

# FUNDING APPLICATION

## GENERAL INFORMATION

### Organization Information

<b>Legal Name:</b> Gemini Ink	<b>Federal Tax ID#:</b> 74-2774094	<b>501(c)(3) Public Charity</b> 509 (a)(2)	
<b>Address:</b> 1111 Navarro Street	<b>City:</b> San Antonio	<b>State:</b> TX	<b>Zip Code:</b> 78205
<b>Website:</b> www.geminiink.org	<b>Fax:</b> (210) 734-9673	<b>United Way Funded:</b> No	

### Head Of Organization

<b>Name:</b> Alexandra van de Kamp	<b>Title:</b> Gemini Ink
<b>E-Mail Address:</b> avandekamp@geminiink.org	<b>Phone:</b> (210) 734-9673

### Application Contact

<b>Name:</b> Amanda Ireta-Goode	<b>Title:</b> Development Director	<b>E-Mail Address:</b> aireta@geminiink.org	<b>Phone:</b> (210) 734-9673
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### Previous Najim Funding

<b>Year</b>	<b>Funding \$</b>
2014	\$7,953
2015	\$8,000
2016	\$8,000
2017	\$8,000
2018	\$10,000
<b>Total</b>	<b>\$41,953</b>

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

Yes  
2010 - \$13,380, 2013 - \$ 25,870

<b>Grant Amount Requested \$:</b> \$15,000	<b>Total Project Budget \$:</b> \$41,608	<b>Organization's Annual budget \$:</b> \$637,500
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### Mission Statement:

Gemini Ink's mission is to help people create and share the human story and build connected communities through the literary arts.

## PROJECT INFORMATION

### Program / Project Title:

To support the "Write With Me/Read With Me" Summer Program providing writing instruction to children grades 2-5 at Ella Austin Community Center.

## PROJECT TIMELINE

<b>Start Date</b>	<b>End Date</b>
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06/01/2019	05/31/2020
<b>Harvey E. Najim Family Foundation Priorities:</b>	
Education	
<b>Education Priorities:</b>	
Elementary to High School	
<b>Program / Project Description:</b>	
<p>We respectfully request \$15,000 to support the continuation of Write With Me/Read With Me at Ella Austin Community Center, where four experienced and dedicated writers-in-residence will provide year-round creative writing instruction to 120-150 children, grades K-5, enrolled in the Center's after school program. Following last summer's successful program, this request includes 5-8 weeks of workshops during summer 2019, and 13 weeks of instruction during each 2019-2020 semester.</p>	
<p>Gemini Ink's Write With Me/Read With Me Program builds literacy skills and performance by providing high quality after school creative writing instruction and reading support. The program concludes with a Celebratory Reading where children present their work before family and community members and any final publications are presented and distributed to all participants.</p>	
<p>Our partner site, Ella Austin Community Center, felt strongly that children need to receive quality literacy instruction earlier on in order to maximize academic and social benefits later in their scholastic careers. Therefore, the workshop was expanded to include Kindergarten and 1st grade students in addition to the originally planned grades 2-5. We are increasing our request in order to make sure that both age groups in the workshops (K-2 &amp; 3-5) receive a full 13 weeks of instruction during the school year.</p>	
<p>Gemini Ink's WIC curriculum uses "mentor texts" to build literacy and literary engagement. Mentor texts are stories or poems that are culturally competent, challenging and absorbing. In WIC workshops, the writer-in-residence presents the mentor text and leads a discussion that helps children grasp why or how the work creates the impact it does - either by use of image, metaphor, realistic dialogue, etc. Children gain new language skills by being given specific prompts that encourage them to create their own works in response to the mentor text. The workshop ends with all participants sharing the works they have created, with supportive feedback from the writer-in-residence and their peers. By engaging the children in reading and writing in response to these mentor texts, WIC workshops radically shift the children's relationship to the written word. As Matthew J., a 5th grader at Ella Austin, wrote: "Writing makes me feel like my stories count. I like the way the pictures in my imagination make a story when I share it with everyone."</p>	
<p>The overall project goals are to build student joy and confidence in reading and writing and to expose students to the art and craft of writing in a way that positively transforms their relationship to language. We also seek to involve and support parents in nurturing their children's reading and writing efforts.</p>	
<p>Gemini Ink and Ella Austin Community Center partner to gather aggregated school level data. Students in these writing residencies show increased performance in language arts and even math STAAR tests. We also pre- and post- test children served at Ella Austin using the Developmental Assets Profile, or DAP. This tool, developed by the Search Institute, is internationally recognized as one of the best indicators of how children and youth are doing. The tool measures internal and external assets, and has found that the level of assets directly correlates with life outcomes. For example, children with low asset levels are much less likely to graduate from high school on time or go on to higher education, and much more likely to engage with the juvenile justice system.</p>	

WIC students took the DAP in May 2018 and November 2018. Results showed that after 6 months of participation in Gemini Ink's programs, students' asset level in Commitment to Learning increased from 20.5 to 21.7. With DAP, even a one-point increase is significant and great cause for celebration in our program. This data suggests that WIC instruction helps students feel more confident and better poised to learn, as well as building core language arts skills. With adults we serve, we have seen self-reported increases in resilience and coping skills as well. Due to these results, Ella Austin has been working with Gemini Ink to try to keep our programs integrated into their programming year-round.

