



GRANT RESOURCES

Visit these websites and provide them with your email address. You'll be regularly sent an e-mail of new grants of all amounts and types with links to the funding agencies.

The George Lucas Education Foundation
<http://www.edutopia.org/grant-information>

Grant writing firm
<http://www.seliger.com>

The Chronicle of Philanthropy
<http://philanthropy.com/>

Foundation Center
<http://foundationcenter.org/>

www.ed.gov/fund/grant/apply/grantapps/index.html

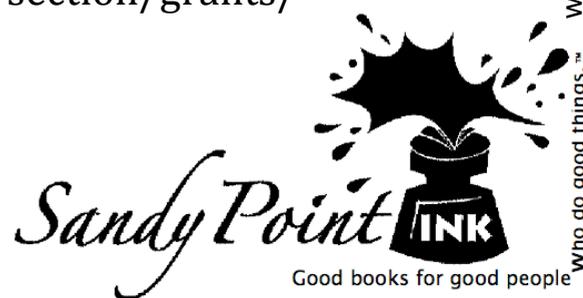
The Nonprofit Times
http://ga0.org/nptimes/join.html?r=5dwjNzF1_IENE

<http://www.schoolgrants.org>

<http://www.grantsalert.com>

www.ed.gov/fund/grant/apply/grantapps/index.html

<http://www.edweek.org/ew/section/grants/>



www.sandypointink.com

Good books for good people

An example of...



Gary Cooper

JON'S ALMOST WORLD FAMOUS SEVEN Cs!

Based on...

HIGH NOON

Character:

A small town Sheriff who turns in his badge on the same day he marries his wife.

Crisis:

On that same day, the sheriff's sworn enemy, Frank Miller, is released from prison and is coming to town to kill him.

Cuest:

To stand up against and fight Frank Miller and his gang

Clock:

Miller's train arrives in two hours -- at high noon.

Conflict:

He planned to leave town on the noon train and start a new life.
His wife leaves him because she is opposed to violence.
Townspeople abandon him and he is left to fight alone.
He is outnumbered four to one.
He is torn between love and duty.
Ex-lover, he still has feelings for, wants him to stay in town.
He is older and has lost his quickness and bravado.
His deputy refuses to help because he wants to be the sheriff.

Change:

From honor bound to contemptuous



Jon's students



Jon

JONATHAN O'BRIEN - PARTIAL LIST OF GRANTS WON ALONE OR AS PART OF A TEAM

(m = multiple grants won with the same or various clients)

HIGHLIGHTS

- * Lead writer of team that has earned more than \$450 in competitive grant awards
- * Education technology grant permanently enshrined in the Smithsonian Institute
- * Designed four charter high schools now in U.S. News & World Report's Top 100 Gold Medal High Schools
- * Middle school fitness program design one of the top 30 in the nation; also named California's Outstanding State Physical Education Program.
- * Middle school character education program chosen as national best practice model/demonstration site
- * Gang suppression/community collaborative grant funded an unprecedented 12 years by state Office of Criminal Justice; identified as a "model of interagency collaboration"
- * After school program design recognized as "What Works" by National Youth Gang and Delinquency Symposium
- * Originated the concept of "e-mentors" first used in Digital High School grants
- * After school program design cited by California Department of Education as one of top three in state

Federal

- 21st Century (m)
- 21st Supplemental (m)
- Bilingual Education: Program Development/Implementation
- Carol M. White Physical Education (m)
- Character Education (m)
- Community Technology Centers Program grant
- Comprehensive School Reform (m)
- Safe Schools/Healthy Students (m)
- Elementary School Counseling (m)
- Federal Bureau of Prisons (m)
- High Priority Schools (m)
- SAMSHA
- Improving Literacy/School Libraries
- Justice Youth Mentoring Program (m)
- Juvenile Crime Prevention (m)
- Library Enrichment and Development
- Middle School Drug Program Coordinator
- School Violence Prevention (m)
- Special Victims Assistance Program
- Technology Literacy Challenge (m)
- U.S. Department of Health and Human Services (DHHS) (m)
- USDE – Reading First (m)

