



Grant \$\$\$

Find it, Get it, Keep it

HANDOUTS

Presented by One Voice for Volusia

August 22, 2007

Create a Grant TOOLKIT



First	Create a list of problems your agency would like to address, or would like to address in a new way, or would like to address in a bigger way.
	Create a list of potential funding organizations

For each Problem or Priority, collect and file:

- News articles about the problem: local, regional, state and national
- Data/demographics related to the problem
- Information from interviews with: persons who treat the problem, persons who study the problem, persons affected by the problem, organizations involved with the problem
- Letters of support from the above list
- Memoranda of agreement with potential partners for the project
- Reports and studies of the problem
- Pictures depicting the problem
- Maps of target areas/community/catchment areas
- Charts/pictograms illustrating the extent of the problem
- Breakdown of costs related to not solving the problem and/or treating those affected
- Authorizing legislation and amendments related to the problem
- Regulations affecting programs addressing the problem
- Information about prevailing practices and exemplary practices (including discontinued practices), in addressing the problem
- Brochures from consultants and services providers involved with the program
- Information from professional organizations whose members work with the problem
- Draft paragraphs to be included in proposals
- History of the problem (its emergence) and prior efforts to deal with the problem

Information about Potential Funding Organizations

- Federal Register announcements – and other notices of funding availability
- Prior years' RFP and funding announcements
- Current and prior grantees and abstracts describing their projects
- Directories of grant programs (government, foundation, corporate)
- Information about the funding agency or foundation
- Funding agency's past and future funding calendars
- Information gleaned from calls and/or visits to grantors

General Information

- Verification of your organization's stewardship, ability, accomplishments and relevant experience
 - Description or depiction of your organization's service area
 - Organizational chart
 - Resumes of personnel who may be assigned
 - Salary and benefit schedules
 - Quotes and valuation of services and materials that probably would be budgeted for the project, both cash and in-kind match
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The Dream File – This file should contain the dreams of programs and activities leadership, staff and others present for funding ideas. They may be somewhat far fetched. They cannot be off-mission, however. The record of a dream may be simply a few lines; it may be several pages with details started. Take the time to dream and capture the dreams for potential funding opportunities.

The Memory File – This file should contain material that may be requested by a potential funder:

- original verified copies of the Articles of Incorporation and any amendments
- copies of the bylaws and all amendments
- the completed IRS Form 1023
- the last three years of 990s, audits and management letters
- employee and board job descriptions
- current annual budget
- the board minutes and fiscal reports for the most recent 12 month period
- evaluations and monitoring reports by any funders
- press coverage
- names and short biography of board members and staff leadership
- templates of the description and brief history of the organization, its mission, goals, objectives, activities, current funding sources
- business or strategic plan
- needs assessment and priority studies
- and any other papers you believe may be relevant to a foundation or corporation.

The copies sent to a funder should be legible and presented in the best possible fashion. A copy that is crooked and the bottom cut off is not the way to do it. You are putting your best foot forward here. Show your professionalism.

State and Local Resources

Florida Women's Business Center

(http://www.flwbc.org/component/option,com_weblinks/catid,14/Itemid,23/)

Florida State University: Funding Resources & Opportunities

(<http://www.research.fsu.edu/facultystaff/resources.html>)

University of Florida

(<http://www.rgp.ufl.edu/>)

Florida Department of Education, Grants Management

(<http://www.fldoe.org/grants/>)

Florida Office of Cultural, Historical and Information Programs

(<http://www.flheritage.com/grants/>)

"Small Matching" preservation grants, special category grants, history museum grants, and Florida Arts grants.

County of Volusia

(<http://www.volusia.org>)

Volusia ECHO Grants and the Children and Families Advisory Board grant information can be found online.

Florida Division of Cultural Affairs

(<http://www.florida-arts.org/grants/index.htm>)

Workforce Florida, Inc.

(<http://www.workforceflorida.com/wages/wfi/rfp/index.htm>)

Federal Resources

Grants.gov

(<http://www.grants.gov>)

Allows organizations to electronically find and apply for competitive grant opportunities from all Federal grant-making agencies. It also provides a step by step help guide for first time users as well as links to other possible resources.

The Center for Health and Health Care in Schools

(<http://www.healthinschools.org/grants/alerts.asp>)

Offers links to current funding opportunities for various areas of interests including children, families, women, athletics, and health.

U.S. Department of Health and Human Services, Office of Extramural Research Grants

(<http://grants1.nih.gov/grants/oer.htm>)

The Office of Extramural Research (OER) serves as the focal point for policies and guidelines for extramural research grants administration. This site offers information on grant writing and policies, research training, funding opportunities, and links to other resources.

U.S. Department of Health and Human Services, Grantsnet

(<http://www.hhs.gov/grantsnet/FundOther.htm>) providing grant information to current and future HHS grantees

The Catalog of Federal Domestic Assistance

(http://12.46.245.173/cfda/prog_index.html)

The Nonprofit Times

(<http://nptimes.com/07Aug/news-070806-1.html>)

Leading business publication for nonprofit management.

National Endowment for the Arts

(<http://www.nea.gov>) or (<http://www.nea.gov/grants/apply/index.html>) for information by category

Foundation Resources

Orlando Magic Youth Foundation

(http://www.nba.com/magic/omyf/omyf_grant_guide_000605.html)

Top Celebrity Charities and Foundations

(<http://www.usatoday.com/life/2001-12-18-celebrity-donations-chart.htm>) outdated, but gives the name of the foundations so a separate search can be done. More can be found at the Foundation Center (http://foundationcenter.org/yip/youth_celebrity.html) More information on the Foundation Center below.

The Grantsmanship Center

(<http://www.tgci.com>)

Offers a training program that covers all aspects of researching grants, writing grant proposals and negotiating with funding sources.

The Foundation Center

(<http://foundationcenter.org>)

The screenshot shows the Foundation Center website homepage. At the top, there is a navigation menu with links for 'Register', 'Log In', 'Search', 'Site Map', 'Ask Us', 'About Us', 'Locations', 'Newsletters', 'Press Room', and 'PND'. Below the menu is a main navigation bar with 'Get Started', 'Find Funders', 'Gain Knowledge', 'View Events', and 'Shop'. The main content area features a large banner with the text 'Register to for classes in proposal writing' and a 'GO' button. Below the banner are several sections: 'Learn About Foundation Fundraising and More', 'Foundation Finder' (with search fields for Name, State, and ZIP Code), 'Look Up Organizations', 'Identify Funding Sources', 'Related Tools', and 'Check Statistics'. A sidebar on the right contains a search bar and a 'Help?' link. The bottom of the page includes a 'Social media Experiments' report and a 'Download the report' link.

The Volusia County Library Center is a Cooperating Collection Site for the Foundation Center, which offers a "finding funders" search engine, a useful library, a grantwriting web page, dates and location to upcoming training programs, a list of top funders, a proposal writing short course, and an online foundation directory.

Key Data Sources

Census 2000 Home Page

www.census.gov

- Select - American FactFinder
 - Select – 2005 American Community Survey
 - Select – Detailed Tables
 - Select – Geography

Florida CHARTS (Community Health Assessment Resource Tool Set)

www.floridacharts.com

- Select data in left column
 - Note the report options

*BRFSS Data expected in 2008 for data year 2007
(Behavioral Risk Factor Surveillance System)

**Note Pop-up Blocker warning

FRED – Florida Research and Economic Development

<http://fred.labormarketinfo.com>

- Select – Analysts and Researchers
 - Select – Area Profile
 - Select – Profile, Area Profile
 - Select – Detailed Area Profile
 - Review options and select

Florida Department of Education

www.fldoe.org

Select – School Districts for School District Data (district wide)

Select – Educational Data for the School Indicators Report (individual school)

Other sites of interest:

Volusia County Schools – www.volusia.k12.fl.us

Flagler County Schools – www.flagler.k12.fl.us

County of Volusia – www.volusia.org

County of Flagler – www.flaglercounty.org

Enterprise Florida – www.eflorida.com

Compiled Reports

Community Agenda *Snapshot* Report – 2006, 2007 – www.agendavf.org

BEBR – Bureau of Economic and Business Research – www.bebr.ufl.edu

(cost is \$50 per county report)

Potential Responsibilities of the Evaluator

- Develop an evaluation plan, in conjunction with program staff.
- Provide monthly or quarterly progress reports to staff (written or in person).
- Train project staff. Training topics could include:
 - Using evaluation instruments, information collection activities, participant/case selection for sampling purposes, and other activities.
 - Designing information collection instruments or selecting standardized instruments or inventories.
- Implement information collection procedures such as:
 - Interview project staff.
 - Interview coordinating/collaborating agency staff.
 - Interview program participants.
 - Conduct focus groups.
 - Observe service delivery activities.
 - Review participant case records
 - Develop database.
 - Code, enter, and clean data.
 - Analyze data.
- Establish and oversee procedures ensuring confidentiality during all phases of the evaluation.
- Write interim (quarterly, biannual, yearly) evaluation reports and the final evaluation report.
- Attend project staff meetings, advisory board or interagency coordinating committee meetings, and grantee meetings sponsored by funding agency.
- Present findings at local and national meetings and conferences.

