

**NORTHERN ILLINOIS UNIVERSITY**

**Philanthropy, Community, and Grant Writing**

**A Thesis Submitted to the**

**University Honors Program**

**In Partial Fulfillment of the**

**Requirements of the Baccalaureate Degree**

**With Upper Division Honors**

**Department Of**

**Family, Consumer, and Nutrition Sciences**

**By**

**Katie Haft**

**DeKalb, Illinois**

**August 2011**

University Honors Program

Capstone Approval Page

Capstone Title (print or type)

Philanthropy, Community, and Grant Writing

Student Name (print or type) Katie Haft

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Faculty Approval Signature

*Nancy Castle*

Department of (print or type) Allied Health and Communicative Disorders

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August 1, 2011

**HONORS THESIS ABSTRACT  
THESIS SUBMISSION FORM**

**AUTHOR:** Katie Haft

**THESIS TITLE:** Philanthropy, Community, and Grant Writing

**ADVISOR:** Dr. Nancy Castle

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**ABSTRACT (100-200 WORDS):** The Child Development Lab at Northern Illinois University has had a history of helping Bachelor degree candidates receive their diplomas with the completion of the internship/practicum at their lab. While using their facilities as research for multiple classes, it was discovered that they were in need of new playground materials. It was decided something would be done to help gain financial funding for this project. Multiple sources were considered and using a grant database to find a grant suitable for the lab's needs proved to be the best idea. After the attendance of grant application training, an interview with the associate director of the lab (expert informant on the subject), research of playground equipment, and many grant searches, past grant guidelines from Hasbro Foundation were determined as the most fitting source. A grant application was written to complete the process.

## **Introduction**

*NIU Child Development Lab*- As described on its NIU Website, The Child Development Lab (CDL) is a teaching and research facility for child development and early childhood professionals operated by the College of Health and Human Sciences' School of Family, Consumer, and Nutrition Sciences. It provides inclusive, full-day, mixed-age child care with low teacher-child ratios. As a teaching program for the Child Development majors, the child care curriculum fosters the development of the whole child including language, cognitive, emotional, social and physical domains.

The CDL has three mixed-age classrooms. There are two classrooms and a playground for the mixed ages of infants, toddlers, and twos. There is one preschool classroom and a separate playground for the mixed ages of three to seven year old children. Observation booths with sound are available for parents, students, and faculty to observe and/or conduct research. Age groupings are defined as follows:

Infants (6 weeks-14 months)

Toddlers (15-23 months)

Twos (24-35 months)

Preschoolers (3-7 years)

## **Project Rationale**

Upon spending time at the CDL, the need for upgraded or improved playground materials became apparent. Investigation revealed that typical sources of funding for this type of purchase have virtually disappeared in the current economy. Private funding needs to be secured to replace funds formerly provided by local, state or federal agencies. Grant sources must be solicited. However, locating grant sources and writing successful applications is not a skill typically taught at the undergraduate level.

The purpose of this capstone project was to develop grant seeking skills. Specifically, objectives included:

- Develop a specific list of needs by gathering information from key informants
- Learn about the history of philanthropy in the U.S. (Literature review)
- Learn about and use online based grant seeking sources
- Develop grant search skills targeting the identified equipment needs
- Learn about the key elements of successful grant writing
- Write a grant application to a foundation likely to fund such a request (playground equipment).

To accomplish the objectives involved interviewing the CDL Director about equipment needs, researching equipment to address the identified needs and sourcing and pricing it, attending a class session devoted to grant seeking and writing, searching databases using key words consistent with the project, selecting a likely foundation and writing a grant application. These steps are described in more detail in the following section. Submission of the application was not a part of the approved project.

### **Procedure**

*Needs of the CDL identified via interview with expert informant.* Emily Reilly, associate director of the CDL was interviewed about the needs of the CDL. (E. Reilly needs of the CDL, March 2011). During the course of the interview, she discussed the ideas the CDL has toward outdoor learning. The CDL has a specific need in the area of improved playground equipment suitable for the toddler population in particular. However, improved playground equipment for all groups was described as always desirable. Upon learning of the

need, various online sources for preschool playground equipment were researched and equipment identified.

*Learning about philanthropy and grant seeking:* Arrangements were made to attend a class session of AHRC 777, a graduate seminar in The School of Allied Health and Communicative Disorders that was having a member of the NIU Office of Sponsored Projects come to talk about grant seeking and grant writing. In addition, I was assigned a reading about philanthropy, the review of which follows:

Philanthropy comes in all different forms including giving of time or the giving of money. In the article *Four Traditions of Philanthropy*, Lynn & Wisely (2006) describe each of these traditions and further explore the strengths and weaknesses of each.

