



**S.L. Gimbel Foundation Fund
Grant Application**

Internal Use Only:
Grant: 25,000

Organization / Agency Information

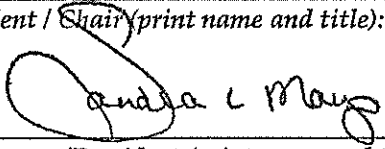
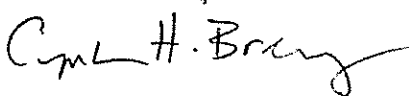
<i>Organization/Agency Name:</i> Girl Scouts of San Geronimo Council		
<i>Physical Address:</i> 1751 Plum Lane, Redlands, CA 92374		<i>City/State/Zip</i>
<i>Mailing Address:</i> 1751 Plum Lane, Redlands, CA 92374		<i>City/State/Zip</i>
<i>CEO or Director:</i> Cynthia H. Breunig; President & CEO		<i>Title:</i>
<i>Phone:</i> 909-307-6555	<i>Fax:</i>	<i>Email:</i> chbreunig@gssgc.org
<i>Contact Person:</i> Jernine Williams		<i>Title:</i>
<i>Phone:</i> 909-307-6555	<i>Fax:</i>	<i>Email:</i> funding@gssgc.org
<i>Web Site Address:</i> gssgc.org		<i>Tax ID:</i> 95-1967727

Program / Grant Information

Interest Area: Animal Protection Education Environment Health Human Dignity

<i>Program/Project Name:</i> Skyland Ranch Environmental Education Program		<i>Amount of Grant Requested:</i> \$25,000	
<i>Total Organization Budget:</i> 8,362,700	<i>Per 990, Percentage of Program Service Expenses (Column B/ Column A x 100):</i> 86%	<i>Per 990, Percentage of Management & General Expenses Only (Column C / Column A x 100):</i> 2%	<i>Per 990, Percentage of Management & General Expenses and Fundraising (Column C+D / Column A x 100):</i> 13%
<i>Purpose of Grant Request (one sentence):</i> Funding will be used to cover the program costs for the participants, program supplies and program staff.			
<i>Program Start Date (Month and Year):</i> September 2019 - May 2020		<i>Program End Date (Month and Year):</i>	
<i>Gimbel Grants Received: List Year(s) and Award Amount(s)</i> 2016 - \$25,000			

Signatures

<i>Board President / Chair (print name and title):</i> Signature: 	<i>Sandra Mayo, Ed.D., Board Chair</i> Date: 3/5/2019
<i>Executive Director/President (print name and title):</i> Signature: 	<i>Cynthia H. Breunig, President & CEO</i> Date: 3/5/19

2019 S. L. Gimbel Foundation Fund Grant Application

Welcome Page

Welcome to the 2019 S. L. Gimbel Foundation Fund Grant Application

Thank you for applying to the S. L. Gimbel Foundation Fund Grant. The mission of the S.L. Gimbel Foundation is to enhance the quality of life for people and animals by providing effective support in the Founder's specific fields of interest: Animal Protection, Education, Environmental Protection and Enhancement, Health, and Human Dignity. Please take a moment to review the grant application guidelines before continuing the process (use "Guidelines" link above). After you have read and understood the guidelines, please proceed with the grant application process. Should you have any questions regarding the online grant application process, please check the "Portal Guide" link above. If your questions are not answered via the Portal Guide, contact us using the "Contact Us" link above.

Organization Information

NOTE: If you have already started an online application and would like to resume, please [CLICK HERE](#) to login to your Applicant Account Page.

Organization/Agency Information
Organization/Agency Name (If operating as a DBA, enter DBA name here) Girl Scouts Of San Gorgonio Council
Legal Name If different from DBA/Organization/Agency Name Girl Scouts of San Gorgonio Council
Tax ID 951967727
Tax Status 501(c)3
Organization Mailing Address Street Address or P.O. Box (No residential addresses, please) 1751 Plum Lane
City Redlands
State

CA

Zip Code

92374

Organization Physical Address

Street No. and Name, City, State, Zip (*No residential addresses, please*)

Website Address

gssgc.org

Organizational Leadership (Please list CEO, President, Board Chair, Executive Director)

Prefix

Ms

First Name

Cynthia

Last Name

Breunig

Title

President & CEO

Work Phone

909-307-6555

Extension

3004

Cell Phone

Fax

E-mail Address

chbreunig@gssgc.org

Program/Project Contact Person

Check this box if the Program/Project Contact Person is the same as the organization's primary contact listed above

Fields in this section will auto-fill.

No

Prefix

Ms.

First Name

Jernine

Last Name

Williams

Title

Director of Development

Work Phone

909-307-6555

Extension

3041

Office Fax

E-mail Address

jwilliams@gssgc.org

Organization/Agency Background

Organization Background

What is the history, mission, and purpose of your organization?

History:

Girl Scouts was founded in 1912 by Juliette Gordon Low in Savannah, GA. She believed girls should have the opportunity to develop physically, mentally and spiritually through community service and hands-on learning. Even in the early 1900s, Girl Scouts reached across class, culture, and ethnic boundaries to ensure all girls, including those with mental and physical disabilities, had a place to grow and develop. Girl Scout troops quickly expanded to communities throughout the country, ultimately leading to the formation of councils.

The Redlands Council, established in 1939, later changed its name to Girl Scouts of

San Gorgonio (GSSGC). As one of 112 councils in the United States, GSSGC's territory encompasses all of Riverside County and most of San Bernardino County in the Inland Empire region in California. GSSGC holds its own 501(c)(3) status.

Mission and Purpose:

Girl Scouts of San Gorgonio Council is dedicated to building girls of courage, confidence, and character who make the world a better place.

Girls gain important skills in four areas that form the foundation of the Girl Scout Leadership Experience:

- Science, technology, engineering, and math (STEM)
- Outdoors
- Life Skills
- Entrepreneurship.

At Girl Scouts, girls participate in engaging, challenging, and fun activities like earning badges, exploring science, getting outdoors, and doing community service projects.

How long has the organization been providing programs and services to the community?

78 years

Organizational Accomplishments

What are some of your past organizational accomplishments in the last 3 years?

Girl Scouts of San Gorgonio (GSSGC) has grown into an effective organization that currently serves 12,386 unduplicated girls and more than 4,500 registered adult volunteers. GSSGC provides financial aid for registration, uniform items, materials and fees to 2,085 underserved girls living in the Inland Empire.

The Girl Scout cookie program has been a tradition for over 100 years. Among its many benefits, the cookie program helps girls develop five skills that they can use throughout their lives: Goal Setting, Decision Making, Money Management, People Skills, and Business Ethics. And, of course, all proceeds from the sale funds local troop activities, Council operations, and sales rewards for girls. Our Council has unleashed the power of the cookie in innovative ways, helping girls leverage the sale to fund their own opportunities--like earning high school packages, laptops and other technology, and travel experiences. For economically challenged girls in the Inland Empire, this means they can acquire things their families could never afford to provide for them. Our Council leverages the self-sustainability aspect of the cookie sale, by funding girls and Girl Scout troops enabling them to become self-

sustaining through proceeds from their cookie sales.

