

The MAPs Team

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Grant Basics:

Mapping Your Way to Successful Grant Planning and Application Development

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MAPs - Charting Your Course

According to Maryann Boess of GrantsUSA, “The grant-writing part of the process, while critical, is only about 20 percent of the job. The rest—having a goal, understanding of your mission, articulating your needs, collaborating with your community, planning, and understanding your funder—makes up the other 80 percent.” Start grant planning long before working on a grant application to improve your chances of submitting a successful application.

Research, Research, Research: Take the time to research funding agencies to find out if their priorities align to your needs. Research to determine what they will fund, why they give money, how much they give, and what they want from you is important to do BEFORE you begin writing!

Make a Plan: Know what it is you want to fund. Identify the needs of your organization and define the project. You will outline your plans for this project in the application.

Take the Time You Need: The process for developing grant applications/proposals is time consuming. You will be more successful in obtaining grant awards if you take the time to develop your program including clear goals and objectives, evaluation and accurate budgets.

Find Alignment: It is essential that your project goals align with a funding agency’s priorities. Spend time before you start writing to conduct research about a funding agency’s grant priorities. Alignment with your organizational mission is important to make sure that your request is in accordance with what the funding agency supports.

Follow Their Lead: Most grantmakers have established guidelines and processes that must be followed. Each funding agency has unique expectations and criteria for proposals. Some funding agencies do not accept unsolicited proposals—no matter the need.

Deadlines and Cycles: Check the funding guidelines for the submission deadline. Review the application for funding cycle (i.e. one year, two years) and plan accordingly.

Position Your Organization for Success: Projects that are most likely to be funded are those that serve people, make a difference in a community, involve partnerships, and have a tangible scope of work.

Be Deliberate: Each application should be developed with strategic and deliberate actions that are tied to the overall work and mission of the organization.

The Right Kind of Ask: Carefully review the budget requirements of the funding agency. Look for how much they give, what they will fund, and funding cycle (i.e. one year, two years, etc).

Research, Research, Research: We can’t say this enough...take the time to research funding agencies to find out if their priorities aligns to your needs. Research to determine what they will fund, why they give money, how much they give, and what they want from you is important to do BEFORE you begin writing!

MAPs – The 4W's

Who gives?

Government Grants

- **Federal Grants**- Developed via legislation(trends)
- **State Grants**- Federal grants awarded to state to allocate (trends/pass through)
- **County/City Grants**- Federal or state grants directed to local issues
- **Block Grants**- Funds for specific projects, generally 'brick and mortar'

Foundation Grants

- **Private Foundations**- Established to aid charitable activities serving the public good. Required to give away 5% of assets, generally through grants, must file 990 IRS forms, are managed by Board of Directors/Trustees.
- **Corporate Foundations**- Maintain quid pro quo, giving history is related to profit/industry of company, may not give each year, may only give in areas where there is a corporate presence, give to causes that serve specific corporate interests.
- **Community Foundations**- Public foundations set up to manage funds of individual philanthropists, often focus efforts on specific topics or regional outcomes, serve donor wishes and board of directors guidelines.
- **Family Foundations**- Set up and run by family with intent to serve as philanthropic donations of family assets, generally do not solicit proposals, managed by family and relate to specific family agenda or issue.

What do they give?

Grant proposals are plans for CHANGE. Potential funders want to be included in change that makes them feel good about their support, about the work or the outcomes. Grants come under many different names. It is important to do your research and apply to grants that match your program objectives.

Basic Types of Grants

- **Program/Project Grants**- A majority of funding agencies support education, healthcare, and the arts, and will offer grants for program and/or project development and implementation. Change must be evident by project or program.
- **Technical Assistance, Seed Money, Start-Up Grants**- Grants that award funding specifically for starting a project or special initiative. Start-up funds generally may not be used for ongoing project support and often require identification of ongoing support funding in the application phase. You will need to show where you are getting your operational funding.

- **Challenge and Matching Grants-** Grants awarded under these headings will require you to identify all grant support “up front” and often only allow organizations to access grant funds when equal or higher value grants are awarded. You will need to show all of your funders and their awards at the time of application. NOTE: Matching Grants are not to be confused with a match that is required as a component to a grant award.
- **Capital Grants-** Grants awarded to pay for items classified as ‘capital’ such as equipment for pre-school, new curtains for the theater or desks for a workroom. Capital grants generally require clear connection to a program or organization through a program and budget narrative.
- **Operational Funds or Operational Support-** While many organizations need funds to support the day-to-day operations of the organization, most funding agencies will not support this work. Research carefully to determine if a funding agency will support operational costs such as staff time, office lease/rent, electricity, overhead costs or other administrative costs. If the agency does not support this activity, do not include information regarding this in your application.

A Word About Endowments- An endowment is a large sum of money awarded to an organization where only the interest from the principal balance can be used for program implementation. Endowment funds are generally awarded to proven organizations with proven track-records in fundraising and grantsmanship.

Why do they give?

Grants are made because funding agency is: generous, philanthropic, cause related, desires prestige, is image-driven, desires feeling of belonging/connection to community, salvation, to build a better community, recognition/acknowledgement, publicity, or tax implications. Do your research! Find the reason the funding agency awards grants and exploit it!

When do they give?

Always meet funding agency deadlines. Granting agencies accept applications on specific dates, often to coincide with their governing board meeting dates. Only submit an application on a published deadline date to ensure that it is accepted and reviewed.

