

# PENSACOLA BAY AREA IMPACT 100

Arts & Culture • Education • Environment • Family • Health & Wellness

## GRANT AWARD PROGRAM 2012

### GRANT APPLICATION

**Instructions:** Please submit only requested information. Type application in a font size no smaller than 12 points. The completed document package must contain the following:

ONE complete original plus five complete copies of the original including the following:

- Completed Grant Application
- Copy of the organization's IRS form 990
- Annual report
- Financial statements (prefer audited) for the past two fiscal years.
  
- An electronic copy of the grant application with all of the above information must be submitted on a CD saved as a PDF file. Please name your files in the following manner:
  - Name of Organization.GrantApplication.pdf
  - Name of Organization.IRSform990.pdf
  - Name of Organization.financialstatement.pdf
  - Name of Organization.annualreport.pdf

The application must be submitted by certified mail and **postmarked by JUNE 29, 2012.**

**Mail to: IMPACT 100 Pensacola Bay Area, Post Office Box 13304, Pensacola, FL 32591-3304**

Or, you may hand deliver **no later than JUNE 29, 2012 to:** John L. Myrick, P.A., 1457 North 9<sup>th</sup> Avenue, Pensacola, FL 32503. Deliveries can be made Monday – Friday between the hours of 9 a.m. – 4 p.m.

To verify completion of your application, please review and complete the “Grant Application Checklist” provided at the back of this application.

**I. SUMMARY:**

Organization Name: Autism Pensacola, Inc.

Organization's Legal Name, if different: \_\_\_\_\_

Project Title: Parent Empowerment Pensacola(PEP)

**IMPACT 100 Pensacola Bay Area focus area category for this project (select only one):**

Arts & Culture \_\_\_\_\_ Education \_\_\_\_\_ Environment, Recreation & Preservation \_\_\_\_\_  
Family x Health & Wellness \_\_\_\_\_

Executive Director (please print) Susan Byram

Chairman of Board of Directors (please print) Ted Kirchharr

\*Contact Person: Susan Byram 434-7171  
Name Office Phone

director@autismpensacola.org 850-450-0656 (prefer)  
Email Address Cell Phone

*\*Contact Person should be available between 9:00 AM and 5:00 PM on business days in the months of July and August so that a Site visit may be arranged.*

**Organization's Mailing Address:**

Street: P.O. Box 30213  
Pensacola FL 32503  
City State Zip

**Local Street Address for Site Visit:**

Street: 5190 Bayou Blvd, Seton Medical Office Park, Building 2  
Pensacola FL 32503  
City State Zip

**Certification:**

Our organization and its Board of Directors authorize submission of this funding proposal. Our tax exempt status under IRS Section 501 (c)(3) has not been revoked or modified. We understand that if selected to receive funding, we must furnish a report showing how funds were spent and that the funds were spent solely for the purpose for which the grant is sought. We certify that to the best of our knowledge, the statements contained in this application are true, correct and complete.

Executive Director

Chair of the Board

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

Print Name: Susan Byram Print Name: Ted Kirchharr

Date: 6-21-12 Date: 6-21-12

NOTE: Executive Director and Chairman of the Board must be 2 different individuals. *(If this grant application represents collaboration between two or more non-profit organizations, then all Executive Directors and Board Chairs must sign the application.)*

## **II. ORGANIZATION INFORMATION**

Name of Organization: Autism Pensacola, Inc Year Founded: 2002

*(Please attach additional page, if needed, to answer any of the following questions)*

Brief Summary of Organization's History: **Autism Pensacola, Inc.**, founded in May 2002 by a handful of dedicated parents as a nonprofit, tax-exempt organization, has grown to a paid membership of over 200 individuals with a contact base of 400 families that is respected as the voice of parents with autism throughout our entire community. We are dedicated to educating, advocating, networking, and providing hope for people affected by Autism Spectrum Disorder (ASD). The Board of Directors consists of 24 members. The Executive Committee consists of President, Vice President, Secretary, and Treasurer, all Officers of the Corporation, and four members at large from the Board. The Council consists of 12-20 volunteer family and community members for organizing various events, fundraisers, and projects.

Organization's Mission Statement: **Autism Pensacola, Inc.** is an association of parents, professionals, and concerned community members dedicated to improving the lives of those living with autism by supporting, advocating, educating, networking and providing hope for people affected by autism and related disorders of communication and behavior.

