GRANT WRITING FOR COMMUNITIES

By

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ABSTRACT

GRANT WRITING FOR COMMUNITY ORGANIZATIONS

Lillian Barrera

The student collaborated with The Multi-Generational Center, a non-profit community-based organization, and the surrounding community which program to raise funds for. There was an idea of beginning a free tutoring program for high school age students in the local area. After research, communication and collaboration with various local schools and partners there was a grant application requesting $10,000 to start the program, which was submitted to a local foundation. The grant was not awarded, however, there were ideas on how to make adjustments to the existing grant application in order to submit to other funders for similar programs.

Keywords: social work, grant, writing, community, organizations, tutoring, program, intergenerational
ACKNOWLEDGEMENTS

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INTRODUCTION

In rural communities, such as Humboldt County, non-profit organizations can play an important role because they are able to provide an array of needed social and human programs and resources. The Multi-Generational Center (MGC) is a relatively new non-profit located in Northern California first established in 2012, and is one of the few non-profits in the Eel River Valley that has been providing programs and services. The MGC is there to assess the needs of its community by collaborating with members to provide the programs that are needed.

However, one of the biggest barriers to providing services is funding. Grant writing and grants are one of the main ways that non-profit organizations such as the MGC have been able to support and sustain themselves in order to continue programs and services for their communities.

Students attending K-12 education and living in the Eel River Valley do not have access to low-cost or free educational support services outside of their school. Which is why this educational program is not only needed in Fortuna, CA but has been specifically asked for by schools, teachers, parents and students. In the past, there was a tutoring program available for students at Fortuna High School however due to loss of funding is no longer in place. For this reason, the MGC decided to start offering a tutoring program for local high school freshmen and sophomore students.
Aim

A grant application was submitted in January 2015 to a local foundation called the Humboldt Area Foundation, to support a tutoring program at the MGC. The Humboldt Area Foundation received about 80 different grant applications that cycle and unfortunately the tutoring program was not chosen to be funded.

Approaches

This project is a grant proposal that I wanted to be awarded, which is why I consulted with various people about how to write a grant, as well as attended a grant-writing workshop in October 2014 at the MGC. I read different articles with that proposed tips to better ensure that the grant might be funded. In addition to researching grant writing, I spoke to local schools as well met with a community member that was able to start a tutoring program in the past. The program no longer exists because of lack of funding. Regardless, the community member’s notes were helpful. In addition to the research, I found statistics on the local surrounding schools to support the reasoning for why the community needs this tutoring program.

I found a matching grant that fit the need for our program through the Humboldt Area Foundation with a description that would be perfect for the tutoring program. The Humboldt Area Foundation is a local foundation that aims to support the local community by partnering and funding meaningful projects that serve Humboldt County. To begin writing the grant, I wrote out a checklist of everything the funder had requested
be included with the application. This included items such as the MGC’s federal tax ID number, the budget for the project as well as the budget narrative.

When I found all of the information I needed I was able to fill out the application and the budget. (See Appendix A). Once the grant application was complete, I met with the Dawn Watkins, executive director of the MGC, so that she could make adjustments and edits to the application. The director has extensive experience writing grant proposals so her guidance and support was extremely helpful in the process. After the director approved it, the grant was sent electronically for the board to approve. When the board approved it I was able to submit the grant application to the funder.

Outcomes

In February 2015, I received a call from Humboldt Area Foundation, they asked a few questions regarding the tutoring program. Then a few days later they scheduled a site visit and they came to visit our center. During the visit we answered more questions about the tutoring program. About mid-March we received a phone call from Humboldt Area Foundation informing us that our project was not going to be awarded. Through this process we were able to connect with another funder, Elk Foundation, and apply to their grant for the same tutoring program. For these applications, we were able to take the same grant application information and apply it to their application. My hope is that one or more of them will be funded so that we can start the program for the next school year.

