GRANT WRITING USA

PARTICIPANT GUIDE

Grant Writing USA

Grant Writing 2013

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Statement of Introduction

CH1

People fund people, not the community need. The need is always there and will be funded. Why give the money to you?

Without credibility your agency gets nowhere with anyone – especially if you're asking them for money. So how do you develop credibility with grant makers? With a powerful, succinct, credibility-building statement of introduction and you may be surprised how much credibility your agency has!

Prospective funders should be identified and then approached because of their stated interest in your type of organization and the issues you seek to address.

Use the introduction to reinforce the connection you see between your interests and those of the funding source. Point out that you did this homework and your credibility is instantly established.

What are some other introductory statements you can make about your organization that will develop credibility with the donor?

- How you got started, your purpose, and yours goals are great places to start. Believe it or not, there are loads of agencies in this world whose only purpose is to survive today and their only goal is to make payroll next week. If you have a sense of your organization's history, know why it exists and where it is going, you are definitely ahead of the masses.

- Continuing with your introduction, tell the reader how long you've been around, how you've grown and the breadth of your financial support.

- Mention any unique aspects of your agency, such as "we were the first organization of our kind in the state" or, tell the funder why you're unique in a world already crowded with seemingly similar programs.

- Mention some of your most significant accomplishments as an organization or if you are a new organization, some of the significant accomplishments of your board or staff in their previous roles.

When we talk about building "your" credibility, we're not talking about you personally – we're talking about your agency.

- If you have any, be sure to touch on the successes your agency has enjoyed with related projects. Is what you're proposing a logical extension of your past experience? Let's hope so!

- If applicable, briefly discuss other financial or collaborative support you've received from donors, organizations and individuals.

- Collect as many letters of endorsement as you can and, if appropriate and *allowed by the RFP*, include a few of them with your grant request as part of your request's appendix section.

- If your organization publishes an annual report, consider including it with your proposal. Local affiliates can leverage off their national parent organization's annual report. Local programs modeled after national ones can, too.

Build a credibility file. You will use it as the basis for introductions in future proposals. Include statements made by important figures in your field, community leaders or elected officials that endorse your kind of program even if they do not mention your agency. Then collect anything favorable that's ever been said, written or broadcast about your agency including newspaper clippings, audio tapes from radio, video tapes from TV, letters of support, letters of thanks.

Once you've assembled your file, categorize all quotes, then rank them. Use the best of the best for your introduction, strategically choosing quotes based on the targeted funder's profile.

Be creative! For example, by including a Presidential Commission's statement that the type of program you propose has the most potential of solving the problems with which you deal, you can borrow credibility from those who made the statement.

The credibility you establish in your introduction may be more important than the rest of your proposal. It may be the only part that gets read.

Be brief. Be specific. Avoid jargon. Keep it simple. Know your own reputation and don't be misled by what you think other people think about you.

Chronicle of Philanthropy

http://philanthropy.com/jobs/2003/05/01/20030523-378096.htm

IN THE TRENCHES

Grant Makers Reveal the Most Common Reasons Grant Proposals Get Rejected

By Marilyn Dickey

Eighty percent of the grant applications that cross Debbie Rey's desk are immediately rejected. Ms. Rey supervises the central proposals-processing office at the W.K. Kellogg Foundation, in Battle Creek, Mich., where the bulk of the proposals to the foundation are first vetted.

The reason so many don't pass muster: The applicants didn't do their legwork. They may have glanced at the grant maker's Web site, she says, but they didn't dig deeper to learn Kellogg's specific grant-making priorities. "A lot of people, when they're doing research, read the philosophy statement, but they don't go into the detail, into the different departments to see what initiatives we have going on," she says.

Some charities take a blanket approach, sending out a proposal to as many grant makers as they can, on the theory that one is bound to click, says Jim Durkan, president of the Community Memorial Foundation, in Hinsdale, Ill. "They don't spend the time upfront to really research and see if there's a match," he says. "I always say that the time they spend researching will be returned tenfold."

Example: Introduction

Emergency Services, the bimonthly publication of the Federal Emergency Management Agency, calls the California Office of Emergency Services, "the most efficient agency of its kind in the country." Strong evidence of this is a 43 percent decrease in statewide emergency response times from 70 minutes to less than 40 minutes over the past 18 months. During its 45 years of community service, the California OES has grown from a volunteer force of 200 to a national model of high critical acclaim. President George Bush recently described the California OES as "a virtuoso first responder operation."

See page 41 for a guide to building your own credibility statement like this.

The commitment to excellence of the California Office of Emergency Services is evidenced by its immediate and effective responses to such natural disasters as the Whittier and San Francisco earthquakes, the explosion of Acme Oil offshore unit 13, and the Great Los Angeles Tornado of 2005.

FEMA Director, Jonny B. Ready, stated during a recent White House press conference, "The mighty, swift response of the California OES before, during and after the Great LA Tornado easily saved thousands – and possibly millions – of lives. America owes a great debt of gratitude to these underpaid heroes."

Community support for the agency is evidenced by the more than 13,000 volunteers throughout the state who readily assist in times of emergency. Financial support has also grown from both public and private donors, including the US Department of Justice, FEMA, the Irvine Foundation, Acme Oil Company and the California Foundation. These financial commitments have enabled the agency to expand its capacity to include terrorist abatement investigations, offshore oil spill containment, wildfire suppression and other critical emergency services.

A well-prepared proposal moves logically from one thought to the next, from one section to the next. You have answered the question, "Why give the money to you?" in the introduction, narrowing to a focus on your credibility for the task at hand. Now you are ready to address the specific problem, need or concern that you propose to reduce or solve.

But before you do, let's review the . . .

Checkpoints of Excellence

- Clearly establishes who is applying for funds.
- Describes applicant agency purpose and goals.
- Describes agency programs.
- Describes clients or constituents.
- Provides evidence of accomplishment.
- Offers statistics to support credibility.
- Offers statements and/or endorsements to support credibility.
- Supports credibility in program area in which funds are sought.
- Leads logically to problem statement.
- Is interesting.
- Is free of jargon.
- Is brief.

Problem Statement
Needs Assessment

CH2

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The needs, problems and unrealized opportunities are with our public. The solution is with us. This section will answer, "What is the problem you propose to solve or, what caused you to prepare this proposal?"