Because of our strong partnership with Ella Austin Community Center, we have come to value the site as a type of "incubator" in which our most experienced instructors can experiment with the genres and activities that most engage our young students. The Ella Austin workshops set the trend for our WIC program, allowing us expand the range of our creative writing and literacy outreach among otherwise under-served students in all sites throughout the program.

#### **Evaluation Plan:**

WIC has well-developed and comprehensive evaluation methods. These include pre- and post-questionnaires, wherein students have an opportunity to self-assess their level of interest in and engagement with reading and writing. We conduct pre- and post- Developmental Assets Profile (DAP) testing on students served. DAP, developed by the Search Institute, is an internationally recognized measure for internal and external youth assets. In 2018, DAP-tested children at Ella Austin showed improvement in the internal assets of Commitment to Learning, Positive Values, Social Competencies, and Positive Identity--demonstrating that participating students feel nurtured and supported through their work with language. Using these evaluation methods, we gauge our success based on the following project goals:  
 oincreased student confidence as readers and writers  
 oincreased student confidence with sharing their work  
 oincreased understanding of literary devices and genres (poetry, short story, folktale, rhetoric, creative non-fiction)  
 oincreased awareness of and comfort with writing/revision process

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

We have worked to gain several funding sources for this program, including funds from Texas Commission on the Arts, the Mays Family Foundation, and Educational Testing Service (ETS). We have submitted an additional pending request to the Shield Ayres Foundation. The project's success to date has allowed us to form strong partnerships and open a range of funding sources and streams. Ella Austin is strongly supportive of the grant and eager for Gemini Ink to continue to expand programming to serve more youth. They have committed to help sustain the project over the long-term, and have written us into some of their grants as a strong partner in their after school programming.

#### **Children Impacted:**

How many unduplicated children will the TOTAL PROJECT INITIATIVE impact?	How many unduplicated children will NFF REQUESTED FUNDS impact?
150	150

**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%.**

A. Population Served Age		B. Population Served Ethnicity	
Infants (0-5)	0%	African American	35%
Children (6-13)	100%	Asian American	3%
Young Adults (14-18)	0%	Caucasian	1%
<b>TOTAL:</b>	<b>100%</b>	Hispanic/Latino	61%
		Native American	0%
		Other and Define	0%

<b>TOTAL:</b>	<b>100%</b>
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**City Council District for Which Children are Being Served:**

District2

**Line item Budget:**

<b>Line Item Description</b>	<b>Total Project Funds Allocation</b>	<b>Najim Funds Allocation</b>
Artistic expenses (writers in residence, artists, etc)	\$20,550	\$9,000
Supplies	\$1,500	\$700
Publications (student anthology/calendar)	\$7,025	\$2,600
Evaluation	\$1,450	\$700
Celebratory Readings	\$1,800	\$800
WIC Professional Training	\$2,700	\$0
Admin & Overhead	\$5,955	\$1,200
<b>TOTAL:</b>	<b>\$40,980</b>	<b>\$15,000</b>

**OTHER FUNDING RESOURCES**

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

**PROJECT - PENDING**

<b>Funder Name</b>	<b>Amount Requested</b>
Shield Ayres WIC Operations	\$30,000
TEXAS COMMISSION FOR THE ARTS (TCA)	\$4,000
<b>TOTAL:</b>	<b>\$34,000</b>

**PROJECT - COMMITTED**

<b>Funder Name</b>	<b>Amount Requested</b>
ETS	\$1,500
Brown Foundation	\$2,500
Orsinger Foundation	\$500
<b>TOTAL:</b>	<b>\$4,500</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>
Humanities Texas Major Grant	\$4,000
Huth Coates	\$10,000
<b>TOTAL:</b>	<b>\$14,000</b>

**ALL OTHER ORGANIZATION REQUESTS - COMMITTED**

<b>Funder Name</b>	<b>Amount Requested</b>
Russell Hill Rogers	\$10,000
Rackspace	\$17,050
City of San Antonio	\$52,904

ETS	\$5,250
Humanities Texas Mini Grant	\$1,000
Valero	\$3,500
Whataburger	\$1,000
Frost Bank	\$2,500
TCA	\$13,000
City of San Antonio	\$5,000
National Endowment for the Arts	\$20,000
<b>TOTAL:</b>	<b>\$131,204</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?**

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

Board members contribute financially throughout the year; they support initiatives such as our annual fundraising gala; sustaining membership; the Nan Cuba Endowment, established 2018; and more. Gemini Ink continues to work with its board to develop robust board engagement. Board members also help make connections for the organization, expanding programming and funding opportunities. Board members serve as ambassadors and advocates for the organization. They also provide financial oversight and advice, programming oversight and advice, and help ensure smooth governance and sustainability of Gemini Ink.

## LIST OF BOARD DIRECTORS

Name & Office Held	Corporate Affiliation
Michael Soto, President of the Board	Trinity University
Clarice Golightly Jenkins, VP	UT Health Science Center of San Antonio
Erik Aagaard, Secretary	The Trust Company
Cary Clack	Journalist, Political consultant
Nan Cuba	Professor, Author
Charles Massiatte	Martin Capital Advisors
Bonnie Lyons	Literature Professor
Erin Mulkey Ryley	Rackspace Hosting
Jan Jarboe Russell	Writer
John Philip Santos	UTSA professor, Author
Martin Rico	Investor/writer
Julie Koppenheffer	Non-profit executive, attorney

## Signature

Alexandra van de Kamp