Geographic Area Served: Escambia and Santa Rosa counties of NW Florida.

Number of Directors on Board: 24

Number of Employees full time: 1 part time: 3

Number of Directors who contributed financially to the organization in the last 12 months: 22

Current Programs and Projects: Kids for Camp Summer Learning Lab, Monthly Informational & Support Meetings, Social and Networking events for families, Awareness Events, IEP Support Services, First Responder training and safety programs, Website and quarterly Newsletter.

## **III. PROJECT INFORMATION:**

Project Start Date: November 2012

Project End Date: December 2013(from Impact funding-indefinitely with Pay it Forward funds)

**Brief Summary of Project (no more than 150 words):**

It is overwhelming when a child is diagnosed with the life-long developmental disability, autism. Research shows that early intervention is essential, and parents need professional guidance to find the techniques and tools suited for their individual child. Unfortunately, a shortage of local therapists means wait lists of a year or more.

Through Pensacola Bay Area Impact 100 and community partnerships, Autism Pensacola, Inc. (API) is requesting \$104,000 to significantly increase the availability of vital therapy for local residents affected by autism by implementing a Parent Empowerment Program (PEP). This project will create and implement classes that will significantly increase communication and social skills of an initial group of 130 children through technology and play equipment. The impact will continue long beyond the grant period both in terms of improving quality of life and the additional classes using these same resources and funded through the 'Pay it Forward' plan.

## **Project Narrative:**

### **Goals:**

#### **1. A Parent/Co-Therapist Empowerment Program in Pensacola**

Children throughout Pensacola are often on a waiting list to participate in therapy with a limited number of local specialists. Another barrier to therapy can be the fees of specialists, ranging from \$80 – \$130 per hour.

API will partner with Sacred Heart Hospital to implement this Parent Empowerment Pensacola program (PEP). The hospital's Autism Training Director will facilitate 8 sessions of 10 week classes during the grant period to empower parents as co-therapists using research-based techniques for improving communication and behavior in children with autism. Two groups of parents will be trained in concurrent classes each 10 week session. The grant will fund 4 terms of classes. Parents will have hands on opportunities to explore research based tools and techniques. They will learn to work with their child's educational team, further maximizing the child's potential. Family life will be dramatically impacted in a positive way as children gain life skills and reduce the need for future intensive, expensive care.

Impact Funds will support staffing, curriculum, and on-going support for parents, providing affordable therapy for the 86% of those with autism who do not have insurance to cover this needed service.

**With Impact Funds, an estimated 150 parents will be trained to be co-therapists, an initial 130 children will participate in therapy, and 120 families will directly benefit from the program. (Assumes 15 families/10 class set, two 2 hour sessions concurrent during each of the four 10 week periods. We estimate eight percent of families have more than one child with ASD, 25% of families will have two adult family members participating.)**

#### **2. Technology Therapy Tools to Increase Communication Skills**

Parents and scientists agree: an iPad can reach many people affected with Autism Spectrum Disorder (ASD) in dramatic ways. When used as a therapy tool, complete with autism specific software, an iPad can allow nonverbal children to communicate with their parents, build comprehension and teach an increasing variety of life skills. While iPad use with autism has received much media attention, its price has not fallen to an affordable range for many families. Parents participating in the classes may use the program's iPads (purchased with Impact 100's funds) for the duration of the course, to apply the trainings at home.

When parent participants exit the training, they will return the iPads to API, so that the next group of parents and their children can benefit from this technology. These iPads will also be used during API's 'Kids for Camp' Summer Learning Lab. **API will assist families in securing additional grants to purchase their own iPads as needed.**

#### **3. Every Day Protected Environments to increase Social Skills**

When families practice new skills in a safe environment they become confident enough to apply them in the real world. Using indoor and outdoor therapeutic play equipment encourages social interaction

between parent and child and helps parents increase their child's success with peers. Equipment will appeal to all ages across the autism spectrum and will be used to practice age appropriate social skills.

**With Impact Funds, 30 iPads with communication and social skills software as well as indoor and outdoor therapeutic play equipment will be integrated as training/therapy tools, directly benefiting an initial 130 children and their families.**

### **Why did you select this program?**

Training parents to be co-therapists helps families understand and respond to the needs of individuals affected by ASD, while learning to manage their own emotional responses and stress. Providing a therapy tool like the iPad could give the mother or father of a child who has never spoken a word, a vehicle to communicate. Learning to play in a new environment could help a child find his first true friend. Research strongly indicates that these tools are highly effective for long-term success.