In the introduction you told the reader who you are. From the introduction the funder should know your areas of interest and the field in which you work. Now you will zero in on the specific problem you want to solve through your proposed program.

The problem statement or needs assessment describes the situation that caused you to prepare this proposal. It should refer to situations outside of your organization, such as those in the lives of your clients or in your community.

The problem statement *does not* refer to needs internal to your organization, unless you are asking someone to fund an activity to improve agency performances and efficacy (more on this later). In particular, the problem statement does not describe your lack of money as the problem since everyone understands you're asking for money in your proposal.

So, what "external" situation will be dealt with if you are awarded the grant? That is what you should describe and document in the problem statement.

Problem statements deal with issues such as homelessness, recidivism, school dropouts, illiteracy, crime rates or any of the other many problems present in your community.

Homeland security programs often refer to this section of the proposal as the vulnerability assessment.

Needs statements are often used when dealing with a less tangible subject. They are especially useful in programs that are cultural, artistic, spiritual, or otherwise value-oriented. You would ordinarily deal with them as needs and satisfaction of needs instead of problems and objectives. (We'll get to satisfaction of needs and objectives in the next chapter.)

You should not assume everyone knows your problem is valid. When applying for federal grants, usually the grant making agency knows what the problem is and sets aside money to address that problem. Private foundations on the other hand, may not be aware of the problem and you won't get high marks for leaving them wondering.

Scenario: An agency wants defibrillators. To add a human touch to the problem statement, the writer injects these power quotes from credible sources:

"A hospital doesn't do you any good if you're dead before you get there."

"There are six documented instances in the recent past where we would have used a defibrillator if we had one. All six people died. Who knows what would have happened if we could have administered shock within 15 or 20 minutes of the heart attack."

Use appropriate statistics. Augment them with quotes from authorities, especially those in your own community. And make sure you make the case for the problem in your area of service, not just on a national level.

Use charts and graphs sparingly. If you use excessive statistics save them for an appendix (but only if the RFP allows). Pull out key figures for your problem statement and know what the statistics say.

Make a logical connection between your organization's background and the problems or needs with which you propose to work.

Clearly define the problem(s) with which you intend to work. Support the existence of the problem by evidence. Statistics are but one type of support. You may also use statements from groups in your community concerned about the problem, from prospective clients and from other organizations working in your community as well as from professionals in the field.

Be realistic. Don't try to solve all the problems in the world in the next six months.

Problem or Method?

Many grant applicants fail to understand the difference between problems or needs and methods of solving problems or satisfying needs.

For example, a neighborhood association said that what their community needed was money to pay for a traffic officer's overtime so he or she could patrol their neighborhood and enforce the speed limit. They determined this "need" existed because too many drivers were using their neighborhood as a speedy shortcut to the freeway. By stating that the problem was a lack of money to pay for the officer's overtime, they immediately jumped to a "method" by which drivers could be compelled to obey the speed limit.

The problem with that logic is that hiring an off-duty cop is a method and there are other methods to consider. For example, what about asking the police chief to temporarily assign an on-duty officer to the neighborhood for enforcement? What about deploying a radar trailer? Installing speed bumps? How about building a high-voltage network of probes in the road to zap the ignitions of speeding cars? Ultimately, paying the overtime expense of an officer might be the best method but it is clearly a method and not a need or a problem.

Be very cautious about this: If you find yourself using "lack of" statements in the problem section, you are probably saying "lack of a method." This starts you on a circular reasoning track that will ruin the planning process.

When critiquing a problem statement, your funders will likely ask the following questions:

- Who are the people or agencies with whom the applicant is concerned?

What is the problem or need on which the agency will focus?

Is the problem of reasonable dimensions and therefore, something that can be changed for the better over the period of a grant?

In what directions does the problem statement seem to lead? (More on this later.)

Does this statement appear to be concerned with the needs of clients or with the needs of the applicant?

Remember, we all exist to serve and/or protect someone or something. For you it may be people, it may be the environment or it may be the arts. Grants fund activities that server and/or protect the "greater good".

If you just help enough other people get what they need, you'll likely get what you want.

Problem Statement Review Exercise

Let's see what we've learned. Following is an example problem statement. It reads well, but does it make the case on a local level with relevant evidence? No, it doesn't.

Background: This is a actual problem statement from a submitted proposal. The names and places were changed to protect the well-meaning. The proposal was developed in response to an RFP that offered to fund projects to reduce aggressive driving.

What constitutes aggressive driving? Keep that in mind as you read on . . .

Reviewer marks are in [brackets].

Example Problem Statement

A 2009 survey conducted by the National Research Center, Inc. showed the following results regarding public safety services. **[National? What about local?]**

Quality of public safety services					
	Excellent	Good	Fair	Poor	Total
Police services	37%	52%	7%	3%	100%
Crime prevention	24%	58%	14%	3%	100%
Traffic enforcement	16%	49%	23%	12%	100%

In response to a question regarding the degree to which traffic congestion is a problem,

- 43 percent of the respondents said it is a major problem.
- 53 percent said it is a minor to moderate problem.
- 4 percent said it is not a problem.

In response to a question regarding ease of car travel in Patriot

- 39 percent of respondents rated it excellent or good.
- 60 percent rated it fair or poor.

[One reviewer: 37%, 43%, 39%, so what? These numbers don't prove that people in your community drive aggressively.]

Our marked fleet currently makes it difficult for our patrol force to effectively intervene on aggressive drivers. Experience shows our response to aggressive driving is the result of a citizen complaint called into our dispatch center. A marked patrol unit is then sent as an after-the-fact reaction to the initial aggressive driving complaint. Since the officer is not the original witness to the crime, the ability to successfully prosecute aggressive driving cases can be hindered in these circumstances.

[Second reviewer: If congestion is that bad, then people will be impatient and likely drive aggressively. Good problem justification!]