MAPs

Sections of a Successful Grant Proposal

Summary/Abstract	One page synopsis of proposal. (TIP: Write this last)
Introduction	Hooks the reader through a well-worded paragraph highlighting the project.
Organizational Information	Provides a snapshot of the organization and the project (boiler plate). Staff leadership, community partnerships
Needs Statement	Outlines the need for the project, program or organization clearly. Target population
Goals	Describe specific steps that will be done to address the needs of the organization or project.
Objectives	Individual milestones or tasks that will be carried out to meet the goals which should be stated in measurable terms.
Program Activities	Program description and outlines specific program activities as they address program need.
Evaluation	Specific information about how progress will be measured and monitored in order to ensure that project/program needs have been met.
Budget	Lists and explains all costs associated with the project that connects directly with the need.
Supporting Materials	Provides additional information supporting the project's merit.

All grants require these sections in some form

MAPs - Step 1: Organization Information

In developing your Organization Information, include your organization's mission; how long you've been in the community; briefly talk about accomplishments and successes you have achieved; and your geographic service location. Here's an example:

The mission of the Red Blue Organization (RBO) is to provide information through a variety of media formats in order to empower community members to make informed decisions in their everyday life. RBO was founded in 1990 with the launch of the RBO Newspaper. Since that time, RBO has expanded its outreach to include electronic and visual media, reaching over 10,000 individuals globally. As a non-profit organization, RBO is committed to serving the community and ensuring that all individuals have access to the truth. Partners with RBO include MS Radio Station, XYZ Printing Press, and the College of Peace and Justice at University of the Future. Our leadership, both on staff and the Board of Directors, have expertise in delivering unbiased information via a variety of modalities.

Creating a Boiler Plate

Developing a boiler plate of documents will be invaluable because you will have all the information you need at your fingertips. Boiler plate documents include:

- Mission Statement
- Program descriptions
- Geographic service areas
- Organizational/school/program milestones
- Names and contact information of organization leaders
- Names of contact information of advisory committee members
- Annual budget and expenditures
- Current list of Board members
- Audited financial reports
- List of existing funding streams
- List of paid staff and volunteers (including salary)
- Key staff and volunteer bios
- Tax Exempt ID number
- Demographics of patron/client population
- Letters of support specific to organization/program (keep current)
- Media clippings, related articles from national journals
- Testimonials from clients/students/parents

TIP: Keep the information current and try to use an easily accessible location for storage to maximize potential new grant application development. Google Docs, Mobile Me, Cloud or other external servers are ideal for storage of boilerplate documentation.

MAPs- Step 2: Develop a Needs Statement

The Needs Statement is the section of a grant application that clearly outlines why your project is needed in the community, how it supports the mission of your organization, and makes the case for why you are asking for grant support. When developing this section you will 'zero in' on what is the need/problem; who has the need/problem; why is it a need/problem; what will happen if the need/problem is not addressed; and how do you know there is a need/problem?

Need statements must be clear, concise and jargon free. A complete stranger should be able to understand your need after reading your need statement. Make it compelling! Need Statements should not include negative language nor should they refer to institutional need (i.e. budget cuts to education) nor should it focus on the lack of funding.

Below is an example of a need statement. On the following page is a Need Statement Worksheet that will help you develop your own need statement. Make sure you record, cite and document the source of your background research. Use footnotes when appropriate to cite your references.

Breaking the Cycles of Poverty through Education

Need/Problem Statement

In a survey conducted by the city, it was revealed that 80% of the residences in the Long Branch neighborhood are headed by single females who are living below the poverty line. Of these, 50% are unable to attend GED prep courses due to the cost of child care.¹ According to studies, children of single parents with less than a high school education are more likely to become drop-outs themselves; live at the poverty level or below; and become single parents. Single mothers living in the Long Branch neighborhood face a multitude of barriers to earning a high school diploma. Their children are not yet old enough to attend public school. Most of the mothers do not have access to transportation. Many struggle with day to day survival issues. The Breaking the Cycle of Poverty (BCP) program will offer low-cost or no-cost child care to single mothers so that they can pursue their GED. By spring of 2012, the BCP program will have first child care center furnished and staffed. The BCP program has provided GED prep courses in the community since 1975, and is committed to ensuring that all individuals have access to these important services.

MAPs - Need Statement Worksheet

This sample worksheet will help you develop your own Needs Statement. A copy of this worksheet is available for your use in the Tools section.

Project Title: Make it interesting and relevant

Breaking the Cycles of Poverty through Education (BCPE) Program

Identify the Need: How is it identified?

Research local reports, studies or stories related to your need and include them in your statement

In a survey conducted by the city, it was revealed that 80% of the residences in the Long Branch neighborhood are headed by single females who are living below the poverty line. Of these, 50% are unable to attend GED prep courses due to the cost of child care.

Define evidence of the need. Demonstrate the reality of the need by using real, credible sources and reports of evidence of the need. Don't forget to look at the larger evidence of need.

According to studies, children of single parents with less than a high school education are more likely to become drop-outs themselves; live at the poverty level or below; and become single parents.

Define Population: Take the time to clearly identify who has the need, including age, demographics and other descriptions to identify whom your project/program will help.

Single mothers living in the Long Branch neighborhood face a multitude of barriers to getting a high school diploma. Their children are not yet old enough to attend public school. Most of the mothers do not have access to transportation. Many struggle with day to day survival issues.

Define the project: Connect the need to the project. Include the elements of your program or project that are the "reason for being" and are the thing(s) that will tug at the donor's heart-strings

The Breaking the Cycle of Poverty through Education (BCPE) program will offer low-cost or no-cost child care to single mothers so that they can pursue their GED.

