>The major grants of the Jaquelin Hume Foundation will fall into primary areas:</p> <ul style="list-style-type: none"> • Education of young people to be better citizens, to have sound values, and to appreciate the value of free enterprise, incentive-based economy. Grants are aimed at the junior high and high school levels. • Improvement of the structure and function of government and the reduction of the influence of the federal government in our lives. <p>The balance of the funds of the Jaquelin Hume Foundation will be used to support organizations at the sole discretion of the Mrs. Jaquelin H. Hume, the foundation's President.</p>		
foundation officer:	Caroline Hume, George Hume, William Hume, Edward Landry, Giselle Huff		
foundation board dates:	Not Available.		
foundation financial:	FY 2002 Assets: \$20,363,200; Total Giving: \$3,516,800.		

Application and Award Cycles

Rolling

All requests will be reviewed and acknowledged promptly. After a review of the initial letter, the Foundation staff will communicate with the person in charge of the proposed project, indicating whether the project qualifies for further consideration. Applicants whose projects meet these criteria will be invited to submit a fully developed proposal. While grants will be considered throughout the year, the full board meets twice a year to consider major grants.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling						

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Other Programs/Curricula

limitations: The foundation will consider only one request from an organization during any twelve-month period.

funds can't be used for:

- Equipment
- Operating Costs/Capital Expenditure

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: Middle School/Junior High & High School

eligible preference: Special projects are generally preferred.

Financial Summary

FY	question	amount
2002	Grant range last fiscal year	\$25,000 - \$100,000*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
1999	Coalition on Urban Renewal and Education		\$15,000	
1999	Foundation for Teaching Economics		\$429,000	
2001	Center for Education Reform		\$250,000	

Application Instructions

who must apply
for funds:

Non-profit

application
summary:

Applicants should prepare a preliminary one-page letter which outlines the objectives and significance of the proposed project, the design of the project, and the qualifications of the organization and its individuals. Included in the letter should be a copy of the organization's most recent audited financial statements, a projected budget for the project, the amount of support sought from the Foundation, as well as from other funders.

Grant Contact Information

name:

Ms. Gisele Huff

address:

Jaquelin Hume Foundation
600 Montgomey St., Suite 2800
San Fransisco, CA 94111

phone:

415.705.5115

Hunt Education Grants

grantor:	Hunt Foundation, Roy A.	date last reviewed:	9/29/2003
web address:	http://www.rahuntdn.org/		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The mission of the Roy A. Hunt Foundation is to support organizations that strive to improve the quality of life. The Roy A. Hunt Foundation was established in 1966 in Pittsburgh, Pennsylvania by the will of Roy Arthur Hunt. Its predecessor, the Hunt Foundation, was founded in 1951. These two foundations officially merged in 1994. Currently, the Trustees include two surviving sons of the donor, his eleven grandchildren, and three members of the next generation.</p> <p>The Trustees of this family foundation make grants to nonprofit organizations engaged primarily in Arts and Culture, Environment, Health, Human Services, Community Development, Education, and Youth Violence Prevention. The Next Generation Fund encompasses giving by the Trustees who are great-grandchildren of the donor, Roy A. Hunt. Next Generation Fund grants have been made in support of Arts and Culture, Education, and International Affairs, Development, and Peace. In the field of Education, preference is given to educational institutions of particular interest to individual Trustees. This category largely includes schools that provide primary, secondary, and higher education. Vocational, special education, and libraries are also included. Many of the schools that receive funding are the alma maters of Hunt Foundation family members or schools that otherwise have a direct relationship with a Trustee. Unsolicited proposals from private preparatory schools and from colleges and universities generally are not accepted.</p> <p>In FY02, the Foundation gave \$575,500 (or 15% of the total funds) under the rubric of education.</p> <p>In addition to general grants, twice each year, the Foundation awards grants for special initiatives in Community Development, Environment, and Youth Violence Prevention. Special initiative grants are designed to achieve specific programmatic goals and reflect the collective interests of all trustees compared to general grants that reflect interests of individual trustees. Community Development, Environment, or Youth Violence Prevention applicants who are unsure whether to apply for a special initiative or a general grant should review the special initiative guidelines carefully. If the project for which funding is being sought does not fit within the stated program guidelines for special initiatives, the applicant may inquire about a general grant.</p>		
foundation officer:	<p>Torrence M. Hunt, Sr.; Richard M. Hunt; Torrence M. Hunt, Jr.; Daniel K. Hunt; Roy A. Hunt, III; Christopher M. Hunt; Marion Hunt-Badiner; Rachel Hunt Knowles; John B. Hunt; Helen Hunt Bouscaren; Susan Hunt Hollingsworth; Andrew M. Hunt; William E. Hunt</p> <p>Next Generation Fund: Cathryn J. Hunt; Caroline H. Hunt; A. James Hunt; Joan F. Scott; Alexandra K. Hunt</p>		
foundation	Semi-annually, in June and November.		

board dates:	
foundation financial:	FY 2002 Assets: \$81,535,907; Total Giving: \$3,790,039.
can funds be used in combination with other funds:	yes

Application and Award Cycles

Special Initiative Grants Reviewed at November Meeting

Applicants who are applying for special initiative grants should submit their proposals by July 15 for review by the Board of Trustees at their November meeting.

Notifications of funding decisions are usually issued within six weeks of the Foundation's Board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	7/15/2003	Arrival Date				\$1,000 - \$75,000*	

General Grants Reviewed at November Meeting

Applicants who are applying for general grants should submit their proposals by September 15 for review by the Board of Trustees at their November meeting.

Notifications of funding decisions are usually issued within six weeks of the Foundation's Board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	9/15/2003	Arrival Date				\$1,000 - \$75,000*	

Special Initiative Grants Reviewed at June Meeting

Applicants who are applying for program grants should submit their proposals by March 15 for review by the Board of Trustees at their June meeting.

Notifications of funding decisions are usually issued within six weeks of the Foundation's Board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	2/15/2004	Arrival Date				\$1,000 - \$75,000*	

General Grants Reviewed at June Meeting

Applicants who are applying for general grants should submit their proposals by April 15 for review by the Board of Trustees at their June meeting.

Notifications of funding decisions are usually issued within six weeks of the Foundation's Board meeting.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	4/15/2004	Arrival Date				\$1,000 - \$75,000*	

Eligibility

funds can be used for:

- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Community Services
- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations:

Unsolicited proposals from private preparatory schools and from colleges and universities generally are not accepted. Giving primarily in the Boston, MA and Pittsburgh, PA areas. In some cases, grants are made to organizations in southwestern Pennsylvania and throughout New England.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CT
- ME
- MA
- NH
- PA
- RI
- VT

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools

- Non-profit

eligible grade level: All Levels

eligible preference: The Foundation gives priority to programs or projects that have clearly defined evaluation components.

Financial Summary

FY	question	amount
2002	Grant range last fiscal year	\$500 - \$75,000
2003	Grant size this year (estimated)	\$1,000 - \$75,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2002	Clelian Heights School For Exceptional Children	Greensburg, Pennsylvania	\$25,000	For the Joseph Calcutta Memorial Endowment Fund.
2002	Friends of Lincoln Public School	Lincoln, Massachusetts	\$15,000	For the annual fund.
2002	Jumpstart Boston	Boston, Massachusetts	\$5,000	For general operating support.
2002	Monadnock Regional School District	Swanzy, New Hampshire	\$5,000	For the Community Connection School Principal program.

Click [here](#) to see more sample awards.

Application Instructions

who must apply for funds: Non-profit or school

application summary: Organizations approaching the Foundation for the first time are advised to submit a preliminary letter of inquiry before preparing a full proposal. Letters of inquiry must be received by no later than two weeks before the proposal submission deadline. Submission of inquiries via email is acceptable as long as the inquiry is brief and includes a return mailing address.

When submitting a full proposal, applicants may use either their regional grantmakers' common application or the [General Information Form](#). In

addition, organizations must include a Problem Statement, Program Objectives, and Methods. A document, no more than 3 pages long, should include a discussion of the need for the proposed program or project (documenting the problem with supporting evidence), a description of the program or project for which funding is being requested, including specific, measurable objectives to be achieved, and the methods or means by which the program goals will be achieved (i.e., the implementation plan and timetable). The following items should be included as separate attachments:

1. Evaluation Procedures
2. Program Budget
3. Organization Background/History
4. A list of the Trustees or Board of Directors
5. Financial Audit
6. A copy of the Internal Revenue Service determination letter indicating 501(c)(3) tax-exempt status
7. Optional: additional materials such as the most recent annual report, program marketing brochures, newsletters, or published newspaper articles.

For more details on submission procedure and required materials, please refer to the Foundation's [application guidelines](#).

application
other:

Organizations should consider applying under the label of [Education](#), [Youth Violence Prevention](#), or [Community Development](#). Proposals from previously funded organizations are considered only in November. The Board considers proposals from new applicants in both June and November.

next steps:

New applicants are advised to submit a preliminary letter of inquiry before preparing a full proposal. Letters of inquiry must be received by no later than two weeks before the proposal submission deadline. Submission of inquiries via email is acceptable as long as the inquiry is brief and includes a return mailing address.

Grant Contact Information

name:	Mr. Torrence Hunt, Jr.
job title:	President
address:	Hunt Foundation, Roy A. One Bigelow Square, Suite 630 Pittsburgh, PA 15219-3030
phone:	412.281.8734
fax:	412.255.0522
e-mail:	info@rahuntfoundation.org

* = estimated amount

IBM Grant Information

IBM Grant Information: for more go to

<http://www.ibm.com/ibm/ibmgives/grant/grantapp.shtml>

IBM's philanthropic resources are allocated to specific projects and programs that fit within our targeted areas of interest. The overwhelming majority of grants are initiated by IBM, do not stem from unsolicited proposals, and involve multi-year commitments. Subsequent grants will grow out of these efforts after the current grants have run their course.

While not encouraged, unsolicited proposals are reviewed on an ongoing basis. If your organization chooses to submit an unsolicited proposal, please note the following guidelines and address the requirements outlined below.

Guidelines

IBM only considers requests submitted by organizations which have a tax-exempt classification under Sections 170(c) or 501(c)(3) of the U.S. Internal Revenue Code. Priority is assigned to requests involving IBM technology or the volunteer efforts of our employees. In making a grant decision, we also consider what other types of IBM support (Matching Grants, Fund for Community Service, United Way) an organization may already be receiving.

IBM does not make equipment donations or grants from corporate philanthropic funds to:

- Individuals, political, labor, religious, or fraternal organizations or sports groups;
- Fundraising events such as raffles, telethons, walk-a-thons or auctions;
- Capital campaigns, construction and renovation projects;
- Chairs, endowments or scholarships sponsored by academic or nonprofit institutions;
- Special events such as conferences, symposia or sports competitions; and
- Organizations that advocate, support, or practice activities inconsistent with IBM's non-discrimination policies, whether based on race, color, religion, gender, gender identity or expression, sexual orientation, national origin, disability, age or status as a protected veteran.

Application process

Nonprofit organizations or educational institutions wishing to submit unsolicited proposals to IBM should make an initial inquiry in the form of a two-page letter. In the event that the proposal is of interest to IBM, additional information will be requested. Videotapes and other supplemental materials are strongly discouraged at this initial stage. The letter should include the following information:

- Brief statement fully describing the mission of the organization, the amount of money requested, and the purpose of the contribution;
- Description of the problem you wish to address, the solution you propose, and how IBM technology, and IBM volunteers, if appropriate, will be incorporated;
- Proposed project budget with all other anticipated sources of income;
- Plans to measure and evaluate program results;
- Copy of an IRS 501(c)(3) ruling or other documentation substantiating tax exemption status; and
- Name, address and telephone number of the project contact person.

Applications should be directed as follows: **Local projects:** [Local Community Relations Manager](#)
All other proposals: Vice President : Corporate Community Relations : IBM Corporation

New Orchard Road
Armonk, New York 10504

Innovation, Leadership, and Learning Grants

grantor:	National Education Association (NEA) Foundation for the Improvement of Education (NFIE)	date last reviewed:	5/12/2004
web address:	http://www.nfie.org/programs/grantguides.htm		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The NEA Foundation for the Improvement of Education (NFIE) envisions a future in which public education in America provides all students with a world-class education. Created by the National Education Association (NEA) in 1969, NFIE empowers public education employees to innovate, take risks, and become agents for change to improve teaching and learning in our society. The Foundation awards grants to educators who propose innovative and promising ways to help all students experience academic success and reach their full potential, especially those who have been historically underserved by society's institutions. NFIE conducts research on these efforts and publishes reports on its findings.</p> <p>The Foundation believes that students' success depends on what teachers know and can do. The focus of NFIE's programs, therefore, is two-fold. First, NFIE seeks to ensure that the three million teachers in the nation's public schools have opportunities throughout their careers to keep up to date with new knowledge, new technology, an ever-changing society, and changing expectations for what all students should know. Through its programs, the Foundation works to weave continuous learning into the fabric of teaching. Second, NFIE's programs are designed to identify those educators who do the extraordinary in serving their students and their profession, to provide them with the means to explore their best ideas, and to support them as role models for their colleagues.</p> <p>The NFIE provides two grant opportunities for teachers.</p> <ul style="list-style-type: none">• Learning & Leadership Grants These grants will fund recipients to participate in a high-quality professional development experience or organize a collegial study group that leads to improvements in practice, curriculum, and student achievement in the school or university. "One-shot" professional growth experiences such as attending a national conference or engaging a professional speaker are discouraged. Decisions regarding the content of the professional growth activities must be based upon an assessment of student work undertaken with colleagues and must be embedded in the institutional planning process.• Innovation Grants These grants will support collaborative efforts by two or more colleagues to develop and implement creative and unique ideas that result in high student achievement. The proposed work should engage students in critical thinking and problem solving that deepen their knowledge of standards-based subject matter. The work should also improve students' habits of inquiry, self-		

	directed learning, and critical reflection. Break-the-mold ideas that focus on closing the achievement gap for underserved students are particularly encouraged.
foundation officer:	Sharon Porter Robinson (Chair), Pres., Educational Policy Leadership Institute at the Educational Testing Service; John I. Wilson (Secy.-Treas.), Exec. Dir., National Education Association; Randy Best, Chairman, Voyager Expanded Learning; Ronald Blackburn-Moreno, Pres. & CEO, The ASPIRA Association, Inc.; Paul Brissette, Teacher, Vineyard Haven, MA; Michela English, Pres., Discovery Consumer Products Discovery Communications, Inc.; Lauri Fitz-Pegado, Fitz-Pegado International; N. Gerry House, Pres. and CEO, Institute for Student Achievement; Roberts T. Jones, Pres. & CEO, National Alliance of Business; Thomas J. Kalinske, Pres., Knowledge Universe, LLC; Herb Levitt, Teacher Representative, National Council of Urban Education Associations; Lona Lewis, Exec. Dir., South Dakota Education Association; Louis G. Lower II, Pres. & CEO, The Horace Mann Companies; Vance K. Opperman, Pres. and CEO, Key Investment, Inc.; Dushan (Duke) Petrovich, Sr. VP, Wm. Wrigley Jr. Company; Judy Rohde, Teacher, John Glenn Middle School, Maplewood, MN; J. Theodore Sanders, Pres., Education Commission of the States; Tuan M. Tran, Project Dir., Unisys Corporation; Reg Weaver, Pres., National Education Association; Kenneth G. Wilson, Prof. of Physics, Ohio State University
foundation board dates:	Not available.
foundation financial:	Not available.
time over which money can be spent:	One year

Application and Award Cycles

The Learning and Leadership grant amount is \$2,000 for an individual and \$5,000 for a study group. The Innovation grant amount is \$5,000.

Applications may be submitted at any time. Applicants are encouraged to plan ahead. Applications are reviewed three times per year.

Application received by -- Notification by

September 15 -- February 15

February 1 -- June 15

June 1 -- November 15

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					\$2,000	
						-	
						\$5,000	

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Equipment
- Supplies

limitations:

Applicants must be practicing US public school teachers in grades K-12, or public school education support professionals. Grant funds may not be used to pursue degrees, to pay indirect costs or grant administration fees, or to pay salaries. With the exception of study groups, funds may not be used by applicants to pay themselves stipends.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools

eligible grade level:

All Levels

eligible preference:

Preference will be given to members of the National Education Association (NEA).

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	\$2,000 - \$5,000*

Sample of Awarded Funds

none available

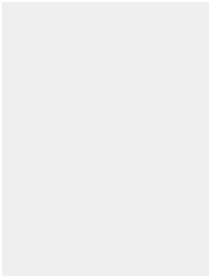
Application Instructions

who must apply for funds:

Teacher and principal

application summary:

Application consists of the following components:



- [Application Data Sheet.](#)
- [Race/Ethnicity Information Form.](#)
- Letter of Support
- Narrative

To view a detailed explanation of the required application components, click [here](#) and scroll down to the heading "Application Instructions."

application
other:

Proposed activities must be consistent with the recommendations in [Teachers Take Charge of Their Learning: Transforming Professional Development for Student Success](#). Applicants are strongly encouraged to read this report, and should pay particular attention to Chapter Three, ["Helping Teachers to Assume Responsibility for Their Own Professional Development."](#)

Grant Contact Information

name:	General Contact
department:	Attn: Learning & Leadership Grants
address:	National Education Association (NEA) Foundation for the Improvement of Education (NFIE) 1201 Sixteenth Street, NW Suite 416 Washington, DC 20036-3207
phone:	202.822.7840
fax:	202.822.7779

Intel Innovation in Education Grant

grantor:	Intel Foundation	date last reviewed:	5/14/2004
web address:	http://www97.intel.com/education/		
type:	Corporate	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>Founded in 1989, the Intel Foundation's mission is to fund educational and charitable programs. The foundation focuses its giving in three areas:</p> <ul style="list-style-type: none"> • Primary and Secondary Education • Higher Education • Non-profit organizations in communities where Intel operates major facilities <p>The Intel Innovation in Education initiative focuses on preparing today's teachers and students for tomorrow's demands. Intel Innovation in Education reflects Intel's commitment to education, and promotes effective use of technology in classrooms all over the world. The goals of this initiative are:</p> <ul style="list-style-type: none"> • Improving science and math in primary and secondary education • Increasing the effective use of technology in classroom teaching • Broadening access to technology • Increasing the number of people, especially women and minorities, pursuing technical careers 		
foundation officer:	Patty Murray, Chair. and Board Member; Tim Saponas, Pres. and Board Member; Carlene Ellis, Sec. and Board Member; Arvind Sohani, Treas. and Board Member; Peter Broffman, Exec. Dir. and Board Member; Gordon Moore, Board Member; Craig Barrett, Board Member.		
foundation board dates:	Quarterly		
foundation financial:	2000 Assets: \$82,175,071; Total Giving: \$18,303,084.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Rolling Application

Grants are reviewed on a quarterly basis.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
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Yes

None

Varies

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Professional Development/Teacher Training
- Math programs
- Technology Programs
- Other Programs/Curricula
- Community Services

limitations:

Grants made to schools and non-profits where Intel has a strategic relationship only. To view eligible locations, click [here](#). Although Intel does not invite unsolicited requests, projects that align with the Foundation's goals are reviewed on a quarterly basis.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	Varies

Sample of Awarded Funds

none available

Application Instructions

who must apply School, School District, or Non-profit

for funds:
application:
application
summary:

<http://www.intel.com/community/grant.htm>

Applicants are required to submit an on-line application form.

Grant Contact Information

name: General Contact
address: Intel Foundation
5200 N.E. Elam Young Parkway, AG6-601
Hillsboro, OR 97124-6497
fax: 503.456.1539
e-mail: intel.foundation@intel.com

* = estimated amount

Jenesis Group Grant

grantor:	Jenesis Group	date last reviewed:	5/19/2003
web address:	http://www.jenesis.org		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Established in 1987, The Jenesis Group is a private family foundation whose mission is to improve the quality of life for America's youth by creating opportunities for them to reach their full potential. The Foundation offers grants to 501 (c) (3) non-profit organizations focusing on youth development, education, and social entrepreneurship, investing in grass roots organizations that work to empower disadvantaged and/or at-risk youth to become productive citizens in our democratic society.</p> <p>Priority is given to programs that are preventative in approach and that provide comprehensive and long-term solutions to the challenges facing youth today. Jenesis also seeks to leverage its impact by collaborating with like-minded individuals and organizations.</p> <p>The Jenesis Group primarily invests in results oriented organizations with budgets of \$500,000 or less that:</p> <ul style="list-style-type: none"> • Build self-esteem and foster self reliance • Emphasize literacy and academic excellence • Offer leadership training and development • Utilize mentoring strategies • Teach career readiness and/or "life" skills • Prevent juvenile delinquency • Develop entrepreneurial skills 		
foundation officer:	Julie Jensen, Trustee (others not available).		
foundation board dates:	Not available.		
foundation financial:	FY 2001 Assets: \$12,794,221; Total Giving: \$832,693.		
time over which money can be spent:	Varies.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Applicants will be notified regarding the status of their request within 6-8 weeks.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					Varies	

Eligibility

funds can be used for:

- Reading/Language Arts Programs
- Other Programs/Curricula
- Operating Costs/Capital Expenditure

limitations: Non-profits with annual budgets below \$500,000 only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$832,693*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

none available

Application Instructions

who must apply Non-profit

for funds:	
application summary:	<p>In order to save prospective applicants the time and effort involved in preparing a formal grant proposal, the Foundation requests that all applications for funding be made through a 1-2 page letter of inquiry, which should include the following:</p> <ul style="list-style-type: none"> • Date • Name, address, telephone, and fax numbers of the organization • Contact person(s) and title(s) • Web site and email address (if available) • Mission statement • Brief description of organization • Brief description of the need the organization addresses • Brief description of how the organization plans to address the need • Target population, number of individuals, and geographic areas that would benefit from your organization's work • Dollar amount requested • Period of time the funding request will cover • Signature of executive director or board chairperson <p>Applicants should also include the following attachments:</p> <ul style="list-style-type: none"> • Organization's current revenue and expenses • Project's revenue and expenses (if available) • IRS Letter of Determination of 501 (c)(3) status.
application other:	<p>If the project proposed in the letter of inquiry is within the Foundation's program interest and priorities, Jenesis may request a full proposal and/or additional information.</p>

Grant Contact Information

name:	Julie Jensen
job title:	Trustee
address:	Jenesis Group P.O. Box 637 Hurst, TX 76054
phone:	817.581.1999
fax:	972.999.4599
e-mail:	ktanner@jenesis.org

Johnson Family Foundation Grants

grantor:	Johnson Family Foundation	date last reviewed:	12/5/2002
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	The Johnson Family Foundation was established in 1997 in OH. It gives primarily for education and medical health.		
foundation officer:	Trustees: Samuel J. Johnson IV, Arlyn T. Johnson, Jesse Lipcon, Patricia L. Johnson Lipcon, Gwendolyn Kess Johnson, Sam J. Johnson V.		
foundation board dates:	Annually: mid-summer		
foundation financial:	FY 2001 Assets: \$6,099,913; Total Giving: \$318,400.		

Application and Award Cycles

Applicants are encouraged to start the application process in March 2003.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	6/1/2003					Varies	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries
- Planning
- Equipment
- Supplies
- Community Services
- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations: Non-profits only. There are no limitations on funds use, the Foundation will consider all requests.