In addition the statistics below, we have had an increase in citations from 2008 to 2009 for excessive speed, failure to stop for a school bus, unsafe lane change, and illegal passing as shown below. The failure to stop for school bus figures are a major concern as the area grows and more residents are school-age children. This proposal would allow the Patriot Police Department to address the problem proactively, enhancing the safety of our school-age children. **[This is what we fund!]**

	2008	2009	% Increase
Excessive speed	90	149	65%
Failure to stop for school bus, including: Unsafe lane change Illegal passing	18	44	144%

Checkpoints of Excellence

- Relates to purposes and goals of organization.
- Is of reasonable dimensions.
- Is supported by statistical evidence.
- Is supported by statements from authorities.
- Is stated in terms of clients or beneficiaries.
- Is developed with input from clients and beneficiaries.
- Is not the "lack of a method" (unless the method is the only solution).
- Doesn't make assumptions.
- Doesn't use jargon.
- Is interesting to read.

Evidence
Based
Interventions

Objectives

Smart
Measurable
Attainable
Results Oriented
Time Sensitive

Goals and Objectives

CH3

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You told the reviewer who you are and what problem in the community your request is focused on. Now is the time to answer the funder's question, "How much bang for the buck will my money buy?"

Goals are broad statements and here are a few examples: save the whales; save the world; reduce unemployment; increase availability of resources to address the problems of adolescent pregnancies; create an environment in which folk art is fully appreciated; make citizens feel safer or, enhance self-images of senior adults.

As written, these goals offer the reader an understanding of the general thrust of a program but they are not the same as objectives.

- Objectives are specific, measurable outcomes of your program.

- Objectives are your promised improvements in the situation you described in the problem statement.

When you think of objectives this way, it should be clear in most proposals what your objectives will look like.

For example, if the problem were that certain neighborhoods in your community experienced poverty at least three times the average of other neighborhoods, then an objective would be that poverty rates in the targeted neighborhood would decrease as a result of your proposed intervention. The targeted neighborhood would realize the reduction in poverty rates during a period of time when another neighborhood - with an equally high poverty rate - did not have the benefit of your intervention and as such, showed no reduction in poverty.

Methods or Objectives?

Many proposals state that the purpose of the program is to establish a program or provide a service. This is consistent with most thinking in the nonprofit and government sectors, which sees themselves as a "service providers." This results in objectives that read like this:

"The objective of this project is to provide counseling and guidance services to delinquent youth between the ages of 8 and 14 in the community."

The difficulty with this kind of objective is that it says nothing about outcome. It says nothing about the change in the situation that was described in the problem statement, unless the problem statement said the problem is "a lack of counseling." (Not good if it did!)

Hopefully the problem statement spoke about youth being arrested, going to jail, dropping out of school or exhibiting some behavior to which counseling is a pragmatic response. The objective in this example then is not that we deliver x-hours of counseling but rather, that if a certain number of youth were dropping out of school (the problem), then a less amount will do so after your work is done (the measurable objective/impact).

You may be used to seeing objectives that read like this: "The objective of this program is to provide twice-weekly counseling sessions, for a period of 18 weeks, to no less than 50 parents who have been reported to Child Protective Services for child abuse."

Like the above example of youth counseling, this is a process objective and *it is* useful, but it belongs in the methods section of your proposal. Process objectives tell what you will do and do not address the outcome or benefit of what you will do.

It is critically important to distinguish between these process objectives and true outcome objectives. If you do not do so you will end up knowing only what has occurred during your program and will not have dealt with the changes attributed to your program. Remember, you have proposed your program in order to make some change in the world, not to add one more service to a world already crowded with services and service providers.

Objectives should be specific, estimating the amount of benefit to be expected from a program. Some applicants trying to be as specific as they can pick a number out of the air. For example, an agency might say that their objective was to "decrease drug use among adults in the XYZ community by 10% within a certain time period."

Solid and well planned objectives are problem-related outcomes of your program and set the stage for an easy evaluation.

The question you need to ask (and your funder will definitely ask) is: where did that figure come from?

Usually it is made up because it sounds good. It sounds like a real achievement. But it should be made of something more substantial than that. Perhaps no program has ever achieved that high a percentage. Perhaps similar programs have resulted in a range of achievement from 2-6% decrease. In that case, 5% would be very good and 6% would be as good as ever has been done. Ten percent is just plain unrealistic and it leads one to expect that you don't really know the field very well. Just remember that objectives should be realistic and attainable. Decide whether the 10% figure is attainable. If not, then it is a poor objective because you cannot achieve it.

If you are having difficulty in defining your objectives, try projecting your agency and community a year or two into the future. What differences would you hope to see between then and now? What changes would have occurred? These changed dimensions may be the objectives of your program.

Objectives that are measurable become the criteria by which you judge the success of your program. To be really useful, program objectives should tell:

- Who?
- Will do what?
- When?
- How much?
- As measured by?

Scenario: You're the principal of a school that recently assessed the reading skills of 1,000 6^{th} graders. The news is not good – 300 students are reading at least one grade level lower than they should. You have a problem! In response, you start an after-school reading program with an initial test group of 50 young readers. Two objectives are likely to appear in your proposal. Which is best? Why?

Example of a Process Objective:

Twenty 6th graders will complete a 5 week tutoring program by the end of the 2012 academic year, measured by program attendance records.

Example of an Outcome Objective:

Twenty 6th graders will increase their reading skills by one grade level, by the end of the 2012 academic year, as measured by pre and post program test scores.

Methods

CH4

GRANT WRITING USA

You told the reviewer who you are and what problem in the community your request is focused on. You also made a commitment to a measurable bang for the buck. If the funder has read this far, surely they must be wondering, "OK, hotshot. How you gonna do it?" Here's where we answer that question.

The methods component of your proposal should describe, in some detail, the activities that will take place in order to achieve the desired results. It is the part of the proposal where the reader should be able to gain a picture in his/her mind of exactly how you will put their money to work. You might tell the reader what your facility looks like, how staff are deployed, how clients are dealt with, what the exhibits look like or how you'll recruit and assign volunteers and clients.

There are two basic issues to be dealt with in the methodology section.

- What combination of activities and strategies have you selected to employ to bring about the desired results?

- Of all the possible approaches you could have employed why have you selected this particular approach?

Justifying your approach requires that you know a good deal about other programs of a similar nature. So, who is working on the problem in your community or elsewhere? What methods have been tried in the past and are being tried now and with what results? In other words, you need to substantiate your choice of methods.