The tradition of relief has a lot of strengths: relief permits us to express empathy toward others regardless of status, it shows the obligation we have toward others, and meets important needs plus it is responsive to who it serves without leading them or trying to change them. However, since the tradition of relief focuses on addressing current needs, it can skip over the importance of suffering and the heart of the problem; we don't change the problem rather just skim the surface of the issues (Lynn & Wisely, 2006).

Philanthropy as improvement is the second tradition and it functions with strengths and weaknesses as well. This type of philanthropy involves such things as scholarships or sponsoring cultural activities in a community which help to improve organizations and individuals. It allows those who can give to others to explore their giving nature and give back some of what they have been given, which is considered a strength of this second tradition (Lynn & Wisely, 2006). While its central focus is on the individual initiative, the individuals who are the recipients through this method of philanthropy are not everyone. This approach does not allow everyone within society to have the same opportunity (Lynn &

Wisely, 2006). For example, awarding college scholarships is only helpful to those whose K-12 education and performance makes them eligible for college. This type of tradition benefits only those that are highly motivated and those who seem to be most well-situated (Lynn & Wisely, 2006).

Philanthropy as social reform is the third and last tradition of philanthropy. Social reform as a means of philanthropy works to improve the underlying conditions that make up an inequality within this country and encourage social change (Lynn & Wisely, 2006). This type of philanthropy is different from others; it has strength in how it takes a directive role in public life and acts to solve the major public problems, it focuses on the root of the issues within society. It sets out to find the issues and work to find the correct solutions for societal problems, however because foundations are the major force behind social reform, an arrogance sometimes occurs as the foundations fail to listen to the public and focus on what they think should be done to change society (Lynn & Wisely, 2006).

The authors note a fourth tradition which they suggest is the natural next step in the evolution of philanthropy in the U.S. While civic engagement is different from the other three traditions discussed, it does appear that it could be considered another form of philanthropy. Much like the others in the article, it does encourage some sort of change, although it is a slower moving change than the other traditions (Lynn & Wisely, 2006). Civic engagement brings citizens together to work on common issues and really focuses on the relationships between community members so together the members of a community may work together on a common concern( Lynn & Wisely, 2006). It is definitely a philanthropic way as it works toward something greater within society and allows community members to function together to “give” something as a whole (Lynn & Wisely, 2006).

The truth is, state funding has dried up and new source of funding are needed to accomplish a project of this magnitude. So after seeing the need for new playground materials, attention was needed to seek alternate funding for the lab which led to the search



and experience of finding reputable funding sources. These sources were found through online research and the use of the IRIS database (a grant finding database) which NIU has a subscription for. Appendix A shows the actual printouts of the search.

*Alternate Funding Sources* Over the course of researching and identifying the needs of the lab, it was brought to attention that other funding sources would need to be sought due to the decrease in funding from other grants and areas for financial support since the lab is almost completely self-funded by parent income. The grant search began using the NIU databases described in the class session attended. Crafting key words that would be both broad enough to capture many possible funding sources and yet specific enough to allow for playground equipment proved complicated. When the key word “children” was used, over 570 search results came back so a narrower search was needed. When “children and play” was entered as the keyword, only 16 results came back, so that keyword may have been a little too narrow. During the search, it was difficult to find the right search words to gain the best results. “Playground” was the most successful keyword used in the grant search. Johnson Controls was found (which has a mother factory in DeKalb), as well as Target Corporation, Honda Association, and Hasbro Gifts was found as well. Hasbro Gifts Foundation was researched further as this grant seemed the best fit with the needs of the CDL and their grant requirements. However, the Hasbro Foundation website continued to extend the date they would post the grant guidelines and eventually posted on the website that they had already determined all of their funding sources for the year. So, a decision was made to use the old Hasbro Foundation guidelines to create the actual grant application. The actual grant application is following after the cover sheet.

**Grant Application**

**Katie Haft**

**Northern Illinois University**

**Hasbro Grant**

**Updating Playground Equipment to  
Teach Math and Science and serve as a model and safe place for Preschoolers**

**Abstract**

The Child Development Lab of Northern Illinois University in DeKalb, IL which supports both children from the university and the surrounding community is requesting a grant from the Hasbro Children's Foundation to renew and improve the current preschool playground. A total of \$13,280 is requested to provide improvements to the playground and replace some of the current materials. This funding will help to improve the safety and quality of learning and fitness that also occurs in the outdoor learning environment. These improvements will help the lab serve as a model for the community and provide the updates needed.

**Project Description**

In order to facilitate a better play environment for the Child Development Lab (CDL) and embrace nature, science, and all outdoor elements on the preschool playground; a playground to serve as a precedent for surrounding areas, it is proposed the current outdoor furnishings be updated. In order to restore the current playground to a more natural surrounding, funds are needed to correct current problems (e.g., cement walkway needs to be repaired) and to make the facilities viable for safe and functional play for all preschoolers attending the lab. Since the CDL is adjacent to Northern Illinois University and serves as a lab school for students each semester, funds allocated will be used for playground materials while labor will be provided as the NIU in-kind contribution for installation of the new materials.

