Princeton Area
COMMUNITY FOUNDATION

All Kids Thrive

Strengthening and Insulating the Educational Pipeline So That All Kids Thrive from Birth to Twenty-five

The 2018 Request for Proposals

- *Phase 1. Letter of Intent*

- *Phase 2. Planning Grant*

- *Phase 3. Implementation Grant*

Online Proposal Deadline for Phase 1:

Monday, November 13, 2017
4:30pm
Online Submission Only

About Us.

Our Mission, Values, and Service Geography

Our Mission.

Promoting philanthropy to advance the well-being of our communities forever.

Promoting Philanthropy...

The Princeton Area Community Foundation promotes giving as a shared community value—something we simply expect of ourselves and others, which connects us and helps us all grow. We believe in sharing resources- ideas, money, talents, and time-and we encourage generosity in ourselves and others.

...to Advance the Well-being of our Communities...

We help people invest in outstanding local organizations—successful nonprofits that are making lives better across central New Jersey and beyond. We also collaborate with other stakeholders to improve the quality of life in our communities.

...Forever

Investments in the Community Foundation are doing good things now. Endowed funds will also help to take care of generations to come.

Our Values.

The Community Foundation embraces the following five values: *generosity, fairness, creativity, courage,* and *sustainability.*

Generosity: We believe in the sharing of resources, and encourage this altruistic spirit in ourselves and others. We share more than money. We share our knowledge of the community, its needs, and the nonprofit organizations that provide vital services. This means that we will invest time in answering your questions before you submit an application and in providing grant information sessions open to all nonprofits.

Fairness: We perform the work of our organization justly, openly, honestly, and strive for social justice. We consider each application on its own merits. We draw on the expertise of a group of board members and volunteers to help us make decisions in the best interests of our communities. We manage potential conflicts of interest or the appearance of conflicts carefully so that each applicant can be evaluated by the merits of the proposal.

Creativity: We will harness our collective intelligence, compassion, and empathy to ensure that our work is productive, constructive, and imaginative. We value creativity in our grantees. We encourage fresh thinking, new approaches provided that there is evidence to support the approach and the likelihood of success.

Courage: We aspire to do the right thing for our organization and for our community, even when a decision may not be popular or universally understood. We encourage our grantees to be courageous whether it is trying a new programmatic or operational approach or it is advocating for change and social justice solutions to root causes of social dysfunction or inequality.

Sustainability: Our organization will remain enduringly relevant to our communities. A key part of remaining relevant is to have a significant impact on our communities through the grants we make.

Our Service Geography.

The Community Foundation offers discretionary grants to organizations whose initiatives transform the lives of low-income individuals, families and communities across the regional footprint. The Community Foundation's footprint includes:

- All of **Mercer County**;

- **Southern Middlesex County**, including Monroe, Plainsboro and Cranbury;

- **Southern Somerset County**, including Montgomery, Rocky Hill and adjacent sections of Franklin Township;

- **Southern Hunterdon County**, including Lambertville, West Amwell Township and the adjacent parts of East Amwell Township;

- **Northern Burlington County**, including Bordentown and Bordentown Township; and,

- **Eastern Bucks County, Pennsylvania**, including New Hope, Morrisville, Washington Crossing and Yardley.

The *All Kids Thrive* Agenda

In 2016, the Princeton Area Community Foundation's Board of Trustees implemented a bold and ambitious strategic plan grounded in the vision of:

"Thriving Philanthropy, Thriving Communities."

This vision reflects our stakeholders' desire to see the Community Foundation continue as a strong builder of assets, while increasing our ability to make a meaningful impact in the communities we serve. With this purpose in mind, the Community Foundation created a set of strategic tools based on:

Our Experience: In terms of grantmaking, approximately 40% to 70% of our discretionary funds have been awarded to youth programs, serving every age. As a result, we have gained extensive knowledge of the issues and have developed meaningful partnerships with our grantees. Similarly, we have provided philanthropic seminars for quite some time, bringing expert knowledge and best practices to our non-profits and donors alike. Our experience also tells us that we needed to develop new tools, like advocacy, and that we need to expand our community outreach and collaborate with more stakeholders.