GSSGC updated the strategic plan six years ago. Included in this effort were key community stakeholders from education, business community and GSSGC volunteers.

At that time, we formed the GSSGC alumni network comprised of Girl Scout alum and community members who share Girl Scouts' values. Three of the GSSGC strategic goals became the focus of the Girl Scout network:

- Strategic goal: Programming specific to older girl scouts (middle and high school) which resulted in the Life After High School task force which provides an annual scholarship and financial aid workshop. They also provide learning activities for older Girl Scouts at council wide events.
- Strategic goal: A focus on underserved, low-income and high-poverty communities. The group's Diversity task force focuses on forming troops in low- income schools and communities like Hope through Housing sites.
- Strategic goal: The Creating Alumni Community task force focuses on engaging community members who have the same goals as GSSGC.

GSSGC has a long history of notable community members serving on the board creating the foundation for the organization. Community members such as Hardy Brown, Cheryl Brown, Diane Elton, and Judy Carpenter all serving on the board over the years. Today, Renee Hill, Paulette Brown Hinds and Hardy Brown II serve in advisory capacities.

Under the leadership of our CEO, the executive team and our board members, plus the alumni network, are committed to bringing the Girl Scout experience to all girls within the Inland Empire.

Programs and Activities

What are some of your current key programs and activities? Describe the communities you serve. Include populations and geographic locations.

GSSGC's Key Programs

In addition to the Skyland Environmental Education Program, our Council-wide programs include:

- Classroom to Career (C2C), a STEM-based collaborative effort that began in 2013, that targets low-income Inland Empire girls and girls of diverse backgrounds ages 11 - 18. Girl Scouts partners with local businesses to help girls become better prepared for the challenges of the 21st century workplace. We also conduct GenCyber events and have offered a week-long Cybersecurity camp each summer on the campus of CSUSB. The participating schools select the students who participate in the program. All girls who participate in C2C and GenCyber are registered Girl Scouts.

- GSSGC's Girl Scouts Beyond Bars program consists of elementary school-aged daughters of women incarcerated in the women's correctional facility at Chowchilla, California, and is open to all girls in Southern California. Incarcerated mothers are coached by Council staff and then lead their daughters in troop meetings that are held in the Chowchilla State Prison. Girls plan meetings, activities and service projects in partnership with their mothers.
- Camp is also another key program within our Council. Through outdoor activities girls gain an appreciation for the environment, develop a sense of place in the outdoors, learn how to build group cohesion, increase individual problem-solving skills, critical thinking skills, and leadership development, develop awareness of biodiversity, and discover what can be found in nature. Day and overnight camps are offered during the summer to all Girl Scouts, ages K-12, in the Inland Empire.
- Through our cookie sales, girls learn to believe in themselves. They learn skills like money management, business ethics, people skills, marketing and goal setting. Girls are given opportunities to earn rewards for items many cannot otherwise afford, such as computers and travel through the nation and abroad. All Girl Scouts in GSSGC participate in cookie sales for their troops.

All of these programs serve students in Riverside and San Bernardino Counties (Inland Empire region). Any girl in the Inland Empire region in grades K-12 may join Girls Scouts of San Gorgonio Council.

Program/Project Information

Program / Project Information

Program Area

The Inland Empire region of California—Riverside and San Bernardino Counties

Program or Project Name

Skyland Ranch Environmental Education Program

Amount of Grant Requested

Use whole dollars, do not use \$ sign, comma, or decimal

25000

Total Organization Annual Operating Budget

Use whole dollars, do not use \$ sign, comma, or decimal

Per 990, Percentage of Program Service Expenses

Column B divided by Column A, x 100 (Please enter no more than 2 digits, i.e., 7.9)

Per 990, Percentage of Management & General Expenses Only

Column C divided by Column A, x 100 (Please enter no more than 2 digits, i.e., 7.9)

Per 990, Percentage of Management & General Expenses and Fundraising

Column C + Column D, divided by Column A, x 100 (Please enter no more than 2 digits, i.e., 7.9)

Purpose of Grant Request

Please summarize the project (in 25 words or less).

The requested funding will cover the expansion of the Skyland Ranch Environmental Education Program to impact 70 additional students.

Use of Grant Funds – 200 words

How will you use the grant funds?

Funding will be used to cover transporting participants to Skyland Ranch, program supplies, facility fees and program staff. This funding covers the cost of the program for all 70 participants. The students pay no fee for the program other than the Super Skyland Family Day, which is provided at a discount.

Project Start Date

September 1,
2019

Project End Date

May 4, 2020

Gimbel Grants Received

List previous years with award amounts, if applicable

GSSGC received \$25,000 from Gimbel in 2016.

Statement of Need – 500 words

Specify the community need you want to address and are seeking funds for.

Skyland Ranch Environmental Education Program addresses three community needs:

1. Caring for our natural resources is a responsibility all of us share. Instilling the values of environmental stewardship, conservation and recycling in youth helps ensure a healthier environment in the future.
 - According to Girl Scouts Research Institute, Girl Scouts reported much higher levels of environmental stewardship compared to a national sample. They were, for instance, twice as likely to say that they take actions to protect the environment.

2. Children need to spend time outdoors for health reasons and to inspire creativity. Current trends show that young people spend only a few minutes a day outdoors interacting with nature but spend several hours a day in front of a screen.
 - A study by Girl Scout Research Institute showed that 97 percent of girls who completed the survey said that they had done at least one outdoor activity in Girl Scouts during the last year. Nearly 40 percent had participated in an outdoor activity at least once a month in Girl Scouts. The activities girls did most frequently were walking outdoors, field trips to outdoor places, camping, and volunteering for causes related to the environment. Through these outdoor experiences in Girl Scouts, 72 percent of girls said they had improved at a skill and about one-third said they had overcome a fear of the outdoors. Fully half of the girls indicated that they could not have done a particular outdoor activity (such as archery, horseback riding, or canoeing/kayaking) were it not for Girl Scouts.

3. The community served by GSSGC is considered low-income. Girls in low-income areas can benefit from supplementary educational experiences and hands-on learning. Youth who may not receive adequate extracurricular activities and outdoor activity need more opportunities to expand their horizons at no cost.
 - Girl Scouts Research Institute reports that girls of lower socioeconomic status (SES)—those who have moms with less than a college education—experienced less outdoor exposure than their higher-SES peers, and they reported having fewer camp-related outdoor experiences. These girls were also significantly less likely than girls of higher SES to report that they had improved their skills or enhanced their enjoyment of outdoor activities because of Girl Scouts. Despite such outdoor deficits, these girls reported significantly greater

benefits from Girl Scouts.

Project Description – 500 words

Describe your project. How will this project enable this organization to better meet community needs? What is unique and innovative about this project?

A strategic goal of GSSGC is to provide outdoor education to all students in its service area, regardless of income. The Skyland Ranch Environmental Education Program was created to align with this goal.

About the Program

The Skyland Ranch Environmental Education Program teaches students about environmental sciences and the responsible stewardship of nature through experiential learning. The program also features interpersonal communication and leadership skills.