State/County

- After School Education and Safety (m)
- ALAS (m)
- AVID/Mentoring grant (m)
- California Arts Council
- California Community College
- California Department of Alcohol and Drugs (m)
- California Department of Corrections/Rehabilitation (m)
- California Department of Juvenile Justice (m)
- Economic Development Program (m)
- California Department of Education/Specialized Programs Division (m)
- California Mathematics and Science Partnership Professional Development Program
- Catholic Healthcare West
- Centinela/Existing and Exceptional
- Charter High Schools (m)
- Child Health Disability Prevention
- Childhood Lead Poisoning Prevention
- Daniel Freeman Hospital Community Trust
- Digital High School (m)
- Distinguished School awards (m)
- Early Reading First (m)
- EETU
- EMHI State Mental Health Grant
- Even Start
- Families, Friends & Neighbors Training and Mentoring Project for Child Care Providers
- Gang Violence Suppression (m)
- Healthy Families
- Healthy Start (m)
- Healthy Start Planning
- Juvenile Detention Facility - Utah
- Office of Criminal Justice Planning/ DPI (m)
- Physical Education Teacher Incentive Program
- Reading Excellence Act (m)
- Reading Reform
- School Community Violence Prevention (m)
- School Readiness (m)
- State Specialized Secondary Program (m)
- State Preschool (m)
- State Preschool/one-time lease/construction
- Technology Plan
- Teen Pregnancy Prevention
- Universal Preschool (m)
- Ventura County Public Health (m)

Foundations/Corporations

- Affinity Bank
- Alliance Healthcare
- Annenberg
- Bank Of America
- Boeing (m)
- California Community (m)
- California Endowment
- California Wellness
- Catholic Campaign for Human Development
- Centinela Medical Community
- Charter Oak Foundation
- Clough Harbour Sports
- Hoggan
- Johnson & Johnson
- Keck
- L.A. 84
- Martin V. & Martha K. Smith
- Nike
- Pacer
- PacifiCare Foundation
- Page
- Parsons
- Robert Woods Johnson
- Rotary (m)
- Sandpiper Philanthropic (m)
- South Coast Air Quality
- Taper
- Toyota
- Toyota Literacy
- U.S. Soccer
- Ventura County Community (m)
- Verizon (m)
- Weingart (m)

May 25, 2006

Joan C. Hurley
Director of Grants Management
The California Wellness Foundation
6320 Canoga Avenue #1700
Woodland Hills, CA 91367

Dear Ms. Hurley:

In line with your foundation's mission to support community-driven, ongoing health promotion and family health education, we submit this request for one-time support of the LENNOX COMMUNITY HEALTH AND FITNESS CENTER (LHFC). With your support, the proposed LHFC will serve as a model for bringing disengaged parents back onto the campus, increasing student performance and answering Governor Schwarzenegger's challenge to make "Active California" the first "Fitness State" where families set -- and commit to achieve -- their personal exercise and fitness goals.

Better known as "the gang murder hellhole of America" (UPI, 2002), Lennox is home to "the most impoverished, underserved and vulnerable population of youth in the L.A. metro area." (L.A. County Sheriff, 2003). The geographic borders of Lennox are marked by two of the nation's most crowded freeways (the 405 and the 110) and the landing path of LAX overhead. With no city or county services in the area, district schools serve as the primary provider of all community services. Ninety-five percent (95%) of district students are Hispanic/Latino and eligible for free or reduced-cost meals. Of those 8,200 students, 80% are considered physically unfit.

In the impoverished, disenfranchised, community of Lennox, parent disengagement from schools leads to alarmingly high rates of Lennox youth involvement in gangs, substance abuse, academic failure, early sexual activity and unhealthy lifestyles. This is because Lennox parents are overwhelmed by their own problems: 56% admit a need for substance abuse treatment (Healthy Start, 2003), 75% have no health insurance, more than 15% are unemployed (one of the highest percentages in L.A. County), 87% work at semi- or unskilled jobs (often have more than one job), more than 80% are considered physically unfit, more than 50% are obese and a majority have less than six years of formal schooling.

