

# FUNDING APPLICATION

## GENERAL INFORMATION

### Organization Information

<b>Legal Name:</b> San Antonio Lighthouse for the Blind		<b>Federal Tax ID#:</b> 74-1339051	<b>501(c)(3) Public Charity</b> 509 (a)(1)	
<b>Address:</b> 2305 Roosevelt Ave	<b>City:</b> San Antonio	<b>State:</b> TX	<b>Zip Code:</b> 78210	
<b>Website:</b> <a href="https://www.salighthouse.org/">https://www.salighthouse.org/</a>		<b>Fax:</b> (210) 533-5195	<b>United Way Funded:</b> No	

### Fiscal Year:

April 01 to March 31

### Head Of Organization

<b>Name:</b> Mike Gilliam	<b>Title:</b> President/CEO
<b>E-Mail Address:</b> mikeg@salighthouse.org	<b>Phone:</b> (210) 531-1534

### Application Contact

<b>Name:</b> Samantha Talley	<b>Title:</b> Grant Manager	<b>E-Mail Address:</b> stalley@salighthouse.org	<b>Phone:</b> (210) 531-1534
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### Previous Najim Funding

Year	Funding \$
2008	\$41,000
2012	\$100,000
2017	\$16,500
2018	\$8,059
2019	\$35,000
<b>Total</b>	<b>\$200,559</b>

### Has the organization applied to the Najim Family Foundation in the past and been declined?

No

<b>Grant Amount Requested \$:</b>	<b>Total Project Budget \$:</b>	<b>Organization's Annual budget \$:</b>
\$50,000	\$284,738	\$21,351,527

### Mission Statement:

The San Antonio Lighthouse for the Blind and Vision Impaired (SALBVI) empowers the blind and visually impaired.

## PROJECT INFORMATION

### Program / Project Title:

To support the Blind Children's Technology Program which will offer STEM learning opportunities to visually impaired students.

## PROJECT TIMELINE

**Start Date**

**End Date**

11/01/2018

11/01/2019

### Harvey E. Najim Family Foundation Priorities:

Disabilities/Special Needs

### Program / Project Description:

The Blind Children's Tech Program's goal is to encourage elementary, middle, and high school students who are visually impaired to explore careers involving science and technology through our accessible STEM-based activities. Students will be equipped with the knowledge and ability to seek opportunities or become professionals in the STEM fields.

Students with visual impairments often lack encouragement and skills in STEM and remain highly underrepresented in STEM careers. These students, often overlooked, benefit from cutting-edge technologies specifically developed to give access to blind and visually impaired individuals and new learning models that bring them closer to STEM-related studies in college and careers. A variety of documented barriers continue to limit STEM participation for blind students. In a survey regarding their experiences with STEM courses, "youth aged 10-18 who are blind reported high levels of interest in science and math, but they also reported frequent access barriers such as lacking access to information written on the blackboard in class, receiving accessible textbooks later than their sighted peers or not at all, and relying upon sighted assistant to complete digital homework assignments" (Bell & Silverman, 2019). Blind and visually impaired students must have exposure to hands-on science and technological environments vital to conceptual development, understanding, and preparation for real world applications. We offer these students STEM learning opportunities instructed by industry professionals, mentors, volunteers, and highly specialized educators.

Output: The Lighthouse will offer the STEM Program to 200 unduplicated blind or visually impaired children and their families annually.

Outcome 1: 90% of children enrolled in the STEM Program will develop interest in STEM and its learning activities.

Outcome 2: 90% of children enrolled in the STEM Program will demonstrate increased STEM knowledge and skills.

Outcome 3: 90% of children and parents will report a satisfactory experience.

The Blind Children's Tech Program includes a strong focus on the development of conceptual skill building, technology skills, and high-level literacy. Therefore, we are expanding our program in the following areas:

1) Assistive Technology Lending Library: This library is open to students, parents, teachers, and Orientation and Mobility specialists. We focus on the development and maintenance of vital skills when engaging with day-to-day technology such as Windows, Apple, and iOS devices and programs using touch typing, keyboard commands, magnifiers, screen readers, refreshable Braille, general software (like word processing) and specific processing (like screen-reading, magnification, and speech-to-text/text-to-speech). Our Lending Library supports the area's public school programs as well as home and private school students. Students participating in home and private school options lose access to federal special education funding for specialized equipment and instruction, making our program the only alternative for parents to provide expensive technology, materials, and services. We have hired a full time teacher of the visually-impaired to improve access to the library, and we are also expanding the library to include even more state-of-the-art technology and equipment.