Parent Co-Therapist Education: The American Academy of Pediatrics and the National Standards Report from the National Autism Council have both recommended the principles of intensive Applied Behavior Analysis (ABA) as effective, evidence-based treatment for those living with autism. In 1998, Jacobson, Mulick, and Green estimated that individuals diagnosed with autism or other pervasive developmental disorders require specialized services costing *approximately \$4 million per person*. With the implementation of intensive ABA, savings estimates were up to **50%** across the life span. (<http://www.behavior.org/resources/554.pdf>) Training parents as co-therapists is well documented. Many programs across the country train parents as therapists for their children in order to provide the level of intensive instruction needed. Research is showing that this is a highly effective way to improve outcomes for children with autism.

Therapy Tools: iPads are new tools available to support individuals of all ages across the autism spectrum. They can be used with those who need help communicating or those who need to improve social skills or academics. They also offer a valuable record keeping tool for families to track their children's progress. Research also supports teaching children in everyday environments is extremely beneficial and leads to generalization to the real world. Teaching children while they are having fun leads to many opportunities for learning and generalization of learning.

Sources: (Anderson & Romanczyk, 1999; Anderson, Taras, & Cannon, 1996; Eldevik et al., 2009; Green, 1996; Green, Brennan, & Fein, 2002; Huff, 1996; Keenan, Kerr, & Dillenberger, 2000; Lovaas, 1996). (Myers, <http://www.pediatrics.org/cgi/content/full/peds.2007-2362v1>, <http://www.nationalautismcenter.org/about/national.php>). (Journal of Clinical Child & Adolescent Psychology, 38(3), 439-450, 2009) (Journal of Clinical Child & Adolescent Psychology, 38(3), 439-450, 2009,) (<http://www.autismspeaks.org/science/science-news/autism-costs-society>) Natural Environment teaching: (<http://www.ingentaconnect.com/content/tash/rpsd>) (JOURNAL OF AUTISM AND DEVELOPMENTAL DISORDERS Volume 36, Number 4 (2006), 487-505, DOI: 10.1007/s10803-006-0089-y)

### **Target population**

Autism now touches 1 in 88 individuals. This means that in Greater Pensacola, there are over 3,000

individuals of all ages living with autism. Professionals who diagnose children with autism report a 6 - 12 month waiting list just for *diagnosis*. Service providers also have similar waiting lists, making the time between first signs of a problem and effective treatment up to 2 years in some cases. Escambia County School District serves approximately 300 children with autism while Santa Rosa County School District estimates serving 140 children.

Autism Pensacola receives approximately 20 contacts per month from families from all walks of life anxiously seeking information on services. Parents feel overwhelmed with the needs of their children and desperately seek support and information on how to help their children and their families. More than 43% of the 70 families at API's Kids for Camp Summer Learning Lab represent a mean annual per person income under \$6,000. Families living with autism have lower income than their peers.

API will partner with Sacred Heart Autism Resource Center to develop, implement, evaluate, and sustain this important endeavor with Impact 100 funding. This type of therapy is not available at any other agencies in our area. Recent cuts in government-funded agencies make it clear that non-profit groups, like API, must step up and fill the needs to reduce the burden on society in the future.

## Objectives

1. **Empowering Parents to Teach Their Children:** Parents will learn general techniques and then receive individual guidance from student therapists. General information on ABA will be presented in class training sessions, led by a Board Certified Behavior Analyst (BCBA). Then, families will be guided individually in the application of what they learn under the hands on guidance of BCBA's in-training (graduate students enrolled at UWF). On site indoor/outdoor therapeutic play equipment will be utilized as a learning tool in creating real life social interactions.
2. **Strengthening Parent/Teacher Partnerships:** Autism Pensacola will train parents in best practice techniques for participating on their child's educational team. Parents are overwhelmed by the stress of dealing with their child with autism and need additional support to understand the intricate process known as special education. Effective advocacy will insure that parents are partners in educating their child, maximizing their school experience. API will educate parents on resources available through local social service, educational, and governmental agencies.
3. **Improving Communication Skills:** Parents will borrow iPads with autism applications for the duration of the classes. iPads may serve as communication devices for those who do not speak and they can be used to enhance academics and social skills. *Since communication and social skills are core deficits for autism, iPads enhance life for all those with autism and their families.* Technology will expand the impact of this training. The use of video cameras and distance communication (FaceTime) will give opportunities to coach families wherever they are, especially those who live in remote parts of Santa Rosa and Escambia counties.

## Useful Information

In March of 2011, Landrum Staffing conducted a focus group on education of children with autism in

Escambia County. In response to their report, the Escambia County school district is working with API to improve education for those with autism. A pilot project was successfully completed. In the fall of 2012, two schools will increase their support of those with autism: Holm Elementary and West Pensacola. Similar classes exist in Santa Rosa schools. Staff in these classrooms has received training through Autism Pensacola's nationally acclaimed 'Kids for Camp' Summer Learning Lab.

## Evaluation

### Goal 1: Empower Parents to teach their children

|                        |   |
|------------------------|---|
| Objective:             | <i>Increase knowledge and application of ABA.</i>   |
| How to Implement:      | Class/curriculum and individual coaching opportunities  |
| Direct Measurements:   | Coach Assessment of knowledge (pre and post class) and checklist comparing parent/child interaction         |
| Indirect Measurements: | Attendance in class, parent satisfaction survey on class/curriculum and coaching, participation in coaching |

**Targeted Outcomes:** Families will increase knowledge 50% from pre-test to post-test and class attendance will be 80% for all participants. 80% of parents will be very satisfied at the end of the class.

### Goal 2: Strengthen Parent/Teacher Partnerships

|                        |  |
|------------------------|--|
| Objective:             | <i>Increase knowledge/application of educational/legal terms</i>   |
| How to Implement:      | Class/curriculum and small group coaching opportunities  |
| Direct Measurements:   | Advocacy content pre/post-test; create checklist for Individual Education Plan   |
| Indirect Measurements: | Attendance in class, parent satisfaction survey on class/curriculum, participation in advocacy/meetings and satisfaction with process outcomes |

**Targeted Outcomes:** Families will increase score on advocacy content test by 50%. 80% of families will be very satisfied with their IEP meetings when using their checklists.

### Goal 3: Improve Communication Skills

|                        |   |
|------------------------|---|
| Objective:             | <i>Increase language and social skills, and application of skills</i>   |
| How to Implement:      | ABA direct intervention and systematic data   |
| Direct Measurements:   | Show improvement on the VB-MAPP, FCAT, Skills Streaming Social Skills or other tests and Individualized Education Plan goals (IEPs), Generalization/Maintenance data are built into VB- MAPP/IEPs |
| Indirect Measurements: | Parent satisfaction of child gains, child participation in hours of ABA, parent report of increase application of skills.   |

**Targeted Outcomes:** Children will show an increase of 10% on the appropriate standardized measure. Children will improve on 50% of their IEP goals.

## Collaboration

Sacred Heart Autism Resource Center , under the direction of Debra Keremes, Autism Training Director, will organize the program, supervise students, develop curriculum and provide consultation.



Sacred Heart Hospital will provide meeting space.

Autism Pensacola, Inc will coordinate marketing, parent support and advocacy training. API will also assist in facilitating and training parent leaders for future classes. iPads will remain property of API for use at future classes as well as “Kids for Camp” Summer Learning Lab.

UWF Behavior Analysis Demonstration Project will provide additional consultation, some technical equipment and student behavior analysts to work with the parent groups on a more specific level, reviewing tapes, using remote technology or visiting classrooms/homes to address specific concerns to improve behavior and increase communication.

FSU-CARD will provide visual schedules for families as well as books from their resource library.

### **Other funding sources**

Other grants will be sought in the Fall of 2012 to provide financial aid to parents on a sliding fee scale based on income. All collaborators will provide in-kind support.

### **Timeline**

Funds for materials and consulting staff for program development will be spent Nov. 2012 -Feb. 2013. The remaining staff funding for the conducting of the sessions will be expended Jan. 2013-Nov. 2013. This grant funds 8 sets of classes offered for four sets of 10 weeks each. With ‘Pay it Forward’ funds, the project should continue indefinitely.

### **Sustainability**

Parents will pay \$30 per 2 hour session, representing a cost savings of 60 – 90%, based on regular hourly fees for ABA services. The Impact funds will be used to develop curriculum, provide materials and support staff the initial year. The classroom fees will promote sustainability, “paying it forward” for parents after the grant period ends. Materials and consulting fees will be much less in subsequent years and using parent leaders and student BCBAs will reduce costs further.

### **Litigation**

Autism Pensacola has no past or pending litigation of any kind.

## **IV. FOR YOUR NON-PROFIT ORGANIZATIONAL BUDGET:**

| Current Year            | Previous Year | Previous year |
|-------------------------|---------------|---------------|
| 2012                    | 2011          | 2010          |
| BEGINNING CASH BALANCE: |               |               |
| 132,599.00              | 116,838.00    | 115,947.00    |

**REVENUES:**

|                                  |            |            |            |
|----------------------------------|------------|------------|------------|
| Government grants (specify)      |            |            |            |
| Government contracts (specify)   |            |            |            |
| Foundations                      | 30,000.00  | 20,000.00  | 10,000.00  |
| Corporations/Businesses          |            | 15,000.00  | 5,000.00   |
| Civic or Community Groups        |            | 10,000.00  |            |
| United Way                       |            |            |            |
| Individual Contributions         | 12,000.00  | 1,000.00   | 2,000.00   |
| Fundraising activity (events)    | 169,000.00 | 160,000.00 | 155,000.00 |
| Membership Income                | 4,000.00   | 5,000.00   | 2,000.00   |
| In-kind Support                  |            |            |            |
| Investment Income                | 50.00      |            |            |
| Endowment Earnings               |            |            |            |
| Earned Income                    |            |            |            |
| Other - Memorials                |            |            |            |
| Other - Kids for Camp Income     | 61,795.00  | 125,500.00 | 69,000.00  |
| Other - Resource Fair            | 500.00     | 1,000.00   |            |
| Other - Merchandise Sales        | 3,800.00   | 1,000.00   | 300.00     |
| Other - Member Services Payments |            |            |            |
| Deferred Revenue                 |            |            |            |
| Total Revenue                    | 281,145.00 | 338,500.00 | 243,300.00 |

**EXPENSES/COSTS:**

|                    |  |  |  |
|--------------------|--|--|--|
| Salaries and Wages |  |  |  |
|--------------------|--|--|--|

|   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|
|   | 45,600.00         | 48,000.00         | 36,000.00         |
| Employee Benefits and Taxes               | 3,488.00          | 3,672.00          | 2,754.00          |
| Consultants and Professional Fees         | 3,500.00          | 9,500.00          | 3,500.00          |
| Fundraising Costs                         | 22,500.00         | 22,000.00         | 28,000.00         |
| Conferences                               |                   | 500.00            |                   |
| Equipment and Supplies                    | 2,300.00          | 2,800.00          | 2,120.00          |
| Printing and Copying                      | 1,500.00          |                   |                   |
| Communication (phone, fax, website)       | 4,600.00          | 2,200.00          | 2,700.00          |
| Postage and Delivery                      | 1,200.00          | 500.00            | 528.00            |
| Rent and Utilities                        | 7,200.00          | 6,000.00          | 6,000.00          |
| Marketing and Promotion                   | 1,500.00          | 3,000.00          | 3,000.00          |
| Depreciation                              |                   |                   |                   |
| Other - Kids for Camp Expenses            | 167,565.00        | 210,567.00        | 148,357.00        |
| Other - Merchandise Purchases             | 1,000.00          | 3,000.00          | 1,500.00          |
| Other - Insurance                         | 2,905.00          | 2,500.00          | 2,400.00          |
| Other - Member Services                   | 3,500.00          | 5,300.00          | 2,350.00          |
| Other - Bank Charges and Credit Card Fees | 2,200.00          | 3,200.00          | 3,200.00          |
| Accrued Expenses                          |                   |                   |                   |
| <b>Total Expenses</b>                     | <b>270,558.00</b> | <b>322,739.00</b> | <b>242,409.00</b> |
| <b>ENDING CASH BALANCE:</b>               | <b>143,186.00</b> | <b>132,599.00</b> | <b>116,838.00</b> |

**V. PROJECT BUDGET FOR THIS IMPACT 100 GRANT**

**PROJECT REVENUES:**

|                                |                  |
|--------------------------------|------------------|
| IMPACT 100 Grant               | <b>\$104,000</b> |
| Government grants (specify)    |                  |
| Government contracts (specify) |                  |
| Foundations                    |                  |

|                               |                  |
|-------------------------------|------------------|
| Corporations/Businesses       |                  |
| Civic or Community Groups     |                  |
| United Way                    |                  |
| Arts Council                  |                  |
| Individual Contributions      |                  |
| Fundraising Activity (events) |                  |
| Membership Income             |                  |
| In-kind support               |                  |
| Investment Income             |                  |
| Endowment Earnings            |                  |
| Earned Income                 |                  |
| Other                         |                  |
|                               |                  |
|                               |                  |
| Total Revenue                 | <b>\$104,000</b> |

PROJECT EXPENSES/COSTS:

|  |                  |
|--|------------------|
| Project Payroll Costs                                | \$7,040          |
| Consultants and Professional Fees                    | \$40,800         |
| Land/Building/Construction Costs                     | \$0              |
| Equipment, Machinery, Vehicle Purchase Costs         | \$54,612.8       |
| Office Furniture/Fixture Purchase Costs              | \$0              |
| Fundraising Costs                                    | \$0              |
| Travel Costs   | \$0              |
| Printing, Copying, Supply Costs                      | \$1,000          |
| Postage and Delivery                                 | \$547.2          |
| Rent and utilities                                   | in kind          |
| Marketing and promotion                              | in kind          |
| *Other (specify any other expenses not listed above) |                  |
|  |                  |
| Total Expenses                                       | <b>\$104,000</b> |

Project Budget Detail

|                            |                   |  |     |          |  |  |                 |   |
|----------------------------|-------------------|--|-----|----------|--|--|-----------------|---|
|                            |                   |  |     |          |  |  |                 | <b>The Grant provides a total of 8 sets of classes over the course of a year, serving 120 families.</b> |
| <b>ABA Consultant fees</b> |                   |  |     |          |  |  |                 |   |
|                            | training hours    |  | 240 |          |  |  |                 | Two 2 hour classes/week, 40 weeks, 4 hours direct service/week, 2 hours prep/week                       |
|                            | development hours |  | 120 |          |  |  |                 | 120 hours to develop curriculum   |
|                            | Total             |  | 360 | 100/hour |  |  | <b>\$36,000</b> | contract with Sacred Heart Autism Center  |
|                            |                   |  |     |          |  |  |                 |   |

|  |  |     |         |          |  |                  |   |
|--|--|-----|---------|----------|--|------------------|---|
| <b>Student BCBA individual support stipend</b>               |  | 480 | 10/hour |          |  | <b>\$4,800</b>   | each family gets 4 hours of individualized student BCBA instruction per 10 week class, contract with UWF  |
|  |  |     |         |          |  |                  |   |
| <b>Advocacy training consultant</b>                          |  | 320 | 20/hour |          |  | <b>\$7,040</b>   | 4 hours direct instruction/class, 4 hours leadership development/class, 4 hours/class prep time, 2 hours/family/class individual support, API employee, includes withholding/WC           |
|  |  |     |         |          |  |                  |   |
| <b>Training books</b>  |  |     |         |          |  | <b>\$2,368.8</b> |   |
|  | Textbook: <i>All about IEPs</i>            | 6   | \$155.4 |          |  |                  | 20/case. 1 book per family  |
|  | Textbook: <i>From Emotions to Advocacy</i> | 6   | \$239.4 |          |  |                  | 20/case. 1 book per family  |
| <b>Trainer equipment</b>                                     |  |     |         |          |  | <b>\$1,000</b>   | iPad with all aps to model, external hard drive for videos  |
| <b>Equipment</b>   |  |     |         |          |  |                  |   |
|  | iPads                                      | 30  | \$400   | \$12,000 |  |                  |   |
|  | iPod Touch                                 | 6   | \$200   | \$1,200  |  |                  | for student BCBA's to connect remotely for individual coaching  |
|  | Cameras                                    | 10  | \$150   | \$1,500  |  |                  | used to video children for review and discussion  |
|  | Hard Drives                                | 1   | \$150   | \$150    |  |                  |   |
|  | iPad protectors                            | 30  | \$60    | \$1,800  |  |                  |   |
|  | iPod protectors                            | 6   | \$30    | \$180    |  |                  |   |
|  | Batteries                                  | 1   | \$300   | \$300    |  |                  |   |
|  | Flash drives                               | 1   | \$150   | \$150    |  |                  |   |
|  | memory cards                               | 1   | \$200   | \$200    |  |                  |   |
|  | DVD  | 1   | \$200   | \$200    |  |                  |   |
|  | aps  | 30  | \$300   | \$9,000  |  | <b>\$26,680</b>  | Estimate per family-aps purchased depend on child's needs. Includes funds for iPod Touch aps for remote coaching  |
| <b>Therapeutic Outdoor learning environment (playground)</b> |  |     |         |          |  | <b>\$22,300</b>  | Includes playground with fencing, fully installed with ground leveling and protective surface. Includes climbing, bouncing equipment as well as musical area, sand play and planting area |
|  |  |     |         |          |  |                  |   |
| <b>Therapeutic Indoor activity equipment</b>                 |  |     |         |          |  | <b>\$2,264</b>   |   |
|  |  | Wii |         | \$400    |  |                  | Console plus accessories  |
|  |  | Wii |         | \$300    |  |                  |   |