BOARD OF TRUSTEES
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SCHOOLS
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 Lennox Middle School
 LMSTA

One answer to this critical lack of parent engagement is the LHFC – an innovative prototype for what a school-based parent center should be – and needs to be – in the 21st Century. The LHFC is based on several scientifically-validated premises: (1) When parents are involved on campus, student work improves; (2) When parents model a healthy, active lifestyle, students will live a healthy, active lifestyle; and (3) When students' physical activity increases, their academics improve exponentially.

The LHFC will be much more than a convenient, no-cost place for parents to workout. Once there, parents will workout alongside teachers and other parents, build relationships with school staff, check on their students' progress, learn how to help their student at home, get involved with school activities and, along with teachers, serve as role models for improved nutritional and fitness lifestyles. This will result in (1) improved student achievement, (2) a community-wide fitness movement, (3) smarter nutritional habits for students, parents and teachers, (4) positive alternative activities for youth and families and (5) building of partnerships that effect positive changes in district policies. The proposed 2,000 square foot LHFC is a unique combination of fitness facilities equivalent to the most state-of-the-art health clubs in the nation and the intimate setting and comprehensive resources of traditional parent centers.

When fully operational the LHFC will be in use a minimum of 60 hours a week, six days a week. During the instructional day, the LHFC will be used by 2,200+ district students involved in the district's award-winning Lennox Invests in Fitness Education Program (LIFE). Before school, at noon, after school, nights and on weekends the LHFC will be used by over 1,000 parents, teachers, students and family members.

Over 75% of the \$178,000 necessary to equip and construct this state-of-the-art LCFC facility has already been secured -- an additional \$48,000 in support is needed. The request for support covers the purchase and installation of fitness equipment and personnel costs related to launching the LCFC program in the first year. Once funded, matching funds from community partners and other funding sources will cover operational costs in perpetuity. Partners include: the Lennox School District, Lennox Middle School, Hoggan Health Industries, UCLA School of Public Health/Center for Human Nutrition, Dr. Betty Hennesey (Los Angeles County Board of Education expert), Lennox Parent Advisory Council.

The LHFC is an extension of the Lennox Invests In Fitness Education (LIFE) Program (made possible through a four-year federal Carol M White physical education grant). Because of this award-winning district-wide health and fitness program, Lennox student achievement is no longer measured solely by academic scores but by fitness levels and character as well. The LIFE program was named California's Outstanding Program of the Year in 2002, is considered one of the top 30 P.E. programs in the country by the U.S. Department of Education.

Thank you for consideration. For further details I can be reached at **(310) 330-4910**.

Rick Hornstra
LIFE Program Coordinator

SAMPLE GRANT APPLICATION – Community Service/ Service Learning

SECTION I: BACKGROUND INFORMATION

- A. Name of school:** Washington Middle School
- B. Address:** 16930 Pine Bluff Road
Seaport, Maine 99805
- C. Contact person:** Jerry Hamilton, Principal
- D. Title of grant proposal:** Community Service in Action
- E. Amount of grant request:** \$4,050
- F. Number of students to be served in proposed project:** 465
- G. Percent of students on free or reduced lunch:** 38%
- H. Check here to acknowledge Principal approval:**

SECTION II: PROJECT INFORMATION

- A. 100 words or less- Give a general overview of the project for which you are requesting funds.**

Our school requests funding to support the development of a school-wide community service program that includes learning about opportunities for service in the community and hands-on service projects for middle-school students. Our school needs funding to develop the program, including transportation costs, the purchase of a community service instruction manual, and a small amount for a community-service software program for tracking participation.

The proposed program will engage all middle school students in ongoing opportunities for community service, from Grades 6 through 8. Teachers will learn to integrate service learning into their ongoing curricula, making community service a value and an expectation that becomes the norm.

- B. 150 words or less- Describe and document/justify the need(s) that the project will address.**

Our school serves students from somewhat lower income levels. Many students are from rural and small outlying communities; to date in this school district, community service is not well understood or highly valued. More importantly, there are high rates of substance

abuse (alcohol primarily) among the high school population, and sadly, among middle schoolers as well. Other than those who participate in sports or band or on occasion, dramatic productions, students feel disengaged from school activities and from community. There is a popular notion among teens that drinking is the only fun thing to do. We wish to develop an ongoing, vibrant and meaningful community service program that engages students in active participation and exposes them to the wide variety of service opportunities and needs in the broader community that we serve – that service can be exciting and fun.