The consideration of alternatives is an important aspect of describing your methodology. Showing that you are familiar enough with your field to be aware of different program models and showing your reasons for selecting the model you have, gives a funding source a feeling of security and adds greatly to your credibility. Obviously then, building credibility only starts in your introduction and can be enhanced as you demonstrate that you are knowledgeable throughout your proposal.

Your approach should appear realistic to the reviewer and not suggest that so much will be performed by so few that the program appears unworkable. A realistic and justified program will be impressive. An unrealistic program will not win you points for good intentions.

RFPs might refer to this section of your proposal as methods, methodology, activities, procedures or strategies. Regardless of name, this section always describes the actions you will take to achieve the desired results.

Use the following as a quick reference guide when developing this section of your proposal.

- Tell the reader what you will do.

- Why you believe your chosen approach is valid.

- Who will perform the tasks and what are they responsible for.

- When will the program be implemented. Funders want to know the program will run with or without them. Include a timetable; it demonstrates you have thought your program through.

- Avoid might, if, could, should, would.

There should be no surprises in your methods. Objectives fully disclose your intentions and your methods are simply an extension of your objectives.

Make a chart like the following for every proposal you write. You may not submit it with your application but it is an invaluable planning tool. You'll find a copy of it on your CD.

Task Timeline and Cash Flow Analysis

Task	Activities to Accomplish Task	Completion	Associated Cost
1. Identify full time computer instructor.	Create detailed job description for computer instructor. Advertise job, interview prospective candidates	March 1, 2011	$30,000 p/yr.
2. Identify staff.	Interview, hire, train.	March 1, 2011	$1,400 p/yr.
3. Recruit and identify potential guest instructors from local business community.	Contact known supporters of B&G Club. Contact technology professionals.	April 1, 2011	0
4. Create 15 additional work stations.	Order computers and accessories.	March 15, 2011	$43,500
5. Utilize state of the art software in each class.	Identify and purchase materials to support program.	March 15, 2011	$12,275
6. Notify area population about new program.	Create, post, and distribute flyers and announcements.	April 15, 2011	0
7. Identify potential participants.	Have sign up in the Boys and Girls Club.	March 15, 2011 and ongoing.	0
8. Establish criteria for enrollment in each class level.	Develop assessment tool to test skill level of participants.	March 1, 2011	0
9. Computer center fully wired, networked and web ready. Insure against upkeep cost.	Contract with professional installer for network, web access. Get maintenance contract on all equipment.	March 23, 2011	$3,000
10. Recognize and reward youth for mastery of skills.	Develop recognition plan including concrete rewards, i.e., certificates, pins, ribbons.	April 1, 2011	0
11. Evaluate success of program.	Quarterly evaluation report by instructors.	June 1, 2011 and every quarter thereafter.	0
12. Revise program to meet the needs and challenges of participants.	Solicit feedback from participants and instructors. Adjust as required.	July 1, 2011 and as needed.	0

Checkpoints of Excellence

- Flows naturally from problems and objectives.
- Clearly describes program activities.
- States reasons for selection of activities.
- Describes sequence of activities.
- Describes staffing of program.
- Describes clients and client selection.
- Presents a reasonable scope of activities that can be accomplished within the time allotted for program and within the resources of the applicant.

Evaluation

CH5

GRANT WRITING USA

You told the reviewer who you are and what problem in the community your request is focused on. You also made a commitment to a measurable bang for the buck and demonstrated how you're going to do it. Now you will detail how your success is to be measured.

Evaluation of your program can serve two purposes.

1. Your program can be evaluated in order to determine how effective it is in reaching its stated objectives. This concept of evaluation is aimed at measuring results, or outcomes, of your program.

2. Evaluations can also be used as a tool to provide information necessary to make appropriate changes and adjustments in your program as it proceeds. This concept is focused on the way your program has been conducted, otherwise known as a process evaluation.

Measurable objectives (remember them?) set the stage for effective outcome evaluation. If you have difficulty in determining what criteria to use in evaluating your program, better take another look at your objectives. They probably aren't very specific.

Many evaluation plans are subjective in nature. Subjective evaluations tell you how people feel about a program, but seldom deal with the concrete results of a program. For example, the evaluation of an educational program that surveyed students, parents, teachers and administrators of the program would elicit attitudes about the program but would not speak to the tangible improvement in performance attributed to the program.

Subjectivity also allows the introduction of our own biases into an evaluation. This can easily happen if you evaluate your own programs, especially if you feel that continued funding depends on producing what looks like good results.

Here are the top three ways to do your evaluation:

1. Do what the grant maker tells you. For many if not most grant seekers, this is your future.

2. Hire an outside evaluator and include the expense in your proposal budget. You can usually find evaluators at a university. Look for a professor with experience in your field of work. Sometimes it is possible to get an outside organization to develop an evaluation design that can be submitted to a funding source as part of your proposal. This not only suggests a more objective evaluation, but can also add credibility to your proposal, since you have added the credibility of the evaluating individual or institution.

3. Do it yourself. It's possible to do your own evaluations and in some instances, it's easy. In the case of the after-school reading program, there are plenty of proven assessment tools you purchase and use to prove your program works. There's likely no need for an outside evaluator.

It is essential to build an evaluation plan into your proposal and be prepared to implement your evaluation at the same time that you start your program. If you want to determine change along some dimension, then you have to show where your clients, agency or community started. It is very difficult to start an evaluation at or near the conclusion of the program, for at that time you may not know or remember the original characteristics of your clients or community.

Some evaluation tools to consider:

Qualitative/Subjective (subject to personal interpretation)

- Testimonials
- Anecdotes
- Success stories
- Observations

Quantitative/objective (can not be objected to)

- Pre and post testing
- Surveys and questionnaires
- Interviews
- Activity logs
- Case reports
- Performance reports

Additional resource: The Evaluation Handbook (CD).

Hot tip: Know in advance who will read your eval reports and ask them to fill in these blanks: "I must know _____ so I can _____."

Checkpoints of Excellence

- Covers product (outcomes) and process.
- Tells who will be performing evaluation, and how evaluators will be selected.
- Defines evaluation criteria.
- Describes data gathering methods.
- Explains any test instruments or questionnaires to be used.
- Describes the process of data analysis.
- Shows how evaluation will be used for program improvements.
- Describes evaluation reports to be produced.