Potential Responsibilities of the Program Manager

- Educate the outside evaluator about the program's operations and objectives, characteristics of the participant population, and the benefits that program staff expects from the evaluation. This may involve alerting evaluators to sensitive situations (for example, the need to report suspected child abuse) they may encounter during the course of their evaluation activities.
- Provide feedback to the evaluator on whether instruments are appropriate for the target population and provide input during the evaluation plan phase.
- Keep the outside evaluator informed about changes in the program's operations.
- Specify information the evaluator should include in the report.
- Assist in interpreting evaluation findings.
- Provide information to all staff about the evaluation process.
- Monitor the evaluation contract and completion of work products (such as reports).
- Ensure that program staff is fulfilling their responsibilities (such as data collection).
- Supervise in-house evaluation activities, such as completion of data collection instruments, and data entry.
- Serve as a troubleshooter for the evaluation process, resolving problems or locating a higher level person in the agency who can help.
- Request a debriefing from the evaluator at various times during the evaluation and at its conclusion.

Sample Outline for Evaluation Plan

- I. Evaluation framework
 - A. What you are going to evaluate
 1. Program model (assumptions about target population, interventions, immediate outcomes, intermediate outcomes, and final outcomes)
 2. Program implementation objectives (stated in general and then measurable terms)
 - a. What you plan to do and how
 - b. Who will do it
 - c. Participant population and recruitment strategies
 3. Participant outcome objectives (stated in general and then measurable terms)
 4. Context for the evaluation
 - B. Questions to be addressed in the evaluation
 1. Are implementation objectives being attained? If not, why (that is, what barriers or problems have been encountered)? What kinds of things facilitated implementation?
 2. Are participant outcome objectives being attained? If not, why (that is, what barriers or problems have been encountered)? What kinds of things facilitated attainment of participant outcomes?
 - a. Do participant outcomes vary as a function of program features? (That is, which aspects of the program are most predictive of expected outcomes?)
 - b. Do participant outcomes vary as a function of characteristics of the participants or staff?
 - C. Timeframe for the evaluation
 1. When data collection will begin and end
 2. How and why timeframe was selected
- II. Evaluating implementation objectives - procedures and methods
- III. (question 1: Are implementation objectives being attained, and if not, why not?)
 - A. Objective 1 (state objective in measurable terms)
 1. Type of information needed to determine if objective 1 is being attained and to assess barriers and facilitators
 2. Sources of information (that is, where you plan to get the information including staff, participants, program documents). Be sure to include your plans for maintaining confidentiality of the information obtained during the evaluation
 3. How sources of information were selected
 4. Time frame for collecting information
 5. Methods for collecting the information (such as interviews, paper and pencil instruments, observations, records reviews)
 6. Methods for analyzing the information to determine whether the objective was attained (that is, tabulation of frequencies, assessment of relationships between or among variables)
 - B. Repeat this information for each implementation objective being assessed in the evaluation
- IV. Evaluating participant outcome objectives-procedures and methods (question 2: Are participant outcome objectives being attained and if not, why not?)
 - A. Evaluation design
 - B. Objective 1 (state outcome objective in measurable terms)
 1. Types of information needed to determine if objective 1 is being attained (that is, what evidence will you use to demonstrate the change?)
 2. Methods of collecting that information (for example, questionnaires, observations, surveys, interviews) and plans for pilot-testing information collection methods
 3. Sources of information (such as program staff, participants, agency staff, program managers, etc.) and sampling plan, if relevant
 4. Timeframe for collecting information

- 5. Methods for analyzing the information to determine whether the objective was attained (i.e., tabulation of frequencies, assessment of relationships between or among variables using statistical tests)
 - C. Repeat this information for each participant outcome objective being assessed in the evaluation
- V. Procedures for managing and monitoring the evaluation
 - A. Procedures for training staff to collect evaluation-related information
 - B. Procedures for conducting quality control checks of the information collection process.
 - C. Timelines for collecting, analyzing, and reporting information, including procedures for

Glossary

baseline data - Initial information on program participants or other program aspects collected prior to receipt of services or program intervention. Baseline data are often gathered through intake interviews and observations and are used later for comparing measures that determine changes in your participants, program, or environment.

bias - (refers to statistical bias). Inaccurate representation that produces systematic error in a research finding. Bias may result in overestimating or underestimating certain characteristics of the population. It may result from incomplete information or invalid collection methods and may be intentional or unintentional.

comparison group - Individuals whose characteristics (such as race/ethnicity, gender, and age) are similar to those of your program participants. These individuals may not receive any services, or they may receive a different set of services, activities, or products. In no instance do they receive the same service(s) as those you are evaluating. As part of the evaluation process, the experimental (or treatment) group and the comparison group are assessed to determine which type of services, activities, or products provided by your program produced the expected changes.

confidentiality - Since an evaluation may entail exchanging or gathering privileged or sensitive information about individuals, a written form that assures evaluation participants that information provided will not be openly disclosed nor associated with them by name is important. Such a form ensures that their privacy will be maintained.

consultant - An individual who provides expert or professional advice or services, often in a paid capacity.

control group - A group of individuals whose characteristics (such as race/ethnicity, gender, and age) are similar to those of your program participants, but do not receive the program (services, products, or activities) you are evaluating. Participants are randomly assigned to either the treatment (or program) group and the control group. A control group is used to assess the effect of your program on participants as compared to similar individuals not receiving the services, products, or activities you are evaluating. The same information is collected for people in the control group as in the experimental group.

cost-benefit analysis - A type of analysis that involves comparing the relative costs of operating a program (program expenses, staff salaries, etc.) to the benefits (gains to individuals or society) it generates. For example, a program to reduce cigarette smoking would focus on the difference between the dollars expended for converting smokers into nonsmokers with the dollar savings from reduced medical care for smoking related disease, days lost from work, and the like.

cost effectiveness analysis - A type of analysis that involves comparing the relative costs of operating a program with the extent to which the program met its goals and objectives. For example, a program to reduce cigarette smoking would estimate the dollars that had to be expended in order to convert each smoker into a nonsmoker.

cultural relevance - Demonstration that evaluation methods, procedures, and or instruments are appropriate for the culture(s) to which they are applied. (Other terms include cultural competency, cultural sensitivity).

culture - The shared values, traditions, norms, customs, arts, history, institutions, and experience of a group of people. The group may be identified by race, age, ethnicity, language, national origin, religion, or other social category or grouping.

data - Specific information or facts that are collected. A data item is usually a discrete or single measure. Examples of data items might include age, date of entry into program, or reading level. Sources of data may include case records, attendance records, referrals, assessments, interviews, and the like.

data analysis - The process of systematically applying statistical and logical techniques to describe, summarize, and compare data collected.

data collection instruments - Forms used to collect information for your evaluation. Forms may include interview instruments, intake forms, case logs, and attendance records. They may be developed specifically for your evaluation or modified from existing instruments. A professional evaluator can help select those that are most appropriate for your program.

data collection plan - A written document describing the specific procedures to be used to gather the evaluation information or data. The plan describes who collects the information, when and where it is collected, and how it is to be obtained.

database - An accumulation of information that has been systematically organized for easy access and analysis. Databases typically are computerized.

design - The overall plan and specification of the approach expected in a particular evaluation. The design describes how you plan to measure program components and how you plan to use the resulting measurements. A pre- and post-intervention design with or without a comparison or control group is the design needed to evaluate participant outcome objectives.

evaluation - A systematic method for collecting, analyzing, and using information to answer basic questions about your program. It helps to identify effective and ineffective services, practices, and approaches.

evaluator - An individual trained and experienced in designing and conducting an evaluation that uses tested and accepted research methodologies.

evaluation plan - A written document describing the overall approach or design you anticipate using to guide your evaluation. It includes what you plan to do, how you plan to do it, who will do it, when it will be done, and why the evaluation is being conducted. The evaluation plan serves as a guide for the evaluation.

evaluation team - The individuals, such as the outside evaluator, evaluation consultant, program manager, and program staff who participate in planning and conducting the evaluation. Team members assist in developing the evaluation design, developing data collection instruments, collecting data, analyzing data, and writing the report.

exit data - Information gathered after an individual leaves your program. Exit data are often compared to baseline data. For example, a Head Start program may complete a developmental assessment of children at the end of the program year to measure a child's developmental progress by comparing developmental status at the beginning and end of the program year.

experimental group - A group of individuals receiving the treatment or intervention being evaluated or studied. Experimental groups (also known as treatment groups) are usually compared to a control or comparison group.

focus group - A group of 7-10 people convened for the purpose of obtaining perceptions or opinions, suggesting ideas, or recommending actions. A focus group is a method of collecting data for evaluation purposes.

formative evaluation - A type of process evaluation of new programs or services that focuses on collecting data on program operations so that needed changes or modifications can be made to the program in its early stages. Formative evaluations are used to provide feedback to staff about the program components that are working and those that need to be changed.

immediate outcomes - The changes in program participants, knowledge, attitudes, and behavior that occur early in the course of the program. They may occur at certain program points, or at program completion. For example, acknowledging substance abuse problems is an immediate outcome.

impact evaluation - A type of outcome evaluation that focuses on the broad, longer-term impacts or results of a program. For example, an impact evaluation could show that a decrease in a community's overall infant mortality rate was the direct result of a program designed to provide early prenatal care.

in-kind service - Time or services donated to your program.

informed consent - A written agreement by program participants to voluntarily participate in an evaluation or study after having been advised of the purpose of the study, the type of information being collected, and how the information will be used.

instrument - A tool used to collect and organize information. Includes written instruments or measures, such as questionnaires, scales, and tests.

intermediate outcomes - Results or outcomes of a program or treatment that may require some time before they are realized. For example, part-time employment would be an intermediate outcome of a program designed to assist at-risk youth in becoming self-sufficient.

internal resources - An agency's or organization's resources including staff skills and experiences and any information you already have available through current program activities.

intervention - The specific services, activities, or products developed and implemented to change or improve program participants' knowledge, attitudes, behaviors, or awareness.

logic model - See the definition for program model.

management information system (MIS) - An information collection and analysis system, usually computerized, that facilitates access to program and participant information. It is usually designed and used for administrative purposes. The types of information typically included in an MIS are service delivery measures, such as session, contacts, or referrals; staff caseloads; client sociodemographic information; client status; and treatment outcomes. Many MIS can be adapted to meet evaluation requirements.

measurable terms - Specifying, through clear language, what it is you plan to do and how you plan to do it. Stating time periods for activities, "dosage" or frequency information (such as three 1-hour training sessions), and number of participants helps to make project activities measurable.

methodology - The way in which you find out information; a methodology describes how something will be (or was) done. The methodology includes the methods, procedures, and techniques used to collect and analyze information.

monitoring - The process of reviewing a program or activity to determine whether set standards or requirements are being met. Unlike evaluation, monitoring compares a program to an ideal or exact state.

objective - A specific statement that explains how a program goal will be accomplished. For example, an objective of the goal to improve adult literacy could be to provide tutoring to participants on a weekly basis for 6 months. An objective is stated so that changes, in this case, an increase in a specific type of knowledge, can be measured and analyzed. Objectives are written using measurable terms and are time-limited.

outcome - Outcomes are a result of the program, services, or products you provide and refer to changes in knowledge, attitude, or behavior in participants. They are referred to as participant outcomes in this manual.

outcome evaluation - Evaluation designed to assess the extent to which a program or intervention affects participants according to specific variables or data elements. These results are expected to be caused by program activities and tested by comparison of results across sample groups in the target population. Also known as impact and summative evaluation.

outcome objectives - The changes in knowledge, attitudes, awareness, or behavior that you expect to occur as a result of implementing your program component, service, or activity. Also known as participant outcome objectives.

outside evaluator - An evaluator not affiliated with your agency prior to the program evaluation. Also known as a third-party evaluator.

participant - An individual, family, agency, neighborhood, community, or State, receiving or participating in services provided by your program. Also known as a client or target population group.

pilot test - Preliminary test or study of your program or evaluation activities to try out procedures and make any needed changes or adjustments. For example, an agency may pilot test new data collection instruments that were developed for the evaluation.

posttest - A test or measurement taken after a service or intervention takes place. It is compared with the results of a pretest to show evidence of the effects or changes as a result of the service or intervention being evaluated.

pretest - A test or measurement taken before a service or intervention begins. It is compared with the results of a posttest to show evidence of the effects of the service or intervention being evaluated. A pretest can be used to obtain baseline data.

process evaluation - An evaluation that examines the extent to which a program is operating as intended by assessing ongoing program operations and whether the targeted population is being served. A process evaluation involves collecting data that describes program operations in detail, including the types and levels of services provided, the location of service delivery, staffing; sociodemographic characteristics of participants; the community in which services are provided, and the linkages with collaborating agencies. A process evaluation helps program staff identify needed interventions and/or change program components to improve service delivery. It is also called formative or implementation evaluation.

program implementation objectives - What you plan to do in your program, component, or service. For example, providing therapeutic child care for 15 children, giving them 2 hot meals per day, are referred to as program implementation objectives.

program model (or logic model) - A diagram showing the logic or rationale underlying your particular program. In other words, it is a picture of a program that shows what it is supposed to accomplish. A logic model describes the links between program objectives, program activities, and expected program outcomes.

qualitative data - Information that is difficult to measure, count, or express in numerical terms. For example, a participant's impression about the fairness of a program rule/requirement is qualitative data.

quantitative data - Information that can be expressed in numerical terms, counted or compared on a scale. For example, improvement in a child's reading level as measured by a reading test.

random assignment - The assignment of individuals in the pool of all potential participants to either the experimental (treatment) or control group in such a manner that their assignment to a group is determined entirely by chance.

reliability - Extent to which a measurement (such as an instrument or a data collection procedure) produces consistent results over repeated observations or administrations of the instrument under the same conditions

each time. It is also important that reliability be maintained across data collectors; this is called interrater reliability.

sample - A subset of participants selected from the total study population. Samples can be random (selected by chance, such as every 6th individual on a waiting list) or nonrandom (selected purposefully, such as all 2-year olds in a Head Start program).

standardized instruments - Assessments, inventories, questionnaires, or interviews, that have been tested with a large number of individuals and are designed to be administered to program participants in consistent manner. Results of tests with program participants can be compared to reported results of the tests used with other populations.

statistical procedures - The set of standards and rules based in statistical theory, by which one can describe and evaluate what has occurred.

statistical test - Type of statistical procedure, such as a t-test or Z-score, that is applied to data to determine whether your results are statistically significant (i.e., the outcome is not likely to have resulted by chance alone).

summative evaluation - A type of outcome evaluation that assesses the results or outcomes of a program. This type of evaluation is concerned with a program's overall effectiveness.

treatment group - Also called an experimental group, a treatment group is composed of a group of individuals receiving the services, products, or activities (interventions) that you are evaluating.

validity - The extent to which a measurement instrument or test accurately measures what it is supposed to measure. For example, a reading test is a valid measure of reading skills, but is not a valid measure of total language competency.

variables - Specific characteristics or attributes, such as behaviors, age, or test scores, that are expected to change or vary. For example, the level of adolescent drug use after being exposed to a drug prevention program is one variable that may be examined in an evaluation.

Tips and Tricks

Pagination: Have you ever tried to combine adobe .pdf, excel and word files into one document with continuous page numbers???(basically a nightmare!)

Here is one tip: Buy and use Adobe Acrobat (the free reader version won't work)

Here is how it works:

1. Take each section and turn it into a .pdf file.
2. Merge all of the sections, in order, into one .pdf file (this is done by just dragging and dropping pages).
3. Add page numbers to the whole thing. You then have ONE document that you can print or copy as many times as you need to.

A hint about page numbers: I always use this format (helpful if the reviewer gets pages mixed up with other applications)

Program Name (or Agency Name), Page ___ of ___



Writing and Formatting Tips

Active v. Passive

- Use “active” verbs most of the time
- Stay away from “passive” verbs

Active: the subject of the sentence performs the action... “We will make the goal.”

Passive: the subject of the sentence is acted upon... “The goal will be made by us.”

Using “Active” verbs is best, because...

- Active gets to the point and is easy to read
- Takes responsibility for the action
- Usually requires fewer words
- Conveys energy

Use the adjective instead of the noun. . . .

Valid	<i>instead of</i>	Validity
Imprecise		Impreciseness

Use the adverb instead of the noun. . . .

Apparently	<i>instead of</i>	Gives the appearance of
Consider		Give consideration to
Determine		Make a determination of

Other Tips

- Use short, simple words and sentences
- Short paragraphs are easier to follow
- When the draft is finished, go back and replace phrases with one word

Examples:

“at the present time” to “now”

“for the purpose of” to “for”

- Write with certainty
- Avoid language/phrasing that can lead to conjecture that is not in your favor
- Eliminate biased language
- Put the person first
 - “child with a developmental disability” NOT the “disabled child”
 - “persons with disabilities” NOT the “disabled”
- Avoid sexism
 - “workers” compensation” NOT “workman’s compensation”
 - “firefighters” not “firemen”
- List sources of all citations in the back of the document (Hint: refer to a style book)
- Spell out an acronym the first time it is used, then use initials without periods
- Never use “insider language” which is exclusive to the field of discipline
- Write as if you are explaining to “extra-terrestrials”
- Try not to write at the office. Interruptions cause you to lose you ideas, make mistakes, repeat yourself, forget your tone

American Psychological Association (APA) Style of Referencing/Citing Sources

Below is based on the *Publication Manual of the American Psychological Association, 5th ed.* (Washington D.C. American Psychological Association, 2001).

Please note:

- APA now uses **hanging indent formatting** in the reference list
- For In-Text **direct quotes**, add page numbers: e.g., (Komisar, 1991, p. 13)

Book (one author) Reference:

Komisar, L. (1991). *The new feminism*. New York: Franklin Watts.

In-Text: (Komisar, 1991)

Book (two to more authors) Reference:

Strunk, W., Jr. & White, E.B. (1979). *The elements of style* (3rd ed.). New York: Macmillan.

In-Text: (two authors): (Strunk & White, 1979)

In-Text (three or more authors): (Strunk, White, & Smith, 1979)

In-Text (subsequent references): (Strunk et al., 1979)

Encyclopedia Article Reference:

Warren, S.A. (1977). Mental retardation and environment. In *International encyclopedia of psychiatry, psychology, psychoanalysis, and neurology* (Vol. 7, pp. 202-207). New York: Aesculapius Publishers.

In-Text: (Warren, 1977)

Magazine Article (one author) Reference:

Kandel, E. R. (2000, November 10). Neuroscience: Breaking down scientific barriers to the study of brain and mind. *Science*, 290, 1113-1120.

In-Text: (Kandel, 2000)

Newspaper Article (no author) Reference:

Amazing Amazon region. (1989, January 12). *New York Times*, p. D11.

In-Text: ("Amazing Amazon Region," 1989)

Specific Internet Document Reference:

Electronic reference formats recommended by the American Psychological Association. (2000, October 12). Retrieved January 3, 2001 from <http://www.apa.org/journals/jwebref.html>

In-Text: (American Psychological Association [APA], 2000)

In-Text (subsequent references): (APA, 2000)

Proofreader's Marks

brought to you by PRW
(www.press-release-writing.com)

Insertions (Note: Put caret mark [^] in text to show where insertion should go.)

- insert period
- ∩ insert comma
- ∩; insert semicolon
- ∩: insert colon
- “ or ” insert quotation mark
- ‘ or ’ insert apostrophe or single quotation mark
- ? insert question mark
- ! insert exclamation mark
- ∩ or =/ insert hyphen
- or — en insert en dash
- or — em insert em dash
- ∩ slash insert slash
- (or) insert parenthesis
- [or] insert square bracket
- # insert space between words
- Insert 12A insert added text (more than 10 words or so) found on separate sheet. Put a caret in original text to show where insert goes; label insert by page no. (e.g., first insert on p. 12 is “12A”).

Deletions and Replacements

- ∩ delete the letter or word
- ∩ close up (delete unneeded space)
- ∩ delete and close up
- ∩ # delete and leave open
- sp spell out circled text (or, if it's already spelled out, don't spell it out)
- stet let stand: in text, all matter above dots

Type Size and Style

- lc lowercase letter
- cap CAPITAL LETTER
- clc LOWERCASE with initial capital
- rom set in roman (plain) type
- ital set in italic type
- bf set in boldface type
- bfital set in boldface italic type

Position of Copy

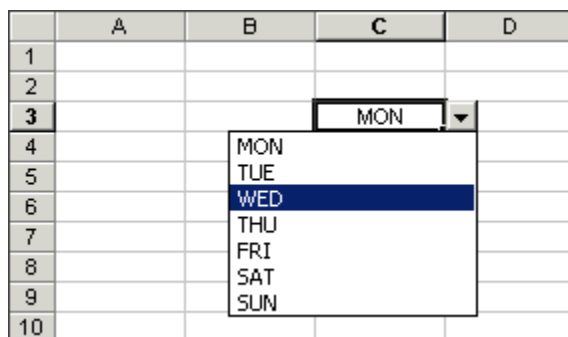
-] move right
- [move left
- ∩ move up
- ∩ move down
- ∩ center
- || even up lines vertically
- = even up lines horizontally
- # # Begin a new paragraph here or: Begin a new paragraph here
- run in or no # No paragraph here. Run in.
- ∩ or ∩ start next line here
- tr or N transpose: reorder marked (or letters) words
- # add a blank line (“line space”)

Carrie's Favorite Computer Tips

Microsoft Excel Tip: Adding a DropDown ListBox in a Cell

Excerpted www.beyondtechnology.com, from Rodney Powell, Microsoft MVP – Excel

A single cell (or even an entire column) can be given a data **validation** setting so that, when selected, a dropdown list appears with a finite list the possible entries for that range.



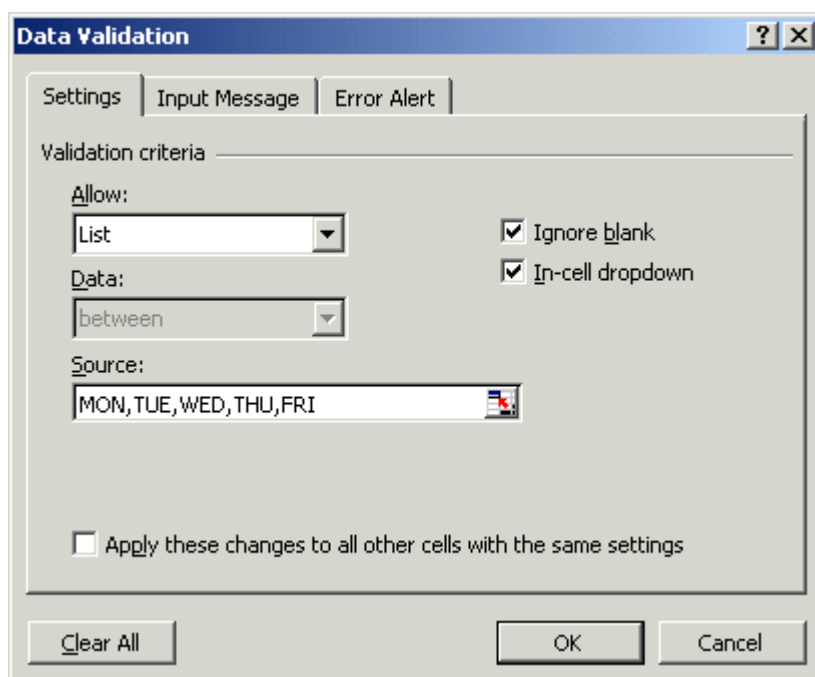
To create a dropdown list, restricting entries in a range to those values, follow these steps:

1. Select the range that is to contain the validation dropdown listbox. This may be either a single cell or a larger range, such as an entire column.
2. From the **Data** menu, choose **Validation**.
3. On the **Settings** tab, in the **Allow** dropdown list, select **List**.
4. The **Source** box can refer to a range of cells for its values, or it can contain them directly.

A Direct List :

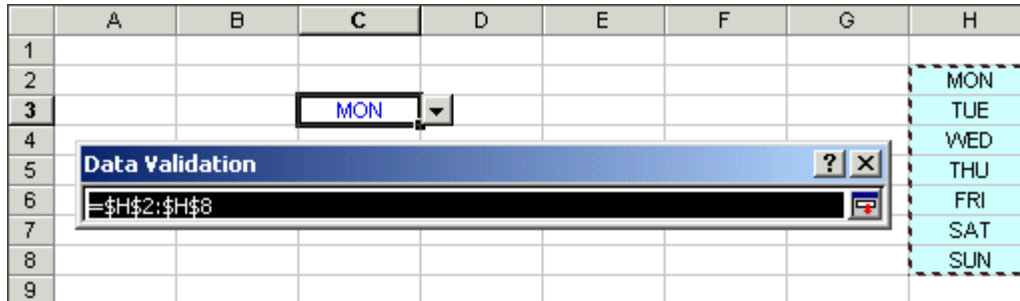
You may type the source list directly in the **Source** box.

In this example, the list is simply days of the week, separated by commas. Notice there are no quotes around the text.



A Referenced List

Click in the **Source** box, and then either type a range reference manually [preceded by an = (*equals*) sign] or use the mouse to select a range on the same worksheet that has the source list of possible entries.



If a user tries to manually enter anything other than these values, a stop message appears and will not allow the cell to keep the invalid entry. The only options for the user will be to **Retry** or **Cancel**.

Good Web Pages to find Microsoft Office Tips (for Word, Access, Excel, Outlook and Frontpage)

<http://www.fgcu.edu/support/office2000/>

Keyboard Shortcuts in Microsoft Excel

Note: A plus sign indicates that the keys need to be pressed at the same time.

Action	Keystroke
--------	-----------

Document actions	
Open a file	CTRL+O
New file	CTRL+N
Save As	F12
Save	CTRL+S
Print	CTRL+P
Find	CTRL+F
Replace	CTRL+H
Go to	F5

Cursor Movement	
One cell up	up arrow
One cell down	down arrow
One cell right	Tab
One cell left	SHIFT+Tab
Top of worksheet (cell A1)	CTRL+Home
End of worksheet (last cell with data)	CTRL+End
End of row	Home
End of column	CTRL+left arrow
Move to next worksheet	CTRL+PageDown

Formulas	
Apply AutoSum	ALT+=
Current date	CTRL+;
Current time	CTRL+:
Spelling	F7
Help	F1
Macros	ALT+F8

Action	Keystroke
--------	-----------

Selecting Cells	
All cells left of current cell	SHIFT+left arrow
All cells right of current cell	SHIFT+right arrow
Entire column	CTRL+Spacebar
Entire row	SHIFT+Spacebar
Entire worksheet	CTRL+A

Text Style	
Bold	CTRL+B
Italics	CTRL+I
Underline	CTRL+U
Strikethrough	CTRL+5

Formatting	
Edit active cell	F2
Format as currency with 2 decimal places	SHIFT+CTRL+\$
Format as percent with no decimal places	SHIFT+CTRL+%
Cut	CTRL+X
Copy	CTRL+C
Paste	CTRL+V
Undo	CTRL+Z
Redo	CTRL+Y
Format cells dialog box	CTRL+1

Keyboard Shortcuts in Microsoft Word

Note: A plus sign indicates that the keys need to be pressed at the same time.

Action	Keystroke
--------	-----------

Document actions	
Open a file	CTRL+O
New file	CTRL+N
Close a file	CTRL+W
Save As	F12
Save	CTRL+S or SHIFT+F12
Print Preview	CTRL+F2
Print	CTRL+P
Show/Hide paragraph symbols	CTRL+*
Spelling and grammar	F7
Help	F1
Find	CTRL+F
Replace	CTRL+H
Go To	CTRL+G

Cursor movement	
Select all - entire document	CTRL+A
Select from cursor to beginning of line	SHIFT+Home
Select from cursor to end of line	SHIFT+END
Go to beginning of line	HOME
Go to end of line	END
Go to beginning of document	CTRL+Home
Go to end of document	CTRL+End

Formatting	
Cut	CTRL+X
Copy	CTRL+C
Paste	CTRL+V
Undo	CTRL+Z
Redo	CTRL+Y
Left alignment	CTRL+L
Center alignment	CTRL+E
Right alignment	CTRL+R
Justified	CTRL+J
Apply bulleted list	CTRL+SHIFT+L
Indent	CTRL+M
Page break	CTRL+Enter

Action	Keystroke
--------	-----------

Text Style	
Font face	CTRL+SHIFT+F
Font size	CTRL+SHIFT+P
Bold	CTRL+B
Italics	CTRL+I
Underline	CTRL+U
Double underline	CTRL+SHIFT+D
Word underline	CTRL+SHIFT+W
All caps	CTRL+SHIFT+A
Change case	SHIFT+F3
Subscript	CTRL+=
Superscript	CTRL+SHIFT+=
Make web hyperlink	CTRL+K

Tables	
Go to next cell	Tab
Go to previous cell	SHIFT+Tab
Go to beginning of column	ALT+PageUp
Highlight to beginning of column	ALT+SHIFT+PageUp
Go to end of column	ALT+PageDown
Highlight to end of column	ALT+SHIFT+PageDown
Go to beginning of row	ALT+Home
Highlight to beginning of row	ALT+SHIFT+Home
Go to end of row	ALT+End
Highlight to end of row	ALT+SHIFT+End
Column break	CTRL+SHIFT+Enter

Miscellaneous	
Copyright symbol - ©	ALT+CTRL+C
Date field	ALT+SHIFT+D
Go to footnotes	ALT+CTRL+F
Show/Hide ¶	CTRL+SHIFT+8
Thesaurus	SHIFT+F7

A.C.R.O.N.Y.M.'s

A Must Have List of Commonly Used Acronyms for All Grant Professionals!

ADA: Americans with Disabilities Act	IT: Information Technology
APR: Annual Progress Report	LCAT – Latino Council on Alcohol and Tobacco
ATOD: Alcohol, Tobacco and Other Drugs	LOCCS: Line of Credit Control System
BID: Business Improvement District	MADD – Mothers Against Drunk Drivers
CADCA – Community Anti-Drug Coalitions of America	MIS: Management Information Systems
CAPT – Centers for the Application of Prev. Technologies	MOA: Memorandum of Agreement
CASA – Center on Addiction and Substance Abuse	MOU: Memorandum of Understanding
CBD: Central Business District	MSA: Metropolitan Statistical Area
CBO: Community Based Organization	NFP – not for profit
CDBG: Community Development Block Grant	NGO: Non: Governmental Organization
CDC – Centers for Disease Control and Prevention	NHTSA – Nat'l Highway Traffic Safety Administration
CDC: Center for Disease Control	NIAAA – Nat'l Institute on Alcohol Abuse and
CEO: Chief Executive Officer	NIDA – National Institute on Drug Abuse
CFDA: Catalog of Federal Domestic Assistance	NIH – Nat'l Institutes of Health (an agency of DHHS)
CFO: Chief Financial Officer	NPN – Nat'l Prevention Network
CFR: Code of Federal Regulations	NPO: Nonprofit Organization
COA – Children of Alcoholics	NSF: National Science Foundation
CoC: Continuum of Care	OAG: Office of the Attorney General
CRA: Community Reinvestment Act	OJJDP – Office of Juvenile Justice & Delinquency Prevention
CSAP – Center for Substance Abuse Prevention	OJP – Office of Justice Programs
CSAT – Center for Substance Abuse	OMB: Office of Management and Budget
DARE – Drug Abuse Resistance Education	OMH – Office of Minority Health
DCF – Department of Children and Families	ONDPCP – Office of Nat'l Drug Control Policy
DEA – Drug Enforcement Agency	OSHA: Occupational Health and Safety Administration
DHHS – U.S. Department of Health and Human Services	PAPRS: Phone Activated Paperless Request System
DJJ: Department of Juvenile Justice	PDFA – Partnership for a Drug: Free America
DOC: Department of Corrections	PHA: Public Housing Authority
DoEd (or DOE): Department of Education	PIP – Partners in Prevention
DUI – Driving Under the Influence	PIRE – Pacific Institute for Research and Evaluation
DWI – Driving While Intoxicated	PRIDE – Parents' Resource Institute for Drug Education, Inc.
EDGAR – Education Department General Administrative Regs	PUD: Planned Unit Development
EIS: Environmental Impact Statement	RFP – Request for Proposals
EOG: Executive Office of the Governor	RFQ: Request for Qualifications
EPA: Environmental Protection Agency	RPC – Regional Planning Council
ERF – Early Reading First	RWJ – The Robert Wood Johnson Foundation
ESE – Exceptional Student Education	SA – Substance Abuse
ESGP: Emergency Shelter Grant Program	SADD – Students Against Drunk Driving
Fannie Mae: Federal National Mortgage Association	Sallie Mae: Student Loan Marketing Association
FDA – Food and Drug Administration	SAMHSA – Substance Abuse & Mental Health Serv. Admin.
FEIN: Federal Employer Identification Number	SBA: Small Business Administration
FEMA: Federal Emergency Management Act	SBRR – Scientifically Based Reading Research
FF&E: Furniture, Fixtures and Equipment	SHP: Supportive Housing Program
FHA: Federal Housing Administration	SIG – State Incentive Grants/Grantees
FOI: Freedom of Information	SNAP: Special Needs Assistance Program
FPRA – Florida Public Relations Association	SRO: Single Room Occupancy
Freddie Mac: Federal Home Loan Mortgage Corporation	TANF: Temporary Assistance to Needy Families
FY: Fiscal Year	TEAM – Techniques of Effective Alcohol Management
GAAP: Generally Accepted Accounting Principals	TIF: Tax Increment Financing
GFA – Guidance For Application (grants)	VA: Veterans Administration
GIS: Geographic Information System	VAWO: Violence Against Women Office
GMS: Grant Management System	VOCA: Victim of Crime Act
HMIS: Homeless Management Information System	YTD: Year to Date
HUD: U.S. Department of Housing and Urban Development	

Can't find what you are looking for????

Check out www.acronymfinder.com . . . just type in your acronym & it gives you tons of options!

7 Questions Most Funders Want Answered in the Proposal

1. What are you selling and does it match what we are buying?
2. What problem are you alleviating and why should we care?
3. Why did you choose this approach?
4. Who will operate this project?
5. What is the cost of your product or service?
6. How will you maintain quality control?
7. How will you keep the project going when our funding is over?

14 Most Commonly Cited Weaknesses in a Proposal

1. Problem addressed is not one that interests the funder
2. Reviewer cannot locate information to score
3. Proposal has missing or barely answered sections (not enough detail)
4. Budget is not substantiated by the narrative; line items are not sufficiently explained
5. Budget and objectives (deliverables) are mismatched
6. Objectives are not measurable
7. Problem statement is:
 - > not limited to what can be addressed
 - > not adequately defined
 - > not described in local terms
 - > not documented with verifiable data
 - > not explained in an understandable context
8. Objectives do not match problem statement(s)
9. Methods do not match objectives
10. Timelines run continuously throughout the project period or are unrealistic
11. Staff responsibilities are not explained
12. Time commitment is not provided or, if so, is less than desirable
13. Evaluation does not include formative, is summative only
14. Evaluation lacks indicators or a detailed implementation plan

5 Final Suggestions to Help You Be Successful

1. Have friends and co-workers score your draft ruthlessly
2. Make certain that points speaking to a scoring criterion are included in a scored section'
3. Funded or not, obtain feedback, or, better, a debriefing
4. Submit a neat, but not too expensive-looking proposal
5. Convey your passion for helping the People, solving the Problem, implementing the Project

Top 10 Mistakes—Two Lists

- Requests that don't match the guidelines (63 percent called this a pet peeve). "Write as if you have read our guidelines but without parroting what we said."
- Does not follow logical order. Some 50 percent see this "moderately often to frequently." All see it at least occasionally.
- Does not show the need. A strong statement of need is critical for 98 percent of respondents.
- Uses too many statistics. Use only the most compelling numbers and use local statistics for local programs.
- Relies too heavily on client stories and testimonials. Fewer than half the respondents recommend using this device. It works better with smaller foundations.
- Uses poor objectives or evaluation. "You need to show progress toward your goals and objectives. Measure outcomes, not just outputs."
- Includes a poor budget. Pet peeves: large, unexplained budget line items, inconsistent with narrative, numbers don't add up.
- Is this written "by committee"? They can usually tell.
- Uses overblown, florid language. Some 62 percent of respondents complained of this problem.
- Uses vague, abstract language. Some 78 percent of respondents complained of academic/abstract/vague/pontificating language.

-
1. "The organization does not meet our priorities."
Research thoroughly before applying.
 2. "The organization is not located in our geographic area of funding."
Get the guidelines before applying, or at least check GrantSeeker.com or your grants guide.
 3. "The proposal does not follow our prescribed format."
Read the application information very carefully and follow it exactly.
 4. "The proposal is poorly written and difficult to understand."
Have friends and experienced people critique the grant before you submit it.
 5. "The proposed budget/grant request is not within our funding range."
Look at average size of grants of the funder.
 6. "We don't know these people. Are they credible?"
Set up an interview before submitting the proposal and have board members and other funded organizations help you establish a relationship and give you credibility.
 7. "The proposal doesn't seem urgent. I'm not sure it'll have an impact."
Study the priorities and have a skilled writer do this section to make it "grab" the funder. Your aim is to sound urgent, but not in crisis.
 8. "The objectives and plan of action of the project greatly exceed the budget and timelines for implementation."
Be realistic about the programs and budgets. Only promise what can realistically be delivered for the amount requested.
 9. "We've allocated all the money for this grant cycle."
Don't take this personally. It is a fact of life. Try the next grant cycle. Next time, submit at least a month before the deadline to give ample opportunity for questions and a site visit.
 10. "There is not enough evidence that the program will become self-sufficient and sustain itself after the grant is completed."
Add a section to the proposal on your plans for self-sufficiency and develop a long-term strategy.

Guidelines

Successful grant-writing involves solid advance planning and preparation. It takes time to coordinate your planning and research, organize, write and package your proposal, submit your proposal to the funder, and follow-up.

Preparation (planning and research) is vital to the grant-writing process. Solid preliminary work will simplify the writing stage. A well-written proposal follows the basic steps outlined below.

Organize your proposal, pay attention to detail and specifications, use concise, persuasive writing, and request reasonable funding. Make sure the grantmaker's goals and objectives match your grantseeking purposes.

Clearly understand the grantmaker's guidelines before you write your proposal. Always follow the exact specifications of the grantmakers in their applications, Requests for Proposals (RFPs) and guidelines.

Use these basic steps to guide you:

1. Prove that you have a significant need or problem in your proposal.
2. Deliver an answer to the need, or solution to the problem, based on experience, ability, logic, and imagination throughout your proposal.
3. Reflect planning, research and vision throughout your proposal.
4. Research grantmakers, including funding purposes and priorities, and applicant eligibility.
5. Determine whether the grantmakers' goals and objectives match your grantseeking purposes.
6. Target your proposal to grantmakers appropriate to your field and project, but do not limit your funding request to one source.
7. Contact the grantmaker, before you write your proposal, to be sure you clearly understand the grantmaker's guidelines.
8. Present your proposal in the appropriate and complete format, and include all required attachments.
9. State clearly and concisely your organization's needs and objectives. Write well; use proper grammar and correct spelling. Prepare an interesting, unique proposal.
10. Always cover the following important criteria: project purpose, feasibility, community need, funds needed, applicant accountability and competence.
11. Answer these questions: Who are you? How do you qualify? What do you want? What problem will you address and how? Who will benefit and how? What specific objectives will you accomplish and how? How will you measure your results? How does your funding request comply with the grantmaker's purpose, goals and objectives?
12. Demonstrate project logic and outcome, impact of funds, and community support.
13. Always follow the exact specifications of the grantmakers in their applications, Requests for Proposals (RFPs) and guidelines.
14. Contact the grantmaker about the status, evaluation, and outcome of your proposal, after it is submitted. Request feedback about your proposal's strengths and weaknesses.

Preliminary Proposal

Many grantmakers permit grant applications by invitation only, and require potential grant recipients to submit preliminary proposals in the form of inquiry letters in order to be invited to submit a [Full Proposal](#).

Inquiry letters are designed to convince the grantmaker to consider your request. They provide you the opportunity to give the grantmaker a snapshot of your proposed project/program. Be sure to establish a connection between your proposal's goals and the grantmaker's priorities, and focus on detail, clarity, and conciseness, while conveying the impact your proposal will make on the need or problem you are addressing.

Your [Inquiry Letter](#) should condense all of the key information into the following main elements:

1. Organization Overview/Purpose
2. State Reason for and Amount of Funding Request
3. Describe Needs or Problem (including target population, statistics, examples)
4. Describe Project or Program
5. List other Project Funders (prospective and committed)
6. Request Funding Application

Typical inquiry letters, usually a maximum of 2-3 pages, include the following components:

COVERSHEET: Organization Name, Address, City, State:, Zip Code, Country, Contact Name, Title, Telephone, Fax, E-mail Address

INTRODUCTION:

- The mission of your organization (one paragraph)
- The purpose of your request (one paragraph)
- How your request fits the grantmaker's funding priorities (one sentence)
- Total annual general operating budget
- Fiscal Year
- Total proposed project/program budget (if other than general support)
- Grant amount being requested
- Matching funds committed from other funding sources
- Proposed grant project/program time frame (beginning and ending dates)
- Tax exempt status

NARRATIVE (maximum of 1/2 page)

A concise narrative or a synopsis of the proposed project/program, that generally covers the following:

- The purpose of the request (project or program)
- The problem or need being addressed, and how you will address the identified problem or need
- The population or community served by your organization
- How your project or program will promote long-term change

FINANCIAL INFORMATION

For project or program finding requests, you will usually need to submit both a project/program budget and a general operating budget. However, for general support requests, you will usually only need to submit a general operating budget.

Inquiry Letter

Generally, inquiry letters are no more than 2 or 3 pages, typed on letterhead, signed by CEO/Board Chair. Always follow the exact guidelines specified by grantmakers.

This is sample inquiry letter.

April 1, 200X

Mr. Grantmaker CEO Community Help Foundation 100 Main Street Any-City, Any-State, USA

Re: Letter of Inquiry

Dear Mr. Maker:

Thank you for our recent meeting at the Community-Based Organization Conference where you were kind enough to visit with our staff and take the time to learn about our mission and current projects. We thoroughly enjoyed your visit with us, and sincerely appreciate your thoughtful attention to Neighborhood Improvement Association, Inc. (NIA)

Your interest in NIA is a significant acknowledgment of our successful track record of delivering superior community improvement projects for nearly 15 years.

We are aware that the Community Help Foundation distributes a number of grants for community improvement and development purposes. We wish to apply for one of the Foundation's grants.

NIA has enjoyed a significant growth within the last ten years. Last year, NIA launched five new programs, including a community day care center, computer training center, substance abuse program, and an alternative learning program for high school drop-outs. We delivered a total of \$15 million in community improvement projects in one year alone; an outstanding record of achievement. Our staff has doubled in an effort to effectively administer our new programs as well as keep pace with our organization's growing administrative responsibilities.

I am pleased to write to you about a project that I believe will be of interest to the Foundation. The NIA is seeking \$550,000 over three years to expand its very successful Tech Ed (Technical Education) program to provide aggressive, hands-on computer training and alternative education programs in our inner-city neighborhoods.

Tech Ed is a highly effective five-year-old academic enrichment program for inner-city junior high and high school students. Formed through a partnership between NIA, the local college and the city's school district, the program currently has a total enrollment of 500 students, and is funded by the school district and matching HUD CD funds which are administered by the city.

The newly expanded PUTER (People Using Tech Ed Resources) outreach program will, utilizing the resources and leadership of Tech Ed students, bring computer skills and knowledge to high school drop-outs, underskilled and unemployed adults, single parents, and other community members lacking the adequate computer skills and educational resources needed to secure and maintain skilled jobs with which to support themselves and their families.

We are seeking support from the Foundation to enable us to develop a pilot PUTER program and demonstrate its soundness and effectiveness to the Tech Ed funders, the city, community development agencies, and local private funding sources for future funding of the long-term program.

We ask for your partnership because of the Foundation's demonstrated interest in alternative education and youth leadership development, especially for those from the underrepresented minority communities.

We critically need funds to launch this sorely needed computer training program, fund the equipment, software, and the resources of two teachers to oversee and assist the volunteer student educators. These equipment and support resources will constructively assist the 2,500 undereducated minority residents to be served by our new community service program. The ethnic composition is approximately 49% Hispanic, 39% African-American, 9% Asian-American, and 2% Other.

NIA has already raised an initial investment of more than \$50,000 in absolutely necessary computer equipment toward a computer systems, training and services budget of more than \$1 million. We have worked hard to bridge the gap and anticipate receiving grants and donations totaling \$300,000 from private sector sources, banks, foundations and private donors.

Despite our general fundraising efforts, our program budget is far from balanced. Cuts in government financing continue, with more expected, especially those affecting our clients with incomes below poverty level.

Undaunted, NIA is an organization committed to excellence, with a clear vision and a passion for delivering outstanding results. We ask you to work with us to capitalize on our growth and these strengths.

Over the years the Foundation has proven the effectiveness of youth leadership development and community-based programs. The Foundation has helped to demonstrate that community outreach programs which are developed and managed by a community for a community make a striking impact. With the partnership of the Foundation, our young Tech Ed leaders will bring vital alternative education and critically-need training skills to their neighbors, family members and peers, and, in so doing, will effect positive change in their own communities.

Tech Ed student teachers will serve as a model outreach volunteer corps and for our inner-city neighborhoods throughout the country. The Tech Ed program has attracted national attention as an innovative prototype for academic enrichment, and has been replicated in at least four major cities already.

The challenge at this stage is to seize the opportunity, to take the risk, to realize an innovative, new, rewarding and productive future. With the strength which has made NIA and the Tech Ed program what it is today, the choice is an easy one -- help our community meet the challenges of the 21st Century.

The need for effective computer training and education cannot be overstated. The technical training requirements of our community are overwhelming and mirror the needs of most other inner-city populations. The PUTER program is ready to be launched as a national model for all inner city community organizations everywhere for building a future, uplifting individuals, creating self-sufficiency.

Thank you for your support and assistance to NIA, and the community residents it serves. We look forward to your consideration of our request and the opportunity to submit a formal proposal for your review. We will be pleased to submit additional information at your request. Please do not hesitate to contact me at *(telephone number)*.

Sincerely,

Dolly Do-Good Executive Director

Attachments: audited financial statement for the fiscal year ending December 31, 200X, IRS 501(c)(3) designation, and 200X annual report.

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Full Proposal

There are different forms and formats for full funding proposals. Every funder has different guidelines and priorities, deadlines and timetables. Some funders accept a Common Application Form (CAF), a single proposal accepted by a number of grantmakers to help grantseekers save time and streamline the grant application process.

Always follow the exact specifications of the grantmakers in their grant applications, Requests for Proposals (RFPs) and guidelines. Full Proposals are generally a maximum of 15 pages (single-spaced) and include a [Cover Letter](#), [Cover Sheet](#), Narrative, [Budget](#), Qualifications, Conclusion and Appendices, as follows (See [Components](#)):

- Cover Sheet - a case statement and proposal summary;
- Needs Assessment - a concise demonstration of the specific situation, opportunity, problem, issue, need, and the community your proposal addresses;
- Program Goals and Objectives - a succinct description of the proposed project/program's outcome and accomplishments in measurable terms, and how it matches the funder's interests;
- Methodology - a rational, direct, chronological description of the proposed project and the process used to achieve the outcome and accomplishments;
- Evaluation - the plan for meeting performance and producing the program/project;
- Budget/Funding Requirements - a realistic budget with a detailed explanation of the funding request, committed matching funds, evidence of sound fiscal management, and long term funding plan;
- Qualifications - your organization's background, its funding history, board involvement and staff qualifications, and its capacity to carry out your proposal;
- Conclusion - a brief, concise summary of your proposal;
- Appendices - additional attachments required by the funder, such as proof of tax-exempt status, organizational and financial documents, staff/board lists, support/commitment letters.

Present your full proposal neatly, professionally, and in an organized package. Type and single-space all proposals. Write, organize and present your proposal in the order listed in the application and guidelines. Only include the information and materials specifically requested by the grantmaker. The proposal is judged on content and presentation, not weight. (See [Guidelines](#)).

Unless required, do not include an index or table of contents, or bind the proposal, and be sure to sign it and submit the number of copies requested by the grantmaker.

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Components

In general, the cover letter is followed by the cover sheet, the narrative, budget, qualifications of your organization, conclusion and appendices, as follows:

1. [Cover Letter](#) (Overview of funding request)
2. [Cover Sheet](#) (Executive summary)
3. Narrative:
 - [Needs Assessment](#)
 - [Goals and Objectives](#)
 - [Methodology](#)
 - [Evaluation](#)
4. [Budget](#) (Administrative & program costs)
5. [Qualifications](#) (Applicant credibility)
6. [Conclusion](#) (Summary)
7. [Appendices](#) (Support materials)

In addition, grantmakers sometimes require a narrative of budget items, long-term funding sources, and an empirical analysis..

1) Cover Letter (one page)

Provide a clear, concise overview of the organization, purpose and reason for and amount of the funding request. Be sure to show how your proposal furthers the grantmaker's mission, goals and matches the funder's grant application guidelines. Cover Letters should be typed on letterhead. (See sample [Cover Letter](#))

2) Cover Sheet (1/2 page)

Also called an executive summary, this case statement and proposal summary is the most important component of your proposal. Summarize all of the key information and convince the grantmaker to consider your proposal for funding. Introduce your proposal, present a clear, concise summary of, and the visual framework for, the proposed project/program, and include: Applicant contact information, purpose of the funding request, need/problem, objectives, methods, total project cost, amount requested. (See sample [Cover Sheet](#))

3) Narrative (10-15 Pages)

a) Needs Assessment (Problem Statement) (3-4 Pages)

Objectively address specific situation, opportunity, problem, issue, need, and the community your proposal addresses. Support your statement with qualified third-party research/evidence to justify the need or problem. Clearly, concisely demonstrate that a relevant, compelling problem or need exists, and include the following:

1. Description of target population.
2. Definition of community problem to be addressed and service area need.

b) Program Goals and Objectives (1 - 2 pages)

Describe the outcome of the grant in measurable terms, in a succinct description of the proposed project outcome and accomplishments, including your overall goal(s); specific objectives or ways in which you will meet the goal(s). Program Goals and Objectives should include:

1. Minimum of one goal for each problem or need in the problem or statement.
2. Description of the benefiting population.
3. Performance - the action which occurs within a specific time frame

- at an expected proficiency.
4. Process - the method by which the action will occur.
 5. Product - the tangible results from the action's performance and process.

c) Methodology (4 + Pages)

Describe the process to be used to achieve the outcome and accomplishments, in a rational, direct, chronological description of the proposed project; actions that will accomplish your objectives; impact of your proposed activities, how they will benefit the community and who will carry out the activities; time frame for your project/program; long-term strategies for maintaining the on-going project/program. Methodology should include:

1. Restatement of problems and objectives.
2. Clear description and explanation of program/project scope and activities.
3. Sequence of activities, staffing, clients and client selection.
4. Time line of activities.

d) Evaluation (1 - 2 Pages)

Determine the plan for meeting performance and producing the program/project and justify how you will measure the effectiveness of your activities, who will be involved in evaluating and how they will be used; your measured criteria to produce a successful project/program; the expected outcome/achievement at the end of funding period. Evaluations should include:

1. Plan for evaluating accomplishment of objectives.
2. Plan for modifying process and methodology.
3. Provide methods - criteria, data, instruments, analysis.

4) Budget

Clearly delineate costs to be met by the funder and all other funding sources; outline both administrative and program costs.

For specific projects, include separate budgets for the general operating and the special project. Show income and expenses in columnar form (according to general accounting/bookkeeping principles).

Delineate personnel costs for salary and fringe benefit information, and other-than-personal-services (OTPS) expenses for facility operating (rent/mortgage, utilities, maintenance, taxes), and travel, postage, equipment costs, supplies, and insurance, etc.

List actual committed and pending sources of income only. Include fees for service, government funds, corporate/private grants, individual donations, etc.

Prepare a detailed budget consistent with the proposal narrative (See sample [Budget](#)):

1. Include project costs to be incurred at the time of the program's implementation.
2. Include no miscellaneous or contingency categories, include all items requested for funding, and all items to be paid by other sources, consultants.
3. Detail fringe benefits separately from salaries, detail all OTPS costs.
4. List separately all donated services, including volunteers, indirect costs where appropriate.
5. Sufficiently justify performance of the tasks described in the narrative.

5) Qualifications (1-2 pages)

Describe applicant, qualifications for funding and establish credibility. Demonstrate the means and methodology to solve the problem, or meet the need, within 12-15 months, and include the following:

1. Organization identity and purpose, constituents and service area. Brief summary of

- organization history, mission and goals.
2. Brief description of organization current programs, activities, service statistics, and strengths/accomplishments. Long-range goals and current programs/projects and activities.
 3. Evidence and support (including qualified third-party statistics) of accomplishments.
 4. Number of board members, full time paid staff, part-time paid staff, and volunteers. Evidence of Board involvement, activity and key staff members qualifications and administrative competence.

6) Conclusion (1/2 page)

Present a brief, concise summary of your proposal that states your case, problem, solution and sources/uses of project/program funds.

7) Appendices

Additional attachments are usually required at the funder's discretion. Typical appendices generally include:

1. Verification of tax-exempt status (IRS determination letter).
2. Certificate of Incorporation and By-Laws.
3. Listing of officers and Board of Directors.
4. Financial statements for last completed fiscal year (audited, preferred).
5. Current general operating budget and special project budget (if applicable).
6. List of clients served (if appropriate).
7. List of other current funding sources and uses.
8. Biographies of key personnel or resumes (only if requested).
9. Support letters or endorsements (limited number).
10. Commitment letters from project/program consultants or subcontractors (if applicable).
11. Diagrams for equipment or schematics for building requests (if applicable).

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