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For One Child

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Capstone Practicum: For One Child

School of Professional Studies

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Acknowledgments

Our team would like to take a few moments to acknowledge those that made the completion of this project not only possible, but efficient and successful. Of course, in addition to those outlined below, we also recognize our own contributions as individuals and as team members. As a collective unit, we are proud of how we all came together to enable the completion of this capstone project.

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Contents

Section One: Executive Summary.....	4
1.1. Purpose	
1.2. Method of Completion	
1.3. Summarized Findings	
1.4. Summarized Salient Issues	
1.5. Summarized Final Recommendations	
Section Two: Introduction.....	9
Section Three: Literature Review and Trends in Research.....	12
3.1. Focus Area: Purpose	
3.2. Abstract	
3.3. Review of Literature	
3.4. Method	
3.5. Conclusion	
Section Four: Social Media Plan.....	20
4.1. Focus Area: Purpose	
4.2. Method	
4.3. Findings: Deliverables	
4.4. Conclusion	
Section Five: Partnership and Sponsorship Compilation.....	29
5.1. Focus Area: Purpose	
5.2. Method	
5.3. Findings: Deliverables	
5.4. Conclusion	
Section Six: Reflection and Final Recommendations.....	36
References.....	39
Appendices.....	47
Appendix A: Resource Bank	
Appendix B: Kickstarter Campaign Design and Storyboard	
Appendix C: Partnership and Sponsorship Tables and Resources	

Supplemental Resources
(Located Back of Binder)

Project Charter (Unsigned copy)
RASCI Chart
Framing Initial Discussion: Conversation Guide Tool
Evaluating Success: Conversation Guide Tool
Presentation Slides
Monthly Reports
Project Schedule
Meeting Minutes
Internship Write-Up

Section One

Executive Summary

Section One: Executive Summary

Purpose

The entirety of this project was completed on the foundation of the three focus areas, which were identified by our client as areas of high need. The client wanted to prioritize these three areas as they believed that these three areas were the most integral to the successful achievement of their mission, as well as to the overall health and longevity of the organization.

The first of the focus areas was based on compiling research and data to investigate the relationship between classroom furniture, building maintenance, and similar school infrastructure quality issues and educational outcomes. This would be used by the client to justify their mission and to fortify fundraising opportunities. The second area concerned developing content and compiling research on successful and pertinent social media and online funding campaigns, platforms, and initiatives. These deliverables would be implemented at the will of the client to assist in diversifying their social media and fundraising presence to enhance their social media networking portfolio. The increase in reach and social portfolio would be used to successfully pursue raising organizational and mission awareness, networking, and to capitalize on funding opportunities. The third, and final, focus area was based around creating a viable, comprehensive and inclusive list of 50 possible partners or sponsors for the client to create a relationship with. This information would be reviewed and used as a guide to the client's strategic networking and tactical partnership pursuit. In total, this compilation is meant to help facilitate sponsorship and partnership support operationally, administratively, and financially for the client.

Method

To enable the appropriate attention and completion of the deliverables in all three of the identified focus areas, the project team (with the support of the client) elected to form three sub-

committees. Together with the client, the project team discussed each team member's interests and then used the discussion of those vocalized interests and strengths to then formally create three sub-committees that would each be charged with focusing on one of the three identified focus areas. The tailored sub-committees enabled increased focus, organization, and successful completion of each focus area.

Summarized Findings

Discussed further in the body of this paper, the three focus areas each completed deliverables that solidified findings fundamental to the client's needs. The sub-committee tasked with completing a comprehensive research and literature review to investigate the relationship between classroom furniture, building maintenance, and school infrastructure quality issues with educational outcomes found that several studies show a strong correlation between adequate classroom furniture and success in the classroom. Furniture is the silent curriculum that facilitates the absorption of information during the school day by relieving students of physical discomfort and distractions. The social media sub-committee was able to assess best practices for successful social media and fundraising campaigns—including how to develop a successful Kickstarter campaign and other options for online fundraising platforms; established the most viable social media sites for organizational advertising action plans to increase organizational exposure and network; and reviewed recourse for integrated marketing methods. Lastly, the sponsorship and partnership findings can best be summarized by stating that there is a plethora of options for partnerships and sponsorships based both within the immediate locational scope of the client as well as internationally. Partnerships and sponsorship options include administrative (such as operational resources and networks) and financial supports (such as grants, loans, and mission investments). A guide to relationship building between entities was also created for

guidance within the partnership and sponsorship process. Then, a financial analysis profiled the top 10 entities with the greatest financial backing capacity using key corporate financial factors.

Summarized Salient Issues

Salient issues were also found during the duration of the project, and these will be discussed in depth further on in this paper. First, and foremost, in today's digital age, fundraising and organizational awareness is largely based off of social media and online platform presence. So, success in fundraising or wide-spread organizational awareness will be directly tied to the client's online networking portfolio and their active and integrated use of various social media and online fundraising campaigns. Therefore, the organization needs to fully utilize a devoted organizational member whose essential purpose is dedicated to increasing and managing the organization's social media accounts and online fundraising campaigns. Another salient issue found is that current, peer reviewed, or scholarly research on the topics of school infrastructure and its relationship to, and/or impact on, student health and cognitive abilities, curriculum delivery by school staff, and motivation was challenging to find. However, the project team believes that this may be of long-term benefit to the client as their organization will be evolving as more attention and research becomes public. This could open the client up to being viewed as a pioneer and could help to solidify their organization as the top nonprofit and voice in this arena. Thirdly, in the investigation of possible partnerships and sponsors, the project team would like to point out that while For One Child has found a niche in their mission, they will need to partner with other entities outside their immediate mission to help facilitate greater support and organizational success. In this sense, success will be fostered through opening their network and partnership base to a more macro scope.

Summarized Final Recommendations

In the completion of this project, the project team proposes some final recommendations that will help to encourage inclusionary long-term organizational health and mission achievement. These final recommendations supplement the deliverables and findings of all three-subcommittees curated throughout the duration of this project. First of all, as summarized previously as a salient issue; the landscape of nonprofits of today is dynamic and competitive, so keeping a robust and current presence on social media and nurturing connections with other players is integral. Secondly, Millennials (and subsequent generations) are going to be deciding the fate of future of nonprofits. The social media action plan must be targeted to those generational preferences: frequency, design, and implementation is a key determinant to funding, branding, and success of events. Lastly, while this organization is very young, For One Child must embrace the need to build connections with larger entities that may be out of the immediate location of service, area of expertise/targeted mission, or historically caters to a more seasoned organization.

Section Two

Introduction

Introduction

Originating in 2016, the nonprofit For One Child (previously, One Chair 4 One Child) was founded by Racquel Knight under the following adapted core mission: supporting a stronger educational experience for students in vocational schools in underserved rural Jamaica by facilitating healthier and more comfortable learning environments through equipping classrooms with adequate furniture. In commitment to its mission, For One Child has so far funded the making of 160 chairs and desks for five schools in rural Jamaica and is at present working on fundraising to furnish desks and chairs for the Llandilo School of Special Education. The organization's efforts are currently supported through funds raised through organizational-run crowdfunding and small fundraising functions. Still a young and developing entity, the organization hopes to evolve into a sustainable nonprofit that will then a platform for a nationally recognized voice in the pursuit of effecting change in the climate of education for the underserved in the Caribbean.

In this project, the consulting project team has focused on three main areas identified by For One Child as being of high need to the health of the organization and the achievement of their mission. These areas of high need were then broken up between the project team into smaller sub-committee work for strategic, timely, and organized completion. The first identified area concerns gathering and compiling research and data that will investigate the relationship between how classroom furniture, building maintenance, and similar infrastructure quality issues impact or are correlated to educational outcomes. This will be used by For One Child to justify their mission and benefit fundraising opportunities. Secondly, a project team sub-committee will assist in diversifying the organization's social media and fundraising presence and portfolio by completing research and preparing content and resources for future crowdfunding and social

media initiatives. Lastly, a project team sub-committee worked to identify and compile a comprehensive list of possible partners and sponsors for the clients use to both broaden their network base as well as for financial sponsorship and funding. The comprehensive lists are inclusive of organizations and grant making institutions (of various capacities and backgrounds). The entities were selected specifically due to their publicized mission (micro and macro scope), purpose, service locations, and the type of relationship alliance or support they would supply (i.e. administrative/operational or financial based). In varying degrees, these targeted variables had to correspond to For One Child's own mission, purpose, area of impact, and their goals for sustainability of their organization.

Section Three

Literature Review and Trends in Research

Section Three: Literature Review and Trends in Research

Focus Area: Purpose

Credibility is the pillar to both successful fundraising and relationship management with other organizations. When For One Child began working with the project team this semester, they had no research that could add credibility to their mission and give them supporting statistics for their fundraising efforts or grant applications. Therefore, the research component of the project was geared towards producing two main deliverables: a literature review investigating the relationship between classroom furniture and the educational experiences of both students and teachers and then a resource bank with 50 relevant and easy to access sources. Meeting the purpose of supporting the mission of For One Child and their fundraising efforts, the information presented is derived from academic, well-vetted sources in the field of education, international development, youth development and public health.

Abstract

Learning is dependent on both the content being taught and the environment that teaching is occurring in. Often times, if the environment does not meet the standards of a typical classroom, it is more difficult for students to absorb and retain the content. This literature review will investigate the relationship between classroom furniture and the impact it has on the classroom experience by exploring the most relevant sources on the issue. This review will be looking at two main subjects; the impact on teachers and their ability to relay proper information and the impact on children and their ability to properly absorb information. The physical curriculum, which is at times referenced as the “silent curriculum”, is the supporting foundation for academic curriculum in facilitating the student’s ability for uninterrupted absorption of the material delivered from teacher to student. The arguments presented in this literature review will show that classroom furniture is not only important, it is pertinent in creating the proper educational experience for students and teachers. The results below are divided into two main sections that document the literature compiled on the two previously identified areas of: impact on children and impact on teachers.

Review of Literature

Impact on Children

Physical environment plays a significant role in all school activity and makes proper learning achievable for the students (Gilavand, 2016). Physical environment is typically inclusive of the physical features of the classrooms such as the walls, windows, chairs, desks and boards. In many developing countries, there is a shortage of the furniture that make up the full physical environment of a classroom. Studies conducted on the matter, around the globe have conclusively agreed that there is a strong relationship between the lack of classroom furniture and poor learning outcomes. Classroom furniture has its most significant impact on learning, in the developmental years of elementary school. Elementary school classrooms serve as the main context for learning and development during childhood and set the tone to a child's education experiences moving forward. Studies completed worldwide have shown strong links between the presence of appropriate furniture in an elementary classroom and the academic work of students. During the 2015 - 2016 school year, a group from the Ahvas Jundishapur University of Medical Sciences in Ahvas, Iran led by Abdolreza Gilavand conducted a cross-sectional study of 210 elementary school children to investigate the impact of educational furniture on performance. According to Gilavand and his team, the results obtained from this study showed that appropriate educational furniture has positive impact on the ratio of learning and educational progress of students at the elementary level (Gilavand, 2016).

According to researcher, Jacques Hallak, furniture and other components that make up the physical environment of a school are prominent indicators of the performance and operations of the education system (Hallak, 1990). A study linking architecture and education at the University of New Mexico refers to furniture as the "silent curriculum" of a school (Taylor &

Vlastos, 2009) and argues that it is essential in supporting the delivery and absorption of the actual academic curriculum. This idea of classroom furniture acting as a silent curriculum is an interesting one, curriculum can be defined as the totality of experiences that occurs throughout the educational process (Kelly, 2009). When reflecting on the furniture in one's own home, one can say having a bed to sleep on and having a chair and table to eat on has a great impact on the quality of their life. This is similar to how the furniture in a classrooms impacts the quality of the education and the delivery of the curriculum.

A students overall comfort and posture has a great impact on cognitive ability and ability to retain information. The lack of classroom furniture can lead to physical overload on a student and in turn impacts their concentration, attention and other cognitive abilities. The physical overload can come in the forms of discomfort, pain and musculoskeletal disorders which can create health problems and barriers to their performance in the classroom (Castellucci et. al, 2016). Surprisingly, there is a significant amount of research that is involved in designing classroom furniture and around the comfort of students. According to Stephen Pheasant's (2003) work on human engineering and ergonomics, 80% support of the back, buttock and back thigh is required to ensure there is no discomfort or unnecessary pressure to the body (Pheasant, 2003). These studies and statistics conclusively show the importance of classroom furniture not only in the educational success of school children but their overall health and physical comfort.

Impact on Teachers

Retaining a good teacher should be one of the most important agendas for any school leader. There is ample evidence that good teachers are the most important determinant of student achievement in all school resources. If school leaders want to develop effective strategies to retain the best teachers, they must understand the reasons for the loss of teachers. Critical

components of high turnover are teacher dissatisfaction with the conditions of work and many teachers' lack of preparation (Ingersoll, 2001; Henke, et al., 2000). For example, a survey of California teachers (Harris, 2002) found that teachers in high-minority, low-income schools reported significantly worse working conditions –including older facilities, less availability of textbooks and supplies, a lack of administrative support, and larger class sizes. The most influential factor in teacher loss is the poor condition of teaching facilities.

