

SOCIAL VENTURE PARTNERS

2010 Social Innovation Fund Application

EXECUTIVE SUMMARY

Title

Social Venture Partners

Summary Information

Sole Intermediary (partners): Social Venture Partners (SVP Portland, Cleveland SVP, San Diego SVP, SVP International)

Geographically-based or Issue-based (priority issue area of focus): Issue-based (Youth Development & School Support)

Grant amount and period: \$1,100,551, Aug 2010 - Jan 2012

Pre-selected subgrantees: Yes, 8 (Children's Relief Nursery \$200,000; Explorations in Math \$200,000; Friends of the Children \$200,000; The Intergenerational School \$200,000; Junior Achievement \$200,000; Metropolitan Family Services \$200,000; Morrison Child and Family Services \$200,000; Powerful Schools \$200,000)

Program Design

Focus and Goals:

SVP seeks \$1,100,551 in SIF funding in Youth Development and School Support (multiple locations) to work with 10 grantees. These are a mix of pre-selected current or former SVP grantees and new grantees selected via a formal process.

SVP will supplement the general operating support provided to the subgrantees, allowing them to expand and replicate successful programs, and focus on 3 areas: leadership development, program evaluation and knowledge sharing. This is in addition to capacity building work with each grantee.

SVP is a network of 2000 philanthropists with 21 locations in the US. Its goal is to develop a philanthropic community that provides leadership and a highly-engaged, long term approach to social investing. Its mission is to invest time, expertise and money to strengthen innovative nonprofits and educate individuals to be well-informed, effective philanthropists.

Qualifications and Track Record:

In 13 years, SVP has granted \$36 million to 400 nonprofits, increasing the capacity and thus the program effectiveness of each over a 3-8 year period.

SVP meets many SIF criteria:

- It is an acknowledged expert in nonprofit capacity building
- It adds new philanthropic dollars to the US social sector

- Accountability and results are key drivers: All grantees are supported to develop rigorous program evaluation; continued support depends on achieving outcomes
- It has substantial experience working in multiple locations to support organizational growth
- It has deep relationships with stakeholders
- It has experience fostering successful, collaborative relationships, with an emphasis on disseminating best practices.

Competitive subgrant selection process

SVP selects grantees through a thorough, open process, designed to educate partners and identify effective nonprofits with organizational capacity needs. The grant cycle involves: distribution of grant guidelines and a call for letters of inquiry; orientation for grant committee members (SVP partners) lead by experts in the issue area, nonprofit culture, capacity building, and the funder/grantee relationship; a systematized, objective evaluation of letters of inquiry leading to a pool of finalists; full proposals from and site visits at finalist organizations; final selection with 2 voting processes: an approval vote and a Boorda ranking.

Evaluation and support

Evaluation and support are inherent to the SVP model. Each grantee performs a capacity assessment, from which an annual workplan is developed. This workplan outlines opportunities to increase the organizational capacity in 10 areas: board development; financial management; fund development; human resources; IT; leadership development; legal support; marketing, PR and communications; mission, vision, and strategy development; and program evaluation. This is done largely by SVP partners with paid consultants providing additional expertise.

Progress against the workplan is assessed every 6 months. Sample workplans and evaluations are available upon request.

Organizational Capacity

Net assets: \$2,355,748

Annual grants budget: \$1,612,000

Number of staff: 15.75 FTE

Oversight, support and grants management capacity

SVP capacity building requires consistent oversight of grant recipients. The number of grantees is tied to the ability of SVP to provide this oversight and support. The oversight, support and grants management process has been systematized and is used by all SVPs.

Cost-Effectiveness and Budget Adequacy

Amount requested, match ratio, major funding source (over 20%): SVP will regrant \$1 million, 90% of the \$1.1 million requested, and provide a 1:1 match. Several sources of matching funds are identified; none exceed 20% of SVP's match commitment.

Describe how your proposed budget is aligned with your program design

The budget supports SVP project goals of leadership development, program evaluation and knowledge sharing. 90% of the budget will be regranted. 4% will strengthen and refine the outcomes measurements of the subgrantees and SVPs. 2% is for program design and implementation of a leadership development cohort and knowledge sharing initiative. 4% is for staff time to manage the grant cycles, 3 major projects and capacity building work with the grantees.

PROGRAM DESIGN

A. Goals & Objectives

Addressing the Eligibility Criteria

Issue-Based SIF

- ***Describe the specific priority issue area on which you propose to focus.***
- ***Describe the statistical information showing that the areas likely to be served have a high need in this specific issue area.***
- ***Describe the measurable outcomes you propose to improve.***
- ***Describe the availability of relevant data and your approach to assess whether your investments caused improvement in the proposed measurable outcomes.***
- ***Describe your organization's qualifications to support the proposed focus, goals, and approach.***

For applicants applying with some pre-selected subgrantees: If you are applying with some pre-selected subgrantees, describe their track record(s) of achieving specific outcomes related to the measurable outcomes you have proposed to improve, and describe your role in their success.

SVP will focus on Youth Development and School Support through specific programs in Cleveland, Portland, San Diego and Seattle.

A 2008 survey by the U.S. Census Bureau ranked Cleveland as the nation's 2nd poorest city among those with populations over 250,000. The pre-selected grant recipient serves the Buckeye-Larchmere neighborhood of Cleveland, where approximately 70% of students qualify for free or reduced-cost meals, indicating that the household income is less than 185% of the federal poverty level.

The 4 pre-selected grant recipients in Portland, Oregon serve neighborhoods with a similar demographic. Between 67% - 93% qualify for free or reduced-cost meals, approximately 35% of the area residents have no high school or equivalent diploma, 70% are a racial minority and 72% are covered by the Oregon Health Plan (OHP), the state-administered, federally funded Medicaid program for children and families living in poverty. In order to qualify for OHP, families must have a household income of less than 185% of the Federal poverty guidelines.

In the US, the fastest growing group of bankruptcies falls in the 18-25 year old age group. More students drop out of college due to credit card debt than they do academic failure. The pre-selected grant recipient in San Diego addresses these issues, serving rural and low-income families in Imperial County. 44% of students qualify for free and reduced-cost meals.

The student populations served by the pre-selected grantees in Seattle are enrolled in high-needs public schools: 70% of the students served qualify for free or reduced lunch; 88% are

from racial or ethnic minorities; 31% are English language learners; more than 10% are in special education.

The measureable outcomes that this project will be improving are:

- Expansion/replication of current successful programs
- Financial stability
- Leadership retention
- Strong, capable, engaged boards of directors
- Adaptable to changes in the landscape, funding climate or sector
- Committed to reflection and planning
- Moderate-to-strong evidence of program effectiveness

Additionally, each subgrantee will measure their own outcomes among the populations they serve.

SVP's process for working with grantees emphasizes evaluation based on relevant data. Each new SVP grant recipient undertakes an initial organizational capacity assessment. SVP uses a tool, "Organizational Capacity Assessment Tool" (OCAT) originally developed by McKinsey and Company for Venture Philanthropy Partners and adapted for use by many other organizational capacity builders. The OCAT employs a methodology in which several stakeholders assess the organization across multiple indicators in ten different capacity areas: board development; financial management; fund development; human resources; information technology; leadership development; legal support; marketing; PR and communications; mission, vision, and strategy development; and program evaluation. Stakeholders reach a consensus on each indicator. Completing the assessment using a team approach both improves validity and reduces individual biases. The process serves as a catalyst for key people to engage in rich conversation about the organization. The OCAT provides a framework for measuring growth in organizational capacity over time. It is completed at the beginning of the relationship and again in years 3 and 5.

The assessment is an essential pre-condition to designing a detailed, annual work plan and goals: both SVP and the grantee commit to these. The annual work plan encompasses:

- Program outcomes and success metrics
- Program implementation goals and objectives
- Organizational capacity building goals and objectives

Once a new grantee has been selected, management of the relationship transfers to the Program Director of Capacity Building (staff), the Portfolio Grant Committee and Lead Partners. Portfolio Grant Committee members are partners who serve a 3-year term to manage the refunding process and establish relationships with lead partners. Lead partners serve for the length of the relationship as a facilitator/ project manager between SVP and the investee. They are the primary liaison between SVP staff, volunteers and grantee. Lead partners establish regular contact with Executive Directors, connecting the grantee to SVP's resources and

working in partnership with them to set and monitor annual objectives and set goals for the long-term vision of the relationship. Because of their close relationship with the grantee, the Lead Partner is able to provide insight and recommendations to SVP staff and the Portfolio Grant Committee.