Budgets

CH6

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Repeat after me. Budgets are easy. I love budgets. I can do this. Here's how I'm going to spend your money.

Budgets. Nothing amps out an otherwise capable grant writer faster than budgets. If that's you, it's time to get a checkup from the neck up! Budgets are easy if you just remember this: two columns, dream deep, think big.

Other Necessary Funding

Other necessary funding is a critically important element of any comprehensive budget. For example, let's say you've made a request for a vehicle to transport your clientele or, you asked for funding to purchase of a piece of medical equipment for the workplace. The funds you request may not be - and probably won't be - all you will need, either to utilize the vehicle or to operate the medical device. For the vehicle to be used you must cover the costs of a driver, insurance, gas, and maintenance. Similarly, trained personnel must operate the medical equipment. The funding source will want to know that you are aware of what you need beyond the purchase requested in your grant and whether you have the funds needed to cover those costs.

If the RFP's budget forms don't have space to account for other necessary funding, include that information in the narrative section of the proposal. Your credibility will increase for doing so.

Future Funding

Sorry, but no grant maker wants to adopt you. Funding sources want to know how you will continue your program when their grant runs out. If you are requesting funds to start a new program or expand an existing program, how will you maintain it after the grant funds have been spent?

A promise to continue looking for alternative sources of support is not sufficient. You should present a plan that will assure the funding source, to the greatest extent possible, that you will be able to maintain this new or expanded program after their grant is gone. Indeed, if you are having difficulty keeping your current operations supported, you will probably have more difficulty in maintaining a level of operation that includes additional programs.

Indirect Costs

Organizations that operate several different funded projects face a particular problem. The cost to the organization of housing a project may drain the resources of the institution. Indirect costs are an attempt to compensate the organization for these costs and to provide a basis for the sharing of the costs of running a large institution among the various programs and projects within the institution.

The Department of Health and Human Services states:

"Indirect costs are those costs of an institution which are not readily identifiable with a particular project or activity but nevertheless are necessary to the general operation of the institution and the conduct of its activities. The costs of operating and maintaining buildings, grounds and equipment, depreciation, general and departmental administrative salaries and expenses and library costs are types of expenses **usually** *considered as indirect costs." (Emphasis added; grant programs differ in what is considered an indirect cost. Read the RFP – it should spell it out. If it doesn't, call your contact at the grant making agency.]*

Some funding sources place a ceiling on indirect costs allowed in a given grant situation. Be sure to find out what percentage, if any, the funding source will allow for indirect costs and determine which portion of your budget the percentage applies to.

In-kind match (non-cash)

Building a Budget

Foundations generally require less extensive budgets than government funding sources. Here's a straightforward budget design that should satisfy most funding sources that allow you to design your own budget. Many grant makers now provide a budget form for you to use or duplicate.

Three-year project budget		**Total budget**	**Request**
Personnel			
	Director ($55,000 p/yr + benefits)	214,500	150,000
	Training Coordinator ($20,000 p/yr contract)	60,000	60,000
	Business Mgr (Contracted at $28 per hour)	36,000	30,000
	Clerical support (Contracted at $15 per hour)	18,000	15,000
Personnel sub-total		$328,500	$255,000
Capital expenses/equipment			
	Pediatric packs (At least 30 packs)	72,000	60,000
	Comprehensive daycare first aid kits	5,000	5,000
	Pediatric training equipment	5,000	5,000
Capital and equipment sub-total		$82,000	$70,000
Operating costs			
	Rent and utilities	18,000	12,000
	Training packets and materials	5,000	5,000
	Phone and postage	4,000	2,000
	Travel	3,000	2,000
	Legal and accounting consultation	8,000	4,000
Operating sub-total		$38,000	$25,000
Total		**$438,500**	**$350,000**

When planning your budget, it is wise to look closely at your goals and objectives to determine the level of activity in the program, and at your methods section to review the specific plan you have proposed. For example, a volunteer senior peer counseling program would, one hopes, be less costly to operate than a senior peer counseling program involving paid staff. Budgets should be built from the ground up.

Kids-to-Careers
Competitive Grant Program
Budget Expenditure Summary

APPLICANT ____

CHECK ONE:

BUDGET ____________________ AMENDMENT # ___________ GRANT AWARD # __________

OBJECT DESCRIPTION	COMPETITIVE FUNDS	BUDGET %	TOTAL
Salaries	31,400.00	34.82%	31,400.00
Benefits (stated as a % of salaries)	-	-	-
Purchased Professional Services	3,000.00	3.33%	3,000.00
Purchased Property Services	-	-	-
Other	-	-	-
Staff Travel	-	-	-
Purchased Services (Total)	-	-	-
General Supplies	-	-	-
Books and Periodicals	1,500.00	1.66%	1,500.00
Audio/Visual Materials	-	-	-
Instructional Kits	975.00	1.08%	975.00
Software	9,800.00	10.87%	9,800.00
Supplies (Total)	12,275.00	13.61%	12,275.00
Dues & Fees	-	-	-
Miscellaneous	-	-	-
Other Objects (Total)	-	-	-
Subtotal 100-600 & 800	46,675.00	51.76%	46,675.00
Other	-	-	-
Equipment	43,500.00	48.24%	43,500.00
Property (Total)	43,500.00	48.24%	43,500.00
Total	90,175.00	100.00%	90,175.00

Signatures: ______________________________ ______________________________
Fiscal Agent/Date Regional/Local Chair/Date

DEPARTMENT USE ONLY
Signature ______________________ Date ___________
Team Leader, Kids-to-Careers

COMPETITIVE

Grant Program

BUDGET/EXPENDITURE (DETAIL)

