



## Examples of Introductions from Actual Proposals

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### Example #1

**Funder:** Ford Foundation

**Submitted by:** Academy for Educational Development (AED), Center for Leadership Development.

**Grant request:** not disclosed

**Project summary:** To continue to plan, put into action, and give proof of the remarkable impact that the New Voices National Fellowship program is having on individuals and social justice efforts in the Gulf Coast, and to continue promoting effective leadership, strengthening nonprofits, and engaging people in systemic change that creates opportunities, provides financial support, and offers hope to activists, organizations, and communities demoralized by the negligence of governmental structures, the ineffectiveness of local authorities, and the apathy of the privileged.

#### ORGANIZATION INTRODUCTION

AED, a nonprofit organization, working globally to improve education, health, civil society, and economic development – the foundation of thriving societies. In collaboration with local and national partners, AED fosters sustainable results through practical, comprehensive approaches to social and economic challenges. AED designs, implements, and evaluates programs that address critical challenges facing the world today, including:

- improving school systems and access to quality education, especially for girls;
- stemming the spread of HIV/AIDS;
- promoting healthy behaviors and working on global health population issues;
- strengthening civil society and building cultural understanding;
- advancing human rights in developing countries and at home;
- increasing opportunities for underserved populations to improve their economic status through job creation and employment training.

AED operates more than 250 programs serving people in more than 150 countries and all 50 U.S. states.



## Example #2

**Funder:** Build a Bear Foundation:

**Submitted by:** The Ink People Center for the Arts

**Grant request:** \$4,960

**Project description** For the Old Growth Redwoods Are Alive! Project, an education project that engages fourth and fifth grade students in science field classrooms and also encourages them to express the aesthetic value of their knowledge of old growth redwood ecology. Students will discover salmon habitat, our local amphibians and reptiles, the pollination and purposes of ground cover, details about how to measure the size of old growth coastal redwoods, how they get water, use water and create weather and what creatures live in these majestic old growth coastal redwood trees.

### ORGANIZATION INTRODUCTION

The Ink People changes lives by connecting the community with resources for cultural development, encouraging people to exercise their humanity, build civic discourse and engage their creative potential. We are organized on community access principles and the belief that art, in all its forms, is essential to the human spirit and well being. We base our activities in a philosophy of sharing and community building. We believe in communal values - sharing equipment, experience, and support.

We think it is important to listen to people's hopes and dreams, and to help realize them, but not do it for them. We feel that arts and culture should be an integral and conscious part of everyone's life, so we set about weaving the arts back into the fabric of our community. We know that kids are the future and are incredibly challenged by today's world, so we try to give them tools to build successful and fulfilling lives.

With over 400 members, we are dedicated to nurturing culture through the education and involvement of artists and arts audiences. Along with the DreamMaker program, the Center is home to ongoing programs, including exhibitions, performances, and educational opportunities for youth and adults; Rural Burl Mural Bureau youth project, Digital Media Zone, MARZ youth digital storytelling project, and artist residencies. Our facility houses the galleries, shared artist studios including facilities for photography, printmaking, painting, fiber arts, and digital arts, a small performance space, and a free public computer center. The DreamMaker roster of over 50 programs includes the Institute of Native Knowledge, Redwood Coast Writers' Center, Original Voices, Comite de Madres, Steelhead Special, Hmong Community of



the North Coast, CyberTribe, and a host of other community-initiated ventures employing arts and culture to serve cultural and capacity building needs. We have been developing the cultural community for 30 years.



### Example #3

**Funder:** Unnamed

**Submitted by:** Pacific Ridge School

**Grant request:** \$40,000

**Description:** Continue funding for scholarships to be used toward the tuition assistance program for the 2010-2011 school year.

#### **ORGANIZATION INTRODUCTION**

*In a community that fosters academic excellence, ethical responsibility, and global engagement, Pacific Ridge School prepares students for college and a purposeful life.*

Those 23 words, the mission of Pacific Ridge School, are words to live by. Day in and day out, our students, faculty, and parents join together to create an innovative educational model that combines the best of traditional education with the latest insights into how students learn.