The work plan is discussed and reviewed at two key check points: the mid-year review and the annual review. The mid-year review is a check-in on the progress of the work plan and an opportunity to identify and discuss challenges, mid-course corrections, successes and any unexpected transitions. The annual review is a formal process during which the grantee reports on the goals of the work plan and provides financial reporting information. At this time a work plan for the following funding year is drafted. SVP staff, members of the Portfolio Grant Committee, Lead Partners, grantee staff and board members participate in both the mid-year and annual reviews.

SVP has used and refined this approach for the past thirteen years, resulting in increased capacity, documented program effectiveness, and growth in 400 nonprofit organizations.

B. Use of Evidence

Applicant's Track Record of Using Rigorous Evidence to Select, Invest in, Support, and Monitor Grantees

- ***Describe situations in which your organization has applied evidence produced by rigorous evaluations in decision-making with respect to specific programs at either the preliminary, moderate, or strong levels.***
- ***Describe the process your organization uses to incorporate evidence into the selection, investment, support, monitoring, replication, and expansion of your grantees.***
- ***Describe in detail specific examples of how your organization has used rigorous evidence to drive program improvement and increase the base of evidence of what works.***
- ***Describe the study or studies that generated the evidence (e.g., methodology), and the evidence that was derived from the evaluation(s). Provide web links to recent report(s) (both published and unpublished) from these studies. Links should be to full reports and appendices; i.e., not executive summaries or journal articles. Preferably, the reports will include design documentation.***
- ***Describe your track record of sharing and integrating lessons from evaluation across grantees.***

Competitive subgrant selection process

The SVP network has a rigorous and transparent grant selection process. As current or graduated SVP grantees, the partnership's pre-selected subgrant recipients have already been subject to this process:

1. Grant guidelines, with a call for letters of inquiry, are distributed broadly to the nonprofit and funding communities.
2. Grant committee members, consisting of SVP partners, are oriented to the grantmaking process

3. Experts in the focus-area of the grant as well as experts in nonprofit management present to the committee to provide context about the environment in which nonprofits operate and the audiences they serve
4. Committee members learn about what is involved in capacity building and the elements required for an effective partnership between grantmaker and grant recipient
5. Committee members assess letters of inquiry using an evaluation tool that takes a potentially subjective process and provides a more objective framework for decision-making
6. Proposals are invited from 5-7 organizations with highly rated letters of inquiry.
7. Committee members participate in site visits of the finalists.
8. Proposals are reviewed and the committee votes to selected one or two grant recipients, using two different voting processes: first an "approval" vote, then a Boorda ranking.

Copies of the grantmaking guide and evaluation tools can be provided on request.

SVP has a strong track record in selecting, investing in, supporting and monitoring the replication and expansion of grantees:

- SVP Portland incubated and supported the establishment of CASH (Creating Assets Savings and Hope) in Oregon. CASH is dedicated to helping low and moderate income working families learn about and access Earned Income Tax Credits. SVP Portland borrowed from EITC-support models elsewhere. Since 2005, qualified Portland families have received more than \$22 million in EITC and other credits and refunds. More than 70% of clients are non-Caucasian in a metro area with a 22% minority population.
- SVP Portland is currently supporting the doubling in size of Friends of the Children in Portland, a proposed pre-selected subgrantee, through: facilities plans; leadership development; financial management; and technology system improvements. SVP Seattle is supporting the establishment of Friends of the Children in Seattle.
- In 2002 - 2005, Portland partners helped establish the first Children's Relief Nursery in the city, based on an evidence-based model established in Eugene, Oregon. SIF support would help replicate the model again in new, high-need areas of the city.
- As part of its SIF engagement, Cleveland SVP is supporting the establishment of a west-side Cleveland campus of The Intergenerational School and at least two further TIS schools
- As part of its SIF engagement, San Diego SVP is supporting the replication of Finance Park in that city, a program already well-received in other communities.

One of SVP's guiding principles in grantmaking and capacity building is "Accountability and Results," which encourages SVP partners and nonprofit grant recipients to achieve and document measurable results, both in their own work and through their nonprofit partnerships.

As well as supporting nonprofit grant recipients to achieve measurable outcomes, SVP is heavily invested in monitoring its own performance and measurable outcomes. In 2005 the SVP network developed and introduced a suite of evaluation tools designed to document the impact of SVP organizations in local communities. SVP measures the following outcomes for its capacity building work:

- Increased resources (time, money, in-kind donations) provided to grantees
- Strengthened organizational capacity
- Improved programmatic effectiveness
- Grantee satisfaction with the SVP relationship

Assessments are carried out and published annually -- links to the most recent survey reports are at <http://www.svpi.org/news/studies-and-reports>.

Pre-selected subgrantees

Pre-selected subgrantees are all either current or alumni SVP grant recipients and have been selected according to the SVP grant selection guidelines outlined in Part B of this application. The proposed subgrantees have worked closely with SVP, demonstrating a strong track record of achievement, and met (and in many instances exceeded) capacity building goals established in partnership with SVP. Each has an ambitious growth or replication target. Their past performance is a guarantee of their ability to work collaboratively with SVP in pursuit of SIF goals, which assume a sustained, mutual effort. We are confident they have what it takes.

Assessment of Subgrantee Evidence

If applicants apply with some pre-selected subgrantees, applicants should determine whether each proposed subgrantee has preliminary, moderate, or strong evidence of program effectiveness. This determination should be fully substantiated, as appropriate, with:

- ***A summary of recently completed evaluation(s) of the subgrantees' programs. For subgrantees presenting preliminary evidence, the evaluation(s) may be from a similar program, but must include a justification for why the evaluation(s) are appropriate for the subgrantees' program and demonstrate an understanding of the research literature in this area(s).***
- ***Web links to recent reports (both published and unpublished) from these studies. Links should be to full reports and appendices; i.e., not executive summaries or journal articles. Preferably, the reports will include design documentation.***

Cleveland: The Intergenerational School (TIS)

The Intergenerational School's mission is to connect and guide a multigenerational community of lifelong learners and engaged citizens. Its vision is of an Intergenerational Learning Community that transforms Cleveland into a better, more equitable global community and serves as a model to encourage and assist other communities to create similar learning environments.

Since its inception in 2000, TIS has broken new ground, combining innovative public education with a new construct of social engagement within a learning community. The shared dream of the school's founders is a public school that challenges traditional concepts of segregation and creates a community of learning where individuals, regardless of age, race, and socio-economic factors, thrive and excel together.

TIS's philosophy is based on two mainstays: learning occurs through relationships, and learning is a lifelong, developmental process. TIS creates a learning community where seniors connect with children and children connect with area seniors, all as part of the educational program. Every student has these experiences. The benefits are mutual: kids learn about respect and compassion, and share a love for reading and learning in general; seniors (some with memory problems) stay active and feel valued.

TIS's student body is intergenerational too. All classrooms are multi-age: K-1st-2nd graders are together, as are grades 3-5 and grades 6-8. The school uses a non-graded developmental curriculum which moves children through a series of learning stages at their own pace: students are guided through their own learning based on mastery of every objective, ensuring a firm foundation. Everything is individualized, with class sizes of 16 students.

An immediate goal is to streamline and improve TIS internal operating processes: the objective is to increase the quality and amount of information available to educators, which guides their interaction with students and daily instruction, and establish the foundation upon which an expanded TIS will be built. An intermediate goal is the establishment of a second TIS on the west-side of Cleveland, in fall 2011. Long term goals are the establishment of at least 3 further TIS schools in Cleveland within the decade and the further development of documentation of best practices, for dissemination to the wider US public school system.

Population Served: A 2008 U.S. Census Bureau survey ranked Cleveland as the US's second poorest city among those with populations over 250,000. An estimated 29.5 % of Cleveland's population lived in poverty in 2007. In the Buckeye-Larchmere neighborhood where TIS is located, 26.4% of residents live below the poverty level according to citydata.com.