- Participants are students in Title I schools in Riverside and San Bernardino Counties. Teachers in participating schools select male and female students in 4th, 5th and 6th grades to enroll free of charge. Gimbel Foundation funding will cover the program for 70 students.
- The main component is a three-day, two-night overnight camp experience at Skyland Ranch. These sessions are held during the school week. Program staff provide education and supervision.
- After the camp, students begin their independent project.

Key Components:

- The program focuses on [Next Generation Science Standards](#) and the [California Blueprint for Environmental Literacy](#).
- Within the multi-day experience students are introduced to Geology, Astronomy, Ecology, Wildlife Biology, Physics, Ethnobotany, and Outdoor Skills.
- Programs include “[citizen science](#)” projects where students participate in real-life data collection.
- Humans and Earth – Focuses on the basics of environmental science and our ecological footprint.
- Take Action Project: Students will implement an independent project of their choice where they apply what they’ve learned by identifying and/or solving an environmental problem in their neighborhood. Students work with program staff to determine parameters, objectives and progress along the way. The [types of projects](#) range from recycling to water and electricity usage to food distribution.

Students have one month to complete the project and will present their results to the group. Each student receives a certificate and patch for completing a project.

- Another component is the Super Skyland Family Day when participants and their

families enjoy outdoor educational activities for a day at Skyland Ranch.

The program boasts several innovative elements:

- The camp provides a unique setting for environmental experiences combined with leadership opportunities.
- Interactive experiences focus on both interpersonal and technology skills.
- The Take Action component turns theory into practice. Participants apply learnings to daily life.
- A day-long session to share environmental education and outdoor experiences with their families.

The program addresses community needs by instilling a sense of environmental stewardship in young people, by increasing children's interest in being outdoors and being active, and by providing expanded opportunities for low-income youth to engage in outdoor programming.

Participants in Skyland Ranch Environmental Education Program become invested in their environment, and learn project management, team-building and problem-solving skills. Students with this skill set mature into the community leaders and environmental advocates necessary for success and sustainability in the future.

A participant sums it up best. "Before coming to Skyland Ranch, I didn't know the name of the local river. Now I know more about the river and feel like I have more responsibility for the river near my house. I understand that I can help keep the river clean."

Project Goal, Objectives, Activities, Expected Outcomes, and Evaluation: In fields below, state in the following order: **1. ONE Project Goal** that is a broad, aspirational statement of purpose for the project and **ONE Objective** that is a specific, measurable, verifiable, action-oriented, realistic, and time-specific statement intended to guide your organization's activities toward achieving the goal. **2. Specify the Project Activities** you will undertake to meet the objective and number of participants for each activity. **3. Expected Outcomes** are the individual, organizational, or community-level changes that can reasonably occur during the grant period as a result of the proposed activities or services. What are the key anticipated outcomes of the project and impact on participants? State in quantifiable and verifiable terms. **4. Evaluation** How will progress towards the objectives be tracked and outcomes measured? Provide specific information on how you will collect relevant data and statistics that meet your objective and validate your expected outcomes in a quantifiable manner as you describe your evaluation process.

1. Project Goal – 150 words

Students will discover their environmental impact and how to be more responsible stewards of nature in traditional forest settings and in their own community.

2. Project Objective – 150 words

GSSGC will provide 70 students in 4th – 6th grades environmental education through participation in Skyland Ranch Environmental Education Program during the school year. **The Skyland Ranch Environmental Education program takes place at our Skyland Ranch learning facility located in Banning, CA. Students have 20 hours of instruction per session on topics ranging from biomimicry, forest ecology, and leadership during their stay at Skyland Ranch. Our previous funding received from Gimbel was for our Classroom to Career where students travelled to various worksite locations and college campuses for work-based learning activities.**

3. Project Activities

All 70 students will participate in many program activities. Here is a sample of these activities:

- Humans and Earth –Focuses on the basics of environmental science including cause and effect of our ecological footprint.
- It's Your Story, Tell It! – Students learn about creating a brighter future for themselves and their community- Includes moving beyond stereotypes and speaking up appropriately for their beliefs.
- Take Action Project: Following their return to their school from Skyland Ranch, students will implement a project that demonstrates their knowledge of environmental science and ecological footprints. Students will present their findings to the group.
- Super Skyland Family Days –Several family days are offered on weekends throughout the year when participants can bring their family to Skyland Ranch for a day of outdoor education.

2. Expected Outcomes – 100 words

Seventy students will attend the Skyland Ranch Environmental Education Program and will gain basic knowledge of environmental science and stewardship.

3. Evaluation – 300 words

The impact of the program is measured via surveys completed by participants after the completion of the program. Surveys include questions on student interest,

attitude, and confidence relative to the topics covered by the program. The survey tool is created by GSSGC and is administered by school district personnel.

We expect the following results from the program evaluation:

- At least 53 of the 70 students will feel they learned how to make a difference in the ecosystem by making small changes to their actions.
- At least 56 of the 70 students will feel more connected with and care for the environment.
- At least 28 of the 70 students will have increased participation in their classroom.
- At least 49 of the 70 students will have higher self-esteem in interactions with peers.
- At least 50 of the 70 students will apply decision-making techniques.

Program adjustments are made as/if needed based on overall results.

***Below are some examples of how to list your Goals, Objectives, Activities, Expected Outcomes, and Evaluation: Objective, Outcome, and Evaluation should align and should be written in a linear format, using actual numbers and data that are quantifiable and verifiable.**

STATE ONE GOAL, ONE OBJECTIVE, ONE OUTCOME:

- **GOAL:** House all homeless youth ages 18-24 in Mariposa County who are physically, mentally, and legally able to work within 24 hours and help them become self-sufficient in 90 days.
- **OBJECTIVE:** House up to 145 homeless youth referred or who contact us within 24 hours.
- **OUTCOME:** We expect to provide rapid rehousing to over 45 homeless youth in 2017.**EVALUATION:** Using Build Futures' Salesforce database client management and tracking system, generate reports on the number of clients served and housed. Track our role in housing 145 youth. Account for additional success or lower numbers of youth in the program.

Target Population – 200 words

Who will this grant serve? How many people will be impacted? Provide a breakdown: Number of children, youth, adults, seniors, animals.

The grant will serve 70 students in the 4th, 5th and 6th grades at a Title 1 schools. Our previous grant was for the Classroom to Career program where girls attended six worksite tours and/or college visits during the school day. This grant application is for the Skyland Ranch Environmental Education program, and students spend 3 days/2 nights at Skyland Ranch. Less students are impacted to cover the additional expenses for the overnight stay.

Project Timeline – 200 words

Provide a timeline for implementing the project. State the start date and ending date of the project. Include timeframes for specific activities, as appropriate.

The three-day program held at Skyland Ranch is held several times during the school year. The school will select the session that their students attend.