Budget Class	Program Function Object Code	Title of Position Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost	Budgeted	Expended
	100	Salaries					
		Computer Center Instructor @ 40 hrs.	100%	1 instructor	30,000.00 p/yr	30,000.00	
		Assistant @ 40 hrs.	10%	1 assistant	1,400.00	1,400.00	
		Total Salaries				31,400.00	
	300	Purchased Professional Services					
		Computer/network/Internet setup		20 prof. hours	100.00	2,000.00	
		One year maintenance contract		1 contract	1,000.00	1,000.00	
		Total Purchased Pro Services				3,000.00	
	600	Supplies					
		Books and Periodicals					
		Beginner computer text books @ 55 books per set		10 sets	50.00	500.00	
		Intermediate computer text books @ 55 books per set		10 sets	50.00	500.00	
		Advanced computer text books @ 55 books per set		10 sets	500.00	500.00	
		Student Instructional Kits		325 Kits	3.00	975.00	
		Software					
		Microsoft Office Suite		30 copies	234.00	7,020.00	
		Adobe Printshop 10 user pack		1 pack	1,380.00	1,380.00	
		HotDog Pro HTML Editor		5 copies	64.00	320.00	
		Educational software sets		15 sets	72.00	1,080.00	
		Total Supplies				12,275.00	
	730	Equipment					
		Computer with 17" color monitor		15 computers	1,600.00	24,000.00	
		Backup mass storage devices w/ cartridges		3 backups	500.00	1,500.00	
		Printers		5 printers	500.00	2,500.00	
		Digital imaging equipment		1 set	2,000.00	2,000.00	
		Windows server including backup equipment		1 server	4,000.00	4,000.00	
		Network hub with 30 ports		1 hub	1,000.00	1,000.00	
		Router		1 router	1,000.00	1,000.00	
		CAT 5 cabling		1 cable set	1,000.00	1,000.00	
		T1 installation		9 tech. hours	100 p/hr	900.00	
		T1 Internet setup		1 telco setup charge	800.00	800.00	
		Monthly T1 fees		12 months	100.00	1,200.00	
		Monthly Internet access fees		12 months	300 p/mo	3,600.00	
		Total Property				43,500.00	
		Project Total				90,175.00	

FISCAL YEAR: 2006

Accessing Today's Technology & Information Center
Budget Expenditure Detail

PURPOSE OF ITEM	AMOUNT	$ REQUEST	%	% OF REQUEST	OTHER $	OTHER %
Salaries						
Computer Center Instructor @ 40 hrs.	30,000.00	30,000.00	100.00%		0.00	0.00%
Assistant @ 40 hrs.	14,000.00	1,400.00	10.00%		12,600.00	90.00%
Total Salaries	44,000.00	31,400.00	71.36%	34.82%	12,600.00	28.64%
Purchased Professional Services						
Computer/network/Internet setup	2,000.00	2,000.00	100.00%		0.00	0.00%
One year maintenance contract	1,000.00	1,000.00	100.00%		0.00	0.00%
Total Purchased Pro Services	3,000.00	3,000.00	100.00%	3.33%	0.00	0.00%
Purchased Property Services						
Facility expenses @ 8% of facility						
total operating budget	12,000.00	0.00	0.00%		12,000.00	100.00%
Total Purchased Property Services	12,000.00	0.00	0.00%	0.00%	12,000.00	100.00%
Supplies						
Books and Periodicals						
10 sets of beginner computer						
text books @ $50 per set	500.00	500.00	100.00%		0.00	0.00%
10 sets of intermediate computer						
text books @ $50 per set	500.00	500.00	100.00%		0.00	0.00%
10 sets of advanced computer						
text books @ $50 per set	500.00	500.00	100.00%		0.00	0.00%
Student Instructional Kits @ $3 ea.	975.00	975.00	100.00%		0.00	0.00%
Software						
30 Office Suite @ $234 ea.	7,020.00	7,020.00	100.00%		0.00	0.00%
1 Printshop 10 user pack	1,380.00	1,380.00	100.00%		0.00	0.00%
5 HTML Editors @ $64 ea.	320.00	320.00	100.00%		0.00	0.00%
15 Educational sets @ $72 p/set	1,080.00	1,080.00	100.00%		0.00	0.00%
Total Supplies	12,275.00	12,275.00	100.00%	13.61%	0.00	0.00%
Equipment						
30 computers with 17" color monitor @ $1,600 ea.	48,000.00	24,000.00	50.00%		24,000.00	50.00%
3 mass storage device's	1,500.00	1,500.00	100.00%		0.00	0.00%
1 B&W LaserJet, 1color LaserJet printer	2,500.00	2,500.00	100.00%		0.00	0.00%
1 scanner, 1 digital camera, 1 digital video	2,000.00	2,000.00	100.00%		0.00	0.00%
1 Windows server including backup equipment	4,000.00	4,000.00	100.00%		0.00	0.00%
Network hubs with 30 ports	1,000.00	1,000.00	100.00%		0.00	0.00%
Router	1,000.00	1,000.00	100.00%		0.00	0.00%
CAT 5 cabling	1,000.00	1,000.00	100.00%		0.00	0.00%
T1 installation	900.00	900.00	100.00%		0.00	0.00%
T1 Internet setup	800.00	800.00	100.00%		0.00	0.00%
Monthly T1 fees @ $100 p/mo.	1,200.00	1,200.00	100.00%		0.00	0.00%
Monthly Internet access fees @ $300 p/mo.	3,600.00	3,600.00	100.00%		0.00	0.00%
Total Property	67,500.00	43,500.00	64.44%	48.24%	24,000.00	0.00%
Project Total	138,775.00	90,175.00	64.98%		48,600.00	35.02%

Some cost items to keep in mind as you develop your budget:

Salaries require you know at least two variables. First and obviously, you have to know how much the person listed in the grant budget will get paid. Second and a bit trickier, you have to forecast how much of their time will be dedicated to executing the demands of the proposal if funded. For example, if your team leader is paid $50,000 per year and will work full time (100%) on the project, it's pretty easy to conclude that their salary line item charge is $50,000. Now let's say you need one more person to assist, a person who is already a full time employee, but who will spend half (50%) of their time on this project once funded. If they're paid the same, then their line item salary charge is $25,000. As long as you know how much someone is being paid and how much of their time will be spent on the project, salaries are a breeze! No supplanting!

One other thought on salaries. Most funders require you break down your salary costs into one of two categories, "administrative" or "program." Admin charges (stated as a percent of salaries or total budget) are often capped, so be sure to check your RFP for restrictions or talk to the grant maker. How do you tell the difference between admin and program? Simple. If you push a pen, fly a desk, prepare reports or otherwise enjoy air conditioning, you're probably admin. If you deal with clients, customers or day-to-day activities in the field or around the office you're probably program. When in doubt, ask the grant maker! Some positions can be split between categories, i.e., if your team leader works in the field 30 hours a week and does financial and data tracking and reporting 10 hours a week, they are 75% program, 25% admin. Your budget should reflect this split.