TIS is in the Buckeye-Larchmere neighborhood, where the student body is historically 95% or more African American or Multiracial. 70% of TIS students qualify for free or reduced-cost meals. TIS collects free and reduced meal information and receives forms from 80% of its students. The majority of TIS students are raised by single parents or in kinship households (a grandparent or other relative). 95% of students are African American. The new school in Ohio City on the west side anticipates a substantial enrollment of students for whom English is a second language.

Evaluation: TIS is a learning organization and is committed to constantly evaluating, re-tooling and improving its programming.

The school has an outstanding record of accomplishment. Since it was eligible for evaluation by the State of Ohio, it has received one Effective rating and 5 Excellent ratings: the only charter school in the state with this record. These reports are available at <http://webapp2.ode.state.oh.us/reportcard/archives/Default.asp>.

- TIS has been named a School of Promise by the state of Ohio for achieving academic success across ALL demographics.
- In 2006, TIS was selected as a member of Schools That Can (STC) - a national nonprofit network of stand-alone, high-performing independent and charter schools operating in

underserved communities.

http://www.schoolsthatcan.org/files/The_Intergenerational_School_Validation_Study.pdf

- In 2007, a U.S. Department of Education's Office of Innovation and Improvement study of more than 3,000 charter schools recognized TIS as one of 7 schools closing the achievement gap: http://www2.ed.gov/admins/comm/choice/charterk-8/report_pg13.html#intergenerational .

TIS recently conducted its first randomized controlled study involving a group of Judson Park residents with mild to moderate dementia who participate in the school program. Conducted as part of a doctoral dissertation by Oxford University student and co-author of "The Myth of Alzheimer's", Daniel George, the study recorded a statistically significant reduction in stress in the TIS group, comparatively better cognitive functioning scores and an elevation in sense of purpose and sense of usefulness after participating in the mentoring program. A copy of the study is available on request.

Replication/Expansion: In 2009, TIS was selected by the Ohio Department of Education as 1 of 3 schools to receive federal funds for dissemination of all or parts of the innovative model to other public schools across the state. The pilot program launched this year: TIS has hosted more than 60 educators for intensive, immersion training sessions. Written materials, videos of best-practices, classroom observations, a web forum, and consultation with the founder are all offered as part of this program. The materials are available here:

http://www.tisonline.org/index.php?option=com_content&view=category&layout=blog&id=50&Itemid=207

Cincinnati Public Schools, in partnership with Xavier University, has worked with TIS over the last year and is opening a similar model in 2011.

The school has ambitious expansion plans. TIS is expanding to 224 K-8 students and 250 older adults in 2010-2011: a second campus opens in fall 2011. TIS has collaborated with 2 other high-performing charters to create Breakthrough Charter Schools, a nonprofit charter management organization. Each member school is committed to sharing best practices, and opening at least 3 additional schools in Cleveland over the next 10 years. This would take the collective group from 3 schools serving 1,000 students to 12 K-8 schools serving 6,000 students. National dissemination of its pioneering work will continue as a high priority.

The SVP Partnership is confident TIS's dissemination efforts and the establishment of at least 3 further TIS schools are likely to have a Strong Impact according to the definition of this term used by SIF. Strong evidence exists from previous evaluations to support this conclusion.

Portland: Children's Relief Nursery (CRN)

For almost a decade, the Children's Relief Nursery (CRN) has provided comprehensive services and support to low-income, at-risk families with children under 5 living in North and Northeast Portland. In 2001, nearly 1 out of 10 children in the area were victims of child abuse, or 10 times the state average; police calls for incidents of family violence vastly exceeded other areas

of the city; about 35% of area residents had no high school or equivalent diploma; the local high school reported the highest rates of teen pregnancy in the State. More than half the population lived on \$12,000 per household. The social service fabric in the area was thin; other than CRN, there were no child abuse prevention or intervention services for children 0-3 years of age.

CRN Portland offers: therapeutic classes for children 12 months - 4 years; parent/infant classes for women in their 3rd trimester and women with babies under 1 year of age; respite care 4 days a week; a 13-week parenting curriculum; case management and regular (1 -4 times per month) home visits; mental health services that include trauma assessment and child parent psychotherapy. CRN works with Department of Human Services to support children in foster care to stabilize placement and work toward reunification.

SVP is supporting the expansion of Children's Relief Nursery to East Portland, where it will serve another 140 families annually. Over the course of the SIF partnership, CRN plans to expand to 2 further locations in Washington and Clark Counties; the 3 new locations will serve, at a minimum, an additional 420 vulnerable families each year.

Replication/expansion: A dynamic culture of replication and expansion already exists within Children's Relief Nursery.

The relief nursery model is growing in popularity and credibility throughout Oregon. There are now 10 established relief nurseries, with 4 new sites preparing to "come on line" as a result of recent start-up funding provided by the state.

The Eugene relief nursery offers fee-for-service replication support to communities seeking to develop a relief nursery; the relief nursery network--Oregon Association of Relief Nurseries (OARN)—and individual nurseries provide guidance, counsel and peer-to-peer support to "emerging nurseries."

Relief nursery directors meet monthly to share information and collaborate on issues in common. This fall, OARN will embark on a strategic planning process to help the network set future direction, address issues around growth of the model and, identify and advocate for the role the relief nursery model plays in overall delivery of services to young children and their families.

Population served: CRN children come from families with many high risk factors, including: a background of family violence; the family has an open child welfare case; at least one parent is experiencing high stress, or mental health problems; the caregiver has less than high school education; there is untreated substance abuse in the family; the family is homeless or is unable to consistently access/provide food. 90% of families served by CRM have an income below the Federal Poverty line; 87% are under or unemployed. Data source: Evaluation of the Children's Relief Nursery, Year 2 Report, NPC Research.

Evaluation: In 2005, CRN was awarded a four-year grant from the Substance Abuse and Mental Health Services Administration to participate in the National Child Traumatic Stress Initiative, a national effort to raise awareness about trauma and increase access to services and supports for young children and families who have experienced trauma. The Federal grant has included a local evaluation that has provided the opportunity to examine services and program offerings and has begun to track and report on families that exit the Nursery. A copy of the report is available.

CRN has been part of a statewide evaluation of the entire Relief Nursery "system" undertaken by the Oregon Commission on Children and Families. A copy of the report is available.

The expansion of Children's Relief Nursery services should have Strong Impact according to the definition of this term used by SIF: that is, "an impact with a substantial likelihood of yielding a major change in life outcomes for individuals or improvements in community standards of living." Strong evidence exists from previous evaluations to support this conclusion.

Portland: Friends of the Children

Friends of the Children (FOC) has developed a pioneering model for mentoring, based on the most promising research available. FOC provides a professional, salaried mentor for youth from troubled homes, starting in kindergarten or 1st grade, and commits to them for 12 years, no matter what. The program has made a real and measurable difference in the lives of our most vulnerable youth for more than 17 years.

SVP Partnership and FOC plan to increase the number of Portland children served to nearly 475 by FY 2015 (an increase of 40%). In spring 2010, child selection will extend outside the Portland Public School District (PPS) for the first time, in response to a demographic shift in the area. Mill Park Elementary will be our first child selection partner in the new district, with a 90% FRL.

It is generally understood that the single most important factor that fosters resiliency in children is a caring and consistent relationship with an adult. The earlier this bond is formed, the greater impact it will have on the child's future. FOC begins to work with children when they start school. It uses evidence-based risk factors, including the amount of parental support, the stability of their home life and their ability to adjust and perform in school. Once selected, FOC commits to the children through high school graduation. Mentors have only 8 children to guide. Each child spends at least 4 hours a week with their mentor.

Friends of the Children adopted the clear and widely accepted benchmarks for vulnerable children in the field of positive youth development: success in school with a minimum of a high school diploma or a GED; positive youth engagement including avoiding involvement in the juvenile justice system; and pursuit of a healthy lifestyle including avoiding early parenting. Broad analysis of standard mentoring practices shows that, for the most at-risk youth, short-term mentoring relationships do not lead to a lasting positive impact and, in many cases, actually cause harm.