Pacific Ridge School is a 7 – 12<sup>th</sup> grade, independent school located in Carlsbad, California, enriching the educational opportunities in San Diego's north county. We offer the community an educational mission that focuses on mind and heart, combines academic excellence with ethics, and links civic responsibility to global awareness.

There is an unmistakable energy at Pacific Ridge; everyone who comes to the campus feels it. Students are inspired by what they are doing. They are not here to be taught, rather, they are here to learn. And they are glad to be at school. Our students are respectful of each other, they are insightful, and they are articulate. Most of all, they are still kids; young people whose curiosity and passion for learning are valued.

#### **Living the Mission**

Pacific Ridge School opened its doors in 2007 with 108 students in 7<sup>th</sup> and 9<sup>th</sup> grade. Our campus consisted of four modular buildings on a 7.5 acre campus. Since then, we have expanded our program to include grades 7 – 11, and 290 students. Next year, our school is projected to grow to 350 students, and our program will include our first 12<sup>th</sup> grade class. At full maturity, our school will accommodate 510 students in grades 7—12.

Accredited by the Western Association of Schools and Colleges, Pacific Ridge features curriculum surpassing California state requirements for college admission and includes an array of electives and Advanced Placement courses.



What makes Pacific Ridge School so unique is that learning is fully integrated between courses and disciplines. Students understand the connections between curriculum and current events, and gain the new-found rewards of participating in informed discussions with peers and parents. The rigor required by their academics is transformed into the joy of suddenly seeing links between learning, and living.

Pacific Ridge is one of the only schools on the West Coast to incorporate Harkness learning across the curriculum. Introduced at Phillips Exeter Academy, Harkness learning is distinguished by lively educational exchanges among students and teachers. Sitting at a conference –style table with the teacher, every student has a front-row seat, in every subject, and in every class. Students are encouraged to ask questions, debate, and explore, while they learn empathy for other viewpoints and opinions. Empowered to think critically, students solve problems collegially, working in the kind of setting they are likely to encounter during college and throughout their working life.

Balanced workloads allow Pacific Ridge students the opportunity to sample a variety of experiences. Athletic participation complements academic excellence. Visual and performing arts nurture personal expression. Extracurricular activities enrich learning, with many clubs started by students. Students are free to discover their own cornerstone of building a purposeful life.

Ethical responsibility is woven into every aspect of students' learning. By discussion a series of overarching questions related to the curriculum, students understand the importance of ethical decision-making during an era of increasing complexity.

A pivotal part of ethical responsibility is our expansive service learning program, which teaches the value of giving back. Students research and develop their own service learning projects, working in teams throughout the year to design and implement sustainable solutions to a local or global problem related to the curriculum they are studying. They learn leadership and group dynamics first-hand, along with research and problem-solving skills. Students find they find they want to do more, and give more.

Examples of Pacific Ridge service learning projects over the past year have included:

- Working with a group of motivated, developmentally-disabled individuals to help develop an understanding of where food comes from, and how surplus harvests can become a source of productive income. Students helped to develop, plant, maintain, and harvest a garden. Surpluses, if any, were taken to the local Farmers' Market.
- Working with the MAAC Project to support the cultural integration of young child into the American Education system. PRS students mentored young children in reading, language arts, math, and social and motor skills development, providing early childhood education to the Hispanic and under-served communities in Vista, Oceanside and San Marcos.



- Constructing and making food solar ovens for fundraisers, and constructing Altoid battery chargers for cell phones.
- Working with the Helen Woodward Animal Center to provide services and organize a food drive for pets, to be donated to pets of “shut in seniors.” Students also made pet toys, blankets, and accessories for local animal shelters.

Our third mission element, global engagement, is more than just learning the geography and customs of other countries; its goal is to educate students about the impact of local actions on their community, their nation, and the world.