**Rationale**

To encourage the natural components of the preschool environment, ensure safety and stability, the new playground materials will be used to promote a healthy and stable

environment for the preschoolers of the Child Development Lab. Improving the playground will allow the children an opportunity to experience a safer playground while exploring their social context in preschool. According to Nature Explore (n.p.d.), “children who regularly have positive personal experiences with the natural world show more advanced motor fitness, including coordination, balance, and agility.” Children will have the opportunity on a newer playground to build both their large and small muscle skills while warding off obesity through fitness.

The current CDL playground is capable of providing the physical fitness needs and DCFS licensing standards for the preschoolers; more updated materials would provide a better learning experience while also serving as a model for other programs and their playgrounds. This would be learned by the NIU students being trained at the CDL and as such would allow for the information to be carried to their new places of employment upon graduation. The current playground contains a bike path with cement that is partially cracked in some areas, a climber which needs to be removed because it has been deemed unsafe and does not meet the requirements of the Early Rating Scale (ERS) which is a rating system that has given the CDL a 3 star rating, a wooden playhouse, a large sandbox with cover, and a playground set with slide and other climbing areas. There are some areas of shade for the children to take a break from the heat in the summertime in a red tunnel in a large grassy area or in what is called “the jungle” which contains small and large trees near the playhouse. While all of these areas provide play for the children, they are not optimal as the majority of the materials have been there since 2000 and they do not encourage the best learning experience or the best play experience.

In order to alleviate these somewhat less than optimal play experiences and encourage better play experiences with more learning opportunities, new materials should be installed. A cave boulder, half-log balance beam, 2 heavy duty traffic signs, spring a-bout, and a new water table are the proposed items to add to the current playground. The cave boulder would provide a shaded area while allowing for children to be seen well, as opposed to the current red tunnel in the middle of the grassy area. The half-log balance beam would allow for children to learn about balance while also working on their current balance and agility skills. The traffic signs will encourage a slower speed on the bike path to eliminate current speed issues and allow for less “traffic jams” on the bike path with those children that like to “crash.” The new cement laying will also allow for safer bike traffic on the bike path which circles the playground. The spring a-bout will allow for the children to learn about angles and bouncing while using large motor muscles to spring into the air. And the new water table will allow more play experiences while outdoor and allow learning to be brought outdoors.

### *Applicant Background*

The Child Development Lab is located in DeKalb, Illinois on the campus of Northern Illinois University and serves as a lab school. The lab is used by students every semester who participate in a 480 hour internship as part of the Bachelor’s degree in Family and Child Studies in the School of Family and Consumer and Nutrition Sciences in the College of Health and Human Sciences. While the program is extremely noteworthy due to the 3 star rating in the Early Rating Scale System and NAEYC accreditation as well as being a lab school to teach students how to implement their current education styles. The CDL is a IRSdesignate501 (c) 3 organization and receives only partial departmental funding at the end of the school year if there is funding left. However, the majority of funding comes from

tuition paid by the parents of the lab which are parents from the community or work at the university. Some funding comes from grants if they are received; the lab has received funding in the past from the DeKalb County Community Foundation.

The lab has two Infant/Toddler/Twos Rooms (ITT East and West) which support children 6 weeks to 36 months old and one preschool room which has children aged 3-5 years old (some children are closer to 6 depending on their birthday and the time of year) in mixed age classrooms. There are 12 children in each of the ITT classrooms and 20 children in the preschool room. The ratios in the rooms are usually less than DCFS requirements and follow the NAEYC (National Association for the Education of Young Children) accreditation since they just received re-accreditation in July of 2011. As of right now, the preschool ratio is 1 teacher to 4 children (1:4) and the ITT classroom ratio is 1 teacher to 3 infants (1:3).

The CDL has three mixed age classrooms of preschoolers and infant/toddler/twos. There are 6 total staff members and one associate director as well as the faculty director who oversees the decisions of the associate director. There are two full time paid staff in ITT East and two full time paid staff in ITT West; all of the staff members possess Bachelor degrees in Family and Child Studies and some are working on or have Master degrees as well. There is also two full time paid staff in the preschool room: a child development supervisor and the master teacher. The supporting staff is the student interns who are learning how to implement their education, there are 4-6 interns in each room each semester (2 or 3 in the morning and 2 or 3 in the afternoon).

### *Project Innovations*

With the addition of the new materials on the preschool playground, other area programs will be able to see the improvements and teachers will be able to encourage math and science

developmental concepts into the children's play. It will not be a set curriculum but will be incurred into the program when children ask about how something works or why a piece of equipment works the way it does. These type of answers will give children more room to grow and more areas to learn in the outdoor playground environment while exploring their fitness and large and small gross motor skills.