A deeper investment is needed to break the cycles of poverty, educational failure, violence and crime that exist in the lives of our most vulnerable children. The Friends model is a means to achieve this investment and make a lasting impact, as outcomes attest.

FOC's work is guided by a Theory of Change, developed from an analysis of evidence-based practices in the youth development and mentoring fields. The TOC outlines the relationship between success in a series of 5 intermediate outcomes, (Milestones) and achievement of FOC's 3 long-term program goals. Milestone categories are: Social and Emotional Development; Making Good Choices; School Success; Improved Health Care; and Positive Plan and Skills for the Future. Milestones are designed to meet the needs of the whole child in order to pave the way for future success.

FOC has been replicated in other cities, with 6 chapters in 5 states (Portland, Klamath Falls, Seattle/King County, New York, Boston, and Cincinnati) currently serving 700 youth.

Population served: Of the nearly 350 children currently served by FOC Portland

- 93% qualify for Free or Reduced School Lunch
- 70% are racial minority (50% African American)
- 70% have at least one parent with a known history of substance abuse
- 65% are known to have been affected by domestic violence
- 60% have one or more parents that have been incarcerated
- 60% are known to have been born to a teen parent
- 40% have had a report of abuse or neglect filed on their behalf

Evaluation: FOC has committed to ongoing evaluation to monitor processes as well as measure intermediate and long-term impacts on the children served.

Obtaining gold-standard, empirical evidence to definitively illustrate the effectiveness of the program is a high priority. In 2007, FOC's unique model led to a \$2.9 million award from the National Institutes of Health to Oregon Social Learning Center (OSLC) and Public Private Ventures (P/PV) to conduct a longitudinal study of the FOC program model. Now in year 3 of the first 5-year phase, this study utilizes randomized, controlled trial methodology to evaluate the efficacy of the model and fill gaps in mentoring research. It is expected that study results will:

- 1) Place Friends of the Children at the forefront of a movement to establish intensive, long-term mentoring as a best practice in serving the most vulnerable children and youth and
- 2) Serve as a launching point for further replication of the model.

NPC Research (<http://www.npcresearch.com>) has provided comprehensive, third party evaluation of FOC since 2000. In 2009, NPC once again reported that, despite family history of failure in these same areas, the majority of program youth attain long-term program goals.

We believe existing evaluation of FOC suggests that its expansion is likely to have a Strong Impact according to the definition of this term used by SIF. Moderate evidence from previous evaluations and the controlled trial study now underway support this contention.

Portland: Metropolitan Family Service (MFS)

MFS plans to expand provision of kindergarten readiness/parent education classes to families living within the attendance areas of 9 elementary schools in mid and east Multnomah County, with a particular focus on Spanish speaking families, whose children face multiple barriers to success in school, including limited English skills and cultural marginalization.

Introduction of the programs will strengthen the Schools Uniting Neighborhoods (SUN) Community Schools and Service System and increase student learning among disadvantaged populations in Multnomah County.

MFS plans to introduce a new parenting program, Abriendo Puertas, a recent evaluation of which shows strong results, and expand two existing, well-evaluated programs - Ready Set Go and Make Parenting a Pleasure -- to highly vulnerable families. Ready, Set, Go is currently offered only in northern Clackamas County. Make Parenting a Pleasure is offered in Multnomah and northern Clackamas counties.

Over the course of a 5 year engagement, our goals are:

- 200 additional parents participate in Abriendo Puertas
- 1200 new individuals participate in Ready Set Go
- 800 new individuals participate in Make Parenting a Pleasure

Total new individuals served = 2,200

Specifically, we will know we have succeeded when evaluation shows:

- 1) 85% of participating pre-kindergarten children are ready to enter kindergarten per the Ready to Read assessment tool
- 2) Pre-kindergarten participants achieve at equal or higher levels than their 3rd grade classmates per OAKS (Oregon Assessment of Knowledge and Skills) scores
- 3) 85% of participating parents increase their parenting skills per the Protective Factors Survey
- 4) 85% of participating parents increased their leadership and involvement in their child's school via participation in Abriendo Puertas (Opening Doors).

Collectively, these results will strengthen supports to Portland area families whose children are at high risk of beginning elementary school with low skills which too often translate into lifelong low achievement patterns.

Population served: Across the 9 proposed SUN Community School sites in Multnomah County, 80% of students qualify for free or reduced cost lunch.

Program evaluation to date: Results from the RSG and MPAP programs have been consistently strong. Data from an '08-'09 evaluation of MFS show that:

- Ready, Set, Go helps close the achievement gap for low-income children and increases parental involvement in school and learning: a copy of this evaluation is available on request.
- Make Parenting a Pleasure improves parenting: 92% of MPAP parent participants showed positive changes in Family Functioning and Resiliency subscales and 77% showed positive changes in Nurturing and Attachment subscales. A copy of the evaluation is available on request.
- Initial evaluation of the Abriendo Puertas parent empowerment program, conducted by the University of Southern California reported significant increases in participants' confidence about parenting skills.

For more detail please go to

www.hfrp.org/content/download/3564/.../WorkingGroupInnovations.pdf.

Previous evaluation of MFS programs suggests expansion of these programs is likely to have a Strong Impact according to the definition of this term used by SIF. Previous evaluations provide preliminary evidence to support this conclusion.

Portland: Morrison Child and Family Services' Sexual Abuse Treatment Program (FSAT)

For 15 years Morrison Child and Family Services' Sexual Abuse Treatment Program (FSAT) has served sexual abuse victims and their families who have an open case with the Department of Human Services. The service has focused on Multnomah County (75% of Portland). FSAT is the only program of its kind in the tri-county area (Multnomah, Clackamas and Washington Counties).

Research has shown that children served within 1 month of victimization have a significantly higher rate of recovery than those children who have incorporated the trauma into their self concept. Ultimately, this leads to reduced unemployment, higher school completion rates, lower incidence of drug use and mental illness.

With the support of SVP, Morrison plans to expand its service, beyond DHS and City of Portland referrals, connecting with the neediest population in East Multnomah County. It will conduct additional evaluation and strengthen its evidence-based practice. For the first time, services will be available to foster parents and other professionals in the community who can benefit from training and support offered to non-offending parents and adults.

As a result of the SIF initiative at least 420 children, non-offending parents and adults who work with sexually abused children will be supported by FSAT annually. In 5 years more than 2000 children, non-offending parents and adults working with sexually abused children will benefit from FSAT expert assistance.

Population served: 72% of FSAT clients are covered by the Oregon Health Plan (OHP), the state-administered, federally funded Medicaid program for children and families living in poverty. To qualify for OHP, families must have a household income of less than 185% of the Federal poverty guidelines.

In 2009, 46% of the children served by FSAT were in foster care. This places them at particular risk of poor outcomes. Research has found that foster children experience greater difficulties than abused or neglected children not placed in foster care:

- Child-welfare-involved children are more likely to have high levels of emotional and behavioral problems and to have received mental health services
- Are more likely to have low school engagement and not participate in extracurricular activities
- Are more likely to have health problems
- Are more likely to have a physical, learning, or mental health condition that limits their activities.

Morrison Child and Family Services has a clear understanding of the measurable outcomes it will seek to improve via the SIF initiative. The foundation for these will be ACE (Adverse Childhood Experiences) one of the most comprehensive research studies analyzing the relationship between multiple categories of childhood trauma and health and behavioral outcomes later in life.

Morrison's goal is that the children it serves will recognize the abuse was not their fault: Morrison will help them deal with the abuse so that they can minimize their response, be better prepared to engage productively with the community, and live happier and more successful lives.

Evaluation: In 2008 FSAT implemented an internal outcome evaluation of children and youth it serves, as well as of non-offending parents participating in group services. Children/youth demonstrated significant improvements on 9 of 11 scales of the Achenbach Child Behavioral Checklist (CBCL), including decreases in: Depression; Anxiety; Social Problems; Aggressive Behavior; Thought problems; Attention Problems; Internalizing Problems; Externalizing Problems; Total Problems

Children/youth demonstrated significant improvements on all ten scales of the Trauma Symptom Checklist for Children (TSCC): Anxiety; Depression; Anger; Post-traumatic Stress; Dissociation; Overt Dissociation; Fantasy; Sexual Concerns; Sexual Preoccupation; Sexual Distress.