Gives primarily in MA and OH.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA
- OH

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$318,400*
2001	Grant range last fiscal year	\$5,000 - \$50,000*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
2001	New England City Bridge	Concord, MA	\$15,000	Academics/Schooling
2001	Young Audiences of Massachusetts	Boston, MA	\$15,000	To help Boston and Worcester public schools.

Application Instructions

who must apply for funds: Non-profit

application summary: Applicants should call and request the grant application. The application includes the following:

1. The status of the public charity and proof of IRS exemption.
2. Recent financial statements.
3. Project description and amount requested.

4. List of major sources of funding.

Grant Contact Information

name:	Mr. Mike Lambert
department:	C/o U.S. Bank, N.A.
address:	Johnson Family Foundation P.O. Box 1118 ML CN-WN-071V Cincinnati, OH 45201-1118
phone:	513.632.4633

* = estimated amount

LYSOL/NSTA Science and Your Health Challenge

grantor:	Lysol Brand and the National Science Teachers Association (NSTA)	date last reviewed:	5/6/2003
web address:	http://www.nsta.org/lysol		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	\$60,000*
description:	<p>The National Science Teachers Association (NSTA), founded in 1944 and headquartered in Arlington, Virginia, is the largest organization in the world committed to promoting excellence and innovation in science teaching and learning for all. NSTA's current membership of more than 53,000 includes science teachers, science supervisors, administrators, scientists, business and industry representatives, and others involved in and committed to science education.</p> <p>Lysol Brand and the National Science Teachers Association invite elementary teachers to submit innovative science projects for grants of \$1,500 to be used for professional development and classroom materials. Award breakdown is as follows:</p> <ul style="list-style-type: none"> • \$1,000 for professional development including support for registration, travel and housing for the NSTA National Convention in Philadelphia. Funds may also be used to attend an NSTA Area Convention or an NSTA Institute course/workshop • Recognition event and poster session at the NSTA National Convention • \$500 for purchase of materials to use in teaching science <p>The program invites U.S. K-6 teachers to develop inquiry-based classroom projects that help their students study health-related issues. The Challenge also aims to stimulate student interest and participation in science at the elementary level, and to provide teachers with public recognition for their work.</p> <p>Teachers will submit entries that describe an inquiry-based project that they have developed and completed with their students. Submissions must focus on a classroom project used to help students learn science while engaging in issues related to health. Issues could include, but are not limited to, personal health and hygiene, home/community health and environment, food growing, food preparation and consumption issues, disease, infection control and safety. All entries will be reviewed by a panel of judges of the NSTA.</p>		
foundation officer:	Not applicable		
foundation board dates:	Not applicable		
foundation financial:	Not available		

Application and Award Cycles

2003 Program

Applicants must submit original application and two (2) copies to NSTA. Funds are distributed as soon as the award recipients fill out and mail the required forms which is typically within the first two weeks of February, 2003.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	12/16/2002	Arrival Date	2/1/2003			\$1,500*	40

2004 Program

Please note: NSTA expects to release information about 2004 program sometime during the summer of 2003.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Not available	Not available		Not available				

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Science Programs
- Other Programs/Curricula
- Equipment
- Supplies

limitations: Applicants must be K-6 classroom teachers who are certified; US citizens; and teaching in a public or private school.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools

eligible grade Elementary & Middle School/Junior High

level:

Financial Summary

FY	question	amount
2003	Grant size this year (estimated)	\$1,500*

Sample of Awarded Funds

FY	organization	location	award	purpose
2002	Past Awards			Click here to view a list of past awards.

Application Instructions

who must apply for funds:	K-6 classroom teachers
application:	http://www.nsta.org/main/pdfs/LYSOL03application2.pdf
application summary:	Application consists of the following requirements: <ol style="list-style-type: none">1. A description of the project, including the following:<ul style="list-style-type: none">o Project Titleo Project Overviewo A list of the national and/or state standards/benchmarks connected to the project.o A description of motivational techniques used with the students to develop the inquiry statemento A description of the project procedureo A description of the project connectionso Assessment2. Supporting Materials (2 page max)3. Resume (1 page)4. Copy of State License/Certification
application other:	Click here and scroll down to "Application Requirements" to view a scoring rubric.

Grant Contact Information

name:	Ms. Christina Gorski
address:	Lysol Brand and the National Science Teachers Association (NSTA) 1840 Wilson Boulevard Arlington, VA 22201-3000
phone:	703.243.7100
e-mail:	cgorski@nsta.org

Massachusetts Electric Co. Grants

Massachusetts Electric Co.

Information gathered from:

http://www.nationalgridus.com/masselectric/about_us/guidelines.asp

Grant Guidelines

You must submit an application to be considered for funding.

Please send us only the information we require. We will call you if we need additional information or would like to speak with you about your proposal.

We encourage you to work closely with your neighbors and colleagues to build grant proposals that meet specific community needs and have a sustainable impact on your community.

Our Funds Are Limited

The corporate Board of Directors determines the amount of funds available for community donations annually, based on the financial performance of the corporation. Grant levels are determined by the amount of community need and the funds available. Grant renewals are not automatic and cannot be guaranteed from year to year. Consequently, requests for multiple-year gifts are discouraged.

Unfortunately we can't accommodate all requests for funding. Your request will be evaluated on the merits of the proposal and the organization, and if it meets our criteria, you will hear from us within thirty days.

Eligible Organizations and Projects

We welcome applications from 501(c)(3) organizations as defined by the Internal Revenue Service that have reviewed our guidelines and feel there is a reasonable match between their request and our mission and funding priorities.

We do not fund:

- Individuals
- Organizations that discriminate on the basis of race, color, religion, gender, national origin, disability, age, marital status, or veteran status
- Organizations located outside the geographic boundaries of our service territory, except to fund a specific project that is delivered directly to our customer communities
- Organizations that spend more than 25% of their budget on overhead and fundraising
- Political or lobbying organizations

Required Information for Community Giving Form

Section 1

- 1) Type of Grant (fundraising event, fundraising campaign, or general request).
- 2) Legal name of organization.
- 3) State whether you are affiliated with a state or national organization.
- 4) Choose the area your organization serves.(i.e. Massachusetts- Center/West).
- 5) State whether your organization receives funding from the United Way.
- 6) State whether your organization is an IRS 501(c)(3) organization.
- 7) Federal taxpayer ID number.
- 8) Definition of services.
- 9) List your organizations mission and goals.
- 10) Provide the following information on your organization's size:

- i. Number of employees
 - ii. Number of volunteers
 - iii. Number of clients served
 - iv. What percentage of each dollar raised goes to support client services
- 11) Your organization's full address including street, city state and zip code.
- 12) Provide first and last name of applicant as well as title and phone number.

Section 2:

- 1) Provide project or event name, location, date, time and honoree (if any).
- 2) State project's objective
- 3) State project's measurable goals
- 4) State the amount of funding to be requested of National Grid.

Minority High Achievement Initiative Grant

grantor:	Nellie Mae Education Foundation	date last reviewed:	1/6/2003
web address:	click here		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available

description: The Nellie Mae Education Foundation provides grants and technical support to education programs in New England that help improve students' academic achievement and access to higher education.

The Foundation promotes accessibility, quality and effectiveness of education from pre-school through postsecondary levels, especially for under-served populations, in the six New England states--Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

The Foundation provides support in four key initiative areas:

- **Adult Literacy:** Expanding access to and increasing the effectiveness of adult literacy programs in New England.
- **College Preparation:** Increasing the percentage of New England's low-income, minority, and immigrant youth who are prepared for, enter and succeed in college.
- **Minority High Achievement:** Increasing the number of under-represented minority students in New England who achieve at the highest levels.
- **Out-of-School Time:** Expanding and strengthening out-of-school time programs that increase the ability of middle school students in New England to achieve academically and prepare for higher education.

The key criterion for all grantmaking by the Foundation is a requirement that the program focus on academic achievement as a priority goal. Initiative grants will usually be multi-year (3-5 on average) and supported with assistance in evaluation, capacity building, and networking to enrich the program and the field.

The Foundation does not fund: individuals; capital campaigns; endowments; scholarships or fellowships; debt reduction or cash reserves; building construction or renovation; certain in-direct costs at agencies and higher education institutions.

This grant record describes the Minority High Achievement Initiative.

The Nellie Mae Education Foundation's Minority High Achievement Initiative focuses knowledge and resources on closing the minority achievement gap and increasing the number of New England students from "under-represented minority" groups who achieve at the highest levels. Through the Minority High Achievement Initiative, the Nellie Mae Education Foundation is testing and supporting strategies that confront the achievement gap and train a diverse group of future leaders.

	<p>Current work includes:</p> <ul style="list-style-type: none"> • Designing an “action research” project to advance minority student achievement in selected New England school districts. • Funding a consortium of private colleges that have joined together to increase minority achievement on their campuses. • Supporting a small number of innovative, community-based programs that promote minority student achievement at the highest levels. <p>The Minority High Achievement Initiative will select many of its grantees through RFP's and funding partnerships. In addition, the Foundation will consider Letters of Inquiry from school, college and community-based programs in New England with the following program objectives:</p> <ul style="list-style-type: none"> • Increasing the number of under-represented minority students in New England colleges and universities who achieve at the highest levels. • Increasing the number of under-represented minority students in New England who fulfill their academic potential in secondary school and are well prepared to excel in higher education. • Developing a climate of high expectations for under-represented minority students in schools, colleges and universities, communities, and the public across New England.
foundation officer:	<p>Board of Directors: Peter J. Blampied, President Corcoran Management Co., Inc.; Dr. Lauro F. Cavazos, Professor, Department of Family Medicine and Community Health, Tufts University School of Medicine; Dr. James P. Comer, Maurice Falk Professor of Child Psychiatry, Yale University Child Study Center; Richard G. Dooley (Chairman), Consultant, Massachusetts Mutual Life Insurance Co.; Katharine H. Hanson, President, Consortium on Financing Higher Education; John C. Hoy, Consultant; Alice Jelin Isenberg (Vice-Chairman), President, Alice Jelin Associates; Diana Lam, Superintendent, Providence Public School Department; Lawrence W. O'Toole, President & CEO, America's Charter School Finance Corp.; John M. Ryan, Founder, Ryan Partners; Hon. O. Rogeriee Thompson, Superior Court, State of Rhode Island; Dr. William E. Trueheart, President, The Pittsburgh Foundation; Arthur H. White, Vice Chairman, Yankelovich Partners, Inc; Dudley Williams, Assistant to the Commissioner, Connecticut State Department of Education.</p>
foundation board dates:	<p>Quarterly: March, June, September, and June.</p>
foundation financial:	<p>FY 2000 Assets: \$544,315,000; Total Giving: \$7,101,000.</p>
time over which money can be spent:	<p>varies</p>
can funds be used in combination with other funds:	<p>yes</p>

Application and Award Cycles

Applications are accepted on a rolling basis. In the past the average grant size has been \$80,000, and the typical grant range has been \$25,000 to \$250,000. FY 2002, the Foundation's new approach to multi-year funding and initiative-based grants will cause the grant range to vary. Information on the expected number of awards and grant range is not available.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					Varies	

Eligibility

funds can be used for:

- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Other Programs/Curricula
- Community Services

limitations: Programs for under-represented minority students in schools, colleges and universities, communities, and the public across New England only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CT
- ME
- MA
- NH
- RI
- VT

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: Middle School/Junior High & High School

Financial Summary

FY	question	amount
2002	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
2001	Boston Learning Center	Dorchester, MA	\$25,000	The Biff Paradigm Project is a motivational learning program that applies positive social pressure on minority students from Boston middle and high schools to support their academic achievement.

The Boston Learning Center is a non-profit community-based agency founded in 1981 that provides individual and small group tutoring to students of all ages. BLC's director, an African-American teacher, and her husband, a successful business owner, developed the Biff Paradigm Project in 1999. They recognized that a crucial barrier to academic achievement for minority students was low motivation. For minority students generally, and for African-American males in particular, a social culture that is hostile to academic success encourages many students to underachieve or even to fail. BLC created the character of "Biff" Jones, a smart and "cool" teen role model, and designed a program to motivate students by helping them re-channel their street smarts into academic achievement without losing their social status.

The program includes an initial six-week, after-school and weekend curriculum, followed by monthly meetings that validate and reinforce the students' interest in academic achievement. The project was piloted with 37 students from two middle schools in Dorchester and Hyde Park; preliminary research data show that 85% of Biff participants raised their grade point average in four core subjects. The program is currently serving 135 students in classes of 10-15 students at five inner city Boston schools, and several other schools have expressed interest.

BLC's two director/teachers recognize the need for careful strategic planning and quantifiable results. BLC has contracted with

Management Consulting Services, a non-profit consulting firm, to develop a strategic plan for program expansion. It has trained two other instructors and plans to train two more this year. It is now developing a follow-up mentoring component to help Biff graduates improve their study habits. To evaluate the program's impact, BLC launched a longitudinal study of 36 students, including Biff participants and a control group, to monitor and compare their academic progress.

2001	Neighborhood House Charter School	Dorchester, MA	\$50,000	Closing the Gap Initiative is a program offering intensive support for underachieving minority students and peer coaching for their teachers at an inner city Boston middle school.
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Neighborhood House Charter School (NHCS) is one of the original 14 public charter schools created under the Mass. Education Reform Act of 1993. It serves a total of 190 Boston public school students in grades K-8. Students are admitted by lottery; 44% are from low-income families and 64% are "under-represented minorities" (African-American, Latino, or Cape Verdean). The school's low student/teacher ratio and innovative curriculum prepare its students to succeed at demanding high schools.

Despite its successful model, NHCS confronts the same "achievement gap" that challenges other urban schools. Compared to their white and Asian-American peers, NHCS students from other minority groups underachieve at all grade levels. At the urging of its Board of Trustees, NHCS hired a Dean of Academic Achievement and designed the "Closing the Gap" initiative. The program will analyze minority student test scores; create individualized learning plans for underperforming students; provide peer coaching and mentoring for teachers; and offer intensive after school tutoring and homework help. Through this initiative, NHCS will help individual students fulfill their academic potential and will evaluate pedagogical practice to improve academic performance by all students of color. To evaluate the program's impact, the school is developing a comprehensive database that will integrate standardized test scores and

grades to track student progress over time.

2001	The Posse Foundation	Boston, MA	\$75,000	The Posse Scholars Program recruits, selects and trains diverse teams of ten Boston-area high school students and partners with selective colleges to admit the students as a group.
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The Posse Foundation was founded twelve years ago in New York and expanded to Boston in 1999. The program seeks to improve low college retention and graduation rates for students of color with this highly innovative strategy: Posse recruits diverse groups of students to attend college as a team, creating a strong social and academic support system that promotes academic success and campus leadership.

Posse uses a unique and highly selective assessment process to identify high school students whose SAT scores or academic records may not reflect their full potential. Posse then partners with selective colleges, which commit scholarship funds to each student and admit the teams as a group. The students spend their high school senior year in an intensive after-school program that includes leadership training, academic support and team-building exercises. Once at college, the Posse scholars receive ongoing mentoring and academic support and continue to meet regularly as a group.

In the past two years, Posse Boston has sent teams of 10-12 students each to Bowdoin, Bryn Mawr and Hamilton Colleges. Posse is now negotiating with other competitive colleges to expand the program further. To date, over 350 Posse Scholars from Boston, New York and Chicago have been awarded over \$27 million in scholarships from thirteen highly selective colleges. Over 90 percent of Posse scholars stay in school until graduation, a figure higher than the graduation rate for all students at competitive colleges. Just as significantly, the Posse program has powerfully and positively affected the colleges that Posse scholars attend.

Application Instructions

who must apply for funds:	Non-profit, LEA, Higher Education Organization, or Community-based Organization
application summary:	<p>The Nellie Mae Education Foundation has a two-stage application process that begins with the submission of a Letter of Inquiry (LOI). Each of the Foundation's four initiative areas--Adult Literacy; College Preparation; Minority High Achievement; and Out-of-School Time--has detailed funding priorities against which the LOI is reviewed. The Foundation suggests that applicants first review the priorities for the initiative area most related to their program, and then review the Letter of Inquiry process. Questions regarding the application process should be directed to Mr. Gene Lee, Director of Grants Management, 781-348-4234.</p> <p>Applicants can submit a Letter of Inquiry (LOI) to the Foundation at any time during the year. The Letter of Inquiry (LOI) should be on the applicant organization's letterhead and limited to 4 pages (minimum 11-point type). The LOI should provide specific answers to the following six questions:</p> <ul style="list-style-type: none"> • Identification of Need: What is the specific education issue or need that the organization is seeking to address? • Program Outcomes and Approach: What are the organization's anticipated student outcomes, and how will the organization's program or strategy accomplish these? • Implementation Plan: Summarize the key components of the proposed program or strategy. • Evaluation Plan: How will the organization measure progress, and determine if the program or strategy is effective in achieving anticipated student outcomes? • Organizational Experience: What assets, resources and relevant experience does the organization have that will help it deliver an effective program and reach anticipated student outcomes? • Alignment with Initiative: How does the program or strategy align with the goals of one of the Nellie Mae Education Foundation initiatives? How is the program or strategy consistent with the Foundation's student achievement goals for one of its program initiatives? <p>Applicants should also include the following attachments with the Letter of Inquiry (in addition to the initial 4 pages):</p> <ul style="list-style-type: none"> • Completed LOI Summary Sheet (click here for the form) • Organizational budget (for tips on preparing a budget, click here) • Project budget • Tax-exempt determination letter <p>One original and one copy of the LOI and attachments should be sent to:</p> <p>Mr. Gene Lee Director of Grants Management Nellie Mae Education Foundation 50 Braintree Hill Park, Suite 110 Braintree, MA 02184</p>

Within 6 weeks of the date of receipt of the LOI, the Foundation will inform applicants whether or not they have been invited to submit a Grant Proposal. The proposal initiates an exploration of a possible multiple-year grant relationship between the organization and the Foundation. This includes a review of the organization's proposal, an extensive due diligence process, development of a Memorandum of Understanding (MOU) and a funding decision. The completion of this entire process typically requires about six (6) months.

Only a small percentage of Letters of Inquiry advance to a Grant Proposal. An invitation to submit a Grant Proposal does not imply that a grant will be awarded.

Grant Contact Information

name:	Ms. Laura Sitterley
job title:	Program Associate
address:	Nellie Mae Education Foundation 50 Braintree Hill Park, Suite 110 Braintree, MA 02184
phone:	781.348.4240
fax:	781.348.4299
e-mail:	lsitterley@nmefdn.org

* = estimated amount

Mockingbird Foundation, Inc. Grant

grantor:	Mockingbird Foundation, Inc.	date last reviewed:	5/10/2004
web address:	http://www.mockingbirdfoundation.org/funding/		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The Mockingbird Foundation, Inc. (MFI) was incorporated in the State of New York in 1997 by a dozen longtime fans of the band Phish. A board of directors oversees all administrative activities, and individual projects are conducted and managed by working groups of volunteers.</p> <p>MFI offers competitive grants to schools and nonprofit organizations that effect improvements in areas of importance to the Phish fan community. The current programmatic focus is music education for children, defined as follows:</p> <ul style="list-style-type: none">• Music: MFI is particularly interested in projects that encourage and foster creative expression in any musical form (including composition, instrumentation, vocalization, or improvisation), but also recognizes broader and more basic needs within conventional instruction. MFI encourages applications associated with diverse or unusual musical styles, genres, forms, and philosophies.• Education: Education may include the provision of instruments, texts, and office materials, and the support of learning space, practice space, performance space, and instructors/instruction. MFI is particularly interested in projects that foster self-esteem and free expression, but does not typically fund music therapy which is not education or music appreciation, and which does not include participation.• Children: MFI is interested in targeting children eighteen years or younger, but will consider projects which benefit college students, teachers, instructors, or adult students. MFI is particularly (though not exclusively) interested in programs which benefit disenfranchised groups, including those with low skill levels, income, or education; with disabilities or terminal illnesses; and in foster homes, shelters, hospitals, prisons, or other remote or isolated situations.		
foundation officer:			
foundation board dates:			
foundation financial:			

Application and Award Cycles

August 2004 Deadline

Letters of inquiry are due August 1, 2004; the funding committee will respond in October 2004, and those invited to submit full proposals will have a deadline of mid-late November 2004.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
	11/1/2004	Arrival Date				\$50 - \$5,000*	

February 2005 Deadline

Letters of inquiry are due February 1, 2005; the funding committee will respond in April 2005, and those invited to submit full proposals will have a deadline of mid-late May, 2005.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
	5/1/2005	Arrival Date				\$50 - \$5,000*	

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Other Programs/Curricula
- Equipment
- Supplies

limitations: Non-profits and schools only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	\$50 - \$5,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
Past Recipients			For a list of past recipients, click here .	

2001	Art Sanctuary and the LIFE After School Program	Philadelphia, PA	\$2,500	A grant of \$2,500 was awarded to Art Sanctuary and the LIFE After School Program, an African-American arts organization housed in the Church of the Advocate. The LIFE program serves 50-80 elementary and middle-school children, to whom Art Sanctuary has introduced an artist-in-residency project to teach traditional drumming techniques indigenous to West African cultures. The Mockingbird grant pays for the instructor, assistants, and drums needed for the six-month program.
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2001	Santa Cruz City Schools	Santa Cruz, CA		
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2003	Little Kids Rock	Montclair, NJ	\$5,000	A \$5,000 grant to Little Kids Rock in Montclair, NJ, will help provide instruments and training as part of an effort to put 20 new guitar workshops into New York City Schools by September of 2003.
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Click [here](#) to view a list of past award recipients.

Application Instructions

who must apply for funds: Non-profit or school.

application summary: Full proposals are by invitation only, and will not be considered if unsolicited. Those interested in submitting a proposal should first send a letter of inquiry from a responsible officer of the applying organization. The letter of inquiry should be submitted via a web form at <http://www.mbird.org/funding/inquiry.html>. The form requests organizational details and allows for approximately 2.5 pages of narrative description.

Grant Contact Information

name:	Mr. Jack R. Lebowitz
address:	Mockingbird Foundation, Inc. c/o Lemery MacKrell Greisler 10 Railroad Place, Suite 502 Saratoga Springs, NY 12866-3033
other:	<p>Please remember that the Foundation is an all-volunteer organization with no paid staff, and would appreciate if additional correspondence is kept to a minimum. If applicant has a crucial question regarding the grants process, however, email Kristen Godard at grants@mockingbirdfoundation.org.</p> <p>All other correspondence to the Foundation - but not letters of inquiry or proposals - should be directed to the contact above.</p>

Monsanto Fund Grant Information

grantor:	Monsanto Fund	date last reviewed:	6/2/2003
web address:	http://www.monsantofund.org/		
type:	Corporate	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Established in 1964, the Monsanto Fund's philanthropic goal has been to bridge the gap between people's needs and their available resources. The Fund's giving falls into four Priority Areas:</p> <ul style="list-style-type: none"> • Agricultural Abundance • Environment • Science Education • Our Communities <p>The following three focus areas align with education:</p> <p>Environment Monsanto is dedicated to environmental education and preservation of natural areas so that they will continue to be available, both to our generation and those to come. Areas of interest include: curriculum development for school-aged children; enhanced soil fertility and health; community awareness and education; and preservation projects.</p> <p>Science Education Monsanto is dedicated to the belief that the more young people understand the necessity for science literacy, the more they will be able affect the quality of their lives in the years ahead. Areas of interest include: innovative science education programs; training for teachers; collaborations in science literacy; and development of new curricula.</p> <p>Our Communities Monsanto is dedicated to enhancing the communities where its people live and work. Areas of interest include: arts and cultural events; education; special events; and human needs/services.</p>		
foundation officer:	Not available.		
foundation board dates:	Not available.		
foundation financial:	FY 2001 Assets: \$22,643,547; Total Giving: \$16,275,009.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

July Deadline

Those organizations whose preliminary requests for funding (PFRs) are seen as having promise will be invited to submit a full proposal. Anyone submitting a PFR will be notified within four to eight weeks whether it was accepted. Grants will be awarded in December 2003.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	7/1/2003	Arrival Date				Varies	

January Deadline

Those organizations whose PFRs are seen as having promise will be invited to submit a full proposal. Anyone submitting a PFR will be notified within four to eight weeks whether it was accepted. Grants will be awarded in June 2004.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	1/1/2004	Arrival Date				Varies	

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Science Programs
- Other Programs/Curricula
- Community Services

limitations:

Applying organizations must be recognized by the IRS as a non-profit, or as a "unit of government" under Section 170(c)(1), which refers to agencies who conduct business to benefit the public at large, like public schools, libraries, villages and municipalities.

