Introduction to the Grantmaking Process

**Overview**

The Women’s Fund of East Tennessee is pleased to provide information about its grantmaking process for 2013-2014. The second year of grantmaking will build upon the work of the 2012 Women’s Fund Research Project.

In reviewing the data, it is clear that issues preventing or deterring many low-income women from achieving self-sufficiency are complex and interwoven. For this reason, coupled with the amount of funding available, $80,000, the

*Women’s Fund seeks to fund exemplary programs that address skill attainment in two focus areas: Life Skills and Education and Work Related Skills.*

Organizations should use the following definitions in determining their fit with aiding the Women’s Fund in accomplishing this goal.

**Exemplary Programs**

Although no program is expected to be able to demonstrate attainment of all parts of the definition, the way in which the applicant characterizes its program as “exemplary” will be considered in the overall review process, anticipating that one or more of the following characteristics and/or measurements will be evident.

**Definition:**

A program that can be replicated.

A program which demonstrates or has the potential to make measurable skill improvements which can be maintained over time.

A program that is a “benchmark” or “best practice” and serves as an example for other organization’s programs. The program may have received national recognition, or an award.

A program that is innovative, defined as doing something different from others which has resulted in outcomes that are recognized as advancing participant attainments, and organizational learning and program development.
Focus Areas

The two “focus areas” identified as presenting significant barriers to women becoming more self-reliant/self-sufficient includes the following: Inadequate Life Skills, and Inadequate Education and Work Related Skills.

Inadequate Life Skills

Inadequate or underdevelopment of knowledge and skills necessary to be successful in today’s world.

Eligible programs address one or more of the following skills:
- Financial literacy or basic financial management skills and knowledge;
- Awareness of or ability to navigate system of available services to improve food or housing security;
- Parenting skills to promote security and foster the well-being of their children and to provide a positive role-model;
- Basic social skills and knowledge about healthy social interaction or basic hygiene;
- Cognitive skills needed to problem solve, process information, and plan for transition.

Inadequate Education and Work Related Skills

Inadequate skills or tools needed for successful and long-term employment. The missing tools might include formal education or technical skills; employment history required for securing a position; or work readiness skills and knowledge regarding workplace norms.

Eligible programs address one or more of the following skills:
- High school diploma or GED certificate
- Technical or vocational skills
- Basic job searching skills such as how to research job openings and properly complete an application
- Basic employment skills such as punctuality and how to appropriately interact with co-workers
- Ability to plan for transition to employment including: arranging transportation, arranging reliable child care, access to appropriate dress, understanding the importance of hygiene and the ability to pass a drug test.