Define Timing: While this section is not to take the place of a timeline, you do need to frame the timing of your effort.

By spring of 2012, the BCPE program will have first child care center furnished and staffed.

Identify Unique Organizational Qualities to Address the Need: Now that you have identified your need, outlined how you will meet the need, when the work will happen, explain why YOUR organization is critical to meeting the need.

The BCP Program has provided GED prep courses in the community since 1975, and is committed to ensuring that all individuals have access to these important services.

MAPs – Step 3: Set Goals, Objectives, Methodology

To ensure the project/program goals, objectives, methodologies and evaluation are aligned. Organize them *before* beginning to write grant narratives. This allows you to build the framework for your project that will carry over into the grant application development and proposal writing.

These sections are where you explain to the funding agency exactly what you will do to address your need, including a timeline and how you will know you have achieved the goals. The information included in your goal development must be closely related to the needs statement so connections between them are clear to the reader. Each goal proposed should include developed objectives, methodology and evaluation elements. Try to limit your project goals to between three and five to ensure clarity.

GOALS:

- are the broad and overarching description of the project/program.
- are compelling and entice the reader.
- are often difficult to write so plan accordingly.
- are often called “outcome(s) on applications.
- may need to be rewritten to align with the Objectives section.

OBJECTIVES:

- are specific statements about WHAT you are going to DO to accomplish the goal.
- are stated in action terms (increase, decrease, assist, etc.)
- are where the specific population is defined through action.
- are written to demonstrate how you will measure them.
- include timeline or benchmarks for specific action.

METHODOLOGY:

- is HOW you are going to do the proposed work, meet objectives and achieve the goal.
- is threaded through the project description and objectives.
- will clearly outline specific activities and when they will be performed.
- will include processes to be used to select participants (if applicable).
- is the section that will inform the reader if the scope of work proposed is reasonable.
- could be written in bullet format.

EVALUATION (see page 16 for more detailed description):

- explains HOW you will know that your project goals have been accomplished.
- is where you describe what evaluation methods will be used and who will use them.
- is where you discuss reporting and dissemination mechanisms.
- is where you will identify if you intend to hire an external evaluator, if required.

MAPs-Step 4: Grant Organizer Tool

Use this graphic organizer to facilitate development and coordination of the goals, objectives, methodologies and evaluation portions of your grant application. The completed box is an example.

You can find a blank copy of this in the Tools section.

Goal 1: To increase the number of single mothers receiving GED certification		
Objectives	Methodology	Evaluation
EXAMPLE By December 2012, 15 children of single mothers will be enrolled in child care	EXAMPLE 1. Hold an informational meeting with single mothers 2. Assist mothers with enrollment in GED courses 3. Complete contract with parents	EXAMPLE 1. Number of mothers at meeting 2. Number of parents enrolled 3. Copies of contracts

MAPs – Step 5: Implementation Planning Tool

When preparing to write your grant application or proposal it is important to have the complete project planned out. Having the actual/expected important dates or milestones outlined will aid the writing process. The writing becomes the thread that ties the proposal together as you explain the elements listed in the project implementation plan. Including costs associated with the time line elements will help in budget development. A copy of this is available in the Tools section of this manual.

Project Name: Breaking the Cycles of Poverty Through Education			
Objectives	Activities or Outcomes	Completion Dates Benchmarks	Associated Costs
EXAMPLE Develop program description for program brochure, include in organizational newsletter/mailing.	EXAMPLE Begin taking reservations for program, marketing and PR for program and build attendance roster.	EXAMPLE Program description by July 1, 2013 Mailing drop August 1, 2013 Deadline for registration September 30, 2013	EXAMPLE \$200 for ad in newspaper \$100 printing of flyers \$100 mailing of flyers

MAPs – Step 6: Develop the Budget

Budgets are very important. Funding agencies want to know you have done your homework and know exactly how much you will need to implement your plan. Unrealistic budgets will be rejected immediately so it is important to explain exactly how the funds will be spent.

When requesting grant funds, you are asking the granting agency to invest in your organization and your project's need. Funding agencies will determine the value of your project and how their money will best help address your needs. In order to make sure that grant funds received support each of the outcomes included in the grant application, it is essential that the budget be developed as accurately as possible. The budget provided in a grant application gives a clear view of the total resources needed.

Grant applications generally request a budget following one of two formats: budget detail and budget narrative. A budget detail provides a list of costs for specific project/program elements. A budget narrative provides brief explanation of project costs, including dollar amounts, for such things as benefit calculations, hourly salary rates, or other explanations of a financial nature. For example: instead of listing reading books, \$500, you would report type of books the number and the cost per book (24 level 3 readers at \$21 each). Many times, funding agencies request both types of budget reports. In this case it is essential that both budget reports match.

Tips for Developing Budget Reports:

- Include indirect costs, if appropriate and/or allowable.
- List personnel/salary rates separate from benefit costs.
- If required, list program revenue and other project support.
- Don't forget to include travel, if appropriate to project.
- Your budget should be a realistic and fiscally accurate request for grant funds. Avoid 'padding the budget' to illustrate a sound grant request.
- Try to leverage other project grants and resources to get the most 'bang for your grant buck'.
- Be sure to use the budget forms required by each agency if it is included in the RFP.