FTE Example - Ten officers at the one PD used to spend an average of 2 hours per shift at the office typing reports. The PD was then awarded a COPS MORE grant for 5 laptop computers. As a result of these laptops, each officer saves 1 hour per shift writing reports. To determine the number of officer full time equivalents (FTEs) that are redeployed to community policing, use the following formula:

10 officers x 1 hour per shift x 280 shifts* = 2800 hours saved

2800 hours/1824 hours ** = 1.5 FTEs

In this case, the PD has redeployed 1.5 officers as a result of their MORE grant.

* The COPS standard for 1 year ** The COPS standard for 1 FTE

Fringe Benefits are added to the salaries and wages to cover payroll expenses and cover such benefits as: FICA, workers compensation, unemployment costs, retirement, and other payroll costs as applicable. Fringe benefits are most often stated as a percent of salary.

Travel expenses can include airfare, mileage, per diem expenses for lodging and meals, registration fees, ground transportation, airport fees, etc. Note: federal grants require you to use a domestic carrier. Mileage and per diem rates for meals and lodging are generally dictated by, and available from, your fiscal affairians (so called because they're magical people that will make your life better if you let them)

Equipment – Most grant makers have a policy regarding permanent equipment. Be sure to read the RFP guidelines carefully and consult with a grants officer if you have any questions about putting equipment in your budget. Grant makers may want to know where you intend on purchasing your equipment, what brands you're planning to buy and how you will dispose of the equipment. Government grant makers may require you to surrender the equipment to them at the close of the grant. Be sure and consult with your purchasing department about multiple bid requirements.

Supplies & Materials – This category includes expendable supplies and materials required for use on the project. Examples include, but are not limited to: office supplies (paper, printer cartridges, envelopes, pens, glue, staples, books, video cassettes, etc.) and program supplies, which can include nearly any expendable item necessary to execute the work of your proposal. Sometimes, rarely, you can include small equipment purchases such as adding machines, fax machines, copiers, computers, printers, software, etc. More often than not, these "hard" items, regardless of cost, are included under "equipment." Ask your grant maker to be sure!

Other – This is a catchall for needed line items that do not fall into any of the above categories. Examples include telephone charges, postage, copying expense, printing/publication costs, promotional items, subcontracts, participation stipends, insurance on equipment, symposium or conference costs (not travel), consultants, etc. Be sure and itemize your "others!"

Miscellaneous – Rarely acceptable. Remember, you can usually modify your budget after the grant award is made. The natural desire to have a "what if?" slush fund is not necessary when you know this.

Budget narrative – Most grant makers want to know the details behind your budget line items. You give them that information in a budget narrative. For example, if one of your line items is "Helicopter", then your budget narrative might read, "Helicopter: with cloaking device and premium avionics package". Budget narratives are generally written on pages immediately following your budget. Narrative line items should be in the same order as your budget. Tip: Keep notes as you build your budget. Those notes will become your budget narrative.

Summary

CH7

GRANT WRITING USA

It's read first and written last. Why? Because without the research, planning and thought process of developing a proposal, you are summarizing a fantasy!

The summary is a very important part of a proposal – not just something you jot down as an afterthought. It may also be called a proposal abstract.

In writing to a foundation, the summary should be the first paragraph of a letter-type proposal, or the first section of a more formal proposal. The summary is probably the first thing that a funding source will read. It should be clear, concise and specific. It should describe who you are, the scope of your project, and the cost. The summary may be all that some in the review process will see so make it good. It should communicate:

- Who you are.
- What you are concerned about.
- What you propose to do.
- How you propose to do it.
- When you will start and finish.
- Where you will conduct activities.
- How much the program costs and how much you're requesting.
- How much you've already invested and/or intend to invest.

Glossary, Links, etc.

CH8

GRANT WRITING USA

It's a fact. The grants world has its own language - a language you need to understand to navigate. Here are some of the most widely used terms.

501(c)(3): The section of the IRS code dealing with "exempt organizations." A 501(c)(3) tax exempt organization is either a "public charity" or a "private foundation." Gifts of money to a public charity are tax deductible. Generally, when one speaks of a "nonprofit," they're talking about a 501(c)(3) public charity. Again, generally, public charities raise money, private foundations give money. Note: government agencies are not 501(c)(3)'s. If you work in government, always check with a prospective funder to see if they will give to government agencies – many won't. One way around this limitation is to form an affiliated 501(c)(3) whose express purpose is to open private donors' wallets.

RFP, SGA, NOFA: Request for proposals, solicitation for grant applications, notice of funding availability. What someone with money produces and distributes in an effort to attract grant applications and to ensure grant applicants clearly understand the intent of the money. Always read the RFP, SGA or NOFA and do not deviate from any of its stated mandates. In most instances, RFP ,SGA and NOFA are interchangeable.

Challenge Grant: A grant made to "challenge" the grantee to raise additional funds. This means the organization often receives the challenge, but not the funds, until the challenge has been met.

Community Foundation: A tax-exempt, nonprofit, autonomous, publicly supported, philanthropic institution composed primarily of permanent funds established by many separate donors for the long-term diverse, charitable benefit of the residents of a defined geographic area.

Corporate Foundation and Giving Program: A corporate (company-sponsored) foundation is a 501(c)(3) private foundation that derives its charitable funds primarily from the contributions of a profit-making business. A giving program is established and administered within a profit-making company. Source of funds is often the donor's PR or marketing budget. Are there strings attached?

Discretionary Funds: Grant funds distributed at the discretion of one or more trustees, which usually do not require prior approval by the full board of directors. Also used to describe federal funds that can be awarded at the discretion of a particular agency. Also might be found at the State level.

Free Money: Doesn't exist in the world of grants. This is grants, not gifts.

Funding Cycle: A chronological pattern of proposal review, decision-making, and applicant notification. Some funders make grants during set cycles - quarterly, semi-annually, annually - while others award grants based on seemingly spontaneous grant deadlines.

In-Kind Contribution: If goods or services are given to you and you otherwise would have to paid money for them, in the grants business they're called in-kind contribution.

