

Math*Blazers™ Promotional Videoclip

At the end of 2002, the **Boys & Girls Clubs of Greater Dallas** faced a severe financial crisis. Just before Christmas, the Board made the painful decision to close one of its 10 clubs and severely cutback operations at another. Today, Boys & Girls Clubs are located in nine high-crime, low-income areas throughout Dallas County, creating measurable change in the lives of more than 9,400 young people after school and through the summer. The loss of even one club threatens the lives of children and youth (ages 6-18), who may never again receive the same quality of care, guidance and education.

BGCDallas is a 37-year-old institution, that serves a membership that largely comes from families earning less than \$25,000 per year. Fifty percent of those live in households with ten or more people. Membership fees are \$10 per child per year, but scholarships ensure that no child is ever turned away. With an annual cost of \$450 to serve each child, the organization depends heavily on United Way, event-driven revenue and the community to support program activities.

The need is critical for programs that support and enrich disadvantaged youth considering that in Year 2000, 40% of African American and 32% of Hispanic fourth grade students in Texas were below the basic grade level in math.

1. Attract national experts.

Dallas is on the map. It is a national city. In addition, without the guidance and knowledge of experts in the field, homegrown programs die an early death and do not attract funding. Early on BGCDallas enticed a professor of K-12 math education from Texas A&M, Prof. Gerald Kulm, to become a “co-inspirator” in laying out the roadmap for afterschools curriculum that emphasizes learning to understand. With experience in reviewing grant projects to large school districts, such as Los Angeles County, the professor provides BGCDallas with excellent expert advice. For a limited term, the Dr. Kulm has provided expert guidance using his endowment funds and those of the Dean of Education to support a doctoral student.

Goals

The Math*Blazers program goals include an anticipated rise in TAKS scores as well as overall improvements in report cards. BGCDallas formed a relationship with the Dallas Independent School District in order to better achieve their common goal of effectively educating youth. D.I.S.D. school personnel and the local Boys & Girls Club staff work together through frequent communication about report cards, TAKS scores and learning challenges for the children enrolled in both. As a result, BGCDallas is able to track the educational growth of Math*Blazers participants. A second goal is to decrease the overall dropout rate of students in schools, especially those whose students are mostly economically disadvantaged and at risk of engaging in illegal activities, such as substance abuse, theft, and gang-related crimes. By creating a fun program such as Math*Blazers, children prefer the Club environment rather than the street. Independent documentation has cited that high school graduation rates are 32% higher among Club members than their non-member peers. College graduation rates are over 50% higher and 90% of the parents have said their children’s school performance improved after Club involvement. BGCDallas expects to see that

trend increase as a result of programs such as Math*Blazers. Furthermore, BGCDallas expects to see a rise in the involvement of parents in these learning activities.

The success of Math*Blazers has attracted the attention of several educators, including Dr. Gerald Kulm, the Curtis D. Robert Professor of Mathematics Education in the College of Education, Texas A&M University. Dr. Kulm has agreed to direct interns from Texas A&M University to expand the current Math*Blazers curriculum and the tracking system used by the Club Education Directors. Both BGCDallas and Dr. Kulm hope to expand Math*Blazers first throughout the youth in Texas, including our state's 98,000 Boys & Girls Club members, and in future years throughout the nation. Texas Instruments has also joined the development team by providing curriculum specialists. As the project evolves, BGCDallas plans to expand the curriculum for youth grades 6-12. BGCDallas hopes to one day hire a curriculum consultant specializing in after hours programs to develop curriculum to train older club members as hired "teaching" assistants/mentors to the younger members and design progress assessments tools for quarter-year measurements. During the summer, both a certified teacher along with a paid older club member (14-18 years) will be employed at each club to oversee math education.

Phase 1 would include hiring a government funding consultant, whose goal it would be to locate \$500,000 or more in government grants. This individual will be responsible for gathering internal and external data, identifying opportunities for government funding, developing a strategy for choosing the best opportunities to pursue and developing grant proposals. Because we foresee needing a minimum of six months of her time in order to determine the effectiveness of this program, a loan or grant would pay for her time and incidental expenses. Should this program have the success we currently anticipate, your investment would pay enormous dividends for Boys & Girls Clubs of Greater Dallas long into the future.