MAPs Sample Budget Detail				
Object Description	Grant Request	In-Kind/Match	Goal Alignment	Total
Salaries				
FTE (full time equivalent)	\$0	\$10,000/yr. (400 hours x \$25/hr.)	Goal 1: Program Admin	\$10,000
PTE (part time)	\$100 (12.5 hrs. x \$8/hr.)	\$100 (12.5 hrs. x \$8/hr.)		\$200
Benefits				
FTE Benefits	\$0	\$1,000/yr.	Goal 1: Program Admin	\$1,000
PTE Benefits	\$40	\$40		\$80
Supplies				
Books	\$100	\$0	Goal 2: Reading Program	\$100
Software	\$50	\$0		\$50
Materials	\$25	\$0		\$25
Printer supplies	\$25	\$0		\$25
Equipment				
Computer	\$0	\$500	Goal 1: Program Admin	\$500
Printer	\$350	\$0		\$350
Postage/Printing	\$600	\$0	Goal 3: Program Dissemination and Outreach	\$600
Consultant/Services	\$0	\$0		\$0
Indirect(10%)	\$120			\$120
Totals	Grant Request \$1,410	Total Match \$11,640		Program \$13,050

MAPs – Sample Budget Narrative

Salaries- \$100

Full Time Employee (FTE)- Project Director (\$0) No grant funds will be used to fund project director. The Organization will provide \$25 per hour for project director with estimated 400 hours per year.

Part Time Employee (PTE)- Project Assistant (\$100) The Project Assistant salary of \$8 per hour will be paid partially from the grant and partially by the Organization. Estimated Project Assistant to provide 25 hours to the project, 12.5 hours grant funding and 12.5 hours Organization funding.

Benefits- \$40

Full Time Employee (FTE)- Project Director (\$0) No grant funds will be used to fund project director. The Organization will provide benefit costs of \$1,000 per year for retirement, FICA and State Disability.

Part Time Employee (PTE)- Project Assistant (\$40) The Project Assistant benefits will be paid partially from the grant and partially by the Organization. Estimated Project Assistant benefit cost \$40 per year for FICA and State Disability will be funded using a basic 10% of expected salary costs.

Supplies- \$200

Books (\$100) Grant funds used to purchase 40 level 3 consumable activity booklets at \$2.50 each.

Software (\$50) Grant funds used to purchase 2 CD ROMs supporting level 3 activity booklets.

Materials (\$25) Grant funds used to purchase pencils, rulers and pencil boxes for students.

Printer Supplies (\$25) Grant funds used to purchase toner and other printer supplies.

Equipment - \$350

Computer- Computer needed to administer the program will be provided by the Organization with an estimated \$500 value of in-kind match. No grant funds will be used to purchase a computer.

Printer- Grant funds will be used to purchase an HP desk-top color printer Model Number XCU01000. The printer will be used to print student certificates of achievement, outreach newsletters and parent letters. Cost of the printer is \$350.

Postage/Printing \$650

Grant funds will be used to produce and mail monthly newsletters and other information with an estimated monthly cost of \$50.

Consultant/Services \$0

The project does not intend to use consultant services for this project.

Indirect \$120

An approved indirect rate of 10% will be taken to support project administration.

Total \$1,410

While the total budget for the project is \$13,050, the Organization intends to support the work to increase literacy by providing \$11,640 in matching and in-kind program support. The Organization respectfully requests \$1,410 in grant funds to support this work.

MAPs – Step 7: Evaluation is Important!

The evaluation section of the grant application will tell the funding agency how you will measure your results, based on program goals and objectives (and methodologies). Depending on the size of the award and the funding agency, you may choose to hire an external evaluator. An acceptable fee charged by an external evaluator would be between 8-15% of the total project award. The use of an external evaluator illustrates your commitment to accurate results and objective review of the program. The expense for an external evaluator must be weighted with the amount of the grant award and the requirements of the funding agency.

For some programs, an evaluation is the systematic process of assessing program results and is an ongoing monitoring process. This is called a formative assessment where outcomes of the program drive next steps in programming. Summative evaluation takes place at the end of a program and serves as a capstone of the work. Some funding agencies will require a formal summative annual or project report reflecting summative evaluative measurements of program effectiveness. Researching the grant requirements will help you know which type of evaluation to plan for.

Some grants are specifically intended to fund research programs which are in their entirety, evaluation grants. These grants are generally awarded to universities, external evaluators working for large assessment companies (WestED for example.) These grants generally do not fund program implementation costs, but rather the cost of conducting an evaluation.

Plan for the evaluation of your project as you develop the program. While planning the program identify measurable benchmarks or indicators of program success/progress. Relate these to the project timeline and illustrate how these are aligned with the funding agency guidelines. This will make your proposal more competitive.

Examples of evaluation tools used in grant programs:

Tests-	Pre- and Posts-Tests Performance against control groups
Data Collection-	Surveys Questionnaires
Completion-	Attendance in program Graduation from program Follow-up Tracking
Budget Reports-	Costs to Budget Cost per Unit of Service
Subjective-	Journals Testimonials Photographs

MAPs – Now YOU Take the Next Steps!

Now What? Getting started is difficult and preparing a successful application to a funding agency requires thoughtful presentation. By answering the six questions below, you will have taken the first steps toward development of what funding agencies want to read in support of your grant application.

1. What do you want to fund?

What is “IT” that you want to do?

2. What do you want to accomplish?

What is your over-arching goal?

3. How much do you need?

Know how much you realistically need to meet your goals.

4. What do you already have in place?

Don’t overlook existing funding, program efforts, staffing and other resources.

5. Who are your partners?

Funding agencies like to see partners working in collaboration. Who are yours?

6. Who could fund this work?

Research potential funding organizations to ensure a match between what the grant will support and what you want to have funded.