C. 300 words or less- Provide the rationale, including evaluation results, data, or research, that supports why the project is likely to be successful.

Research indicates that for students who are dedicated to some kind of outside interest, rates of self-reported substance abuse are lower than in those who have no outside interests (Teen Survey, The Kauffman Foundation). This makes sense – activities provide peer stimulation, create the need for goal-setting and discipline, and provide a source of excitement and purpose. Our school, however, has a large percentage of students who are not so engaged – and need an outside interest created for them. We believe that every child – even those engaged in other activities – should experience the joy of giving back to the community. Other research on the effectiveness of service learning demonstrates that students engaged in community service are more compassionate, empathic, and kind (Adams and Johansen, 2007). Finally, true service learning includes a reflective piece in addition to the actual volunteerism; students who are asked to reflect on their experiences are developing the skills of introspection, self-reflection, and critical analysis, which our students need to be effective learners.

For these reasons, we believe strongly that we need a well-designed, carefully implemented, systematic program for every student at our school. Service learning will fill our need to teach concepts of character such as caring, civic responsibility, teamwork, sharing, and kindness. Our students need to know that, despite their circumstances, they have something important to give to others.

D. 300 words or less- Describe the plan and timeline for implementing the project.

Start of School Year: we will purchase a publication entitled “Service Learning: A Guide to Quality Community Service.” This text will serve for teachers as the guide for the program. It offers suggestions for: age-appropriate activities for students; teachers regarding how to identify and secure cooperation with outside agencies, government, etc.; in-school opportunities for service (tutoring, school beautification, fundraisers, etc.); assemblies and outside speakers, etc. It also provides black-line masters for student reflection activities and facilitates teachers in their processing discussions with students and helps administrators and school counselors with their support role in service learning, including how to “institutionalize” the process and make it part of the school culture;

August 2009: we will develop an in-service training for teachers at the start of the school year, led by our school counselor. In the week prior to the start of school, teachers will

meet in teams, according to grade level, and have planning time to decide what their community service activities will be for the year.

September through October: the school principal and counselor will be responsible for identifying possibilities for outside service opportunities. We have already identified and secured cooperation from 2 local senior centers, a local food pantry, a homeless shelter, an animal shelter, and the local chapter of the Salvation Army, but have yet to identify specific student projects.

November through April of 2010: students will actively participate in a variety of community service projects, identified early in the fall. We envision organizing the projects by homeroom and grade level.

In November, January, March, and May, we will conduct assemblies oriented toward service learning, with outside speakers.

May 2010: we will have a final "DAY OF SERVICE CELEBRATION" for all students, teachers, and outside agency partners.

E. 150 words or less- Use numbers to describe benchmarks for successfully implementing the project. For example, these might include the number of teachers to be trained, the number of students to be served, the number of mentors to be recruited, the number of service projects to be completed, the number of workshops to be held, the number of parents to be trained.

Our implementation goals are:

1. To purchase 30 copies of the Service Learning Guide and distribute it to all classroom teachers, homeroom teachers, and administrators;
2. To assign each staff member to a service learning team, organized by grade level, and have every staff member complete the "training" prior to the start of school;
3. To develop and implement at least 3 and not more than 5 service learning projects or opportunities for every student;
4. To complete a pre-project learning unit and a post-project reflection component for each project, with every student and teacher.

F. 400 words or less -- Describe the outcomes (results) that you expect as the result of implementing the project. For example, these might include a decrease in student discipline referrals, an increase in volunteerism, a decrease in bullying incidents, an increase in student mentoring activities, an increase in school attendance, a decrease in incidence of school vandalism, higher test scores, a decrease in bus conduct citations. Clearly define the assessment tool(s) you will use to ensure that student character was improved. Use numbers to describe the changes that can be expected in the outcomes targeted by the project (for example, a 35% reduction in disciplinary actions, a 40% reduction in absenteeism, a 40% increase in positive behaviors, etc.).

Our hoped-for outcomes in this project include:

1. A reduction in student discipline referrals, measured by office records, of at least 20% as compared to the previous year;
2. An decrease in bullying, as reported by teachers and students in a survey we use to measure school climate;
3. An increase in school attendance by 20% compared to the previous year;
4. An intent, measured in a survey of the student body, to continue to volunteer outside of school requirements, of at least 40% of all students.