Our Understanding of the Data: An intentional focus on the needs of children and adolescents living in poverty makes immense sense to us because this problem affects a large number of our region's families. According to the *2017 Kids Count New Jersey's Mercer County Profile,* 16% of Mercer County's children, or over 13,000, live within the Federal Poverty Guidelines, a standard not adjusted for a high-cost-of-living state like New Jersey. When you consider additional data, such as the Free and Reduced Breakfast/Lunch Program, the number of children in poverty rises to approximately 20,000. The Community Foundation's stakeholders, including trustees, staff, grantees, fundholders and organizational allies, continually raised this issue as critical and worthy of focus, and many of our Donor Advised Fundholders make grants to regional nonprofits that serve our vulnerable youth. We also convened a Forum for Action with our community stakeholders to invite a discussion about our priority focus and to elicit their feedback about our proposed strategies. We asked attendees to help us understand the barriers experienced by our children and their families in our region. We also conducted numerous one-on-one discussions and local site visits.

Our Strategic Tools

To make an impact, especially within this specific focus area, the Community Foundation has identified several strategic tools that we can use to make a meaningful difference for children and adolescents living in poverty. These include:

Grantmaking: The Community Foundation will sponsor two discretionary grantmaking programs. One program, **All Kids Thrive**, is the *strategic grantmaking focus area*, addressing the needs of children and adolescents living in poverty, ages 0-25. Our aim is to use our own discretionary funds, and also to leverage these funds with those of donors, private family foundations, corporations and others who want to join our cause of reducing child poverty and its consequences.

The second program, **Community Impact Grants**, represents the Community Foundation's *responsive grantmaking program, offering program or operating support to* organizations whose initiatives transform the lives of low-income individuals, families, neighborhoods and communities through a wide range of initiatives, such as the arts, housing, human services, youth programs, or economic development. Detailed information about this grant program is on our website: www.pacf.org.

Capacity Building: The Community Foundation is developing strategies to support the capacity of non-profits to succeed as strong providers of services to our regional community, as well as the capacity of our donors to understand the most salient issues affecting our community. We plan to evolve our *Path to Impact Program*. This program offered training sessions to nonprofit representatives whose organizations completed the CCAT (Core Competency Assessment Test) survey. The CCAT is a leading tool for measuring the organizational effectiveness of a non-profit in relation to four core capacities: leadership, adaptability, management, and technical – as well as organizational culture. Path to Impact provided participating organizations with the technical training to develop their capacity building plans, along with a small seed grant to support its implementation.

In addition, the Community Foundation works with over 50 nonprofit organizations who have established long-term or endowment funds. We will continue to work with these unique fundholders and continue to offer seminars and technical support in this area. Typically, an organization establishes an endowment fund to raise donations of cash, stocks, and other assets to support their long-term operating needs.

Advocacy: Consistent with IRS policies, the Community Foundation has developed advocacy guidelines and operating procedures in an effort to determine the appropriate role we should take to advance our strategic focus area. The Community Foundation has prepared its own guidelines and procedures to consider the use of thoughtful and appropriate advocacy that advances policy improvements for children and adolescents living in poverty. We also encourage our grantees to consider an appropriate role for advocacy in their own programmatic and strategic plans.

Non-Profit Seminars: The Community Foundation will continue to be a leader in the region for philanthropic and nonprofit education. We know that donors and non-profits alike value information about best practices in the field. Whether it is a topic, such as fundraising or communications, or a cause, such as the arts or the environment, the Community Foundation aims to share knowledge in order to increase the impact of meaningful philanthropy.

Collaboration: Now more than ever, the Community Foundation is emphasizing collaboration as a means to maximizing impact. We understand that collaboration cannot be forced or used as a gimmick. Funders and service providers alike must consider their actions thoughtfully. We are keenly aware that child poverty is a socially complex issue that requires a comprehensive approach and the involvement of many committed stakeholders. We must come together to learn and act together. Acting as a convener, the Community Foundation will invite stakeholders to work together to make sure all kids thrive in our region.

These strategic tools, whether used on their own or in combination, will enable the Community Foundation to have the strongest, most enduring impact for the greatest number of kids in our region.