February 1, 2019 – July 31, 2019: Secure funding for program

June 4, 2019 – August 30, 2019: Select school for the program

June 4, 2019 – August 30, 2019.: Program planning

August 1, 2019 – September 27, 2019: Work with school/teachers to select and enroll students

October 1, 2019 – April 30, 2020.:

- Program begins. The students will attend one of the three-day sessions scheduled between October and April.
- Once back at their school campus:
 - Students complete an evaluation on their experience at Skyland Ranch.
 - Students develop and work on their Take Action projects. The students complete these projects within one month of the program at Skyland Ranch.
- At the beginning of the Take Action project timeframe, a webinar is held for parents to touch base on the project with the teachers.
- At the midpoint of the Take Action timeframe, a teacher/parent/student conference is held to discuss the student's progress on the project.
- When the projects are completed, students share their report with their class.
- Several Super Skyland Family Days are offered November through June. Students and their family may choose the Super Skyland Day they attend.

May 5, 2020: Program concludes. Students complete an overall final evaluation survey. Teachers also provide feedback.

Projects in the Community – 200 words

How does this project relate to other existing projects in the community? Who else in the community is providing this service or has a similar project? Who are your community partners, if any? How are you utilizing volunteers?

The Skyland Ranch Environmental Education Program is a unique program in the Riverside and San Bernardino communities. Several other environmental education programs exist, but they are targeted for high-income communities. Even the non-

profit programs still have a high cost to participate. In addition, GSSGC's program is based on robust curriculum based on a century of outdoor education experience of Girl Scouts.

Community partners include:

- Title 1 schools in San Bernardino and Riverside counties
- Environmental Education Collaborative that serves both San Bernardino and Riverside counties
- Wendy Zinn Consulting – Connects local nonprofit programs with organizations and schools that match the programs' target audience.
- American Camp Association - Local Council of Leaders (collaborates as needed)

The program is in the planning stages of creating a naturalist docent program that will utilize community volunteers.

Project Future

Project Future / Sustainability – 200 words

Explain how you will support the project after the grant performance period. Include plans for fundraising or increasing financial support designated for the project.

Although GSSGC is a part of the national organization (Girl Scouts USA), each council is responsible for raising its own program and operating funds. To this end, Girl Scouts implements a comprehensive fund development strategy that assures the organization's sustainability through corporate and foundation grants, cookie sales, merchandise sales, individual giving, school district support, event sponsorship, estate planning, and alumnae engagement.

The organization is not dependent upon any one funding strategy but assures a steady stream of diversified financial support via long-term strategic planning and implementation. In addition, Girl Scouts also benefits from a committed group of corporate, academic, and civic relationships that provide a rich mix of human and financial support to the organization.

Governance, Executive Leadership, and Management: Key Personnel / Staff Qualifications

Governance and Executive Leadership

Describe your Board of Directors and the role it plays in the organization. What committees exist within your Board? How does your Board make decisions?

Membership on the Board of Directors is limited to 17 members; the current Board of Directors consists of 16 members. The President and CEO is an ex-officio member of the board with vote. The uncompensated Board of Directors provide governance and oversight to the Council according to its bylaws; it is comprised of a diversity of professionals in the fields of education, nonprofit, finance, public

services, health services, law, and industrial services. Six committees include: Audit, Board Development, Compensation, Executive, Finance and Properties. Decisions are made following thorough research, a recommendation from a committee or board member, and an action (motion) taken at a meeting with established quorum; A majority vote is required for a motion to be approved.

Management – 200 words

Describe the qualifications of key personnel/staff responsible for implementing the project.

Program staff:

Joyce Knoll has more than 25 years of Girl Scouts programming experience in various roles focused on outdoor activities and camping. Prior to her professional roles at Girl Scouts, she held a position at a government entity dedicated to the preservation and management of local open space. Joyce holds a bachelor’s degree in Recreation Administration and a master’s in Accountancy.

Brian Babauta has more than 15 years of experience in outdoor education and camp management. His areas of expertise include program development, training and mentoring camp instructors, and operating retreats in camp, school and wilderness settings. Brian holds a bachelor’s degree in History and a master’s in Recreation Administration.

Ken Mortensen has decades of experience in developing and maintaining camp facilities. He plays a significant role in ensuring Skyland Ranch provides a safe, enriching experience for everyone who visits. He has extensive experience with nonprofit organizations and with individuals with disabilities. Ken is a member of the American Camp Association. He holds a bachelor’s degree in Recreation Administration and a master’s in Physical Education/Recreation Management.

Attachments

ATTACHMENTS

REQUIRED .PDF ATTACHMENTS: The maximum size for all attachments combined is 25 MB. Please note that files with certain extensions such as “exe”, “com”, “vbs”, or “bat” cannot be uploaded. You must **1. BROWSE FILES** on your computer, **2. SELECT FILES**, then **3. CLICK UPLOAD** to attach files. ***IMPORTANT: For each set of required documents below**, please scan all pages of each set into one .pdf, as only a single document upload is permitted for each item being requested. **Only upload in .PDF format (DO NOT** upload Word or Excel documents, formatting gets lost when exported). Review each of your attachments to make sure there are no duplicate documents being uploaded before you submit your final application. **Failure to use the provided forms or missing required documents may disqualify your application.**

1. Project Budget and Budget Narrative

Please provide a detailed line-item budget for your **entire** project. Download the [V. Project Budget and Narrative Worksheet](#), complete, and **Upload**. SEE [SAMPLE Budget & Narratives Worksheet](#),

2. Sources of Funding

Please list your current sources of funding and amounts. Download the [VI. Sources of Funding Worksheet](#), complete, and **Upload**.

3. Financial Analysis

Please provide all information requested for your **entire organization**. Include any notes that may explain any extraordinary circumstances. Download the [VII. Financial Analysis Worksheet](#), complete, and **Upload**.

4. Budget Comparison

Download the [SAMPLE Budget Comparison Worksheet](#), complete, and **Upload**.

5. Part IX only of the 990 form

Statement of Functional Expenses (one page). If you completed a 990-EZ, Download the [Part IX Functional Expenses sample](#) of the 990 form using figures from your 990 EZ, complete, and **Upload**.

6. Current Year Operating Budget

Please provide a copy of your current year's operating budget

7. Evaluation & Expenditure Report

For past grantees, provide a copy of your most recent final evaluation report, including your most recent expenditure report.

8. Tax Exemption Letter

Please provide an electronic copy of your IRS 501 (c) (3) determination letter.

9. Board of Directors List

Please provide a list of your current Board of Directors, including their name, position on the board, and professional affiliation(s).

10. Most Recent 990

Please provide a copy of your most recent 990 form

11. Financial Statements

Please provide a copy of your most recent year-end financial statements (audited, if possible)

12. Application Cover Sheet

Download and print the [Application Cover Sheet](#), provide required ink signatures, scan to .pdf and **Upload below**.

S.L. Gimbel Foundation APPLICATION

Organization Name:

Girl Scouts of San Gorgonio Council

V. Project Budget and Narrative (Do not delete these instructions on your completed form).

A) **Budget Table:** Provide a detailed line-item budget for your entire project by completing the table below.

Requested line items should be limited to Ten (10) line items. The less the better.