1. *Strategy.* Outline strategy for seeking and achieving blended funding opportunities (federal and other sources). Identify opportunities for program expansion.,year timeline with due dates, deadlines of existing and future prospects of federal, state, local and foundation funding.
Include

1. Introduction – Overarching Goals Math & Sciences
2. Federal Funding Strategy
 - a. First Year
 - b. Second Year
 - c. Thereafter
3. Supporting State, Local & Foundations
4. Active timeline
 - a. High-level 3-year
 - b. 1-year

Include plans of Technology Committee, outline of curriculum specialists deliverables, and staff expectations.

2. *Research.* Select & assemble data to be submitted for federal grants and supporting state, local & foundation grant sources for BGCDallas **math, sciences, & technology** (MST) education programs.
 - i. Make and maintain contacts with key federal funding officers, especially those in the U.S. Department of Labor, including Asst Secretary Emily DeRocco who heads up the Employment & Training Administration (grants the bulk of DoL’s grant funds) and staff Gregg Weltz, architect of the FY2005-2010 reauthorization of the Workforce Investment Act; and Willie E. Harris, the grants/contracting officer for the Bureau.
 - ii. National Science Foundation
 - iii. U.S. Department of Education
3. Help forge an alliance and working relationship to broker a unique program between the Dept of Labor, National Science Foundation, Dept of Education and BGCDallas.
4. Specifically pursue opportunities to support the following:
 - i. **Math Blazers™.** The competitive math program created by BGCDallas in 2002 for Grades 3-5 students to learn age-appropriate math skills.
 - ii. **Roots ‘n’ Shoots.** This environmental education program was pioneered by world-renowned biologist Jane Goodall to empower students in their communities.
 - iii. **GEI.** With BGCDallas now as the Dallas HUB, this will be integrated into grant applications not already pursued by the John S. Ford Program through Washington-based AED, their grant-writing arm.
5. *Standardized Content.* In addition to existing BGCDallas grant application boilerplates, develop proposal narrations, abstracts, and standardized text for grant applications.

Grants management. Develop shell for federal grant requirements and project management.

Challenge:	<p>Seek federal, state, and foundation grants during a time of national and local economic uncertainty. Meet BGCD’s interest in obtaining long-term funding of operational and program needs. Ideally, grants will be \$50-100,000 to fund existing programs and staff.</p> <p>Work Items (see also attached):</p> <ol style="list-style-type: none"> 1 <i>Research.</i> Gather data on federal, state & foundation sources of grants. 2. <i>Strategy.</i> Outline strategy for grant-seeking activities, especially from non-local government and foundation sources. Prioritize grant opportunities. Identify opportunities for program
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	<p>expansion. Identify useful measurements (program and operations) for making grant applications.</p> <p>3. <i>Standardized Content.</i> In addition to existing BGCD grant application boilerplates, develop proposal narrations, abstracts, and standardized text for grant applications, including summary of staff and board of directors strengths.</p> <p>4. <i>Grants management.</i> Develop shell for grant requirements and project management.</p>
Strategy:	<p>1. Identify programs unique to BGCD sources at federal, state and foundation levels.</p> <p><i>Rationale:</i> More than ever grantmakers, especially from public sources expect accountability for funds granted. In addition, maintaining their own budget levels dictates that the programs they fund make a difference, change lives, and or otherwise fulfill their program goals. By identifying BGCD programs that are unique, grantmakers are already protected from competing precluded from weighing decisions with another grantseeker equally justified and qualified to receive funding.</p> <p><i>Unique programs identified:</i></p> <ul style="list-style-type: none"> ○ Math Blazers™. Unique to the Dallas clubs, the program promotes fun competition among Grades 3-5 in math exercises. An attorney is registering the name so that the BGCD can own it outright, expand it at will (without intervention from other clubs or organizations). <p>Key ingredients are present:</p> <ul style="list-style-type: none"> ▪ a volunteer who successfully managed the first year’s event ▪ a board member with strong personal involvement and interest ▪ enthusiastic participation from BGCD members. <ul style="list-style-type: none"> ○ Roots & Shoots™ is an empowerment program from the Jane Goodall Institute. The goals are Care and concern for the environment, animals, and/or for the community. Currently, no other Boys & Girls Club in the U.S. has such a program. <p>Key ingredients are present.</p> <p>(See also work statement for other programs identified for grant opportunities.)</p> <p>2. Identify sources of funding as well as key stakeholders and experts who can and want to participate in long-term programs. Make the connections.</p> <p><i>Rationale:</i> It is preferable to find grant sources that have a long-term commitments because it minimizes the pain of seeking funds every few months. Likewise, a long-term giver is more likely to continue investing in a program to which they’ve already made a prior commitment.</p> <p>Likewise, program experts bring credibility to the grant-seeking process. In addition, their value can be immeasurable if they become stakeholders in the BGCD projects. Bringing the grantmakers, the program experts and BGCD staff and board together increases buy-in and enhances the grant applications and their chances for success.</p> <p>3. Identify resources needed to fulfill program goals.</p> <p><i>Rationale:</i> Whether it’s an expert, volunteer, idea, equipment, or more dollars, the identifying the ingredients needed for successfully applying for grants requires is the first step in making it happen. Just like cooking a great meal; the first instructions are always to assemble the right ingredients.</p> <p>4. Identify resources needed for ongoing grant seeking efforts.</p> <p><i>Rationale:</i> How do you keep the momentum going, the resources supplied, the larder full? Once the grants are received, the ability to manage the grant funding process and the programs they fund is imperative. A system to manage the reporting and management of the grants must be in place to keep the well full.</p>

	<p>5. Seek balance among sources of funding. <i>Rationale:</i> Grantmakers do not like to be the sole source of income and support. Also, grantmaking streams can dry up with shifting program priorities, especially with federal and state grants. Therefore, it is imperative to seek funding from a variety of sources.</p>
	<p>6. Respond to the immediate grant-seeking needs of the BGCD. <i>Rationale:</i> The BGCD office of Development Director is currently vacant.</p>
Efforts to date:	<p>Federal.</p> <p>With contacts originated by board members George Watson and Carole Young, a strategic connection was made with Texas A&M University's Department of Education. The university's model for educating teachers relies heavily on field experience. This model is unusual for university teacher education programs, but results in high teacher retention rates in inner city placements.</p> <p>One professor in particular has a strong relationship (and ongoing grants) with the National Science Foundation (NSF). Handily, he also has a body of work in afterhour programs, which the Boys & Girls Clubs provides. With 9,400 members, the Dallas clubs provide a unique stable environment for K-12 education practitioners and researchers. Also, they are more accessible than schools, which have rigorous curriculum and local governing requirements.</p> <p>Further conversations, emails and a visit to TAMU have ensued. The professor is signed up as a judge in the upcoming May 31 BGCD Math-a-mazoo event. A meeting with staff, key volunteers and the TAMU professor is planned for May 6 to outline action tasks in preparation for August deadline for preliminary NSF and IEEE Foundation proposals.</p> <p>BGCD staff and board members are reviewing application requirements.</p> <p>In another contact originated with George Watson, discussions with the U.S. Department of Labor Employment & Training Administration have revealed several opportunities for the BGCD to pursue – both in conjunction with the math program. Between state pass-through and challenge grants, the BGCD can apply for grants that will train and pay older BGCD members to mentor younger members in math and sciences. Pursuing possible opportunities with the U.S. Department of Education.</p> <p>Piggybacking on a trip already scheduled, the grant-seeking consultant visited Senator Kay Bailey Hutchison and Congresswoman Eddie B. Johnson in Washington DC. to educate and ask for support for the BGCD programs.</p> <p>Another aspect of grant-seeking is gathering baseline data to be used in completing grant applications. That process has begun; staff is assembling requested statistics and other data.</p> <p>Reviewed + reported on opportunities: DoJ Drug-Free; Jenesis Foundation; 21st Century / TEA.</p>
	<p>State. TBD.</p>
	<p>Foundation. Univ Texas / Hogg Foundation Library – Foundation Grants/Texas. Collected data on Texas foundations interested in funding children/youth programs, math, science & environmental education, and general operations. Attended one-day course in Washington, D.C., searching online through the Foundation Center's databases and others. Searching online. Will train new development director when the position is filled.</p> <p>IEEE Foundation (preliminary proposal due early August in conjunction with NSF funding proposal).</p>
	<p>Other. Found Microsoft contact for BGCD for discounted and/or donated software. Developed project budget for grant request. Identified point person for tapping corporate employee grant-giving for community programs. Prepared project budget and request for May 31 funding.</p>

	Briefed the BGCD board of director's Development committee. Researched software to help manage and track grant funds by grant recipients.
Attachment	Work statement

identified home-grown educational programs having potential to qualify for foundation, state, and federal grant funds. An annual math event was selected. "Math*Blazers" Guiding the build-up