The following pages provide an overview of the *All Kids Thrive* **Grant Opportunity,** one of the tools listed in the preceding pages. However, before creating an online application, we ask that your organization take a ***Grant Eligibility Quiz*** to determine if you can apply. Please keep in mind, that this grant opportunity is different from previous rounds and from our *Community Impact Grants*. This is a strategic grantmaking approach. Successful grantees must have demonstrable expertise and programs that are a strong fit with our long-term strategic goal and meet the criteria and metrics listed in the following pages.

Organizations that submitted an application for the Community Foundation's *Community Impact Grants* in September 2017, can also submit an application for the *All Kids Thrive* grant opportunity.

Grant Eligibility Quiz

The **All Kids Thrive** grant opportunity will consider applications from nonprofits, schools, colleges and universities that answer **"Yes"** to all of the questions below.

- Does the nonprofit have tax-exempt status under the IRS Section 501(c)(3)? For colleges and universities, is the institution accredited?

  YES ☐ **NO** ☐

- Is the nonprofit organization, school, college or university located in the Community Foundation's footprint, as listed above or is a significant part of its service portfolio devoted to residents in the service area? *If there are any doubts, the Community Foundation strongly encourages a discussion with staff before beginning a letter of intent.*

  YES ☐ **NO** ☐

- Is the proposed activity addressing the needs of low-income kids, ages 0-25? As described in the guidelines, applicants can apply to serve only a specific age group, such as 0-4 or high school age.

  YES ☐ **NO** ☐

- Do the participating organizations serve the needs of the target population without regard to the race, ethnicity, sexual orientation, or creed of the participants?

  YES ☐ **NO** ☐

- Is the nonprofit registered with the State of New Jersey or Pennsylvania as a charity? For organizations exempt from the provisions of the New Jersey Charitable Registration and Investigation Act or the Pennsylvania Solicitation of Funds for Charitable Purposes Act, is the organization a religious organization or a school district that files its curricula with the Department of Education? For more information on New Jersey Charitable Registration, go to the websites of [New Jersey Division of Consumer Affairs](#) or [Pennsylvania's Department of State](#).

  YES ☐ **NO** ☐

If your organization/school/college answered "YES" to all questions, then your organization/school/college is eligible to apply. If you have any questions about your organization's eligibility, please contact Nelida Valentin, Vice President, Grants and Programs, at nvalentin@pacf.org or at (609) 219-1800.

Follow-Up Question: While the Community Foundation believes that grantmaking is a powerful tool to support our strategic focus area, we value deeply and above all the relationship building and collaborative process that may lead to meaningful impact in the community.

- I have received a discretionary grant (i.e., Greater Mercer Grants) from the Princeton Area Community Foundation within the past two years.

  YES ☐ **NO** ☐

If you answered **"NO"** to the above question, we may not know enough about each other. Your organization may not be aware of the Community Foundation's new strategic plan and the changes affecting our grantmaking. And, we may not know about your organization's mission and initiatives. We recommend a conversation so we can get to know each other. ***You certainly should attend the mandatory grant information session scheduled for October 26.*** The scheduled grant information session is on our website at www.pacf.org.

What We Do NOT Fund
- Building renovations and new facility construction
- Capital and endowment campaigns and projects
- Fundraising appeals, events, and sponsorships
- Scholarships and individual sponsorships
- Field trips, unless part of a larger educational or developmental effort
- Sports activities, unless part of a larger educational or developmental effort
- Sponsorship of events (Sponsorships are occasionally made as part of the Community Foundation's marketing efforts, and solely at the Foundation's initiation.)
- Lobbying or political activities
- Fraternal and religious activities
- Essential police and fire services

Other Opportunities at the Community Foundation
Applying for funding under the *All Kids Thrive* Grant Opportunity does not preclude your organization from submitting applications to non-discretionary grantmaking programs, such as The Bunbury Fund or the Fund for Women and Girls.

Assistance with Preparing Applications
The Community Foundation now requires applicants to attend **Grant Information Sessions**. **The October 26th Forum, at The College of New Jersey, 9:00a.m. to 12:00p.m.** will serve as the **ONLY** mandatory information session for this grant request. The session will provide an opportunity to ask questions. Please check our website event page for directions and registration. **Grant information sessions will be mandatory for the foreseeable future.**

Follow-up Questions and Site Visits
During the review process, the Community Foundation may contact your organization to request information or to schedule a site visit.