As cited by Niemeyer (2003), well-designed classrooms have the dual purpose of facilitating teamwork and interest in student learning, as well as encouraging active class participation. Although the number and quality of classroom tables and chairs are beyond the scope of teacher management, classroom furniture can indirectly affect students' evaluation of teachers. A low-quality teaching environment leads to a low-level evaluation of the teacher, which leads to a high percentage of teacher mobility (Niemeyer, 2003). Students are not the only ones who feel helpless and hopeless when the classroom environment is beyond their control (Veltri et al., 2006). Faculty also feel helpless and sometimes even fearful (Veltri et al., 2006). Niemeyer (2003) does not believe faculty should be fearful of their teaching environment. Because of the poor physical conditions, students often have experienced great difficulty making eye contact with the instructor. A friendlier and more functional classroom shape would be a broad rather than a long room, so that student-instructor eye contact is possible, thus reducing the distance between students and instructors (Niemeyer, 2003). Similarly, the quality of classroom furniture directly affects whether students can concentrate in class. Providing students with a high-quality learning environment requires not only high-level teachers, but also high-quality classroom furniture.

Teachers' mediation of classroom spaces appeared to be closely associated with individual teaching goals (Lang, 2002). Teachers will change the position of classroom furniture at any time according to their teaching goals and styles, which will help improve the quality of teaching. For example, when students need to perform classroom group activities, students can put tables and chairs into a circle, which can improve students' classroom participation. Good classroom furniture allows students to participate in class and provide a good teaching environment for students and teachers. If the quality of classroom furniture is low or seriously missing, it will not only adversely affect the student's learning status, and also affect the teacher's interest in teaching.

Method

The methodology for the literature review was the same methodology taught to in Research Methods class at Clark University. In order to make sure the sub-committee was using credible and relevant sources they first had to vet them. This process was meant to both validate the sources and coincide with the focus that the literature was geared towards. Most of the studies we found were done in the United States, however, the sub-committee found that most of the studies on classroom furniture were more centered on the comfort and appeal of furniture rather than the basic necessity of having furniture. In order to omit articles like these, the sub-committee had to filter the sources by reading through the abstracts and looking for keywords that coincided with the message relayed by the clients' mission statement. After vetting the sources and finding the most relevant sources on our topic, the literature review was then produced.

The client also wanted an additional 40 sources organized in a resource bank (total of 50 sources, including those utilized in the literature review) that they could use later on in their

fundraising literature and to pull more data from to support their mission. This resource bank can be found in Table A1. The sources are organized in alphabetical order and have titles and authors clearly labeled. In order to find these sources, attention was directed toward websites and search engines like ‘Google Scholar’, ‘JSTOR’ and the online resource library from Clark University. These outlets were chosen as the content housed within them are often linked to verified and trustworthy institutions such as universities or verified research centers. In order to find the additional 40 sources, the original sources were used as a roadmap to other relevant sources. This is a common method to find supporting sources. In total, the methodology used was specific and focused on eliminating unnecessary and irrelevant information to enable the creation of the accurate and well-rounded final deliverables of the literature review and resource bank.

Conclusion

There is a strong connection between the lack of classroom furniture and poor learning. Lack of furniture in the classroom can lead to inattention and overburdened students, which in turn affects the quality of learning and other perceptions. The quality and quantity of classroom furniture not only has a strong influence on students, but also has a great impact on teachers. For teachers, the most important external factors in high-quality teaching, in addition to the availability of teaching materials, are the quality and quantity of classroom furniture. High-quality classroom furniture not only allows teachers to quickly enter the teaching environment, but also allows schools to retain high-level teachers. Based on research on the quality of classroom furniture, we have to acknowledge the importance of classroom furniture to students and teachers

Section Four

Social Media Plan

Section Four: Social Media Plan

Focus Area: Purpose

The social media sub-committee focused on three areas. First of all, a review of past methods used by the client for fundraising on social media was completed. This review was completed to better understand the past methods, outcomes and the current needs of the client. Secondly, based on the findings of the review; a template for a Kickstarter campaign, along with an action plan for launching the campaign was created. Thirdly, the sub-committee outlined various marketing plans that will aid the client to increase their social media portfolio.

Method

The first part of the work was completed through conversations with the client concerning their past experience. The client communicated to the sub-committee what the issues were and their needs. The sub-committee then discovered the plan, based off of these conversations. Data concerning the needed action plan for a Kickstarter campaign was then gathered from Kickstarter. Alternative fundraising online platforms were also compiled. Then, a comparison of both the fundraising process and considerations for each site was completed, to solidify a conclusion on the most suitable platform for the client.

Findings: Deliverables

In looking at the past methods of fundraising pursued by the client, it must be recognized that For One Child is a very young organization. They have done online fundraising with a GoFundMe page and Amizade. Neither was very successful as Amizade raised only \$80, far short of the \$500 target amount. However, last summer they did a 50/50 raffle that raised about \$1,300. They also held a Christmas party celebration this past Christmas where people had to buy dinner tickets that helped raise money for their foundation by receiving local donations.

Crowdfunding Campaign on Kickstarter

This campaign is organized through the action plan steps as follows.

Step 1: The first step concerns completing research. Not every project will work on Kickstarter.

Observe, for example, what has worked and what has not worked for other project creators. To find successful examples, look at sections of the site such as “Staff Picks” or “Popular.”

Researching examples of each will help get a feel for what to do and what to avoid (Demaria, 2012). When it comes to empowering your donors, there are a few things to note. First and foremost, you need to guide people from discovery of the campaign, through exploration of your mission, to completion of a donation. As stated by Schmidt (2019) “One way to encourage donations is to showcase just how much their gift will impact your mission, work, and beneficiaries.” Researching the rules of Kickstarter is also important. Based on research, funds raised on Kickstarter must go towards facilitating the project outlined by the creator on the project page. Kickstarter encourages nonprofit organizations to use its crowdfunding site. Therefore, it is integral to define the purpose of the campaign explicitly and the fund amount desired to be raised throughout the duration of the campaign.

Step 2: The goals for campaign length and targeted amount to raise must be defined. The client must decide exactly what needs to be accomplished and how much money is needed to reach that accomplishment. The funding amount and the length of time cannot change once they are set (Demaria, 2012). After consultation and summary with the clients, they settled on raising \$3,500 in 30 days. On Kickstarter, if you set a financial goal, you only cash out if you meet or exceed that target. If your campaign does not meet its goal, all of the money is returned to the donors, but you do not pay for the service. If you meet or exceed your goal, you pay a percentage of each donation to Kickstarter. “Kickstarter keeps 5% of the funds collected and charges a processing fee of 3% plus 20 cents per transaction. For donations under \$10, the company charges a micro-

pledge rate of 5% plus .05 cents per pledge” (Quickbook Canada Team, 2019). Typically Kickstarter campaigns achieve maximum flow and conversion rate in the first two weeks and the last two weeks, with progress typically slow in the middle of the campaign.

Step 3: Content must be prepared. Introduction to the campaign can make a huge difference in its success. The client’s project page will describe the organization, goals, and the desired financial goal. It is important to be specific and include engaging images of the organizations work. Branding is also integral, so the client must include their “Chairs bring Cheers” catchphrase and logo throughout the page. Furthermore, additional video media will add a fun, natural, and compelling element to the page. Video is an incredibly important factor to increasing the conversion rate. It is also an important content that can be shared by supporters, media and partners.

Figures B1 and B2 show the campaign mockup created by the project team for the client. It is suggested by the sub-committee that, a video is created through compiling candid interviews of children (or parents of) whom have received the benefits of the clients work, donors, or organizational members themselves. For this video, a creative outline should be made to decide and manage important elements for the video such as: the theme, style and content. Furthermore, the sub-committee proposed a storyline that infuses emotional pathos with data. For instance, it is hard for many to imagine students studying while seated on the cold floor due to the lack of chairs. Therefore, showing the conditions of underserved rural public schools in Jamaica, along with citing research that the infrastructural conditions takes a heavy toll on the students ability to concentrate (Daily Observer, 2013) or that it causes strain on the muscles of the body (Huizen, 2018) —can paint a powerful picture for prospective donors.

In total, perspective donors will see that hardships have also robbed these students of the simple joys and the meeting of basic needs that their peers in other countries are afforded. Described in Table B3, the storyboard (divided mirror script) is an example of what can be implemented by the client to help guide the creation of a marketing video.

Step 4: The campaign should now be published. At this point, the client must tie the campaign to their social media account to notify the groundswell and promote awareness. Posted updates will automatically be sent to current donors, and they should be promoted to post and retweet. The client should add buttons and banners and links to website/Facebook/Instagram as well as attempt to get local media coverage. The first day is important, and initial emails (and subscription to further emails) could be sent out to possible donors or organizations with teasers into the campaign and a calendar inviting them to the Kickstarter launch. A strong first day can create a virtuous cycle, landing the campaign on Kickstarter's list of trending projects, which would give you a strong second and third day (Condon, 2017).

Step 5: The client must now begin thanking contributors as they donate through a reward system. The sub-committee has outlined the below award system breakdown as an example of an award system the client could implement to show gratitude to their donors and encourage further donation and support.

\$1: Send an automatic "thank you" email to the donor.

\$5: Publish the donors name/handle to the For One Child website.

\$10: Provide the donor a succinct, minute long video of a child who is benefiting from the clients work saying "thank you" for the donation.

\$20: Engrave the donors name on the chair and provide a photo to the donor.

Step 6: Providing updates throughout the life of the campaign is essential for keeping investors interested. Once the goal deadline has passed, donors will want to see how the client is using their money and when they can expect to see concrete results of their funding. Keeping followers and donors alike updated will make them feel like part of the project and will make them much more likely to donate to your next big idea.

Additional Platforms

A couple of years ago Kickstarter decided to focus more on the startup market, and while nonprofits are allowed to launch projects on the platform. They do not have the same advantage on Kickstarter. Therefore, the sub-committee reviewed other websites that can be used to crowdfund. IndieGoGo, the Kickstarter alternative, has more benefits for a nonprofit. IndieGoGo treats all contributions like a donation—if the project does not meet the fundraising goals, the organization still receives the money raised. Embracing the nonprofit audience, IndieGoGo has also launched a separate platform, Generosity, for campaigns raising money to support charitable causes. As stated by Andrie (2017), Generosity does not charge for the service use, rather the payment processor portion of the service will receive a processing fee of three percent plus \$0.30 per contribution. With this, the platform has gained more traction with nonprofits. The main difference between IndieGoGo and Kickstarter is that while Kickstarter sticks by the “all-or-nothing” funding model, IndieGoGo gives you the option to keep funds even if the project fails to meet the goal. The other platform reviewed was Razoo. As a more traditional platform, their dedicated coaches and simple setup allows anyone to boost their cause. For charitable campaigns, Razoo only keeps four percent of the funds along with small processing fees. (CharityCharge, 2019)

Advertising Plan

The sub-committee recognizes that one of the biggest components to the success of a campaign is the client's presence on social media. Therefore, an advertising plan was outlined for the client. This plan is centered on the need for a more robust and active social media presence. The following is an outlined list of the client's desired social media platforms, and the sub-committee's recommendations for increased success on each platform.

Facebook: The client should clearly list their Facebook page on their website for ease of viewer access. Moreover, the use of an awareness campaign on Facebook encourages followers to share a status or post that you create. Additionally, content should be posted regularly to make certain that content is always fresh and engaging for current followers and donors—and to help cultivate new donors and followers. The client should also add a donation tab to their Facebook page. Any nonprofit can add a donate button directing viewers to donate to their cause. Eligible nonprofits can also add a donate button to written and video posts, furthering easing the donation process.

YouTube: YouTube is a great way for organizations to fundraise. This is mainly because U.S. nonprofits can raise money by adding donation cards to YouTube videos and using the Donation Card Promotion Kit to engage supporters and collaborate with video creators. YouTubers like just CHANEL, Makeda Kerr, Marianna Hewitt, NaturallyMsToya, come from Jamaica and they have a large fan base. The client should attempt to connect with and learn from their accounts. YouTube Nonprofit Program is another great way to crowdfund. This program helps nonprofits connect with supporters, volunteers, and donors. This program's use of video content provides the story telling element that ties into successful donation campaigns. With a global audience of 1 billion viewers per month, YouTube affords a global audience. The YouTube Nonprofit Program is available to non-profit organizations in the United States, United Kingdom, Canada,

and Australia. Nonprofits are an important part of the YouTube community, with more than 17,000 organizations joining their program since 2007. Regardless of what size your organization is, you can engage an audience, raise money, and live stream events on your YouTube channel (Nichols, 2012).