*Model for Other Programs*

Other area programs will have the opportunity to visit and see the improvements made to the preschool playground at the CDL. In addition to the ways the lab has already explored innovative curriculum and ideas into their program's philosophy, the new materials will show and suggest ways to incorporate more science and math concepts into playground and outdoor learning. Science and math are two concepts used heavily in today's technology driven society and the new materials will provide an opportunity for these concepts to be explored more heavily in a child functioning environment.

# Budget

<b>Item</b>	<b>Cost Per Unit</b>	<b>Total</b>	<b>In-Kind</b>
New Cement (Bike Path)	\$70/cubic yard (1.85 yd <sup>3</sup> x \$70/cubic yard)	\$1,295	
Labor (University Funded) To repair walk and install equipment	\$15/hr- 16 hours x 2 people		\$480.00
Materials	-Half Log Balance Beam: \$2,302 -Cave Boulder: \$7,922 -Spring a- bout: \$1,495 -4way Sand and Water Table: \$199.00	\$11,918	
	<b>Total Project</b>	<b>\$13,218</b>	<b>\$480.00</b>



# Timeline

	M1	M2	M3	M4	M5	M6	M7
Order playground materials	X						
Bids for cement companies		X					
Decide on cement company			X				
NIU construction workers lay cement				X			
Receive new materials					X		
Put in new materials						X	
Celebration of new playground materials							X

M= Month

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Corporation.

## Appendix A



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### Johnson Controls Foundation

5757 North Green Bay Avenue  
 P.O. Box 591  
 Milwaukee, WI 53201-0591  
 Phone: (414)524-2296

Web Site: <http://www.johnsoncontrols.com/>

E-Forms: [http://www.johnsoncontrols.com/publish/us/en/about/our\\_community\\_focus/johnson\\_controls\\_foundation.html](http://www.johnsoncontrols.com/publish/us/en/about/our_community_focus/johnson_controls_foundation.html)

ACTIVITIES SUPPORTED: Operating or General Support  
 LAST REVIEWED: 08/26/2010  
 ACADEMIC BACKGROUND REQUIRED: Not Specified in Sponsor Literature  
 CITIZENSHIP REQUIRED: Not Specified in Sponsor Literature  
 AGENCY TYPE: Other

The Johnson Controls Foundation makes contributions to nonprofit organizations, primarily in communities where Johnson Control has a presence. Grants are not made to individuals. Extra consideration will be given to organizations or institutions in which Johnson Controls employees are involved and are contributing their time and/or funds. In evaluating requests for funds, the Advisory Board has developed policies and guidelines for giving in the following categories: (1) Health & Social Services: Operating support for organizations in the health and social services category largely occurs in communities where Johnson Controls has a local presence and is directed through contributions to United Way. (2) Education: The Foundation supports education through donations to public and private higher education institutions, adult education programs, and education-related organizations. Grants are not usually given to public or private preschools, elementary, or secondary institutions, but are limited to colleges and universities. (3) Arts and Culture: The Foundation supports organizations in the areas of visual, performing and literary arts, public radio and television, libraries, museums, and related cultural activities. (4) Civic Activities: The Foundation provides assistance to programs in the areas of justice and law, community and neighborhood improvements, the environment, civic activities and equal opportunity, citizenship and safety.

SUPPORT PROVIDED: The Foundation does not donate equipment, products or labor. It is not the intent of the Foundation to substitute for the role of public institutions and public funds, but to complement it.

APPLICANT INFORMATION: Contributions are limited to organizations that are exempt from taxation under the Internal Revenue Service Code. No gifts will be made to foreign-based institutions; nor will any grants be made to institutions or organizations for use outside of the United States. Grants are not made to private foundations or to endowment funds. Additional restrictions are listed at the above e-forms address.

APPLICATION INFORMATION: There is no formal application procedure. Detailed application guidelines are available at the above e-forms url. There are no automatic renewals of support given in any one year. Past recipients should submit requests following the normal application procedure outlined.