How Grants Are Announced
The Community Foundation first notifies all applicants of its decision by mail, and then posts a full listing on its website. Grantees are encouraged to publicize their awards themselves through press releases, social media, newsletters, web sites, and annual reports, and to acknowledge the Community Foundation's support. Advice or assistance can be obtained from Michelle Sahn, Director of Communications, at msahn@pacf.org or at (609) 219-1800.

Use of Grant Money
Grants must be used exclusively for the purposes and activities specified in the grant application. Grantees may be required to return grant funds not used in the manner described in their grant proposal. Grantees should notify the Community Foundation as soon as possible if their needs or circumstances change.

Reporting Requirements
Grantees awarded implementation grants will be provided with reporting instructions. Failure to complete and submit reports on time will result in your ineligibility to receive future funding. Grantees may be asked to present a status report in person during and/or after the completion of the grant year.

Overview of the *All Kids Thrive* Grant Opportunity

The Problem Statement.

There is an Educational Pipeline. Some may refer to it as a Cradle-to-Careers Pipeline. If a child goes through the pipeline successfully, the result is a child who becomes a young adult with potential to thrive in our society. In fact, research has shown that there are real benefits derived from accessing the right opportunities within each stage of the pipeline. Below are some important indicators:

- **Pre-natal Care:** Accessing pre-natal care will likely result in positive outcomes, such as healthy birth weight.

- **Early Childhood Education:** Enrollment into quality early childhood education shapes the architecture of the brain and creates the foundation for the development of language and other cognitive skills. Children are better prepared for Kindergarten when they participate in quality Pre-K.

- **Kindergarten:** Early learning is the foundation for higher levels of learning further down the education pipeline. A quality Kindergarten program will pay-off in the future.

- **3rd Grade:** An important milestone as the task changes from learning to read to reading to learn. Reading scores are one of the important measurement to watch.

- **8th Grade:** By the 8th grade, math scores predict post-secondary and career success. The results for 7th grade testing is an important indicator.

- **12th Grade:** The regional and national economy demands a path for continued education in a variety of forms. A high school diploma or its equivalent is a necessity *and* it is a means to the next step of higher education and advanced trade and technical skill development.

- **Post-Secondary Education:** The relationship between income and education is irrefutable. An individual's potential median income rises by $8,000 for an Associate's Degree and by $22,000 for a Bachelor's Degree. Research has shown that obtaining a post-secondary education is one of the best ways young adults can thrive throughout their lifetime and be less susceptible to unemployment and other economic changes.

Unfortunately, in the Greater Mercer County area, many kids, from birth to twenty-five, do not thrive as there are cracks and leaks throughout our educational pipeline. Here's some data[1] for your consideration:
- According to Kids Count 2017, an annual survey of child well-being, Mercer County ranks 19 out of 21 Counties for educational outcomes.

---

[1] Data obtain from New Jersey Kids Count 2017, New Jersey Department of Education, or Mercer County Public Health Profile Report.

- For eligible students receiving free or reduced-priced breakfast, we rank 17 out of 21 counties.

- According to the Mercer County Public Health Profile Report, Mercer County has experienced a 13% decrease in women accessing prenatal services, with only 63.7% getting access. *While we recognize the importance of prenatal care, we are not prepared to address a particular focus on this issue within this grant opportunity.*

- In early childhood education, Mercer County has seen a 2% drop, between 2011-2016, in state funded pre-school enrollment. For licensed daycare centers, we've also seen a large number of closures, with 6% less available slots between 2012 to 2016.

- Only 51% of students in Mercer County are meeting or exceeding expectations of 3rd grade PARCC. Similarly, only 36% of students are meeting or exceeding expectations on 7th grade PARCC.

- For high school graduation rates, Mercer County ranks 13 out of 21 counties.

- A total of 1,297 teens, ages 16-19, are not enrolled in school or work. 461 dropped out during the 2015-2016 school year.