If the grant had been awarded, then the staff at the MGC could prepare to begin the program for the next school year 2015-2016. Although the grant for $10,000 was not
funded, the MGC will be able to use the application that I worked on to apply for other grants. Regardless, of whether the MGC receives any grant funding for this program they have made the decision to start a smaller version of the tutoring program that was described in the grant. If they are able to get additional funds, then they will be able to open the program to a larger group of students.

Assumptions

The assumption of this project is that the grant will be funded and that the MGC has the capacity to implement the tutoring program. This includes recruiting tutors such as high school students as well as seniors from the Fortuna Senior Center. The MGC would also need to advertise the program throughout the Eel River Valley in order to fill the program with interested students that would appreciate the educational support.

Significance

Supporting community-based organizations such as the MGC is important because they do not receive government funding and therefore are only able to remain open to the community through donations as well as grants. Local organizations, like the MGC, have a personal investment in their communities because they are also a part of the community they work and serve in and therefore understand the specific needs, regarding programs and services, better than an outside provider would. For this reason it is important to support non-profit community based organizations like the MGC.

Which is why the MGC knew that there were students who would benefit from a free tutoring program. Part of the MGC’s goal is to provide the community with
resources that they need. This is an identified need that I am hoping we are able to provide for. With the support of the grant submitted to Humboldt Area Foundation the MGC could have provided tutoring services to 10-20 high school age freshmen and sophomore students.
REVIEW OF LITERATURE

Introduction

The literature that I reviewed supported what the overall goal of the MGC, which is to create a healthier community by programs and services for all ages. Multi-generational centers need to continue supporting strong relationships across age groups. The literature also maintains the idea of the types of programs that can promote intergenerational interactions. In order to have all of these beneficial programs and services one of the main goals need to be to think about how to fund them. Non-profits primarily utilize grants and contracts from public and private funders in order to maintain themselves and their programs.

Tutoring Program

The tutoring center program that the grant would be funding would have tutors that were in high school themselves. Powell, Wisenbaker & Connor (1987), found that students who utilized cross-age tutoring showed a significant increase in reading and mathematics skills. Cross-age tutoring utilizes peers as the tutors for students receiving the tutoring services. The reasons for the positive results were that the tutors were more aware of the student’s personal and academic needs and this improved the quality of the tutoring (Powell et al., 1987). In addition to cross-age tutoring being beneficial for the students it has also shown to help the tutors themselves by increasing their knowledge in the areas that they tutored in (Powell et al., 1987). When using a tutoring model like this
one of the concerns might be that there might not be a large enough age gap between the student and the tutor. However, Powell et al. (1987) found the opposite to be true, none of the students felt uncomfortable about the closeness in ages. Although there will be high school age tutors, the MGC and the Fortuna Senior Center, are hoping to involve seniors in the tutoring program as well.

**Value of Intergenerational Centers**

Historically, it was not unusual for individuals from different generations to interact and communicate with each other. However recently, as pointed out by Vincenti (2004), there has been a disconnect between children, youth, and elders. Possible reasons for this might be because of the separated living arrangements for older adults, separated classrooms by ages, children and youth programs separated by age and even entertainment being targeted toward ages, which is not helped by having multiple televisions and cars per household (Vincenti, 2004).

This lack of interaction becomes problematic for several reasons. The most important is that there is a lack of understanding between the generations, which leads into a lack of social support and engagement (Vincenti, 2004). In addition, children and youth become fearful of aging and even older adults and as a result of separation, the elders can become depressed due to feelings of isolation (Vincenti, 2004). Not only is separation of generations creating unhealthy families and communities, but it has also cause competition between the age groups for resources. There are programs that are only for families with children, programs for youth and programs for seniors. This is why
centers like the MGC can be so beneficial for communities because they can aid in reducing tensions between the groups by offering programs and services for all of the age groups. They can also create environments that promote appreciation “cultural heritages, traditions, histories, and values that affect each generation” (Vincenti, 2004, p.1). The diversity in the ages can also promote diversity in ethnic groups, worldviews and knowledge (Vincenti, 2004). While the idea of having intergenerational interaction seems great, it is difficult to do in a society where we have been doing the opposite. Which is why we must work towards this goal.