SUBJECTS: [Arts](#)  
[Fine Arts](#)  
[Visual Arts](#)  
[Performing Arts](#)  
[Communication](#)  
[Mass Media](#)  
[Broadcasting](#)  
[Radio and Television](#)

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### American Honda Foundation

Attn: Grant Application Request

P.O. Box 2205

Torrance, CA 90509-2205

Phone: (310)781-4090 Fax: (310)781-4270

Web Site: <http://corporate.honda.com/america/philanthropy.aspx?id=ahf>

E-Forms: [http://corporate.honda.com/images/banners/america/AHF\\_app.pdf](http://corporate.honda.com/images/banners/america/AHF_app.pdf)

ACTIVITIES SUPPORTED:           Research or Dissertation  
   Teaching or Curric/Prog Development  
   Operating or General Support

LAST REVIEWED:                   08/12/2010

ACADEMIC BACKGROUND REQUIRED: Not Specified in Sponsor Literature

CITIZENSHIP REQUIRED:           Not Specified in Sponsor Literature

AGENCY TYPE:                     Other

DEADLINES ANNOUNCED:         11/01/2010  
   02/01/2011  
   05/01/2011  
   08/01/2011

The American Honda Foundation, a nonprofit philanthropic organization, was established in 1984 in conjunction with American Honda's 25th anniversary in the United States. It was established to say "thank you" to the American people for their support through the years. The Foundation makes grants to worthy national nonprofit causes, programs and organizations that directly benefit the people of the United States. The American Honda Foundation reflects the basic tenets, beliefs and philosophies of the Honda companies, which are characterized by the following qualities: imaginative, creative, youthful, forward-thinking, scientific, humanistic, and innovative. The Foundation engages in grantmaking that is consistent with these characteristics. The American Honda Foundation provides grants in the fields of youth education and scientific education to the following: **Educational institutions**, K-12; accredited **higher education institutions** (colleges and universities); community colleges and vocational or trade schools; scholarship and fellowship programs at selected colleges and/or universities or through selected nonprofit organizations; other scientific and education-related, nonprofit, tax-exempt organizations; gifted student programs; media concerning youth education and/or scientific education; private, nonprofit scientific and/or youth education projects; other nonprofit.

...complete committees and/or youth education projects, school nonprofits, tax-exempt, institutions in the fields of youth education and scientific education; and programs pertaining to academic or curriculum development that emphasize innovative educational methods and techniques.

APPLICANT INFORMATION: To be considered for a grant, an organization must have an Internal Revenue Service designation as a nonprofit, tax-exempt public charity.

APPLICATION INFORMATION: To apply online, determine if one's program/project meets the qualifications for consideration, the online application process begins with an Eligibility Quiz ([http://www.cybergrants.com/pls/cybergrants/quiz.display\\_question?x\\_gm\\_id=2587&x\\_quiz\\_id=1338&x\\_order\\_by=1](http://www.cybergrants.com/pls/cybergrants/quiz.display_question?x_gm_id=2587&x_quiz_id=1338&x_order_by=1)). The application form is available in PDF format at the above E-Forms address. If the deadline to submit applications should fall on a Saturday or Sunday, the deadline will be automatically extended to the following Monday at the close of the business day (5:00 p.m.). To be considered for a grant, proposals must be in the hands of the Foundation staff on the deadline date to submit applications for the desired quarter.

SUBJECTS: Education  
Educational Curriculum Studies  
Mathematics Education  
Science Education  
Environmental Sciences  
Life Sciences  
Mathematics  
Physical Sciences

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### Hasbro Children's Fund

#### Gifts of Hope

10 Rockefeller Plaza, 16th Floor

New York, NY 10020

Phone: (212)713-7654

Web Site: <http://www.hasbro.com/corporate/community-relations/>

E-Forms: <http://www.hasbro.com/corporate/community-relations/gifts-of-hope.cfm>

ACTIVITIES SUPPORTED: Operating or General Support  
LAST REVIEWED: 06/23/2010  
ACADEMIC BACKGROUND REQUIRED: Not Specified in Sponsor Literature  
CITIZENSHIP REQUIRED: Not Specified in Sponsor Literature  
AGENCY TYPE: Other  
DEADLINES ANNOUNCED: 07/24/2010

Hasbro, Inc. has a long tradition of supporting children around the world. The Hasbro Children's Fund assists children in triumphing over critical life obstacles as well as bringing the joy of play into their lives. The Fund provides support for programs that help critically ill, physically challenged, and at-risk children.

SUPPORT PROVIDED: Grants are available for local and national programs.

APPLICANT INFORMATION: Organizations classified as tax-exempt under Section 501(c)(3) of the Internal Revenue Code are eligible.

APPLICATION INFORMATION: Applications must be submitted online at the above e-forms address and will be accepted until 5:00 p.m., ET, July 24, 2010.