Letter of Intent, Letter of Inquiry, or Preliminary Proposal: A grant seeker's brief statement indicating intent to submit a full proposal later. Used by the funder to determine if there is sufficient interest to warrant a full proposal. See back of book for a how-to.

Operating Support or General Support: A contribution given to cover an organization's day-to-day, ongoing expenses, such as salaries, utilities, office supplies, rent or mortgage payments, insurance, accounting costs, etc. The closest you'll ever get to "free money."

More glossary <u>here</u> (CD).

Web Links

Workshop hosting • http://grantwritingusa.com/host.html

http://grantwritingusa.com/gsa.html
GSA Forms Library | Some day you'll want dynamic forms for your federal applications. You'll find 'em all right here. SF424, LLL and all the rest in MSWord, PDF and other formats, courtesy of US General Services Adminstration.

http://www.whitehouse.gov/omb/circulars/index.html
OMB Circulars | Federal RFP's require compliance with "circulars" that are published by the White House Office of Management and Budget. Here's a direct link to the OMB Circular library. All circulars are available on the web and the circulars that apply to you will be specified in your RFP.

Free Grants Research Tools

http://cfda.gov
Catalogue of Federal Domestic Assistance | Lists most Fed grants and provides links to details about them. Category search feature at the site allows you to click on, for example, "Law, Justice, and Legal Services" and get a list of every Fed program that funds such projects. Very efficient info, as often times multiple agencies have an interest in similar projects. Doesn't always include newly authorized grant programs.

http://www.grants.gov
Grants.gov is your site to find and apply for federal government grants.

http://fdncenter.org/collections

Foundation Center | No money for foundation research? Head over to the Foundation Center site and find the nearest Foundation Center "Cooperating Collection." Free. The Foundation Center offers other products for a fee, but they're not worth paying for.

http://guidestar.org

Guidestar | Go here and download the latest tax return (Form 990) for your, or any other, non-profit. Great site for researching prospective nonprofit partners. Dated, but free.

http://www.noza990pf.com/

NOZA/Grantsmart | Download copies of 990PF tax returns for many U.S. private foundations (a.k.a., non-government grant makers). Dated but free info and highly useful.

Letter of Inquiry

Don't look at
"LACK of"
No one cares!

In recent years, letters of inquiry have become an important part of the fundraising process. Many foundations now prefer that funding requests be submitted first in letter format instead of a full proposal. Others are using preliminary letters of inquiry to determine if they have an interest in a project before accepting a full proposal. In either instance, it is important to recognize that a well-written letter of inquiry is crucial to securing funding for your project.

An effective letter of inquiry is often more difficult to write than a full proposal. The letter of inquiry should be brief - no more than three pages - and must be a succinct but thorough presentation of the need or problem you have identified, the proposed solution, and your organization's qualifications for implementing that solution. The letter of inquiry should be addressed to the appropriate contact person at a foundation or to its CEO and should be sent by regular mail.

Not unlike a grant proposal, the letter of inquiry should include: an introduction, a description of your organization, a statement of need, your methodology, a brief discussion of other funding sources, and a final summary.

The introduction serves as the executive summary for the letter of inquiry and includes the name of your organization, the amount needed or requested, and a description of the project. The qualifications of project staff, a brief description of evaluative methodology, and a timetable are also included here. This should not exceed one paragraph.

The organization description should be concise and focus on the ability of your organization to meet the stated need. Provide a very brief history and description of your current programs while demonstrating a direct connection between what is currently being done and what you wish to accomplish with the requested funding. You will flesh this section out in greater detail if you are invited to submit a full proposal.

The statement of need is an essential element of the letter of inquiry and must convince the reader that there is an important need that can be met by your project. The statement of need includes: a description of the target population and geographical area, appropriate statistical data in abbreviated form, and several concrete examples.

The methodology should be appropriate to your statement of need and present a clear, logical and achievable solution to the stated need. Describe the project briefly, including major activities, names and titles of key project staff, and your desired objectives. As with the organization description, this will be presented in far greater detail in a full proposal.

Other funding sources being approached for support of this project should be listed in a brief sentence or paragraph.

The final summary restates the intent of the project, affirms your readiness to answer further questions, and thanks the potential funder for its consideration.

Note: attachments should be included only at the direction of the potential funder and should be specific to the application guidelines.

Source: Foundation Center

Statement of Credibility Interview

Emergency Services, **(who said something great about you?)** the bimonthly publication of the Federal Emergency Management Agency, **(who are they?)** calls the California Office of Emergency Services, "the most efficient agency of its kind in the country." **(what did they say?)** Strong evidence of this is a 43 percent decrease in statewide emergency response times from 70 minutes to less than 40 minutes over the past 18 months. **(what brief statistic can you quote that backs up what they said?)** During its 45 years of community service, **(how long have you been around?)** the California OES has grown from a volunteer force of 200 to a national model of high critical acclaim. **(what notable accomplishment can you state?)** President George Bush recently described the California OES as "a virtuoso first responder operation." **(who else said something great about you and what did they say?)**

The commitment to excellence of the California Office of Emergency Services is evidenced by its immediate and effective responses to such natural disasters as the Whittier and San Francisco earthquakes, the explosion of Acme Oil offshore unit 13, and the Great Los Angeles Tornado of 2005. **(what actions or outcomes further demonstrate your credibility?)**

FEMA Director, Jonny B. Ready, stated during a recent White House press conference, "The mighty, swift response of the California OES before, during and after the Great LA Tornado easily saved thousands, and possibly millions, of lives. America owes a great debt of gratitude to these underpaid heroes." **(who else said something about you, who are they, and what did they say?)**

Community support for the agency is evidenced by the more than 13,000 volunteers throughout the state who readily assist in times of emergency. **(what evidences your community support?)** Financial support has also grown from both public and private donors, including the US Department of Justice, FEMA, the Irvine Foundation, Acme Oil

Company, and the California Foundation. **(who has supported your work lately?)** These financial commitments have enabled the agency to expand its capacity to include terrorist abatement investigations, offshore oil spill containment, wildfire suppression, and other critical emergency services. **(what have you done with their money, where what you've done is congruent with your mission and shows a commitment to progress?)**