TikTok: TikTok, is a media app for creating and sharing short video. In 2018 it had more than 40 million downloads during a three-month period. As of 2018, it was available in over 150 markets, and in 75 languages. The application allows users to create short music videos of 3-15 seconds and short looping videos of 3-60 seconds. Similar to Instagram and YouTube, people on TikTok are also able to gain popularity and to become influencers (Anica, 2018). This app is also very popular in the US and is easy to operate. To use TikTok, the client will create an account and upload a 15 second introduction video of the organization. Then, more detailed, smaller scope, videos can follow to provide a clearer perspective into the organization and the work they provide in reaching their mission. Monitoring the success (views and comments) of the videos will help the client to adapt their content to increase their success. TikTok can also serve as a way to launch challenges to draw viewers to becoming aware of the organization. These challenges can be geared towards increasing the reach of For One Child or they can be geared more towards raising funds.

Conclusion

Based on the experience of the clients' and their needs, the sub-committee developed a campaign and outlined detailed plans to guide the client's future social media use and have arrived at concrete findings regarding marketing. Through integrated marketing, the client can use multiple social media platforms at once to create the well-rounded online presence and follower portfolio needed to raise the funds for their organizational work. This multi-platform

use is important given that different platforms reach different user groups; appropriate social media should be selected according to the target user image. For example, LinkedIn and Twitter are the best for business to business marketers; Pinterest and YouTube are more suitable for business to consumer users. Moreover, story marketing is one of the best ways to sell content marketing. On social media, it is easy to disseminate a salient message to an audience, both nationally and internationally. Furthermore, story marketing fits into the resources allocated through social media, such as offered through the platforms of YouTube and Facebook. Also, in regards to occasion-based marketing content must be succinct and clear. In summation, the sub-committee notes that Facebook, YouTube and Instagram align closest to the needs of the client. It is with these findings that the sub-committee accentuates the need for an organizational member to be devoted solely to the development and management of For One Child's online presence.

Section Five

Partnership and Sponsorship Compilation

Section Five: Partnership and Sponsorship Compilation

Focus Area: Purpose

The charge of the sub-committee tasked with the focus area of partnership and sponsorship list compilation was to identify and then compile a comprehensive and inclusive list of 50 possible partners and sponsors for the client to establish a working relationship with. As a young, developing entity, the client's ability to advance the growth and success of their organization will be, in part, driven by their partner and sponsor network. Therefore –for the purpose of strategic networking, tactical partnership, and overall sponsorship support operationally, administratively, and financially –the client needed assistance with reviewing the current landscape of viable partners and sponsors, and organizing that inclusive review into a compilation format for their future use.

Method

Prior to starting the research needed for the compilation, the sub-committee spoke with the client to solidify variables that were important to For One Child when reviewing a candidate for a partnership or sponsorship relationship. Explained in detail in Table C1, the main variables for review were identified as the following: location of service, an overview of the candidates purpose for their work, their mission (both macro and micro scope), the type of relationship (whether the relationship would be a partner or a sponsor), and the type of aid to be provided (operational, administrative, or financial based). In addition to these identified variables, the sub-committee was to also include information concerning the name of the organization, any applicable abbreviation, what the entity identified as, leadership structure, founding date, contact information, and locational or headquarter information. These variables are also explained in detail in Table C1.

Under that instruction, the sub-committee then utilized the internet to research possible candidates. Research was gathered largely from each candidate's website and their social media accounts. A series of spreadsheets were used to document and organize the researched applicable content. These spreadsheets evolved into the edited compilation tables delivered to the client. Throughout the research process, the sub-committee continually reviewed their previous work and made edits as necessary. This included removing candidates from the compilation after discussion (based on variable validity) deemed them to not be appropriate to be included as a viable option for the client. Additionally, the sub-committee included options within the compilation that would challenge For One Child to expand the scope of their relationship range. For instance, entities that did not directly serve the location that For One Child served were included as those entities were deemed to have enough strength in their congruent variables (such as their mission and capacity for networking support) to still be a viable option for a relationship.

Findings: Deliverables

With the completion of the master list for the compilation, the sub-committee then worked on completing breakout spreadsheets that would afford the client the ability to clearly evaluate candidate options based on specific variables and, thusly, to pursue partnerships with a greater chance of symbiotic success. These breakout tables are located through Table C2 to Table C4. Providing a more narrowed focus on specific categories, such as location of service or their focus mission, these tables allow for better filtration of the compiled data for ease of evaluative review. Additionally, a table speaking to each entity's social media presence was also included. Table C5 profiled whether or not each entity had an active account on the client-chosen social media platforms of Facebook, Twitter, Instagram, and LinkedIn. This table was specifically

designed to include the link to each of the profiled organizations accounts for ease of client access and review. Lastly, Table C6 was created to provide further financial review on the top 10 financially healthy entities profiled. Within Table C6, the four prime factors of revenue, gross profit, operating income, and net income were profiled to present an overarching view of each of the entities financial state and to indicate each entities strong capacity to provide financial support to the client. Moreover, to supplement the deliverables created and increase relationship success; the sub-committee created two evaluative tools for the client, to be used both in the initial stages of creating a relationship with a partner or sponsor, as well as throughout the duration of the relationship as a guide to periodic check-ins. Both of these tools are included in the supplemental resources section as completed worksheets ready for use. All of the deliverables created are also available to the client in electronic format. The client has been provided the files for the spreadsheets and the resource tools for their implementation and continued review. The electronic versions of the deliverables will also afford the client the ability to build off of the deliverables or amend them under their own volition.

In completion of the deliverables the sub-committee was charged with creating, the sub-committee took time to review the compiled deliverables and arrived at some findings believed to be of interest to the client. As depicted below in Figure 1, the sub-committee found that out of the 50 entities profiled, 43 noted social development, 40 noted economic development, 35 noted educational development, and 34 noted the need to serve underserved children. These four variables were of great important to the client as they hold socio-economic development, education, and servicing underserved children as key to the achievement of their overall mission. Out of the 10 variables profiled through the categorization of the macro perspective organization

mission review, those 4 variables were identified by the client as being foundational in the organizations in which to For One Child wants to foster a relationship with.

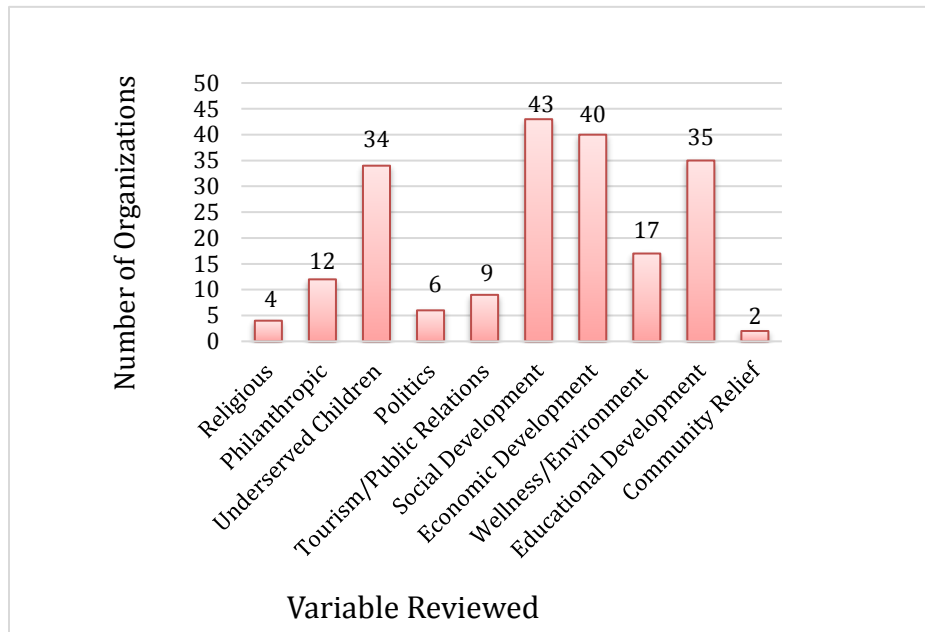


Figure 1. Variables Reviewed: Macro scope of organizational symbiosis to client purpose. This figure illustrates how many of the profiled organizations also identified in their respective purpose or mission the key variables the client identified as important to their organizations mission and purpose.

Another important finding is documented in Figure 2 below. Representing the percentage breakdown of each relationship type afforded by the profiled organizations, Figure 2 shows that out of the 50 organizations profiled, 62% offer For One Child both resources for partnership and sponsorship. The sub-committee decisively combed through organizations in the attempt to gather as many viable organizations that could offer the client the dual relationship of partner and sponsor. This data also demonstrates that there is a large capacity for organizations to create relationships that will more holistically help For One Child –for instance offering financial aid and non-monetary (such as their own networks or employee man-power) supports.

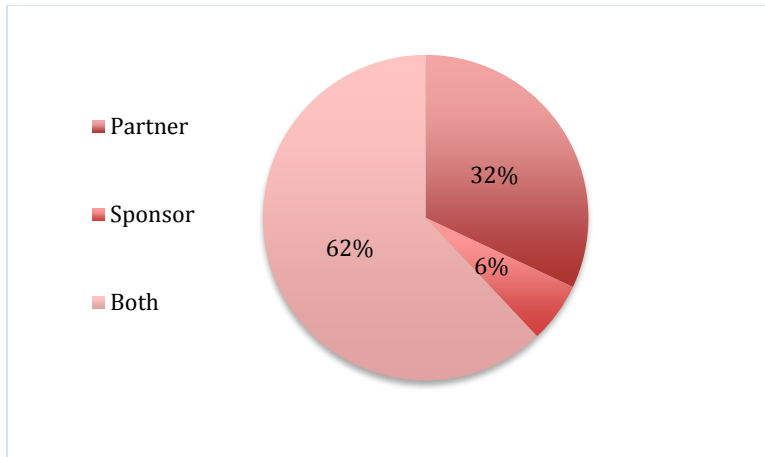


Figure 2. Compilation of relationship type offered. This figure illustrates the percentage representation of each relationship type profiled in the organizational compilation.

Another finding the sub-committee would like to accentuate concerns the social media presence of the organizations profiled. Documented in Figure 3, All but one organization used Facebook, Twitter and LinkedIn had similar usage with 40 of the organizations having active Facebook accounts and 37 organizations having active Twitter accounts. Instagram was the least used, but still registered in at 32 organizations.

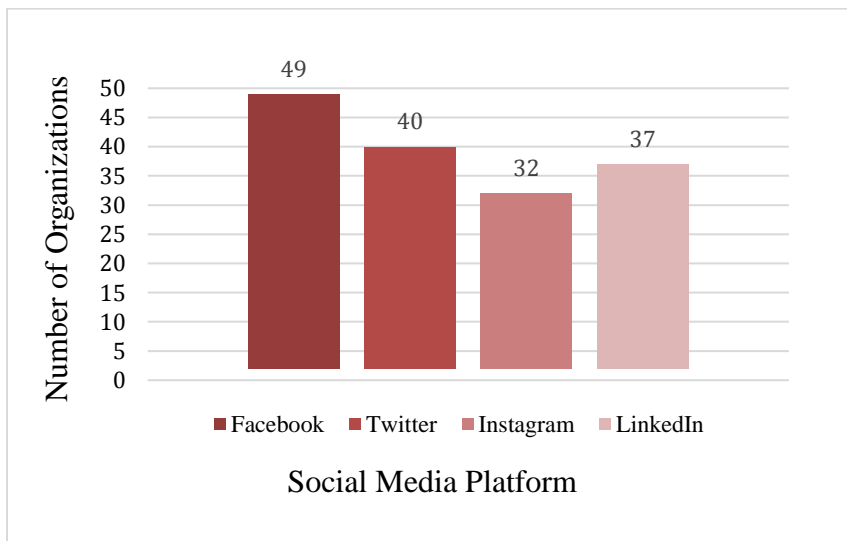


Figure 3. Social media platform use. This figure illustrates the totals regarding the social media platforms used by the organizations profiled.

These findings illustrate that Facebook and Twitter—especially given the needs of the client and the type of marketing and fundraising the client is pursuing—should be the two most essential social media platforms for their organizations. This data suggests that having active and robust Facebook and Twitter accounts will put them at par with competition and relationship opportunities; help expand their social media portfolio and fundraising; and overall promote organizational awareness, making relationships, and expanding their overall reach.

Conclusion

The work completed regarding the compilation of options for partnership and sponsorship relationships demonstrated that the current landscape of, and for, nonprofits similar to For One Child is very diverse—but competitive. Therefore, as a very young entity developing in a time in which there is a plethora of similar philanthropic nonprofits either in development or having already been established for decades: the client must tactfully create partnerships and sponsorships that will help bolster their network and supports while also establishing For One Child as a leader in their field. To do this, For One Child should utilize their specific niche mission to differentiate themselves from nonprofits whose service targets similar issues like underserved children or social development, while also using the similar key variables of service to connect and build relationships with organizations that could help advance For One Child.

Section Six

Conclusion: Reflection and Final Recommendations

Section Six: Reflection and Final Recommendations

Reflection and Final Recommendations

In finishing the research and completing our final deliverables for the client, the project team compiled some concluding thoughts and reflections in regard to the charge of this project as well as notes on the professional growth and maturation of the sub-committee. Firstly, forming sub-committees to complete the work mandated by each of the three identified focus areas was crucial to the success of this project. The formal division into sub-committee's specifically tasked with focusing entirely on one focus area, enabled the project team to better function as one unit. Furthermore, it permitted improved efficiency throughout the duration of research and content creation, and enabled the project team to deliver higher quality final products to the client. Secondly, having consistent meetings and ad-hoc check-ins with stakeholders, the project team, the project advisor, and between sub-committees, facilitated the ability for the project team to keep pace with research and content creation throughout the project (especially in terms of meeting set deadlines). Additionally, it made making project amendments easier. Thirdly, prior to the initial client meeting—as well as prior to starting the research required for this project—the project team engaged in pre-research to help orientate to the current resources and content available. This afforded the project team a stronger foundation and understanding of how to complete their deliverables for each of the focus areas, in respect to the specific needs of the client. Lastly, the project team recognizes that while planning and organization throughout the duration of this project was a top priority, there were still unforeseen obstacles that came up and needed to be dealt with in a prompt manner. Therefore, the project team has gained perspective on the need to use foresight to anticipate obstacles more accurately as well as to be able to be

flexible, communicative, and to adapt as a unit to any hurdle with professionalism, quickly and efficiently.

With the closure of this consulting project, the project team has some final recommendations regarding the implementation of the findings and the content created for the client as the final deliverables. The primary recommendation to For One Child is to acknowledge the dynamic and competitive landscape of current nonprofits and philanthropic entities. Operating through a niche mission, For Once Child is in the position to capitalize on the uniqueness of their mission. By accentuating how their mission is different than other similar nonprofits, For One Child can advance their organizational development and platform as well as fortify the organization as a leader in effecting change in the climate of education for the underserved in the Caribbean. Additionally, the project team would like to emphasize that For One Child needs to prioritize their social media and online presence. The majority of their funding is being raised via online campaigns, and the scope and reach of their organizational awareness is hugely impacted by the strength of their online presence. Therefore, For One Child needs to better harness the support of the groundswell by allocating increased efforts to building their online account portfolio as well as to maintain an active presence, complete with stronger and more direct content. Lastly, the project team recommends that For One Child utilize the community of Worcester, as well as its student population, for increased administrative support. The internship flyer (located in the supplemental resources section) created should be implemented to afford For Once Child the talent needed to help support the development of the organization, while staying within the boundaries of the organization's budgetary restraints.

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Appendices

Appendix A

Resource Bank

This Appendix consists of the resource bank created by the literature review sub-committee for the client. This deliverable has been provided electronically to the client, and can be provided to other parties on request for review.

Table A1

Resource Bank

<u>Number</u>	<u>Article</u>	<u>Author</u>	<u>Subject Area</u>	<u>Citation</u>
1	School Facility Conditions and Student Academic Achievements	Glen I. Earthman	Classroom Environment, Impacts on Students	Earthman, G. I. (2002). School Facility Conditions and Student Academic Achievement. UCLA's Institute for Democracy, Education, and Access.
2	Survey of California Teachers	Peter Harris, Peter Harris Research Group	Impacts on Teachers	Harris, P. (2002). Survey of California teachers. Peter Harris Research Group.
3	Hard Facts of Smart Classroom Design: Ideas Guidelines, and Layouts	Daniel Charles Neimeyer	Classroom Environment	Niemeyer, D. (2003). Hard facts on smart classroom design. Lanham, MD: Scarecrow.
4	The Community College Classroom Environment: Student Perceptions	Sandra Veltri, James Banning, Timothy G. Davies	Impacts on Students	Veltri, S., Banning, J.H., & Davis, T.G. (2006). The community college classroom environment: Student perceptions. College Student Journal, 40(3), 5\1-521.

5	Teacher Interactions within the Physical Environment: How Teachers Alter Their Space and/or Routines Because of Classroom Character	Christopher Dale Lang	Impacts on Teachers, Classroom Environment	Lang, D. C. (2002). Teacher Interactions within the Physical Environment: How Teachers Alter Their Space and/or Routines Because of Classroom Character.
6	Investing in the Future: Setting Educational Priorities in the Developing World	Jacques Hallak	Impacts on Students	Hallack, J. (1990). Investing in the Future: Setting Educational Priorities in the Developing World. Paris 1 TEP and Pergonion Press.
7	The Curriculum: Theory and Practice	A. Vic Kelly	Impact on Students	Kelly, A.V. (2009). The Curriculum: theory and practice (6th ed.).
8	Bodyspace	S. Pheasant	Classroom Environment	Pheasant, S. (2003). Bodyspace 2nd Ed. London: Taylor and Francis
9	Linking Architecture and Education: Sustainable Design for Learning Environments	Anne Taylor	Classroom Environment	Taylor, A. and Vlastos. (2009). Linking Architecture and Education: Sustainable Design for learning Environments. Albuquerque: University of New Mexico Press.
10	Jamaica's Innovation Infrastructure: A Comparative Analysis	Richard Kelly	Classroom Environment	Kelly, R. (2008). Jamaica's innovation infrastructure: A comparative analysis. Kingston: Planning Institute of Jamaica.
11	Global Managerial Education Reforms and Teachers	Hulyan Altinyelken	Impacts on Teachers	Verger, A., Altinyelken, H., & De Koning, M. (2013). Global managerial education reforms and teachers. Education International Research Institute IS Academic Program.

12	Teacher Turnover and Teacher Shortages: An Organizational Analysis	Richard M. Ingersoll	Impacts on Teachers	Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. <i>American Educational Research Journal</i> , 38 (3): 499-534
13	The Effects of School Facility Quality on Teacher Retention in Urban School Districts	Jack Buckley, Mark Schneider and Yi Shang	Impacts on Teachers, Classroom Environment	Buckley, J., Schneider, M., & Shang, Y. (2004). The Effects of School Facility Quality on Teacher Retention in Urban School Districts. <i>National Clearinghouse for Educational Facilities</i> .
14	Building Condition and Student Achievement and Behavior	Eric Wayne Hines	Impacts on Students	Cash, C. S. (1993). Building condition and student achievement and behavior (Doctoral dissertation, Virginia Tech).
15	Physical Environment Influences Related to Student Achievement, Health, Attendance and Behavior	Howard Bowers and Charles Burkett	Classroom Environment	Bowers, J. H. & Burkett, C. W. (1988, July-August). Physical environment influences related to student achievement, health, attendance and behavior. <i>CEFP Journal</i> .
16	Building Condition and Student Achievement and Behavior	Carol S. Cash	Impacts on Students, Classroom Environment	Cash, Carol S. (1993). Building condition and student achievement and behavior. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University
17	Physical environment and Middle Grade Achievement	T.C. Chan	Impacts on Students, Classroom Environment	Chan, T. C. (1980). Physical environment and middle grade achievement (Report No. EA 015 130). Greenville, SC: School District of Greenville County. (ERIC Document Reproduction Service No. 198 645).

18	The Impact of School Building Condition on Student Achievement and Behavior	Glen I. Earthman	Impacts on Students, Classroom Environment	Earthman, Glen I. (November 1998). The impact of school building condition on student achievement and behavior. Paper presented at the international conference, The Appraisal of Educational Investment, Luxembourg: European Investment Bank and Organization for Economic Cooperation and Development.
19	Relating Building and Classroom Conditions to Student Achievement in Virginia's Elementary School	James W. Lanham III	Impacts on Students, Classroom Environment	Lanham III, James W. (1999). Relating building and classroom conditions to student achievement in Virginia's elementary schools. Unpublished doctoral dissertation, Virginia Polytechnic Institute & State University
20	The Interface between Educational Facilities and Learning Climate in Three Elementary School	Jerry Lowe	Impacts on Students, Classroom Environment	Lowe, Jerry. (1990). The interface between educational facilities and learning climate in three elementary schools. College Station, TX: Unpublished doctoral dissertation, Texas A&M University
21	Impact of Inadequate School Facilities on Student Learning	United States Department of Education	Impacts on Students, Classroom Environment	United States Department of Education. (April 3, 2000). Impact of inadequate school facilities on student learning. http://www.ed.gov/inits/construction/impact2.html
22	Classrooms and Their Users: A Conceptual Mapping of Research on the Physical Environment of Schools	M.P. Duffy	Classroom Environment	Duffy, P. M. (1992). Classrooms and their users: A conceptual mapping of research on the physical environment of schools (school environment). Unpublished doctoral dissertation, The Pennsylvania State University.
23	School Management and Effectiveness in Developing	Clive Harver and Lynn Davies	Classroom Environment	Harber, C., & Davies, L. (2005). School management and effectiveness in developing countries: The post-bureaucratic school. A&C Black.

	Countries			
24	Review of School Governance in South African Public Schools	Ministerial Review Committee	Classroom Environment	Ministerial Review Committee 2004. Review of School Governance in South African Public Schools: Report of the Ministerial Review Committee on School Governance. Pretoria: Government Press.
25	Students' Perception of the Condition of Their Classroom Physical Learning Environment and its Impact on Their Learning and Motivation	Romina Asiyai	Impacts on Students, Classroom Environment	Asiyai, R. (2014). Students' perception of the condition of their classroom physical learning environment and its impact on their learning and motivation. College Student Journal, 48(4), 716+.
26	Enhancement of Classroom Facilities of Primary Schools and Its Impact on Learning Behaviors of Students	Mei-Yung Leung, Ivan W H Fung	Impacts on Students, Classroom Environment	Leung, M., & Fung, I. (2005). Enhancement of Classroom Facilities of Primary Schools and Its Impact on Learning Behaviors of Students. City University of Hong Kong
27	Facilities Management and The Business of Space	W. McGregor, D. Shiem-Shi	Classroom Environment	McGregor, W & Shiem-Shi, D. (2007). Facilities Management and the Business of Space.
28	The Impact of School Environments: A Literature Review	Steven Higgins, Elaine Hall, Kate Wall, Pam Woolner, Caroline McCaughey	Classroom Environment, Impacts on Students , Impact on Teachers	Higgins, et.al, (2005). The Impact of School Environments: A Literature Review. University of Newcastle
29	Changing a Disruptive School	Bill Badger	Classroom Environment	Badger, B. (1992). Changing a Disruptive School. In School Effectiveness: Research, Policy and Practice

30	Healthy School Environment and Enhanced Educational Performance	Dr. Michael A. Berry	Classroom Environment, Impact on Students	Berry, M A. (2002). Healthy School Environment and Enhanced Educational Performance. Rug Institute
31	Identifying Relevant Variables For Understanding How School Facilities Affect Educational Outcomes	Sheila Jones Bosch	Classroom Environment, Impact on Students	Jones, S J. (2003). Identifying Relevant Variables For Understanding How School Facilities Affect Educational Outcomes. Georgia Institute of Technology
32	The Influence of School Architecture on Academic Achievement	C. Kenneth Tanner	Classroom Environment	Tanner, C. K. (2000). The influence of school architecture on academic achievement. Journal of Educational Administration
33	Do School Facilities Affect Academic Outcomes?	Mark Schneider	Classroom Environment	Schneider, M. (2002). Do school facilities affect academic outcomes? Washington DC: National Clearinghouse for Educational Facilities.
34	Facility Conditions and Student Test Performance in the Milwaukee Public Schools	Morgan Lewis	Classroom Environment, Impact on Students	Lewis, M. (2001). Facility Conditions and Student Test Performance in the Milwaukee Public Schools. Scottsdale, AZ: Council of Educational Facility Planners, International.
35	Relationship Between School Facility Conditions and the Delivery of Instruction: Evidence From a National Survey of School Principals	Ibrahim Duyar	Classroom Environment, Impact on Teachers	Duyar, I. (2010). Relationship between school facility conditions and the delivery of instruction: Evidence from a national survey of school principals. Journal of Facilities Management

36	"Facilities." In Herbert Walberg (ed.), <i>Improving Educational Standards and Productivity</i>	Carroll McGuffey	Classroom Environment, Impact on Students	McGuffey, Carroll (1982). "Facilities." In Herbert Walberg (ed.), <i>Improving Educational Standards and Productivity</i> . Berkeley: McCutchan Publishing Corporation.
37	<i>Voices from the Inside: A Report on Schooling from Inside the Classroom</i>	Mary Poplin and Joseph Weeres	Classroom Environment	Poplain, M. & Weeres, J. (1992). <i>Voices from the Inside: A Report on Schooling from Inside the Classroom. Part One: Naming the Problem</i> . The Institute for Education in Transformation at the Claremont Graduate School.
38	<i>Building Better Outcomes: The Impact of School Infrastructure on Student Outcomes and Behaviour</i>	Kenn Fisher	Impact on Students	Fisher, K. (2001). <i>Building better outcomes: The impact of school infrastructure on student outcomes and behaviour</i> . Retrieved from http://sdpl.coe.uga.edu/research/kenfisherbuilding.pdf
39	<i>Building Conditions and Students' Attainment in Jamaica</i>	Ryan O'Neil	Classroom Environment	O'Neil, R., (2014). <i>Building Conditions and Students' Attainment in Jamaica</i> . Doctoral, Sheffield Hallam University.
40	<i>Task Force on Educational Reform, Jamaica</i>	Dr. Rae Davis	Education, Classroom Environment	Davis, R. (2004). <i>Task force on educational reform, Jamaica: A transformed education system</i> .
41	<i>A Study of the Relationship Between Selected School Building Facility Components and Student Achievement in Pennsylvania Middle Schools</i>	C. Fuselier	Classroom Environment, Impact on Students	Fuselier, C. (2008). <i>A study of the relationship between selected school building facility components and student achievement in Pennsylvania middle schools</i> . (Doctoral dissertation)
42	<i>What is School Climate</i>	Alexandra Loukas	Classroom Environment	Loukas, A. (2007). <i>What Is School Climate?</i> <i>Leadership Compass</i> , 5(1), 1-3.

43	Understanding the Relationship Between Student Achievement and the Quality of Educational Facilities: Evidence From Wyoming	Lawrance Picus, Scott Marion, Naomi Calvo & William Glenn	Classroom Environment, Impacts on Students , Impact on Teachers	Picus, L. O., Marion, S. F., Calvo, N., & Glenn, W. J. (2005). Understanding the relationship between student achievement and the quality of educational facilities: Evidence from Wyoming. <i>Peabody Journal of Education</i> , 80(3), 71-95.
44	Vision 2030 Jamaica Development Plan	Planning Institute of Jamaica	Education, Development, Impact on Students	Planning Institute of Jamaica (PIOJ). (2009). Vision 2030 Jamaica Development Plan. Retrieved from http://www.vision2030.gov.jm/
45	The Impact of School Facilities on Student Achievement, Behavior, Attendance and Teacher Turnover Rate in Central Texas Middle Schools	David O'Neill and Arnold Oates	Classroom Environment, Impact on Students	O'Neill, D.J. and Oates, A.D. (2001), "The impact of school facilities on student achievement, behavior, attendance and teacher turnover rate in central Texas middle schools", <i>Council of Educational Facility Planners Journal</i> , Vol. 36 No. 3.
46	Not Equipped to Learn – Thousands of Primary School Students Failing Because of Social and Environmental Factors	Ruel Reid	Classroom Environment, Impact on Students	Reid, R. (2012, April 8). Not equipped to learn – thousands of primary-school students failing because of social and environmental factors. <i>The Gleaner</i> . Retrieved from http://jamaica-gleaner.com/gleaner/20120408/lead/lead2.html
47	A Synthesis of Studies Pertaining to Facilities, Student Achievement, and Student Behavior	Linda Lemasters	Classroom Environment, Impact on Students	Lemasters, L.K. (1997). "A synthesis of studies pertaining to facilities, student achievement, and student behavior", unpublished PhD thesis, Virginia Polytechnic Institute and State University, Blacksburg, VA.

48	Research priorities: how facilities affect learning outcomes	S.F, Bosch	Classroom Environment, Impact on Students	Bosch, S.F. (2006), "Research priorities: how facilities affect learning outcomes", in Tanner, C.K. and Lackney, J.A. (Eds.), Educational Facilities Planning: Leadership, Architecture, and Management, Pearson Education, Boston, MA, pp. 323-49.
49	A Study of the Relationship Between Building Conditions and Student Academic Achievement in Pennsylvania's High School	Sean O'Sullivan	Classroom Environment, Impact on Students	O'Sullivan, S. (2006). A study of the relationship between building conditions and student academic achievement in Pennsylvania's high school. (Doctoral dissertation). Retrieved from University Microforms International database. (UMI No. 3255899)
50	Reid Examines Jamaica's Poor CSEC Results	Ruel Reid	Education	Reid, R. (2011). Reid examines Jamaica's poor CSEC results. The Gleaner. Retrieved from http://jamaica-gleaner.com/gleaner/20110223/news/news1.html

Appendix B

Kickstarter Campaign Design and Storyboard

This Appendix relates to the social media deliverables designed by the sub-committee for the client. All deliverables have been provided electronically to the client, and can be provided to other parties on request for review.

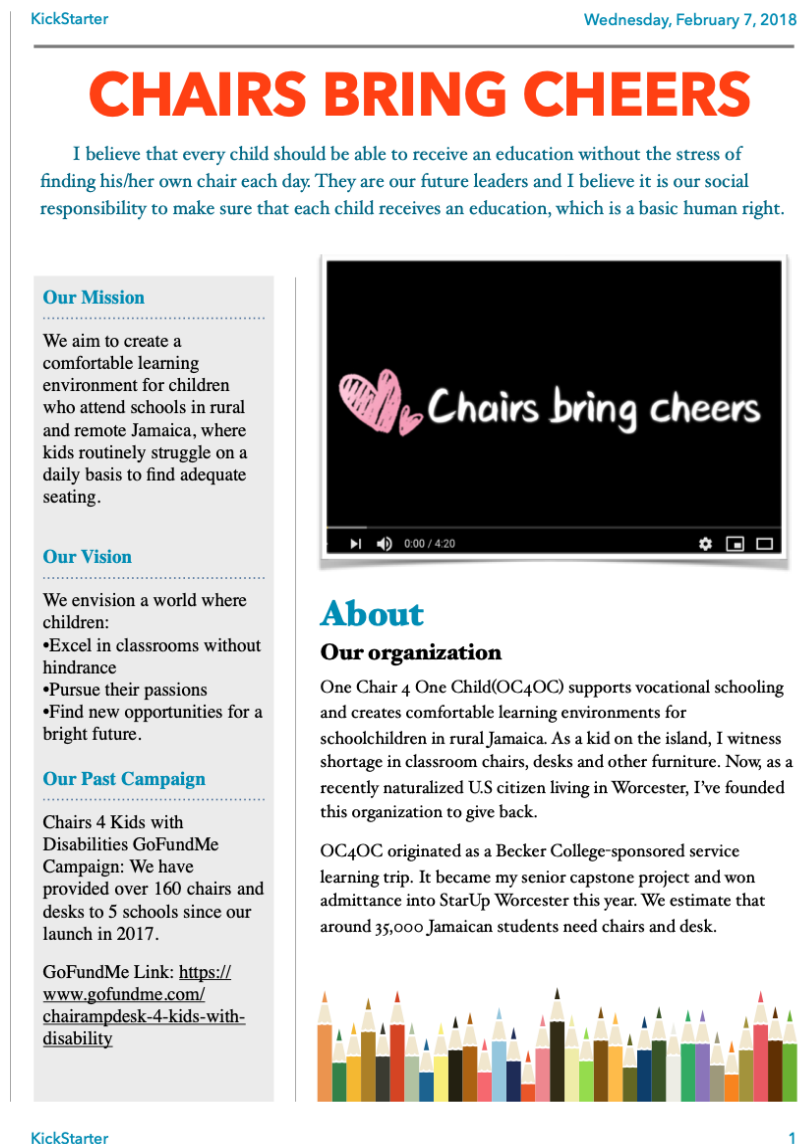


Figure B1. Chairs Bring Cheers (first page). This figure illustrates the first page of the proposed campaign design for Kickstarter.

KickStarter

Wednesday, February 7, 2018







What we have done?

So far, we have funded the making of 160 chairs and desks for five schools at a Jamaican high school. We've raised funds through crowdfunding and small functions. In Jamaica, we partner with a local nonprofit, use volunteers and provide modest compensation for a field director.

Our Project Now

We are currently fundraising for the Llanddilo School of Special Education for students with development disabilities.

Risk And Challenge:

Kickstarter is an all-or-nothing platform. If we don't reach the goal, then the project won't be funded. This is the first time we've targeted a special Ed school, and it is a challenge for us to fundraise for them.

Contact Information:

Our website: <https://foronechild.org>



 @ONE CHAIR 4 ONE CHILD

 @OC4OCJAMAICA

 @OC4OCJAMAICA

CONTACT US!

 OC4OCP@GMAIL.COM

 508.963.5960

KickStarter

2

Figure B2. Chairs Bring Cheers (second page). This figure illustrates the second page of the proposed campaign design for Kickstarter.

Table B3

Storyboard Layout (Content within is a guiding example)

<u>Field of View</u>	<u>Screen Layout</u>	<u>Background Music</u>	<u>Time/Seconds</u>
Distant shot	Children studying on the ground or sitting in broken chairs.	《Breath and life》	3
Close shot	The brief Introduction about the girl named Jane from Jamaica. She has developed severe backbone problems following prolonged hours sitting on the floor when studying.	same	20
Close shot	Interview Jane's friend. Talk about their life, why they need help.	same	20
Close shot	Data presented Along with introduction of campaign	same	15
Close shot	Contact information	same	3

Note. This table illustrates an example of a completed storyboard grid used to guide the creation of a marketing video.

Appendix C

Partnership and Sponsorship Tables and Resources

This Appendix concerns the spreadsheet and resource deliverables created for the sub-committee tasked with partnership and sponsorship research and list compilation. These tables are populated with data found on each entity's website and their respective social media accounts.

Please be advised that the Master Compilation is not located in this Appendix. Due to its size and format, the Master Compilation was kept in the excel file, and not transferred into the format of this paper. The Excel file—inclusive of the Master Compilation and all the breakout tables located within this Appendix—have been provided to the client, and can be provided to other parties on request for review.

All tables should be read with the use of the Table C1 Resource Key. This resource was created to provide support and guidance in reviewing all table deliverables compiled for the client.

Table C1

Resource Key: Compilation of Partners and Sponsors

<u>Variable Identifier</u>	<u>Variable Explanation/Definition</u>
Name	Entities were identified by the body of their legal name. <i>Note: Abbreviation concerning legal structure signifiers such as Inc., Ltd., Co., or LLC. are not included unless that abbreviation is an integral part of the entity's name recognition.</i>
Abbreviation	If the entity had a commonly known abbreviation (i.e. used on their own website and majority of social media platforms) that abbreviation would be listed in this column. <i>Note: If no common abbreviation existed, then the word "None" is listed.</i>

Organizational Type	<p>For the purpose of this project, entities were identified under a subset of organizational types. Entities were coded based on two main factors:</p> <ol style="list-style-type: none"> 1. Present legal information listed on the organizations website in conjunction with 2. How the entity chooses to identify itself on their website and social media content
Leadership Model	<p>Entities were identified under a subset of leadership models. Entities were coded based on the present information listed in the organization's website and social media content in conjunction with how the entity choose to recognize their leadership team.</p> <p><i>Note: This column is not meant to be exhaustive of the entire organizational structure and its administration/staff.</i></p>
Age of Organization	<p>The year that the entity either came into existence or the year the entity was re-structured as it currently exists today was identified based on the present legal information listed on the organizations website in conjunction with how the entity choose to signify its history or maturation on their website and social media content.</p> <ol style="list-style-type: none"> 1. "Founded" is being used as an umbrella term to signify date the entity came into being. 2. If applicable, the word "(Re) Founded" was used to signify that the entity has finalized a major organizational or legal change that altered the identity, mission, or structure of the entity.
Contact Phone	<p>This column identifies the primary phone number listed on the website and social media content.</p> <p><i>Note: There may be further contact numbers listed not identified as the primary number, but viewable on the entity's website content.</i></p> <p><i>Entities located internationally would have a +1 to their listed phone number.</i></p>
Contact Email/Website Form	<p>This column identifies the primary phone email or website form.</p> <p><i>Note: In some cases, there are further email addresses listed not identified as the primary contact, but viewable on the entity's website content.</i></p>
Headquarter Location	<p>For the purpose of this project, the headquarter or primary location of the brick-and-mortar offices for the entity are identified as either being "National" or "International".</p>
Address	<p>The headquarter or primary location of the brick-and-mortar offices for the entity are identified as listed on the website or social media content.</p>
Current Location of Service	<p>For the purpose of this project. Current locations of service were listed as identified on the entity's website and social media.</p> <p><i>Note: Locations range from broad geographical regions to specific locations. Large geographical locations demonstrated broad service work in the area, while specific locations indicate concentrated work.</i></p>

Overview of Purpose	A short statement of their overall purpose was created in correspondence with major trends and themes found both in their self-created statements as well as throughout their published material. These trends and themes were meant to pick-up on our clients own purpose, mission, and overall values for clearer mitigation of strategic networked alliance.
Scope of Mission	After review of an entity's website and social media content, the main categories that the entity identified under were pulled out and condensed into a list format.
Target of Mission	Main categories identified under "Scope of Mission (Macro Perspective)" were then re-reviewed and the categories that most coincided with our clients own mission were listed to afford a more narrowed and tactical focus.
Relationship	For the purpose of this project, the entities were grouped under the relationship category of "Partner", "Sponsor", or both: 1. "Partner" is being defined as an entity that has been identified as being a candidate for a strategic sharing of their administrative or operational network and resources. 2. "Sponsor" indicates that they have been identified as being able to provide financial aid or support.
Type of Aid (Administrative or Operational)	This column pertains to candidates identified as "Partners". That identifier is then broken up into two categories of "Network" and "Resources": 1. "Network" signifies the entity is a candidate for strategic sharing of their own alliances, partners, or contacts whether they are individuals or organizational. 2. "Resources" signifies the data-based or other numerical or linguistic content the entity could share to help forward the needs and mission of the client.
Type of Aid (Financial)	This column pertains to candidates identified as "Sponsors". That identifier is then broken up into multiple financially-minded categories. These categories were identified based on material listed within the entity's published social media or website content. <i>Note: These financial supports/aid may overlap with one another as they were listed as defined by the entity themselves or were afforded a category based on linguistic markers found in review of the entity's content.</i>

Table C2

Candidate Locations of Service

<u>Number</u>	<u>Name</u>	<u>Headquarter Location</u>	<u>Location of Service</u>	<u>Address Headquarter if Available</u>
1	Apostolic Christian HarvestCall	National	America, Caribbean	2655 Le Jeune Road, Suite 800 Coral Gables, FL 33134

2	Bill and Melinda Gates Foundation	National	America, Japan, Mexico, Canada	Apostolic Christian HarvestCall, PO Box 3797, West Lafayette, IN 47996
3	BlinkNow Foundation	National	America, South Asia	P.O. Box 453 Mendham, NJ 07960
4	Caloiuste Gilbenkian Foundation	National	America	3161 Wyandotte St, Kansas City, MO 64111
5	CarePortal	National	America, Caribbean	276 Washington Street #334, Boston, MA 02108
6	Caribbean Association of Georgia	National	Africa, Asia, Central America, Caribbean, and South America	12290 Voyager Pkwy, Colorado Springs, CO 80921
7	Caribbean Education Foundation	National	America, Mexico	PO Box 219055, Kansas City, MO 64121
8	Caribbean Hotel & Tourism Association	National	America, Caribbean	P.O. Box 650658 Fresh Meadows, NY 11365
9	Charities for Children Compassion International	National	Eastern part of America, South America and Europe	300 Park Avenue, NY New York
10	Charles Stewart Mott Foundation	International	Africa, Caribbean	2 Caledonia Avenue, Cross Roads, Kingston 5 Jamaica
11	Children International	International	Africa, Caribbean	29 Munore Road, Kingston 6, Jamaica
12	Children of Jamaica Outreach	National	Caribbean, Latin America	6401 Lyons Road, Coconut Creek, FL 33073
13	Colgate-Palmolive Company	National	North America, Middle East, Europe, Latin America, Asia Pacific, Africa	875 N Michigan Ave, Chicago, IL 60611
14	Community Foundation of the Virgin Islands	National	Americas, Africa & The Middle East, Europe, South Asia, East & Southeast Asia	1411 K Street, NW Suite 1200 Washington, DC 20005
15	David and Lucile Packard Foundation	National	America, Canada, Latin America	1580 Sawgrass Corporate Parkway, Suite 130, Sunrise, FL 33323

16	Diocese of Jamaica & The Cayman Islands	National	Jamaica	90-04 161st, Street Jamaica, NY 11432
17	Do Good Jamaica	National	Africa	14101 Parke Long Court, Suite T, Chantilly, VA
18	Dream Jamaica	National	Jamaica	P.O. Box 4402, Alpharetta, GA 30023
19	Food For The Poor	National	Africa, Asia & Pacific, Europe, Middle East & Central Asia, Western Hemisphere	700 19th Street, NW Washington, D.C. 20431
20	Foote Core Belding	International	Africa and other countries (Global Extension)	2 Ardenne Road, Kingston 10 Kingston, Jamaica
21	Ford Foundation	International	Jamaica, Caribbean	20 Belmont Road, Kingston 5, Jamaica
22	Global Fund for Children	International	Jamaica	97b Ryan, Francis, Church St, Kingston, Jamaica
23	Global Marketing and Sales	International	Africa, Canada, North America, India, Asia, Europe, Jamaica	The tourism Centre, 64 Knutsford Boulevard Kingston 5 Jamaica, West Indies
24	Greater Jamaica Development Corporation	National	America, Jamaica, Caribbean	5100 Jefferson Street, Hollywood, Florida 33021
25	Helping Children Worldwide	National	Jamaica	1571 Sumneytown Pike, Landsdale, PA
26	Integrity Children's Fund	National	South America, southeast Asia, Central Africa, Asia	112W 18th St, Kansas City, Missouri 64108
27	Inter-American Development Bank	National	Jamaica, America	P.O. Box 24287 Rochester, NY 14624
28	International Monetary Fund	National	Jamaica	2 Cornelia St Apt 12C, New York, NY 10014
29	Jamaica Hotel and Tourist Association	National	Southern Honduras	3517 Lubbock Drive, Raleigh, NC 27612
30	Jamaica Labour Party	International	Southern Caribbean	Sharp Street, Kingstown, Saint Vincent and the Grenadines

31	Jamaica Land We Love	National	Jamaica	1697 Broadway, Suite 501, New York, NY 10019
32	Jamaica Teachers Association	International	Jamaica	The Tourism Centre, 4th Floor, 64-70 Knutsford Boulevard, Kingston 5, Montego Bay Convention Centre
33	Jamaica Tourist Board	National	North America, South Africa, South America, Middle East, South Western Pacific	15615 Alton Parkway, Suite 330 Irvine, California 92618 USA
34	Jamaica United Relief Association	National	America	500 7th Avenue, 8th Floor, New York NY 10018
35	New Teacher Project	National	North America, South America, Africa, Europe, Asia, Oceania	1300 I St NW, Washington, DC 20005
36	Outreach International	National	America	1250 H St, NW, Suite 700, Washington, DC 2005
37	Rochester Jamaica Organization	National	Latin America, Caribbean	1300 New York Avenue, NW, Washington, D.C. 20577
38	RockHouse Foundation	National	United States, Mexico, Haiti	1 Michigan Ave. East Battle Creek, MI 49017
39	Sharefish	National	North America, United Kingdom, South Africa	503 S. Saginaw St., Suite 1200, Flint MI 48502-1851
40	The Agency for Public Information	National	Africa, Asia, Latin America, North America	Ford Foundation Center for Social Justice, 320 E 43rd ST, New York, NY 100017
41	The American Foundation for The University of the West Indies	National	North America, Asia, Europe, Africa	The David and Lucile Packard Foundation, 343 Second Street, Los Altos, CA 94022
42	The American Friends of Jamaica	International	United Kingdom, Africa, Europe	Av.de Berna, 45 A 1067-001 Lisbon, Portugal
43	The Education Trust (Main Office Chapter)	International	Jamaica	N/A

44	Theodora Project (Information Coming from Rotary Club of Negril)	International	North America, West Indies	N/A - Hampton Roads, Virginia
45	Tourism Production Development Company	International	Virgin Islands (St. Croix, St. Thomas, St. John and Water Island)	N/A
46	Union of Jamaican Alumni Association (USA)	National	America, Caribbean	P.O Box 1386 McDonough, GA. 30253
47	Virgin Islands Consortium	National	America, West Indies	767 Third Avenue, Suite 301, New York, NY 10017
48	W. K. Kellogg Foundation	National	America, Jamaica	1452 President Street, Brooklyn, NY 11213
49	West Indies United	International	Virgin Islands	PO Box 380, St. Thomas, USVI 00804
50	World of Children	National	Jamaica	P.O. Box 24332, Seattle WA 98124

Note. The format of this table was instituted for ease of viewing. The information populating this table was extracted from each entities website. All references are included in the reference list.

Table C3

Candidate Support: Type of Aid

<u>Number</u>	<u>Name</u>	<u>Relationship</u>	<u>Type of Aid</u> (Admin or Operational)	<u>Type of Aid</u> (Financial)
1	Apostolic Christian HarvestCall	Partner; Sponsor	Network, Resources	Grants
2	Bill and Melinda Gates Foundation	Partner; Sponsor	Network, Resources	Grants
3	BlinkNow Foundation	Partner	Network, Resources	N/A
4	Caloiuste Gilbenkian Foundation	Partner; Sponsor	Network, Resources	Scholarships, Grants
5	CarePortal	Partner;	Network, Resources	Grants

		Sponsor		
6	Caribbean Association of Georgia	Partner; Sponsor	Network, Resources	Project Support
7	Caribbean Education Foundation	Partner; Sponsor	Network, Resources	Grants, Loans, Scholarships
8	Caribbean Hotel & Tourism Association	Partner; Sponsor	Network, Resources	Scholarships, Grants
9	Charities for Children Compassion International	Sponsor	Network, Resources	Loans, Grants
10	Charles Stewart Mott Foundation	Partner; Sponsor	Network, Resources	Grants
11	Children International	Partner; Sponsor	Network, Resources	Loans
12	Children of Jamaica Outreach	Partner; Sponsor	Network, Resources	Scholarships, Mission Investments
13	Colgate-Palmolive Company	Sponsor	N/A	Grants, Philanthropic Investment
14	Community Foundation of the Virgin Islands	Partner; Sponsor	Network, Resources	Grants; Project Support
15	David and Lucile Packard Foundation	Partner; Sponsor	Network, Resources	Grants, Mission Investments
16	Diocese of Jamaica & The Cayman Islands	Partner	Network, Resources	N/A
17	Do Good Jamaica	Partner; Sponsor	Network, Resources	Grants, Loans
18	Dream Jamaica	Partner	Network, Resources	N/A
19	Food For The Poor	Partner; Sponsor	Network, Resources	Loans
20	Foote Core Belding	Partner	Network, Resources	N/A

21	Ford Foundation	Partner; Sponsor	Network, Resources	Grants
22	Global Fund for Children	Partner; Sponsor	Network, Resources	Loans
23	Global Marketing and Sales	Partner	Network, Resources	N/A
24	Greater Jamaica Development Corporation	Partner; Sponsor	Network, Resources	Grants, Loans
25	Helping Children Worldwide	Partner; Sponsor	Network, Resources	Scholarships, Loans
26	Integrity Children's Fund	Partner; Sponsor	Network, Resources	Investment, Sponsorship
27	Inter-American Development Bank	Sponsor	N/A	Loans, Grants*
28	International Monetary Fund	Partner	Network, Resources	N/A
29	Jamaica Hotel and Tourist Association	Partner	Network, Resources	N/A
30	Jamaica Labour Party	Partner; Sponsor	Network, Resources	Sponsorship
31	Jamaica Land We Love	Partner; Sponsor	Network, Resources	Sponsorship
32	Jamaica Teachers Association	Partner	Network, Resources	N/A
33	Jamaica Tourist Board	Partner	Network, Resources	N/A
34	Jamaica United Relief Association	Partner; Sponsor	Network, Resources	Grants, Sponsorship/Project Support
35	New Teacher Project	Partner	Network, Resources	N/A
36	Outreach International	Partner	Network, Resources	N/A
37	Rochester Jamaica Organization	Partner; Sponsor	Network, Resources	Sponsorship

38	RockHouse Foundation	Partner; Sponsor	Network, Resources	Project Support
39	Sharefish	Partner	Network, Resources	N/A
40	The Agency for Public Information	Partner	Network, Resources	N/A
41	The American Foundation for The University of the West Indies	Partner; Sponsor	Network, Resources	Sponsorship; Project Support
42	The American Friends of Jamaica	Partner; Sponsor	Network, Resources	Grants, Sponsorship/Project Support
43	The Education Trust (Main Office Chapter)	Partner	Network; Resources	N/A
44	Theodora Project (Information Coming from Rotary Club of Negril)	Partner	Network, Resources	N/A
45	Tourism Production Development Company	Partner	Network, Resources	N/A
46	Union of Jamaican Alumni Association (USA)	Partner; Sponsor	Network, Resources	Sponsorship; Project Support
47	Virgin Islands Consortium	Partner; Sponsor	Network, Resources	Grants; Sponsorship
48	W. K. Kellogg Foundation	Partner; Sponsor	Network, Resources	Grants
49	West Indies United	Partner; Sponsor	Network, Resources	Project Support
50	World of Children	Partner; Sponsor	Network, Resources	Grants

Note. The format of this table was instituted for ease of viewing. The information populating this table was extracted from each entities website. All references are included in the reference list.