- ***The biggest threat to achieving positive educational outcomes is chronic absenteeism.*** Chronically absent students are those missing 10% or more of total enrolled school days, including suspensions and both excused and unexcused absences. Mercer County ranks 13 out of 21 Counties. However, some municipalities exceed the county's rate of 12%. See the chart below for the 2014-2015 school year. Please be advised that school districts may have updated data that is not yet published.

Mercer County School Districts					
Absenteeism Rates, 2014-15[1]					School District Graduation Rates[2] 2014-15 (NJ = 88.6)
School District	Grades	Total Students Chronically Absent	Total Enrolled Students	Percentage of Students Chronically Absent	
East Windsor Regional District	K-12	266	5,119	5%	87.64
Ewing Township School District	K-12	271	3,608	8%	91.45
Hamilton Township School District	K-12	1,328	11,933	11%	Hamilton East: 91.45 Hamilton North: 87.53 Hamilton: West: 88.70
Pace Charter School of Hamilton	K-5	0	224	0%	N/A
Hopewell Valley Regional School District	K-12	161	3,634	4%	97.32
Lawrence Township School District	K-12	243	3,986	6%	90.91
Mercer County Vocational	9-12	30	181	17%	N/A
Paul Robeson Public Charter School	4-8	36	363	10%	N/A
Princeton Regional School District	K-12	510	3,556	14%	95.47
Princeton Charter	K-8	11	349	3%	N/A
Robbinsville Public School District	K-12	111	2,953	4%	96.85
Trenton Public School District	K-12	3,675	11,449	32%	Daylight/Twilight: 14.29 Main Campus: 67.23 West Campus: 83.80
International Academy, Trenton Charter	K-3	25	353	7%	N/A
International Charter School of Trenton	K-4	5	87	6%	N/A
Foundation Academy Charter School	K-12	44	760	6%	94.2
Trenton Stem-To-CiviCharter School	9	16	99	16%	N/A
The Village Charter School	K-8	36	353	10%	N/A
West Windsor-Plainsboro School District	K-12	192	9,629	2%	South: 96.85 North: 97.26
TOTAL		6,960	58,636	12%	

[1] Absenteeism rates are provided for the school or the district as a whole. Subgroups, such as students with disabilities, English language learners, or African American males may have much higher rates of absenteeism. These subgroups can be the focus of this grant initiative.

[2] These statistics represent a 4-year graduation rate.

To address these and other issues that affect kids living in poverty, we must improve educational outcomes in our region. We must ensure that kids attend school and gain access to opportunities that allow them to thrive during and through the educational pipeline. The next section explains our **long-term strategic goal.**

Long-term Strategic Goal.

Strengthening and Insulating the Educational Pipeline
So That All Kids Thrive from Birth to Twenty-five

The Community Foundation wants to strengthen and insulate the entire educational pipeline, down to the local level within our geographic footprint. Yes, this is bold and will not be accomplished in one to three years. We have to act to reverse the trends that keep our kids away from or prevent them from taking full advantage of opportunities. We must identify exactly where the cracks and leaks are, their magnitude, and convene nonprofit and educational partners to take action based on current research and best practices.

The **objective** of the *All Kids Thrive* grantmaking opportunity is**:**

To provide grants to non-profit organizations and school partnerships that will address, directly or indirectly, chronic absenteeism and other needs of economically disadvantaged kids as they progress through the educational pipeline. All grants must serve low-income, vulnerable kids living within the Community Foundation's regional footprint. Successful grantees will focus on the required and appropriate metrics that lead to measurable improvements in educational and related social outcomes.

There will be **three phases** of grantmaking.

Phase 1. The Letter of Intent. Organizations interested in applying for support through the *All Kids Thrive* should first submit a Letter of Intent (LOI) outlining project goals, rationale for the project, the role of partnering organizations, if any, and the expertise of the partners that will contribute to success. The LOIs will be completed through our online system (Foundant). The Community Foundation will review all LOIs and will invite applicants to apply for the planning grants.

Phase 2. The Planning Grant. The Community Foundation will award up to **20 planning grants** of $12,500 each in order to provide the non-profit organization and school or college partnerships the opportunity to plan a thoughtful implementation grant. We will evaluate the proposed planning grants and conduct site visits to determine those who will move into the implementation phase.