SUBJECTS: Behavioral Sciences  
Psychology  
Developmental Psychology  
Child Development  
Education  
Educational Systems and Institutions

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[Leisure Studies](#)  
[Medical Sciences](#)  
[Health](#)  
[Health Care](#)  
[Health Services](#)  
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[Children](#)  
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[Handicapped Children and Youth](#)  
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[Social Welfare](#)  
[Social Services](#)  
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Target Corporation  
Store Grants (for arts and literacy)

Corporate-Giving Program  
 1000 Nicollet Avenue South, TPS-3080  
 Minneapolis, MN 55403  
 Phone: (612)696-6098  
 Web Site: [http://target.com/target\\_group/community\\_giving/index.jhtml](http://target.com/target_group/community_giving/index.jhtml)  
 E-Forms: <http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-004090>

ACTIVITIES SUPPORTED: Teaching or Curric/Prog Development  
 Operating or General Support  
 LAST REVIEWED: 04/04/2011  
 ACADEMIC BACKGROUND REQUIRED: Not Specified in Sponsor Literature  
 CITIZENSHIP REQUIRED: Not Specified in Sponsor Literature  
 AGENCY TYPE: Other  
 DEADLINES ANNOUNCED: 04/30/2011

Target Corporation is a growth company focused exclusively on general merchandise retailing. The Corporation's principal strategy is to provide exceptional value to American consumers through multiple retail formats ranging from upscale discount and moderate-priced, to full-scale department stores. Target store team leaders play a key role in local grant programs because they know their communities best. Currently Target grants focus on two areas: arts and literacy. Target Store Grants no longer support family-violence prevention grants.

SUPPORT PROVIDED: The average grant amount is between \$1,000 to \$3,000.

APPLICANT INFORMATION: U.S. schools or organizations that are classified as tax-exempt under Section 501(c)(3) of the Internal Revenue Code may apply. Organizations in Alaska, Hawaii, and Vermont are not eligible.

APPLICATION INFORMATION: Applications for Target Store Grants are available at one's local Target store. Target will accept grant applications between March 1 and April 30; apply from the website listed above.

SUBJECTS: [Arts](#)  
[Behavioral Sciences](#)  
[Psychology](#)  
[Social Psychology](#)  
[Family Behavior](#)  
[Communication](#)  
[Communication Skills](#)  
[Reading](#)  
[Adult Literacy](#)  
[Literacy](#)  
[Education](#)  
[Educational Curriculum Studies](#)  
[Art Education](#)



Kasia Hopkins, Coordinator, Illinois Researcher  
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Fax: (217) 333-7011  
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In 1999, the Hasbro Children's Foundation awarded 50 grants that benefited over 160,000 disadvantaged children and their families across the United States. Once again, we focused our grantmaking on the most urgent issues affecting young children's lives: the desperate need for health care for all children, the high number of children subject to abuse and neglect, the escalating presence of violence in schools, and the increasing number of children who are being raised by grandparents. Profiled below are several grants that represent the breadth of the Foundation's support for innovative programs serving children.

## Health

AVANCE, a not-for-profit organization serving children and families living in poverty in Texas, received a grant of \$300,512 over two years to develop and field test the Promotoras Project, a bilingual health outreach and home-visiting program bringing both medical services and education to these needy families along the Texas-Mexico border. A grant of \$75,000 over two years was awarded to the Mary Bridge Children's Hospital, Tacoma, WA, to pilot medical home-visiting support to 80 at-risk medically fragile infants released from the Neonatal Intensive Care Unit and their parents.

Other health programs supported include:

Three-year Grants - NYU Children's Oncology Center, NY \$469,437; St. Luke's Regional Medical Center, ID \$210,000.

Two-year Grants - Intercollegiate Center for Nursing Education, WA \$50,000.

One-year Grants - Bellevue Program for Survivors of Torture, NY \$28,925; The Center for Grieving Children, ME \$10,000;

Children's Hope Foundation, NY \$5,000; Family Star, CO \$15,000; Venice Family Clinic, CA \$25,000.

## Education

In addressing the growing violence among America's youth, \$55,000 was awarded to Educational Equity Concepts in New York City for expansion of their elementary school program "Quit It!," which helps children deal with bullying and conflict at an early age. To meet the growing need for early childhood education for disadvantaged children, a matching challenge grant of \$127,775 over 18 months was awarded to The Family and Workplace Connection in Wilmington, DE, to provide preschool education and family support programs in poor neighborhoods.

Other education programs supported include:

Two-year Grants - Police Athletic League, NY \$50,000.

One-year Grants - Chess in the Schools, NY \$5,700; Children's Cabinet at Incline Village, NV \$25,000; Classroom on Wheels, NV \$20,000; Developmental Studies Center, CA \$149,300; DREAMS of Wilmington, NC \$9,690; Hour Children, NY \$25,000; Hug-A-Book, IL \$6,300; Learning Leaders, NY \$25,000; Missouri Humanities Council, MO \$15,000; Palm Beach Photographic Centre, FL \$10,000; Quitman County Youth Credit Union, MS \$25,000; Respond, Inc., NJ \$39,625; Rheedlen Centers for Children & Families, NY \$35,000; Seattle Children's Home, WA \$25,000; WHEDCO, NY \$30,000.