A copy of the evaluation is available on request.

Previous evaluation of FSAT suggests that expansion of the program and the accompanying community outreach/ education initiative is likely to have a Strong Impact according to the definition of this term used by SIF. Moderate evidence exists from previous evaluations to support this conclusion.

San Diego: Junior Achievement of San Diego and Imperial Counties

In the US, the fastest growing group of bankruptcies falls in the 18-25 year old age group. More students drop out of college due to credit card debt than to academic failure - one reason why financial literacy is crucial to the success of young people.

Junior Achievement (JA) is dedicated to educating students about workforce readiness, entrepreneurship and financial literacy through experiential, hands-on programs. Its goal is students who are career ready, have successful financial management habits and the skills necessary to succeed in a global economy.

In 2010, JA will engage more than 40,000 students in a range of financial literacy programs including JA BizTown, a 5th grade experiential learning environment. Through daily lessons, hands-on activities, and active participation in this simulated community designed to support differentiated learning styles, students develop a strong understanding of the relationship between what they learn in school and their successful participation in a worldwide economy.

With SVP support, JA plans to establish Finance Park, a financial literacy program aimed at 8th grade students. Finance Park uses a methodology similar to the successful Poverty Simulations developed by the Missouri Association for Community Action. Each Finance Park participant is given a life "role", e.g. a student might be told they earn \$30,000 a year and are a single parent with 3 children. Students are then required to budget expenses for a month. Finance Park will build on the success of BizTown, ensuring students receive financial literacy education in both 5th and 8th grades, thus reinforcing key learnings. A movable facility, Finance Park can be located at virtually any location.

JA's theory of change assumes that by operating JA BizTown in tandem with Finance Park, and targeting students in feeder attendance areas between elementary, middle and high school, JA will impact students at two different learning levels, deepening the likelihood they will absorb the importance of staying in school, and understand the building blocks of a sound financial future.

28 Junior Achievement offices in the US run BizTown/Finance Park programs: JA is eager to replicate this success in San Diego.

Population served: JA of San Diego and Imperial Counties has a special focus on low-income families throughout both counties. About 50% of the more than 100 schools that participate in JA are Title I schools. 44% of students served by JA in San Diego and Imperial Counties are enrolled in the Free and Reduced Lunch Program. The County of Imperial Valley is rural and traditionally underserved.

Evaluation: An independent evaluation conducted in 4 cities and 32 classrooms where students participated in JA Finance Park revealed that students were more confident in their ability to: graduate from high school; make good decisions regarding money; understand how to develop a personal budget; know how to avoid getting in to debt; and succeed in their future.

JA programs are regularly assessed nationally by independent, 3rd-party evaluators. A 2004 longitudinal study commissioned by JA indicates that students who participate in JA programs demonstrate a marked change in their attitudes towards continued education. They:

- Are more likely than students in general to move to college immediately after high school
- Find the transition to college easier
- Are more highly motivated in their studies

A link to the longitudinal study is here: http://www.ja.org/files/long_summary.pdf.

Findings on the cumulative effects of the JA elementary school programs reveal that participation in JA for multiple years during the elementary grades increases student learning and skill development (specifically, problem solving and decision making skills) in business, economics, and personal finance.

JA's focus on evaluation continues with the establishment of Finance Park in San Diego. Students in the program will participate in pre and post tests in order to assess program effectiveness.

San Diego SVP has brought substantial new, philanthropic dollars to JA. SDSVP assisted with locating and financing the permanent location for BizTown. An SDSVP Partner donated the \$1,500,000 down payment to purchase the now permanent home of JA. Another Partner recently completed the \$6 million capital campaign by donating \$1,000,000. SDSVP is now assisting JA in developing its IT systems, creating a new database to track outcomes.

We believe the expansion of JA's programs to 8th grade students in San Diego and Imperial Counties is likely to have a Strong Impact according to the definition of this term used by SIF. Moderate evidence exists from previous evaluations to support this conclusion.

Seattle: Explorations in Math

All children must succeed in math to thrive in today's world. According to the 2007 research and study, School Readiness and Later Achievement, "researchers who examined data from 6 studies of close to 36,000 preschoolers determined that the mastery of early math concepts was the very strongest predictor of future academic success".

Nationwide, children are not succeeding in math. According to the 2009 Citizen's Report Card on Washington Education, nearly half of 10th graders could not pass the Math Washington Assessment of Student Learning and the failure rates for Latinos, African-Americans and Native Americans is even higher. Of further concern, according to Office of Superintendent of Public Instruction's data nearly 50% of elementary school students state-wide are failing at math.

Statistics like this led to the establishment of Explorations in Math in 2003. It serves 18 elementary schools in Seattle, Bellevue and Lake Washington School Districts and provides summer math camps in association with 5 additional area schools in the Seattle School District. In the summer and fall of 2009, EIM introduced MathWays, math education sessions, offered

free of charge at area libraries and community centers with a plan to expand the program through community after-school providers such as Boys and Girls Clubs.

Through its partnership with SVP, EIM intends to:

- Expand services to 15 - 25 elementary schools in Renton, Lake Washington, Bellevue and West Seattle
- Solidify its theory of change to ensure that the necessary programs and measurements are in place to inform and lead expected change in math culture and ultimately math achievement.
- Establish a scalable, sustainable foundation so programs can be successfully replicated throughout more schools in Washington State and beyond.

We will know we have succeeded if we create a culture where:

- It is believed that every elementary student has the ability to do math
- Teachers, parents, and community members support students with significant opportunities inside and outside of the classroom to experience math in engaging, relevant fun ways
- Students are more confident and enjoy math more, reinforcing their belief in their own abilities, creating desire to do more math and reinforcing the belief that every student can do math.

Population Served: EIM works with the entire elementary school community, with programs serving students, teachers, administrators and parents. Free and reduced lunch rates for the students enrolled at each of the 18 schools with which Explorations in Math is engaged average 52%, with 67% minority students and 24% of students for whom English is not their first language.

Evaluation/Replication and Expansion: EIM has a strong history of commitment to evaluation and improving measureable outcomes. In 2006 it initiated a 2 year pilot evaluation program. A copy of this evaluation is available on request.

The pilot provided data confirming that EIM was on the right track. In January 2010, with the support of SVP Seattle, EIM began to build on that foundation. It is reviewing its theory of change and creating a strong logic model. With support from SVP, EIM is working with a consultant to test existing mechanisms for measurement and assessment, to ensure EIM is gathering necessary data. As part of this review, EIM is examining existing programs and services and exploring potential new programs which may possibly better meet the needs of the communities it serves. A primary goal of the SVP Partnership will be to establish a rigorous, external evaluation process which gauges whether EIM is meeting its purpose of preparing children from disadvantaged communities for school, employment and life.

SVP believes the expansion of EIM's programs is likely to have a Strong Impact according to the definition of this term used by SIF. Preliminary evidence exists from previous evaluations to support this conclusion.

Seattle: Powerful Schools

Powerful Schools provides reading intervention, writing instruction, arts, and extending learning support to children who are behind grade level or at-risk for low school achievement. It reduces the academic achievement gap by creating strong partnerships with public schools to help children thrive. Through literacy, arts, after-school and leadership programs, it works to ensure all children succeed both in and out of school.

Powerful Schools believes that:

- All students can succeed in school with the right combination of quality programs, focused resources and community support.
- Effective teaching, engaged parents and supportive communities are critical to academic success.
- Literacy skills provide the foundation for success in all disciplines.
- Integrated arts programs promote critical thinking skills and make curriculum accessible to students across different cultures and learning styles.
- Powerful Schools programs give students the skills and confidence to express themselves effectively within a supportive and enthusiastic community.

The organization currently serves some 4,000 children in SE Seattle, Rainier Beach, and Beacon Hill. As a result of a five year engagement with the SVP Partnership, Powerful Schools will expand into a regional network of schools across 8 cities: Seattle; Tukwila; Sea-Tac; Burien; White Center; Highline; Rainier Beach; Highpoint; and Beacon Hill and reach 10,000 students.