**Intergenerational Programming**

One of the goals of the MGC has been to create valuable programs that promote the intergenerational bonding so that it benefits more than one group of people. Larkin & Kaplan (2010) wrote that in order to unite the generations there need to be intentional programs in place. There are three ways to do this: first, is to teach each generation about each other so that they can understand each other; The second method is to place one of the generations in a caregiver role and the third is to unite the groups to work toward one common goal; And the third is that in order to make strong positive interactions between the generations it’s important to “encourage emotional attachments between people...who would not otherwise be drawn into such relationships” (Larkin & Kaplin, 2010, p.89).

The tutoring program would be a great opportunity for the generations to come together to work on a common goal and then through this work perhaps there could be
positive relationships built. Having children, youth and elders all together in the same room participating in the tutoring program would allow for them to get to know each other and also learn from each other in an authentic way.

**Funding Non-Profits**

There are a variety of ways to non-profits can fund themselves; some build a donor database to collect donations on a regular basis, some have a membership fee for clients/ participants, others hold private fundraisers, some have endowments and there are even non-profits who have private corporations supporting them.

Another way is by receiving grants, just as the Erie Neighborhood House does. It is located in Chicago and is a large non-profit organization with a budget of $7.8 million annually (Hoff, 2008). The Erie Neighborhood House offers many programs to its community and one of those is a volunteer community-based tutoring center (Hoff, 2008). Three quarters of their budget comes from federal and state grants, the rest of the budget comes from private donations. The key to remaining sustainable as a non-profit is to expand and diversity your funding sources.

Other intergenerational community centers had to do the same thing as well. Brown & Henkin (2013) examined non-profits that utilized an intergenerational model and they noted that finding funding was difficult. As mentioned before, most programs are aimed at specific age groups and this is not the goal of centers like the MGC. Intergenerational Centers can look for funding by applying to grant through local and national foundations such as the W.K. Kellogg Foundation (Brown & Henkin, 2013).
Summary

The need to continue to support intergenerational interactions is crucial in order to have a healthy community. Intergenerational centers can be helpful in promoting these relationships to develop. However, in order to have centers like the MGC we need to think about how we are going to financially sustain them. Grants are one of the most popular ways in order to sustain non-profits.
MATERIALS & METHODS

Introduction

The process of community-based work goes smoothly once a dialogue is opened with the members of the community to identify the needs as well as what would be helpful to serve those needs. This is how I was able to identify that the community needed a tutoring program. Local foundations and organization, such as the Humboldt Area Foundation and the MGC, care deeply about their community, which is why I wrote a grant to begin a much-needed tutoring program for the Eel River Valley.

Participants

The participants of the program were projected to be about 10 to 20 high school freshmen and sophomore students. The students were planned to be recruited primarily be coming from Fortuna High School and the Eel River Valley Community School. The tutors of the program were planned to be a combination of high school seniors and elders from the Fortuna Senior Center. Overseeing the tutors would have been a tutoring program coordinator or volunteer coordinator. This person would have ensured that there are enough tutors for the amount of participants that we have. If there were 10 students participating in the program, we would have required about 3 to 5 tutors depending on the subjects that the students would like support in.

Design

For the project I wrote a grant proposal and submitted it to the Humboldt Area Foundation on January 12, 2015. (See Appendix A) The grant asked for a total of $10,000 for the start-up year AY 2015-2016. This money would be used for orientation
for the volunteer tutors, materials and supplies, stipends to pay the volunteer tutors for
mileage reimbursements, a coordinator to run and oversee the program, and for other
general operating costs of the program. The in-kind contributions made by the MGC for
the program include: computers, tablets, and printers, the space. As well as the time put
in by the volunteers as well as some materials that the MGC will provide.