G. 150 words or less- Clearly describe your plan for evaluating the implementation and outcomes of the project. Provide a schedule or timeline for measuring and reporting results.

Within the first 6 weeks of school, students will be asked to fill out the School Climate survey, which we have used before to measure how safe and supported students feel at school. We will pay particular attention to questions regarding bullying, emotional safety, ability of students to talk to adults about problems, and the perceived “kindness” of other students.

Students will also fill out a brief survey (Service Learning survey) regarding what they know and do not know about service learning, their volunteer history, their willingness to volunteer, how enjoyable they think community service would be, their intent to volunteer if they had the opportunity, etc. This survey will be developed by the school counselor with suggestions from the Guide. Students will then repeat the survey at the end of the school year, and answers compared.

We will track discipline referrals to the office throughout the year and compare rates to last year’s rates. We will track attendance and absenteeism the same way.

All results will be reported to the funder at the conclusion of the project.

SECTION III: PROJECT BUDGET

200 words or less: Itemize all costs of implementing the project. Provide justification for all budget items. If there are any, identify matching or supplementary funds that will contribute to the project in addition to the Sprint funding.

10 Teacher’s Service Learning Guides at \$40 each (staff and administrators will share guides)	\$ 400
Bus Transportation costs for outside service projects 10 bus trips at \$250 each	\$2,500
End-Year celebration Costs	

Snacks for entire school (425 students)	\$850
Awards for top performers/most activities 6 awards at \$50 each	\$300
TOTAL FUNDING REQUEST	\$4,050

JON'S ALMOST WORLD FAMOUS SEVEN CS!

WORKSHEET

FIRST C – CHARACTER TARGET POPULATION

STEP #1 – Identify your GENERAL TARGET POPULATION

STEP #2 – SPECIFY who within your General Target Population

STEP #3 – DEFINE your SPECIFIC TARGET POPULATION with FOUR NEED INDICATORS

- 1.
- 2.
- 3.
- 4.

STEP #4 – DEMONSTRATE their WILL and DESIRE to change

STEP #5 – DESCRIPTOR (2-4 WORD IDENTIFYING PHRASE)

STEP #6 – DEFINE BOUNDARIES of TARGET AREA

JON'S ALMOST WORLD FAMOUS SEVEN CS!

SECOND C - CRISIS

STEP #1 – Describe the CRISIS in one succinct sentence. (The recent cause and effect that negatively impacts your target population.

STEP #2 – The UN-STEP

How is your Target Population UNPREPARED to handle the crisis?

How is your Target Population UNEQUIPPED to handle the crisis?

How is your Target Population UNQUALIFIED to handle the crisis?

STEP #3 – PROVE IT: Two QUANTIFIABLE examples your crisis actually exists.

Example #1.

Example #2.

STEP #4 – REPERCUSSIONS: What will happen if the crisis is not immediately addressed.

JON'S ALMOST WORLD FAMOUS SEVEN CS!

THIRD C - CUEST

Write your OVERARCHING GOAL

Step #1 – Transformative Verb

Step #2 – Restate crisis

Step #3 – Target Population

Overarching Goal:

Polish Your Overarching Goal

How is the OVERARCHING GOAL MEASURED (quantifiable)?

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FOURTH C - CLOCK

Why does your program need funding NOW and not later?

Or else....?

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FIFTH C - CONFLICT

Physical?

External (others)

Internal (self-generated)

Describe a GAP

Target Populations' unmet need:

Untapped Resources/Services:

Disconnect between the two:

How is your program going to BRIDGE the GAP?

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Final Step – Prioritize (your top three or four conflicts)

- 1.
- 2.
- 3.
- 4.

JON'S ALMOST WORLD FAMOUS SEVEN CS!

SIXTH C - CHANGE

Now, change your CONFLICTs into OUTCOMES

Example: First Outcome

- Who? *WRITE HERE, RIGHT NOW! participants*
- How Many? *a minimum of 23 out of 27*
- What? *will complete a 2-3 page L.O.I.*
- How Much? NA
- By When? *By the end of their five week session*
- How Proven? Completed L.O.I.