Phase 3. The Implementation Grant. The Community Foundation will consider all implementation grant proposals, and will award **up to 10 grants**. Successful grantees may receive up to a five-year, $300,000 commitment depending on the nature of the project. The funding for each year of a multi-year grant will depend upon successful performance as defined by completion of agreed upon benchmarks established in advance, as well any additional terms defined in the grant. Once annual performance reviews have been satisfied, the grantee may receive grants in the following amounts:

Years 1, 2, and 3: up to $75,000
Year 4: up to $50,000
Year 5: up to $25,000

A variation of this funding model in Years 1-3 may be applied in consultation with the applicant depending on the nature of the project and a compelling reason for the deviation.

During the planning phase, successful grantees will be expected to develop a 5-year **sustainability plan** that shows secured resources *during* the grant period, with the end result showing the project's ability to be sustained beyond the Community Foundation's grant.

Additional Eligibility Criteria.

<table>
<tr><td>

Eligible Institutions and Partnership Requirements

</td></tr>
<tr><td>

- Non-profit(s) must play a major role and demonstrate that they have the capacity to engage the community referenced in the proposal and possess sufficient capacity to carry out their part of the initiative.

- Target of service must be a school with a Chronic Absenteeism Rate of 6% or more.

- Schools with less than 6% chronic absenteeism rate may be eligible, if a subset of the larger population has an 6% or more chronic absenteeism rate. Must provide data to substantiate case. Additionally, if a district can demonstrate that there are other factors that contribute to absenteeism and student performance, such tardiness, then the district is eligible to participate, as long as data is provided to support the case.

- For non-profits: obtain a letter of support from the district's Superintendent that expresses support for the specific project and indicates what the district will provide, including but not limited to, access to school report cards, performance data, chronic absenteeism and tardiness data. If the school or district is the lead, there must be a letter of support from the nonprofit that details their role in the initiative and the capacity to fulfill the proposed role. If the initiative includes an institution of higher education, a support letter is required from the appropriate college or university representative within its administrative leadership (i.e., President, Provost, Dean, etc.). The representative must be in a decision making position that commits the college/university to the initiative.

- For non-profits: if focusing on a single school within a district, you will *also* need to obtain a letter of support from the building's principal.

- The project should be reflected in the non-profit's strategic plan **or** the equivalent plan for a district or higher educational institution playing the lead role.

</td></tr>
</table>

Grant Application Guidelines.

Vision and the Initiative	- Tell us how your initiative will fit within the *All Kids Thrive* Agenda. - Tell us what exactly you intend to do. What is the design of the initiative that will fit within this strategic grantmaking opportunity? You will be required to adhere to certain requirements listed below. Tell us exactly the issue that is contributing to cracks and leaks in the educational pipeline. - Tell us if your initiative is evidence-based or is a replication of model in use elsewhere. However, even replications must be evidenced-based. Tell us whether you are engaging external experts to help you plan or deliver the initiative. Who are the experts and what knowledge and skills will they provide?
Identify Your Specific Geographic Area	Applicants will be expected to identify the specific area within the Community Foundation's footprint their initiative will serve. This includes: - All of **Mercer County**; **Southern Middlesex County,** including Monroe, Plainsboro and Cranbury; **Southern Somerset County,** including Montgomery, Rocky Hill and adjacent sections of Franklin Township; **Southern Hunterdon County,** including Lambertville, West Amwell Township and the adjacent parts of East Amwell Township; **Northern Burlington County,** including Bordentown and Bordentown Township; and, **Eastern Bucks County, Pennsylvania,** including New Hope, Morrisville, Washington Crossing and Yardley. For this grant opportunity, the Community Foundation seeks to support kids, ages 0-25, who are living in poverty. We know there are pockets of poverty throughout the greater Mercer County area. Please identify the geographic area you intend to serve, being as specific as possible.
Identify Your Impact Area and the Target Population	An **Impact Area** can include: 1. An entire county 2. An entire school district within one or more municipalities 3. One or more individual school(s) within a district Your initiative must also focus on one (or more) of the following **Target Populations**: - Early Childhood Education (age 0-4) - Kindergarten (age 5) - Elementary School Age (Ages 5-9) - Elementary/Middle School Age (Ages 10-14) - High School (Ages 15-18) - Post-Secondary Education (Ages 18-25) - We are seeking initiatives that specialize in each of these target populations. If your organization would like to target more than one age group, you must demonstrate capacity and experience to do so.