The tutoring program will be opened twice per week for two hours after schools
are out. Student participants, who will be freshmen and sophomore students, will be
determined by teacher recommendations as well as a first come first serve basis. Students
can do drop in tutoring or plan on coming throughout the school year. Depending on how
many tutors we have we can keep the number of students per tutor ratio low. The
program will be available to students free of charge.

**Project Element**

To implement the project I spoke to the local high schools in Fortuna such as
Fortuna High School, East High, and the Eel River Valley Community School to see
what services are currently available for students who need additional educational
resources.

The Fortuna High School administration said there is tutoring for math only
during lunch twice a week. This tutoring is facilitated by one of the math teachers who
volunteer his/her time. They indicated that in years past they had funding for a tutoring
program but lost funding for it (C. Duey, personal communication, December 2014).

The staff at East High indicated that they do not currently have any educational
support outside of class for their students (M. Lackey, personal communication,
December 2015). Though, their school primarily has juniors and seniors. Unfortunately, the pilot year of the tutoring program will only be open to freshmen and sophomores. In the second year it is the hope of the MGC to open the program to upper classmen.

After speaking with the Eel River Valley Community School administration, I learned that they also did not have any additional support for their students. They also indicated that in order for their students to utilize the tutoring it would have to be during a time they were required to be in school because they did not feel they would go after school (J. Fairbanks & J. Mircetich, personal communications, January 2015). Luckily, this school is located right next to the MGC which is why I think it would be possible to have one of the tutoring sessions specially reserved for this school if efforts are made to make connections with students and even some students from that school are hired as tutors/volunteers. After speaking to the schools administration I realized that the Eel River Valley really needed a tutoring program for their students.

The next step in writing the grant was to do research. I researched how to start a tutoring program. There were many available resources for non-profits online that outlined exactly how to start successful programs. After finding this information I was able to look up statistics through the California Department of Education and found information including the Free and Reduced Lunch Price Data and the Education Data Partnership. These statistics help to prove that the Eel River Valley needed free tutoring services for their high school students.

Once I had all of this information I was able to write the grant and then meet with the director to make necessary edits. The director was able to help me write the budget as
well. Once I made the changes and additions that we discussed I sent her the final
version, which she sent to our Board of Directors to approve. Once we received the final
approval I was able to submit the completed grant application to the Humboldt Area
Foundation.
RESULTS

Rationale

There were two main reasons for deciding to write a grant for the tutoring program. The first being that Eel River Valley high schools have struggled to provide additional, outside of class, educational support for their students. Many of the local high schools in the community communicated with the MGC that they would welcome a tutoring program for their students to attend. The Eel River Valley is a rural area, therefore has a limited amount of resources especially when it comes to tutoring. According to the California Department of Education (2014) there were only 29.7% of students to complete courses required to continue onto a higher education. Providing a tutoring program for freshmen and sophomore age students could help significantly improve those statistics.

The second reason why writing a grant for my project and this program was important is because it would promote intergenerational bonding which is one of the main purposes of the MGC. The tutoring program would provide an opportunity for the different generations to come together, conjointly working towards bettering education and learning.
Summary

There was a lot of time, thought and effort put into the grant application to the funder; however, in the end this grant application was not awarded. One reason why this may have been was because we had not chosen a specific curriculum to use for the program. The MGC decided that if the program were funded then we would consult with outside professionals who had a background in education. Perhaps in the future it would be helpful to consult with a professional prior to applying to a larger grant such as this one for a tutoring program. Regardless, working on this grant was a positive learning experience. Grant applications take a lot of time because one really needs to identify the need within the community, partner with other agencies to work with and collaborate with individuals who can assist in the project and then actually write the grant including a sustainability time.
DISCUSSION

Implications to Community

Due to the fact that the Eel River Valley high schools have struggled to provide additional outside of class educational support a free tutoring program becoming available for students to attend could greatly benefit the community. If there is an increase in success rates of the youth in the community then there could be more students that move on to receive further education and/or training, which would therefore bring more income to this rural area.