We believe that as a result of this expansion:

- 80% of 3rd graders on free and reduced lunch will read at grade level or above
- 70% of students served will meet math, science grade State level standards
- 90% of students enrolled in after school will show notable increases in homework completion, reading and math proficiency, classroom participation, and self-management, according to teacher, parent, and student surveys.
- 80% of students served will demonstrate improvement in writing skills
- 30% reduction in absences among students with high truancy served by the project
- 20% reduction in the amount of office referrals among students served by this project
- 20% increase in the parent, guardian participation (of children served) in school related trainings and activities.

Population Served: 70% of the population served by Powerful Schools qualifies for free and reduced lunch.

Powerful Schools serves students at high-needs public schools across south Seattle and south King County.

- 88% are from racial or ethnic minorities
- 31% are English language learners
- 10+% are in special education

Academic research from Seattle Public Schools shows a direct correlation between a school's free and reduced lunch rate and the school's overall academic achievement on the Washington State Assessment of Student Learning (WASL). Often the higher the free and reduced lunch rate at a school, the lower their reading and math scores will be.

Evaluation: Research shows that a student who is not at grade-level reading by 3rd grade is at great risk of dropping out of high school or not graduating on-time.

In 2008-2009, Powerful Schools programs achieved the following results in an internal evaluation:

- 82% of 195 children tutored in reading achieved or surpassed grade level reading, according to the standard measure used by Seattle Public Schools to assess student reading performance.
- Nearly 100% of 950 children who participated in after-school academic and enrichment classes at 4 schools achieved notable increases in homework completion, reading and math proficiency, classroom participation, and self-management, according to teacher, parent, and student surveys.
- More than 80% of 2,230 students served by our in-class teacher training in writing instruction saw improvement in their writing skills.. 100% of 150 teachers served reported improvement in their instructional ability.
- A 2-year study of student writing samples from The New School (now South Shore K-8) showed steady increase in student writing ability after Powerful Schools brought writing instruction to classrooms, grade bands, and the school as a whole. The study was conducted by Powerful Schools, with help from Northwest Regional Educational Lab
- 90% of 1,100 students served with arts residencies in their classrooms and 96% of 42 participating teachers experienced improvements in student engagement and conceptual learning when curriculum was integrated with the arts

As part of the engagement with SVP, Powerful Schools will build on this promising evidence to develop and implement a valid and reliable evaluation methodology.

Replication/Expansion: As Seattle has become increasingly unaffordable for many families, demographics similar to what existed in SE Seattle in 1991 have shifted to other parts of the region, particularly south King County, including Tukwila and the Highline area. South Seattle, Tukwila, and Highline represent 3 areas with high populations of low-income families, low-performing schools, and substantial high school drop-out rates. According to a 2007 study by the Reinvesting in Youth Steering Committee, 45% of African-American, Native American and Latino boys fail to finish high school in King County. Moreover, one-third of juvenile offenders read below the 4th grade level (Coalition for Juvenile Justice 2001). Through planning and coordination among key providers, Powerful Schools aimsto expand and enhance our network of systems (schools, communities, policy-makers, and providers) across south Seattle and south King County (Tukwila, Sea-Tac, Burien, and White Center). This network of schools covers more than 20 miles and is home to over 65,000 students across 8 diverse communities and 3 school districts.

The Stuart Foundation (<http://www.stuartfoundation.org>) has awarded Powerful Schools an expansion feasibility grant: Leadership Tomorrow selected the organization as a project to support its growth planning. The goal to shift to a regional network of schools across Puget Sound has been supported by the Powerful Schools' board through adoption of the "Building a Literate Community" initiative.

We believe the expansion of Powerful Schools' program to a regional network of schools across Puget Sound is likely to have a Strong Impact according to SIF's definition of this term. Preliminary evidence exists from previous evaluations to support this conclusion.

C. Community Resources

Addressing the Application Review Criteria

- ***Include a discussion of the additional commitments you plan to secure, and how you will secure them. In the budget, you must list the sources of your match funds.***
- ***Describe the extent to which you propose to provide matching funds in excess of the minimum requirement.***

SIF is seeking intermediary grantmakers that can demonstrate that Federal funds are generating new or additional private sector funds and is particularly interested in applicants that present both a strong capacity to raise additional dollars to be provided to subgrantees, and a serious commitment to sharing the fundraising burden for their subgrantees. SVP has an excellent track record in this respect.

The 2008 report, Successful Partnerships: SVP's 2008 Capacity Building Outcomes (<http://www.svpi.org/news/studies-and-reports/2008%20Investee%20Outcomes%20Report.pdf>) notes that in addition to SVP grant funds, nonprofit grant recipients reported substantial new cash contributions from individual partners or from referrals or contacts from partners.

SVP has internal and external studies which confirm that engagement with SVP encourages partners to increase their charitable giving substantially and to do so in a more strategic fashion, effectively leveraging their donations to be worth more. Independent third party evaluation of the SVP network by Dr Michael Moody, formerly with the Center on Philanthropy and Public Policy at the University of Southern California "Becoming a Venture Philanthropist: A Study of the Socialization of Social Venture Partners" May 2009 (<http://www.svpi.org/news/studies-and-reports/Becoming%20A%20Venture%20Philanthropist%2C%20A%20Study%20of%20the%20Socialization%20of%20Social%20Venture%20Partners%20%20Michael%20Moody%2C%20May%202009.pdf>) reports that 70.9% of partners interviewed had increased their giving - and increased it substantially – as a result of involvement with SVP.

An example of SVP's ability to raise funds on behalf of subgrantees is San Diego SVP, which has raised \$3 million in addition to grant monies for Junior Achievement of San Diego and Imperial Counties. Due to SDSVP's extensive vetting process and the intensive capacity building support for its grantees, the San Diego community believes strongly that one of the best investments in

town is an investment in SDSVP. Since inception, SDSVP has generated over \$6,000,000 for its 19 grantees from other foundations, corporations and individuals. San Diego SVP recently launched its Supercharged Fund, soliciting \$500,000 in new philanthropic gifts for current and former grant recipients.

D1. Description of Activities: Subgranting

Addressing the Review Criteria

- ***Describe your approach to identifying and selecting subgrantees with impact potential.***
- ***Provide specific examples of the competitiveness and effectiveness of your approach.***
- ***Describe your relationships with and engagement of experts, leaders, and community stakeholders in relevant domains to ensure quality identification and selection of subgrantees.***
- ***If applicable, describe how your pre-selected subgrantees meet the stated eligibility requirements.***

The SVP network has a rigorous and transparent grant selection process. As current or graduated SVP grantees, the partnership's pre-selected subgrant recipients have already been subject to this process:

1. Grant guidelines, with a call for letters of inquiry, are distributed broadly to the nonprofit and funding communities.
2. Grant committee members, consisting of SVP partners, are oriented to the grantmaking process
3. Experts in the focus-area of the grant as well as experts in nonprofit management present to the committee to provide context about the environment in which nonprofits operate and the audiences they serve
4. Committee members learn about what is involved in capacity building and the elements required for an effective partnership between grantmaker and grant recipient
5. Committee members assess the letters of inquiry using an evaluation tool that takes a potentially subjective process and provides a more objective framework for decision-making
6. Proposals are invited from 5-7 organizations with highly rated letters of inquiry.
7. Committee members participate in site visits of the finalists.
8. Proposals are reviewed and the committee votes to selected one or two grant recipients, using two different voting processes: first an "approval" vote, then a Boorda ranking.

Copies of the grantmaking guide and evaluation tools can be provided on request.

SVP selects grantees with the following criteria in mind:

Investee Leadership

- The organization has a clear point person
- Authority or autonomy to implement projects
- Accountable for success of relationship with SVP

Vision

- Have a program vision at least 3 - 5 years out
- A vision of how SVP can help them reach this

Organizational entity

- Enough internal capacity to engage
- Not so large that SVP will be lost in the shuffle or so small they can be overwhelmed
- Not a stand alone program: we are investing in the whole organization

Organizational Sustainability

- Nonprofit is "stable enough"
- It has needs, but is not in crisis

Other key success factors are:

Willingness to embrace SVP Partnership

- Open and able to work with and support SVP volunteers
- Sees SVP as more than a grant or help with fundraising
- Board and program staff are supportive of SVP relationship

Solid programs & mission

- Programs are successful or show promise; SVP is investing in their success
- Given all the community needs, this organization's work is critical

We are confident that SVP's criteria ensures the selection of a portfolio of subgrantees that are innovative, serve low-income or vulnerable communities and possess the characteristics indicated on page 23 of the SIF guidelines.