Students teleconference with sister schools in Asia, South America, Africa, and Europe, shrinking distances and expanding perspectives. Viewing themselves as members of the global community, Pacific Ridge students evolve from being local citizens accomplishing community projects, to world travelers who participate in class trips, to global citizens who hold internships and undertake global service learning projects. Closer to home, Pacific Ridge School embraces diversity among its students, faculty, and families.

This year our student led travel programs (to occur in June 2010) include:

- Service work in Israel, and meeting with both Israeli and Palestinian youth involved with the peace movement, enriching students’ cultural understanding of the Palestinian-Israeli conflict, and establishing their personal connections to the region and the conflict
- Assisting Peruvian non-profit organizations focused on helping people in need or lacking basic necessities
- Working in a children’s orphanage in India, helping to teach English and math
- Working in a girls’ orphanage in Peru with the student’s mother and grandmother

And so, Pacific Ridge School offers a 21st century education. When information about virtually anything is available instantly, what students know is only the beginning. Applying their education to gain understanding, and then enlisting their understanding to do something meaningful, is what counts.



#### Example #4

**Funder:** Rosehills Foundation

**Submitted by:** Shoes that Fit

**Grant request:** \$25,000

**Project description** “Proposal to Rose Hills Foundation from Shoes That Fit to fund Back-to-School and Holiday Shoes and Clothing Project, in which 25,000 local schoolchildren in need will be given new items so so that they could attend school in comfort and with dignity.”

#### **ORGANIZATION INTRODUCTION**

Shoes That Fit, a Southern California based national children’s charity, requests \$25,000 from the Rose Hills Foundation to support the 2007 Back-to-School and Holiday Shoes and Clothing Project, in which 25,000 local schoolchildren in need will be given new items so that they can go to school and fit in with their peers.

#### **ROSE HILLS HELPS 188,000 YOUNGSTERS GO TO SCHOOL**

Since 2000, the Rose Hills Foundation has provided support to Shoes That Fit that resulted in nearly 188,000 children receiving new shoes, clothing and sometimes backpacks and school supplies so that they could attend school in comfort and with dignity. Thank you so much for your partnership in this important service to those in our community who are less fortunate. We know this assistance would not be possible were it not for your efforts to support organizations such as Shoes That Fit. We are honored to serve your mission, and we thank you for your investment in the children of our community.

#### **HISTORY AND MISSION**

Last year, over 95,000 students, ages 5 through 17, were helped through our more than 750 volunteer run school programs, with 34,500 of those helped here in Southern California. Our goal this year is to assist 25,000 Southern California schoolchildren during the September through December holiday period, the most critical time for children in need. These children need to feel like they fit in, so that they can focus their attention on their school work rather than their circumstances. Our very basic assistance gives them the items they need to safely and confidently participate in all activities at school, and helps to temporarily alleviate the stigma of their poverty.

The 1998 Trends and Issues in Urban Education Report by Flaxman, Schwartz, Weiler and Lahey indicated that a strong relationship exists between poverty concentrations, self-esteem and low school achievement. In poverty-income level families, many children lack appropriate shoes and clothing for school because the income these families receive, even with government subsidies,



provide little or no money for child's shoes and clothing. These kids frequently only have hand-me-downs clothing that is often ill-fitting and frequently in very poor condition.

*"Dear Shoes That Fit: Thank you for the new shoes. I really like them I think that was very nice of you. Now I'm not embarrassed of showing my shoes now. Thank you again." - Alexia*

According to the Quality Counts '98 Study conducted by Education Week, in collaboration with the Pew Charitable Trusts, "making a range of services available in schools can help reduce student discipline referrals, absenteeism, and course failures." Shoes That Fit received numerous letters from school principals supporting the findings of this study. Properly shoes and clothing that properly fit brings peer acceptance, which in turn greatly influences the young person's self-esteem.