In addition, writing this grant provides a great template for the MGC to apply to other sources of funding for the same program. Shortly after submitting this grant the MGC received a request to submit to another funder, because they had heard about the program that we wanted to begin. The executive director was able to use a good portion of this application for the other one. The more funding that the program receives, the better we will be able to grow the program quicker than originally expected.

Implications to Social Work Practice

There were two main skills learned throughout the process of this project. As social workers it is important to have the ability to identify needs of the community. One must be able to look past what programs and services they would personally like to see in the communities they work in and instead listen to community members, ask them what their
needs and wants are. Through discussions with local schools and community members I was able to learn what kind of program would be well utilized in this community.

Another invaluable tool that was learned through this project was the art of grant writing. This type of writing is different than other types of writing social workers do. If one can become a decent grant writer as a social worker, you can have the ability to create your own programs, create unique services and perhaps create even your own job.

**Sustainability Plan**

The first year of the tutoring program will be smaller with a group of twenty to thirty elementary and middle school students. The tutors will be primarily volunteer high school students, seniors from the Fortuna Senior Center, and any other interested community members such as college students and other local people. The subjects that the center will provide tutoring services for will be reading, writing and mathematics.

The second year of the tutoring program will require more financial support from the MGC, fundraising and other grants. The program will be able to have 20-35 students. Which, will not be much larger than the first year but hopefully this will allow for the subject variety to widen depending on the feedback we receive from participants.

(See *Table 1* for a visual of the Sustainability Plan for the tutoring center).
The MGC will find out if this grant will be awarded. If awarded, the MGC would proceed with setting up the program.

The Executive Director will identify a Tutoring Program Coordinator. Coordinator will recruit volunteer tutors, conduct background checks and coordinate with local schools to promote the tutoring program.

The tutoring center will open for two days per week for two hours in the afternoon after school is out. Tutoring services will offer assistance on math and English. Evaluations of the program will be sent to students, parents and schools on a regular basis.

Program re-evaluation. Fundraising for program. Recruit additional volunteer tutors.

Year two of the tutoring program. The second year of the program will be sustained by fundraising, collaboration with local service groups and grants.

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Table 1: Sustainability Table

**Ethical Considerations**

An ethical consideration for this project is that regardless if this grant proposal is funded or not, the community still needs a low cost tutoring center. If the grant is awarded that will be good for the students this coming up year. However, the staff at the MGC will need to continue to apply for funding year after year. If the grant is not funded this time, then the MGC will need to find another way to bring back this program for the students that would benefit from it.
Limitations

A major limitation during this project has been time. The time constraints to write the proposal and the manuscript have influenced my decisions regarding which grant to choose. I needed to pick one that was due during the first part of the semester. In a perfect world I would not need to decide based on the due date and could instead only decide based on the description of the grant and the funder. However, in the non-profit world it is very possible I would face the same time limitation as I am while in school.
CONCLUSION

Learning how to identify needs within a community is important for social workers to be able to do. One of the ways one can do this is by having conversations with various members of the community. In this project I was fortunate to have been at an organization that allowed me to have the creative freedom to raise funds for any program that I thought would be valuable to the community.

Grant writing for organizations that have a limited amount of funding has the potential to allow them to expand programs, resources and services that they are able to provide to the communities in which they serve. There are several ways for non-profits to bring income to their organization, grant writing is one of the main resources especially for relatively new programs such as the one for this project, the tutoring program. Once programs become more established they become more rooted in the community. Thus it will be easier for organizations to fundraise for the program, because the community will see the value in it. Although this grant was not chosen to be funded the application can be used to apply to other funders in the future.
REFERENCES


APPENDICES

Appendix A: Grant Application

Project Narrative:

1. Describe the current challenge or opportunity that your effort will address:

According to the Education Data Partnership in Humboldt County the drop out rate in 2012-2013 was 11.7%. The California Department of Education reported that 87.1% of students in the Eel River Valley are eligible for free or reduced lunch. These statistics show that there is a significant amount of poverty here in the Eel River Valley and something needs to happen in order for this to change. Nelson Mandela said that, “Education is the most powerful weapon which you can use to change the world”. By properly equipping our students to succeed in school, they will have a greater chance to graduate high school and possibly go on to receive a higher education or attend a training program.