## Social Services

As 3.2 million American children are now being raised by grandparents, the Hasbro Children's Foundation awarded \$100,000 to the pilot Project Healthy Grandparents in Atlanta, GA, to support elderly caregivers and their grandchildren with needed medical, psychological, legal and financial resources. Many of these children have lost parents to AIDS, substance abuse or incarceration.

Other social service programs include:

Three-year Grants - Vista Hill Foundation, CA \$248,509.

Two-year Grants - National Wildlife Federation, VA \$206,200.

One-year Grants - Big Brothers Big Sisters of Greater Miami, FL \$5,000; Canine Companions for Independence, NY \$25,000;

Family and Children's Agency, CT \$10,000; United Cerebral Palsy of Tampa Bay, FL \$25,000.

## Joy

The Hasbro Children's Foundation believes that every child deserves to have fun, so we awarded \$15,000 to Washington Very Special Arts and the Visiting Nurses Association, Washington, DC, to create Art is the Heart. This program brings music and art to the bedsides of homebound children with chronic, life threatening and disabling illnesses. Additionally, \$10,000 was awarded to the Bicycle Action Project, Indianapolis, IN, for its after-school Earn-A-Bike Program. The program teaches children about bicycle safety and maintenance, and enables each child to repair, refurbish and keep a donated bicycle for his or her own.

Other grants that support fun for all children include:

One-year Grants - Anixter Center, IL \$65,980; East Boston Neighborhood Health Center, MA \$29,158; Hannah's Dream/Easter Seals Goodwill Industries, CT \$25,000; HOPE of North Shelby, NC \$10,000; Interreligious Fellowship, NJ \$10,000; McHenry Elementary School, GA \$8,700; Mountaineer Spina Bifida Camp, WV \$1,000; PB&J Family Services, NM \$15,310; Space Coast Early Intervention Center, FL \$10,000; Together Accessing Parks, PA \$25,815; Wilderness Inquiry, MN \$10,000.



## Chairman's Letter

*"The courage of each of these young people is a true inspiration to all of us."*

-- Peter Jennings

Five years ago, we honored Peter Jennings and ABC News for their superior reporting on the issues and needs of America's children. This year, on our 15th Anniversary, we asked Peter to help us honor the children themselves.

In our 15 years of grantmaking, we have made over 720 grants to not-for-profit organizations in all 50 states, awarded over 33.5 million dollars, benefiting over a million young children and their families. This year we asked these organizations to nominate children in their programs who had succeeded and blossomed. We were overwhelmed by the children's success stories that poured in from our grantees. The selection process was awesome and difficult. Our deliberations resulted in the four Hasbro Children's Foundation Award Winners presented here, plus two Honorable Mention Awards, and six Special Finalist Awards. We wish we could have shared all of the incredible stories we received.



We have dedicated our grantmaking to building caring relationships for children and to providing opportunities for these children to grow and their gifts to emerge. The combination of caring and opportunity is a powerful one -- unlocking talents, abilities, hopes and dreams, even in the midst of tremendous obstacles.

These four very inspiring young people have faced difficult challenges, including physical disability, homelessness, growing up without parents, and family and community violence. Each was selected because of his or her incredible personal commitment to achieve a dream, the courage and conviction each has shown in overcoming great odds, and the special gifts that each is contributing back to the world.

Thank you Matthew, Felicia, Latasha and Othaniel -- for proving that often it takes just two simple ingredients, caring and opportunity, qualities every one of us has the power to give. As you will read, such caring is a cycle, for each of these young people in turn gives back to others.

Thank you most especially to the adults who supported these children and to all the caring individuals and organizations that work each day to make life better for children and families in need. Thank you for proving that each of us can make a difference if we care enough to seize the opportunity to help.



Sincerely,

A handwritten signature in cursive script, appearing to read 'Ellen H. Block'.

Ellen H. Block, Chairman

The Hasbro Children's Foundation was founded in 1984 with the mission of improving the quality of life for disadvantaged children throughout the United States. To accomplish this, the Foundation supports model, direct service programs for disadvantaged children, birth through age twelve, in the areas of health, education, and social services. The Foundation also supports the development of playspaces where children of all physical, emotional and mental capabilities can learn, play and have fun together.

*For more information and grant guidelines, please write: Hasbro Children's Foundation,  
32 West 23rd Street, New York, New York 10010*

*"Matthew would tell you that there is nothing confining about his wheelchair."*

—Amy Jaffe Barzach, Executive Director, Boundless Playgrounds, Bloomfield, CT.

Boundless Playground's mission is to foster the growth of universally accessible playgrounds in communities throughout the United States.