Table C4

Candidate Focus Mission: Overview, Micro and Macro Scope

<u>Number</u>	<u>Name</u>	<u>Overview of Purpose</u>	<u>Mission (Macro Scope)</u>	<u>Mission (Micro Scope)</u>
1	Apostolic Christian HarvestCall	As a ministry formed by the merger of Apostolic Christian World Relief and Apostolic Christian Mission Committee, mission surrounds acts of service and relief for communities in need	Religious (Christian Affiliation)	Social and community relief
2	Bill and Melinda Gates Foundation	American private foundation driving global philanthropic initiatives centered around healthcare, poverty reduction and relief, education, and access to informational technology	Philanthropy; Children/Underserved Children; Education, Health, Social and Economic Development	Pursing philanthropic efforts to promote global welfare, and in the U.S. centralizing their efforts around educational equity and opportunity
3	BlinkNow Foundation	Serving underserved children to promote sustainable community and global safety, education, economic and rural community development	Children/Underserved Children; Social and Community Development and Relief	Social and rural community justice and relief, education and literacy
4	Caloiuste Gilbenkian Foundation	It is a Portuguese private institution of public utility whose statutory aims are in the field of arts, charity, education and science in Portugal and abroad. Pursuits are met via direct activities, and financial support for projects and programs.	Philanthropy; Education, Social and Economic Development	Pursuing a focus on how education and philanthropy can improve social and economic justice and equal opportunity
5	CarePortal	It is a network that brings the needs of children and families in need to the attention of local churches, giving them a real-time opportunity to respond and provide relief	Children/Underserved Children	Not technically affiliated with the Christian Ministry, creates a network to connect churches to children and families in need for economic, emotional, physical support and relief

6	Caribbean Association of Georgia	Cultural and humanitarian organization that seeks to provide services, support, cultural education and awareness through partnership and outreach activities in the Metro-Atlanta area that target those in economical need, at high risk, and students	Philanthropy; Children/Underserved Children; Education, Social and Economic Development	Using a network and community platform in Metro-Atlanta as a hub for furthering the social, economic, and educational development of those of Caribbean heritage
7	Caribbean Education Foundation	Providing underserved Caribbean children access to quality education via financial aid and awards, for educational opportunity, equity, and equality	Children/Underserved Children; Education	Using a community-based and network approach to serve underserved Caribbean children's need for quality education
8	Caribbean Hotel & Tourism Association	Voice for Caribbean regional development through aiding their tourism and hospitality industry, environmental aid, and building socially responsible partnerships	Tourism/Marketing; Social and Economic Development and Relief	Caribbean social, economic, community development and sustainability
9	Charities for Children Compassion International	Child-advocacy ministry focused on alleviating child spiritual, economic, social, and physical poverty, through sponsoring a holistic child development model	Children/Underserved Children; Social, Emotional, Economic, Education, and Physical Development	Serving underserved children to pursue social, economic, educational, physical, emotional development
10	Charles Stewart Mott Foundation	American private foundation interested in philanthropy to serve issues of a civil and social nature, education, environmental issues for the overall development of community and society at large	Philanthropy, Children/Underserved Children; Education, Environmental, Social and Economic Development	Utilizing philanthropy for civil and social issues, educational opportunity, environmental, and economic concerns inhibiting underserved children
11	Children International	Breaking cycle of childhood poverty via aiding underserved children to be healthy, educated, empowered and employed post-graduation	Children/Underserved Children; Education, Social and Economic Development	Serving underserved children's educational needs to end poverty and interconnected disparity

12	Children of Jamaica Outreach	Improve the health, education and general well-being of underserved children in Jamaica and the United States	Children/Underserved Children; Education and Social Development	Helping to improve the health, education and general wellbeing of underserved children
13	Colgate-Palmolive Company	It is a global company serving people in over 200 countries and territories-previous philanthropy demonstrates heavy reliance on serving children, and social, educational, economic, environmental, justice and opportunity	Philanthropy; Children/Underserved Children; Education, Social, Environmental, and Economic Development	Philanthropy has shown commitment to serving children, and social, educational, economic, environmental, justice and opportunity and relief
14	Community Foundation of the Virgin Islands	Uses its community network in devotion to philanthropic initiatives, programmes, and financial aid to support current issues of the region, such as those of a educational, health, social, and economic nature	Philanthropy; Children/Underserved Children; Education, Social and Economic Development	Enhancing education, social, economic well-being of children and community of the Virgin Islands
15	David and Lucile Packard Foundation	American private foundation furthering community and global development through educational/early learning advancement and access, climate protection via conservation and agriculture, science and engineering support	Philanthropy; Children/Underserved Children; Education, Health, Environmental, Social and Economic Development	Globally committed to philanthropy in supporting initiatives including those that speak directly to education, underserved children, and community social and economic health
16	Diocese of Jamaica & The Cayman Islands	Serves under the ministry of the Anglican faith for underserved community service and relief with a focus on elderly and children financial, educational, environmental, and developmental needs	Religious (Anglican Affiliation)	Serving underserved Caribbean children to pursue social, educational, environmental relief and development
17	Do Good Jamaica	Encourages networking organizations and individuals to serve underserved children in Jamaica via early education and educational resources and early	Children/Underserved Children; Education, Social and Economic Development	Using a community-based and network approach to serve underserved Jamaican children's

		childhood practices		need for quality education
18	Dream Jamaica	Provide mentorships, educational, and professional opportunities to empower underserved Jamaican youths socially, educationally, and economically	Children/Underserved Children; Education, Social and Economic Development	Initiatives and programmes for the social, educational, and economic development of targeted underserved Jamaican youths
19	Food For The Poor	Christian based, providing lifesaving food, secure housing, clean water, healthcare, emergency relief, micro-enterprise projects and education opportunities in Caribbean and Latin America	Religious (Christian Affiliation); Community Relief; Children/Underserved Children; Education, Social and Economic Development	Serving underserved children and communities for social, educational, economic, environmental, justice and opportunity and relief
20	Foote Core Belding	One of the largest global advertising agency networks. It is owned by Interpublic Group holding conglomerates. FCB focuses on changing consumer behavior to the benefit of its clients, its people and society and market diversified and global culture	Tourism/Marketing	Marketing communication agency celebrates local culture, flavor and expertise market-by-market
21	Ford Foundation	American private foundation using philanthropy to further individual and community social, educational, and economic justice targeting inequities in equitable knowledge, wealth, and resources for the underserved	Philanthropy; Politics; Children/Underserved Children; Education, Environmental, Social and Economic Development	Philanthropy and political voice in supporting global initiatives to target social, economic, and educational injustices and inequalities for underserved populations
22	Global Fund for Children	Global network partner approach advancing social, economic, education, safety, and community development for youth equal resources and opportunities in society and live free from violence, discrimination and exploitation.	Community Relief; Children/Underserved Children; Education, Social, Safety, and Economic Development	Global funding for Children with active partners to secure the well-being of all children and youth

23	Global Marketing and Sales	Travel industry marketing, sales and public relation solution for Latin America	Tourism/Marketing; Public Relations/Media	Philanthropic outlet, marketing and public relations infrastructure
24	Greater Jamaica Development Corporation	Community-building organization for Jamaican regional and metropolitan growth via economic opportunity for overall quality of life improvement towards ethnically and economically diverse residents	Social, Economic, Community Development	Network for targeting the underserved in community social and economic development of the region of Jamaica
25	Helping Children Worldwide	United Methodist Church affiliated, transforms communities in Sierra Leone by serving vulnerable children and families by providing them with opportunities for education, health care and spiritual mentoring. The programs focus on education, family stability, maternal and infant mortality and childhood malnutrition.	Religious (United Methodist Church Affiliated) Children/Underserved Children; Education, Social, Economic Development	Serving underserved children and families through education, mentorship, and health care
26	Integrity Children's Fund	Network for serving underserved children from low socioeconomic communities in Jamaica via improving access to quality education	Children/Underserved Children; Education, Social and Economic Development	Enhancing education for underserved Jamaican children for social, educational, economic development
27	Inter-American Development Bank	Multi-lateral financing, research, and technical support for social, economic, and regional integration and development in various regions of Latin America and Caribbean	Social and Economic Development	Pursuing Latin America and Caribbean regional economic and social aid via lending and resource supplement
28	International Monetary Fund	Global network primarily focused on ensuring the stability of international monetary system, via fostering global monetary cooperation, secure financial stability, international trade, social-economic development	Trade; Social and Economic Development	Stabilizing and promoting sustainable social and economic growth

29	Jamaica Hotel and Tourist Association	Network for the supply of goods and services to the Jamaica tourism industry, for overall sustainable community development socially and economically	Tourism/Marketing; Social, Economic Development	Networked support of Jamaican tourism industry for overall social and economic health for Jamaica at large
30	Jamaica Labour Party	The political organization supports social and economic growth and development of Jamaica and Caribbean regions	Political; Social, Economic, Regional Development	Fostering the principles of the democracy to provide equal opportunities for social and economic development for all the people of Jamaica
31	Jamaica Land We Love	Employs social engagement model for special project and initiative aid to foster community and underserved Jamaican children/family social, educational, and economic sustainable development	Children/Underserved Children; Education, Social and Economic Development	Supporting educational, social, economic, projects and initiatives for underserved Jamaican communities
32	Jamaica Teachers Association	Teacher Association for social and educational equality, opportunity, and professional practice	Political; Education, Social and Economic Development	Networks teachers to better promote and fight for their enhancement and protection of educationally minded social and economic welfare, and practice
33	Jamaica Tourist Board	Responsible for worldwide tourism marketing and promotion for the island of Jamaica, with the mission of social and economic development	Tourism/Marketing; Public Relations; Social and Economic Development	Using extensive marketing network and government ministry to support social and economic development in Jamaica

34	Jamaica United Relief Association	Raise funding for goods, material, school supplies, medical equipment, housing materials and underwritten community outreach programs, assisted with medical and burial expenses- with the overall scope of promoting health, education and social services	Children/Underserved Children; Education, Health, Social and Economic Development	Helping the underserved in the areas of health, education and social services, targeting Jamaica and rest of the Caribbean
35	New Teacher Project	Provides excellent teachers to the students who need them to foster educational equality. Advancing policies and practices that ensure effective teaching in every classroom. Focus on urban educational equality in public American school systems in areas such as access to learning resources; school culture, administration and policy; and community engagement	Politics; Children/Underserved Children; Education and Social Development	Eradicating the educational disparity in opportunity, resource, access, and quality for underserved children
36	Outreach International	Sustainable solutions for community and underserved child relief in social, civil, education, health, and economic realms	Children/Underserved Children; Education, Health, Social and Economic Development	Supporting educational, social, economic, and health based aid for overall underserved community sustainable development and relief
37	Rochester Jamaica Organization	Helps facilitate a networking association to Jamaicans to help provide access (including financial aid) and information regarding resources impacting social and educational conditions of Jamaica	Communications; Children/Underserved Children; Education, Social and Economic Development	Creating networking opportunities for stronger response and aid towards social and educational issues in Jamaica- including school funding for underserved Jamaican children

38	RockHouse Foundation	Transforms underserved Jamaican children/communities educational experience through constructing, renovating, supporting educational institutions and educational staff in a ground-up holistic approach	Children/Underserved Children; Education, Social and Economic Development	Underserved Jamaican educational advancement from infrastructure, content, technology, to staff development, includes special needs focus
39	Sharefish	Underserved children sponsorship for social, educational, economic community advancement and relief	Children/Underserved Children; Education, Social and Economic Development	Sponsoring a specific underserved children/community population for educational, social, and economic growth and opportunity
40	The Agency for Public Information	Governmental media outlet to inform and educate on government projects, policies and strategies	Political; Communications	Facilitates communication/media in Southern Caribbean
41	The American Foundation for The University of the West Indies	Foundation to source and administer private donations, philanthropy, create strategic networks in America (foundational, corporate, individual), for the overall support of academic initiative, scholarship, and university development for The University of the West Indies, the long-standing higher education provider in the Commonwealth Caribbean	Philanthropy; Children/Underserved Children; Education, Social and Economic Development	Using an American network to further UWI development and philanthropic effort for overall social, economic, and educational development for UWI and the surrounding West Indies region
42	The American Friends of Jamaica	Supports Jamaican charitable organizations and social initiatives to further systemic development in the areas of education, health care, social and economic development	Children/Underserved Children; Education, Health, Environmental, Social and Economic Development	Aids financially and through projects for Jamaican education, health, social, and economic development

43	The Education Trust (Main Office Chapter)	Via research, social, and political advocacy, the trust works to close gaps in access and equity of education for underserved, economically disadvantaged children in America	Politics; Children/Underserved Children; Education, Social and Economic Development	Targeting and advancing educational needs of underserved children
44	Theodora Project (Information Coming from Rotary Club of Negril)	The Project, in United Church affiliation was created as an outreach program for human-sex trafficking in Western Jamaica, seeks to end sex-trafficking and promote social, educational, and economic community health by helping at risk youth school dropouts gain workforce entry via educational training and counseling	Children/Underserved Children; Education, Social and Economic Development	Educational aid Provides supplemental educational aid for underserved youths to increase social, economic, and educational standing of Western Jamaica
45	Tourism Production Development Company	Jamaican governmental agency/development company facilitating stronger social and economic standing for Jamaica by building strategic alliances with stakeholders for a diverse tourist product and visitor experience	Tourism/Marketing; Social and Economic Development	Network for tourism promoting strategic social and economic development in Jamaica
46	Union of Jamaican Alumni Association (USA)	Umbrella organization of the Alumni Associations of Jamaican educational institutions, meant to promote academic excellence in Jamaican schools	Philanthropy; Education, Social and Economic Development	Using fundraising and alliance network to facilitate Jamaican school development, empowerment, and overall advancement and enrichment of Jamaican primary, secondary, tertiary schools and Jamaican youths
47	Virgin Islands Consortium	Covering news, politics, and opinion pieces for the Virgin Islands	Politics/Media; Philanthropy; Marketing; Children/Underserved Children; Education, Health, Environmental, Social	Using vocal media platform to advance news, politics, opinions, and scholarship to the Virgin Islands

			and Economic Development	
48	W. K. Kellogg Foundation	American private foundation focused on using philanthropy to promote social, economic, health, and educational needs of underserved children	Philanthropy; Children/Underserved Children; Education, Health, Environmental, Social and Economic Development	Utilizing philanthropy to pursue wide array of social, educational, health, environmental, and economic issues for bettering the welfare of underserved children
49	West Indies United	Preserve and support West Indian culture (customs, environment, networking, cuisine, performing arts) through educational scholarship support	Children/Underserved Children; Education, Social and Economic Development	Advancing and protecting West Indian regions and culture via cultural celebrations, networking, and educational scholarships
50	World of Children	Serving vulnerable children through funding, recognition, policy, and education to promote effective change in various social, economic, educational, and health	Children/Underserved Children; Education, Health, Environmental, Social and Economic Development	Only global recognition and funding program to support vulnerable children's welfare issues such as those stemming from education, health, social, and economic disparity

Note. The format of this table was instituted for ease of viewing. The information populating this table was extracted from each entities website. All references are included in the reference list.