In Humboldt County there is a limited amount of resources available, especially when it comes to tutoring programs for high school age students. In fact there is not one affordable tutoring center located in the Eel River Valley. The local high schools currently have extremely limited educational support programs available to students. At Fortuna High School they have indicated that there is occasionally tutoring available to students twice per week during the short lunch period. The Harvard Family Research Project found that students who attend tutoring programs more frequently for longer periods of time experience higher academic and non-academic gains, better long-term educational outcomes and increased self confidence.

Both Fortuna High School and Eel River Community School have expressed an interest and support for a tutoring program available to their students by the MGC. A free tutoring program available to local freshman and sophomore students would be a great way to create a positive change in this community.

2. How were these challenges/opportunities identified? (e.g. community interviews, within your agency, other?)

The need for a free tutoring program in the Eel River Valley was identified by:
- Reviewing data from the California Department of Education including the Free and Reduced Lunch Price Data and the Education Data Partnership
• Conversations with local high school representatives such as Clint Duey from Fortuna High School, Jennifer Fairbanks and Jon Mircetich from Eel River Community School and Maureen Lackey from Fortuna East High
• A comprehensive feasibility study of the Eel River Valley Communities, which includes data and narratives
• The MGC’s research on tutoring programs and the lack of them in the Eel River Valley: Best Practices for Tutoring Programs- A guide to quality, Developing a Tutoring Program, Intergenerational Relationships at the Center- Finding Shared Meaning from Programs

3. What change do you want to see in the community?

There are two main changes within the community that this program could promote and support. First, this program would support freshmen and sophomore in high school to feel confident in their studies by providing academic support. Second, for the tutoring program the MGC will be utilizing a cross-age tutoring program model, which would include high school age juniors and seniors, as well as seniors from Fortuna Senior Services, volunteering as tutors. This would help promote positive interactions between the younger and older generations.

In the Eel River Valley the high schools have struggled to provide additional outside of class educational support for their students. Many of the local high schools in the community have communicated with the MGC that they would welcome, support and promote a tutoring program becoming available for their students to attend. The Eel River Valley is a rural area and therefore has a limited amount of resources especially when it comes to tutoring. According to the California Department of Education there were only 29.7% of students to complete courses required to continue onto a higher education. Providing a tutoring program for freshmen and sophomore age students could help significantly change those statistics.

One of the goals of the MGC has been to create valuable programs that promote intergenerational bonding so that it benefits more than one group of people. Intergenerational program specialists, Larkin & Kaplan, wrote that in order to unite the generations there needs to be intentional programs in place. One method to accomplish this would be to unite the age groups to work toward one common goal in order to promote organic and positive interactions. The tutoring program would provide a great opportunity for the generations to come together to help each other work towards the goal of education and learning. Having different age youth and elders all together in the same room participating in the tutoring program would allow for them to get to know each other and also learn from one another in an authentic way.

4. What do you plan to do to achieve that change?
The Eel River Valley Empowerment Project is a community engagement project of the Eel River Multigenerational Center intended to Inspire, Equip and Propel the people of the Eel River Valley through Arts, Youth Empowerment, Educational, Health and Services Programs. We offer multiple classes, workshops and support projects within these programs designed to bring people together to learn, create and grow. The Youth Empowerment Program is intended to provide opportunities for the young people of the Eel River Valley. This program includes a Job 101 Training that was completed last fall in collaboration with the Eel River Community School, Teen Leadership Program, workshops on self-defense for girls, positive body image, and workplace success. We also work with Fortuna High School’s Change the World Program. In the fall, the MGC will be hosting the Youth Entrepreneurship Conference, funded in part through Coast Central Credit Union, in collaboration with the Humboldt County Office of Education Decade of Difference. The tutoring program would be a great addition to our work with youth in order to provide them with valuable tools to succeed.

In order to begin the tutoring program the MGC Executive Director would hire a tutor program coordinator. We consider this a part-time position, and would be an ideal position for a college student or retired teacher. This coordinator would recruit volunteers to participate as tutors in the program. Fortuna Senior Center has expressed interest in participating in the program to assist in the recruitment of volunteer tutors, as many of their members are retired teachers, or community members who would enjoy the opportunity. In addition, we would work with the local high schools to recruit interested junior and senior students that would like to become tutors for the program. The tutoring program would be open to an estimated 10-20 interested freshmen and sophomore students from the local surrounding high schools. The amount of students would depend on the number of volunteer tutors. The subjects that would be covered would primarily include math and English. If there was interest and available tutors, the program could offer support in social studies as well as research for specific school projects and reports.

To ensure the quality of the services there will be an orientation for all of the volunteer tutors, which would be facilitated by the tutoring program coordinator. During this time, tutors will receive resources and materials needed to assist students with math and English. In addition, questions and concerns will be addressed during this time. There will also be ongoing group meetings between the tutoring program coordinator and the volunteer tutors.

The Harvard Family Research Project found that students did best when attending tutoring for no longer than two hours per week. For this reason the MGC’s tutoring program would begin once per week in the afternoon for two hours. Because tutoring will begin after most schools are out, a healthy snack will be provided to students. During those two hours students will work individually or in small groups with tutors on their studies. The MGC has two computers that will be available for students to utilize should they need them in order to work on their studies.

In order to gain feedback to ensure the effectiveness our program we would send out evaluations to students, parents, tutors and schools on a regular basis.
After the first year, the MGC hopes to open its tutoring program services to all high school grades including juniors and seniors. Fortuna East High expressed need and interest in the tutoring program, however this school primarily has juniors and seniors. In order to be able to extend the program we will need to gain additional volunteers and community support.

5. What is the duration of the proposed effort? Please describe your timeline:

March 2015 through April 2015: The MGC will find out if this grant will be awarded. If awarded, the MGC would proceed with setting up the program.

April 2015 through May 2015: The Executive Director will identify a Tutoring Program Coordinator.

May 2015 through September 2015: Coordinator will recruit volunteer tutors, conduct background checks and coordinate with local schools to promote the tutoring program.

October 2015 through June 2016: The tutoring center will open for two days per week for two hours in the afternoon after school is out. Tutoring services will offer assistance on math and English. Evaluations of the program will be sent to students, parents and schools on a regular basis.

June 2016-July 2016: Program re-evaluation. Fundraising for program. Recruit additional volunteer tutors.

August 2016: Year two of the tutoring program. The second year of the program will be sustained by fundraising, collaboration with local service groups and grants.

6. How will people who are directly impacted (i.e. service recipients, clients, consumers, members, and/or community members) be involved in creating, carrying out and evaluating the work?

The MGC has sought advice on the specific grade levels which need the most educational support in our community. The local high schools have said that all of their students need additional educational support, however, of them the freshmen and sophomore students especially require tutoring services. The high schools also communicated that math and English require the most attention.

The tutoring program coordinator will collaborate with Fortuna Senior Services and local high schools to recruit volunteer tutors as well as promote the program to interested students.

All participants, parents, and community members will be able to participate in the evaluation of the program so that the MGC can ensure the effectiveness of the program as well as make any necessary changes.
7. Describe the ways in which you are working with other groups or agencies. What is your common goal? What is the role of each of your partners in working to achieve that goal?

The MGC will collaborate with Fortuna High School, Eel River Community School, East Fortuna High School and the Fortuna Senior Center in order to develop and implement the tutoring program. The common goal of all of these groups will be to provide the local high school students with the necessary tools to succeed in school. The MGC will rely on the schools for feedback and suggestions to improve the program. The schools will also be able refer students to become volunteer tutors, as well as promote the program to teachers, parents and students. The MGC will collaborate with Fortuna Senior services to recruit volunteer tutors for the program. In addition the group will be able to provide valuable feedback on the effectiveness of the program.