Resources

MAPs

Sample Grant Application

THE Korabie CHARITABLE FOUNDATION

Purpose and Vision

The purpose and vision of The Korabie Charitable Foundation (the Foundation) is to improve the quality of life in Korabie by meeting critical needs.

The Korabie Charitable Foundation is committed to the financial support of organizations, projects and programs dedicated to improving the lives of residents within the geographic boundaries of the City of Korabie. To that end, we actively seek individuals and businesses that are desirous of supporting worthy endeavors in Korabie in the areas of:

- Arts & Culture
- Education
- Environment
- Health & Human Services; and
- Other areas as that the Foundation may decide to fund.

All funding decisions made by the Foundation's members will be affirmed by The Long View Community Foundation's Board of Governors. Each year the members of the Foundation will select an "area of interest" based on recommendations from the Foundation's Grants Committee. Following the adoption of the "area of interest," the Grants Committee will research relevant national and regional materials for background and context, and will conduct local level research through interviews with Korabie community leaders, citizens and experts in an effort to promote open dialogue and collaboration.

2012-2013 GRANT GUIDELINES KORABIE CHARITABLE FOUNDATION

Currently, The Korabie Charitable Foundation will only accept proposals in the area of improving **HEALTH AND HUMAN SERVICES** related to **SOCIAL SERVICE SUPPORT PROGRAMS**. The Korabie Charitable Foundation will fund projects managed by 501(c)(3) nonprofit organizations that demonstrate a benefit to struggling Korabie residents. Projects must strengthen and/or sustain critical social service support programs that respond to immediate needs and/or builds sustainable systems that increase access to, and awareness of, existing resources.

Applications are due no later than 5:00 P.M. on Thursday, April 5, 2012

Examples of possible projects include, but are not limited to:

- **Food and basic need programming;**
- **Homeless and transitional housing programming;**
- **Youth safety during out-of-school time programming;**
- **Mental health programming;**
- **Self-sufficiency programming;**
- **Substance abuse programming;**
- **Domestic violence programming;**
- **Healthy lifestyles programming;**
- **Mentorship and peer support programs.**

Projects eligible for funding will be managed by nonprofit organizations or government agencies and will build and/or strengthen one or more of the following elements:

- **Is culturally appropriate and sensitive;**
- **Initiates preventative and/or strength-based approach;**
- **Initiates or fosters collaboration with other community organizations;**
- **Is supported by matching funds, facilities, or other resource multipliers;**
- **Has a sustainable impact, offers measurable/scalable outcomes, and ongoing verifiable benefit(s) to the community or the population served;**
- **Is innovative or encourages innovation;**
- **Has competent, experienced, and credible organizational leadership in place;**
- **Is rooted in solid research and/or best practices;**
- **Is focused on one or more problem areas, opportunities or populations that are underserved by other nonprofit entities, educational organization mandates, or state or federal programs.**

The Korabie Charitable Foundation WILL NOT FUND:

- Annual campaigns and fundraising events
- Capital campaigns for buildings or facilities
- Stipends for attendance at conferences
- Endowments
- For-profit organizations or enterprises
- Individuals unaffiliated with a qualified fiscal sponsor
- Projects that promote religious or political doctrine
- Research projects (medical or otherwise)
- Scholarships
- Existing obligations or debt including unpaid salaries

THE KORABIE CHARITABLE FOUNDATION'S TIME LINE

- March 1, 2012 Guidelines released on the website
- March 5, 2012 Grant Applicants' Forum
- March 7, 2012 Grant Applicants' Forum
- April 5, 2012, by 5:00 P.M. Grant Applications due
- April 20, 2012 Finalists for site visits notified
- April 30-May15, 2012 Site visits conducted with all finalists
- June 2012 Grant recipients notified
- July 1, 2012 Program funding start date

THE KORABIE CHARITABLE FOUNDATION GRANT PROPOSAL CHECKLIST

Please submit the following items in a Word document or PDF file with the name of your organization, the words "The Korabie Charitable Foundation 2012-2013 Grant Cycle," and the requested amount in the upper right-hand corner of each page:

Part A: Project Goals, Objectives, and Expected Results (maximum of one page)

Part B: Project Narrative (maximum of four pages)

Part C: Project Budget (maximum of one page)

A list of the organization's (or fiscal sponsor's) current Board of Directors, including each member's name, profession, and office held on the Board, if any.

Part A: Project Goals, Objectives and Expected Results

The Statement of Goals, Objectives and Outcomes should be NO MORE THAN ONE PAGE. For the application portion, please write a synopsis as indicated in the online portion of the application.

Organization: A brief statement of your organization's mission, history, and population served.

Goals: The goals should be an inspirational statement. They do not need to be measurable or time-limited. Your goals should specify the social condition that your organization will address and change.

Objectives: Objectives are the specific, measurable, and time-limited statements of purpose intended to guide your organization's activities towards achieving the goal.

Expected Results of Your Organization's Program/Project: Expected results are the individual, organizational or community-level changes that can reasonably occur during the grant period as a result of the proposed activities or services. The expected outcomes may relate to a new level of functioning of an organization, new or expanded resources devoted to addressing the goal, or specific changes in the knowledge, attitude and behaviors among program participants after participating in the program. The grant objectives and expected outcomes should describe what is expected to happen as a result of this grant.

Part B: Project Proposal Narrative

What should be included in the four-page Narrative Description? (This document can be up to four pages, single spaced, 12 pt. Times New Roman with one inch margins)

1. Purpose of the Grant:

- Give brief description of the program or project for which you are seeking. Explain how it will contribute to improving opportunities for the population served.
- What are the specific program goals, i.e. what results are you committed to achieving and in what time frame?