2) Access Braille Project: Blind children are seldom exposed or have access to cutting-edge Braille technology. Access to these technologies can build high-level reading and technology skills required for abstract STEM learning, technology skills, and success in school and careers, as well as in personal lives.

3) Braille, Tactile, and 3D Materials Collection: Tactile images and 3D models are vital to blind children's learning of STEM concepts and participation in STEM programs, which can lead to career development in STEM-related professions. This equipment is designed to be used to provide materials for learning but can also be used to learn design and production of materials - a big focus for STEM education. Tactile graphics can be for drawings, pictures, maps, and graphs.

4) Program Activities: Below is a list of our STEM skill-building activities for 2020-2021 including after school, Saturday activities, holiday minicamps, summer camps, and weekly challenges:

- building with configurable models such as Erector, Knex, and Legos; adding motorized and electronic components (teams and competitions) - added value-custom design features using 3D printer
- wood-working and tool use
- engineering challenges: Egg-Drop, Catapult Build, Anatomy and Physiology, Life Cycles, Chemistry, Architecture (Design and Building), sound engineering
- robotics using Lego EV-3 systems (virtual competitions and teams) - added value-custom design features using 3D printer
- Rube Goldberg Machine teams and competitions
- Braille challenges, clubs, and learning support
- specialized Braille programming in math (Nemeth Code), music annotation, and art
- Braille learning and support for sighted parents and siblings
- Block Coding using Lego EV-3 and Code Jumper (tactile coding for blind children)
- 3D printer design, print, and build (challenges and teams)
- Tactile Graphics "design and create" activities and competitions

Due to the COVID health crisis, we have developed a very effective distance learning platform that gives our blind and visually impaired children access to high-quality programming by providing the equipment and materials they need in their homes as well as in social interaction with peers. We present each learning opportunity through an online platform to a small group. Students and parents receive a shipment of materials to provide the hands-on experience needed by our children and young people to participate in each activity. Expert coaches present step-by-step instruction, interaction, and encouragement to students and parents, ensuring success for everyone. Shipments consist of both consumable materials that students use and keep and equipment that is returned to the Lighthouse via shipping labels. This model has been very successful during the summer of 2020 and has received excellent feedback from both parents and students. We will continue this model until we feel it is safe for our students to attend in-person activities.

**Evaluation Plan:**

STEM participation will be tracked with registration, participation, and through our client management software system (ETO). At the conclusion of the STEM activities, staff will enter student demographics and observed increased proficiency in technology into ETO. The student and/or parents will complete pre- and post-assessments measuring increased knowledge and interest in areas of instruction. This data will be entered into ETO, analyzed on a quarterly basis, and included in the program conclusion report. In addition, students and parents will complete surveys measuring satisfaction with activities and feedback for areas of improvement. Finally, staff will follow up with each family six months post-service to determine how our STEM programming helped their children to improve and maintain their engagement in STEM learning activities.

**Plans to sustain project beyond the term of this request:**

In addition to seeking other grants and donations, we produce some incremental income through our blind-staffed manufacturing plant, commercial office supply business, and military base stores. We use this income to create additional jobs for blind individuals wherever possible, but in some cases we can also support program expenses if we are unable to fully fund these through grants and donations. This request builds on a foundation of previous STEM program funding through the Najim Foundation. Each year that we are generously supported, we can build opportunities for more children and expand the age-range of children we are able to reach.

**Children Impacted:**

<b>How many unduplicated children will the TOTAL PROJECT INITIATIVE impact?</b>	<b>How many unduplicated children will NFF REQUESTED FUNDS impact?</b>
200	200

**Please provide the percentage of each group below that will be served by the project in which funds are being requested. Do not leave any area blank. If that specific group will not be served, include zero. The percentage should total 100%.**

<b>A. Population Served Age</b>		<b>B. Population Served Ethnicity</b>	
Infants (0-5)	10%	African American	10%
Children (6-13)	60%	Asian American	10%
Young Adults (14-18)	30%	Caucasian	30%
<b>TOTAL:</b>	<b>100%</b>	Hispanic/Latino	50%
		Native American	0%
		Other and Define	0%
		<b>TOTAL:</b>	<b>100%</b>