8. If awarded, would you use this grant to leverage additional grants, contributions, or community support? If so, please explain how.

This grant does not directly act as leverage for any other grants at this time, however, we will certainly look for any additional funding should this grant be partially awarded, and then use the award as a match. That said, we will reference this grant request in other applications to both Rotary and Kiwanis clubs.

9. How does your effort/project develop a plan for sustainability, including diversification of funding sources, so that the effort is carried on without reliance on future Humboldt Area Foundation grants?

After the pilot year of the program the MGC will be able to gain additional community support and interest in the tutoring program. The MGC will be able to hold fundraisers to support this program. After the first year we will be able to recruit more volunteers to participate as tutors. In addition to fundraisers and volunteers the MGC will apply to other funders to seek supplemental support for the program as well as work with local service groups.

10. May we share your proposal with other potential funders?
Yes we would appreciate you sharing our application with other potential funders. Thank you
## Project Budget:

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount Requested from HAF</th>
<th>In-kind Contribution (list source)</th>
<th>Other Funding Sources</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring Program Coordinator</td>
<td>$5,000</td>
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<td></td>
<td>$5,000</td>
</tr>
<tr>
<td>Tutor Orientation Supplies</td>
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<td>Rotary PENDING</td>
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<tr>
<td>Materials &amp; Supplies for students (pencils &amp; pens, paper, calculators, dictionaries, etc.)</td>
<td>$2,000</td>
<td>$2,000 (see below)</td>
<td>Foundation PENDING</td>
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<td>Computers (programs, printer, printing)</td>
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<td>$4,000 (see below)</td>
<td></td>
<td>$5,000</td>
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<tr>
<td>Following Space (either &amp; Internet Access)</td>
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<td>$2,000 (see below)</td>
<td></td>
<td>$4,000</td>
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<tr>
<td>Management of Program (10% of budget)</td>
<td>$1,000</td>
<td>$1,500</td>
<td>McClean Foundation</td>
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<tr>
<td>Snacks</td>
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<td></td>
<td>$500</td>
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<tr>
<td><strong>Totals</strong></td>
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<td><strong>$17,000</strong></td>
<td><strong>$2,500</strong></td>
<td><strong>$38,500</strong></td>
</tr>
</tbody>
</table>

Grand Total: $38,500
Project Budget Narrative:

- The tutor orientation would provide tutors with a handbook containing information regarding the program, a pen, check-in & check-out sheets and journals.
- Snacks were calculated for both the tutoring orientation and for the forty weeks.
- Four tutors hourly wage was calculated at $15 per hour. They work for four hours per week for a duration of forty weeks. Their total contribution is $9600. This is the cost should we have to hire. The volunteers will come from the community and from Fortuna Senior Center Member volunteers.
- We would like to reimburse tutors mileage. Depending on where they live will depend on how much they each receive. They will receive $.50 per mile. The total for this is $2000. $1000 is in-kind contribution, we are asking Kiwanis for $500 and we are asking for $500 from HAF.
- Materials and supplies are for the students and tutors. This will include pencils, pens, paper, calculators, pocket dictionaries and other varies supplies. The total for this will be $1000.
- The MGC recently purchased computers and IPads for $4000 with generous grants from both the Fortuna Rotary and from the McLean Foundation. For the tutoring program we will need programs, toner and printing materials. The total for this is $6000. We are asking for $2000 from HAF.
- The space for tutoring was calculated at our standard nonprofit rental rate of $35 per hour. The space rental includes WIFI access as well. This in-kind contribution from the MGC totals $6400. This is the cost of the space should we rent it privately.
- Management of the tutoring program was calculated at 10% of the overall budget. This includes direct oversight and bookkeeping costs. McLean will be contributing $1500 we are asking for $1000 from HAF.

The total for this is $500.