Example: By the end of their five week session, a minimum of 23 out of 27 **WRITE HERE, RIGHT NOW!** participants will complete a 2-3 page L.O.I.

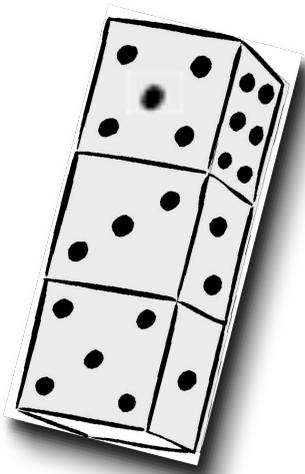
Your Outcomes:

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COLLABORATION

List at least one new collaborator you will use in this project that you've never worked with before?

What service or expertise does the new collaborator add to your program that wasn't there before?



The Lucky 13



1. **WHAT** is the problem?
2. **WHY** is the problem not being addressed?
3. **WHAT** is the solution?
4. **HOW** does your solution align with the funding agency?
5. **WHAT** will it take to achieve the solution?
6. **WHO** are you going to work with to achieve the solution?
7. **WHY** is your team uniquely qualified to achieve the solution?
8. **WHAT** positive impact will your program have?
9. **HOW** will you prove the positive impact?
10. **HOW LONG** will the solution take?
11. **HOW MUCH** will it cost?
12. **WHAT** portion of the total cost are you requesting?
13. **WHERE** is the rest of the money coming from?

the **A** **B** **C** S of **L** **O** **I** S

L.O.I. SCORESHEET

Name _____

Total Points (out of 50) _____

L.O.I. IS WRITTEN TO A PERSON NOT A PLACE? (6 points)	POINTS	
--	---------------	--

L.O.I. FORMAT	POINTS	
First impression. Does it look professional? Easy to read?		
Do margins leave adequate white space?		
Is font easy to read and look professional ?		
Does stationery help sell?		
<u>Underlining</u> and BOLDING used sparingly and effectively?		
Length is reasonable?		
Comments:		

OPENING PARAGRAPH	POINTS	
Handshake or Hook'em?		
It's clear who is asking?		
Amount of request is clear?		
Purpose of request is clear?		
Brief? To the point?		
Comments:		

NEED	POINTS	
Target population well defined?		
Target area is well defined?		
Crisis clearly established?		
Clock established?		
Or else is clear?		
Local and comparative statistics are used?		
It is clear why the stated problem has not previously been addressed?		
Comments:		

PROPOSED SOLUTION	POINTS	
Overarching goal clearly defined and stated?		
Activities are explained and support overarching goal?		
Proposal is for new and expanded program element not ongoing services?		
Validated materials and curricula (if applicable) or best practice models will be used?		
Staffing required is clear and appears adequate?		
Overarching goal is aligned with foundation's mission/vision?		
Comments:		

COLLABORATION		POINTS
	It's a collaborative not single agency?	
	The lead agency is clearly identified?	
	Collaborative is positioned as experienced local experts or a "dream team"?	
	A new collaborative has been added to address a gap or new problem?	
	Role of partners in proposed solution is clear?	
Comments:		
IMPACT		POINTS
	Stated outcomes are measurable?	
	It is clear how outcomes will be measured?	
	Dosage is clear (how many served, how often, for how long)?	
Comments:		
TIMELINE		POINTS
	Timeline is divided between planning, ramp up and implementation?	
	Timeline is realistic?	
	Total length of program is made clear?	
Comments:		
BUDGET		POINTS
	Budget is clearly described?	
	Budget is realistic?	
	Total budget vs. request vs. matches vs. any program income is defined?	
	Amount request is clearly stated and matches amount in first paragraph?	
	A plan for sustainability is mentioned	
Comments:		
OTHER		POINTS
	Writing style is simple, grammatically correct, spelled right and non-technical?	
	Closing paragraph/sentence is brief and includes call to action?	
	Closing paragraph /sentence includes contact info?	
	Possible funder recognition is acknowledged?	
	Signature name also include person's title?	
Comments:		

March 6, 2009

Cathy Bradley
Executive Director
Baseball Tomorrow Fund
245 Park Avenue
New York, NY 10167

Dear Ms. Bradley:

The Lennox Educational Advancement Foundation in partnership with the Lennox Enrichment After School Program (LEAP), the Lennox School District, the Lennox Enrichment After School Program (LEAP), the Josephson Institute of Ethics/National Character Counts! organization and Loyola Marymount University requests support in the amount of \$95,000 to provide baseball and softball programs for 500 at-risk youth (ages 5-16) who live in “the gang murder hellhole of America” (UPI, 2002). Your support will help Lennox youth make that critical choice between joining a gang or joining a team.