A breakdown of specific line item requests and attendant costs should include:

- 1) Line item requests for materials, supplies, equipment and others:
 - a. Identify and list the type of materials, supplies, equipment, etc.
 - b. Specify the unit cost, number of units, and total cost**
 - c. Use a formula/equation as applicable. (i.e. 40 books @ \$100 each = \$4000)
- 2) Line item requests for staff compensation, benefits: **Do not use FTE percentages.**
 - a. Identify the position; for each position request, **specify the hourly rate and the number of hours** (i.e. \$20/hr x 20 hours/week x 20 weeks = \$8,000)
 - b. For benefits, provide the formula and calculation (i.e. \$8,000 x 25% = \$2,000)
- 3) Line items on Salaries/Personnel included in budget (contribution or in-kind) but NOT requested from the Gimbel Foundation must be broken down per number 2) above: Provide rate of pay per hour and number of hours.

Line Item Request	Line Item Description <i>(Maximum two lines)</i>	Support From Your Agency	Support From Other Funders	Requested Amount From Gimbel/TCF	Line Item Total of Project
Director	Director@25/hr x 80 hrs x 32 weeks	46,260	15,000	2,740	64,000
Health Staff	Health Staff @ \$20/hr x 25 hrs x 32 weeks	1,740	15,000	2,740	16,000
Kitchen Staff	Kitchen Staff @ \$14/hr x 38hrs x 32 weeks	5,024	5,000	7,000	17,024
Payroll Taxes/Worker's Comp Insurance	25% costs for program staff	11,975	7,500	2,870	22,345
Food and Beverage	716 students @ \$30 per student	8,720	10,000	2,760	21,480
Training & Education	\$2163/training supplies, conference fees/expenses	1,163	0	1,000	2,163
Materials & Supplies	\$50/per student/716 students	20,840	13,000	1,960	35,800
Facility Cost	\$1000/per day x 54 days	44,920	7,000	2,080	54,000
Evaluative Materials	\$8 per student/716 students	4,378	1,000	350	5,728
Transportation	7 buses @ \$500 per bus	500	1,500	1,500	3,500

TOTALS:		\$142,040	\$75,000	\$25,000	\$242,040
----------------	--	-----------	----------	----------	-----------

B) **Narrative:** The budget narrative is the justification of “how” and/or “why” a line item helps to meet the project deliverables. Provide a description for each line item request as necessary. Explain how the line item relates to the project. If you are requesting funds to pay for staff, list the specific duties of each position. See attached SAMPLE Project Budget and Budget Narrative

1. **Program Staff: Direct delivery staff to chaperone students and deliver program. Health care staff for injury or illness; Kitchen staff to prep and cook meals.**
 Director@\$25/hr x 80 hrs x 32 weeks
 Health Staff @ \$20/hr x 25 hrs x 32 weeks
 Kitchen Staff @ \$14/hr x 38hrs x 32 weeks
2. **Benefits: Worker's Compensation and Payroll taxes: 25% of salaries.**
3. **Food & Beverage for students and teachers on site: 716 students @ \$30 per student.**
4. **Training and Education: For materials, program presenters, conference fees (train the trainer/professional development). \$2163/training supplies, conference fees/expenses**
5. **Materials and Supplies: printed workbooks for each students, healthcare supplies, patches and certificates, binders, pens. Equipment maintenance (telescopes, microscopes, computers). \$50/per student/716 students**
6. **Facility cost: Cost for campsite, kitchen, and the buildings. \$1000/per day x 54 days**
7. **Evaluative Materials: Software used to evaluate the outcomes of the program, tablet upkeep and future replacement, generating reports. \$8 per student/716 students**
8. **Transportation: Costs for students and teachers to travel to Skyland Ranch for 3-day program.**

S.L. Gimbel Foundation APPLICATION

VI. Sources of Funding: Please list your current sources of funding and amounts.

Secured/Awarded

Name of Funder: Foundation, Corporation, Government	Amount
Applied Medical, Corporation	\$30,000.00
San Manuel Band of Mission Indians, Corporation	\$25,800.00
SoCalGas, Corporation	\$10,000.00
U.S. Bank Foundation, Corporation	\$8,000.00
YWCA of Riverside County, Corporation	\$3,351.00
Seven Point Inc., Corporation	\$2,000.00
The Coeta and Donald Barker Foundation, Foundation	\$5,000.00
Vera R. Campbell Foundation, Foundation	\$5,000.00

Pending

Name of Funder: Foundation, Corporation, Government	Amount	Decision Date
<i>CDBG County of Riverside, Government</i>	50,000	
<i>American Honda Foundation, Corporation</i>	45,000	
<i>Mark Taper Foundation</i>	25,000	

Diversity of Funding Sources: A financially healthy organization should have a diverse mix of funding sources. Complete those categories that apply to your organization using figures from your most recent fiscal year.

Funding Source	Amount	% of Total Revenue	Funding Source	Amount	% of Total Revenue
Contributions	\$1,023,435.00	13%	Program Fees	\$424,160.00	6%
Fundraising/Special Events	\$	%	Interest Income	\$178,154.00	2.2%
Corp/Foundation Grants	\$315,749.00	4%	Other:	\$5,518,510	70%
Government Grants	\$13,900.00	.17%	Other:	\$366,520.00	4.63%

Notes:

S.L. Gimbel Foundation APPLICATION

VII. Financial Analysis

Agency Name: Girl Scouts of San Gorgonio Council

Most Current Fiscal Year (Dates): From 10/1/2016 To: 9/30/2017

This section presents an overview of an applicant organization’s financial health and will be reviewed along with the grant proposal. Provide all the information requested on your **entire organization**. Include any notes that may explain any extraordinary circumstances. Information should be taken from your most recent 990 and audit. **Double check your figures!**

Form 990, Part IX: Statement of Functional Expenses

1) Transfer the totals for each of the columns, Line 25- Total functional expenses (page 10)

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
\$7,080,985.00	\$6,147,759.00	\$174,628.00	758,598.00

2) Calculate the percentages of Columns B, C, and D, over A (per totals above)

- Program services (B) – A general rule is that at least 75% of total expenses should be used to support programs
- Management & general administration (C) – A general rule is that no more than 15% of total expenses should be used for management & general expenses
- Fundraising (D) – A general rule is that no more than 10% of total expenses should be used for fundraising

(A) Total Expenses	(B) Program service expenses	(C) Management & general expenses	(D) Fundraising expenses
	Columns B / A x 100	Columns C / A x 100	Columns D / A x 100
Must equal 100%	86%	3%	11%

3) Calculate the difference between your CURRENT year budget for management & general expenses and your previous management & general expenses per your 990 (Column C)

Percentage of Organization’s Current Total Budget used for Administration	Column C, Management & general expenses per 990 above	Differential
10 %	3 %	7 %

If the differential is above (+) or below (-) 10%, provide an explanation:

S.L. Gimbel Foundation APPLICATION

Quick Ratio: Measures the level of liquidity and measures only current assets that can be quickly turned to cash. A generally standard Quick Ratio equals 1 or more.