D2. DESCRIPTION OF ACTIVITIES

Addressing the Review Criteria

- ***Describe your commitment to long-term relationships with subgrantees, including the process by which you establish shared short- and long-term goals and communicate and negotiate modifications.***
- ***How will you help your subgrantees invest in performance improvement and program effectiveness through appropriate data collection and evaluation?***
- ***What resources and support will you provide to build subgrantee capacity in key areas, such as leadership development, financial management, data management, strategic planning, and communications?***
- ***How will you facilitate learning and improvement across your portfolio of subgrantees?***
- ***Describe your proposed approach to supporting your subgrantees in achieving their match requirements and on-going sustainability.***
- ***Describe your track record of using data to measure and improve your grantees' performance and program effectiveness. Cite one or more specific examples.***
- ***Describe your proposed approach to accountability for subgrantees and yourself. Provide examples of and justification for potential subgrantee-level and intermediary-level metrics.***

SVP has an outstanding record in selecting and supporting high potential nonprofit organizations, working with them to the point where they are able to obtain substantial follow-on support from foundations and other funding agencies.

SVP Seattle has documented the impact of its work in a number of case studies, charting the course of SVP's involvement with nonprofits including the Kinderling Center (<http://www.svpseattle.org/ourimpact/advancing-nonprofits/investee-casestudies/Kinderling%20Center%20Case%20Study%20%28SVP%20Seattle%29.pdf>) and Rainier Scholars (<http://www.svpseattle.org/news-resources/newsletter-november-2009/Rainier%20Scholars%20Case%20Study.pdf>), two recent examples.

An early, but telling example of SVP's effect on nonprofits is documented in the New Futures (<http://www.svpseattle.org/our-impact/advancing-nonprofits/investee-casestudies/New%20Futures%20Case%20Study.pdf>) case study. SVP Seattle funded New Futures from 1998 to 2002. New Futures brings a systemic approach to long-term positive change in children at greatest risk of academic failure, unemployment, too-early pregnancy and violence. The organization leverages support from over 60 agencies to provide on site school-linked child and family support and community engagement services in the low-income apartment complexes where the children live. The changes in New Futures during that time were dramatic.

The first year, New Futures operated in three sites and served about 100 children and families each year. By 2003, and the conclusion of its five year relationship with SVP, New Futures had three sites and a fourth scheduled to open in January 2004, and was serving 2,500 children and families annually. Initially, New Futures had 3 full time and 3 part time staff. By 2003, it had 9 full time and 34 part-time staff. Its annual operating budget jumped from \$249,500 to \$1,002,157. The organization had established its own 501(c)3 status, a sound financial system, a client tracking system attached to an innovative self-evaluation system, and a strong Board of Directors. 3 SVP volunteers continue to work with New Futures on their own. 2 are on the Board and one works with the Self-Evaluation Team. The major difference programmatically in New Futures at the end of the five years was the level of support they were able to provide the children and families.

New Futures now receives major funding from the Bill and Melinda Gates Foundation; has been selected as one of eight national models for innovative, culturally competent services for children and families by the University of South Florida; has been selected as a "Promising Practice" by the National League of Cities; received Bank of America's 2007 Neighborhood Builders' Award; and New Futures' Associate Director Laura Silverstein was chosen as a Learning Circle Fellow by the American Evaluation Association.

And New Futures' outcomes prove their effectiveness:

- Children improve, on average, one and a half grade levels in reading
- 60% improve their attendance and behavior at school

- Children go from being, on average, more than a grade level behind to being almost at grade level by the end of the year.

As New Futures demonstrates, SVP's selection of a nonprofit grant recipient is the first step in a long-term engagement designed to fulfill our mutual goal - supporting them to measurably increase their capacity and thus effect greater community impact. A copy of SVP's capacity building guide, *Partnering for Success: A Step by Step Guide to Investee Relations* can be supplied on request.

You can read more SVP success stories from Portland here:

<http://www.svpportland.org/impact/completed-investments/>, including a summary of the work it has already undertaken with pre-selected subgrantees Children's Relief Nursery, Morrison Child and Family Services and Metropolitan Family Services.

The SVP partnership will carry through this commitment to evaluation in its work with all SIF subgrantees. Our first task, (if subgrantees do not already have this in place,) will be to support the development of a Theory of Change, research appropriate evaluation methodologies and integrate these into operations.

A learning community

The SVP partnership will place its substantial experience as an educator and facilitator of formal and informal training and peer-learning to work in the SIF program. Given that nonprofits now operate in a rapidly evolving, networked, and interdependent world, it's no longer sufficient for nonprofit leaders to have high proficiency in the issue area their programs address.

We propose a learning cohort for the CEOs of the subgrantees, bringing them together face-to-face twice each year (supplemented by regular web and teleconference communication). The learning cohort's first task will be to map learning objectives. These may include:

- Programmatic, research and evaluation activities in which they might collaborate
- Leadership development
- Augmenting skills in catalyzing collaboration

ORGANIZATIONAL CAPACITY

We have the infrastructure in place to share the cohort's journey and lessons learned with both the SVP network (25 SVP organizations, 2000 philanthropists and 400 nonprofit grantees) as well as with the broader philanthropic field, where the Social Venture Partners model and achievements are known and respected.

A. Ability to Provide Sound Programmatic Oversight

Sound Organizational Structure

Addressing the Review Criteria

- ***Ability to Provide Sound Programmatic Oversight:***
 - ***Provide a brief history of your organization; identify major transition periods and accomplishments.***
 - ***Describe your organization's experience in the proposed priority area(s) of activity and your experience operating and overseeing programs comparable to the ones proposed. Include specific examples of your prior accomplishments and outcomes in these area(s).***
 - ***Describe your capacity to manage a Federal grant and to provide on-site monitoring of the financial and other systems required to administer a Federal grant by a subgrantee.***
 - ***Describe the types of evaluations you have conducted or sponsored, including the quality and selection of evaluators, the study methodologies (including data collection and analysis), and the reporting and release of the findings. Please provide web links to recent reports (both published and unpublished) from these evaluations. Links should be to full reports and appendices; i.e., not executive summaries or journal articles. Preferably the reports will include design documentation.***
 - ***What procedures do you have in place to ensure that evaluations meet high standards of technical quality and independence?***
 - ***How have you used and shared the results of evaluations (both positive and negative findings) for program improvement?***
 - ***Describe the range of replications or expansions that you have overseen or sponsored.***
 - ***Describe the kinds of resources (e.g., data systems; staff) you have available to assist with subgrantee replication or expansion.***
 - ***Describe your ability to support and oversee multiple programs at different locations.***
 - ***What are your current or previous programmatic relationships with the programs?***
 - ***Describe your plans for monitoring site compliance programmatic requirements.***
- ***Board of Directors, Administrators, and Staff:***
 - ***Describe your organization's management and staff structure and how the Board of directors, administrators, and staff members will be used.***
 - ***Identify the key program positions within your organization. Describe the relevant background and experience of key staff members and their respective roles, or***

your plans to recruit, select, train, and support additional staff, and their proposed roles.

- ***Plan for Self-Assessment or Improvement:***
 - ***How does your organization conduct ongoing internal assessment and improvement of overall—not program-specific—systems, structure, staffing, and other capacities?***

Qualifications and track record - why SVP as an intermediary grantmaker?

The SVP network has the largest footprint of any existing donor network and is acknowledged as an innovative and influential leader in philanthropy development, capacity building and donor education.

Since 1997, SVP has been building communities of inspired philanthropists, many of whom go on to become influential cross-over leaders and change makers in communities around the world. Philanthropists throughout the network serve as mentors who can help new philanthropists implement the SVP model, leverage internal talents and address social challenges. Our model is unique in contemporary philanthropy in combining investment and education in order to create sustainable nonprofit organizations and lifelong, informed philanthropists.