At the age of seven, Matthew participated in a Boundless Playgrounds Dreaming and Design Party, where children and adults in the community join together with child development experts, play specialists, and others to design a playground where all children can play together -- able-bodied and disabled. More than 70% of the equipment on a Boundless Playground is fully accessible. Matthew designed a glider boat swing on which he and a friend in a wheelchair and a half dozen other children can swing together. It has a steering wheel, creaks like an old boat, and can be powered by rocking one's body or wheelchair back and forth. Named the "Dreamer," Matthew's glider boat swing's universal design has been such a success, that it will be constructed and installed in five playgrounds across the country by the end of the year. Matthew, now age ten, interns at Boundless Playgrounds and is collaborating with commercial playground equipment manufacturers to produce more of his designs. Says Matthew of his inventions that enable kids in wheelchairs and others to play together, "It makes you feel good to know you helped somebody have a good day."



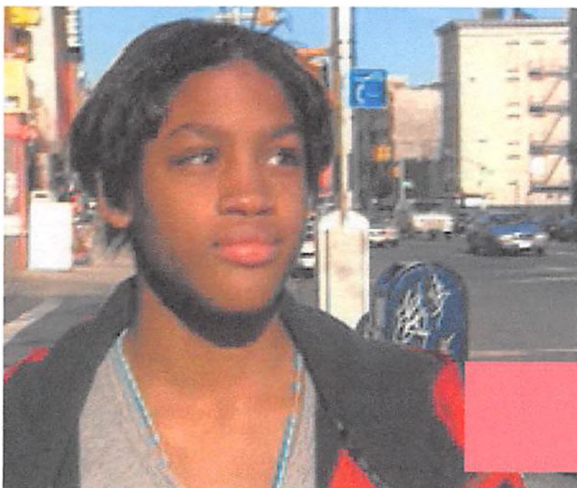
Matthew

*"She has used her gift of language to show that the glass is not half empty but half full."*

—Gretchen Buchenholz, Executive Director, Association to Benefit Children, New York, NY.

ABC advocates for and provides programs and services to needy children and their families toward permanently breaking the destructive cycles of abuse, sickness, neglect and homelessness.

Felicia, homeless at the age of two and placed in transitional housing at the notoriously dangerous Martinique Hotel, participated in an educational preschool program through the Association to Benefit Children (ABC) in New York City. There she learned to draw, write, and tell stories. When the Martinique closed, Felicia, her mother and six brothers and sisters moved into ABC's Rosie and Harry's Place and out of homelessness for good. Felicia's mother and schoolteachers encouraged her writing, and Felicia developed a special talent for poetry (see the cover of this annual report). Now 15 years old, Felicia works with homeless and medically fragile young children as a volunteer, is a published poet and writer, and attends private boarding school in Massachusetts on full scholarship. Says Felicia of her aspirations, "One of my dreams [is to become] a writer, a professional, bigger than Stephen King... That's what I'm reaching for now."



Felicia

*"Latasha ...gives a lot of support to others. She's really an inspiration to us, the staff, and to the other kids we're serving."*

—Paige Ruble, Little Wishes Program Coordinator, Treehouse, Seattle, WA.

Treehouse provides to children living in foster care, quality clothing, school supplies, toys, bikes, computers, and support for normal childhood activities, such as summer camp, music lessons and sports.

Latasha, who has been in foster care since birth, at age ten was given the opportunity to take gymnastics classes through Treehouse's Little Wishes Program. In gymnastics class, Latasha's special talents emerged. Her progress was extraordinary. She has won or placed in every State and Regional competition in which she has participated. In just two years Latasha achieved Elite status, the highest rank possible for her age. Without Treehouse's support, gymnastics classes would have been a financial impossibility for her grandmother with whom Latasha lives. Now age 13 and on partial scholarship at a private gym, Latasha has been invited to compete in an international gymnastics event in Italy this summer. An "A" student, says Latasha of her future aspirations, "I hope to win a [gymnastics] scholarship to go to college."



Latasha

*"...Kids [like Othaniel]... come [to us] seeing themselves as quite damaged goods, and they leave seeing themselves as leaders."*

—Nan Dale, President and CEO, The Children's Village, Dobbs Ferry, NY.

The Children's Village, founded in 1851, is a childcare agency that provides residential treatment on its Dobbs Ferry campus, intensive family services, foster care and adoption referral, and operates a youth runaway shelter.

As a child, Othaniel witnessed and was subject to violence. This experience shaped him, and his immediate response to almost anything was a physical one. He fought all the time. After multiple foster care placements, at the age of nine, he was placed at The Children's Village's residential treatment and crisis intervention facility. There, over time, he learned to deal with his emotions; he flourished and became a leader. At 15, Othaniel was selected to travel to Croatia to help orphans of war, who had witnessed great cruelties, deal with their own rage and violent responses. Now 17, Othaniel attends public high school, is a member of the varsity football and varsity hockey teams, and regularly leads conflict management and mediation sessions to help other young people. Othaniel says he hopes to go to college and, ultimately, to work in a childcare agency. "I think kids will really listen to me being that I went through the experience first hand."



Othaniel