Our experience has convinced us that linking elementary school children with donors in their community who want to provide the shoes and clothing the kids need helps the children enter the classroom with pride, comfort, and a fresh focus on learning. Teachers report that shoes that fit leads to early academic successes that can potentially increase the chances that these youngsters will graduate high school and, thus, break a tragic cycle of poverty. With over 850 thousand children living in poverty here in Southern California<sup>1</sup>, your support will enable Shoes That Fit to address the needs of more of these youngsters over the next few months.

*"Thank you so much for my wonderful shoes they fit me perfectly! I am wearing them today and they feel great. I can run fast and move my toes. I love them." - Eric*

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<sup>1</sup> Southern California area county school district statistics, "title one" assistance.



### Example #5

**Funder:** National Endowment for the Arts (NEA), Access to Artistic Excellence

**Submitted by:** The Ink People Center for the Arts

**Grant request;** \$35,000

**Project description:** Project to continue our work to improve and enhance local arts and cultural groups' ability to realize their artistic and public benefit goals through training and individualized technical assistance and to enrich the cultural fabric of the community by helping visionary artists create solutions for community challenges.

#### ORGANIZATION INTRODUCTION

Incorporated in 1979, our mission is that The Ink People Center for the Arts changes lives by connecting the community with resources for cultural development. We empower people to exercise their humanity, build civic discourse, and engage their creative potential. The Ink People has a long time presence in Humboldt County and northern California as a communitybased, grassroots, artist-run arts and culture organization.

We are organized on community access principles and the belief that art, in all its forms, is essential to the human spirit and well being. Basing our activities in a philosophy of sharing and community building, we believe in communal values - sharing equipment, experience, and support. We think it is important to listen to people's hopes and dreams, and to offer tools with which to realize them, but not do it for them. The arts and culture should be an integral and conscious part of everyone's life, so we set about weaving the arts back into the fabric of our community. We know that kids are the future and are incredibly challenged by today's world, so we try to give them tools to build successful and fulfilling lives.

The Ink People has over 400 members and is dedicated to nurturing culture through the education and involvement of artists and arts audiences. The Eureka City Council has designated us as the City's local arts agency and we staff the Eureka Arts & Culture Commission. Along with the DreamMaker program, the Center is home to on-going programs, including a busy schedule of exhibitions, performances, and educational opportunities for youth and adults; a monthly newsletter; Rural Burl Mural Bureau public art project, Digital Media Zone, MARZ youth digital storytelling and music project, an annual Open Studio Tour, and artist residencies.

We have been growing DreamMaker projects for 20 years and the roster presently includes the Eureka Art & Culture Council, Institute of Native Knowledge, Redwood Coast Writers' Center, Dia



de los Muertos Community Committee, Fire Arts Center, Original Voices, Mosaic Productions, Comite de Madres, Steelhead Special, Hmong Community of the North Coast, Brazilian Cultural Arts Center, Ban Longya Project, The Placebo youth arts, Hit & Run Productions and Vagabond Players youth theaters, Life Drawing Group, Bandemonium, Horai Center for the Study of Pacific Culture, Sculpture Studio@Blue Ox, Arts into Action Network, Origin Design Lab, United Future, WildRivers 101 Flim Festival, and a host of other artist- and community-initiated ventures employing the visual, performing, literary, and media arts and culture to serve community's cultural and capacity building needs.

Our facility houses the galleries, shared artist studios including facilities for photography, printmaking, drawing and painting, fiber arts and weaving, and digital arts, small performance space, free public computer center, arts library, and administrative offices.

Humboldt County is on California's far north coast, 300 miles north of San Francisco and 110 miles south of the Oregon border. A population of 130,000 is geographically isolated between ocean, rugged mountains and redwood forests. The Center's membership is 36% non-Euro due to effective and longstanding outreach, while the county's population is 77% Euro, 10% Native American, 10% Latino, and 3% other. The county is faced with an abnormally high unemployment rate, low median household incomes and home ownership figures, high drug abuse and mental illness rates, and a large year-round transient population.