**City Council District for Which Children are Being Served:**

District1, District2, District3, District5

**Line item Budget:**

<b>Line Item Description</b>	<b>Total Project Funds Allocation</b>	<b>Najim Funds Allocation</b>
Children's Program Staff	\$212,112	\$0
Orientation & Mobility	\$2,800	\$0
Technology Coach	\$3,000	\$0
Building Coach	\$2,700	\$0
Blind Children's Tech Program: Assistive Technology Lending Library; Braille, 3D Materials, & Tactile Materials Collection; Access Braille Project	\$64,126	\$50,000

<b>TOTAL:</b>	<b>\$284,738</b>	<b>\$50,000</b>
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**OTHER FUNDING RESOURCES**

**For Project being Requested: Funding sources and amounts, pending and committed.**

**PROJECT - PENDING**

<b>Funder Name</b>	<b>Amount Requested</b>
Wheeler Foundation	\$20,000
Cowden Foundation	\$10,000
Jack & Herb Kelleher Foundation	\$5,000
McNutt Foundation	\$5,000
SA Junior Forum	\$2,500
<b>TOTAL:</b>	<b>\$42,500</b>

**PROJECT - COMMITTED**

<b>Funder Name</b>	<b>Amount Requested</b>
	\$0
<b>TOTAL:</b>	<b>\$0</b>

**Other funding sources and amounts, pending and committed not specific to this request.**

**ALL OTHER ORGANIZATION REQUESTS - PENDING**

<b>Funder Name</b>	<b>Amount Requested</b>
Baptist Health Foundation	\$75,000
Kronkosky Foundation	\$50,000
St. Susie Foundation	\$20,000
Tappan Trust	\$1,000
<b>TOTAL:</b>	<b>\$146,000</b>

**ALL OTHER ORGANIZATION REQUESTS - COMMITTED**

<b>Funder Name</b>	<b>Amount Requested</b>
USAA	\$150,000
May & Stanley Smith Trust	\$50,000
SA Area Foundation COVID-19	\$25,000
Anderson Foundation	\$15,000
May \$ Stanley Smith Trust COVID-19	\$10,000
Hannah Foundation	\$1,000
<b>TOTAL:</b>	<b>\$251,000</b>

**BOARD OF DIRECTORS**

**What percentage of your board contributes financially to the organization?**

100%

**If Board giving is not at 100%, please explain why?**

not applicable

**How are board members expected to participate in your organization?**

Board members are expected to actively participate in committees and fundraising events, continuously expand the organization's visibility, and recruit future trustees.

**LIST OF BOARD DIRECTORS**

<b>Name &amp; Office Held</b>	<b>Corporate Affiliation</b>
Marco Aldaz, Vice-Chair	Joint Information Operations Warfare Center
Sabrina Calloway, Member	Valero Energy Corporation
Susan Crumrine, Member	SWRI (Retired)
Michael Dippo, Member	SWBC
Julie Eversole, Member	USAF (Ret.)
John Garcia, Member	NextGen Marketing
Mary Garr, Member	Family Services Association
Braden Graham, Member	Security Service Federal Credit Union
Bruce Hooper, Member	Spalding Sports Worldwide (Ret.), American Blind Golf
Judy Hooper, Member	Teacher (Ret.)
Dr. Tony Johnson, Member	Ophthalmologist
Elizabeth Kendall, Member	H-E-B
J.O. McFalls, Member	McFalls Associates, LLC
Paula Miles, P.E., Member	PE Miles Group
Dr. Mark Niederauer, Secretary	Electrochemical Oxygen Concepts, Inc.
Lea Ream, Member	Davidson, Troilo, Ream & Garza
Bianca Rhodes, Member	Knight Aerospace Medical Systems, LLC
James Rhodes, Chair	Wells Fargo Advisors
Dr. Pat Sculley, Member	U.S. Army (Ret.)
Leslie Ernst Triana, Member	Nurse (Ret.)
Gail Walden, Member	STVHCS-Audie Murphy Division, Research Service (121)
Diane Warren, Member	Bounceology
Natalie Watkins, Member	Community Volunteer
James Wheeler, Member	District 2-A2 Lions Sight Research Foundation (Ret.), USAF (Ret.)
<b>Signature</b>	
Samantha Talley	