|                        |  |                  |               |      |       |  |                  |
|------------------------|--|------------------|---------------|------|-------|--|------------------|
|                        |  | Games            |               |      |       |  |                  |
|                        |  | Toddler Swing    |               |      | \$60  |  |                  |
|                        |  | Support bar      | 4             | \$90 | \$360 |  |                  |
|                        |  | Climbing ladder  |               |      | \$110 |  |                  |
|                        |  | Crows nest swing |               |      | \$116 |  |                  |
|                        |  | Platform Swing   |               |      | \$220 |  |                  |
|                        |  | Cuddle swing     | 2             | \$87 | \$174 |  |                  |
|                        |  | Indoor gym       |               |      | \$200 |  |                  |
|                        |  | floor mat tiles  | 12<br>12"x24" | \$27 | \$324 |  |                  |
| <b>Office Supplies</b> |  |                  |               |      |       |  | <b>\$1,547.2</b> |
| <b>TOTAL Expenses</b>  |  |                  |               |      |       |  | <b>\$104,000</b> |

|  |          |        |                |              |  |  |
|--|----------|--------|----------------|--------------|--|--|
| <b>Projected Pay it Forward Income</b> |          |        |                |              |  |  |
| \$30/session                           | 10 weeks | 8 sets | 40 weeks total | <b>36000</b> | covers consumables and staff leader and student stipends for next set of classes |  |
| 30 families                            |          |        |                |              | Parent leadership will further reduce costs.                                     |  |

## GRANT APPLICATION CHECKLIST

To maximize the efficiency of IMPACT 100's Grant Application process, we have developed this checklist so each applicant can confirm that all necessary information has been delivered. Each applicant is encouraged to use this checklist prior to submission of its grant application package to IMPACT 100.

|           |   |
|-----------|---|
| <b>1.</b> | <b>Did you deliver the Letter of Intent and 501(c)(3) letter to IMPACT 100 by April 30, 2012?</b>   |
| <b>2.</b> | <b>Did the Executive Director <u>and</u> the Chair of the Board of Directors sign the certification on the Grant Application? (This must be two different individuals)</b>  |
| <b>3.</b> | <b>Did you include a hard copy of your most recent IRS Form 990, including Schedule A for the past two years with this grant application?</b>   |
| <b>4.</b> | <b>Did you include a hard copy of the applicant's financial statements for the past two years with this grant application?</b>  |
| <b>5.</b> | <b>Did you attach copies of your annual report?</b>   |
| <b>6.</b> | <b>Did you attach to this grant application the list of your board members, including name, position on board, profession or affiliation and county of residence?</b>   |
| <b>7.</b> | <b>Please double check: Did you clearly outline in this grant application the need/use of the entire \$104,000 grant amount?</b>  |
| <b>8.</b> | <b>Have you included one original Grant Application, with five paper copies and one CD? Ensure the original, copies and PDF have items 2 through 6 included.</b>  |
| <b>9.</b> | <b>Did you email your "Wish List" to <a href="mailto:wishlist@impact100pensacola.com">wishlist@impact100pensacola.com</a>? Your "wish list" is a list of goods or services from your smallest to largest needs, that your organization is seeking. This information will not be considered in your grant application, but will be circulated to our membership at a later date.</b> |

If you have any questions please send an email to [grants@impact100pensacola.org](mailto:grants@impact100pensacola.org)