Cash	+ Accounts Receivables	/Current Liabilities	= Quick Ratio
\$5,488,500.00	\$102,276.00	758,422.00	7

Excess or Deficit for the Year:

Excess or (Deficit) Most recent fiscal year end	Excess or (Deficit) Prior fiscal year end
\$1,484,201.00	\$137,122.00

Notes:

SAMPLE Budget Comparison

	Actuals		Budget		Variance	
	Most Recently Completed Year		Projections Current Year			
	20 17		20 19			
Income						
Individual Contributions	85,126	-	111,500	-	31%	-
Corporate Contributions	287,129	-	147,500	-	-49%	-
Foundation Grants	28,620	-	180,000	-	529%	-
Government Contributions	13,900	-	10,000	-	-28%	-
Other Earned Income	7,247,499	-	7,913,700	-	9%	-
Other Unearned Income	-	-	-	-	-	-
Interest & Dividend Income	178,154	-	-	-	-100%	-
Total Income	7,840,428	-	8,362,700	-	7%	-
Expenditures						
Personnel						
Salary CEO	-	-	-	-	-	-
Salary Assistant	-	-	-	-	-	-
Payroll Taxes	364,540	-	794,746	-	118%	-
Insurance - Workers' Comp	-	-	-	-	-	-
Insurance - Health	418,503	-	629,406	-	50%	-
Payroll Services	-	-	-	-	-	-
Retirement	-	-	-	-	-	-
Total Personnel	783,043	-	1,424,152	-	82%	-
General Program/Administrative						
Bank/Investment Fee	-	-	-	-	-	-
Publications	-	-	-	-	-	-
Conferences & Meetings	54,013	-	37,070	-	-31%	-
Mileage	159,782	-	254,730	-	59%	-
Audit & Accounting	-	-	-	-	-	-
Program Consultants	-	-	-	-	-	-
Insurance Expense	125,647	-	138,252	-	10%	-
Telephone Expense - Land Lines	-	-	-	-	-	-
DSL & Internet	163,733	-	116,139	-	-29%	-
Website	-	-	-	-	-	-
Office Supplies	516,359	-	567,609	-	10%	-
Postage & Delivery	17,795	-	13,270	-	-25%	-
Printing & Copying	61,765	-	232,000	-	276%	-
Miscellaneous	4,464,090	-	5,592,235	-	25%	-
Total General Program/Administrative	5,563,184	-	6,835,166	-	23%	-
Total Expenditures	6,346,227	-	8,259,318	-	30%	-
Revenue Less Expense	1,494,201	-	103,382	-	-93%	-

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	276,764.	229,470.	10,665.	36,629.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	3,150,456.	2,784,132.	47,903.	318,421.
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	259,200.	226,969.	4,486.	27,745.
9 Other employee benefits	238,843.	209,147.	4,134.	25,562.
10 Payroll taxes	396,636.	336,818.	12,733.	47,085.
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17	47,076.			47,076.
f Investment management fees	28,591.		28,591.	
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	131,985.	124,043.	7,942.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	885,806.	796,725.	5,299.	83,782.
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	61,711.	44,299.	3,208.	14,204.
20 Interest	2,721.	2,032.	181.	508.
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	205,385.	172,524.	10,269.	22,592.
23 Insurance	128,320.	95,828.	8,535.	23,957.
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24a amount exceeds 10% of line 25, column (A) amount, list line 24a expenses on Schedule O.)				
a MATERIALS & SUPPLIES	528,502.	499,258.	4,369.	24,875.
b TRAVEL & TRANSPORTATION	210,964.	199,080.	1,995.	9,889.
c MISCELLANEOUS	160,136.	132,252.	6,603.	21,281.
d EQUIPMENT & MAINTENANCE	107,944.	82,168.	6,593.	19,183.
e All other expenses	259,945.	213,014.	11,122.	35,809.
25 Total functional expenses. Add lines 1 through 24e	7,080,985.	6,147,759.	174,628.	758,598.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

GSSGC FY 2019 Annual Budget

		FY19 BUDGET
4000 Contributions	\$	449,000
5000 Product Sales	\$	6,541,263
4200 United Way - Other	\$	16,000
5200 Program Service Fees	\$	1,055,438
5100 Girl Scout Merchandise	\$	262,011
5670 Adult Special Events	\$	-
5300-5399 Site Use (Prev included in misc income)	\$	9,500
5500-5649 Misc. Income	\$	29,489
TOTAL REVENUE/INCOME	\$	8,362,700
7000 Salaries	\$	4,141,836
7100 Employee Benefits	\$	629,406
7200 Payroll Taxes & Workers Comp	\$	794,746
8000 Professional Fees	\$	245,260
8100 Supplies	\$	567,609
8200 Telephone	\$	116,139
8300 Postage/Freight	\$	13,270
8400 Occupancy	\$	676,901
8400 Property Improvements		
8500 Equipment - Rental & Maint.	\$	161,008
8600 Printing Costs/Subscriptions	\$	232,000
8700 Travel, Meals & Vehicle Expense	\$	254,730
8800 Conferences & Meetings	\$	37,070
8900 Financial Assistance	\$	106,524
9200 Interest Expense	\$	1,020
9300 Insurance Costs	\$	138,252
9400 Miscellaneous	\$	122,647
9430 Bad Debts	\$	20,900
Total Expenses	\$	8,259,318
Net Support of Revenue Over Expenses	\$	103,382
Estimated Depreciation		(\$217,465)
Estimated Gain/(Loss) on Investments	\$	115,000
NET INCOME/(LOSS)	\$	917

#116

COMPLETE

Collector: Gimbel Foundation Evaluation (Web Link)
Started: Wednesday, May 03, 2017 12:22:57 PM
Last Modified: Tuesday, July 11, 2017 11:29:21 AM
Time Spent: Over a month
IP Address: 64.79.137.84

Page 1

Q1 Name of your organization.

Girl Scouts of San Geronimo Council

Q2 Grant#

20160482

Q3 Grant Period

August 1, 2016-July 31, 2017

Q4 Location of your organization

City Redlands
State CA

Q5 Name and Title of person completing evaluation.

Knea Hawley

Q6 Phone Number:

9517517359

Q7 Email address.

khawley@gssgc.org

Page 2: Key Outcomes and Results

QB Total number of clients served through this grant funding:

124

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

Objective I. **124 girls participated** in a minimum of 6 off-campus experiences exposing them to STEM educations and careers. Beaumont USO Girls attended:

Girl Scouts of San Geronio - created a business plan to for their own non-profit
San Bernardino Valley College- learned coding, binary numbers and career aptitude
Crafton Hills College - Hands on practice in medical field, interaction with students and staff in safety fields
Western Municipal Water District Water - testing, animal education, importance of the Santa Ana River
Inland Empire WaterKeeper - Water testing, animal education, importance of the Santa Ana River
GenCyber Day Camp -flying drones, solving cybercrime, assembling Raspberry Pi computers, learning to code.