Each individual SVP functions either as a 501(c)(3) or a Field of Interest Fund of a local community foundation. SVP board members are drawn from among the partners. A link to SVP Seattle's board is here <http://www.svpseattle.org/about/our-team>. SVPI, the SVP network association, is a 501(c)(3) and board members are partners drawn from across the SVP network: biographies of SVPI board members are located at <http://www.svpi.org/about-us/board>.

SVP's resources include a roles and responsibilities matrix, which clearly outlines the respective responsibilities of directors, administrators, volunteers, staff and paid consultants.

A key advantage is SVP's technology infrastructure - the most sophisticated in the philanthropic sector. Partners and staff in all 25 affiliates participate in an online intranet, with instant access to methodologies, best practices and technologies used across the network. SVP has in place the technology and communications infrastructure which will be key to providing programmatic oversight and documenting and disseminating lessons learned as a SIF intermediary.

The SVP network has outstanding experience in providing and/or securing technical assistance for nonprofit grant recipients in the following fields:

- Financial management;
- Fund development
- Information Technology
- Marketing, Communications and Public Relations
- Program evaluation
- Human resources

- Mission, vision, strategy and planning
- Leadership development
- Board leadership
- Legal affairs

Consultancy services are provided by either skilled, volunteer SVP partners or by consultants who complement this volunteer pool. In the area of program evaluation, SVP typically employs expert consultants in this field to work with nonprofit grant recipients: it often uses the services of Seattle-based Organizational Research Services (www.organizationalresearch.com)

SVP conducts regular assessments of its capacity building efforts with nonprofit grant recipients: results are collated and published bi-annually (most recently, *Successful Partnerships: SVP's 2008 Capacity Building Outcomes*)

Self Assessment, Improvement

SVP has in place a well-designed plan and systems for organizational self-assessment and continuous improvement. It conducts regular reviews of its own organizational capacity and its ability to carry out its mission. It has developed a tool for this purpose, the SVP Affiliate Capacity Tool, which each of the 25 SVP members is encouraged to complete at least bi-annually, and before the preparation of each strategic plan. SVPI, the network membership association, conducts regular satisfaction surveys, responses to which have been uniformly good. SVPI is presently seeking feedback and advice from SVP members as it develops its next strategic plan.

Since 1997, the 2000 plus SVP partners have worked with nearly 400 nonprofit organizations in 14 states, contributing some \$36 million in grant funds to these organizations. SVP has worked primarily with nonprofit organizations that work with and for:

- Infants and children with special needs
- At risk Youth
- Child care and parenting support options for vulnerable families
- Better social behavior and academic outcomes for at-risk children and youth
- Improved school completion and college entry rates for children from African-American, Latino and other vulnerable populations
- Advocacy and public policy efforts dedicated to eradicating systemic disadvantage

It has a demonstrated track record of philanthropic leadership and strong relationships in the communities it serves. An example of this is SVP Seattle's role as a founding member of Washington State's Thrive By Five Public/Private Partnership, by virtue of its outstanding reputation in supporting early childhood services in the state .

SVP Portland serves on the steering committee of the Oregon Early Childhood Funders Circle, bringing together all major grantmakers in the region to increase investment in the earliest years. Recently, SVP Portland has been a catalyst in raising a collaborative grant fund among

the group to spur the six primary early childhood advocacy organizations to build a policy framework and joint advocacy agenda on early childhood issues.

We have noted the SVP network's substantial capacity to raise resources on behalf of nonprofit grant recipients -- some \$6 million in San Diego alone. The 2008 report, *Successful Partnerships: SVP's 2008 Capacity Building Outcomes* indicates that in addition to SVP grant funds, nonprofit grant recipients reported substantial new cash contributions from individual partners or from referrals or contacts from partners.

B. Ability to Provide Fiscal Oversight

Addressing the Application Review Criteria

- ***Describe the experience and infrastructure your organization has in managing grants.***
- ***What is your current organizational budget?***
- ***What percentage of the budget would this grant represent?***
- ***How will you ensure compliance with Federal requirements?***

Grantmaking is a central strategy in achieving Social Venture Partners' dual mission of nonprofit capacity building and philanthropy development. A well-documented and time tested process is used that maximizes partner engagement and education as well as openness and transparency. Each of the four SVP organizations represented in this application use a version of the process. During the grantmaking cycle, consideration is given to how potential grant recipients would complement SVP's current portfolio of grantees.

SVP has co-funded successfully with other grantmakers including the Oregon Community Foundation and the Gates Foundation.

Each SVP holds 2-3 grant or re-grant cycles each year. Grant portfolios include 6-20 nonprofits whose leadership works closely with an SVP partner liaison as well as SVP staff. Reviews of each grant relationship are held semi-annually for the duration of the relationship (3-8 years). Because SVP is a hands-on capacity building organization, regular interaction with grantees focused on their financial and organizational health is the norm.

Social Venture Partners Seattle's current year budget is \$1.9 million. The budget for SVPs in Cleveland, Portland and San Diego and SVPI is collectively \$1.3 million. A \$1.1 million SIF grant would represent 34% of the combined budgets, with the \$100,000 portion retained by SVP representing 5% of the nongrant portion of the budget.

Federal requirements will be closely monitored by SVPI staff, who have extensive experience facilitating and managing projects involving multiple SVPs.

BUDGET/COST EFFECTIVENESS

A. Budget & Program Design

Addressing the Application Review Criteria

- ***Demonstrate how your program has or will obtain diverse non-Federal resources for program implementation and sustainability.***
- ***Discuss the adequacy of your budget to support your program design including how it is sufficient to support your program activities and how it is linked to your desired outputs and outcomes. Specifically, describe and quantify in detail the costs associated with your proposed competitive subgrant selection process, program evaluation plans, and technical assistance to subgrantees. Include costs that may be paid for with resources other than Federal or matching funds.***

Local public funding as well as foundation, corporate and individual contributions has been committed to this project, including \$100,000 from the Portland Children's Levy, \$35,000 from Key Bank, \$80,000 from local family foundations and an ever-growing amount from individual philanthropists who are partners in SVP (at last count it was \$30,000 and growing). Interest in participating has been expressed by several other community and private foundations, other Key Bank regional offices, corporations and corporate foundations and SVP partners. SVP will leverage the three-to-one match by accessing the vast networks of business and community leaders connected to its partners.

The proposed project budget totals \$2,202,029, which includes \$200,000 grants to ten nonprofits in the four cities represented.

It includes \$75,000 in personnel costs, which accounts for staff time at each SVP site and SVPI. SVP staff time includes managing the grant cycle (Portland and Seattle) and grantee capacity building project management, particularly in strengthening and refining program outcome evaluations. SVPI staff time will focus on facilitation of the leadership cohort, furthering SVP program outcome evaluations, and capturing and disseminating the promising practices and lessons learned from the project.

While much of the technical assistance to subgrantees will come from SVP partner volunteers (in keeping with our model), the budget includes \$8,000 per subgrantee for consulting services to strengthen and/or refine outcomes-based evaluation systems. It also includes \$8,000 to refine and strengthen the tools SVP uses to measure its outcomes in capacity building.

A key element of the project is a leadership development cohort consisting of the 10 subgrantees' CEOs. The budget includes \$15,000 for consulting support to design and implement the program, \$13,670 in travel costs and \$1500 in meeting costs for two in-person sessions.

Capturing and disseminating knowledge from the project will require contracting a researcher and writer. \$10,000 has been included for this.

B. Match Sources

Addressing the Application Review Criteria

- ***Include a discussion of the additional commitments you plan to secure, and how you will secure them. In the budget, you must list the sources of your match funds.***
- ***Describe the extent to which you propose to provide matching funds in excess of the minimum requirement.***

As demonstrated in the attached letters of commitment, SVP has secured \$100,000 in funding from the Portland Children's Levy, \$35,000 from Key Bank, \$50,000 from the Duncan and Cindy Campbell Foundation and \$30,000 from the Northwest Health Foundation. Additional funding is being considered by several private and corporate foundations, including the Gates Foundation. In all cases SVP has an established relationship with the funders as collaborators, co-conveners or co-funders, on previous projects.