For additional applicant qualifications, please click [here](#).

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools

- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$16,275,009*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds:	School or non-profit
application summary:	<p>All applicants must complete a PFR, or Preliminary Funding Request. A PFR is a two or three-page description of a proposed project that also includes some basic information about the non-profit seeking a grant. Click here to view PFR specifications.</p> <p>After the PFRs are evaluated, selected organizations will be invited to submit a full proposal, using an application form that the Fund will make available. Any PFR will have to fit within one of the priority areas for contributions, and it will be evaluated against other requests in each priority area. Those organizations whose PFRs are seen as having promise will be invited to submit a full proposal.</p> <p>Please note: Monsanto has four manufacturing sites (Muscatine, IA; Soda Springs, ID; Augusta, GA; and Luling, LA). If your organization is in one of these areas, please click here for additional procedures.</p>

Grant Contact Information

name:	Deborah J. Patterson
job title:	Director
address:	Monsanto Fund 800 N. Lindbergh Blvd. St. Louis, MO 63167
phone:	314.694.4391
fax:	314.694.7658
e-mail:	monsanto.fund@monsanto.com

National 4-H Council Literacy Education/Youth Leadership Grants

grantor:	National 4-H Council	date last reviewed:	3/31/2003
web address:	click here		
type:	Corporate	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>National 4-H Council offers grants for youth in local communities, in counties, and on the state level. These grants provide opportunities for young people and adults to take action on issues critical to their lives, their families, and their communities. Grants allow National 4-H Council corporate partners to make a direct impact at the “grass roots” level, where the action is.</p> <p>Funded by Bridgestone/Firestone Trust Fund and Firestone Agricultural Tire Company, the National 4-H Council Literacy Education/Youth Leadership Grant program will provide community action grants to stimulate literacy education nationwide.</p> <p>This grant program puts resources directly into the hands of youth, and their involvement at all stages is very significant. Youth take the lead in the design of the project, the proposal writing process, the implementation, and the evaluation of funded projects.</p> <p>Grants are awarded to communities in support of ongoing literacy education programs or to stimulate new and creative youth-led programs, and will range from \$500 - \$2,000. Objectives include: expanding the number of books read per week, increasing participants' level of reading, utilizing the library as a resource, and learning about different careers through reading. Older teens are encouraged to mentor younger youth in this program.</p> <p>Although grants will be awarded primarily for programs in after-school settings, applicants in other types of programs are also encouraged to apply.</p>		
foundation officer:	Not available.		
foundation board dates:	Not available.		
foundation financial:	Not available.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Grants proposal review will be completed and awards will be made by May 21, 2003.

However, no phone or email inquiries regarding the results of an application will be accepted until three weeks after the proposal review process is completed. If, by chance, an applicant has not received notification within 3 weeks of May 21, 2003, please contact National 4-H Council to obtain application results.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	4/29/2003	Arrival Date	6/11/2003			\$500 - \$10,000*	

Eligibility

funds can be used for:

- Reading/Language Arts Programs
- Other Programs/Curricula
- Community Services

limitations:

Grants will be awarded for after-school, out-of-school and in-school programs in support of ongoing literacy education or to stimulate new and creative youth-led literacy education programs

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2003	Grant size this year (estimated)	\$500 - \$2,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2002	Aloha Kids 4-H Club	Hawaii, HI		
2002	Lakeland High School	Polk, FL		
2002	Past Awards			Click here to view a complete list of 2002 award recipients.

Application Instructions

who must apply for funds: youth and adult partnership

application: http://www.doc.n4h.org/ProgramsInfo/Literacy2003_App.doc

application summary: Application consists of the following components:

1. Application Form
2. Proposal
3. Budget Form and Statistical Information Questions

To view **Application Form**, click [here](#) and scroll down to page seven.

A one- to two-page **Proposal** must fully describe the project from conception to completion. Applicant should use the following steps to help themselves through the grant writing process. (Applicants should use paragraphs to separate categories, but proposal should not be written as a running narrative.)

- **State the Problem:** Identify the situation that relates to your project
 - Prepare a brief statement about the actual problem your group will attempt to solve.
- **Define the Problem:** Clarify why this need is important to your community.
 - Use appropriate facts and statistics that help explain the importance of the project.
 - Develop an explanation that reveals the current situation.
- **Generate the Solution:** Gather information and problem solve.
 - Brainstorm to answer the question “How can we solve this problem?”
 - Investigate what resources you have and identify key partners that will help make the solution successful and impacting.
- **Select a Solution:** Decide on the best alternative.
 - Select one solution from your brainstorming list that will have the greatest impact on the problem.
- **Develop Your Plan of Action:** Investigate how you will accomplish your goal.
 - Define your objective. Include what you intend to do with

- o the funds.
- o List who will benefit from your idea and how the community will be affected.
- o Consider the resources you need such as materials, space, people.
- o Research the cost of resources, describe how your group will use the money.
- o Describe how the program will be maintained when the funding runs out.
- **Implement Program:** Action steps.
 - o Explain how your group will implement the program. Be specific.

Evaluation: Assess the results.

- o Explain how your success will be measured.
- o Consider the target audience for your proposal. Know how you will keep track of the numbers of people you reach.
- **Publicize:** Share your success.
 - o Describe the public relations plan for your project and sponsor support throughout your county/state, within 4-H, and with the general public.
- **Youth Involvement:**
 - o Describe the youth/adult partnership.
 - o Explain how young people and adults partnered in the decisions made to develop this project and proposal.

Click [here](#) and scroll down to pages eight to ten to view **Budget Form** and **Statistical Information Questions**.

application
other:

Click [here](#) and scroll down to page six to view scoring rubric.

Grant Contact Information

name:	Diana Friedman
department:	National 4-H Council
address:	National 4-H Council 7100 Connecticut Avenue Chevy Chase, MD 20815
phone:	301.961.2800
e-mail:	dfriedman@fourhcouncil.edu

Other Information

Grantees must submit a mid-term report to the National 4-H Council by Tuesday, September 30, 2004. Final report is due Friday, January 30, 2004. (Unused grant monies MUST be returned by this date. No exceptions can be granted.)

National Community Technology Development Grants

grantor:	Verizon Foundation, The	date last reviewed:	5/6/2003
web address:	http://foundation.verizon.com/		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>The foundation provides grants to organizations who:</p> <ol style="list-style-type: none"> 1. Focus on technology applications and programs in one or more of the following areas: <ul style="list-style-type: none"> o Literacy o Digital Divide o Workforce Development o Employee Volunteerism o Community Technology Development 2. Benefit the customers, employees and communities in the areas that Verizon serves within the US. 3. Do not duplicate or significantly overlap the work of public agencies on the federal, state or local level. 4. Serve the community without discrimination on the basis of race, color, sex, sexual orientation, age, religion, national or ethnic origin, pro-life or pro-choice advocacy or physical disability. 5. Keep books available for regular independent outside audit and make the results available to all potential contributors. 6. Comply with applicable laws regarding registration and reporting. 		
foundation officer:	<p>Directors: Ivan G. Seidenberg, Mary Beth Bardin, Oscar C. Gomez, Bruce S. Gordon, Katherine J. Harless, Thomas J. Tauke</p> <p>Officers: Ivan G. Seidenberg, Chairman of the Board; Mary Beth Bardin, Vice Chairman and Secretary; Thomas J. Tauke, Executive Vice President; Bruce S. Gordon, Executive Director; T. Britton Harris IV, Chief Investment Officer; Suzanne A. DuBose, President; Michael Morrell, Vice President and Controller; Neil D. Olson, Vice President and Treasurer</p>		
foundation board dates:	Not available.		
foundation financial:	FY 2001 Assets: \$80,235,431; Total Giving: \$77,137,397		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Unsolicited proposals are reviewed on a continuous calendar year basis from January 1st

through November 30th. No proposals are accepted in December.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	11/30/2003	Arrival Date			Not Available	Varies	over 25,000

Eligibility

funds can be used for:

- Technical Assistance
- Reading/Language Arts Programs
- Technology Programs
- Other Programs/Curricula
- Community Services

limitations: Schools and non-profits in communities where Verizon currently offers telecommunications services only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

eligible preference: Verizon Foundation will give strong preference to projects that:

- Benefit communities served by Verizon's local phone (non-wireless) companies.
- Emphasize how the innovative use of technology can solve problems.
- Assist non-profit organizations in serving diverse racial and ethnic communities, persons with disabilities and other under-served groups.
- Demonstrate collaboration and help improve organizational efficiency.

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$77,137,397*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds:	School or non-profit
application:	http://foundation.verizon.com/06015.shtml
application summary:	<p>Applicants must apply on-line. Click here to take the Eligibility Quiz, which will take you to the Apply Online page. To reach the full application, scroll down the page to number 4 and click on "full grant application."</p> <p>The application consists of 4 major sections:</p> <ol style="list-style-type: none"> 1. Contact information 2. Organization Information (2 parts) 3. Proposal (including project plan and budget) 4. Communities Served <p>Each section is divided into 5-15 subheadings complete with "hints" for how to answer each question.</p>
application other:	<p>Verizon stipulates that the entire grant application process should take approximately 45 minutes. Additional follow-up, assessment or evaluation may be required.</p> <p>Each applicant organization is evaluated on its merits. Specifically, Verizon reviews the quality of the program, its service to the public, the size and type of constituency it serves, the organization's management, its accountability, finances, and fund-raising practices.</p>
next steps:	Verizon asks that applicants take the Eligibility Quiz and review the Grant Guidelines, Best-In-Class Grants, and Frequently Asked Questions pages prior to submitting the application.

Grant Contact Information

name:	General Contact
address:	Verizon Foundation, The 1095 Ave. of the Americas, Rm. 3200 New York, NY 10036
phone:	1.800.360.7955

fax:	212.840.6988
e-mail:	verizon.foundation@verizon.com
other:	Verizon Foundation is a cyber-foundation and asks that you do not send paper mail.

National Geographic Society Education Foundation Teacher Grant

grantor:	National Geographic Society Education Foundation	date last reviewed:	5/13/2004
web address:	click here		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The mission of the National Geographic Society's Education Foundation is to prepare children to embrace a diverse world, succeed in a global economy, and steward the planet's resources.</p> <p>The Foundation's Teacher grants are given directly to educators to facilitate their work in the classroom, school, district, and community; any current teacher or administrator in an accredited K-12 school within the United States is eligible. Projects that have outreach to urban areas are particularly encouraged. The Foundation also encourages high-impact projects with potential to reach as many teachers and students as possible, and is seeking projects that directly engage students and encourage them to understand the power and relevancy of geographic skills, the uses of geography, and a spatial perspective.</p> <p>For the 2004-05 school year, the Foundation plans to make more than \$100,000 in grants of up to \$5,000 each to help teachers—or a group of educators—make an even greater impact in their classroom, school, district, and/or community through innovative geography education projects. Also for this year, the Foundation will place a special emphasis on "cultural connections." Particularly encouraged are projects that promote understanding of and respect for differences between cultures, as well as exploration of students' own heritage. In accordance with its mission statement, the Foundation seeks to fund projects in either of two broad categories:</p> <ol style="list-style-type: none"> 1. Promoting geographic knowledge through education 2. Promoting stewardship of natural and cultural resources <p>Teacher Grants may not be used for administrative overhead; air travel; capital or deficit expenses; or computer hardware, scholarships, or travel fellowships. Purchase of classroom materials and equipment must be justified as essential to the project. The purchase of software or other equipment should not exceed 25 percent of the amount requested from the Foundation. The paying of teacher stipends is allowed but must not exceed 20 percent of the amount requested from the Foundation.</p>		
foundation officer:	Not available		
foundation board dates:	Not available		
foundation financial:	Not available		
can funds be used in	yes		

combination
with other funds:

Application and Award Cycles

More than \$100,000 will be awarded in grants of up to \$5,000 each.

All projects should be scheduled to begin and end during the 2004-2005 school year or the summer of 2005.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	6/10/2004	Arrival Date	8/31/2004			Varies	

Eligibility

funds can be used for:

- Technology Programs
- Other Programs/Curricula
- Staff Salaries
- Equipment
- Supplies
- Community Services

limitations:

Any current teacher or administrator in an accredited K-12 school within the United States is eligible to apply. Funds for a project would generally be awarded to an organization—usually an educator's school—that can provide evidence that has non-profit status.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
	Des Moines Elementary	Des Moines, NM	\$2,500	<p>Project Title: "When I First Came to this Land"</p> <p>Students will learn local history and culture through a variety of lessons and activities designed for investigation of the different periods of history of the community.</p>
	Madras Elementary	Madras, OR	\$900	<p>Project Title: "El Mundo!: Bi-lingual Activities for Family Geography"</p> <p>This project will bring the Family Geography Challenge to a bilingual population of families and students in Central Oregon for the purpose of promoting geography awareness, enhancing parental involvement in education, and encouraging life-long learners.</p>

Past Awards

Click [here](#) to view past awards.

Application Instructions

who must apply for funds:	teacher, administrator, or group of teachers/administrators
application summary:	<p>Applicants may apply online or by mail; online submissions are strongly encouraged. To access the online application, click here and scroll down to the heading "Application Submission." To submit an application by mail, send seven copies to the contact address listed below.</p> <p>Applications may be submitted by a single teacher or by a project team leader on behalf of a group. Every application must include:</p> <ol style="list-style-type: none"> 1. Application Cover Sheet 2. Signed Letter of Support A signed letter of support on school letterhead is required from your principal or superintendent and must indicate that he or she understands and endorses your project. 3. School Profile (450 Words or Fewer) The school profile should include your school's mission statement and information on students' needs, school resources, and student and school performance.

4. Project Plan (2,250 Words or Fewer)

In a brief project proposal describe the following:

- Which National Geography Standards and local geography standards will your project address?
- List the specific, measurable, educational objectives of the project.
- Briefly describe your plan for accomplishing each of the objectives. For each objective, describe:
 - The specific activities that are planned to meet the objective. Include a time line.
 - How you will document evidence of student learning (e.g. pre- and post-project tests, portfolios)
- Indicate the qualifications of the person leading the project. (You may also attach a résumé , which is not included in the word count.) Please indicate if you are a National Geographic Teacher Consultant or a member of your state geographic alliance.
- Indicate how many students and teachers will be directly involved in this project.
- Discuss your plans to raise visibility for the project with the media, community, your colleagues, or others. Although not required, evidence of school and/or community support will enhance a proposal's potential for success. Support should demonstrate community outreach and involvement and can be in the form of cash, in-kind services, volunteer time, products, and personnel.

5. Budget

Teacher Grants may not be used for administrative overhead; air travel; capital or deficit expenses; computer hardware; or scholarships or travel fellowships. Purchase of classroom materials and equipment must be justified as essential to the project. The purchase of software or other equipment should not exceed 25 percent of the amount requested from NGSEF. The paying of teacher stipends is allowed but must not exceed 20 percent of the amount requested from NGSEF.

Applicants can also get [additional information and tips for applying](#).

application
other:

A two-page report will be due by September 1, 2005. The report format should parallel the application format. This report must contain quantitative data that shows how well students achieved the objectives stated in the project. Examples of this could be:

- Charts and/or graphs that compare what the students knew before the project and after the project
- Narrative statements that describe the number of students who were able to articulate their understanding of the objectives after participating in the project.

In addition, a one-page financial accounting of expenditures is required.

Grant Contact Information

name:	Grants Manager
job title:	Teacher Grant Proposals
address:	National Geographic Society Education Foundation 1145 17th Street NW Washington, DC 20036-4688
phone:	202.857.7000

Northeast Utilities Corporate Giving Program Contributions

grantor:	Northeast Utilities Corporate Giving Program	date last reviewed:	3/19/2003
web address:	click here		
type:	Corporate	delivery method:	Competitive
FY:	2003	total funds:	\$2,000,000*
description:	<p>The Northeast Utilities Corporate Contributions Program makes contributions based on need, including: monetary awards for general operating expenses and special projects, volunteer support, company facilities and in-kind services.</p> <p>In the realm of education, contributions are made to assist organizations that provide educational opportunities, public school systems in distressed cities and towns, and two- and four-year colleges.</p> <p>Please note: the Northeast Utilities Corporate Contributions program is a separate entity from the Northeast Utilities Foundation, Inc.</p>		
foundation officer:	All requests are reviewed by the Corporate Contributions Committee, made up of senior level officers in the company.		
foundation board dates:	Quarterly: February, April, July and October		
foundation financial:	FY 2002 Total Assets: \$10,000,000 (estimated)		
can funds be used in combination with other funds:	Yes		

Application and Award Cycles

January Competition

Grant recipients are notified two weeks after February board meeting with arrival of funds 3-4 weeks later.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	1/13/2003	Arrival Date	Varies	Varies	Varies	\$1,000 - \$10,000*	50+

March Competition

Grant recipients are notified two weeks after April board meeting with arrival of funds 3-4 weeks later.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards

Yes	3/10/2003	Arrival Date	Varies	Varies	Varies	\$1,000 - \$10,000*	50+
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September Competition

Grant recipients are notified two weeks after October board meeting with arrival of funds 3-4 weeks later.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	9/8/2003	Arrival Date	Varies	Varies	Varies	\$1,000 - \$10,000*	50+

June Competition

Grant recipients are notified two weeks after July board meeting with arrival of funds 3-4 weeks later.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Varies	6/9/2003	Arrival Date	Varies	Varies	Varies	\$1,000 - \$10,000*	50+

Eligibility

funds can be used for:

- Operating Costs/Capital Expenditure

limitations:

Non-profits and public groups only.

Primary focus is given to communities served by the Northeast Utilities system companies, including CL&P.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CT
- MA
- NH

eligible type of school/organization:

- Title I Schools
- Other Public Schools
- Non-profit

eligible grade level:

All Levels

have charters received funds: No

Financial Summary

FY	question	amount
2002	Total funds allocated last fiscal year	\$2,000,000*
2002	Grant range last fiscal year	\$1,000 - \$10,000*
2002	Number of grants awarded last fiscal year	50*
2003	Grant size this year (estimated)	\$1,000 - \$10,000*
2003	Total funds allocated this fiscal year	\$2,000,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds:	School or Non-profit
application:	click here
application summary:	<p>Please Note: For requests totaling up to \$1,000, applicants should submit a <i>letter</i> detailing the activity/project, action plan and goals. For requests greater than \$1,000, applicants should fill out an <i>application form</i>.</p> <p>The following criteria are taken into account when evaluating grant requests, which coincide with the components of the application form:</p> <ul style="list-style-type: none">• Organizational and financial management• Program objectives• Diverse number of people who will benefit• Existing services• Funding sources and stability• Organizational history• Measures of success
application other:	<p>Capital contributions typically do not extend for more than five years. In most cases, a second capital gift will not be made until three years after final payment of the first gift.</p> <p>The Corporate Contributions Program generally will not fund organizations that receive support from United Way, combined health charities, art councils or other federated funds. Requests to support capital drives and other unusual circumstances will be reviewed by the Corporate Contributions Committee.</p>

Applications should be mailed or faxed to:

Theresa Hopkins-Staten
Director, Community Relations and Programs
Northeast Utilities
P.O. Box 5563
Hartford, CT 06102-5563
Fax: 860-721-4331

Grant Contact Information

name:	Natalie Brown
job title:	Contributions and Employee Giving Programs Administrator
address:	Northeast Utilities Corporate Giving Program P.O. Box 5563 Hartford, CT 06141-0270
phone:	860.721.4117
fax:	860.721.4013
e-mail:	brownm@nu.com

* = estimated amount

Out-of-School Time Initiative Grant

grantor:	Nellie Mae Education Foundation	date last reviewed:	1/6/2003
web address:	click here		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available

description: The Nellie Mae Education Foundation provides grants and technical support to education programs in New England that help improve students' academic achievement and access to higher education.

The Foundation promotes accessibility, quality and effectiveness of education from pre-school through postsecondary levels, especially for under-served populations, in the six New England states--Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

The Foundation provides support in four key initiative areas:

- **Adult Literacy:** Expanding access to and increasing the effectiveness of adult literacy programs in New England.
- **College Preparation:** Increasing the percentage of New England's low-income, minority, and immigrant youth who are prepared for, enter and succeed in college.
- **Minority High Achievement:** Increasing the number of under-represented minority students in New England who achieve at the highest levels.
- **Out-of-School Time:** Expanding and strengthening out-of-school time programs that increase the ability of middle school students in New England to achieve academically and prepare for higher education.

The key criterion for all grantmaking by the Foundation is a requirement that the program focus on academic achievement as a priority goal. Initiative grants will usually be multi-year (3-5 on average) and supported with assistance in evaluation, capacity building, and networking to enrich the program and the field.

The Foundation does not fund: individuals; capital campaigns; endowments; scholarships or fellowships; debt reduction or cash reserves; building construction or renovation; certain in-direct costs at agencies and higher education institutions.

This grant record describes the Minority High Achievement Initiative.

The Nellie Mae Education Foundation's Minority High Achievement Initiative focuses knowledge and resources on closing the minority achievement gap and increasing the number of New England students from "under-represented minority" groups who achieve at the highest levels. Through the Minority High Achievement Initiative, the Nellie Mae Education Foundation is testing and supporting strategies that confront the achievement gap and train a diverse group of future leaders.

Current work includes:

	<ul style="list-style-type: none"> • Designing an “action research” project to advance minority student achievement in selected New England school districts. • Funding a consortium of private colleges that have joined together to increase minority achievement on their campuses. • Supporting a small number of innovative, community-based programs that promote minority student achievement at the highest levels. <p>The Minority High Achievement Initiative will select many of its grantees through RFP's and funding partnerships. In addition, the Foundation will consider Letters of Inquiry from school, college and community-based programs in New England with the following program objectives:</p> <ul style="list-style-type: none"> • Increasing the number of under-represented minority students in New England colleges and universities who achieve at the highest levels. • Increasing the number of under-represented minority students in New England who fulfill their academic potential in secondary school and are well prepared to excel in higher education. • Developing a climate of high expectations for under-represented minority students in schools, colleges and universities, communities, and the public across New England.
foundation officer:	Board of Directors: Peter J. Blampied, President Corcoran Management Co., Inc.; Dr. Lauro F. Cavazos, Professor, Department of Family Medicine and Community Health, Tufts University School of Medicine; Dr. James P. Comer, Maurice Falk Professor of Child Psychiatry, Yale University Child Study Center; Richard G. Dooley (Chairman), Consultant, Massachusetts Mutual Life Insurance Co.; Katharine H. Hanson, President, Consortium on Financing Higher Education; John C. Hoy, Consultant; Alice Jelin Isenberg (Vice-Chairman), President, Alice Jelin Associates; Diana Lam, Superintendent, Providence Public School Department; Lawrence W. O'Toole, President & CEO, America's Charter School Finance Corp.; John M. Ryan, Founder, Ryan Partners; Hon. O. Rogeriee Thompson, Superior Court, State of Rhode Island; Dr. William E. Trueheart, President, The Pittsburgh Foundation; Arthur H. White, Vice Chairman, Yankelovich Partners, Inc; Dudley Williams, Assistant to the Commissioner, Connecticut State Department of Education.
foundation board dates:	Quarterly: March, June, September, and June.
foundation financial:	FY 2000 Assets: \$544,315,000; Total Giving: \$7,101,000.
time over which money can be spent:	varies
can funds be used in combination with other funds:	yes

Application and Award Cycles

Applications are accepted on a rolling basis. In the past the average grant size has been \$80,000, and the typical grant range has been \$25,000 to \$250,000. FY 2002, the Foundation's new approach to multi-year funding and initiative-based grants will cause the grant range to vary. Information on the expected number of awards and grant range is not available.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					Varies	

Eligibility

funds can be used for:

- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Other Programs/Curricula
- Community Services

limitations: Programs for under-represented minority students in schools, colleges and universities, communities, and the public across New England only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CT
- ME
- MA
- NH
- RI
- VT

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: Middle School/Junior High & High School

Financial Summary

FY	question	amount
2002	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
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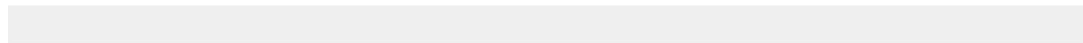
2001	Boston Learning Center	Dorchester, MA	\$25,000	The Biff Paradigm Project is a motivational learning program that applies positive social pressure on minority students from Boston middle and high schools to support their academic achievement.
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The Boston Learning Center is a non-profit community-based agency founded in 1981 that provides individual and small group tutoring to students of all ages. BLC's director, an African-American teacher, and her husband, a successful business owner, developed the Biff Paradigm Project in 1999. They recognized that a crucial barrier to academic achievement for minority students was low motivation. For minority students generally, and for African-American males in particular, a social culture that is hostile to academic success encourages many students to underachieve or even to fail. BLC created the character of "Biff" Jones, a smart and "cool" teen role model, and designed a program to motivate students by helping them re-channel their street smarts into academic achievement without losing their social status.

The program includes an initial six-week, after-school and weekend curriculum, followed by monthly meetings that validate and reinforce the students' interest in academic achievement. The project was piloted with 37 students from two middle schools in Dorchester and Hyde Park; preliminary research data show that 85% of Biff participants raised their grade point average in four core subjects. The program is currently serving 135 students in classes of 10-15 students at five inner city Boston schools, and several other schools have expressed interest.

BLC's two director/teachers recognize the need for careful strategic planning and quantifiable results. BLC has contracted with Management Consulting Services, a non-

profit consulting firm, to develop a strategic plan for program expansion. It has trained two other instructors and plans to train two more this year. It is now developing a follow-up mentoring component to help Biff graduates improve their study habits. To evaluate the program's impact, BLC launched a longitudinal study of 36 students, including Biff participants and a control group, to monitor and compare their academic progress.



2001	Neighborhood House Charter School	Dorchester, MA	\$50,000	Closing the Gap Initiative is a program offering intensive support for underachieving minority students and peer coaching for their teachers at an inner city Boston middle school.
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Neighborhood House Charter School (NHCS) is one of the original 14 public charter schools created under the Mass. Education Reform Act of 1993. It serves a total of 190 Boston public school students in grades K-8. Students are admitted by lottery; 44% are from low-income families and 64% are "under-represented minorities" (African-American, Latino, or Cape Verdean). The school's low student/teacher ratio and innovative curriculum prepare its students to succeed at demanding high schools.

Despite its successful model, NHCS confronts the same "achievement gap" that challenges other urban schools. Compared to their white and Asian-American peers, NHCS students from other minority groups underachieve at all grade levels. At the urging of its Board of Trustees, NHCS hired a Dean of Academic Achievement and designed the "Closing the Gap" initiative. The program will analyze minority student test scores; create individualized learning plans for underperforming students; provide peer coaching and mentoring for teachers; and offer intensive after school tutoring and homework help. Through this initiative, NHCS will help individual students fulfill their academic potential and will evaluate pedagogical practice to improve academic performance by all students of color. To evaluate the program's impact, the school is developing a comprehensive database that will integrate standardized test scores and grades to track student progress over time.

2001	The Posse Foundation	Boston, MA	\$75,000	The Posse Scholars Program recruits, selects and trains diverse teams of ten Boston-area high school students and partners with selective colleges to admit the students as a group.
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The Posse Foundation was founded twelve years ago in New York and expanded to Boston in 1999. The program seeks to improve low college retention and graduation rates for students of color with this highly innovative strategy: Posse recruits diverse groups of students to attend college as a team, creating a strong social and academic support system that promotes academic success and campus leadership.

Posse uses a unique and highly selective assessment process to identify high school students whose SAT scores or academic records may not reflect their full potential. Posse then partners with selective colleges, which commit scholarship funds to each student and admit the teams as a group. The students spend their high school senior year in an intensive after-school program that includes leadership training, academic support and team-building exercises. Once at college, the Posse scholars receive ongoing mentoring and academic support and continue to meet regularly as a group.

In the past two years, Posse Boston has sent teams of 10-12 students each to Bowdoin, Bryn Mawr and Hamilton Colleges. Posse is now negotiating with other competitive colleges to expand the program further. To date, over 350 Posse Scholars from Boston, New York and Chicago have been awarded over \$27 million in scholarships from thirteen highly selective colleges. Over 90 percent of Posse scholars stay in school until graduation, a figure higher than the graduation rate for all students at competitive colleges. Just as significantly, the Posse program has powerfully and positively affected the colleges that Posse scholars attend.

Application Instructions

who must apply for funds:	Non-profit, LEA, Higher Education Organization, or Community-based Organization
application summary:	<p>The Nellie Mae Education Foundation has a two-stage application process that begins with the submission of a Letter of Inquiry (LOI). Each of the Foundation’s four initiative areas--Adult Literacy; College Preparation; Minority High Achievement; and Out-of-School Time--has detailed funding priorities against which the LOI is reviewed. The Foundation suggests that applicants first review the priorities for the initiative area most related to their program, and then review the Letter of Inquiry process. Questions regarding the application process should be directed to Mr. Gene Lee, Director of Grants Management, 781-348-4234.</p> <p>Applicants can submit a Letter of Inquiry (LOI) to the Foundation at any time during the year. The Letter of Inquiry (LOI) should be on the applicant organization’s letterhead and limited to 4 pages (minimum 11-point type). The LOI should provide specific answers to the following six questions:</p> <ul style="list-style-type: none"> • Identification of Need: What is the specific education issue or need that the organization is seeking to address? • Program Outcomes and Approach: What are the organization’s anticipated student outcomes, and how will the organization’s program or strategy accomplish these? • Implementation Plan: Summarize the key components of the proposed program or strategy. • Evaluation Plan: How will the organization measure progress, and determine if the program or strategy is effective in achieving anticipated student outcomes? • Organizational Experience: What assets, resources and relevant experience does the organization have that will help it deliver an effective program and reach anticipated student outcomes? • Alignment with Initiative: How does the program or strategy align with the goals of one of the Nellie Mae Education Foundation initiatives? How is the program or strategy consistent with the Foundation’s student achievement goals for one of its program initiatives? <p>Applicants should also include the following attachments with the Letter of Inquiry (in addition to the initial 4 pages):</p> <ul style="list-style-type: none"> • Completed LOI Summary Sheet (click here for the form) • Organizational budget (for tips on preparing a budget, click here) • Project budget • Tax-exempt determination letter <p>One original and one copy of the LOI and attachments should be sent to:</p> <p>Mr. Gene Lee Director of Grants Management Nellie Mae Education Foundation 50 Braintree Hill Park, Suite 110 Braintree, MA 02184</p> <p>Within 6 weeks of the date of receipt of the LOI, the Foundation will inform</p>

applicants whether or not they have been invited to submit a Grant Proposal. The proposal initiates an exploration of a possible multiple-year grant relationship between the organization and the Foundation. This includes a review of the organization's proposal, an extensive due diligence process, development of a Memorandum of Understanding (MOU) and a funding decision. The completion of this entire process typically requires about six (6) months.

Only a small percentage of Letters of Inquiry advance to a Grant Proposal. An invitation to submit a Grant Proposal does not imply that a grant will be awarded.

Grant Contact Information

name:	Ms. Laura Sitterley
job title:	Program Associate
address:	Nellie Mae Education Foundation 50 Braintree Hill Park, Suite 110 Braintree, MA 02184
phone:	781.348.4240
fax:	781.348.4299
e-mail:	lsitterley@nmefdn.org

* = estimated amount

Peabody Grants

grantor:	Peabody Foundation, Amelia, The	date last reviewed:	4/17/2003
web address:	http://www.ameliapeabody.org/		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	\$8,500,000*
description:	The primary mission of the Amelia Peabody Foundation is to increase the number, range, and depth of positive learning experiences available to materially disadvantaged young people living in the cities and towns of Massachusetts. Peabody grants are made for almost any project that serves to promote and enhance the grantee organization's mission: for existing and new programs, for capital acquisitions, for the renovation of existing buildings and facilities, for the repair, maintenance and purchase of equipment.		
foundation officer:	Margaret St. Clair; Bayard Waring; Philip Waring; Deborah Carlson; Thomas St. Clair		
foundation board dates:	Quarterly.		
foundation financial:	FY 2001 Assets: \$191,937,540; Total Giving: \$9,504,400.		
time over which money can be spent:	Not more than 3 years.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Rolling Application and Quarterly Meeting Deadlines

Most grants are in the \$20,000 to \$50,000 range. These grants are most often for programs. A smaller number of grants, in the \$50,000 to \$200,000 range, attempt to take the organization to a new level of operations, in respect to both quantity and quality of services provided.

Applications will be accepted at any time, but there are four filing deadlines during the year to have an application reviewed at the next quarterly board meeting. For the current year, 2003, these are January 30, May 1, August 14 and November 6. The first filing date in 2003 is January 23.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling	Arrival Date	Varies			\$10,000 - \$1,000,000*	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries
- Planning
- Equipment
- Supplies
- Community Services
- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations: Organizations that serve disadvantaged, inner-city youth populations only. No more than one grant application per 12 months.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

eligible preference: The Foundation particularly favors grants to organizations whose staff members are from the populations that they serve. They also prioritize grants that help organizations to leverage additional funds.

Financial Summary

FY	question	amount
2003	Grant size this year (estimated)	\$20,000 - \$50,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2000	Academy of the Pacific Rim	Hyde Park, Massachusetts	\$150,000	For renovation and addition of a second floor.
2000	Bird Street Community Center	Dorchester, Massachusetts	\$25,000	For youth development programs.
2000	City on a Hill Charter School	Boston, Massachusetts	\$50,000	Grant accorded for operating funds only.
2000	Odwin Learning Center	Dorchester, Massachusetts	\$45,000	Support over two years for college prep program, adding computer skills training and increasing teacher staffing, adding to their reserve fund, and allowing them to create a fundraising strategy.

Application Instructions

who must apply for funds:	Non-profit or school
application:	click here
application summary:	The Foundation encourages prospective applicants to use the Common Proposal Form that was developed by the Associated Grantmakers of Massachusetts. To obtain a copy of this proposal format, contact AGM directly at (617) 426-2606 or download a copy of the form from their Web site . The Foundation asks that applicants do not include unnecessary background information, such as lengthy program and facility descriptions, extensive organizational histories, publicity materials, newspaper clippings, brochures, flyers, and organizational videos, etc.
application other:	During the review process, the Foundation may or may not choose to make a site visit and/or Email the applicant.
next steps:	The Foundation staff does not provide preliminary advice on a proposal, indicate preliminary interest in a proposal, discuss the appropriateness of a proposal, offer advice on which of several proposals to choose, nor estimate the dollar amount appropriate for a given proposal. Letters of interest should not be sent. The Foundation wishes first contact to be made through a completed grant application unless an applicant has procedural questions regarding the filing process. In this last case, an applicant may make a call to the Foundation.

Grant Contact Information

name:	Ms. Margaret St. Clair
job title:	Co-Managing Trustee
address:	Peabody Foundation, Amelia, The One Hollis Street, Suite 215 Wellesley, MA 02482
phone:	781.237.6468
fax:	781.237.5014

Other Information

Organizations that receive a grant will need to provide a narrative, plus detailed, specific accounting of expenditures to the Amelia Peabody Foundation. For more information about grantee requirements, click [here](#).

* = estimated amount

Peter M. Bernon Family Foundation Grant

grantor:	Peter M. Bernon Family Foundation	date last reviewed:	7/24/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	\$2,000,000*
description:	Established in 1990, the Peter M. Bernon Family Foundation makes grants in the following subject areas: <ul style="list-style-type: none"> • education • recreation/youth development • Jewish organizations 		
foundation officer:	Peter M. Bernon, Trustee; Alan J. Bernon, Trustee		
foundation board dates:	Not Available		
foundation financial:	FY 2001 Assets: 2,000,000 (estimated); Total Giving: Not Available.		
can funds be used in combination with other funds:	Yes		

Application and Award Cycles

Rolling

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Not applicable	Rolling	Not Applicable				\$500 - \$100,000*	40 (estimate)

Eligibility

funds can be used for:

- Other Programs/Curricula
- Community Services

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

have charters received funds: Not Available

Financial Summary

FY	question	amount
2002	Total funds allocated last fiscal year	\$2,000,000*
2002	Grant size this year (estimated)	\$500 - \$100,000*
2002	Number of grants awarded last fiscal year	35*
2002	Grant range last fiscal year	\$500 - \$100,000*
2003	Total funds allocated this fiscal year	\$2,000,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds: Non-profit

application summary: Unsolicited applications are not accepted, as Foundation only contributes to pre-selected organizations.

However, interested organizations may submit a 1-2 page letter of inquiry. Letter should include a description of the specific project or program and list funding requirements. If letter of inquiry is approved, Foundation will then contact organization and request further information.

next steps: Initial form of contact should be in form of letter of inquiry sent via traditional mail.

Grant Contact Information

name: Peter Bernon

job title: Trustee

address: Peter M. Bernon Family Foundation
124 Grove Street
Suite 100
Franklin, MA 02038-3156

PG&E Environmental Education Grant

grantor:	PG&E National Energy Group	date last reviewed:	5/21/2003
web address:	http://www.neg.pge.com/grantProgram.html		
type:	Corporate	delivery method:	Competitive
FY:	2003	total funds:	
description:	<p>In 1998, PG&E Corporation established the Environmental Education Grant Program. Administered by PG&E National Energy Group in partnership with PG&E Corporation Foundation, it encourages and supports educators and conservation groups with innovative ideas for educating young people about the environment. Grants awarded will help sponsor programs that promote a greater understanding of challenges facing the environment with an emphasis on solutions improving local environmental quality. In 2002-2003, several science-based projects will receive grants up to \$10,000.</p> <p>The grant program began in New England and expanded nationally in 2001. It is open to all schools and non-profit organizations that are engaged in education, earth sciences, conservation and environmental projects.</p> <p>Please note: PG&E National Energy Group has been significantly impacted by adverse changes in the energy market and, as a result, has made the difficult decision to suspend its annual environmental education grant program. As market conditions warrant, PG&E National Energy Group will re-evaluate the status of this program.</p>		
foundation officer:	Not available.		
foundation board dates:	Not available.		
foundation financial:	Not available.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

2003 Competition

Please note: PG&E National Energy Group has been significantly impacted by adverse changes in the energy market and, as a result, has made the difficult decision to suspend its annual environmental education grant program. As market conditions warrant, PG&E National Energy Group will re-evaluate the status of this program.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Not	Not		Not			Not	

available

available

available

available

Eligibility

funds can be used for:

- Technical Assistance
- Professional Development/Teacher Training
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries
- Community Services

limitations:

This grant program will not fund capital improvements, construction or renovation projects, one-day events, more than 25 percent of coordinator's or program director's salary, or more than 10 percent of a speaker's honorarium.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2001	Grant range last fiscal year	\$2,000 - \$5,000*
2003	Grant size this year (estimated)	Not available

Sample of Awarded Funds

FY	organization	location	award	purpose
Past	Winners	United States		Click here for 1998-2000 award recipients. For PG&E National Energy Group's press release about the 2001

competition, click [here](#).

Application Instructions

who must apply for funds:	Non-profit, school, or teacher training program
application summary:	<p>The four-page narrative should include information that highlights the following:</p> <ol style="list-style-type: none">1. What prompted the development of this program?2. What is the primary goal of the program?3. What objectives have been set to reach the goal?4. What is the educational focus of the program?5. What is the environmental focus of the program?6. Discuss the hands-on student activity.7. What is the lasting impact of the proposed project?8. Will there be other community partners or private sector support involved in the project?9. How will the program be evaluated and by whom? <p>Applicants should attach a copy of IRS Letter of Determination indicating 501c(3) tax exempt status and a profile of the coordinator or director responsible for the proposed program.</p>
application other:	Organizations should contact the Program for an application.

Grant Contact Information

name:	Amy McWethy
department:	Environmental Education Grant Program
address:	PG&E National Energy Group 7600 Wisconsin Avenue Bethesda, MD 20814
e-mail:	grants@neg.pge.com

Other Information

PG&E National Energy Group is not the same company as Pacific Gas and Electric Company, the California utility.

* = estimated amount

RGK Foundation Grants

grantor:	RGK Foundation	date last reviewed:	5/13/2004
web address:	http://www.rgkfoundation.org/		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The RGK Foundation awards program support grants in three primary areas:</p> <ol style="list-style-type: none">1. Education2. Community3. Medicine/Health <p>In the area of education, grants support programs that focus on formal K-12 education, particularly math, science and reading/literacy; after school tutoring and enrichment; integrating technology into curriculum; teacher development; and higher education. Preference is given to programs that attract female and minority students into the fields of math, science and technology.</p> <p>Within Community, the Foundation supports a broad range of human services programs, youth development programs, community improvement programs, and cultural arts programs. Human service programs of particular interest to the Foundation include early childhood development, parenting education, domestic violence, and child abuse prevention. The Foundation supports youth development programs that work to build character, leadership and social skills. The Foundation is interested in supporting community improvement projects that enhance non-profit management and promote philanthropy and volunteerism. Cultural arts programs supported by the Foundation include educational and outreach activities of arts organizations.</p> <p>Grants are made only to nonprofit organizations. Hospitals, educational institutions, and governmental institutions meeting these requirements are eligible to apply. Organizations that have completed and filed Form 1023 but not yet received a determination letter from the IRS are not eligible to apply.</p> <p>RGK Foundation prefers to provide programmatic support for new programs or expansion of ongoing successful programs. While the Foundation occasionally awards grants for operating expenses, capital campaigns, endowments, and international projects, such grants are infrequent and usually initiated by the Foundation. Multiyear grants are extremely rare; most grants are awarded for a one-year period.</p> <p>As a general practice, the RGK Foundation refrains from funding:</p> <ul style="list-style-type: none">• Annual funds, galas or other special-event fundraising activities• Debt reduction• Emergency or disaster relief efforts		

	<ul style="list-style-type: none"> • Dissertations or student research projects • Indirect/administrative costs • Sectarian religious activities, political lobbying, or legislative activities • Institutions that discriminate on the basis of race, creed, gender, or sexual orientation in policy or in practice • Loans, scholarships, fellowships, or grants to individuals • Unsolicited requests for international organizations or programs • Unsolicited requests for ALS research projects
foundation officer:	<p>Officers and Trustees: Gregory A. Kozmetsky, Chairman and President; Nadya K. Scott, Vice President; Cynthia H. Kozmetsky, Secretary; Patricia A. Hayes, Trustee; Charles E. Hurwitz, Trustee; George Kozmetsky, Trustee; Ronya Kozmetsky, Trustee; Michael E. Patrick, Trustee</p> <p>Adjunct Board: Sarah K. Kozmetsky, Chair, 2002; Tracey A. Kozmetsky, Vice Chair, 2002; Aaron W. Kozmetsky; M. Jordan Scott</p>
foundation board dates:	The Grant Committee meets January 23, April 2, July 29, and October 1, 2004.
foundation financial:	2000 Total Assets: \$108,483,771; Total Giving: \$10,140,537
time over which money can be spent:	typically one year.
can funds be used in combination with other funds:	yes

Application and Award Cycles

RGK Foundation reviews electronic Letters of Inquiry on an ongoing basis, so there is no deadline for submission. Applicants will receive an electronic message within three weeks letting them know if the RGK Foundation is willing to consider a formal proposal. If an applicant is invited to submit a formal proposal, the applicant will receive detailed instructions on how to apply. Please allow up to 4 months for formal requests to be reviewed by staff. In some cases, a phone conference or site visit may be scheduled as part of the review process.

The Grants Committee meets four times each year to consider requests over \$50,000 that have been recommended by staff for review. Applicants will be notified if your request will be considered at one of the Grants Committee meetings or will take longer than 4 months to review. While the Foundation does award some grants for over \$25,000, most grants awarded will be under \$25,000.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					Varies	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula

limitations: Non-profits only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
	Grant Awards			Click here to view a list of 2002 and 2003 Grant Awards.

Application Instructions

who must apply for funds: Non-profit

application
summary:

Applicants must complete and submit an electronic [Letter of Inquiry](#) as a first step. Applicants will be notified by e-mail within 3 weeks if the Foundation is willing to consider a formal proposal, and if so, they will be given detailed instructions on the formal application process.

Organizations submitting unsolicited proposals or informal letters of inquiry will be directed to submit an electronic Letter of Inquiry before they will receive a formal response.

Grant Contact Information

name:	Ms. Jami Hampton
job title:	Senior Grants Officer
address:	RGK Foundation 1301 W. 25th St., Ste. 300 Austin, TX 78705-4236
phone:	512.474.9298
fax:	512.474.7281
e-mail:	jhampton@rgkfdn.org
other:	Click here to contact the Foundation.

Robert H. Michel Civic Education Grants

grantor:	Dirksen Congressional Center	date last reviewed:	4/7/2003
web address:	http://www.dirksencenter.org/grantmichelciviced.htm		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	\$35,000*
description:	<p>The Dirksen Congressional Center presents the Robert H. Michel Civic Education grants program to help teachers, curriculum developers, and others improve the quality of civics instruction. The Center created the Michel Civic Education Grants to fund practical classroom strategies to improve the quality of teaching and learning about civics, with a particular emphasis on the role of Congress in the federal government. Areas of interest include designing lesson plans, creating student activities, and applying instructional technology in the classroom. The Center gives this example list of competitive projects:</p> <ul style="list-style-type: none"> • Lesson plans or student activities based on civic education Web sites, such as The Dirksen Center's CongressLink • Projects that incorporate historical materials about Congress, or the federal government more broadly, and instructional technology to enhance civic instruction • Activities that identify additional resources for the teaching of civics • Multi-disciplinary strategies for education in civics • Simulation exercises that convey the sense of civic responsibility or engagement • Curricular reform efforts designed to bring instruction in line with state or national standards for education in civics • The design of a university-level methods curriculum for preparing teachers to teach about Congress or civics more broadly 		
foundation officer:	Darek Baker, Marilyn Bottin, Mack Cakora, Douglas P. Crew, Stephen Frantzich, Susan Webb Hammond, David E. Kyvig, William Leman, Brad McMillan, Roberta M. Parks, Catherine Rudder, Sonja Sanders, Steve Schier, Perry D. Soldwedel, Andrew Sparks, Vicky Stewart, Tom Tesar, Mike Wisdom		
foundation board dates:	Semi-annually - May and October		
foundation financial:	Not available.		
time over which money can be spent:	one year		
can funds be used in combination with other funds:	yes (groups with matching grants are favored.)		

Application and Award Cycles

2003 Competition

Preliminary inquiries will be accepted at any time; the Center will award its second selection of grants for the current year in May 2003 (the first selection of awards were made in October 2002, and the \$35,000 allotment is split between the two rounds of selections). To be considered, all application materials must be received by the first of the month in which selections are made.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	5/1/2003					\$100 - \$6,000*	

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Technology Programs
- Other Programs/Curricula
- Staff Salaries
- Supplies

limitations:

Grants will not be awarded for class field trips, the purchase of equipment (including computers), for indirect costs, or for tuition or other costs incurred in pursuing an undergraduate or graduate degree.

funds can't be used for:

- Planning
- Equipment
- Operating Costs/Capital Expenditure
- Fundraising/Investment

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

All Levels

eligible preference:

Priority will be given to the following disciplines: history, government, social studies, political science, and education, with an emphasis on

practical classroom applications. The Center will give priority to projects that involve:

- Teaching about Congress,
- That have reach beyond a single classroom or school (i.e., that show promise as a model and include plans to disseminate the product produced by the grant),
- That demonstrate innovation in teaching, and
- That have a practical as opposed to a theoretical application.

Preference will be given to projects that demonstrate matching support.

Financial Summary

FY	question	amount
2002	Grant range last fiscal year	\$2,840 - \$6,000
2003	Grant size this year (estimated)	\$100 - \$6,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
Past Awards		United States		Click here and scroll down to the heading "Grants Awarded in 1999" to view the 1999-2002 grant recipients and their awards.

Application Instructions

who must apply for funds: Teachers (4th through 12th grades), community and junior college faculty, and college and university faculty are eligible as are teacher-led student teams and individuals who develop curriculum.

application summary: A preliminary proposal is required. In many cases, this preliminary proposal will suffice, and the screening committee will take action based upon it; in others, the Center will request additional information before acting on the proposal.

Please note: The Center only accepts preliminary proposals submitted via e-mail and not exceeding three pages (single spaced). Proposals should be sent either in the body of the message or as a Word attachment, and including these elements:

- Objectives for the project
- Brief plan of work
- Budget with justification
- Description of the "deliverables" or products that will be generated
- Description of the means proposed to evaluate the project's results

	<ul style="list-style-type: none"> Information about how the Center's financial support will be recognized
application other:	<p>The evaluation and selection criteria will vary according to the nature of the individual project. Generally, the following factors will influence which proposals are funded: alignment with The Center's program goals; applicant qualifications; soundness of the plan of work, work products, and means of evaluation; promise of innovation; replicability of project results and ease of disseminating project results; and, contribution to the enhancement of students' understanding of the subject or of skills necessary to be a responsible citizen.</p> <p>Click here to see a sample proposal provided by the Center.</p>
next steps:	<p>Groups or organizations should submit a preliminary proposal.</p> <p>Please note: The Center only accepts proposals submitted via e-mail, not exceeding three pages (single spaced) and sent either in the body of the message or as a Word attachment.</p>

Grant Contact Information

name:	Mr. Frank H. Mackaman
job title:	Executive Director
address:	Dirksen Congressional Center 301 S. Fourth Street, Suite A Pekin, IL 61554-4219
phone:	309.347.7113
fax:	309.347.6432
e-mail:	fmackaman@dirksencenter.org

Rockefeller Foundation Grants

grantor:	Rockefeller Foundation, The	date last reviewed:	1/14/2003
web address:	http://www.rockfound.org		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Created in 1913, the Rockefeller Foundation is a knowledge-based global foundation with a commitment to enrich and sustain the lives and livelihoods of poor and excluded people throughout the world.</p> <p>In order to maximize its resources and leverage the Foundation's strengths, grantmaking is organized around four thematic lines of work: Creativity & Culture, Food Security, Health Equity and Working Communities. A cross-theme of Global Inclusion supports, promotes and supplements the work of these themes.</p> <p>The following two Rockefeller Foundation grant program themes apply most directly to education organizations:</p> <ul style="list-style-type: none"> • Creativity and Culture, the goal of which is to give full expression to the creative impulses of individuals and communities in order to enhance the well-being of societies and better equip them to interact in a globalized world. • Working Communities, the goal of which is to transform poor urban neighborhoods into working communities—safe, healthy and effective neighborhoods—by increasing the amount and quality of employment, improving the quality of all urban schools, and increasing the influence and voice of the poor and excluded in political decisions that affect their lives. <p>Detailed information about all of the Foundation's grantmaking themes and programs can be found by clicking here.</p>		
foundation officer:	<p>James Orr III, Chair, The Rockefeller Foundation and Chairman and CEO, United Asset Management Corp.; Gordon Conway, Pres., The Rockefeller Foundation; Ela Bhatt, Founder, Self Employed Women's Association; David de Ferranti, VP, Latin America and the Caribbean Regional Office, The World Bank; William Foege, Presidential Distinguished Professor of International Health, Rollins School of Public Health, Emory Univ.; Stephen Jay Gould, Professor of Geology, Agassiz Professor of Zoology, and Curator of Invertebrate Paleontology, Harvard University Museum of Comparative Zoology; Antonia Hernandez, President and General Counsel, Mexican American Legal Defense and Educational Fund; Linda Hill, Wallace Brett Donham Professor of Business Administration, Harvard Business School; David Lawrence, Chair. and CEO, Kaiser Foundation Health Plan, Inc. and Hospitals; Yo-Yo Ma, Cellist; Jessica Mathews, Pres., Carnegie Endowment for International Peace; Mamphela Ramphele, Managing Dir., The World Bank; Frederick Boyd Williams, Rector, Episcopal Church of the Intercession, New York, NY.</p>		
foundation board dates:	Not available.		

foundation financial: FY 2001 Assets: \$3,211,126,000; Total Giving: \$126,564,668.

can funds be used in combination with other funds: yes

Application and Award Cycles

Rolling Application

The application consists of a letter of inquiry followed by a formal proposal submission.

Letters of inquiry will be considered as they are received throughout the year. Inquiries take from six to eight weeks for review. Organizations submitting inquiries that are of interest to the Foundation may then be asked to submit a proposal.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					\$2,650 - \$10,000,000*	over 1000

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Other Programs/Curricula
- Community Services

limitations: As a matter of policy, the Foundation does not give or lend money for personal aid to individuals.

The Foundation strongly discourages unsolicited grant proposals.

funds can't be used for:

- Operating Costs/Capital Expenditure
- Fundraising/Investment

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools

- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$126,564,668*
2002	Grant range last fiscal year	\$2,650 - \$10,000,000*
2002	Grant size this year (estimated)	\$1,000 - \$10,000,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2001	Cross City Campaign for Urban School Reform	Chicago, IL	\$275,000	The Rockefeller Foundation awarded \$275,000 to the Cross City Campaign for Urban School Reform in Chicago to complete the work of the Indicators Project on Education Organizing and to communicate the lessons learned to educators and funders.
2001	Institute for Educational Leadership	Washington, D.C.	\$10,000	The Rockefeller Foundation awarded \$10,000 to the Institute for Educational Leadership toward dissemination of its report, Education and Community Building: Connecting Two Worlds.
2002	Joy2Learn Foundation	Riverdale, NY	\$13,400	The Rockefeller Foundation awarded \$13,400 to the Joy2Learn Foundation for a series of Internet-based visual and performing arts education programs available to schools free of charge.

To view a list of grant recipients, [click here](#).

Application Instructions

who must apply for funds: School, School District or Non-profit

application: [click here](#)

application summary:	<p>The Rockefeller Foundation does not use an application form or standard format for proposals. Organizations seeking funding should carefully review the Foundation's grantmaking guidelines in the "Information for Applicants" section of the Web site. (Education grants will generally fall within the "Working Communities" Program). Only then should organizations send a short letter of inquiry addressed to the director of the subject area of interest, Rockefeller Foundation, 420 Fifth Avenue, New York, N.Y. 10018. Inquiries can also be sent electronically to the Working Communities Director.</p> <p>Letters of inquiry should briefly describe the purpose of the project for which funds are being requested; the issues the proposed project will address; information about the organization; estimated budget and period for which funds are being requested; and qualification of key personnel involved in the project. The Foundation requests that applicants do not send any attachments.</p>
next steps:	All applicants must first review the Foundation's grantmaking guidelines and then submit a short letter of inquiry.

Grant Contact Information

name:	Lynda Mullen
job title:	Corporate Secretary
address:	Rockefeller Foundation, The 420 5th Ave. New York, NY 10018
phone:	212.869.8500

Rudy Bruner Award for Urban Excellence

grantor:	Bruner Foundation, Inc.	date last reviewed:	3/26/2003
web address:	http://www.brunerfoundation.org		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>The Rudy Bruner Award for Urban Excellence (RBA) was created in 1986 by Simeon Bruner, and was named in honor of his late father. The Award was created by Mr. Bruner to foster a better understanding of the role of architecture in the urban environment. The Rudy Bruner Award seeks to honor urban places in the United States that embody excellence, and to celebrate their contribution to the richness and diversity of the urban experience.</p> <p>Projects may include any type of place which makes a positive contribution to the urban environment. To be eligible, a project must be a real place, not just a plan or a program. Since site visits are integral to the award process, the project must have been in operation for a sufficient amount of time to demonstrate success. The project must be located in the contiguous 48 states.</p> <p>Urban environment is broadly defined to include cities, towns, or villages; a neighborhood within a city; an urban county; or an officially recognized region made up of two or more cities. Applications may be initiated by any person who has been involved in the planning, development, or operation of a project.</p> <p>The winning project may use prize money in any way that benefits the project.</p>		
foundation officer:	Each Selection Committee includes the mayor of a large city, and other urban experts from across the country, such as architects, planners, developers, financiers, writers, community activists and others who know and understand cities.		
foundation board dates:	Not available		
foundation financial:	2000 Assets: \$7,757,767; total giving: \$242,345		
time over which money can be spent:	one year		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

2004 Competition

The next Rudy Bruner Award for Urban Excellence award cycle is 2005.

Applications will be available fall of 2004 and due mid December of 2004.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
		Arrival Date			Draw down fund	\$10,000 - \$50,000*	5

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries
- Planning
- Equipment
- Supplies
- Community Services
- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations:

The project must be located in the contiguous 48 states. It must be a physical place, not just a program. Since site visits are integral to the award process, the project must have been in operation for a sufficient amount of time to demonstrate success.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools

- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2003	Grant size this year (estimated)	\$10,000 - \$50,000

Sample of Awarded Funds

FY	organization	location	award	purpose
	Past RBA Winners	United States		To see a list of all past awardees, click here and scroll down to the bottom of the page. Click on one year between 1987 and 2001.

2003 Grant Awards

Click [here](#) to see the list of winners.

Application Instructions

who must apply for funds:	School, community organization, open market, park, or any place that makes a positive contribution to an urban environment
application summary:	<p>The 2003 application asked respondents to answer these questions:</p> <ul style="list-style-type: none"> • Abstract <ol style="list-style-type: none"> 1. Give a brief overview of the project, including major project goals. 2. Why does the project merit the Rudy Bruner Award for Urban Excellence? (You may wish to consider such factors as: effect on the urban environment; innovative or unique approaches to any aspect of project development; new and creative approaches to urban issues; design quality.) 3. Describe the key elements of the development process, including community participation where appropriate. 4. Is the project unique and/or does it address significant urban issues? Is the model adaptable to other urban settings? 5. Describe the financing of the project. • Project Description <ol style="list-style-type: none"> 1. How has the project impacted the local community? 2. Describe the underlying values of the project. What, if any, significant trade-offs were required to implement the project? 3. Has this project made the community a better place to live or work? If so, how?

4. Would you change anything about this project or the development process you went through?

Applicants must also include a community representative perspective, a public agency perspective, a developer perspective, a professional consultant perspective, an architect or designer perspective, and an other perspective. Lastly, they must identify the award use.

application
other:

Applicants are urged to concentrate their efforts on providing a clear description of their projects and responsive answers to the questions on the application forms. Expensive presentations are discouraged. Although visual representations of the project such as drawings, photographs, plans, and maps are helpful, judgments will be based upon the quality of the project, rather than on the elaborateness of the presentation.

Grant Contact Information

name:	General Contact
address:	Bruner Foundation, Inc. 130 Prospect St. Cambridge, MA 02139
phone:	617.492.8404
fax:	617.876.4002
e-mail:	info@brunerfoundation.org
other:	The Foundation provides general contact information only.

Other Information

All Rudy Bruner Award applications have been recorded on microfiche and are accessible through the Interlibrary Loan Department of the Lockwood Memorial Library at the State University of New York at Buffalo, NY 14260. Phone: 716-645-2812

Safe and Supportive Learning Environments Grant

Safe and Supportive Learning Environments

Fund Code: 791

Purpose:	<p>The purpose of this competitive grant program is to assist school districts with the development and establishment of:</p> <ol style="list-style-type: none">a. in-school programs and services to address, within the general education school program, the educational and psycho-social needs of students whose behavior interferes with learning, particularly those who are suffering from the traumatic effects of exposure to violence (Students suffering from the traumatic effects of exposure to violence shall include, but not be limited to, those exposed to abuse, family or community violence, war, homelessness, or any combination thereof.); and/orb. comprehensive programs to help prevent violence in schools, from whatever causes, and to promote school safety.
Priorities:	<p>Priority will be given to programs that are based on empirically validated interventions (i.e., science/research based with proven effectiveness), that educate students to the same academic standards and curriculum frameworks as taught to all students, and that support the development of one or both of the following priorities:</p> <ol style="list-style-type: none">a. school-based teams with community ties that:<ul style="list-style-type: none">• collaborate with broadly recognized experts in the fields of trauma and family and community violence and with battered women shelters;• provide ongoing training to inform and train teachers, administrators, and other school personnel to understand and identify the symptoms of trauma; and• evaluate school policy and existing school and community programs and services to determine whether and to what extent students identified as suffering from exposure to trauma can receive effective supports and interventions that can help such students to succeed in their public school programs and where necessary, be referred quickly and in confidence to appropriate services; and/orb. comprehensive programs designed to help prevent violence in schools and to promote school safety and that are designed to meet the following objectives by:<ul style="list-style-type: none">• creating a school environment where students feel safe and preventing problems from starting;• helping students to take the lead in keeping the school safe;• ensuring that school personnel have the skills and resources to identify and intervene with at-risk students;• equipping students and teachers with the skills needed to avoid conflict and violence; and• helping schools and individuals to reconnect with the

	community and share resources.
Eligibility:	Public school districts and charter schools that have: <ul style="list-style-type: none"> • a significant number of students whose classroom behavior interferes with learning due to their suffering from the traumatic effects of exposure to violence; and/or • documented high levels of violent incidences.
Funding:	\$400,000 is available. The maximum grant award will not exceed \$25,000. Inter-district collaborative applications may apply for a maximum of \$15,000 per district and must identify the lead district that will be administering the award.
Fund Use:	These funds may be used to develop and establish in-school programs that employ interventions that have been empirically validated (i.e., science/research based with proven effectiveness). These funds may not be used for special education programs or for supplanting existing alternative education programs.
Project Duration:	Upon approval - 6/30/2005
Program Unit:	School Nutrition, Safety, and Climate
Contact:	Peter D. Cirioni pcirioni@doe.mass.edu
Date Due:	Tuesday, February 1, 2005 Competitive proposals must be received at the Department by 5:00 p.m. on the date due.
Required Forms:	<ol style="list-style-type: none"> 1. Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants): [WORD PDF] 2. Part II Budget Detail Pages (Include both pages): [WORD PDF EXCEL] Instructions] 3. Part III - Required Program Information: [WORD PDF]
Submission Instructions:	Submit three (3) sets, each with an original signature of the Superintendent/ Executive Director. Mail to: Donna Pisaturo Office for the Education of Homeless Children and Youth School Nutrition, Safety, and Climate Massachusetts Department of Education 350 Main Street Malden, MA 02148-5023

Schott Foundation Grant

grantor:	Schott Foundation, The Caroline and Sigmund	date last reviewed:	4/17/2003
web address:	http://www.schottfoundation.org/gender/strategy.html		
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>The Schott Foundation's mission is to develop and strengthen the movement for equity in education and child care. The Foundation focuses on the development of:</p> <ul style="list-style-type: none"> • Universal and accessible high quality early care and education • Excellent public schools in underserved communities • Gender healthy public schools <p>The Schott Foundation is currently engaged in strategic planning in order to develop its initiatives for the next fiscal year, but is still accepting concept papers for all areas of giving.</p>		
foundation officer:	<p>Officers: Mr. Greg Jobin-Leeds, Chair.; Dr. Rosa Smith, Pres.; Cassie Schwerner, Program Dir., Funding for Quality Education; Theresa Mayberry-Dunn, Program Dir.; Vahe Karlozian, Dir., Administration and Finance</p> <p>President's Advisory Board: Susan M. Bailey, Wellesley College Center for Research on Women; Terri Gehr, Consultant; Clifford Janey, Rochester Public Schools; Wendy Puriefoy, Public Education Network; Angela Glover Blackwell, PolicyLink; Chad Griffin, mReiner Family Foundation; Robert Koff, The Danforth Foundation; Sophie Sa, Panasonic Foundation; Denise Glyn Borders, The McKenzie Group; Jean Hardisty, Political Research Associates; Luba Lynch, A.L. Mailman Family Foundation; David V. Taylor, University of Minnesota General College; Elizabeth Burke Bryant, Rhode Island KIDS COUNT; Gerry House, Institute for Student Achievement; David Nee, William Caspar Graustein Memorial Fund; Verna L. Williams, University of Cincinnati; Meria Carstarphen, Harvard Graduate School of Education, Doctorate Student.</p>		
foundation board dates:	January, June, and October.		
foundation financial:	FY 2001 Assets: \$56,812,110; Total Giving: \$1,705,555.		
can funds be used in combination with other funds:	Yes.		

Application and Award Cycles

There are no set deadlines for grant awards or specific guidelines.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Not applicable	Varies					Varies	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA
- NY

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$1,705,555*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
	Greater Rochester Area Coalition for	Rochester,		Click here to see past

Application Instructions

who must apply for funds:	School and School District
application summary:	Applicants should review program descriptions on the Foundation's Website and then submit a one page concept paper for appropriate streams of funding.
next steps:	A one-page concept paper can be emailed to educate@schottfoundation.org .

Grant Contact Information

name:	Grants Manager
address:	Schott Foundation, The Caroline and Sigmund 678 Massachusetts Avenue Suite 301 Cambridge, MA 02139
phone:	617.876.7700
fax:	617.876.7702
e-mail:	ge@schottfoundation.org schottfoundation.org
other:	A second Email address, for general information, is: educate@schottfoundation.org .

Seth Sprague Educational and Charitable Foundation Education Grant

grantor:	The Seth Sprague Educational and Charitable Foundation	date last reviewed:	1/7/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	Established in 1939, The Seth Sprague Educational and Charitable Foundation places an emphasis on giving to health and human services, education, culture and the arts, and civic affairs and community development.		
foundation officer:	Trustees: Patricia Dunnington, Arline Ripley Greenleaf, Jacqueline D. Simpkins, U.S. Trust Co. of New York		
foundation board dates:	March, June, September, and December (grants awarded at June and December meetings).		
foundation financial:	FY 2000 Assets: \$72,790,263; Total Giving: \$3,442,723.		

Application and Award Cycles

Spring Competition

Average grant size is \$1,000-\$10,000.

Final notification comes in letter form. Grants will be awarded in June.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	3/15/2003					\$500 - \$90,000*	

Eligibility

funds can be used for:

- Other Programs/Curricula
- Operating Costs/Capital Expenditure

limitations: Non-profits only. No grants for individuals or for building funds; no loans.
Giving in the central and northeastern areas of the U.S., but principally throughout Metropolitan New York and New England.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CT
- ME

- MA
- NH
- NY
- RI
- VT

eligible type of school/organization:

- Non-profit

eligible grade level: High School

Financial Summary

FY	question	amount
1999	Number of grants awarded last fiscal year	381
2000	Total funds allocated last fiscal year	\$3,442,723*
2003	Grant size this year (estimated)	\$500 - \$90,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
1999	National Trust for Historic Preservation	Washington, DC	\$20,000	The Seth Sprague Educational and Charitable Foundation awarded \$20,000 to the National Trust for Historic Preservation.
1999	New York Presbyterian Hospital	New York, NY	\$90,000	The Seth Sprague Educational and Charitable Foundation awarded \$90,000 to New York Presbyterian Hospital.
1999	Woodberry Forest School	Woodberry Forest, VA	\$80,000	The Seth Sprague Educational and Charitable Foundation awarded \$80,000 to the Woodberry Forest School for its Fine Arts Center.

Application Instructions

who must apply for funds: Non-profit

application summary: Request for funding should include the following information:

- A 3-5 page proposal describing the mission of the organization,

the specific population served and the expectation of the project for which funds are requested.

- A budget for the program.
- The most recent financial statement (preferably audited).
- An IRS Letter of Determination.
- A copy of the most recent Form 990.
- A list of the organization's Board Members.

next steps: Initial approach should be to mail or fax a letter requesting application guidelines.

Grant Contact Information

name:	Ms. Carolyn L. Larke
job title:	Assistant Vice President, U.S. Trust Co. of New York
address:	The Seth Sprague Educational and Charitable Foundation c/o U.S. Trust Co. of New York 114 W. 47th Street New York, NY 10036-1532
fax:	212.852.3377
other:	Alternate contact: Linda R. Franciscovich, V.P., U.S. Trust Co. of New York

Secondary School Reading Grant Program Grant

Secondary School Reading Grant Program

Fund Code: 267-B

Purpose:	<p>This federal grant program is intended to support middle schools, high schools, and vocational schools interested in developing a schoolwide approach to improve reading achievement that includes:</p> <ol style="list-style-type: none"> 1. the involvement of ALL professional and paraprofessional staff, including staff working with special populations; 2. reading across the content areas; 3. multiple intervention programs for struggling readers targeted to student needs; 4. professional development for all teachers and paraprofessionals; 5. adequate time provided in the school schedule for reading instruction; 6. assessment that drives instruction; 7. a variety of flexible grouping patterns; and 8. leadership structures that provide ongoing support and guidance. <p>Planning grants are available to assist schools in undertaking a comprehensive reading self-assessment, developing a written profile of the current reading situation and areas of need, and developing a related action plan. The profile and action plan can then be used, if desired, to apply for future implementation grant funds, subject to appropriation.</p>
Priorities:	<p>Participating districts must commit to:</p> <ul style="list-style-type: none"> • target funds to one or more participating school(s). Schools must be selected based on need and level of commitment; • form a building-based Reading Leadership Team in each participating school. This Team must be representative of the school as a whole, including staff from different grade levels, special education, and content areas. The Team must be led by a building-based Coordinator. Members of the Reading Leadership Team must attend two Department of Education network meetings for the purpose of developing a shared understanding of the elements of an effective schoolwide secondary reading program and assessing current practices in relation to these elements; • use grant funds to: <ol style="list-style-type: none"> 1. analyze the reading needs of all students in each participating school, including students with disabilities and students who are limited English proficient, by examining available data from MCAS, other standardized tests, classroom assessments, etc.; 2. examine current school reading practices in relation to the elements of an effective schoolwide secondary reading program; and 3. develop a written school profile for each participating school that details the school's current reading situation and specific areas of need and develop a related action plan.
Eligibility:	<p>All school districts are eligible to apply. Funding priority will be given to middle</p>

	schools, high schools, and vocational schools that scored below the state average in English at the end of the most recent cycle of MCAS or that have a higher than state average percentage of students with disabilities. Maximum priority for funding will be given to middle schools, high schools, and vocational schools designated as in need of improvement by the Massachusetts state accountability system due to their results on the English portion of MCAS. Geographical and grade level distribution will also be considered.
Funding:	A total of \$300,000 of federal funds is available statewide. Districts may apply for \$10,000 - \$20,000 for each participating school. The size of the grant request should reflect funds necessary for a building-based Reading Leadership Team to meet and perform the related school self-assessment activities.
Fund Use:	Stipends, substitutes, consultants, supplies, assessments, and instate travel are allowed. Staff salaries are not an allowable expense under this planning grant.
Project Duration:	Upon approval - 8/31/2005
Program Unit:	Office of Reading and Language Arts
Contact:	Dorothy Earle
Phone Number:	(781) 338-6265 dearle@doe.mass.edu
Due Date:	Friday, February 18, 2005 Competitive proposals must be received at the Department by 5:00 p.m. on the date due.
Required Forms:	<ul style="list-style-type: none"> • Principal's Assurance Statement: [WORD PDF] • Part I - General - Program Unit Signature Page - (Standard Contract Form and Application for Program Grants): [WORD PDF] • Part II Budget Detail Pages (Include both pages): [WORD PDF EXCEL] Instructions]
Additional Information:	Rubric for Secondary Reading Grant Program: [WORD PDF]
Submission Information:	Submit four (4) sets, each with an original signature of the Superintendent/ Executive Director to: Dorothy Earle Office of Reading and Language Arts Massachusetts Department of Education 350 Main Street Malden, MA 02148-5023

PART III - REQUIRED PROGRAM INFORMATION

Please respond to the following items.

1. **Statement of Need:** Indicate the secondary schools in the district that are interested in participating and why these schools were selected. If grant monies are insufficient to fund

- all schools, indicate the priority order in which you would like schools to be funded. Describe, in detail, each school's need for improving reading achievement and its willingness to commit to a schoolwide approach. Indicate the degree to which each school applying for funds currently contains the eight elements listed under *Purpose*. Indicate if any school is eligible to receive priority points due to: 1) lower than state average English MCAS performance; 2) higher than state average percentage of students with disabilities; and/or 3) designation as a school in need of improvement.
2. **Selection and Formation of a Reading Leadership Team:** Describe the process that will be used in each school to identify and select individuals to serve on a building-based Reading Leadership Team. Indicate the size and composition of each Team and identify who the Coordinator(s) will be. If the Coordinator(s) is not known by the date of submission of the proposal, provide the criteria to be used for selection. (*Please note: Each Team must have at least one representative from special education.*)
 3. **Activities:** Describe the process that each school will use to: 1) undertake a thorough reading self-assessment; 2) develop a written profile; and 3) develop a related action plan. Provide a detailed description of projected activities, including who will be involved and when activities will occur. Explain the role of the Reading Leadership Team in this process and indicate when and how often the Team will meet. Indicate if the Reading Team will receive external assistance from consultants and/or district personnel. Explain the nature of this assistance and how it will help schools with the process.
 4. **Expected Outcomes:** Each participating school is expected to undertake a needs assessment and develop a school profile and action plan. Describe how the district will evaluate the quality of these documents. Indicate the person(s) from the district who will oversee the implementation of this grant, including the collection and review of related products. (*Please note: It is expected that the district's Special Education Director will work with other district personnel to oversee this grant.*) Describe what the anticipated impact on students with disabilities will be.

Stride Rite Educational Grant

grantor:	Stride Rite Philanthropic Foundation	date last reviewed:	7/22/2003
web address:	http://www.strideritecorp.com/pages/philanthropic/index.asp		
type:	Corporate	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Established in 1993 by the Stride Rite Corporation, the Stride Rite Philanthropic Foundation offers support for programs involving children with an emphasis on the Greater Boston area. More specifically, the Foundation's interests include culture and social services programs in the area of recreation/youth development.</p> <p>Stride Rite's charitable giving directs funds and manpower towards youth-oriented organizations and groups that positively impact a child's skill development, health, education and sense of self. At this time, the Foundation is only able to consider agencies based in the states of Massachusetts, Kentucky and Indiana. Should an organization wish to apply for funding, it is important remember that grants should directly benefit the well-being of children and/or the community in which they reside.</p> <p>Below are the specific types of initiatives that the Stride Rite Philanthropic Foundation is eager to support:</p> <ul style="list-style-type: none"> • Programs that provide an ongoing relationship with a caring adult, mentor, tutor or coach. • Organizations or programs that provide safe places and structured activities during non-school hours. • Outreach efforts that provide a healthy start for children. • Educational programs that foster career awareness and serve as an introduction to the world of employment. • Programs that foster a sense of public service by providing community service opportunities for youth. • Organizations and programs that teach children to become responsible decision-makers, to value diversity and to understand the basic principles of human rights. 		
foundation officer:	Trustees: Robert Siegel, Pres. and Treas.; Charles W. Redepenny, Jr., Clerk.		
foundation board dates:	Not available.		
foundation financial:	FY 2001 Assets: \$2,294,642; Total Giving: \$788,620.		
time over which money can be spent:	one year		
can funds be used in combination with other funds:	yes		

Eligibility

funds can be used for:

- Other Programs/Curricula
- Community Services

limitations:

No support for individuals individuals; fraternal, religious or political organizations; research programs; coverage of debts; or commercial enterprises.

Giving primarily in the Greater Boston, MA area.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- Huntington County, IN
- Wayne County, IN
- Jefferson County, KY
- MA

eligible type of school/organization:

- Title I Schools
- Other Public Schools
- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2002	Grant range last fiscal year	\$100 - \$20,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds:	Non-profit
application summary:	<p>Past applications have consisted of the following information:</p> <ul style="list-style-type: none">• General/contact information for organization• Geographic area and number of persons served by project• Who benefits from the organization• Organization's annual operating budget• Program operation budget (if request is for support of a specific program)• Summary of organization/program (limit 200 words)• A detail of funding request (limit 200 words)• Timetable of service to be provided• Other comments• Attachments/other literature: (listed and attached to application)
application other:	Each grant is made on a yearly basis only. Should an organization want additional funding, a new application must be filled out for each year requested.

Grant Contact Information

name:	Mr. Gordon Johnson
address:	Stride Rite Philanthropic Foundation c/o Stride Rite Corporation 191 Spring Street, P.O. Box 9191 Lexington, MA 02173
other:	Questions can be sent to Foundation online by clicking here .

* = estimated amount

Target Arts in Education Grant

grantor:	Target Stores, Inc. Corporate Giving Program	date last reviewed:	2/24/2003
web address:	click here		
type:	Corporate	delivery method:	
FY:	2003	total funds:	Not available
description:	<p>Bankrolled by the Target Stores Corporation, the Target Stores, Inc. Corporate Giving Program focuses on the arts, education, and on family violence prevention.</p> <p>Target believes that exposure to the arts is an important part of every student's education. Unfortunately, school funding for arts programs often takes a back seat to more pressing needs. Arts in Education grants help give students opportunities to explore, experience and create visual art, music and drama.</p> <p>This program seeks to bring performers to schools, send students to see performances or exhibitions, and give kids a chance to participate in arts workshops. Stores award the grants, which usually range from \$1,000 to \$5,000.</p>		
foundation officer:	Not available.		
foundation board dates:	Not available.		
foundation financial:	Not available.		

Application and Award Cycles

Applications will be reviewed as they are received; therefore, applicants are encouraged apply early. Applicants should receive notification about their request approximately 90 days after submission. Target asks that applicants take this time frame into consideration when applying for a specific program or event.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	7/31/2003	Arrival Date				\$1,000	
						-	
						\$5,000	

Eligibility

funds can be used for:

- Other Programs/Curricula

- Planning
- Supplies

limitations: Schools, non-profits, and government units only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2003	Grant size this year (estimated)	\$1,000 - \$5,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds: school, unit of government, or non-profit

application summary: Application form required.

Potential applicants should first take the [grant eligibility quiz](#). If eligible, instructions will be given for downloading application. Applications can also be picked up at local Target stores.

application other: Applicants should include the following documents along with their application*:

- A project budget detailing project expenses and anticipated income sources
- A list of business and foundation donors with their contribution level

- An IRS copy of your organization's nonprofit 501(c)(3) status
- A current annual operating budget with income and expenses
- list of the members of your board of directors, including names, titles and affiliations

*Schools or units of government should submit request on letterhead and attach only the first two documents requested.

Submit all materials to your neighborhood Target store team leader, who will review your application, make funding recommendations and update you on the status of your request. Click [here](#) to find a Target store near you.

next steps: Potential applicants should first take the [grant eligibility quiz](#).

Grant Contact Information

name:	General Contact
address:	Target Stores, Inc. Corporate Giving Program 1000 Nicollet Ave. S., TPS-3080 Minneapolis, MN 55403
phone:	612.696.6098
fax:	612.696.5088

* = estimated amount

The Clowes Fund, Inc. Grant

grantor:	The Clowes Fund, Inc.	date last reviewed:	5/20/2004
web address:	http://www.clowesfund.org		
type:	Foundation	delivery method:	Competitive
FY:	2004	total funds:	Not available
description:	<p>Incorporated in 1952, The Clowes Fund, a family foundation, seeks to enhance the common good by encouraging organizations and projects that help to build a just and equitable society, create opportunities for initiative, foster creativity and the growth of knowledge, and promote appreciation of the natural environment. The Clowes Fund pursues these goals by awarding grants in three areas: the arts, education and social services. More specifically, grants are provided for higher and secondary education, the fine and performing arts, and for social services in Indiana and Massachusetts; and arts only in Washington.</p> <p>The Clowes Fund also recognizes the special value of efforts that create links among these areas. The Fund has a special interest in supporting projects that strengthen the communities in which Clowes family members and the foundation's directors live and work.</p>		
foundation officer:	<p>Officers and Directors: Dr. Alexander W. Clowes, Pres., Washington; Mrs. George H. A. Clowes, Jr., Vice Pres., Massachusetts; Ms. Margaret C. Bowles, Sec., Massachusetts; Mr. William H. Marshall, Treas., Indiana; Mr. Ben W. Blanton, Indiana; Dr. Edith W. Clowes, Kansas; Mr. Jonathan J. Clowes, New Hampshire; Dr. Thomas J. Clowes, New York; Dr. Donna L. Wiley, Indiana</p> <p>Corporate Members: Ms. Edith H. Bowles, East Timor; Mr. Ian A. Bowles, Massachusetts; Mr. Douglas S. Clowes, Massachusetts; Ms. Lynn L. Clowes, New Hampshire</p>		
foundation board dates:	Annually, between April 1 and June 1.		
foundation financial:	FY 2001 Assets: \$75,947,500; Total Giving: \$7,553,497.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Preliminary Proposals

Applicants who are invited to submit a final proposal will receive notification by the first week of January.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	11/1/2004	Arrival					

Date

Eligibility

funds can be used for:

- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Other Programs/Curricula
- Equipment
- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations:

Non-profits only. No support for foreign organizations or programs promoting specific religious doctrine. No grants to individuals, or for videos, publications, conferences, or seminars; no loans. No grants to arts organizations in Indiana. Grants in Washington are focused on the arts in Seattle.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- IN
- ME
- MA
- NH
- VT
- WA

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2004	Grant size this year (estimated)	\$2,000 - \$4,430,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2002	Past Awards			Click here to view a list of past awards.

Application Instructions

who must apply for funds:	Non-profit
application summary:	<p>Prospective grantees that have not received funding from the Clowes Fund within the past five years must first submit a Preliminary Proposal Letter in addition to the application form and attachments. The letter should be submitted on the organization's letterhead and should be signed by the chief executive officer (e.g. president, executive director, etc.). It should include a brief description of the organization, clear description of the need the applicant's request is intended to address including the time frame to be covered, and a description of the target population and how it will benefit.</p> <p>Organizations that have received funding within the past five years may skip the Preliminary Proposal process and submit only an application form and attachments (Final Proposal). However, such organizations are encouraged to contact Fund staff prior to submitting a Final Proposal.</p> <p>Final Proposals must include a cover letter, proposal, application form and attachments. The cover letter should be submitted on the organization's letterhead and should be signed by the chief executive officer (e.g. president, executive director, etc.). The letter should include a brief summary of the request.</p> <p>The body of the proposal should include in-depth answers to the following questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of the grant request? 2. What needs will be met? 3. How many people will be served? 4. Why is your organization the appropriate group to meet such needs? (Include information on your organization's history, mission, staff strengths, etc.) 5. If you receive partial funding or are declined funding, what alternative plan will you follow? 6. What are your plans for long-term funding and/or maintenance of the proposed project? 7. Are other funders involved in the support of this effort? 8. What measurable results do you intend to report to the Fund? <p>Attachments should include the following:</p> <ul style="list-style-type: none"> • A detailed project budget • A current annual operating budget • Roster of your board of directors (including professional affiliations) • Latest IRS 501(c)(3) determination letter • Most recent annual report or audited financial statements

- Most recent IRS Form 990

Click [here](#) to view detailed guidelines for submission of Preliminary Proposal Letter and Final Proposal.

application
other:

The Fund will endeavor to schedule a meeting and/or site visit following the receipt of the Final Proposal.

Requests for funding are limited to one request per organization per calendar year.

Grant Contact Information

name:	Ms. Elizabeth A. Casselman
job title:	Executive Director
address:	The Clowes Fund, Inc. 320 N. Meridian Street, Suite 316 Indianapolis, IN 46204-1722
phone:	317.883.0144
fax:	317.833.0145
e-mail:	staff@clowesfund.org
other:	-Additional phone number: 800.943.7209; additional fax number: 800.943.7286.

The DuBarry Foundation

grantor:	The DuBarry Foundation	date last reviewed:	5/27/2003
type:	Foundation	delivery method:	
FY:	2003	total funds:	Not available
description:	<p>Established in 1998, the DuBarry Foundation supports elementary school reform initiatives that educate children to be moral human beings; people who respect the dignity of others.</p> <p>The initiative should work on the school environment, and must focus on the whole student, with an essential component being an appreciation for the children as individuals. The initiative should improve academic improvement by improving the school environment to make the student capable(emotionally, intellectually, and also socially) to handle the challenges he or she will face in the world. It will involve working with teachers and others who have direct contact with children.</p> <p>The initiative should target a disadvantaged environment where the students' basic needs are not being met; or else, it should be an extension of an already existing program into economically disadvantaged areas.</p>		
foundation officer:	Mary-Kathleen O'Connell		
foundation board dates:	Not Available.		
foundation financial:	Not Available.		

Application and Award Cycles

Unsolicited proposals are not accepted.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
	Varies					Varies	

Eligibility

funds can be used for:	<ul style="list-style-type: none"> • none specified
limitations:	No unsolicited proposals considered. Preference for New England states (ME, MA, RI, NH, CT, VT) but open nationwide.
funds can't be used for:	

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level:

eligible preference: Elementary and secondary education; disadvantaged populations.

Financial Summary

FY	question	amount
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds: School

application summary: The Foundation actively seeks out school personnel involved in developing programs that further the educational reform goals of DuBarry, and then calculates and provides funding necessary to implement these programs. No unsolicited proposals considered.

Grant Contact Information

name: Jenene Allison
 job title: Director
 address: The DuBarry Foundation
 84 Hardy Pond Rd
 Waltham, MA 02451
 phone: 781.674.3604
 e-mail: dubarry_fndn@attbi.com

The Flatley Foundation Grant

grantor:	The Flatley Foundation	date last reviewed:	4/14/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	\$5,000,000*
description:	<p>Established in 1982, the Flatley Foundation is a private independent foundation which makes grants to education, health care and Christian agencies & churches.</p> <p>More specifically, the Foundation has awarded grants in the past for purposes such as building funds; research programs; athletic programs; equipment purchase; capital improvement funds; and general operating costs.</p>		
foundation officer:	Thomas J. Flatley, Trustee		
foundation board dates:	Not Available.		
foundation financial:	FY 2000 Assets: \$119,614,642; Total Giving \$5,579,448.		
can funds be used in combination with other funds:	Yes		

Application and Award Cycles

Rolling

After letter of inquiry has been approved, Foundation will contact organization and request further information.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Not applicable	Rolling	Not Applicable	Varies	Varies	Varies	\$5,000 - \$50,000*	80 (estimated)

Eligibility

funds can be used for:

- Other Programs/Curricula
- Equipment

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- MA

eligible type of school/organization:

- Non-profit

eligible grade level: All Levels

have charters received funds: Not Available

Financial Summary

FY	question	amount
2002	Total funds allocated last fiscal year	\$5,000,000*
2003	Grant size this year (estimated)	\$5,000 - \$50,000*
2003	Total funds allocated this fiscal year	\$5,000,000*

Sample of Awarded Funds

FY	organization	location	award	purpose
2000	Braintree After School Enrichment	Braintree, MA	\$12,500	
2000	Dexter School	Brookline, MA	\$5,000	
2000	Massachusetts Mentoring Partnership	Boston, MA	\$5,000	

Application Instructions

who must apply for funds: Non-profit

application summary: Unsolicited applications are not accepted, as the the Foundation only contributes to pre-selected organizations.

However, a 1-2 page letter of inquiry on the interested organization's letterhead can be submitted. Letter should include a description of the specific project or program and list funding requirements.

next steps: Initial contact should be in form of letter of inquiry.

Grant Contact Information

name: Mr. Thomas Flatley

address: The Flatley Foundation
50 Braintree Hill Office Park
Suite 400
Braintree, MA 02184-8754

other: Contact prefers to be contacted my mail only.

The Gordon Fund Grant

grantor:	Gordon Fund, The	date last reviewed:	3/21/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Established in 1985, the Gordon Fund concentrates its giving primarily in higher, secondary and elementary education, including theological education. The Fund also provides support for a medical center and health associations, cultural programs and a historic preservation foundation, international relations, and environmental programs.</p> <p>Please be advised: the Foundation is a family foundation and grants are generally made only to organizations recommended to the Trustees by family members. Unsolicited grant requests are generally not considered.</p>		
foundation officer:	Trustee: Mary Gordon Roberts.		
foundation board dates:	Not available.		
foundation financial:	FY 2000 Assets: \$14,442,536; Total Giving: \$6,046,045.		

Application and Award Cycles

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	Rolling					\$25 - \$1,000,000*	

Eligibility

funds can be used for:

- Other Programs/Curricula

limitations: No grants to individuals.
Giving primarily in CA, CT, MA, and NY.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CA
- CT
- MA
- NY

eligible type of school/organization:

- Title I Schools
- Charter Schools
- Other Public Schools
- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2000	Total funds allocated last fiscal year	\$6,046,045*
2000	Number of grants awarded last fiscal year	118
2003	Grant size this year (estimated)	\$25 - \$1,000,000*

Sample of Awarded Funds

none available

Application Instructions

who must apply for funds:

application summary: No information is available on specifics of proposal.

next steps: Initial contact should be in form of proposal.

Grant Contact Information

name: Mr. James I. Black III
address: Gordon Fund, The
c/o Sullivan and Cromwell
125 Broad Street
New York, NY 10004-2498
fax: 212.558.3064

The KBK Foundation Grants

grantor:	KBK Foundation, The	date last reviewed:	3/13/2003
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>The KBK Foundation has no restrictions on its giving but makes grants primarily in the following areas:</p> <ul style="list-style-type: none"> • the arts and culture • the environment • education • health care • human services. <p>Although the Foundation's trustees are based in Massachusetts, grants are made to organizations in all 50 states.</p>		
foundation officer:	Board of Trustees: Judson W. Dietrick, Lynn P. Hendricks, Thomas A. Richardson.		
foundation board dates:	Not available.		
foundation financial:	FY 2001 Assets: \$879,986; Total Giving: \$333,667.		

Application and Award Cycles

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
	Rolling					Varies	

Eligibility

funds can be used for:

- Research-Based Programs and/or comprehensive school reform
- Technical Assistance
- Professional Development/Teacher Training
- Reading/Language Arts Programs
- Math programs
- Technology Programs
- Science Programs
- Other Programs/Curricula
- Staff Salaries

- Planning
- Equipment
- Supplies
- Community Services
- Operating Costs/Capital Expenditure
- Fundraising/Investment

limitations: Non-profits only.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- none specified

eligible type of school/organization:

- Non-profit

eligible grade level: All Levels

Financial Summary

FY	question	amount
2001	Total funds allocated last fiscal year	\$333,667*
2001	Grant range last fiscal year	\$3,000 - \$79,000*
2003	Grant size this year (estimated)	Varies

Sample of Awarded Funds

FY	organization	location	award	purpose
2001	Boston Educational Development Foundation, Inc.	Boston, MA	\$65,000	
2001	Kent Country Day School	Englewood, CO	\$5,000	

Application Instructions

who must apply for funds: Non-profit

application summary: Applicants should send in a letter of intent and the trustees will send a letter notifying the applicant if funds are available.

Grant Contact Information

name:	Mr. Judson W. Detrick
department:	c/o Holm, Roberts, and Owen
address:	KBK Foundation, The 1700 Lincoln Ste. 4100 Denver, CO 80203
phone:	303.861.7000
other:	Formerly The Kavadas Foundation.

Walton Family Foundation Grant

Source: [Foundation Reporter](#)

Giving Contact

Buddy Philpot, Director
PO Box 2030
Bentonville, AR 72712 USA
Phone: (479)464-1570
Fax: (501)464-1580

Donor Information

Founder: Established in 1987 by Sam M. Walton, founder of Wal-Mart Stores, one of the largest retailers in the country. Walton became a management trainee at JC Penny in 1940, and by 1945 was running his own franchise Ben Franklin store in Newport, AR, managing nine stores by 1959. In 1962, he opened his own discount store, Wal-Mart Discount City, in Rogers, AR. In 1992, there were over 1,650 Wal-Marts and 200 Sam's Wholesale Clubs nationwide. Sam Walton died in April 1992.

Helen Robson Walton, the late Sam Walton's wife, and her four children, S. Robson, James C., John T., and Alice L., all serve as directors of the Walton Family Foundation. Additionally, Helen R. Walton and the four Walton children serve as trustees of the Walton Foundation and the Sam M. and Helen R. Walton Foundation.

Giving Philosophy

The Foundation's main focus is systemic reform in education, with special emphasis on primary and secondary education. The Foundation also supports several university level programs that involve K-12 education and that address issues directly relating to children.

The Foundation also currently funds three scholarship programs:

Walton Scholarship--awarded to the children of Wal-Mart associates who are high school seniors and have exhibited superior standards academically and have been active in positions of leadership and responsibility.

International Scholarship Program--recruits students from Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, and Panama to attend college in the United States.

Walton Delta Scholarship Program--awards grants to students from the Arkansas Delta region who are high school seniors interested in pursuing a career in teaching.

The Foundation also has particular interest in the Mississippi River's delta region of Arkansas and Mississippi, concentrating on economic development in the area and on enhancing the educational opportunities for students and adults.

Financial Summary

TOTAL GIVING: \$96,930,923 (2001); \$52,379,873 (2000); \$50,192,310 (1998)

GIVING ANALYSIS: Giving for 2001 includes: foundation grants to United Way (\$160,500) 1998: foundation grants to United Way (\$132,000)

ASSETS: \$948,658,074 (2001); \$973,255,920 (2000); \$547,887,222 (1998)

GIFTS RECEIVED: \$44,907 (2001); \$77,837,844 (1998); \$589,131 (1996). NOTE: In 1998, and 2000 contributions were received from the Helen R. Walton Nonqualified Charitable Trust and in 2000 contributions were received from Walton Enterprises, LLC. In 2001, contributions were received from John T. Walton (\$36,747) and Walton Enterprises, LLC (\$8,160).

Typical Recipients

ARTS & HUMANITIES: Arts Centers, Museums/Galleries, Public Broadcasting, Visual Arts

CIVIC & PUBLIC AFFAIRS: Business/Free Enterprise, Chambers of Commerce, Clubs, Economic Development, Civic & Public Affairs-General, Hispanic Affairs, Housing, Law & Justice, Municipalities/Towns, Philanthropic Organizations, Public Policy, Urban & Community Affairs

EDUCATION: Arts/Humanities Education, Business Education, Business-School Partnerships, Colleges & Universities, Economic Education, Education Associations, Education Funds, Education Reform, Elementary Education (Private), Elementary Education (Public), Faculty Development, Education-General, Health & Physical Education, Literacy, Private Education (Precollege), Public Education (Precollege), Science/Mathematics Education, Social Sciences Education, Social Sciences Education, Student Aid, Vocational & Technical Education

ENVIRONMENT: Resource Conservation, Wildlife Protection

HEALTH: Cancer, Health Organizations, Long-Term Care, Mental Health, Research/Studies Institutes

INTERNATIONAL: International Environmental Issues, International Relief Efforts, Missionary/Religious Activities

RELIGION: Churches, Ministries, Religious Welfare, Social/Policy Issues

SCIENCE: Science Museums

SOCIAL SERVICES: Child Welfare, Community Service Organizations, Family Services, Food/Clothing Distribution, Scouts, Social Services-General, Substance Abuse, United Funds/United Ways, YMCA/YWCA/YMHA/YWHA, Youth Organizations

Contributions Analysis

GIVING PRIORITIES: Higher education.

ARTS & HUMANITIES: 3%. Supports museums, performing arts, and art centers.

CIVIC & PUBLIC AFFAIRS: 10%. Focus on free enterprise, community affairs, and philanthropic organizations.

EDUCATION: 83%. Supports private precollege education, colleges and universities, and education reform.

ENVIRONMENT: Approx. 1%. Supports wildlife protection.

SCIENCE: 2%. Supports Society of Natural History.

SOCIAL SERVICES: 2%. Supports Big Brothers & Big Sisters.

NOTE: Total contributions made in 2000.

Application Procedures

INITIAL CONTACT: Send a brief proposal letter of two pages or less to the foundation.

APPLICATION REQUIREMENTS: The proposal should contain the following: proof of IRS 501(c)(3) nonprofit status; a short history of the organization and its purpose; a description of the project goal and the qualifications of the staff involved; the amount of funding requested; list of trustees or directors and key staff; a copy of organization's most recent financial statements; and anticipated long- and short-term advantages of the project affecting the foundation as well as all others who stand to benefit. Do not send audio or video tapes unless requested by foundation. Should a grant be awarded, the recipient will be expected to make regular progress reports to the foundation during the course of the project, and an evaluation report will be presented to the foundation that will summarize how well the project did in meeting its stated goals and exactly how grant funds were spent.

Restrictions

Foundation does not fund: organizations without 501(c)(3) status; grants to individuals; endowments; scholarship that are not already part of the foundation's program; local church-related construction projects; travel expenses for groups to compete or perform; unestablished medical research programs; business-related activities such as start-up costs; and expenses related to groups or individuals participating in non-curricular enrichment programs. Also note the exclusion of program-related investment: investments with the purpose of providing loans in economically depressed regions; below-interest loans for construction of charter schools; and repayment of prior loans and conversion of outstanding loans to grants.

Foundation Officials

Stewart T. Springfield: director.

Alice Louise Walton: director. BORN: Newport, AR 1949. EDUCATION: Trinity University BBA (1971). CORPORATE EMPLOYER: president, chief executive officer, chairman: Llama Co./Llama Asset Management Co. CORPORATE AFFILIATION: director: Walton Enterprises Inc.; director: Arvest Bank Group Inc. NONPROFIT AFFILIATION: director: United Way Pillars Club; director: Walton Arts Center Council; chairperson: Northwest Arkansas Council; director: Easter Seals Soc-Arkansan Year.

Helen Robson Walton: don, director. BORN: Claremore, OK 1918. EDUCATION: University of Oklahoma BS (1941). CORPORATE EMPLOYER: vice president, treasurer: Walton Enterprises Inc. CORPORATE AFFILIATION: director: Arvest Bank Group Inc.

James C. Walton: director. BORN: 1948. CORPORATE EMPLOYER: president: Walton Enterprises Inc. ADDITIONAL CORPORATE EMPLOYER: president: Walton Enterprises II. CORPORATE AFFILIATION: chairman: TRH Bank Group Inc.; chairman: Weekly Vista;

chairman: Springdale Bank & Trust; chairman: Security National Bank; chairman: Siloam Springs Bancshares Inc.; chairman: Ozark Living; chairman: Ozark Neighbor; chairman: First National Bank & Trust Co. Tulsa; chairman: McIlroy Bank & Trust; president, director: Farmers & Merchants Bank; chairman: First National Bank Rogers; director: Essick Air Products; chairman, director: Communication Publications Inc.; director: Corner Bookstore; chairman: Benton County Daily Record; director: Bolinger Valley Farm; chairman, president: Arvest Bank Group Inc.; director: Bank Bentonville.

John T. Walton: director. BORN: 1945. CORPORATE EMPLOYER: chairman: True North Partner LLC. CORPORATE AFFILIATION: director: Wal-Mart Stores Inc.; director: Walton Enterprises Inc.; director: Arvest Bank Group Inc.

S. Robson Walton: director. BORN: 1945. EDUCATION: University of Arkansas (1966); Columbia University JD (1969). CORPORATE EMPLOYER: chairman, director: Wal-Mart Stores, Inc. NONPROFIT AFFILIATION: trustee: Wooster College.

Grants Analysis

Disclosure Period: calendar year ending 2001

Total Grants: \$96,770,423*

Number Of Grants: 565 (approx)

Average Grant: \$89,895*

Highest Grant: \$21,735,000

Lowest Grant: \$1,500

Typical Range: \$2,000 to \$25,000 and \$200,000 to \$1,000,000

Note: Giving excludes United Way. Average grant figure excludes four highest grants (\$46,338,920).

Recent Grants

Note: Grants derived from 2001 Form 990.

Arts & Humanities

1,166,500: National Cowgirl Museum and Hall of Fame, Ft. Worth, TX

1,020,000: National Museum of Women in the Arts, Washington, DC

297,138: Community Center for the Arts, Michigan City, IN

Civic & Public Affairs

2,500,000: Enterprise Corporation of the Delta, Jackson, MS

1,300,973; City of Rogers

615,768: Foundation for the Mid-South, Jackson, MS

605,962: National Council of La Raza, Washington, DC

312,800; Global Village Charter

240,000: Institute for Justice, Washington, DC

Education

22,290,000: Children's Scholarship Fund, Baltimore, MD

6,992,020: Children's Educational Opportunity Foundation of America, Bentonville, AR

6,080,124: School Futures Research Foundation, San Diego, CA

3,293,992: Teton Science School, Kelly, WY

1,850,000: Harding University, Searcy, AR

1,490,000: Urban Learning Communities, Denver, CO

1,416,000: University of the Ozarks, Clarksville, AR

1,375,000: John Brown University, Siloam Springs, AR

1,329,903: University of Arkansas Foundation, Fayetteville, AR

1,107,340: Core Knowledge Foundation, Charlottesville, VA

941,333: University of California San Diego Foundation, San Diego, CA

875,000: Washington Scholarship Fund, Washington, DC

507,974; Rogers Public Schools

500,000; Excellent Education for Everyone

500,000: New American Schools, Arlington, VA

498,379: Bentonville Public Schools, Bentonville, AR

433,250; University Scholarships

428,750: Marquette University, Milwaukee, WI

422,188: Florida School Choice Fund, Tallahassee, FL

375,270: Leadership for Quality Education, Chicago, IL

287,065: Harvard University, Cambridge, MA

242,000: Arkansas Single Parent Scholarship Fund, Fayetteville, AR

233,312: California State University Sacramento Foundation, Sacramento, CA

227,000; California Network of Educational Charters, CA

225,000: Governor Dummer Academy, Byfield, MA

215,000: Roxbury Preparatory Charter School, Roxbury, MA

212,000; Single Parent Scholarship Fund of Benton County, Inc.

205,000; Challenges, Choices and Images Literacy and Tech Center

203,735; Friends of Explore Charter School, Inc.

200,000: Camino Nuevo Charter Academy, Los Angeles, CA

200,000: Teach for America, New York, NY

199,000; Key Academy Public Charter School

Environment

1,105,500; Nature Conservancy, Inc., CA

200,000: Jackson Hole Land Trust, Jackson Hole, WY

Religion

300,000: Presbyterian Church USA Foundation, New York, NY

Science

450,438: San Diego Society of Natural History, San Diego, CA -- Balboa Park

Social Services

10,000,000; Parents in Charge

7,611,900: MMAC Community Support Foundation, Milwaukee, WI

462,000: Outreach International, Independence, MO

332,400: Peel House Foundation, Bentonville, AR

200,000: Rhode Island Community Food Bank, Warwick, RI

Woodward Education Grants

grantor:	The David, Helen, and Marian Woodward Fund-Watertown	date last reviewed:	11/19/2002
type:	Foundation	delivery method:	Competitive
FY:	2003	total funds:	Not available
description:	<p>Originally established in Georgia in 1975, the David, Helen, and Marian Woodward Fund-Watertown makes grants to organizations in New England and New York while adhering to the following areas of interest:</p> <ul style="list-style-type: none"> • Museums • Early Childhood • Education • Libraries/Library Science • Environment • Human Services • Youth Services • Health Care • Christian Agencies and Churches • Native Americans <p>The Fund offers support for capital campaigns; building/renovation; equipment; endowments; and scholarship funds.</p>		
foundation officer:	Anne Fitzgerald, Selection Committee Member; M. Hemingway Merriman II, Selection Committee Member; William Zito, Selection Committee Member; Linda Merriman, Sec., Trustee, First National Bank of Atlanta		
foundation board dates:	Annually		
foundation financial:	2000 Assets: \$20,980,173; Total Giving: \$1,069,533.		
can funds be used in combination with other funds:	yes		

Application and Award Cycles

Applications are reviewed annually.

application available	application deadline	deadline type	notification date	distribution date	disbursement schedule	award amount	number of awards
Yes	5/15/2003					\$2,000 - \$20,000*	30

Eligibility

funds can be used for:

- Equipment
- Fundraising/Investment

limitations:

Non-profits in New England and New York only. The Foundation does not support institutions of higher education, general operating funds, and multi-year grants.

funds can't be used for:

- none specified

eligible jurisdictions - limited to applicants from:

- CT
- ME
- MA
- NH
- NY
- RI
- VT

eligible type of school/organization:

- Non-profit

eligible grade level:

All Levels

Financial Summary

FY	question	amount
2000	Total funds allocated last fiscal year	\$1,069,533
2002	Number of grants awarded last fiscal year	30*
2003	Grant size this year (estimated)	\$2,000 - \$20,000*

Sample of Awarded Funds

none available

Application Instructions

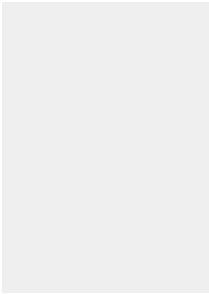
who must apply for funds:

Non-profit

application summary:

The Foundation does not have a formal application form. Grant requests should include the following:

1. Cover letter of not more than two pages which gives basic



- information about the organization and income;
- 2. Copy of IRS letter showing tax status;
- 3. Financial information;
- 4. List showing names of board members; and
- 5. Any other information deemed important.

Three copies of the proposal should be mailed to the contact address. Requests for application guidelines can be sent to E. Edward Thompson at the contact address.

next steps:

Eligible applicants should submit two-page proposal letter.

Grant Contact Information

name:	M. Hemingway Merriman, II
job title:	Member, Selection Committee
address:	The David, Helen, and Marian Woodward Fund-Watertown Box 817 Watertown, CT 06795-0817
other:	Formerly/Also known as: Marian W. Ottley Trust-Watertown.

Appendix K: Site Visit Information

Chandler Community Elementary School

Chandler Site Visit Results

Room #	Number of Desks	Number of Tables	Number of Chairs	Chalkboard	Whiteboard	Adult Sized?	Other Resources
1	0		5	26	N	N	2 Computers
2	1		5	36	N	N	3 Computers
11	0		5	21	N	N	2 Computers
12a	10		4	29	Y	N	
13	0		4	26	N	N	9 Computers
14	7		3	19	Y	N	4 Computers
31	1		8	47	Y	N	4 Computers
32	0		9	43	Y	N	4 Computers
33	6		10	41	N	N	5 Computers
34	3		9	33	Y	N	4 Computers
35	0		1	13	N	N	1 Computers
36	22		3	33	Y	N	6 Computers
37	22		1	32	N	Y	5 Computers
45	0		2	14	Y	N	2 Computers
51	16		5	28	Y	N	
52	20		4	42	Y	N	
53	15		5	30	Y	N	
54	21		0	27	Y	N	
Library 1	17		2	23	Y	Y	8 Computers
Library 2	2		5	16	Y	Y (2)	5 Computers
Family Center	0		1	9	N	N	
Gymnasium	0	11 with benches		0	N	N	4 Basketball Hoops

Elm Park Community Elementary School

Elm Park Site Visit Results

Room #	Number of Desks/Tables	Number of Chairs	Chalkboard	Whiteboard	Adult Sized?
101	8 T	19			No
103	7 T	31			No
112	5 T	29			No
112A	7 T	20			No
113	6 T	28			No
113A	4 T	29			No
121	3 T	16	X		Yes
123	16 D 1T	25	X		Yes
139	10 T	36	X		Yes
201	24 D	27	X		Yes
203	24 D	26	X		Yes
205	24 D 1T	28	X		Yes

208	22 D	24	X		Yes
211	27D	32	X		Yes
212	24 D	23	X		Yes
215	31 D	25	X		Yes
216	4 T	25	X	X (easel)	Yes
240*	1 T	12			Yes
301	22 D 2T	36		X (easel)	No
303	25 D	29		X (easel)	No
305	24 D 2T	33	X		No
308	23 D 2 T	34	X		No
311	23 D 1T	28	X		No
312	25 D 2T	30	X		No
315	22 D 2 T	27	X		No
316	22 D	30	X		No
RR**	2D 6T	16	X		Yes
FFC***	4 T	12	X		No
Library#	10 T	56			Yes
Hallway	2 T	17	X		Yes
MRC^	4 T	13	X	X (easel)	Yes

* = Conference Room ** = Reading Room *** = First Floor Closet #
= the library also has 15 computers and 2 printers ^ = Math Resource Center
Elm Park Community School also has a gym with six baskets and two soccer goal. Adjacent to this gym are both boys and girls locker rooms. Another room that Elm Park is a small home economics type of room. This room features two stoves, two sinks, cabinets and a microwave. Elm Park also has an auditorium/cafeteria which has 220 movable chairs and 56 tables along with 120 fixed chairs and a stage with projector screen.

Appendix L: After-School and Summer Programs

Sports

- Sectional Sports Tournaments
- Soccer
- Basketball
- Baseball (Reviving Baseball in Inner Cities(RBI))
- Softball
- T-Ball
- Handball
- Volleyball
- Girls Inc. Sporting Chance
- Weight Management
- Flag Football
- Cheerleading
- Swimming
- Jr. NBA/ Jr. WNBA
- Daily Challenges
- Aerobics
- Indoor Hockey
- Karate
- Teen Sports Club

Games

- Chess
- Scrabble
- Uno
- Checkers
- Yatzee
- Monopoly

Music & Arts

- Instructional Voice Lessons
- Drumming
- Guitar
- Drama
- Urban Arts
- Ceramics
- 3D Art
- Jewelry Making
- Pottery (Clay time)
- Cartooning

- Dancing (Hip Hop, Jazz, International Dance)
- Singing
- Acting
- Painting
- Drawing
- Image Makers: National Photography Program
- Cultural Dance (Tap, Salsa, Aztec, Folkloric)

Cooking

- Cultural
- Tasters Club

Educational

- Girls Inc. Friendly PEERsuasion
- Power Hour
- Smart Moves
- Kids In Control
- Teen Programs
- Young Parent Program
- Gang Intervention
- Family Literacy
- Substance Abuse Prevention
- Robotics
- Sky & Space
- Math (Algebra)
- Science (Physical & Environmental Science)
- Computers (Keyboarding, Intro to Applications)
- Reading Stars
- Homework Assistance
- Tutoring
- Spelling
- Project Learn
- Ultimate Journey
- Balancing Work and Family
- Managing Stress
- Stop-Smoking Programs
- Girls Inc. Media Literacy
- Girls Inc. Preventing Adolescent Pregnancy
- Girls Inc. Economic Literacy
- Kindness is Cool Program
- Language
- English
- Test Preparation
- Poetry Writing

- Career Launch
- Passport to Manhood
- Act Smart
- Effective Communication Skills
- Job Training
- Employment Services

Appendix M: Adult Education Programs

Basic Education

- Reading
- Writing
- Math (Arithmetic)

Secondary Education

- English
- Civics
- American Government
- Pre-GED
- GED

Community Education

- Parent Ed. (Even Start)
- Home Economics
- Health & Safety (Health Literacy)

Workplace Education

- Computers (Keyboarding, Software Applications, Internet)
- Job Literacy

ESL

- Multi-level literacy
- Citizenship
- Pronunciation

Grant Spreadsheets as Formatted For Word

Appendix GG Corporate Grants List

We would first like to apologize for the awkward formatting that this section has. We encountered many difficulties in placing these spreadsheets into word documents. This is the best we could do. The first three columns of the spreadsheet will appear first. These are the columns that include the type of grant, name of file, and name of grant donor. Directly following these columns will be the descriptions of the grants pictured on the page before followed on the next page by the documentation, average size and application date. Once that group of grants has been displayed on the three pages the process will start anew. Once again our sincere apologies for the confusion this may cause.

Grant Type	file name	Grant Donor
Corporate	Abbott Labs Grant	Abbott Laboratories Fund Grant
Corporate	Alfred E. Chase Grants	Alfred E Chase Foundation Grants
Corporate	American Honda Foundation Grant	American Honda Foundation Grant
Corporate	Buhl Foundation Grant	Buhl Foundation
Corporate	Chichester duPont Foundation Grant	Chichester duPont Foundation
Corporate	Clorox Co. Grant	Clorox Company
Corporate	Coca-Cola Grant	Coca-Cola Education Grants

Description
<p>The Fund is designed to provide support through cash grants to United States-based recipients who operate in the areas of health and welfare, education, culture, art, and civic and public policy. The Fund concentrates educational support on institutions whose programs and services have the potential to provide short- to long-term benefits to the health care industry and its employees.</p>
<p>One of the three foci of the foundation is education. A large percentage of these grants support minority-based programs. In order to reach diverse populations, both traditional and non-traditional educational programs, serving age groups from pre-school children to senior citizens are funded.</p>
<p>The foundation will give funds to K-12 programs. The Foundation's policy is to seek out those programs and organizations with a well-defined sense of purpose, demonstrated commitment to making the best use of available resources and a reputation for accomplishing their objectives.</p>
<p>The foundation's focus is on innovation, with emphasis on funding "opportunities with potential impact beyond the institution which has been funded." The foundation's concerns include "the developing and harnessing of new technologies to address the administration and purposes of organizations or processes of learning and teaching. . .the investigation of problems with a view to generating creative solutions and cooperation among diverse disciplines or organizations..(and) the generation and dissemination of new knowledge where that knowledge has the possibility of direct practical application."</p>
<p>The foundation is primarily interested in supporting today's youth. Giving goes to social service organizations for the direct benefit of children. Most of the support is for operating budgets and capital campaigns. Another interest is education at the primary and secondary levels. Giving has been for endowment funds and youth recreation facilities in schools.</p>
<p>The Clorox Company Foundation's mission is to fulfill Clorox's commitment to responsible corporate citizenship by helping to improve the quality of life in communities in which Clorox employees live and work. The work of the Foundation is accomplished through grantmaking, mobilization of employee volunteers, and collaborative efforts with other funders and community leaders.</p>
<p>The Coca-Cola Foundation aims to provide youth with the educational opportunities and support systems they need to become knowledgeable and productive citizens.</p>

Documentation	Average Size	Application Date
general description and information for application	\$1,000 to \$5,000	rolling
general description and information for application	\$10,000 to \$50,000	March 14th (in 2003)
general description and information for application	\$10,000 to \$100,000	Deadlines in May, August, November and February
general description and information for application	\$20,000 to \$100,000	no deadlines, applications take at least 2 months to review
general description and information for application	\$10,000 to \$100,000	October 1st
general description and information for application	\$2,500 to \$25,000	Deadlines are July 1st, January 1st, October 1st, and April 1st
general description and information for application	\$15,000 to \$100,000	rolling

Grant Type	file name	Grant Donor
Corporate	Corning Incorporated Foundation Grants	Corning Incorporated Foundation Grant
Corporate	DTE Energy Co. Grant	DTE Energy Company
Corporate	Ford Foundation Grant	Ford Foundation
Corporate	General Mills Grant	General Mills Foundation
Corporate	Hewlett Grant	Hewlett-Packard Company
Corporate	Honeywell Internation Inc. Grant	Honeywell International
Corporate	IBM Grant Information	IBM Foundation
Corporate	Intel Grant	Intel Corporation
Corporate	Massachusetts Electric Co. Grant	Massachusetts Electric Co.

Description
<p>In the field of education, selected elementary and secondary schools, community colleges and four-year institutions of higher learning are the consistent beneficiaries of Foundation support. Corning's areas of involvement have included community service programs for students, curriculum enrichment, student scholarships, facility improvement, and instructional technology projects for the classroom.</p>
<p>DTE Energy's mission is to "energize the progress of society to make dreams real." As the charitable arm of DTE Energy, the DTE Energy Foundation has committed itself to supporting programs dedicated to developing the human and economic potential of the communities it services.</p>
<p>"The Ford Foundation is a resource for innovative people and institutions worldwide. Our goals are to: strengthen democratic values; reduce poverty and injustice; promote international cooperation; and advance human achievement." Ford Foundation Annual Report 2001</p>
<p>General Mills gives grants to those communities where there are plants or distributors. In Massachusetts this is Chelsea and Methuen. The document that goes with this listing is the general application. For more information on the Chelsea and Methuen branches see http://www.generalmills.com/corporate/commitment/manufacturing_facilities.aspx</p>
<p>"Contributions of cash and equipment to selected nonprofit organizations that address intellectual and societal needs in math and science education, health and human services, culture and the arts, and civic areas where HP employees and customers are located." Annual Report</p>
<p>"To fulfill our mission, the Honeywell Foundation effectively leverages the resources of the company to support: our children: helping children from birth to age 18 be successful students and become productive citizens of our neighborhoods; assisting communities with their safety, housing and economic development needs; our environment: promoting environmental awareness and the efficient use of natural resources." Our Community Commitment</p>
<p>IBM distributes funds and equipment to those it chooses to give grants to. Usually the grants are initiated by IBM, but unsolicited grants are also reviewed and approved.</p>
<p>Goals are to enhance education in science, increase the use of technology in community schools, and develop a future work force that represents the diversity of operating communities. Grants support curriculum development that involves math, science, and technology. Contribution programs are guided by four major objectives: advance education in math, science, and engineering; promote the entrance of women and under-represented minorities into careers in science and engineering; promote public understanding of technology and its impact on contemporary life; and improve the quality of life in communities where Intel has a major facility.</p>
<p>General grant guidelines and list of needed information to apply for a general grant from the Massachusetts Electric Company.</p>

Documentation	Average Size	Application Date
general description and information for application	varies	rolling
general description and information for application	\$5,000 to \$10,000	April 15, August 15, and December 15
general description and information for application	\$10,000 to \$2,000,000 average:\$120,000	none, applications considered year-round. Six week indication period.
application in word copied from pdf form	varies	unknown
general description and information for application	\$10,000 to \$150,000	no deadlines
general description and information for application	\$1,000 to \$25,000	no deadlines
general description and guidelines	unknown	unknown
general description and information for application	varies	none
general information and guidelines	unknown	unknown

Grant Type	file name	Grant Donor
Corporate	Monsanto Fund Grant	Monsanto Fund
Corporate	National 4-H Grants	National 4-H Council Literacy Education/Youth Leadership Grants
Corporate	Northeast Utilities Grants	Northeast Utilities Corporate Giving Program Contributions
Corporate	PGandE Grant	PG&E Environmental Education Grant
Corporate	Stride Rite Education Grant	Stride Rite Educational Grant
Corporate	Target Arts in Education Grant	Target Arts in Education Grant
Corporate	Walton Family Foundation Grant	Walton Family Foundation

Description
Monsanto is dedicated to the belief that the more young people understand the necessity for science literacy, the more they will be able affect the quality of their lives in the years ahead. Areas of interest include: innovative science education programs; training for teachers; collaborations in science literacy; and development of new curricula.
Grants are awarded to communities in support of ongoing literacy education programs or to stimulate new and creative youth-led programs, and will range from \$500 - \$2,000. Objectives include: expanding the number of books read per week, increasing participants' level of reading, utilizing the library as a resource, and learning about different careers through reading. Older teens are encouraged to mentor younger youth in this program.
In the realm of education, contributions are made to assist organizations that provide educational opportunities, public school systems in distressed cities and towns, and two- and four-year colleges.
In 1998, PG&E Corporation established the Environmental Education Grant Program. Administered by PG&E National Energy Group in partnership with PG&E Corporation Foundation, it encourages and supports educators and conservation groups with innovative ideas for educating young people about the environment.
Stride Rite's charitable giving directs funds and manpower towards youth-oriented organizations and groups that positively impact a child's skill development, health, education and sense of self.
Bankrolled by the Target Stores Corporation, the Target Stores, Inc. Corporate Giving Program focuses on the arts, education, and on family violence prevention. Target believes that exposure to the arts is an important part of every student's education.
The Foundation's main focus is systemic reform in education, with special emphasis on primary and secondary education. The Foundation also supports several university level programs that involve K-12 education and that address issues directly relating to children.

Documentation	Average Size	Application Date
general information and information for application	varies	July and January
general information and information for application	\$500 to \$100,000	Late April
general information and information for application	\$1,000 to \$10,000	January, March, June, and September
general information and information for application	unknown	unknown
general information and information for application	\$100 to \$20,000	unknown
general information and information for application	\$1,000 to \$5,000	July
general description and information for application	\$2,000 to \$25,000 or \$200,000 to \$1,000,000	rolling

Appendix HH: Foundation Grants List

This list is formatted identically to the list in the previous section.

Grant Type	File Name	Grant Donor
Foundation	Ade. and Val.Grant	Adelard A. and Valeda Lea Roy Foundation Grant
Foundation	Alden Grant	George I. Alden Trust Grants
Foundation	Babson Grant	The Susan A. and Donald P. Babson Charitable Foundation Grant
Foundation	Bay Foundation Grant	Bay Foundation Grants
Foundation	Braitmayer Foundation Grant	The Braitmayer Foundation
Foundation	Carnegie Education Grant	The Carnegie Corporation of New York

Description
The foundation provides grants to a variety of different interests including pre-collegiate education
The Trust focuses its giving in two primary areas: capital projects and permanent restricted endowments for the educational benefit of students and faculty. Recent funding for capital needs has included support for classrooms, libraries and laboratories as well as for the acquisition of scientific and technological equipment and infrastructure.
The Susan A. and Donald P. Babson Charitable Foundation is currently focusing upon: "The Enrichment and Empowerment of Children and Youth — under the Age of 19 — so as to Prevent Exploitation, Poverty, and Injustice."
The foundation focuses giving in four different areas: pre-collegiate education, collections care and conservation, conserving biodiversity, and native americans.. Within the realm of pre-collegiate education, the Foundation's grants are focused in two areas: 1. the integration of technology, math, or science instruction, particularly in engaging, hands-on learning opportunities; and 2. programs that promote clear, concise and creative thinking through the use of writing, playwriting, and journalism.
The Braitmayer Foundation supports programs across the United States which enhance the education of K-12 students. Of particular interest are: curricular and school reform initiatives, preparation of and professional development opportunities for teachers, particularly those which encourage people of high ability and diverse background to enter and remain in K-12 teaching, and local community efforts, including partnerships, that increase educational opportunities for students.
Building on its history and past programs in the field, the Carnegie Corporation will dedicate a major part of its grant funds over the next few years to education reform, beginning with early childhood education and extending to higher education. The education program will focus on three key areas: advancing literacy, urban school reform, and higher education

Documentation	Average Size	Application Date
General description and information about the application procedure	\$5,000 to \$50,000	rolling
General description and information about the application procedure	\$20,000 to \$100,000	rolling: reviewed quarterly in May, August, October and February
General description and information about the application procedure	\$5,000 to \$20,000	Feb. 28th: 2 page concept letter due Early May: Trustees Review letters Early July: Full Proposal due if accepted by Trustees
General description and information about the application procedure	\$3,000 to \$8,000	three separate competitions occurring in the winter, spring and fall
General description and information about the application procedure	\$10,000 and \$35,000	June and November
General description and information about the application procedure	\$50,000 to \$250,000	rolling

Grant Type	File Name	Grant Donor
Foundation	Charles Lafitte Foundation Grants	The Charles Lafitte Foundation
Foundation	Daniels Foundation Inc. Grants	The Fred Harris Daniels Inc. Foundation Grants
Foundation	Dibner Fund Grant	The Dibner Fund Inc.
Foundation	Geraldine R. Dodge	Geraldine R. Dodge Foundation
Foundation	Donaldson Trust Grant	Oliver and Jennie R Donaldson Charitable Trust Grant
Foundation	Ellsworth Foundation Grant	Ellsworth Foundation Grant
Foundation	Filene Foundation Grant	Lincoln and Therese Filene Foundation, Inc. Grant
Foundation	First Data Western Union Foundation Education Grant	First Data Western Union Foundation Education Grant

Description
<p>The foundation support grants in four areas of interest: children's advocacy, education, medical research and the arts Education grants support innovative programs that work to resolve social service issues, address the needs of students with learning disabilities, provide technology and computer based education, offer leadership skills education and support at-risk students.</p>
<p>Program interests are: arts education, performing arts, elementary and secondary education, special education/training, recreations/sports, and youth development.</p>
<p>The Dibner Fund focuses it's giving in seven different areas. These areas are environment, history of science and technology, humanitarian causes, jewish heritage and culture, peaceful coexistence, and science educatio. Also the foundation gives to community organizations.</p>
<p>The Foundation focuses its giving on education. Specifically, in the areas of the early training and ongoing professional development of teachers, the role of principals and superintendents as educational leaders, systemic change in schools, access to educational excellence for underserved populations, the creation of model curricula, instruction and assessments, and the cultivation of creativity in a variety of settings.</p>
<p>the Trust's giving interests include cancer research and treatment; child welfare and youth agencies; hospitals and health agencies; elementary, secondary, and higher education; and wildlife preservation. The Trust also provides support for the town of Pawling, NY.</p>
<p>Giving is focused on education, youth agencies, scientific research and hospitals, with an emphasis on the programs for the economically disadvantaged, child and community development, youth and family services, arts and technology.</p>
<p>The Foundation's major goals are to enable those who are disadvantaged in various ways to help themselves and others, to reduce social conflicts and create harmonious communities, to encourage informed civic participation on local, state and regional levels, and to promote participation in the performing arts.</p>
<p>This Foundation supports educational, health, and human service programs that improve and enhance the lives of individuals, families and communities most in need.</p>

Documentation	Average Size	Application Date
General description and information about the application procedure	varies	rolling
General description and information about the application procedure	\$1,000 TO \$50,000	Quarterly in August, November, February and May
General description and information about the application procedure	\$2,000 to \$50,000	rolling
General description and information about the application procedure	varies	November
General description and information about the application procedure	varies	April and October
General description and information about the application procedure	1,000 to 125,000	June
General description and information about the application procedure	1,000 to 10,000	March
General description and information about the application procedure	1,000 to 25,000	March

Grant Type	File Name	Grant Donor
Foundation	Fuller Foundation Grants	George F. and Sybil H. Fuller Foundation Education Grants
Foundation	GWCFD Grants	Greater Worcester Community Foundation Discretionary Grants
Foundation	Handspring Foundation Cash Grants	Handspring Foundation
Foundation	Harrington Foundation Grant	Harrington Foundation Grant
Foundation	Hornblower Grant	Henry Hornblower Fund Inc. Grants
Foundation	Hume Grants	Jaquelin Hume Foundation

Description
<p>The foundation primarily gives funds to Worcester. They give money in the fields of interest: education, culture, hospitals, historic, youth organizations, community funds, social agencies and schools.</p>
<p>The Greater Worcester Community Foundation (GWCF) uses its Discretionary Funds to invest in organizations and programs that build vibrant and healthy communities throughout Central Massachusetts.</p>
<p>The Foundation supports the following types of projects: Programs targeting high-risk youth that utilize the arts, technology, and sports; direct services related to children's health (e.g. immunization campaigns, food programs); direct services for children who are victims of abuse or neglect, including services to children in foster care; and homeless assistance programs for families with children (food, clothing, education, job training).</p>
<p>The Harrington Foundation focuses its giving on secondary and higher education, scientific and medical research, and hospitals. But listed in the section of what funds can be used for there are a number of categories that the community school falls under.</p>
<p>The Henry Hornblower Fund, Inc. was established in 1945, and gives for broad purposes with an emphasis on higher and secondary education, hospitals, and cultural programs. The Fund also provides support for needy individuals formerly employed by Hornblower & Weeks.</p>
<p>The major grants of the Jaquelin Hume Foundation will fall into primary areas: Education of young people to be better citizens, to have sound values, and to appreciate the value of free enterprise, incentive-based economy, and improvement of the structure and function of government and the reduction of the influence of the federal government in our lives.</p>

Documentation	Average Size	Application Date
General description and information about the application procedure	\$1,000 TO \$500,000 average size is \$10,000	applications must be received at least one week before the next meeting. Awards notification in 1 to 2 months
General description and information about the application procedure	\$3,000 to \$25,000	September and February
General description and information about the application procedure	1,000 to 25,000	
General description and information about the application procedure	\$1,000 to \$100,000	Applicants are notified after the December board meeting so the deadline is before that meeting.
General description and information about the application procedure	\$5,000	Foundation meets in November, Funds are distributed in December
General description and information about the application procedure	25,000 to 100,000	Rolling

Grant Type	File Name	Grant Donor
Foundation	Hunt Education Grants	Roy A. Hunt Foundation
Foundation	George H. Mifflin	George H. and Jane A. Mifflin Memorial Fund
Foundation	Innovation, Leadership, and Learning Grant	National Education Association for the Improvement of Education
Foundation	Jenesis Group Grant	Jenesis Group
Foundation	Johnson Foundation Grants	Johnson Family Foundation
Foundation	LYSOL Grant	Lysol Brand and the National Science Teachers Foundation
Foundation	MHAI Grant	Nellie Mae Education Foundation
Foundation	Mockingbird Foundation	Mockingbird Foundation Inc.

Description
<p>The Trustees of this family foundation make grants to nonprofit organizations engaged primarily in Arts and Culture, Environment, Health, Human Services, Community Development, Education, and Youth Violence Prevention.</p>
<p>Giving primarily for education, conservation and welfare, including legal services.</p>
<p>The Foundation awards grants to educators who propose innovative and promising ways to help all students experience academic success and reach their full potential, especially those who have been historically underserved by society's institutions.</p>
<p>The Genesis Group is a private family foundation whose mission is to improve the quality of life for America's youth by creating opportunities for them to reach their full potential. The Foundation offers grants to 501 (c) (3) non-profit organizations focusing on youth development, education, and social entrepreneurship, investing in grass roots organizations that work to empower disadvantaged and/or at-risk youth to become productive citizens in our democratic society.</p>
<p>The Johnson Family Foundation was established in 1997 in OH. It gives primarily for education and medical health.</p>
<p>Lysol Brand and the National Science Teachers Association invite elementary teachers to submit innovative science projects for grants of \$1,500 to be used for professional development and classroom materials.</p>
<p>The Foundation promotes accessibility, quality and effectiveness of education from pre-school through postsecondary levels, especially for under-served populations, in the six New England states-- Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.</p>
<p>MFI offers competitive grants to schools and nonprofit organizations that effect improvements in areas of importance to the Phish fan community. The current programmatic focus is music education for children. The Foundation is generally gives money for music education and funding for instruments.</p>

Documentation	Average Size	Application Date
General description and information about the application procedure	1,000 to 75,000	July
General description and information about the application procedure	5,000 to 50,000	April and September
General description and information about the application procedure	2,000 to 5,000	Rolling
General description and information about the application procedure	varies	Rolling
General description and information about the application procedure	varies	June 1st Applicants are suggested to start in March
General description and information about the application procedure	\$1,500	Unknown
General description and information about the application procedure	\$25,000 to \$250,000	Rolling
General description and information about the application procedure	\$50 to \$5,000	August and February

Grant Type	File Name	Grant Donor
Foundation	National Community Technnology Development Grant	The Verizon Foundation
Foundation	National Geographic Society Education Foundation Teacher Grant	National Geographic Society Education Foundation
Foundation	OSTI Grant	Nellie Mae Education Foundation
Foundation	Peabody Grants	The Peabody Foundation
Foundation	Peter M. Bernon Grant	Peter M. Bernon Family Foundation
Foundation	RGK Foundaton Grants	RGK Foundation

Description
<p>This grant is the National Community Technology Development Grant. The grant focuses on programs that center on literacy, the digital divide, workforce development, employee volunteerism, and community technology development.</p>
<p>The Foundation's Teacher grants are given directly to educators to facilitate their work in the classroom, school, district, and community; any current teacher or administrator in an accredited K-12 school within the United States is eligible. Projects that have outreach to urban areas are particularly encouraged</p>
<p>The Foundation promotes accessibility, quality and effectiveness of education from pre-school through postsecondary levels, especially for under-served populations, in the six New England states-- Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont. This grant centers on the topics of out of school time, adult literacy, college preparation, and minority high achievement.</p>
<p>The primary mission of the Amelia Peabody Foundation is to increase the number, range, and depth of positive learning experiences available to materially disadvantaged young people living in the cities and towns of Massachusetts. Peabody grants are made for almost any project that serves to promote and enhance the grantee organization's mission: for existing and new programs, for capital acquisitions, for the renovation of existing buildings and facilities, for the repair, maintenance and purchase of equipment.</p>
<p>Established in 1990, the Peter M. Bernon Family Foundation makes grants in the following subject areas: education, recreation/youth development and Jewish organizations</p>
<p>In the area of education, grants support programs that focus on formal K-12 education, particularly math, science and reading/literacy; after school tutoring and enrichment; integrating technology into curriculum; teacher development; and higher education. Preference is given to programs that attract female and minority students into the fields of math, science and technology.</p>

Documentation	Average Size	Application Date
General description and information about the application procedure	varies	January 1 through November 30
General description and information about the application procedure	up to \$5,000	June 10th
General description and information about the application procedure	\$25,000 to \$250,000	rolling
General description and information about the application procedure	\$20,000 to \$200,000	rolling
General description and information about the application procedure	\$500 to \$100,000	rolling
General description and information about the application procedure	most under \$25,000 but will consider grants requests over \$50,000	rolling

Grant Type	File Name	Grant Donor
Foundation	Robert H. Michel Grant	Dirksen Congressional Center
Foundation	Rockefeller Foundation Grants	The Rockefeller Foundation
Foundation	Rudy Bruner Grant	The Bruner Foundation Inc.
Foundation	Schott Foundation Grant	The Caroline and Sigmond Schott Foundation
Foundation	Sprague Education Grant	The Seth Sprague Educational and Charitable Foundation
Foundation	The Clowes Fund	The Clowes Fund Inc.

Description
<p>The Dirksen Congressional Center presents the Robert H. Michel Civic Education grants program to help teachers, curriculum developers, and others improve the quality of civics instruction. The Center created the Michel Civic Education Grants to fund practical classroom strategies to improve the quality of teaching and learning about civics, with a particular emphasis on the role of Congress in the federal government. Areas of interest include designing lesson plans, creating student activities, and applying instructional technology in the classroom.</p>
<p>There are two grant themes that the Rockefeller Foundation supports that apply to education. The first is creativity and culture the goal of which is to give full expression to the creative impulses of individuals and communities in order to enhance the well-being of societies and better equip them to interact in a globalized world. The second is working communities in which the goal is to transform poor urban neighborhoods into working communities—safe, healthy and effective neighborhoods—by increasing the amount and quality of employment, improving the quality of all urban schools, and increasing the influence and voice of the poor and excluded in political decisions that affect their lives.</p>
<p>Projects may include any type of place which makes a positive contribution to the urban environment. To be eligible, a project must be a real place, not just a plan or a program. Since site visits are integral to the award process, the project must have been in operation for a sufficient amount of time to demonstrate success.</p>
<p>The Schott Foundation's mission is to develop and strengthen the movement for equity in education and child care. The Foundation focuses on the development of universal and accessible high quality early care and education, excellent public schools in underserved communities, and gender healthy public schools.</p>
<p>The Seth Sprague Educational and Charitable Foundation places an emphasis on giving to health and human services, education, culture and the arts, and civic affairs and community development.</p>
<p>The Clowes Fund, a family foundation, seeks to enhance the common good by encouraging organizations and projects that help to build a just and equitable society, create opportunities for initiative, foster creativity and the growth of knowledge, and promote appreciation of the natural environment. The Clowes Fund pursues these goals by awarding grants in three areas: the arts, education and social services.</p>

Documentation	Average Size	Application Date
General description and information about the application procedure	\$100 to \$6,000	May
General description and information about the application procedure	\$3,000 to \$10,000,000	Rolling
General description and information about the application procedure	\$10,000 to \$50,000	applications due in for the next season's review (i.e. fall applications due in winter)
General description and information about the application procedure	varies	varies
General description and information about the application procedure	\$1,000 to \$10,000	Mid-March
General description and information about the application procedure	Unknown	The first of November

Grant Type	File Name	Grant Donor
Foundation	The Flatley Foundation Grant	The Flatley Foundation
Foundation	The Gordon Fund Grant	The Gordon Fund
Foundation	The KBK Foundation Grants	The KBK Foundation
Foundation	Woodward Education Grants	The David, Helen, and Marian Woodward Fund-Watertown

Description
<p>Established in 1982, the Flatley Foundation is a private independent foundation which makes grants to education, health care and Christian agencies & churches. The Foundation has awarded grants in the past for purposes such as building funds; research programs; athletic programs; equipment purchase; capital improvement funds; and general operating costs.</p>
<p>Established in 1985, the Gordon Fund concentrates its giving primarily in higher, secondary and elementary education, including theological education. The Fund also provides support for a medical center and health associations, cultural programs and a historic preservation foundation, international relations, and environmental programs.</p>
<p>The KBK Foundation gives grants in the following areas: the arts and culture, the environment, education, health care, and human services</p>
<p>the David, Helen, and Marian Woodward Fund-Watertown makes grants to organizations in New England and New York while adhering to the following areas of interest: museums, early childhood, education, libraries/library science, environment, human services, youth services, Christian agencies and churches, Native Americans.</p>

Documentation	Average Size	Application Date
General description and information about the application procedure	\$5,000 to \$50,000	Rolling
General description and information about the application procedure	\$25 to \$1,000,000	rolling application and deadlines
General description and information about the application procedure	varies	Rolling
General description and information about the application procedure	\$2,000 to \$20,000	reviewed annually in mid-May

Appendix II: State Grants List

Grant Type	File Name	Grant Donor
State	Adult Basic Education Programs and Providers Grant.doc	Commonwealth of Massachusetts
State	BayState Readers Development Grant, Round 2.doc	Commonwealth of Massachusetts
State	Community Adult Learning Center Grant.doc	Commonwealth of Massachusetts
State	Community Adult Learning Center Primary Instruction By Volunteers Grant.doc	Commonwealth of Massachusetts
State	Comprehensive School Reform Program Grant.doc	Commonwealth of Massachusetts
State	Safe and Supportive Learning Environments Grants.doc	Commonwealth of Massachusetts

Description
<p>The purpose of this grant program is to improve teaching, strengthen programs, and improve student outcomes in Adult Basic Education programs through the provision of coordinated opportunities for high quality program development, staff development, and other supports so that the Commonwealth's Adult Learning Centers may meet their goals and those of their students. This grant program will establish a statewide Program and Staff Development System of Regional Support Centers.</p>
<p>The purpose of the competitive BayState Readers Development Grant, Round 2 is to support identified school districts and schools in implementing proven scientifically based methods of reading instruction in K-3 classrooms in order to prevent reading difficulties and to have all students be proficient readers by the end of grade 3.</p>
<p>The purpose of this grant program is to establish free access for undereducated and limited English proficient adults to highly effective Adult Basic Education services in the sixteen (16) Service Delivery Areas in the Commonwealth.</p>
<p>The purpose of the grant program is to provide adults who cannot or will not enroll in class based instructional services at a Community Adult Learning Center access to effective Adult Basic Education services.</p>

The federal Comprehensive School Reform (CSR) Program provides funding to support improved student performance in high poverty schools. Funds are awarded to assist schools to implement comprehensive school reform programs based on scientifically based research and effective practices. By supporting comprehensive school reform, the CSR Program seeks to enable all students in the schools served, particularly low-achieving students, to meet state learning and performance standards.

<p>The purpose of this competitive grant is to help districts with the establishment and development of programs to prevent violence in schools and programs to help children who have behavioural or psychological problems due to traumatic violence in their lives</p>

Documentation	Average Size	Application Date
General description and information about the application procedure	Up to \$30,000	February 22nd
General description and information about the application procedure	\$86,440	February 4th
General description and information about the application procedure		passed
General description and information about the application procedure	\$379,047 is available total	passed
General description and information about the application procedure	\$50,000	passed
General description and information about the application procedure	between \$15,000 and \$25,000	passed