	- You must prove that your approach is age and developmentally appropriate. - During the planning period, you must involve students and/or parents in a focus group to understand their feedback on your proposed initiative. We expect documentation of the focus group meeting to be submitted as part of the planning grant. - Please state if your initiative will refer students to other school-based or community-based services as needed. Specifically, what will those agencies provide? What feedback will they provide on the experiences of the students? - Tell us the timing of the services, and how it complements the students' academic, co-curricular, or developmental experience. - Depending on the target population, please tell us whether and how you will engage parents and perhaps students themselves.
Identify Your Reach Among Your Target Population And Describe the Transition	Please tell us about your **reach**, meaning the number of children and adolescents your initiative will serve and from what community(ities). For example, the entire 2nd grade at ABC Elementary School, which is located within a community with the following indicators consistent with poverty and lack of opportunities. Ideally, the data captures the progress of students as they move through the system. It is important to provide the number of kids served against the total population affected by the issue. For example, the initiative will serve 100 4th graders at ABC Elementary School. There are 1,000 4th graders in the district and 82% are eligible for the free and reduced lunch program, according to source xyz. Our initiative will serve 100 out of 1,000 4th graders, or 10 percent of the 4th grade population. **Transitions:** Your application must address how your students will transition from one experience to another. For example, if your initiative only works with 2nd graders, please tell us what happens when your initiative ends. Where do your students transition to? Do they transition to another program experience within your organization or do you refer students to another organization? If referred, how will you make sure your students are participating in the other program? We realize that mobility is a factor, but we would like to know how your initiative will continue to link students to different experiences as they continue through the pipeline, whether or not your initiative continues to serve them.
Identify Your Metrics	**Metrics:** Specific metrics are required as part of your initiative's design. Your initiative must have metrics with data that informs your progress. Your initiative must include, _although not be limited to_, metrics that can measure: _Chronic Absenteeism_ – Your initiative must be designed to reduce chronic absenteeism, one of the biggest threats to the educational pipeline. Kids must be in school to succeed. Your initiative must partner with a local school system that has a chronic absenteeism of 6% or higher, _or_ must prove that a subpopulation in the school/district has a rate of 6% or higher. For example, your school district may have a 3% rate, but high school students have a higher rate of 6%. Alternatively, your data must demonstrate that your chronic absenteeism rate (within the district or a school) is on an increasing

	trend. For example, in 2012, the rate was 4%. However, the rate in 2013 increased to 5%, and, in 2014, the rate increased again to 6%. Our aim is to understand the contributing factors that lead to chronic absenteeism and to address those factors, such as tardiness. For non-profits playing the lead role, your initiative must be able to access this data through a partnership with a school/district and with parental consent. Additionally, you must show qualitative and quantitative data about the root causes for chronic absenteeism in your selected school. What is causing chronic absenteeism in the school/district? How will you build awareness of the problem in the community? For your initiative, who is the local champion within the school that will partner with your organization? It may be helpful to have a local champion (i.e., school nurse, teacher, guidance counselor, etc.) who can help you impact this metric. Please consider providing a stipend(s)s to your school champion(s). *Student Performance* – Help us understand the measures of performance you are working with. Your initiative must demonstrate a measureable improvement on student performance, especially in core areas like math and language literacy. You must develop a baseline measure (for example, class grades, or results of PARCC testing if this is an appropriate measure for the grade level you are proposing to work with). Your initiative must be able to access this data through a partnership with a school/district and with parental consent. How are activities in the classroom transitioning with the students back to the home and with families? How are parents and families and/or community champions involved? *Your Metrics* – Are there additional metrics that should be included in your baseline measure of the students in your program? What else may be needed to help students be successful? Please identify metrics that are appropriate to your proposed intervention. For example, if your intervention uses the arts or tutoring, please identify the metrics you will use to achieve success. As the initiative evolves, it may be necessary to add other metrics.
Identify Your Capacity to Manage an Education Based Initiative for Vulnerable Children/ Adolescents	We are interested in grantees that are prepared to engage in the *All Kids Thrive* agenda. Please tell us about your capacity and experience in: 1. implementing your proposed initiative 2. partnering with a school and managing school leadership relationships 3. collecting, using, and protecting data to inform your program operations 4. leveraging funds to support your initiative 5. institutionalizing/sustaining your services/programs 6. collaborating with other nonprofit organizations or a School District 7. age appropriate strategies