Riverside USO girls attended:

Girl Scouts of San Geronio - created a business plan to for their own non-profit
The Fab school- connected math to the welding process
Girl Scouts of San Geronio - created a business plan to for their own non-profit
Stronghold Engineering - Tour of Engineering firm, explanation of careers
San Bernardino Valley College - Binary, Hour of Code, STEM Career aptitude
Bourns Engineering - Engineering demos, drones, mini brush bots, paper towers
Riverside County Office of Education -Dr. White, Riverside County Superintendent of Schools, told her personal story of leadership and lead the girls in activities to encourage them to seek leadership roles. Girls toured office to view the many career paths in education.
GenCyber Day Camp -flying drones, solving cybercrime, assembling Raspberry Pi computers, learning to code.

Objective 11. **124 girls were** exposed to the field of engineering via Engineering Day activities at the University of California, Riverside. University of California, Riverside was unable to participate in the program as planned. Girl Scouts visited Bourns Engineering in conjunction with the Classroom to Career Year-End Celebration. CEO Gordon Bourns welcomed the girls and encouraged them to pursue a degree in engineering. Mr. Bourns spent the morning demonstrating the mechanics behind how a gas tank lever determines how much fuel is in a gas tank and how a cell phone charger works. The girls created Brush Bots, flew drones, and experienced life with the green screen. They also spent time with female engineers.

Girl Scouts were welcomed to Stronghold Engineering by President and CEO Beverly Bailey. Cathy Barttelbort, Controller, provided a tour of the facility where girls were able to interact with women from a variety of professions. Girls created their own business cards, and one of the girls wanted to work at Stronghold and created a Stronghold business card for herself.

Objective III. **124 girls met and interacted** with female role models. Girls meet scores of role models at each of the events they attend.

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

University of California, Riverside was unable to participate in the program as planned.

Q11 How did you overcome and/or address the challenges and obstacles?

We were able to work with Bourns Engineering and Stronghold Engineering in order to deliver the planned engineering portion of the program.

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

We find the role models feel they benefit just as much as the participants. We hear many stories like this:

"In 2016, Stronghold Engineering CEO, Beverly Bailey, casually asked me if I had ever been a Girl Scout. When I said yes, she challenged me to host the girls from Liberty Elementary for a Classroom to Career visit. This meant public speaking and event planning, neither of which come naturally for me and are definitely outside of my comfort zone. I'll forever be grateful for Beverly's challenge, as the event in 2016 was certainly one of the best days of my entire career. The activity I chose was a Goal Setting worksheet for the girls - listing three goals and corresponding action items to reach those goals. As each girl stood to share her goal, we clapped and encouraged each and every one. I was overwhelmed with the girls' goals - one in particular touched me deeply. She stood up and simply stated that her goal was to be more confident. I thought to myself, BRAVO young lady, you've just accomplished your goal! "Cathy Barttelbort, J Controller, Stronghold Engineering Inc.

Q13 Briefly describe the impact this grant has had on the organization and community served.

Without Girl Scouts, many of the low-income girls we serve in the Inland Empire would not be exposed to life experiences that challenge them to become educated, self-reliant and goal-oriented. One of our Girl Scouts, Berania Barraza, is a first-generation high school graduate and daughter of migrant parents. She shared that Scouting helped encourage her to continue the career of her dreams, and gave her the ability to meet and work with mentors. While the work we do focuses on changing the mindset of the girls, we see parents also begin to dream big for their daughters. Renee Hill, Assistant Superintendent Riverside Unified School District shared this interaction with one of the participants mothers. The mother is working a low-skilled job always assumed her daughter would follow in her path. After meeting female professionals, the daughter came home and shared her professional career aspirations. As a result the mom was inspired to raise her expectations for her daughter. These are examples of hundreds of experiences that will make a measurable difference in breaking the cycle of intergenerational poverty and ultimately change the future of our Inland Empire region.

Our success is in the 2,182 experiences provided to girls from our region. Their surveys tell us that connecting them with professional female role models is making a difference in their thinking. Girls are raising their aspirations as well as their parents are raising their hopes and dreams for their daughters. The surveys tell us girls know decisions they make as a middle school student will impact their career options later in life. We know all of this but the real successes are in the anecdotal stories like Berania's story in the above paragraph and Alina's story below.

Alina comes from a very low income area and came to Girl Scouts through a grant funded STEM program. Through that program she was able to attend the GenCyber day camp at California State University San Bernardino. At one of our first meetings with her, she stated she would never be able to attend college because that was something her family could never afford. After attending GenCyber she found she enjoyed what she had learned and applied and was accepted at Cal State University, San Bernardino (CSUSB). She received a scholarship from Cal State San Bernardino and another from Edison International. While continuing her studies, this past year she also was able to work in the CyberSecurity department at CSUSB arranging conference calls for CyberSecurity leaders from around the nation. Today, she is completing a summer internship in Washington D.D. faculty at Cal State. She now has been offered an internship in Washington D.C. Your support is making such a difference in this young person's life and so many others like her.

Q14 Please provide a budget expenditure report. Also, provide a budget narrative that explains how the funds were utilized, what was purchased, what were the expensed items based upon the budget that was submitted.

1. STEM Manager: Coordinates program with schools and business partners, schedules visits, prepares materials, facilitates related meetings, manages budget. 15 hours per program x 6 programs x 3 schools x \$30 per hour= \$8,100
2. STEM program staff: Facilitates program, manages evaluation process. 10 hours per program x 6 programs x 3 schools x \$20 per hour= \$3,600
3. Materials and Supplies: Notebooks, pens, portfolio items for participating students.\$5 per supplies x 137 girls= \$687.92
4. Transportation: Reimbursement to schools for bus transportation from school to site visit locations. 3 schools x 6 site visits x 400 per bus= \$8,109.26
8. Food: Snacks for students and volunteers at University of California, Riverside site visit. \$11 for refreshments x 140 students and volunteers= \$1,583.47
10. Incentives for volunteers: Shirts for adult volunteers. \$10 per shirt x 292 volunteers= \$2,919.35

Total: \$25,000

Page 4: Success Stories

Q15 Please relate a success story:

While the work we do focuses on changing the mindset of the girls, we see parents also begin to dream big for their daughters. Renee Hill, Assistant Superintendent Riverside Unified School District shared this interaction with one of the participant's mothers. The mother is working a low-skilled job always assumed her daughter would follow in her path. After meeting female professionals, the daughter came home and shared her professional career aspirations. As a result, the mom was inspired to raise her expectations for her daughter. Khieyandra- The Open House started in an auditorium with stadium style seating. Khieyandra (in her GS vest) walked down to Dr. Coulson, gave him a high five and said Hey, Tony! Meanwhile, many of the high school and college students in the audience at the event tentatively approached Dr. Coulson to speak with him during the event. Our girls are learning confidence and are visibly comfortable on the campus and interacting with professors.

Q16 Please relate a success story here:

Khieyandra- The Open House started in an auditorium with stadium style seating. Khieyandra (in her GS vest) walked down to Dr. Coulson, gave him a high five and said Hey, Tony! Meanwhile, many of the high school and college students in the audience at the event tentatively approached Dr. Coulson to speak with him during the event. Our girls are learning confidence and are visibly comfortable on the campus and interacting with professors.

Q17 Please relate a success story here:

The following story was written by a participant of GenCyber in 2016. As a result of her experience, Kaitlyn attended GenCyber in 2017 as a GenCyber leader where she lead and coached the girls attending the first time. She also lead tours for funders and potential program funders like Opal Hellweg, Legislative Assistant for Riverside County Supervisor Washington, Susanne Mata and Alan Braggins from San Bernardino Community College, Tim Kane Real Estate Developer and many others.

My name is Kaitlyn Martin, and I am a Girl Scout that has recently participated in the Classroom to Career program called Gen Cyber. Before going to the program, I was curious about the cyber security field and the job choices it provided. And after doing some incredible activities, such as working with Raspberry Pis, coding, and learning about ciphers, I am positive that this is the career I wish to go into. My plan is to take college classes throughout high school in computer programming and once I get out of high school, the college I hope to get into is CalState San Bernardino in hope of getting into their cyber security program. I loved everything about Gen

S.L. Gimbel Foundation Fund

Cyber and learned new things. The staff working it did an amazing job of being able to teach as well as getting the girls to have fun. Gen Cyber also did a lot for my personal life. I signed up for Cyber Patriot, which was also very fun. It inspired me to want to teach young girls about this field, because with this growing career field, I believe more females should be introduced to it at a young age. It has helped me get a clear idea for my future and what I want to do with it. Yet again. this program was amazing and helped me decide what I want to do with my future.

Page 5: Organizational Information

S.L. Gimbel Foundation Fund

Q18 Which category best describes the organization.
Please choose only one.

**Youth
Development**

Q19 What is the organization's primary program area of interest?

Youth

Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100%

African American	11
Asian/Pacific Islander	3
Caucasian	1
Native American	1
Hispanic Latino	30
Unknown	54

Q21 Approximate percentage of clients served from grant funds in each age category.

Children ages 06-12 years of age	54
Youth ages 13-18	46

Q22 Approximate percentage of clients served with disabilities from grant funds.

Respondent skipped this question

Q23 Approximate percentage of clients served in each economic group.

At/Below Poverty Level	60
------------------------	----

Q24 Approximate percentage of clients served from grant funds in each population category.

Respondent skipped this question

Line Item Request	Line Item Explanation	Requested Amount from TCF	Amount Spent
Personnel: STEM Manager	15 hours per program x 6 programs x 3 schools x \$30 per hour= 8,100	\$8,100.00	\$8,100.00
Personnel: STEM Program Staff	10 hours per program x 6 programs x 3 schools x \$20 per hour= 3,600	\$3,600.00	\$3,600.00
Materials and Supplies	\$5 per supplies x 100 girls= 500 3 schools x 6 site visits x 400	\$500.00	\$687.92
Transportation	per bus= 8,300	\$8,300.00	\$8,109.26
Girl Scout Membership Fees	100 students x \$15= \$1,500	\$1,500.00	
Facility Rentals	\$50 per hour x 10 hours= \$500	\$500.00	
STEM Demo Kits	\$50 per project x 10 kits= 500	\$1,100.00	
Food	\$5 for refreshments x 140 students and volunteers= 700	\$700.00	\$1,583.47
Incentives for girls	\$3 per patch x 100 girls= 300	\$300.00	
Incentives for volunteers	\$10 per shirt x 40 volunteers= 400	\$400.00	\$2,919.35
TOTALS:		\$25,000.00	\$25,000.00

Budget Narrative

1. STEM Manager: Coordinates program with schools and business partners, schedules visits, prepares materials, facilitates related meetings, manages budget. 15 hours per program x 6 programs x 3 schools x \$30 per hour= 8,100
2. STEM program staff: Facilitates program, manages evaluation process. 10 hours per program x 6 programs x 3 schools
3. Materials and Supplies: Notebooks, pens, portfolio items for participating students.\$5 per supplies x 100 girls= 500.
4. Transportation: Reimbursement to schools for bus transportation from school to site visit locations. 3 schools x 6 site
5. Girl Scout Membership Fees: Membership in Girl Scouts USA for participating girls. 100 students x \$15= \$1,500.

6. Facility Rentals: Room rental fees for site visit to University of California, Riverside. \$50 per hour x 10 hours= \$500.
7. STEM Demonstration Kits: Demonstration kits focused on engineering concepts for site visit to University of
8. Food: Snacks for students and volunteers at University of California, Riverside site visit. \$5 for refreshments x 140
9. Incentives for Girls: Classroom to Career patches for each participant upon completion of the Classroom to Career
10. Incentives for volunteers: Shirts for adult volunteers. \$10 per shirt x 40 volunteers= 400



Department of the Treasury
Internal Revenue Service

P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248206044
June 12, 2015 LTR 4168C 0
95-1967727 000000 00

00021104
BODC: TE

GIRL SCOUTS OF SAN GORGONIO COUNCIL
1750 PLUM LANE
REDLANDS CA 92374



38776

Employer Identification Number: 95-1967727
Person to Contact: Ms. Smith
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your June 03, 2015, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(3) of the Internal Revenue Code in a determination letter issued in July 1959.

Our records also indicate that you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

Board of Directors

Updated: 8/24/2018

Officers

Name	Occupation	Term
Sandra L. Mayo <i>Board Chair</i>	Vice Chancellor, Educational Planning & Services, Yuba Community College District	2017 – 2019
Michele Branconier <i>First Vice Chair</i>	Outreach and Engagement, American Camp Association	2018 – 2020
Irene N. Rodríguez <i>Second Vice Chair</i>	Executive Director, Cabot's Pueblo Museum	2017 – 2019
Beth Sari <i>Secretary</i>	President & CEO, D.T. Sari Co., Inc. dba DT Metal Services	2018 – 2020
Cathy Paredes <i>Treasurer</i>	Vice President, Enterprise and Business Community Engagement, Bank of America	2018 – 2020

Members-At-Large

Ann Marie Allen	Senior Director, Growing Inland Achievement Initiative	2018 – 2020
Richard Aquino	Business Coordinator (Ret.), Defense Finance and Accounting Service	2018 – 2020
Andy Avery	Retired, Deputy Coroner Investigator, San Bernardino County	2017 – 2019
Dr. Charolette Barnes-LeBlanc	Optometrist, Dr. Barnes Family Optometry	2017 – 2019
Debbie Barrera	President/CEO, Prospectors Federal Credit Union	2018 – 2020
Melinda Dougherty	VP/CFO, Hadley Date Gardens	2017 – 2019
Lolla Long	Senior Sales Advisor, BBVA Compass Bank	2018 – 2020
Patricia Nickols-Butler	Chief Executive Officer, Community Action Partnership of San Bernardino County	2018 – 2020
Mary Perry	Public Information Officer, Desert Sands Unified School District	2018 – 2020
Lisa Reece	VP Client Development, HDR	2017 – 2019
June Yamamoto	Retired, Dean of Career Education and Human Development, Crafton Hills College	2017 – 2019

Ex Officio Members

Cynthia H. Breunig	President & CEO, Girl Scouts of San Geronimo Council	-
--------------------	--	---