Table C5

Candidate Social Media Presence

<u>Number</u>	<u>Name</u>	<u>Facebook</u>	<u>Twitter</u>	<u>Instagram</u>	<u>LinkedIn</u>
1	New Teacher Project	https://www.facebook.com/TNTP.org/	https://twitter.com/TNTP	https://www.instagram.com/tntp/	https://www.linkedin.com/company/tntp/

2	Apostolic Christian HarvestCall	https://www.facebook.com/harvestcall	None	https://www.instagram.com/acharvestcall/	https://www.linkedin.com/company/apostolic-christian-harvestcall/about/
3	Bill and Melinda Gates Foundation	https://www.facebook.com/gatesfoundation	https://twitter.com/gatesfoundation	None	https://www.linkedin.com/company/bill-&-melinda-gates-foundation/
4	BlinkNow Foundation	https://www.facebook.com/BlinkNow.org	https://twitter.com/blinnow	https://www.instagram.com/blinnoworg/	https://www.linkedin.com/company/the-blinknow-foundation/
5	Calouste Gulbenkian Foundation	https://www.facebook.com/fundacaocaloustegulbenkian/	https://twitter.com/fcgulbenkian	https://www.instagram.com/fcgulbenkian/	https://www.linkedin.com/company/calouste-gulbenkian-foundation/
6	CarePortal	https://www.facebook.com/TheCarePortal/	https://twitter.com/careportal	https://www.instagram.com/careportal/	https://www.linkedin.com/company/gocareportal/about/
7	Caribbean Association of Georgia	https://www.facebook.com/CARIBBEANGEOORGIA/	None	None	https://www.linkedin.com/company/caribbean-association-of-georgia
8	Caribbean Education Foundation	https://www.facebook.com/caribbeaneducationfoundation/	https://twitter.com/educatechild	None	https://www.linkedin.com/in/caribbean-education-foundation-50b9916/
9	Caribbean Hotel & Tourism Association	https://www.facebook.com/CaribbeanHotelAndTourismAssociation	https://twitter.com/CHTAfeeds	https://www.instagram.com/chtafeeds/	https://www.linkedin.com/company/caribbean-hotel-and-tourism-association
10	Charities for Children Compassion International	https://www.facebook.com/compassionintl	https://twitter.com/compassion	https://www.instagram.com/compassion/	None
11	Charles Stewart Mott Foundation	https://www.facebook.com/mottfoundation	https://twitter.com/mottfoundation	https://www.instagram.com/mottfoundation/	https://www.linkedin.com/company/c-s--mott-foundation/
12	Children International	https://www.facebook.com/children/?ref=inf	https://twitter.com/Children	https://www.instagram.com/children/	https://www.linkedin.com/company/children-international/
13	Children of Jamaica Outreach	http://www.facebook.com/groups/130542783707345/	https://twitter.com	None	https://www.linkedin.com/company/children-of-jamaica-outreach/about/

14	Colgate-Palmolive Company	None	https://twitter.com/CP_News	None	https://www.linkedin.com/company/colgate-palmolive/
15	Community Foundation of the Virgin Islands	https://www.facebook.com/CFVirginIslands/	https://twitter.com/communityfounvi	https://www.instagram.com/communityfounvi/	https://www.linkedin.com/company/community-foundation-of-the-virgin-islands/about/
16	David and Lucile Packard Foundation	https://www.facebook.com/PackardFoundation	https://twitter.com/PackardFdn/	https://www.instagram.com/packardfdn/	https://www.linkedin.com/company/packardfoundation/
17	Diocese of Jamaica & The Cayman Islands	https://www.facebook.com/AnglicanDioceseJA	https://twitter.com/DioceseofJACI	https://www.instagram.com/dioceseofjaci/	None
18	Do Good Jamaica	https://www.facebook.com/DoGoodJamaica	https://twitter.com/dogoodjamaica	https://www.instagram.com/dogoodjamaica/	None
19	Dream Jamaica	https://www.facebook.com/DreamJamaica/	https://twitter.com/dreamjamaica	https://www.instagram.com/dreamer_ja/	https://jm.linkedin.com/company/dreamjamaica
20	Food For The Poor	https://www.facebook.com/FoodForThePoor	https://twitter.com/foodforthe poor	https://www.instagram.com/foodforthe poorinc/	https://www.linkedin.com/company/food-for-the-poor/
21	Foot Core Belding	https://www.facebook.com/FCB.Global	https://twitter.com/fcbglobal	https://www.instagram.com/fcbglobal/	https://www.linkedin.com/company/fcbglobal/
22	Ford Foundation	https://www.facebook.com/FordFoundation/	https://twitter.com/FordFoundation	https://www.instagram.com/fordfoundation/?hl=en	https://www.linkedin.com/company/ford-foundation/
23	Global Fund for Children	https://www.facebook.com/GlobalFundforChildren	https://twitter.com/Global4Children	https://www.instagram.com/globalfundforchildren/	https://www.linkedin.com/company/global-fund-for-children/
24	Global Marketing and Sales	https://www.facebook.com/GlobalMarketingAndSales/?fref=ts	https://twitter.com/IGMS	None	https://www.linkedin.com/company/global-marketing-and-sales-inc./about/
25	Greater Jamaica Development Corporation	https://www.facebook.com/gjdcprez/	https://twitter.com/GJDCPrez	None	https://www.linkedin.com/company/gjdc/

26	Helping Children Worldwide	https://www.facebook.com/helpingchildrenworldwide/	https://twitter.com/HCWtoday	https://www.instagram.com/helpingchildrenworldwide/	https://www.linkedin.com/company/helpingchildrenworldwide/
27	Integrity Children's Fund	https://www.facebook.com/integritychildrensfund	None	None	None
28	Inter-American Development Bank	https://www.facebook.com/IADB.org/	https://twitter.com/the_IADB?ref_src=twsrc%5Egoogle%7Ctwcamp%5Eserp%7Ctwgr%5Eauthor	None	https://www.linkedin.com/company/inter-american-development-bank/
29	International Monetary Fund	https://www.facebook.com/imf/	https://twitter.com/imfnews	https://www.instagram.com/the_imf/	https://www.linkedin.com/company/international-monetary-fund/
30	Jamaica Hotel and Tourist Association	https://www.facebook.com/Jamaica-Hotel-Tourist-Association-158577420851777/	https://twitter.com/jhtajamaica?lang=en	None	None
31	Jamaica Labour Party	https://www.facebook.com/jlpjamaica	https://twitter.com/jlpjamaica	https://www.instagram.com/jlpjamaica/	None
32	Jamaica Land We Love	https://www.facebook.com/jalawelo	https://twitter.com/jalawelo	https://www.instagram.com/jalawelo/	None
33	Jamaica Teachers Association	https://www.facebook.com/profile.php?id=100015421740545	https://twitter.com	None	https://www.linkedin.com/company/jamaica-teachers-association-ltd/about/
34	Jamaica Tourist Board	https://www.facebook.com/visitjamaica	https://twitter.com/VisitJamaicaNow	https://www.instagram.com/visitjamaica/	https://www.linkedin.com/company/jamaica-tourist-board/about/
35	Jamaica United Relief Association	https://www.facebook.com/jurainc/	None	None	None
36	Outreach International	https://www.facebook.com/outreachinternational.sustainablegood	https://twitter.com/outreachintl	https://www.instagram.com/outreachinternational/	https://www.linkedin.com/company/outreach-international/
37	Rochester Jamaica Organization	https://www.facebook.com/ROCHESTERJAMAICANORGANIZATION/	https://twitter.com/rochousefdn	None	https://www.linkedin.com/company/rochester-jamaican-organization-inc/about/

38	RockHouse Foundation	https://www.facebook.com/rockhousefoundation/	None	https://www.instagram.com/rockhousefoundation/	https://www.linkedin.com/in/rockhouse-foundation-11b985105/
39	Sharefish	https://www.facebook.com/BeASharefish/	None	None	https://www.linkedin.com/company/sharefish.org/about/
40	The Agency for Public Information	https://www.facebook.com/APISVG/	None	None	None
41	The American Foundation for The University of the West Indies	https://www.facebook.com/pg/afuwi/about/?ref=page_internal	https://twitter.com/theafuwi	None	https://www.linkedin.com/company/american-foundation-for-the-university-of-the-west-indies
42	The American Friends of Jamaica	https://www.facebook.com/TheAFJ	https://twitter.com/The_AFJ	https://www.instagram.com/the_afj/	https://www.linkedin.com/company/the-american-friends-of-jamaica/about/
43	The Education Trust (Main Office Chapter)	https://www.facebook.com/edtrust	https://twitter.com/edtrust	https://www.instagram.com/edtrust/?hl=en	https://www.linkedin.com/company/education-trust/
44	Theodora Project (Information Coming from Rotary Club of Negril)	https://www.facebook.com/Rotary-Club-of-Negril-1422430587973906/	None	None	None
45	Tourism Production Development Company	https://www.facebook.com/tpdcoja/	None	https://www.instagram.com/tpdcoja/	None
46	Union of Jamaican Alumni Association (USA)	https://www.facebook.com/ujaausainc/	None	None	https://www.linkedin.com/company/union-of-jamaican-alumni-associations-usa-inc/about/
47	Virgin Islands Consortium	http://facebook.com/viconsortium	https://twitter.com/viconsortium	https://www.instagram.com/viconsortium/	None
48	W. K. Kellogg Foundation	https://www.facebook.com/KelloggFoundation	https://twitter.com/wk_kellogg_fdn	https://www.instagram.com/kelloggfoundation/	https://www.linkedin.com/company/w-k-kellogg-foundation/

49	West Indies United	https://www.facebook.com/westindiesunit	https://twitter.com/wi_uva	https://www.instagram.com/westindiesunit	None
50	World of Children	https://www.facebook.com/worldofchildren/	https://twitter.com/worldofchildren	https://www.instagram.com/worldofchildren/	https://www.linkedin.com/company/world-of-children/about/

Note. The format of this table was instituted for ease of viewing. The information populating this table was extracted from each entities website. All references are included in the reference list.

Table C6

Candidate Financial Analysis: Top 10

<u>Number</u>	<u>Name</u>	<u>Organization Type</u>	<u>Total Revenue</u>	<u>Gross Profit</u>	<u>Operating Income</u>	<u>Net Income</u>
1	David and Lucile Packard Foundation	Nonprofit; Private Foundation	\$1,103,352,000	\$1,093,426,000	\$2,248,000	\$1,101,104,000
2	Charities for Children Compassion International	Nonprofit; Church/ Ministry	\$817,751,000	\$747,587,000	\$2,168,000	\$604,226,000
3	Inter-American Development Bank	Public Institutional Bank	\$659,000,000	\$196,000,000	\$316,000,000	\$578,000,000
4	International Monetary Fund	Private Organization	\$406,000,000	\$177,000,000	\$1,289,000,000	\$269,000,000
5	Ford Foundation	Private Foundation	\$773,296,000	\$666,490,000	\$52,532,000	\$148,502,000
6	Colgate-Palmolive Company	Public Company	\$15,222,000,000	\$9,231,000,000	\$602,000,000	\$88,000,000
7	W. K. Kellogg Foundation	Private Foundation	\$419,756,876	\$25,434,986	\$326,706,891	\$32,506,759
8	Community Foundation of the Virgin Islands	Nonprofit	\$17,435,770	\$15,588,212	\$1,661,138	\$12,308,662

9	Global Fund for Children	Nonprofit	\$6,811,600	\$6,294,100	\$20,900	\$245,300
10	World of Children	Nonprofit	\$1,902,366	\$270,488	\$1,293,773	\$202,815

Note. Totals are rounded up to the nearest whole US dollar amount. Data was compiled through the use of financial statements posted by the respective candidate on their organizational website. Each website is referenced in the references section. The format of this table was instituted for ease of viewing. The information populating this table was extracted from each entities website. All references are included in the reference list.