In a 2004 LA Times article, the L.A. County Sheriff called the 1.3 unincorporated square mile of Lennox, “...home to the most impoverished, underserved, and vulnerable population of L.A. youth.” A port-of-entry inter-city area, Lennox is 95% Latino and has the highest number of children living in poverty in the Los Angeles South Bay area. The school district is the primary provider of all social services in the area. LEAP is the only safe haven that keeps Lennox youth off the streets during the high crime time of 3-6 p.m.

Lennox children face formidable challenges that extend far beyond a baseball diamond:

- The percentage of 6-8th grade Lennox students who are obese (52%) is more than twice the L.A. County average of 20% (L.A. County Public Health – 2008).
- California Healthy Kids Survey data (2007) revealed that the percentage of Lennox students in the “High Risk Involvement With Alcohol, Drugs and Tobacco” and “Violence-Related Behavior” categories is more than double the statewide average.
- The percentage of latchkey children left alone during after school hours is more than twice the Los Angeles County Schools average (60% vs. 28%).

The demand for organized baseball and softball in Lennox is so great there is a waiting list of approximately 500 students – more girls than boys. Currently, there are three baseball classes that serve approximately 50 boys and girls but enrollment is limited to those few families who can afford to buy the necessary equipment. Only one of the six schools has a backstop and that is located on a grassy play area. The area’s one undersized county park has no baseball facilities and, because of gang and drug-related activity, is considered off limits by families.

LEAP and the district have a plan to create organized leagues for 500 boys and girls (ages 5-16) who will be equipped with safe and proper gear and coached and umpired by trained adults and college students from the area who share a love for the game. As with all after school activities, LEAF baseball and softball activities will be embedded with a character education component based on the Character Counts! Victory With Honor program.

The youth involved in this proposed after school baseball/softball program will develop healthier lifestyles and an improved sense of community. They will have the opportunity to participate with their families in spring/summer intersession training camps, after-school scrimmages, and inter-school and community Little League events. For many Lennox youth, it will be their first time participating in organized sports.

For over 20 years, the Lennox School District has earned a reputation for implementing and sustaining grant-funded initiatives and is now dedicated to “promoting and enhancing the growth of youth participation in baseball and softball.” District planners are responsible for: an innovative partnership with the national Character Counts! organization that resulted in a fitness/character education program that the U.S. Department of Education ranked as one of the top 30 in the nation; the design of four charter high schools now in U.S. News & World Report's Top 100 Gold Medal High Schools; a middle school character education program chosen as a national best practice model/demonstration site; an education technology grant so innovative it is permanently enshrined in the Smithsonian Institute; and a school-based gang suppression/community collaborative grant that Office of Criminal Justice Planning identified as a "model of interagency collaboration."

The goal is to throw out the first pitch in the spring of 2010. From September through December 2009, the district will construct the infields and purchase/install equipment. Beginning in January 2010, coaches and umpires will be trained, Lennox will join the Little League, and other leagues and tournaments will be organized. The proposed project budget is \$215,000. The Lennox School District has committed \$100,000 in in-kind services, maintenance and facilities. LEAF and other program partners will contribute a \$20,000 cash and in-kind match.

That leaves only \$95,000 -- the amount requested from the Baseball Tomorrow Fund to provide: batting cages; pitching machines and accessories; secure outdoor storage sheds; team uniforms; coach and umpire training/materials; baseball/softball equipment such as bats, helmets, and catcher's gear; and support for spring and summer skills clinics. Plans are already in the works to sustain this program beyond the initial year.

We look forward to submitting a more detailed proposal for your review. Please contact me (310-695-4000) should you have any questions or require further details.

Sincerely,

Eddie Garcia
Director of After School Programs

PATHWAY TO EXCELLENCE



What is the Pathway to Excellence Project?

The Pathway to Excellence (PTE) Project is a four year project made possible by a grant awarded to School's Out Washington (SOWA) from The Atlantic Philanthropies. The overarching goal of the project is to plan, implement and evaluate professional development within the field of afterschool. The main objective of the project is to recruit and develop learning communities from across the Pacific Northwest to participate in SOWA's annual The Bridge from School to Afterschool and Back Conference (Bridge) and to

receive site-based coaching throughout the year. Program participants will attend content specific sessions at Bridge, acquire specific ideas and activities on how to better support children and youth in their programs, and receive on-site coaching on these ideas. Those programs will have training and support through the year to implement what they have learned at the conference. Each year of the PTE Project will focus on relevant content areas to meet the ever-evolving needs of the afterschool field. In the first year, the PTE Project has focused specifically on supporting English Language Learners. Some of the benefits recorded from previous participants include a supportive and helpful community of providers, shared resources, and we've seen and increase in knowledge and ideas for site providers.

Pathway to Excellence 2008-2009

We are now in the 2nd year of the Pathway to Excellence Project. 53 individual participants from 36 programs attended School's Out Washington's 2008 Bridge from School to Afterschool and Back conference as part of the (PTE) year 2 cohorts. The Center for Afterschool Education facilitated two workshops on supporting English Language Learners and addressed topics such as family engagement, activities to get learners engaged, and language development levels. A panel of participants and coaches from year 1 presented best practices and successful family engagement strategies. All participants received "It's More Than Just Talk," the Center for Afterschool Education's curriculum guide. They are now backing at their programs receiving free on-site training on the curriculum guides. We've already seen positive impacts from the relevant discussion board topics, to seeing the curriculum and ideas being used at all of the participant sites. More children and youth are staying engaged and maximizing their afterschool time. We expect to see more positive outcomes as the 2nd year of the (PTE) Project continues.

The following programs are 2008-2009 Pathway to Excellence Participants:

Washington Sites

Southern Sudanese Community of WA
International District Housing Alliance
Community Schools Collaboration, Chinook and Tyee
Community Day School Association, Beacon Hill
East African Community Services
Center for Human Services, Northshore, Ballinger,
and Shoreline
Seattle Youth Employment Program
YMCA, Bailey Gatzert Elementary
Linwood Elementary
Bemis Elementary
Lewis & Clark High School
Carousel Day Care
Quincy Pioneer
Tiny Tots Main
Somali Community Services of Seattle
Somali Community Services Coalition
Powerful Voices
Klickitat
Wishram

Oregon Sites

Guy Lee Elementary
Deep Creek Elementary
Centennial Elementary
Markham Sun School
Harold Oliver Primary
Harold Oliver Intermediate
Sitton Sun Community School
Roseway Heights
Cathedral Catholic School

Who else is involved in the Pathway to Excellence Project?

In this first and second year of the project, SOWA is working with content experts at the Center for Afterschool and Community Education at Foundations, Inc., a nationally-known organization that offers publications and tools grounded in practice. The Center also provides content specific training on best practices related to creating homework centers, supporting English Language Learners, and staff development. In addition, SOWA is working with Organizational Research Services (ORS), a leading national organization that serves non-profits in the areas of outcome based planning and evaluation. SOWA and ORS coordinated to design a comprehensive evaluation system and are now implementing that system to track child outcomes as a direct result of each site's participation in the PTE Project.

In addition, the following Partners contributed to the Pathway to Excellence project for 2008-09:
The Office of the Superintendent of Public Instruction, Oregon Ask, and Refugee School Impact Grant.

For questions about the PTE Project or after-school resources, please contact Louie Praseuth at (206) 336-6936 or toll-free in Washington State at 1-888-419-9300.

School's Out Washington provides services and guidance for organizations to ensure all young people have safe places to learn and grow when not in school. School's Out Washington is dedicated to building community systems to support quality out-of-school time programs for Washington's 5-18 year olds through training, advocacy, and leadership.

School's Out Washington

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***YWCA of Seattle • King County • Snohomish County
Host Agency***