Collaboration	• Collaborations among non-profits are not required. If collaboration is proposed as part of the intervention, please describe it. For example, your collaboration will leverage funds, relationships, in-kind resources, talent, etc. The collaboration must make sense and should not be forced. The cost of managing and maintaining the collaboration must be reflected in the budget. • Non-profit applicants will be required to collaborate with a school district and/or college, depending on the nature of the initiative. As listed above, you must obtain the appropriate letters of support. In completing our due diligence process, please be advised that the Community Foundation will contact the Superintendent(s) and Principal(s), and the Higher Ed contact listed. Letters of support must be specific and identify the resources the district or school will provide, the individual who will be accountable, and how the project is compatible with the priorities of the district and school and/or higher educational institution. • For initiatives targeting higher education, a support letter from the college's leadership (a decision-maker) is required. The college should state any resources they will contribute. • School districts and institutions of higher education can apply directly and can be the lead agent. However, school districts and institutions of higher education are _strongly encouraged_ to seek non-profit partner(s) who have access and reach into the target community. For example, non-profits with the experience of working in specific and vulnerable neighborhoods may be a desirable partner to a school or college.
Evaluation	There will be two approaches to evaluation – yours and ours. • *For your evaluation:* Please tell us your plan for evaluation. How do you propose to evaluate your initiative using the set of metrics? How will you access and store data, and protect its confidentiality? • Consider both a process and an outcome evaluation. Consider keeping a project journal to record situations that might have an impact on project success. • *For our evaluation:* The Community Foundation will gather data to understand what works. What are the effective results that are being produced from the **All Kids Thrive** grants? To this end, we will hire an evaluator to collect and assess data from all grantees. The expectation is that your organization will cooperate with the program evaluator.
The Budget	• The budget must be reasonable to support the initiative's activities. In other words, the narrative must be consistent with the budget. Additional sources of support should be reflected in the budget. This includes in-kind support and other resources specifically supporting the initiative. It is important that we have a complete presentation of revenue and expenses regardless of the source. • The applicant(s) will be expected to sustain the project, if it is effective and efficient. A plan to do so must be presented with this grant opportunity during the planning phase. Stating that the funds will be raised will not suffice. You must present an active plan to raise/leverage the funds during

	and after the initiative. Funding request must appropriately consider start up and implementation over five years with a clear strategy for securing additional funding beyond five years without decreasing the service or impact. • This grant opportunity cannot supplant funding sources supporting an existing program.
Learning Opportunity	As part of this initiative, the Community Foundation will coordinate opportunities to learn and understand your progress. ***We will learn together.*** As part of our learning, the Community Foundation may invite other stakeholders, such as educators, other funders and donors, government, corporate and other community representatives. The expectation is that project staff and the Community Foundation's staff will prepare these opportunities with an agenda focused on learning from milestones achieved and challenges faced. The participation of appropriate project staff will be mandatory in these sessions.

Project Timelines.

Month/Year	Grant Project Timelines
October 2017	**October 10:** Release of Grant Application Guidelines **October 13:** Online LOI Application available **October 26:** Community Forum **(Mandatory Grant Information Session)**
November/December/January 2017	**November 13:** Letter of Intent Due Date **November 20:** Committee Review **November 27:** Committee Discussion on LOIs **December 8:** Planning Grant Recipients Announced
January 2018 – April 2018	**February 5:** Due Date for Planning Grants **March 5:** Committee Review and Decisions for Site Visits **March and April:** Site Visits Conducted
May 2018 – June 2018	**May:** Decision for Implementation Grants **June 18:** Due Date for Implementation Plans
July 2018	**July 1:** Implementation Grants Begin; Cycle of _July 1 to June 30_ to Coincide with the School Year.

Thank you!