2. Program Description

- Describe the main strengths of the program.
- Describe the research-based, proven model for the proposed program.
- Provide evidence of the success of this or similar approaches on the population in Korabie or elsewhere
- Explain the impact of the program on the target population.
- How might the program be sustainable, replicable, and/or scalable?

3. Program Leadership

- Who (i.e. key individuals) will be responsible for the program's leadership and for achieving the program goals? Who will be responsive for implementing the program and what specific skills and experience do they offer? Please include brief bios of your key staff members.
- How will other staff, board, local community members and/or families of your targeted population contribute to the program's success?
- What collaborative relationships with other nonprofit, government agencies, individuals and/or businesses? How do they contribute to the program's success?

4. Organization

- What is the priority of the proposed program within the organization or within the fiscal sponsor's organization? The fiscal sponsor organization must have the management capability for financial administration of the grant.
- What critical resources will the organization and/or fiscal sponsor, if applicable, contribute?
- If the Korabie Charitable Foundation were to fund this project, how would your organization sustain the project beyond the proposed one-year grant period?

5. Performance

- How will you measure/continue to measure the program's success (e.g., what data do you or will you use to demonstrate the achievement of the program goals?)
- What measurable objectives do you hope to have achieved at the 12-month mark?
- Who will be involved in the program evaluation?

- How will the results of the evaluation be used?

Part C: Project Budget and Budget Narrative

Budget Narrative and forms – please use the budget template sample shown below

- What, specifically, are you asking the Korabie Charitable Foundation to support?
- What are the other sources of funding for the proposed program or project?
- What is the status of these other sources of funding? Quantify and include in-kind contributions. If requesting capital funds, please detail what you will purchase and how the project will benefit from these purchases.
- Requests should be between \$5,000 and \$27,000.
- NOTE: It is suggested (but not required) that the total amount of the grant does not exceed 20% of the organization's budget in a fiscal year period.
- Audited financial and/or 990 form will be requested later if your organization is selected for a site visit.

Program Budget Form – SAMPLE

Request up to \$27,000

Requested Amount: \$

Organization:

Program Title:

Total Project Budget		
	Project Expenses	Overall Expenses
Salaries/benefits	\$5,000	\$20,000
Project Expenses	\$12,0000	\$30,000
Communications/outreach	\$2,500	\$15,000
Office Supplies	\$2,500	\$35,000
In Kind Contributions	NA	\$25,000
Capital Expenses	\$5,000	5,000
Total	\$27,000	\$130,000

MAPs – Letter of Intent

What is a letter of Intent? Some foundations or corporate funding sources do not accept unsolicited grant applications and will state this in their materials. This generally means that these funders would like to receive introductory information about the project you are proposing before you submit a full proposal. This can save the granting agency time and effort by reducing the number of full proposals they review. A Letter of Intent (LOI), also called a Letter of Inquiry, is often the first step in the grant process, from the funder's side. If the funder likes the project described in the LOI they may invite you to submit a full proposal for funding. Being invited to submit a full proposal, from a LOI generally means that the funder is interested in your project, your project matches the funding organization goals, or that your organization is seen as a fund-worthy.

Letters of Intent should be two to three pages in length and should briefly describe the project components. These components are the same for grant proposal development and include a need or problem statement, goals, objectives and methods to solve the problem, and an evaluation description. The LOI also should contain a brief section on the history of the organization, as one cannot assume that the foundation or funding agency is aware of your organization. Often the LOI can be written to include the names of other funders illustrating the collaboration and leveraging of funds associated with a project. Funders often like to see what their competitors are funding and often fund similar programs. The LOI will need a conclusion or summary to wrap up the request. Samples of a Letter of Intent are included in the Toolbox. Please see the sample indicating the section titles to assist as you write your own LOI.

TIP: When you are requesting materials or equipment a full grant application may not be required. A well-written letter providing detailed information about the products being requested, how they will be used, why they are needed and other details may be the only written documentation required. Use the same basic sections for these types of LOI. Providing as much information as possible, stating it in a concise manner will allow the funder to quickly understand the need.

Note: Federal and State grants often require that a Letter of Intent be submitted prior to submitting the full application. Often this LOI request does not require project information but is used to gauge interest in a grant program. Make sure you research what is required by the funding agency, that you follow their format and include all information they require.

MAPs - Sample Letter of Intent with Headings

Growing Great Readers Project

Happy Hills Elementary School

P.O. Box 2722

Any Town, GA 00000

June 10, 2003

Robert Bailey
Executive Director
Reading for Everyone Foundation
333 Centre Avenue, Suite 500
Any Town, GA 00000

Dear Mr. Bailey:

Over the last year the Parent Teacher Association at Happy Hills Elementary School has become concerned about our first graders' reading scores. Over half the children in the first grade cannot read at grade level at the end of the school year. Yet the reading levels can be improved with tutoring, which is currently available only to a few of our Happy Hills students who are **Problem** from affluent families.

To improve these reading scores the PTA is establishing an educational project called Growing Great Readers. With support from Reading for Everyone Foundation we will create a program using volunteers from the local retirement home as tutors to improve the reading scores of our first graders. **Solution**

Our goal is to enroll as many of our 50 first-grade children in the tutoring sessions as possible. Promotions, including media released and TV appearances, will advertise the Growing Great Readers project in the community. **Goal**

A professional reading consultant will direct our Growing Readers Project. She will confer with the first-grade teachers at Happy Hills Elementary School in order to coordinate the project's tutoring program with their lesson plans. The director will then train our community tutors – approximately 30 volunteers drawn from the Happy Hills Retirement Community **Methods** (across the street from Happy Hills Elementary School.)

