



## FEATURED GRANT PROPOSAL FORM

### INSTRUCTIONS

This Grant Proposal Form is for a Featured Grant for the months of **July-December 2022**. In this grant cycle 6 Featured Grantees will be selected, and will be assigned a month from January to June 2022, when they will be a Featured Grantee. RISE will fundraise for them during that month and grant will be awarded to the grantee in the month following the month they are Featured by RISE.

Please read through this entire document prior to submitting your application and supporting documents. A checklist is provided on the next to last page. As you prepare your proposal, you may find it useful to refer to the project grant guidelines and examples of grantees published on our website (<https://togetherwomenrise.org/learn/grants/>; <https://togetherwomenrise.org/learn/featured-programs/>).

Please type in 12 point Times New Roman format and single-space all responses with no smaller than 0.5 inch (1.25cm) margins. Answer all of the questions in the order listed. **Do not delete any of the headings or questions.** Responses must be clearly elaborated and to the point. Enter your response after each numbered question or statement. All documents must be written in English and all financial statements in **US dollars**. It is important to follow the instructions and page limits carefully. ***Only complete applications will be considered. Please limit the length of this entire document to 18-20 pages. We will not read past page 20. This instructions page and the checklist page do not have to be included in the 20 pages. The signing page can be separate or within this document.***

***If this proposal is selected for funding, it becomes a repository of information for RISE. We use the information submitted by you to create our grantee web pages, all our educational material and it helps us answer questions from 8000 members. Clarity in your writing is deeply appreciated.***

You will be invited to a unique Dropbox where you will submit your proposal and all required attachments. Within one week of receiving this invitation to submit a full grant proposal, Together Women Rise's Director of Grants and Partnerships will email you separately to invite you to join your assigned Dropbox. You will need to accept this invitation prior to submitting your materials. All components of the grant proposal should be posted to your Dropbox folder by **Thursday, January 6<sup>th</sup>, 2022 by 11:59 p.m. ET**. Please do not include any materials other than those specifically requested at this time.

Grant seekers submitting this application may be requested to provide additional information at any stage in the application process including an interview via telephone, Skype or Zoom, after the review of the complete proposal.

If you have any questions about your organization’s proposal, please email Director of Grants and Partnerships Dr. Veena Khandke at [grants@togetherwomenrise.org](mailto:grants@togetherwomenrise.org); [veena@togetherwomenrise.org](mailto:veena@togetherwomenrise.org).

## I. ORGANIZATION INFORMATION

*Complete the charts below*

Organization Name	Soccer Without Borders	
Year Organization was Founded	2006	
Organization Mailing Address	3700 Eastern Ave. Baltimore, MD 21224	
Organization EIN #	20-3786129	
Fiscal sponsor EIN #, if applicable	n/a	
Organization Mission Statement	To use soccer as a vehicle for positive change, providing underserved youth with a toolkit to overcome obstacles to growth, inclusion, and personal success.	
Organization Website Address	<a href="http://www.soccerwithoutborders.org">www.soccerwithoutborders.org</a>	
Organization Total Operating Budget (current fiscal year)	██████████	
Fiscal Sponsor Total Operating Budget (current fiscal year)	n/a	
Next questions apply to project organization only (not Fiscal Sponsor)		
Project Title	SWB Nicaragua Education & Leadership Program (ELP)	
Total Project Budget	██████████	
Amount of Grant Request	██████████	
Purpose of Grant (one sentence)	To facilitate positive school outcomes for girls ages 5-20 in Granada, Nicaragua through a system of financial, academic, and socio-emotional support.	
Project Geographic Location	Nicaragua	
Over how many years are you requesting grant distribution?	2	
Number of women and girls served by project	Year 1- Direct: 275 girls in total, 109 girls on a deeper level through scholarships	Indirect: 1,100 family members of participants
	Year 2- Direct: 300 girls in total, 132	Indirect: 1,200 family members of participants

	girls on a deeper level through scholarships	
How many staff does your organization have permanently based in the region in which this project is implemented?	Staff total: 6 full-time, 13 part-time	
Of the staff permanently based in the region where this project will be implemented, how many are women and how many are men?	Women: 5 full-time, 12 part-time Men: 1 full-time, 1 part-time	
How many of the staff of the overall organization are women and how many are men?	Women: 28 full-time, 19 part-time Men: 27 full-time, 12 part-time	
How many women employed by your organization occupy middle to senior level positions (project officer and above)?	11 women are Senior Managers/Senior Program Coordinators, Directors, Managing Directors, or Executive Director. 13 men hold similar positions, however our whole Executive Leadership team are 3 women (Executive Director, Managing Director of Programs, Managing Director of Finance & Operations)	
What is the total size of your Board?	Board total: 14	
How many members of your Board of Directors are women and how many are men?	Women: 8 Men: 6	

**Primary Contact Person**

Name	[REDACTED]
Title	[REDACTED]
Phone Number	[REDACTED]
Email	[REDACTED]

**Secondary Contact Person\*\*** *Note that if Together Women Rise is able to communicate in Spanish, then our secondary contact would be* [REDACTED]

Name	[REDACTED]
Title	[REDACTED]
Phone Number	[REDACTED]
Email	[REDACTED]

## II. INTRODUCTION OF APPLICANT ORGANIZATION

*Provide a description of your organization and demonstrate its qualifications/credibility for funding.*

Please respond to the following:

1. When was the organization established and by whom? If there are significant milestones that will help the reader understand the organization, discuss them briefly.
2. List recognition of your organization by others (i.e., accreditation, awards, and licensing).
3. Describe the services the organization provides. Include one or two sentences describing each major area of activity.
4. What is the organization's service area (e.g., country, city, region)?
5. Who benefits from the organization's work? Include relevant demographic information—age, economic status, health, education, or other details that will help the reader understand who they are.
6. Explain the ways in which the organization has been successful in achieving its mission—ways in which project and services have resulted in positive change. Use hard data (numbers) and soft data (quotes and stories).
7. What other organizations are doing work similar to your organization's work in your geographic area?
8. Provide examples of how the organization collaborates with other groups to increase impact.
9. Please explain briefly what steps your organization is taking to increase the number of women in middle and senior level positions in your organization (if any).

Soccer Without Borders (SWB) was born of a vision to support all young people to reach their inherent potential. Established in 2006, our mission is to use soccer as a vehicle for positive change, providing under-served youth with a toolkit to overcome obstacles to growth, inclusion, and personal success. We began our first year-round program in the USA in Oakland, California in 2007, and have directly implemented programs in 12 different countries and 8 U.S. States. Currently, we operate year-round program hubs in Granada, Nicaragua; Kampala, Uganda; East Bay Area, California; Greeley, Colorado; Aurora, Colorado; Greater Boston, Massachusetts; and Greater Baltimore, Maryland. We have additional coach training programs in multiple regions in Nicaragua and Uganda as well as the Seattle, WA area, and virtual training programs serving organizations in Europe and Latin America.

Our vision is a more inclusive and equitable world through soccer; we focus on reaching marginalized youth who might otherwise not have access to extracurricular development opportunities, living in underserved communities that do not have clear pathways and resources to bridge these gaps. In particular, SWB has focused on populations of youth that soccer is uniquely suited to reach, including newcomer refugee and immigrant youth, unaccompanied minors, marginalized girls. Nearly every girl in our program is playing on her first-ever sports team. In total, we serve over 2,600 youth ages 6-20 in our hub programs annually. Our camps, leagues, and tournaments serve over 3,000 additional youth, while our coach trainings and assistance programs indirectly reach over 10,000 youth each year. Our staff leverages the time and talents of over 400 volunteers, but we aim for every hub program participant to benefit from trained, consistent coaches and mentors.

Our adaptable, team-based program model operates 35-45 weeks/year, 3-6 days/week, providing under-served youth with the skills and support they need to thrive on and off the field. It includes three main activity areas:

- 1) *Soccer play and instruction* - We provide the equipment, coaching, and transportation needed to help participants of all skill levels pass, dribble, score, win, lose, and learn together in organized practices and games.
- 2) *Educational support* - We provide academic and language development support, high school and college preparation, as well as workshops on drug prevention, wellness, mindfulness, healthy relationships and other topics that are important to participants.
- 3) *Community-building*- We build community at the family, team, local, and global levels, combating social isolation by connecting our participants and programs to resources and learning opportunities across cultures and beyond borders.

Founder Ben Gucciardi and Co-Founder Mary Connor are both former collegiate and professional soccer players who have experienced first-hand the power of soccer to serve as a living classroom, unlocking potential in young people and transforming communities to be more inclusive. They met at Lehigh University where both were pursuing master's degrees in Global Educational Leadership and Sociology, respectively. Both Ben and Mary began as volunteers and later became SWB's first full-time employees. This gender equality in leadership has remained central to SWB's philosophy at every level, from coaches, to program leaders, to directors, to the board. We believe those best suited to serve a community are from the community; we prioritize pathways for program participants to become staff, and are proud that more than two-thirds of our staff in Nicaragua are program alumnae. Read our founding story in Football4Good Magazine: <https://www.common-goal.org/football4goodmagazine/dec2019/68-69>.

Our impact has been recognized by the FIFA Diversity Award, the Lipman Family Prize from Wharton School of Business, the Robert Wood Johnson Sports Award, the US Soccer Foundation Impact Award and two Beyond Sport Collective Impact Awards. Specific to our work internationally, research by the University of Illinois found that our cross-cultural approach to program-building did not demonstrate neo-colonial tendencies (more commonly known as white-saviorism), and FUTURES Without Violence named SWB among its promising practices for gender-based violence prevention. We are a Guidestar/Candid Platinum level participant, have an Encompass score of 99 out of 100 on Charity Navigator, and have been a Top Rated NonProfit on GreatNonProfits more than 5 years in a row.

Some of our most promising specific results include:

- Reduced school absenteeism and increased social self-efficacy when compared to peers at the same school (Palo Alto University)
- Gains in socio-emotional learning measured by the externally-validated High Impact Attribute youth survey (Up2Us Sports)
- Year-to-year retention rates over 75%, including 80% this past year, while serving older adolescent youth through middle and high school. By comparison, 70% of youth in the US drop out of sport by age 13 (Aspen Institute) and 90% of girls in Nicaragua report barriers to playing sport at all (PAHO).

- 95% high school graduation rate for regular USA program participants, while nearly 40% of English Language Learners where we operate do not graduate from high school.
- Evidence tells us that every year of schooling beyond 4<sup>th</sup> grade increases lifetime income by 10%, yet in Nicaragua nearly half of girls do not enroll in secondary school (7<sup>th</sup> grade). At Soccer Without Borders Nicaragua, we have maintained a 92% academic advancement rate over the most recent three years, including into secondary school years.
- According to Plan International, Nicaragua has the highest teen pregnancy rate in Latin America; 28% of girls are pregnant by age 18. This is a driver of limited educational and professional outcomes, and drastically shrinks a girls' world and future options. Soccer Without Borders has consistently had <1% unplanned pregnancy rate in our teen programs.

Soccer Without Borders programs are effective at shifting outcomes because participants don't feel like they are in a "program," SWB is a second family:

- "I decided to join SWB, because SWB took me in as family. They accepted me as who I am and treated me as one of theirs. They help me with a lot, school wise, mental wise, physical wise, they help me in many ways. I can't thank SWB enough for real they are family and I will forever take them as family because I know I can also come to them. Moral of the story, I BELONG HERE." [REDACTED]
- "I don't know what type of person I would be if Soccer Without Borders weren't part of my life. I feel that its influence has formed me to be who I am. To be a part of the leadership team, to feel the desire to help, to be with the girls in the program, to share with them, and to listen to their desires and dreams. Soccer Without Borders hasn't changed my life —Soccer Without Borders formed my life." [REDACTED]
- "Soccer Without Borders has supported me financially from many angles, providing me with a platform with access to build a professional future. I am happy to have joined this organization. SWB continues to help my family and me through a path of education, professional development, and sports." [REDACTED]

Although we are proud of our results and impact, we know that, just like in soccer, no single player can carry the team alone. Every player must know and embrace their role on the field, on the sidelines, and in practice. Supporting vulnerable young people to reach their full potential takes a team. At SWB, we are able to holistically address barriers, strengthen supports, and create new pathways for youth because we understand what is within our scope and when we need to engage others. Our impact is wider and deeper because of our collaboration with others. In each hub location, we take stock of what resources and organizations exist already and we fill what gaps we can. Equipment providers enable us to eliminate barriers to participation through donated materials. Curriculum providers and trainers allow us to dive deeper into a topic which enhances our subject-matter expertise. Partner schools help us to tie sport and education together in a way that motivates school engagement.

In Nicaragua specifically, we partner with the Ministry of Education and local schools to make sure that our participants are supported to pass their classes and advance from grade to grade. Our coaches and tutors work closely with schools to find out where extra help is needed, and manage any behavioral concerns. Schools also serve as a recruitment and referral pathway; our



coaches act as guest physical education teachers for one unit per year in each elementary and secondary school in our area to teach the basics of soccer and invite girls to the program. We also partner with Women Win and Plan International to bring our holistic coaching model to other regions of Nicaragua outside of Granada.

### **III. PROJECT NARRATIVE**

#### **Part 1 - Problem**

*Describe the problem or issue that needs to be addressed. This section should state the specific problem or situation where the grant money will be used. This must be supported by qualified research or statistics and not by assumptions.*

1. State the main issue or need to be addressed.
2. Who or what is affected by the problem, and how are they affected?
3. What is the magnitude or severity of the problem?
4. Identify and document the causes of the problem. Why is this happening?

Nicaragua is in a state of compounding crises; a string of protests in 2018 led the country to the brink of Civil War, economic sanctions due to human rights abuses followed by the collapse of tourism have devastated the economy, and the pandemic has added another layer of isolation, uncertainty, and loss. In a culture rooted in machismo, girls in Nicaragua already faced tremendous barriers to success: 28% are pregnant by age 18 (the highest rate of teen pregnancy in Latin America) and 52% do not complete primary school. Due to these triplicate crises, many of the resources available for girls have diminished leaving girls farther behind.

Prior to 2018, Nicaragua was already the second poorest country in the Western Hemisphere and continues to hold that position according to the World Population Review, among many other sources. It is estimated that 75% of the workforce participates in the informal economy, lacking access to benefits such as healthcare and social security. McKinsey research reports that women's participation in the workforce could increase GDP in Latin America by \$2.6 trillion, yet women are more likely to be illiterate, less likely to complete secondary education, have more domestic responsibilities, are less likely to have a bank account, and lack workforce protections. A Pan-American Health Organization study revealed that Nicaraguan women are more likely to be overweight and have hypertension than men.

These challenges paint a picture of the impacts of poverty in a nation filled with creativity and potential. These challenges must be addressed at the intersection of health, culture, and education, with a focus on a new generation of girls ready to be the change.

#### **Part 2 - Expected Outcomes:**

*Define how the problem will change as a result of the project. State the project's objectives/goals and outcomes in specific, measurable, and achievable terms.*

1. Identify the project's main goal.
2. Describe what will improve in the beneficiaries' lives if the organization addresses the problem and why this matters. Include a description of the measurable changes in the beneficiaries' lives or results that you think can be achieved by the end of this project for each component. Be specific and realistic.

3. Provide a description of the people the project will serve directly. Use actual numbers (not percentages) whenever possible, and cite the sources of your demographic data. How many people will be directly impacted? How many of those directly impacted are women and girls?
4. Provide a description of the people that will be indirectly impacted by the project. Use actual numbers (not percentages) whenever possible, and cite the sources of your demographic data. How many people will be indirectly affected? How many of those indirectly impacted are women and girls?
5. How does this program promote self-sufficiency for women and girls?
6. List the UN Sustainable Development Goals that this project applies to.

Soccer Without Borders (SWB) Nicaragua uses soccer as a way to build leadership, improve educational outcomes, and strengthen social-emotional skills for girls, contributing to SDGs 3, 4, 5, and 10. If designed with intention and caring leadership, a soccer team becomes a living classroom, where skills are strengthened, peer pressure becomes a positive influence, healthy physical, psychological, and academic choices are reinforced and rewarded.

We are requesting support from Together Women Rise specifically for SWB Nicaragua's Education & Leadership Program (ELP). The main goal of the ELP is to facilitate positive school outcomes through a system of financial, academic, and socio-emotional support that empowers girls to overcome barriers to success. **We aim to enroll more than 275 girls in the SWB Nicaragua program in 2022 providing over 100 school scholarships, and enroll more than 300 girls in 2023, providing over 130 school scholarships.**

At SWB Nicaragua, sport and education go hand-in-hand. Our coaches motivate school engagement through check-ins, tutoring, and homework help, recognition and reward for school attendance and good grades, peer and mentoring support, and a positive, future-focused culture that asks girls to “dream big” and imagine their future.

There are many factors that cause a girl in Granada to drop out of school, including domestic responsibilities in the home, a financial need to work in the market/informal economy, unplanned pregnancy, and a lack of visible pathways and encouragement for women to enter the workforce and pursue a career. Public school in Nicaragua is not free; there are required uniforms for school and gym class, there are required school supplies, and there are matriculation fees each year. Public schools are also overpopulated and under-staffed, meaning that quality education is more often found in private schools, which have even higher costs. SWB Nicaragua addresses these barriers one by one, providing school scholarships (including all supplies and uniforms) to girls with support and requirements to participate actively in both school and SWB programming. SWB also provides access to computers, printing, tutors, school supplies, and a safe space after school every day for homework. Together these resources ensure that girls' attendance at school is not only valuable to her future, but also a value-add to a family's economic condition (SDG Targets 4.1, 4.3, 4.5 & 5.4). While access to this space has been more limited during the Covid-19 pandemic, our youth center includes an open-air courtyard (as do most buildings in Granada) which has made it possible for masked activities to take place throughout the pandemic, with staggered times for different ages.



This approach to school engagement has led to an academic advancement rate (passing from one grade to the next) of 92% at SWB. At our last estimate, our coaches found that over 70% of girls in our program are raised by a single parent, a mother. Laws requiring paternal responsibilities including child support are few and rarely enforced, meaning that often single mothers turn to their daughters for significant support running the household. When you pair this with the research that every year of schooling beyond 4th grade leads to 10% greater lifetime income, the impact on entire households of this program, especially on single mothers, is significant. With this funding, **we aim to maintain an academic advancement rate of over 90% even as we grow the program.**

In addition to the direct academic outcomes, sport is also a catalyst for leadership development (SDG Target 5.5), which is key to putting education into action in life and in the workforce. Research from Ernst & Young revealed that 94% of women in the C-Suite have played sport, and 52% at the university level. Soccer Without Borders is creating experiential leadership pathways for participating girls every day, providing opportunities for girls to practice and strengthen their voice, decision-making, personal responsibility, and self-expression. Leadership development happens on the field through captainships, refereeing and coaching opportunities, and off the field through community action plans and our Girls' Leadership Group.

Currently, 75% of our coaches are program alumnae, and 88% of all staff are women including one Co-Director. These positions enable each of these women to contribute financially to their families as a part of the formal workforce. All of our positions are registered with the Ministry of Work, providing access to national social security, health, paid leave, and severance benefits (SDG Targets 10.1, 10.2 & 5.4). Female coaches are important role models for girls and their presence inherently challenges the negative cultural messages girls receive while also debunking community myths that sport spaces are inherently male. Girls seeing women in equal leadership positions as men, especially girls who graduated from the program in leadership positions, is an important way to inspire younger girls and shift community norms (SDG Targets 5.1 & 5.5).

SWB strengthens social-emotional skills that equip girls to pursue their dreams and reach their full potential. Our leadership program teaches hard skills such as public speaking and project planning, culminating in opportunities for girls to implement their own camps, tournaments, and clinics to put these skills into action. Our monthly workshops focus on topics that are most important to the girls, such as menstrual hygiene, healthy relationships, mental health, and more. Through this grant, we expect that **80% of regular participants record improved or sustained high outcomes in SEL competencies including self-confidence, self-management, and social awareness, and that more than 90% of regular participants will report that they trust their coach, that they see their coach as a mentor and role model, that they made new friends and that they feel a part of the community.**

### **Part 3 - Methods**

***Describe the methods you propose to address the need/problem.***

1. Describe each major component of activity. Explain how the work will be accomplished to meet your project objectives/goals as defined above.
2. Explain how women and girls are selected to participate in the project.
3. Describe how the women being served/local community play a role in developing the

solutions implemented by your project. Are they represented in leadership and decision making?

4. If the organization will collaborate with other organizations to implement the project, describe those partners and define their role in the proposed project.
5. Describe the proposed staffing structure with titles for the project.
6. What is the anticipated length of the project?
7. Justify the organization's choice of method-is it best practice, most practical for the situation, best suited to the target population, etc.?
8. Describe any potential challenges or risks the organization may encounter in implementing the project and alternative approaches, strategies you will employ to mitigate risks, or solutions to these challenges.
9. Complete the Timeline of Activities chart below based on the activities identified in this section. To implement the methods, the organization must complete a number of major activities. Identify those activities and organize them into a 12-month timeline. If the grant period will be more than one year, expand the timeline.

SWB Nicaragua includes four primary programs: the Team Program, the Education & Leadership Program (ELP), the School Outreach Program, and Camps & Trainings. Together, these programs operate in-school, after-school, and weekend programming 45 weeks/year. The Team and ELP programs serve ~300 girls ages 5-20 each year.

The ELP offers material support for school uniforms and educational supplies to all SWB participants, as well as primary, secondary, and university scholarships to qualifying participants. The ELP operates hand-in-hand with our Team program, creating a true "student-athlete" experience for participants through additional academic support, educational workshops, leadership development, and school scholarships. In a typical week, a participant will have 3 soccer practices or games, 5 days of available tutoring, 1 team-building activity, and an open invitation to our youth center 6 days/week from 10am-6pm. There is no financial cost to participate; in fact, girls who participate in the program receive participation points, which can be exchanged for school supplies and uniforms, equipment, as well as school scholarships, allowing them to contribute to their family's financial stability. To learn more about the ELP's most recent year, see our 2021 Education Program report:

<https://spark.adobe.com/page/iNrQnHvmfye5b/>.

The program is open to all girls in the area who are able to access it and fit the age requirement of 5-20, although we do not generally allow girls older than 18 to join for the first time. We do the majority of our recruitment at public primary and secondary schools in the low-resource areas and we try to reach every school within walking distance of one of our team program fields. Schools are our key partners for this program; we work closely with school administrators and gym teachers.

Girls in the program have meaningful input into their team's activities, including what topics they would like to focus on for workshops, what community projects they want to do, and what their team schedule should be. Every team has captains, and across all teams there is a Leadership Group that is selected through a combination of coach and participant input, as well

as self-nomination. The Leadership Group is the first step to becoming staff, giving input on the program schedule, changes and improvements that need to be made, and more. More than 65% of our staff are program alumnae, meaning that every decision, every staff meeting, every adaptation is made with input from current and former participants. Some examples of participant-led changes include advocating that our outreach location in La Villa be given access to school scholarships, the addition of new outreach programs in Diamante and La Laguna, and a new curriculum for school recruitment activities.

*Key staff on this project include:*

- ██████████ Co-Director (13 years with SWB)
- ██████████ Sr. Education Program Coordinator (6 years with SWB)
- ██████████ Education Program Coordinator (7 years with SWB as staff, alumna)
- ██████████ School Outreach Program Coordinator (5 years with SWB as staff, alumna)
- ██████████ School Outreach Program Coordinator (3 years with SWB as staff, alumna)

This project is ongoing during the 2022 and 2023 school years which run from early February to late November in Nicaragua. January is our recruitment and outreach month and December is our evaluation and preparation month. Funding will fill a gap that has been created by recent socio-political challenges. See sustainability section.

Our holistic approach to youth development is evidence-based, drawing from Positive Youth Development theory, Trauma-informed sport design, and best practices in mentoring. As one example, research in mentoring tells us that mentoring relationships are most impactful when they are 12 months or more. As a result, we invest in our head coach positions so that coaches can remain a part of a participant’s life throughout their time at SWB. We call these bodies of research our program design “lenses.” They inform our program structures, hiring, training, activities, design, and implementation. More on this here:

<https://www.soccerwithoutborders.org/program-model>

The major risks and challenges to this continue to be the risks to mental health and economic well-being exacerbated by the pandemic and socio-political situation. In a 2020 survey of families of our participants, we found that 40% had lost a job and 20% had a family member leave the country in pursuit of work or safety. Instability in the family and community often leads to increased pressure on girls to stay home and help or find work, increased incidences of domestic violence, and increased depression and anxiety. This is a risk to girls’ consistent participation in the program, and their retention year-over-year. Our staff work hard to mitigate these risks, but as members of the community themselves, are also experiencing the same hardships. Staff burnout is a significant risk factor that we are working to address with additional resources to support them.

***Timeline of Activities***

Major Activity to be Accomplished	When will the activity be completed?											
	1	2	3	4	5	6	7	8	9	10	11	12

Leadership workshops 1x/month		x	x	x	x	x	x	x	x	x	x	x	
Homework help & tutoring hours (daily M-F)		x	x	x	x	x	x	x	x	x	x	x	
Academic check-ins with scholarship recipients (quarterly and at semester breaks)					x			x					x
Education program end-of-year report													x
Team-building activities (1-2 days/week)	x	x	x	x	x	x	x	x	x	x	x	x	
Soccer team activities (2-3 days/week)	x	x	x	x	x	x	x	x	x	x	x	x	
Scholarship recipient selections								x					x

**IV. EVALUATION PLAN-**

*Describe the methods you will use to monitor, measure, evaluate and assess whether the project activities are on track to produce the anticipated changes in beneficiaries’ lives and how you will evaluate whether the project delivered what was expected.*

1. List the outcomes that the project is expected to generate. Outcomes are the specific, measurable, achievable results of a project and should include changes expected in beneficiaries’ lives. A project may have more than one outcome.
2. Describe the criteria or methodology to measure whether the target outcome or result is achieved. Be creative and use quality data.
3. Explain how you have historically used information about your organization’s impact to improve activities or strategy.

Through the program’s activities, this project focuses on four main outcome areas: personal development (defined as social-emotional learning/SEL competencies), academic advancement, healthy lifestyles, and social capital. The SWB Nicaragua team implements a baseline survey at the beginning of the programming year that measures the SEL competencies and social capital measurements. At the end of the programming year, participants complete an endline survey measuring the same baseline metrics as well as additional questions to measure understanding of healthy lifestyles.

Our intended outcomes for the ELP during the grant period are:

*Personal Development:* **80% of regular participants record improved or sustained high outcomes in SEL competencies** including self-management, social awareness, responsible decision making, and self awareness. Through the baseline and endline youth surveys, participants will report improvements in personal development through these SEL competencies.

*Academic Advancement:* The participants in the ELP will **maintain an academic advancement rate of over 90%**. In other words, over 90% of participants who participate in the ELP will enter the next grade level the following school year. Progress toward this goal will be monitored through quarterly academic grades, homework completion, and communication with the schools. Achievement of this goal will be measured through communication with the schools and registration data in the 2023 and 2024 school years.

*Healthy Lifestyles:* Program annual data collected through SWB’s data system will show high levels of avoidance of risky behaviors - namely Soccer Without Borders has consistently had <1% unplanned pregnancy rate in our teen programs, compared to the national average of 28% of teens experiencing pregnancy by age 18. **80% of SWB’s older participants (ages 12+) will attend workshops where they receive information to support healthy lifestyles** with topics such as reproductive health, healthy relationships, dating violence and domestic violence.

*Social Capital:* Through the same baseline and endline youth surveys, participants will respond to questions addressing their social capital resulting from their SWB participation. **More than 90% of participants will report that they trust their coach and see their coach as a role model and mentor. More than 90% of participants will also report making new friends** in the program and **feeling like a part of the community.**

In the past, we have used the results of youth surveys and academic progress data to shift our strategies for recruitment and retention, to determine which academic subjects require additional support and intervention, to select scholarship recipients, and to build our workshop schedule and plan. For example, one year we saw an increase in girls ages 12-15 dropping out of our program. We conducted additional exit interviews to track down every girl who had left the program to figure out if there were trends. We were able to determine that the girls prefer to have the same coach every year; that coaches should stay with their same team as they grow up, rather than have set coaches for certain age groups. At the same time, when a coach leaves the organization we lose many of the participants on their team. Seeing this, we found it was important to invest in assistant coaches for every team so that there can be continuity even if one coach leaves.

One change that was recently made due to youth and parent input was the addition of primary school scholarships. Until 2020, scholarships were only for secondary school participants. Parents and participants advocated for scholarships for primary school as well, and we were able to add these in 2020.

Another example is a youth and family survey that we conducted in 2020 during the pandemic, which exposed the economic hardship many families were experiencing and the toll that the compounding crises were having on mental health. We used this information to add food products to our equipment and school supply bodega and offered workshops and resources around grief and bereavement for our older girls.

We value youth input and also review youth surveys to evaluate our coaches and support their growth as leaders and mentors.

***Using the information described above and the information previously provided in Part 3-Methods, complete the chart below:***

<b>Activity/Activities</b>	<b>Expected Outcomes (Use #s or % wherever possible)</b>	<b>How will you measure /document outcomes?</b>	<b>How will the data be collected and by whom</b>	<b>When will data be collected and analyzed?</b>
Leadership	80% of participants	Baseline and	Participants will take	The baseline

workshops	will report having opportunities to lead (speaking in front of a group or being a team captain) 80% of participants record improved or sustained outcomes in SEL competencies	endline surveys with SEL metrics (self-management, social awareness, self awareness, responsible decision making)	a written survey in Spanish administered by a trusted coach or staff member. Coaches for each team will record the survey responses in SWB's data management system.	survey is implemented in February and analyzed by the beginning of March. The endline survey is implemented in November and analyzed by the end of December.
Homework help & tutoring hours	Maintain an academic advancement rate of over 90%	Academic advancement will be tracked through quarterly academic grades, homework completion, and communication with the schools	The Sr. Education Program Coordinator, Lisbeth Calderon, will collect and record academic progress for participants and track the information in SWB's data management system.	The academic advancement rate is calculated at the end of the academic year (Nov).
Soccer team activities	80% of participants report increased confidence in their athlete identity 80% of older team participants (12+) report gaining information on healthy lifestyles and healthy relationships	Baseline and endline surveys with healthy lifestyle metrics (athlete identity, understanding of reproductive health, healthy relationships, dating violence)	Participants will take a written survey in Spanish administered by a trusted coach or staff member. Coaches for each team will record the survey responses in SWB's data management system.	The baseline survey is implemented in February and analyzed by the beginning of March. The endline survey is implemented in November and analyzed by the end of December.
Team building activities	More than 90% of participants report that they trust their coach and see their coach as a role model and mentor More than 90% of participants report that they made new friends and feel like part of the community	Baseline and endline surveys with social capital metrics (mentorship, safe space, community connection)	Participants will take a written survey in Spanish administered by a trusted coach or staff member. Coaches for each team will record the survey responses in SWB's data management system.	The baseline survey is implemented in February and analyzed by the beginning of March. The endline survey is implemented in November and analyzed by the end of December.



## V. SUSTAINABILITY AND FUTURE SUPPORT

*Use this section to describe how the project will be sustained after the grant period has ended.*

Indicate if your project will be continued beyond the grant period: **Yes**

Soccer Without Borders Nicaragua has been in operation since 2008 and has sustained its work through the support of many individuals, foundations, and partners, as well as the hard work and creativity of the local community and staff. Prior to the political upheaval of 2018, SWB Nicaragua earned 40% of its revenue through cultural exchange trips and camps, with another 30% coming from two family foundations, 15% from in-kind equipment donations, and the remaining 15% from individual donors. One example of a cultural exchange trip was in March of 2018 when SWB Nicaragua hosted the [REDACTED] Women's Soccer Team for a 9 day tour. The team was able to train, coach, experience the culture, and compete against the Nicaraguan Women's National Team. This trip earned [REDACTED] of revenue for the local program, and also built relationships with the players and coaches of [REDACTED] which led to future individual donations. One player who went on the trip later raised over [REDACTED] by running the NYC Marathon on behalf of SWB. In total between 2008 and 2018, SWB Nicaragua hosted over 25 groups for 7-10 trips, generating over [REDACTED] in revenue and [REDACTED] pounds of donated equipment. Unfortunately, we have not been able to host any trips since that Penn State visit. Since then, we have been fortunate to receive one-time funding donations from various sources, including a Covid-response grant from [REDACTED] to help minimize the gap left by these trips. Our hope is that this grant can continue to bridge this funding gap in 2022 and 2023, and that the trips will be launched again in the future, creating a steady source of earned revenue.

Another source of income that is nascent but growing is the launch of our 2nd division women's team. As the only girls' sport program in Granada, our alumnae are some of the most talented female athletes in the region. In November 2021, we launched a 2nd division women's team and already have 40 local supporters signed up as financial sponsors of the team. We hope to grow this community-based support into additional local events and fundraisers that support the girls' education program, depending on how quickly the local economy improves.

## VI. PROJECT BUDGET

*A detailed project budget must be provided as an attachment to this proposal. Please review the RISE website to learn what project expenses we do cover. The project budget must be presented in US dollars and include the following information:*

- Name of the applicant organization
- Name of the project to which the budget applies
- Detailed listing of all projected revenue and expenses for your project (include calculations where applicable).
- If you are submitting a large project budget, clearly identify the line items you are requesting funding from RISE for and what amount of that line item is to be covered by RISE.

- Amount requested from Together Women Rise, cash and in-kind resources contributed by others (indicate which sources are secured and which are unsecured), and cash or in-kind resources contributed by your institution (if applicable)
- Differentiate between US and in-country expenses
- Please ensure that the totals are correct. Check your math.

## VII. PROJECT BUDGET NARRATIVE

*Use this section to describe the project budget.*

1. For each major category in the budget, write a brief description of how it relates to project implementation and how the expense was calculated.
2. Explain, in detail, the procedures and policies that will be used to track project expenses and any funds distributed outside the US. Include frequency and amount of fund distribution.
3. If you are requesting only partial support for a project, please list other funders that have been (or will be) approached or have committed to fund the project. What is your organization's proposed strategy for implementing activities if it receives less than the requested amounts?
4. What is the cost per person (direct beneficiary) of your project? (i.e. if the total project cost is \$100,000 and you are serving 100 individuals directly, the per person cost would be equivalent to \$1,000 per person)

Category: Personnel- Teaching, Coaching, Program Management [REDACTED] This funding supports the key positions listed in the budget and in our project narrative to oversee ELP administration, implementation, academic support, school partnerships, purchase and distribution of materials, ongoing support and mentoring of the girls, facility management, workshops, behavioral and academic interventions, and monitoring and evaluation. The expense was calculated using the real salary numbers plus taxes and benefits, and then the % of time for each position spent on ELP specifically.

Category: Materials, Fees, Supplies [REDACTED] This funding supports the purchase of school supplies, uniforms, internet access and printing supplies, as well as workshop materials including snacks. It also supports semester and matriculation fees, and “promotion” fees from primary to secondary school.

Category: Other Costs [REDACTED] This funding supports monitoring and evaluation costs, facility costs in proportion to the percent use of the Youth Center, and professional development and appreciation costs for tutors and staff.

Project funds are disbursed monthly from the USA to Nicaragua and are distributed by the Co-Directors. Payroll is distributed on the 1st and 15th of the month, and taxes on each payroll are paid shortly thereafter. Expenses are tracked using our detailed monthly ledger, and receipts stored in a local file including the name of the person who incurred the expense. Expense ledgers are reconciled against the cash disbursements and original budget on a monthly basis, and comparisons to prior months and prior years are made, with explanations requested for large deviations. All expenses are coded using our Quickbooks Chart of Accounts and then entered

into our USA-based accounting system. We are independently audited annually in the USA and undergo a local payroll and tax audit annually in Nicaragua.

We are fortunate to have committed annual support from the [REDACTED] and [REDACTED], as well as individual donor support for university scholarships [REDACTED]. Funding from Together Women Rise will allow us to continue expanding this program to more girls while also allowing us to shift [REDACTED] funding to our Team Program, which has lost funding due to the cancellation of our cultural exchange trips.

Incorporating all costs of operation, recruitment, and outreach, the average cost of the ELP per participant is [REDACTED] year.

## VIII. ADDITIONAL INFORMATION

*1. How does this project further your organizational mission and align with RISE's mission?*

Together Women Rise and Soccer Without Borders share a vision to build a more inclusive and equitable world, where women and girls experience positive educational outcomes and economic self-sufficiency, and can lead healthy lives. This project creates a tangible pathway for girls living in Granada, Nicaragua, the second poorest country in the Western Hemisphere and a country experiencing recent traumatic events and protracted crises, to graduate secondary school and take their next steps with the skills and support they need to thrive.

*2. Briefly describe any travel, group tours, or volunteer service opportunities you may have available. (Not required to receive a grant.)*

We are not able to host groups at this time due to the Level 4 U.S. State Department Travel warning. We have hosted over 25 groups from 2008-2018, and look forward to when we can restart these trips. We require that the travel warning level is at 2 or lower.

*3. Provide a link to any project video clips that you currently have available.*

Our most recent high-quality video is Rompiendo Fronteras (<https://www.youtube.com/watch?v=xZySP0Bwm5A>). Given the travel restrictions in place since 2018, we have not been able to produce a professional video in English since then.

## IX. PROJECT SUMMARY

***Provide a brief summary of the project proposal, including the budget synopsis. It is recommended that this section be completed after all other sections have been finalized.***

1. In one or two sentences, clearly identify the problem the organization will address with the requested grant funds, where the project will be implemented, and the target population involved.
2. Provide a brief description of the expected project outcomes.
3. Briefly, describe the methods the organization will use to achieve the project outcomes. Include the project's main components, primary goals, and objectives.
4. If the organization will be working with major partners, identify them.
5. Provide a budget synopsis in a few sentences. Identify the amount requested including cash and in-kind resources contributed by others, if any, and total cost of the project, if different from amount requested.

We are requesting support from Together Women Rise specifically for SWB Nicaragua’s Education & Leadership Program (ELP). The main goal of the ELP is to facilitate positive school outcomes for underserved girls ages 5-20 in Granada, Nicaragua through a system of financial, academic, and socio-emotional support that empowers these girls to overcome barriers to success.

Nicaragua is in a state of compounding crises; a string of protests in 2018 led the country to the brink of Civil War, economic sanctions due to human rights abuses followed by the collapse of tourism have devastated the economy, and the pandemic has added another layer of isolation, uncertainty, and loss. In Granada, Nicaragua, there are many factors that cause a girl to drop out of school, including domestic responsibilities in the home, a financial need to work in the market/informal economy, unplanned pregnancy, and a lack of visible pathways and encouragement for women to enter the workforce and pursue a career. Soccer Without Borders (SWB) Nicaragua addresses these barriers one by one, providing school scholarships (including all supplies and uniforms) to girls with support and requirements to participate actively in both school and SWB programming. SWB Nicaragua uses soccer as a way to build leadership, improve educational outcomes, and strengthen social-emotional skills for girls.

SWB Nicaragua includes four primary programs: the Team Program, the Education & Leadership Program (ELP), the School Outreach Program, and Camps & Trainings. Together, these programs operate in-school, after-school, and weekend programming 45 weeks/year. The Team and ELP programs serve ~300 girls ages 5-20 each year. Our holistic program model includes soccer, education, and community activities. Through the ELP, our coaches and program leaders motivate school engagement through check-ins, tutoring, and homework help, recognition and reward for school attendance and good grades, peer and mentoring support, and a positive, future-focused culture that asks girls to “dream big” and imagine their future. SWB also provides access to computers, printing, tutors, school supplies, and a safe space after school every day for homework at our Youth Center.

Through these four primary programs, SWB Nicaragua focuses on four main outcome areas: personal development (defined as social-emotional learning/SEL competencies), academic advancement, healthy lifestyles, and social capital. SWB Nicaragua expects 80% of participants to report an increase or sustained improvement in personal development, healthy lifestyles, and social capital and expects a 90% academic advancement rate for ELP participants. We work in partnership with local primary and secondary schools to advance these outcomes and support each girl to reach her full potential.

We are requesting [REDACTED] of the [REDACTED] total project budget, for 2 years to support 275 girls in year 1 and 300 girls in year 2 in our Education and Leadership Program. We are fortunate to have committed annual support from the [REDACTED] and [REDACTED], as well as individual donor support for university scholarships [REDACTED]. Funding from Together Women Rise will allow us to continue expanding this program to more girls while also allowing us to shift [REDACTED] funding to our Team Program, which has lost funding due to the cancellation of our cultural exchange trips.

**X. GRANT CHECKLIST-** deleted for spacing

**XI. DECLARATION**

I understand that Together Women Rise assigns specific months to Featured organizations for funding. I also understand that the funding will be provided to my organization approximately 1-2 months after my organization is featured by Together Women Rise as a Featured Program Grantee. I understand that for 2 year grants, one half of the funding will be provided to my organization approximately 1-2 months after my organization is featured by Together Women Rise with the other half of the funding being provided one year after the first distribution. I understand that the funding cycle for which I am applying is for projects that will be featured by Together Women Rise to its members in the months of **July- December of 2022**.

I declare that the information provided in this form is, to the best of my knowledge, accurate, complete and truthful. I also declare that I am authorized to enter into contracts and legal agreements on behalf of the organization named in Section I of the Grant Proposal Form.

I have checked and ensured the application is complete and all attachments are included.

***This section requires an electronic signature OR can be signed and scanned, and provided as a PDF file with other grant application materials. This page can be outside of your 20-page limit.***