We will appeal to the parents of our students to attend evening workshops, where they will be instructed in how to support their child's reading efforts at home. The sessions will emphasize different aspects of reading readiness.

To keep the Reading for Everyone Foundation apprised of the progress of our project, we will send regular reports and evaluations. In the fall we will send a report on enrollment – of both students and teachers – in the Growing Great Readers tutorial sessions and workshops. Every three months we will send attendance records. If you or other representatives from the Reading for Everyone Foundation want to observe the training sessions, the tutorial programs or the parent workshops, you will be most welcome.

At the end of the school term, a complete report will be submitted comparing the Happy Hills Elementary School first-grade scores for the current year with those from the previous year and with those from the other schools in the state. Summaries of reactions from both parents and teachers will be included.

Evaluation

Founded in 1988, the Happy Hills Elementary School PTA is dedicated to the continual improvement of the learning experience for every child in the school. It coordinates the efforts of the children's parents with those of their teachers in carrying out programs that can bring about such improvement. Since its inception, the PTA has raised \$175,000 in funds and in-kind donations for such projects as parent workshops on how to help with homework; teacher-upgrade seminars in reading, science, math and art; and field trips for students to museums and performing arts events.

History of Organization

The Happy Hills Elementary School PTA receives its operating expenses from public funds allotted by the state legislature. Its other program expenses come mainly from parent membership donations (60% of the parents are members of the PTA; of those, 80% are donors). Local businesses have been most generous in their support of the PTA programs, primarily with in-kind donations of computes, VCR's and furnishings. Other funds come from special events such as bake sales and garage sales.

Other Funding

With a generous grant of \$45,000 from the Reading for Everyone Foundation, we will address the substandard reading performance of our children in the Happy Hills Elementary School with our Growing Great Readers project. Your grant will go toward training our volunteer tutors to coach our first graders in a way that will enhance their teachers' efforts. We will advise our parents how to optimize the children's reading experience at home. These efforts will help our student establish a foundation in reading skills, enabling them to perform better in every subject throughout their school years.

Conclusion/Summary

Thank you for your consideration. With your permission we will forward a full proposal. If you have any questions, please do not hesitate to call me at 000-000-000.

Contact

Sincerely yours,

MAPs - Grant Writer's Glossary

501(c)(3)- A 501(c)(3) organization is tax exempt as either a public charity or a private foundation. Gifts of money to a public charity are tax deductible. 501(c)(3) organizations are tax exempt, but not all tax exempt organizations are classified as 501(c)(3). Organizations that are classified as 501(c)(3) have a declaration letter awarded to them by the IRS. This letter is required to be included in grant application packages.

Audit- A review of grant accounting and financial documents. Some funding agencies require an annual audit report from the organization receiving grant funds, often by an external auditor. External auditors do not work for the organization and provide an unbiased report of grant program finances.

Boiler Plate- Documentation that is developed in advance of application development and is what is used to produce letters of intent or grant applications.

CFDA Number- Catalog of Domestic Assistance number that identifies all federal grants.

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

Discretionary Grants- A way funding agencies, especially the State and Federal government, to indicate that a grant program is competitive.

E- Application- Electronic grant application process such as grants.gov, eGrants.gov or other electronic grant portals. If e-applications are required, hard-copy paper applications are generally not accepted, unless under specific circumstances.

Evaluation- The assessment of a program measuring if intended goals and program milestones have been met. Often an External Evaluator is required to assess a grant-funded program. External evaluators, if applicable, generally are funded from the grant and are not employees of the organization receiving the grant.

Fiscal Agent- The organization to whom the grant award is made (check is made out to). A fiscal agent may be the organization to process pass-through grants or sub-awards.

Formula Grants- Grants awarded to eligible entities (schools, school districts, cities) based on an allocation calculation through legislation. Title I is a formula "grant" program. Formula grants are not competitive and have strict application requirements.

Free Money- Does not exist! Grants are not gifts!

Funding Cycle- The chronological pattern of grant application and award. Some funding agencies have application review annually while some have bi-annual funding cycles.

Grant Seeker- Person, school district, organization who is applying for a grant.

Grantee- Person, school district, organization who receives a grant award.

Grantor or Grantmaker- Agency or organization that is providing the grant. (Funding Agency)

Indirect Cost-The percentage of a grant award that can be used to pay for organizational operational overhead to manage a project. Many grants do not allow indirect. It is calculated in the budget portion of the application.

In-Kind- Goods and services that are given to you or the organization in support of the project, that would have otherwise been provided by the grant funding. Value of goods or services is still reflected in overall grant program budget.

IRS 990 Tax Form- All 501(c)(3) organizations are required to file Form 990 with the IRS, annually, and make this information public. This form provides a snapshot into foundation grant efforts and is an important part of grant research.

LEA - Lead Education Agency, school or school district. LEAs are generally eligible for specialized funding. Grants open to LEA applicants are not appropriate for others to apply for.

Match- Funds provided by an organization to fund a program, in addition to the grant funds. Many funding agencies require a match to illustrate the level of support by the organization to the project.

Operating Support- Funds used to pay for an organization's day-to-day, ongoing expenses such as salaries, utilities, rent.

Program Officer- The representative from the funding organization who is identified as the manager for the grant program. This is the person who will be able to answer questions specific to the grant program.

RFA/RFP/NOFA/SGA- Request for Application, Request for Proposal, Notice of Funding Availability, Solicitation for Grant Application. Often used interchangeably to mean that a grant is seeking applications.

SEA- State Education Agency. In the case of San Diego, the SD County Office of Education serves as the SEA for the region. Grants open to SEAs are not appropriate for LEA or other applicants.

Subgrant- Grants, or awards, made to a third party to fund goods and services separate from what the district provides.

Tax Exempt- Organizations, such as schools and school districts, that have been identified by the IRS as exempt from paying sales tax. The IRS will provide a letter indicating that the organization is tax exempt. Tax Exempt is not the same as 501(c)(3).

MAPs - Resources for Grant Writers

Funding Notices and Granting Agencies

San Diego Foundation	www.sdfoundation.org
California Arts Council	www.cac.ca.gov
Centers for Disease Control (CDC)	www.cdc.gov
San Diego County Online	www.sdpublic.sdcounty.ca.gov
San Diego City Online	www.sandiego.gov
Chronicle of Philanthropy	www.philanthropy.com
Federal Grants	www.grants.gov
State of California	www.getgrants.ca.gov
The Foundation Center	http://fdcenter.org
Grants Alert	http://www.grantsalert.com
CA Department of Education	www.cde.ca.gov
Guidestar	www.Guidestar.com
Women's Funding Network	www.wfnet.org
Foundations Lists	www.foundations.org
San Diego Unified School District/Grants	www.sandi.net/dept/grants

Resources/Websites for Grant Writing

- *“Show Me the Money: Tips & Resources for Successful Grant Writing”* Many educators have found that outside funding, in the form of grants, allows them to provide their students with educational experiences and materials their own districts cannot afford. Learn how they get those grants – and how you can get one too. Included: Practical tips to help first-time grant writers get the grants they need.
http://www.educationworld.com/a_curr/profdev/profdev039.shtml
- **Center for Nonprofit Management**, Their website offers a wealth of services to grant seekers and grant writers. The Grant Seeker's Handbook is posted on line and is updated regularly to provide up-to-date information for those looking for grant funds.
<http://www.cnmsocal.org/Services/Publications.html>
- **“Grantionary”**, The Grantionary is a list of grant-related terms and their definitions.
<http://www.eduplace.com/grants/help/grantionary.html>
- **“Grant Writing Tips”**, SchoolGrants has compiled an excellent set of grant writing tips for those that need help in developing grant proposals.
<http://www.schoolgrants.org/tips.htm>
- **Grant Proposals** www.grantproposal.com
- **Grant Services** www.grantservices.com/res387/proposal_samples.htm
- **Writing Resources** www.uni.edu/advance/grantinfo
- **California Consortium of Education Foundations** www.cceflink.org
- **Center for Nonprofit Management**
www.cnmsocal.org/Grantseekers/intro.html
- **Tucson-Pima Public Library** www.lib.ci.tucson.az.us/research/grants
- **Fundraising for Nonprofits** <http://nonprofit.about.com/od/fundraising>
- **Public Education Network** <http://www.publiceducation.org>

Books

- **Grant Writing for Dummies**, by Beb Browning, Wiley Publishing, Inc., New York, 2001
- **Barnes & Noble Basics: Getting a Grant**, by Barbara Loos, Barnes & Noble, New York, 2004.
- **The “How To” Grant Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants**, by David Bauer, Greenwood Publishing Group, Inc., and the American Council on Education, Westport, Connecticut, 2003.
- **Grant Writing for Educators: Practical Strategies for Teachers, Administrators and Staff**, by Beverly Browning, Solution Tree (formerly National Education Services), Bloomington, IN, 2004.
- **The Teacher’s Guide to Winning Grants**, by David Bauer, Jossey-Bass, John Wiley & Sons, San Francisco, 1999.
- **Effective Fundraising for Nonprofits: Real-World Strategies That Work**, by Ilona Bray, J.D., 2005.
- **Essential Principles for Fundraising Success: An Answer Manual for the Everyday Challenges of Raising Money**, by G. Douglas Alexander, Kristina Carlson, 2005.
- **Beyond Fundraising: New Strategies for Nonprofit Innovation and Investment**, by Kay Sprinkel Grace, 2005.
- **The Accidental Fundraiser: A Step-by-Step Guide to Raising Money for Your Cause**, by Stephanie Roth, 2005.

MAPs Tool Box

Foundation Research Data Collection Form

Organization/Foundation Name	Research Date/Researcher
Address(s)	Phone/Fax
Web Address/Grant Link	
Contact(s) Name	Title(s)
Organization/Foundation Purpose/Type	
Area(s) of Interest	
Deadline(s)	Application Date
Funding Cycle	Grant Amounts
Special Notes	
Distribution	Date

MAPs - Need Statement Worksheet

Use this tool to develop your need or problem statement. Refer to the example in the workbook.

Project Title:

Identify the Need: How is it identified?

Define evidence of the need:

Define Population:

Define and connect the need to the project:

Define Timing:

Identify Unique Organizational Qualities to Address the Need:

MAPs - Grant Organizer Tool

Project Title:

Goal 1:		
Objectives	Methodology	Evaluation
Goal 2:		
Objectives	Methodology	Evaluation
Goal 3:		
Objectives	Methodology	Evaluation

MAPs – Implementation Planning Tool

Project Name:			
Objectives	Activities or Outcomes	Completion Dates Benchmarks	Associated Costs

NOTES: