Log On to Grant Writing for Your Outdoor Classrooms

Outdoor Classroom Symposium

November 14, 2008

Finding a Grant

- Types of Grants: Government, Foundation, Corporate, In-Kind
- Government Grants - Catalog of Federal Domestic Assistance, Grants.gov, Catalog of State Financial Assistance Programs
- Foundations - The Foundation Directory
- Corporate - Websites, Annual Reports
- www.schoolgrants.org
- Business and Personal Contacts

Researching the Grant Maker

- The more you know the better
- Visit websites or call for printed materials and request a list of previous grants if available
- Resources to help: Foundation Directory, Annual Reports, www.Guidestar.org
- Don’t try to force a match

Before You Start

- Have a copy of the grant application/ RFP on hand
- Make sure you are aware of any special requirements
- Ready any necessary documentation such as tax returns, 501 c(3) letter etc.
- If appropriate, contact the grant maker to discuss your project

Seven Parts of a Grant

- Summary Statement
- Needs Assessment
- Background of Organization
- Program Description
- Evaluation Measures
- Budget
- Future Funding Statement

Summary Statement

- Summarizes the project: should state who you are, how much money you are requesting and what you will do with it.
- Keep it short: a paragraph to a page
- Keep In Mind: The summary is the first and often the **<u>only</u>** part of a proposal that is read

Needs Assessment

- Perhaps the most important part of the proposal, describes the problem that requires action
- Provide supporting numbers/documentation
- Portray the need clearly, don't assume that the need is "obvious"

Background of Organization

- Who are you?
- Why are you the group to do this project?
- Prove you have the skills, expertise, and resources to implement the program successfully
- Mention any similar projects that you have implemented

Program Description

- 2 Parts - Objectives and Methods
- Objectives - Be specific, what are your goals for the program? These must be concrete and measurable.
- Methods - Description of your program. How will you achieve your objectives? Are these methods proven?
- Can include an implementation timeline

Evaluation Measures

- How will you know when you have met your objectives?
- Ideally, you should have an evaluation measure for each of your objectives
- Process evaluation versus outcome evaluation

Budget

- Detailed listing of all of the expenses and any revenue
- Funders will look for in-kind contributions on your part - can be money, office space, administrative support, supplies etc.
- The budget should be clear, reasonable, and supported

Future Funding

- One time projects
- Have a plan (this is the hardest part)
- Reassure the Grant Maker:
  They want to know that good programs will continue on their own without additional expense to them

Don’t Throw Your Grant Away!

- The process of writing a grant is invaluable
- You have a detailed description of your organization and at least one of your programs. This is a great start on a more general fundraising package. Tweak it and use it to approach other potential donors.
- Old grant applications can also help you write awards - another great way to set your program apart

Additional Resources

- Grant Writers - Amateur and Professional
- DCA Grant Writing Seminar
- Packet
- Call Me - (404) 679-4853, svisser@dca.state.ga.us

Packet Contents

- Guide to the Web
- Sample Foundation Directory Page
- Essential Proposal Elements
- Summary Statement Questionnaire
- How to Write a Proposal
- Writing Winning Grant Proposals
- Additional References

Web Guide

Proposal Writing Resources

The Foundation Center: Online location for foundation information and Foundation Center products; includes their course schedules and proposal writing short courses as well as other resources.
http://www.fdncenter.org.

Georgia Center for Nonprofits: Offers access to a variety of resources including proposal writing information and staff development opportunities.
www.gcn.org

The Grantsmanship Center: Publishes a magazine about proposal writing. Archives are available online as well as other resources.
www.tgci.com

The Nonprofit Management Education Center: Maintained by the University of Wisconsin Extension Service, this site provides in depth information about starting and managing nonprofits. Includes links to fundraising and proposal writing information.
http://www.uwex.edu/ces/cced/nonprofits/management/

The University of Delaware: Provides links to a wide array of resources including proposal writing tips, information about grant makers and news.
http://www2.lib.udel.edu/subj/foce/internet.htm

Online Grant Databases

Catalog of Federal Domestic Assistance: The single point of contact for all federally funded assistance programs including grants, loans, training surplus equipment etc. The site is searchable by keyword or browse by agency or program type.
www.cfda.gov

Grants.gov
Search specifically for federal grants and apply online.
www.grants.gov

Catalog of State Financial Assistance Programs: Last published in 2002 by the Georgia Department of Community Affairs, this resource lists state funded grant programs in Georgia.
http://www.dca.state.ga.us/economic/financing/publications/finasst.pdf

Federal Funding Sources for Watershed Protection: Highlights federal grants and loans that may be used at the local level to support watershed projects. Contains references to other good technical assistance sites.
http://www.epa.gov/OWOW/watershed/wacademy/fund.html

School Grants: This site offers an extensive list of foundations that offer grants for educational programs. Several of the programs apply to environmental education and would provide a great opportunity for Keep America Beautiful affiliates and local schools to partner on a project.
www.schoolgrants.org

Nonprofit Accountability

Better Business Bureau Wise Giving Alliance: A place to check out charities to which you may want to contribute, or to see your nonprofit's rating. Provides information on charities and giving, with a quick reference guide to hundreds of charities, quarterly reports and a "Wise Giving Guide".
www.give.org

Guidestar: A site for donors who want to learn about nonprofits, Guidestar offers a searchable database of more than 1.5 million nonprofit organizations. They also post the IRS 990 form for all of the organizations in the database.
http://www.guidestar.org

IRS File Manager for Forms: Information and forms for reporting to the IRS.
http://www.irs.ustreas.gov/formspubs/index.html

Professional Fundraising

Association of Fundraising Professionals: Formerly the National Society of Fundraising Executives, the AFP is the professional organization for fundraisers offering membership, educational opportunities and credentialing.
http://www.nsfre.org

Council for Advancement and Support of Education (CASE): International association of education advancement officers (ie fundraisers).
http://www.case.org

Other Sites of Interest

Board Source: Devoted to nonprofit boards, includes job descriptions and other helpful information.
www.boardsource.org

Center for the Study of Philanthropy and Civil Society: At the City University of New York the Center highlights the philanthropic activities of different institutions and groups, with a particular emphasis on multiculturalism. They also seek to link academic approaches with practitioner needs.
http://www.philanthropy.org

Center on Philanthropy, Indiana University: With programs in research, teaching, public service and public affairs, the site has many resources including a list of courses taught throughout the US.
http://www.philanthropy.iupui.edu

Chronicle of Philanthropy: Access to most of the site if you are a Chronicle subscriber, limited if you are not.
http://www.philanthropy.com

Council on Foundations: A national nonprofit organization serving grant makers. Get to Foundation News and Commentary and grant maker web sites through this page.
www.cof.org

Idealist: A project of Action Without Borders offers a database of thousands of nonprofit and community organizations from around the world. Includes resource links, directory of public internet access points, volunteer opportunities and a nonprofit career center.
http://www.idealist.org

Independent Sector: Coalition of nonprofits, foundations and corporations. Site includes: NonProfit Pathfinder, resources for information on innovations and evaluating impact, as well as research and bibliography resources.
www.independentsector.org

Nonprofit FAQ (part of Idealist): Provides a library of essays and analysis of the nonprofit sector.
http://www.nonprofits.org

Non-profit Times: "Business Publication for nonprofit management". Includes a resource directory and an employment marketplace.
http://www.nptimes.com

On Philanthropy: "A global resource for nonprofit professionals". Offers a variety of information on current nonprofit management topics.
www.onphilanthropy.com

Philanthropy News Network Online: A free daily news information and resource site produced by a nonprofit for nonprofits. Information on foundation and corporate giving, fundraising, innovations, laws and taxes, technology and nonprofit jobs.
http://www.pnnonline.org

Progressive Possibilities: Macrocosm USA's Central Links Station: links to nonprofit, educational, volunteer and media groups, ecologically responsible businesses, and individuals. Includes calendar and classified ads.
http://www.macronet.org/newtable.html

Southeastern Council on Foundations: Similar to the Council on Foundations, contains links to a number of foundations based in the southeast.
http://www.secf.org

Volunteer Match: Allows nonprofits to recruit volunteers via an online listing.
www.volunteermatch.org

What's in *The Foundation Directory?*

THE FOUNDATION DIRECTORY

The Foundation Directory provides information on the finances, governance, and giving interests of the nation's largest grantmaking foundations—those with assets of $2 million or more or which make annual grants of at least $200,000. The information in *The Foundation Directory* is based either on reports received directly from the foundations or on the most current public records available.

The Foundation Directory is arranged alphabetically by state and, within states, by foundation name. Each entry includes the foundation's name and address, financial data for the latest available year of record, a description of funding interests, a list of officers and trustees, and the foundation's IRS Employer Identification Number. Where applicable, additional information is provided on the types of grants or other forms of support awarded, restrictions on the giving program by geographic or subject area, application procedures and deadlines, and the number of staff members the foundation employs. When available, a selected list of up to ten grants reported during a given fiscal year is included.

When using *The Foundation Directory* to identify potential funding sources, grantseekers are urged to read each foundation description carefully to determine the nature of the grantmaker's interests and to note any restrictions on giving that would prevent the foundation from considering their proposal. Some foundations limit their giving in a particular subject field or geographic area; others are unable to provide certain types of support, such as funds for buildings and equipment or for general operating budgets. Even when a foundation has not provided an explicit limitations statement, restrictions on giving may exist. This is often the case with entries updated from public records. Further research into the giving patterns of these foundations is necessary before applying for funds.

INDEXES

Seven indexes to the descriptive entries are provided to assist grantseekers and other users of *The Foundation Directory*:

- The **Index to Donors, Officers, Trustees** is an alphabetical list of individual and corporate donors, officers, and members of governing boards whose names appear in *The Foundation Directory* entries.
- The **Geographic Index** lists foundations by the states and cities in which they are located, with cross-references to foundations located elsewhere that have made substantial grants in a particular state.
- The **International Giving Index** provides access to foundations whose giving interests extend beyond the United States. A complete alphabetical list of countries, continents, and regions is provided at the beginning of the index. Under each country, continent, or region, entry numbers are listed by the state location and abbreviated name of the foundation.
- The **Types of Support Index** provides access to foundation entries by the specific types of support the foundation awards. A glossary of the forms of support included appears at the beginning of this index. Under each type of support term, entry numbers are listed by the state location and abbreviated name of the foundation.
- The **Subject Index** provides access to giving interests of foundations based on the "Fields of Interest" section of their entries. A list of the subject terms used is provided at the beginning of this index. Under each subject term, entry numbers are listed by the state location and abbreviated name of the foundation.
- The **Index of Foundations New to the Edition** is a listing of foundations that appear in the current edition of *The Foundation Directory* but had not met criteria for inclusion in the previous edition. The descriptive entries for these foundations are highlighted with a star.
- The **Foundation Name Index** is an alphabetical list of all foundations with entries in *The Foundation Directory*. Former names of foundations appear with "see" references to the appropriate entry number. This index also provides references to Appendix A, which lists foundations that appeared in the previous edition but have since terminated or otherwise become ineligible for inclusion.

In the Geographic Index, Types of Support Index, and Subject Index, foundations that award grants on a national, regional, or international basis are listed in boldface type. The other foundations generally limit their giving to the city or state in which they are located.

In addition to the descriptive entries and indexes, *The Foundation Directory* includes three appendixes. Appendix A lists foundations described in the previous edition of *The Foundation Directory* that do not have entries in the current edition because they have terminated operations, merged with another foundation, ceased grantmaking, or changed their legal status. Appendix B lists private operating foundations that hold assets of $2 million or more but are excluded from *The Foundation Directory* because they do not maintain active grantmaking programs. Appendix C lists foundations that are excluded because they contribute only to a few specified beneficiaries or to the support of a single institution.

Symbols

- ▼ Identifies foundations for which in-depth descriptions have been prepared for inclusion in the Foundation Center's *Foundation 1000*.
- ■ Indicates entries prepared or updated by Center staff from public records.
- ☆ Indicates foundations that did not appear in previous edition.
- † Indicates individual is deceased.
- (L) Ledger value of assets.
- (M) Market value of assets.
- * Officer is also a trustee or director.

Sample Entry

Entry number — **8721**

The Pew Charitable Trusts ▼

Street address — 1 Commerce Sq.
2005 Market St., Ste. 1700
Philadelphia, PA 19103-7077 (215) 575-9050

Person to whom inquiries should be addressed — *Contact:* Rebecca W. Rimel, Pres.
FAX: (215) 575-4939; URL: http://www.pewtrusts.com

Establishment data — Pew Memorial Trust, J. N. Pew, Jr. Charitable Trust, J. Howard Pew Freedom Trust, Mabel Pew Myrin Trust, Medical Trust, Knollbrook Trust, and Mary Anderson Trust established in 1948, 1956, 1957, 1957, 1959, 1965, and 1957 respectively.
Donor(s): Mary Ethel Pew; Mabel Pew Myrin; J. Howard Pew; Joseph N. Pew, Jr.
Foundation type: Independent
Financial data (yr. ended 12/31/97): Assets, $4,322,480,537 (M); expenditures, $233,063,797; qualifying distributions, $233,063,797; giving activities include $211,016,399 for grants and $263,286 for 277 employee matching gifts.

Year-end date of accounting period — Assets at market value (M) or ledger value (L)

Total expenditures figure — Amount and number of grants paid — Separate information on amount and number of employee matching gifts, grants to individuals, or loans

Areas of foundation giving — **Purpose and activities:** The Pew Charitable Trusts support the work of nonprofit organizations in the fields of culture, education, the environment, health and human services, public policy, and religion.
Fields of interest: Arts/cultural programs; education; natural resource conservation & protection; health care; employment; housing/shelter development; human services; children & youth, services; family services; aging services & services; homeless, human services; civil rights, community development; biological sciences; science, public affairs; religion, research; minorities; disabled; aging; women; immigrants/refugees; economically disadvantaged; homeless.

Types of grants and other types of support — **Types of support:** General/operating support; continuing support; capital campaigns; program development; conferences/seminars; publication; seed money; fellowships; internships; research; technical assistance; consulting services; program-related investments/loans; employee matching gifts; matching/challenge programs; matching funds.

Specific limitations on foundation giving by geographic area, subject focus, or types of support — **Limitations:** Giving on a national basis, with a special commitment to the Philadelphia, PA, region. No support for political organizations. No grants to individuals, or for endowment funds, capital campaigns, construction, equipment, deficit financing, scholarships, or fellowships. Unless identified or invited by the trust.

Printed material available from the foundation — **Publications:** Grant list, occasional report, annual report (including application guidelines).

Application information — **Application information:** Contact foundation for brochure on specific guidelines and limitations in each program area. Application form required.
Initial approach: Letter of inquiry (2 to 3 pages)
Copies of proposal: 1
Deadlines: None
Board meeting dates: Mar., June, Sept., and Dec.
Final notification: Approximately 4 to 6 weeks after board meetings.

Officers and trustees or other governing bodies — **Officers and Board Members:** Rebecca W. Rimel, Pres. and C.E.O.; Ronald B. Lewis, Exec. V.P. and Genl. Counsel
Trustee: The Glenmede Trust Co.

Staff — **Number of staff:** 67 full-time professional; 10 part-time professional; 38 full-time support; 5 part-time support.

Selected grants — **Selected grants:** The following grants were reported in 1998:
$5,250,000 to Energy Foundation, San Francisco, CA. For Pew Center for Global Climate Change, initiative encouraging U.S. to reduce emission of greenhouse gases.
$5,000,000 to Smithsonian Institution, DC. To preserve Star-Spangled Banner.
$3,000,000 to W.E.T.A.-Greater Washington Educational Telecommunications Association, Arlington, VA. For program of NewsHour production unit covering media and journalism issues.
$2,800,000 to Johns Hopkins University, Baltimore, MD. To create and manage Pew Environmental Health Commission.
$2,440,000 to Rock the Vote Education Fund, Santa Monica, CA. For programs.

For a complete listing of data elements, see "How to Use *The Foundation Directory*" in the Introduction.

WRITING AWARD-WINNING GRANT PROPOSALS

ESSENTIAL PROPOSAL ELEMENTS:

- ***Summary statement*** – 1 paragraph to 1 page; what you want to do and how much it will cost

- ***Need section***: a description of the need for the program/project and why it is important to address the need

- ***Background section***: a short discussion of why your organization is qualified to do this project

- ***Program/Project section***: a detailed description of what you want to achieve and how you plan to do it. This section is the major part of the proposal. May include a timeline of activities.

- ***Evaluation section***: a description of how you will measure the success of your activities

- ***Budget section***: a listing of how much each aspect of the project will cost (may include a budget narrative if some items will require an explanation); may include other sources of support in hand or anticipated

- ***Future Funding section***: if this will be an ongoing project, how you will fund it in the future (post this grant)

STANDARD PROPOSAL APPENDICES:

Usually Required:

✓Copy of your 501(c)(3) letter

✓List of key project personnel and CVs (curriculum vitae)

✓List of Board Members and affiliations

✓Most recent Financial Statement

Usually Optional:

✓Current project supporters and status of applications to other funding sources (more and more foundations are requesting this)

✓Your organization's total annual budget (as opposed to just the project budget)

✓Annual Report

✓Other supporting documents pertaining to specific project

SUMMARY STATEMENT QUESTIONNAIRE

(Sometimes called the "Executive Summary" or "Proposal Summary")

1) Who are you and what is the mission of your organization?

Background

2) What is the proposed project (title, purpose, target population)?

Program/Project

3) Why is the proposed project important?

Need

4) What will be accomplished by your project during the time period of the grant?

Program/Project

5) Why should your organization be the one to do the project? (Credibility statement)

Background

6) How much will the project cost during the grant time period? How much is being requested?

Budget

7) Optional: Are there other donors to the project whose interest would carry weight with your prospect?

Not in Summary (necessarily): Evaluation and Future Funding

♦STATEMENT OF NEED QUESTIONNAIRE♦

1) WHO? WHERE? WHEN?

Who are the people with the need?

Where are they?

When is the need evident?

2) WHAT? WHY?

What is the need?

Why does this need occur?

3) EVIDENCE OF PROBLEM:

What evidence do you have to support your claim?

4) SO WHAT?

What are the consequences of meeting the need?

What are the consequences of not meeting the need?

How is the need linked to your organization?
(Why should you be the ones to fill the need or solve the problem?)

HOW TO WRITE A PROPOSAL

by Kim Klein

This chapter is designed for people who have never written a proposal to a foundation. It will also be helpful to those who have written very few proposals, or for people who want to refresh their knowledge of proposal writing. At the end of the chapter is an annotated proposal, which can help clarify points discussed here.

Introduction to Proposal Writing

Every year, Americans give away billions of dollars to nonprofit organizations. Organizations of all types receive charitable donations, from very small grassroots organizations which few people have heard of to large organizations whose names are practically household words. In 1992, the last year for which information is available, Americans donated $124.7 billion to over 900,000 registered nonprofit organizations. In addition to the giving done by individuals, corporations and foundations, the government also provides funding to nonprofit organizations, and in fact, much of the social service delivery system in the United States is done by private nonprofits contracting with the government.

If you get most of your information about charitable giving from the newspaper or television, you may think that corporations, foundations and a handful of very wealthy people give away most of the billions of dollars available. That's because corporations, foundations and wealthy philanthropists get the most publicity for their giving, but in fact 90% of the money given away in America comes from individuals, and 85% of the money given away by individuals comes from middle and working class families. Of the $124.7 billion given in 1992, only 6% came from foundations and 4% from corporations, and these percentages have remained the same for the past 40 years that records have been kept on charitable giving.

Sometimes nonprofit groups have thought of foundations as a potential answer to all their funding problems, but they must realize that the biggest source of money available to them will come from individuals in their community and surrounding areas. Often, organizations in rural communities have a hard time believing that, particularly if the rural community has very high unemployment and a lot of poverty. There are many organizations in the southeast that have been able to raise substantial money from individuals through well-designed fundraising programs. The bibliography at the end of this book will guide you to books that will be helpful in creating fundraising strategies besides foundation funding. A financially stable organization needs to have its money comes from a number of different sources (called "income streams"). Foundation grants may be an important income stream, but must not be the only one.

Foundations can be a good source of funds for particular projects and at particular times, and in a few pages we will be discussing when to approach foundations for funding.

How Foundations Give Money Away

Most foundations have a large amount of money, called an endowment, which is invested and the income earned from that investment is given away and used to run the foundation. Some foundations raise money every year and give away all that they have raised, and some foundations derive their income from a business or a corporation and so their giving depends on the profit of the business.

In order to receive a grant, most foundations require you to apply to them in writing, telling them what you want funding to do. This application is called a proposal, and contains several parts, which are described in detail below. Some foundations consider proposals when they receive them and notify the applicant fairly quickly whether or not they will be funded. Most foundations, however, review proposals at specific times during the year (often twice a year) and decide at that time which proposals they will fund. In those cases, there is a date by which you must send a proposal for it to be considered.

The final grantmaking decisions are made by a board of directors. The board may employ staff to help them make decisions. Most foundations are unstaffed, however. If a foundation has staff, the board will listen carefully to the staff's recommendations, but will make the final decisions themselves. Generally it is not a good idea to try to influence a foundation board member by writing to him or her directly, or going around a staff person.

Because foundations have a relatively small amount of money to give away, but are the most famous source of funding, it is obvious that many more groups apply than can be funded. In some cases, foundations reject more than 90% of the proposals they receive. If you think carefully about which foundations you send proposals to, and make sure that your proposal fits with the giving practices of the foundation, you will have a much better chance of being funded. It is also important to not get discouraged if you are not funded the first few times you apply.

What Are Foundations?

Foundations are non-government agencies that exist to serve the public good through providing funding to nonprofit agencies. There are 32,000 foundations in the United States. Around 20% if these foundations give away 92% of the available money. That is to say, most foundations are small. Many are controlled by families who establish them.

There are four kinds of foundations that make charitable donations: independent (private) foundations, company-sponsored (corporate) foundations, operating foundations, and community or public foundations.

Private foundations are founded on the wealth of one person or family. They are often established to fund particular kinds of work, depending on the desires of the person or family whose money went to set up the foundation. Usually, these foundations are run by heirs to the original fortune or by friends of the family. Private foundations are the most common founda-

fortune or by friends of the family. Private foundations are the most common foundations, and probably the best known. Rockefeller, Ford and MacArthur are some of the most famous of these family foundations and give away millions of dollars every year. The majority of private foundations, however, give away less than $25,000 each year. Most of them only give money locally.

Company-sponsored foundations are set up to give away a small percentage of the profits from their parent corporations. Some of the most famous company foundations are the Exxon Educational Foundation, the Levi-Strauss Corporate Foundation, and the Honda Foundation.

Operating foundations are set up to give money to just one organization, and are not open to proposals from new organizations. They fund their own hospitals, health plans and certain educational institutions.

Community foundations and ***public foundations*** are not endowed with one family's wealth or one company's profits. Instead, they raise money from many individuals. They generally serve a wide variety of nonprofits in a limited geographic area. There are about 300 community foundations now, but this is the fastest growing area of foundation philanthropy.

How Foundations Began

Foundations were first started in the early part of this century after rapid industrialization enabled a few people to amass vast personal fortunes. The great capitalists of the United States, such as Marshall Field, John D. Rockefeller, Andrew Carnegie, and J.P. Morgan, had amassed fortunes in the many millions of dollars. They set up foundations to promote their personal vision of what they wanted society to be. Today, large foundations are no longer being established at the rate they were in the early part of the century, and in the second half of the 20th century the number of foundations in existence has declined.

Rockefeller's foundation was the first to systematize the idea that giving should be directed not to individuals, but to organizations working to enhance various aspects of human progress, such as religion, arts, science, literature and the law. Carnegie used his money to establish institutions that would contribute to the betterment of society, such as libraries, universities, parks, public swimming pools, concert halls, and community church buildings. He also established the Carnegie Institution to encourage broad research and what he called "the application of knowledge to the improvement of mankind."

Foundations in the Southeast

Of course, foundations are not evenly spread over the whole United States. In fact, 60 % of all foundations are in five states: New York, California, Michigan, Illinois and Pennsylvania. Of the sixteen largest foundations, only three are in the southeast. They are the Mary Reynolds Babcock Foundation, the Z. Smith Reynolds Foundation (both in North Carolina), and the Lyndhurst Foundation (in Chattanooga, Tennessee). Besides these three very large foundations, there are hundreds of smaller foundations in our region. They are listed in this book.

Foundations make grants for a number of different purposes. For a new project, a foundation may provide "seed" money; that is, start-up money to get the project off the ground and established enough to attract money from other sources, such as the government or the public. These projects are sometimes called "pilot programs" or "demonstration projects," especially if they are meant to be duplicated on a larger scale once they are shown to be valuable.

Foundations also make "program" or "project" grants. This funding is used to run a particular program of an organization, and is probably the most common form of funding.

Foundations may also provide what is called a "capital" grant. This is a grant to buy necessary equipment, such as typewriters, or to purchase or renovate a building.

The funding that many small groups need most is unfortunately the least favorite type of funding. That is "general purpose" or "general operating" funds, which your organization may use in any way it wishes within its budget and program needs.

Researching Foundations

To find out how a foundation can help your group, you have to do a little research. Read the descriptions of foundations in this book. Notice what other types of groups or types of work they fund. For example, if your group provides educational services to people who cannot get such services from public schools or government programs, and you find a specific foundation that has funded other projects having to do with education, then that foundation may be interested in your work.

You also want to know the average amount of the grants they give. If a foundation does give money to groups working on the kinds of problems your group addresses, but gives smaller sums of money than you need for the project you have in mind, you may want to approach them to give a part of the money needed for the project. In fact, you may want to approach several foundations that would be potential funders and ask each of them to provide part of the funding needed to complete the project.

Finally, be sure the foundation funds groups in your geographic area. In addition to information in this book, talk to other nonprofits in your area to learn who has given them money. Feel free to ask the program officer of a foundation for suggestions of other foundations that might be interested in your work.

Once you have identified two or three foundations that give money to groups in your geographic area and for projects in the same field you are working in, you still need to find out what information these particular foundations will want from you before sending off a proposal. Many foundations produce written documents that can help you. These documents may include annual reports, information brochures, and application guidelines, and are available for free, simply by writing or calling the foundation.

The Annual Report

A foundation's annual report, when it exists, is a detailed statement of its interests. It will give a list of the groups the foundation has funded and the projects those groups received money to carry out. It should clearly state the foundation's program priorities, and it will describe the foundations decision-making process. Knowing all this should help you estimate whether a foundation may be interested in your work.

Information Brochures

Some foundations that don't publish annual reports do, however, have some kind of informational brochure describing who they are and how they operate. These are shorter than an annual report, but may contain much of the same information and be very helpful.

Application Guidelines

Some foundations provide written guidelines to those who may want to apply to them for funds. These guidelines describe the types of information that foundations want to know about your organization and about the program you want their help in carrying out. The guidelines should also tell you if there are deadlines for filing an application, and what to expect once you have submitted your application.

Calling the Foundation

If the foundation has a phone number and has staff, you can feel free to call and describe your project to get a clearer sense of whether it is worthwhile submitting a proposal. Most foundation staff are happy to talk with you. Remember, it saves them time to help you write your proposal properly or to tell you that your program cannot be funded. Sometimes foundation staff can seem gruff and unfriendly. Do not be intimidated by their manners. Their job is to help you, and you have the right to ask for their help, and to get clear and understandable answers from them. However, it is best to reserve your questions for things that do not appear in any written information you have. It is a waste of everyone's time for you to call and ask questions that are unswered in information you have received from the foundation.

Tax Returns

Unfortunately, most small foundations do not publish any information, and do not have paid staff who can answer your questions, but you can get much of the information you need from the tax forms that foundations file each year to the Internal Revenue service. The form a foundation files is called a "990 PF" and is public information. You can see this document at most Foundation Center Collections (listed in the appendix of this book), or ask the Internal Revenue Service to send a copy of it to you (Ask your local IRS office for details, or contact your Attorney General). Remember, this is *public information*. You have the right to know how foundations spend their money because this money is exempt from income tax.

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Writing the Proposal

A proposal is a request for money for a specific project or, if the request is for general operating costs, for a specific organization. Foundations want to know the same things that a person would want to know in order to decide whether to give you the money: what the group is going to do with the money, why the group thinks their project is important, and whether they have the ability to do the work they are suggesting. The proposal basically "proposes" a contract between your organization and a foundation: a contract to do something with the funds you are requesting.

Proposals generally follow a set format in giving this information. The parts of the proposal are as follows:

1) ***Summary Statement***: a brief paragraph or two about what you want to do and how much it will cost.
2) ***Need Section***: a description of the need for the program.
3) ***Background Section***: a short discussion of why your organization is suited to do this project.
4) ***Program Section***: a detailed description of what you want to achieve and how you plan to do it. This section is the bulk of the proposal.
5) ***Evaluation Section***: a description of how you will measure the success of your plan.
6) ***Budget Section***: a listing of how much each aspect of the program will cost.
7) ***Future Funding Section***: a discussion of how you will fund this program in the future.

The following describes each part of the proposal.

1. ***Summary Statement*** The purpose of the summary is just that -- to summarize the project. The summary states how much money you want and what you are going to do with it, and is no longer than one full page, and is preferably one paragraph. It is the first page of the proposal so that a staff person or board member of a foundation can easily see if your group is within the foundation's guidelines before reading any more. Keep in mind that the summary statement is always the first part, and often the only part, of the proposal to be read, as the volume of material foundation staff have to read precludes them from reading every proposal.

2. ***Need Section*** This section argues that there is a need for the goals you are wishing to accomplish. Generally, this is not hard to establish, and this doesn't have to be a lengthy statistical report, but it may take some numbers to show why your program would be useful. For example, 30% of adults in your county may not be able to read at a sixth-grade level. Show how providing reading skills for 40 adults during one year would raise the percentage of literate adults in the county.

3. ***Background Section***. You have told the foundation what you want to do and what you think the program or service is needed in your area. Now you want to tell them why your organization is suited to do this job. What has your group done in the past that tells the foundation that you can do what you propose? And who in particular in your group has the skills to do this project? What else have they done that's similar to this? Or, if you will be turning to someone outside the group --

for example, hiring a reading teacher — say who you have in mind and what their qualifications are.

4. ***Program Section:*** What is it you want to do? This section should include both a statement of your program goal and a description of your program activities. The goal statement should be a specific statement, such as: "We wish to increase the reading skills of 40 adults this year." Or: "We operate a 20-bed shelter for the homeless. We want to start a job training program." These statements describe briefly the intended result or the goal of the project. How or by what means you will accomplish this goal is described in the activities part of this section. In both the goal and activities descriptions, be as specific as you can in saying what the goal is and what you want to do. Be realistic -- don't promise to do too much. What you offer to do is based on how many people are in your organization, how many people in the community might take advantage of the service, and how much money you're asking for.

5. ***Evaluation Section:*** This is the section to describe how you will measure your success. When you tell someone you are going to do certain things in exchange for their money, they will want to know whether you did what you said you would do, and, more important, whether it had the effect you had hoped. Therefore, in your proposal tell your funding source what success will look like; that is, how they will know you achieved what you promised them.

There are two kinds of evaluation. The first kind — process evaluation -- tells your funding source that you actually did what you said you would do. If you propose a literacy program for 40 adults, then in your evaluation section let the foundation know that you will report to them on how well the project got set up: how many classes were established, how many people enrolled, and any problems you had getting the program going.

The second kind of evaluation is outcome evaluation. Here you tell the foundation how you will measure the outcome of the project. For example, if you are promising to increase the reading skills of 40 adults in a year, then state in the evaluation section of your proposal that the project will be successful if between 35 and 40 adults complete one full year of a reading program and, at the end of that year, they demonstrate improvement in their skills, as measured by a test administered before and after the classes.

6. ***Budget Section:*** Exactly how much will the program cost? The costs depend on the details of what you plan to do, so spell that out in the budget section in as much detail as you can. For example: In order for 40 adults to become more literate, we plan to hold two evening classes each week at the local high school, provide the students with textbooks and paper, and hire a teacher. Therefore, our literacy project may need money for the following types of expenses: rental of a classroom one evening per week, purchase of textbooks for 40 students, purchase of writing paper and pencils, and salary for the teacher. List each of the items separately, figuring out as closely as possible how much each one will cost. This means you have to know how much the school will charge for the room rental; how much the textbooks cost; how many pads of paper and pencils you will want to have and what they cost; and how much you will be paying the teacher.

Put all these items in a list, and then add up how much they cost. That's your expense budget for the program.

Now is the time to see if you can get any of the items donated. If you do, you should still list them in the budget, but note that they will be donated. For example, if you can get the pencils and paper donated from a stationery or school supply store, find out how much it would have cost you to buy them and include that amount in the budget. Then write next to it "donated."

As you write the above sections, make sure you tell the foundation everything you think they need to know in order to see the worth of this program. But don't tell them any more than they need to know. Every foundation usually has a lot of proposals to read through. So while making your proposal thorough and convincing, also make it as short as possible. Foundations are not impressed with length; quite the opposite: they appreciate complete but brief proposals.

If appropriate, include in your proposal how the people you will be serving will be involved in deciding exactly what services will suit them best. This may include, for example, a section on getting feedback from your students as you go along and adjusting your program according to how well its meeting their needs. This lets the foundation know that your project will be relevant to the lives of the people you are trying to serve.

7. ***Future Funding Section:*** Tell the foundation how you will meet your need for funding in the future. Most projects are ongoing. That is, they are services that you want to continue to provide once they have been developed. Therefore, you need to explain how you plan to keep these projects going even after the foundation's money has run out. No foundation wants to help you set up a program that will then have to fold for lack of money. On the other hand, they don't want to have to support you year after year, even if they liked your idea well enough to fund it while it got going. They have other priorities to meet, other programs they may want to begin. This is often the most difficult part of the proposal to develop, because money is always needed to carry out your work, and it doesn't magically appear just because a program has successfully been put into place.

Thus, you have to have a plan for how you can continue your project after the foundation's funding has run out. Think carefully and realistically about this when you are planning your proposal; it is an important and integrated part of developing your program. You might, for example, need to institute a fee for your program. Perhaps you will charge each person in your literacy program a $20 program fee for the year; the $800 raised could then go toward the teacher's salary for the second year. Or perhaps you will use your model program to train other teachers how to teach literacy skills to adults, and you will have trainees who will pay a fee to sit in on the classes and learn techniques. Or perhaps you will spend the first year, while developing the program, searching for a church group or other civic organization that might adopt the program as a means of raising funds from the general public – citing its importance to the community as a reason for local citizens to donate to your group.

Whatever you decide, be sure you include a plan for future funding in your proposal. Don't tell a funder that you'll figure out how to keep the program afloat after you get it off the ground.

Know how the program is going to continue to have a life of its own and spell that out in detail so the funder can be reassured that the good their money will do in the first year will carry over into the future.

Completing the Proposal

When it comes time to send your proposal, present it typed, and without spelling errors. You can, if necessary, send several foundations the same proposal, but each copy should be introduced by a cover letter personalized to the foundation receiving it. Also, you will need to gather a number of documents to include with the proposal. These are: a copy of your IRS determination letter or that of your sponsoring agency, stating that you or they are a tax-exempt organization falling under the provisions of section 501(c)(3) of the Internal Revenue Service code; a list of the members of your board of directors, including their addresses and titles; and a financial statement for the last full year your organization was in operation, showing income and expenses. In some cases it is pertinent to include resumes of staff to be involved in the project; in others you may also want to include publicity relating to the project or letters of support from community groups or members who endorse the idea of the project.

The Letter of Intent

By the time you have a proposal written, you will have thought through very clearly exactly what you want to do, who is qualified and available to do it, what it is going to cost, and how you will fund it in the future.

But many foundations don't want a full proposal when you first contact them. They want a quicker, easier way to see what you're about. Based on the proposal you have written, you can now easily provide a summary in an initial inquiry, often called a "letter of intent." A letter of intent gives a foundation a sense of who you are and what you have in mind so they will know whether you fall within their guidelines and whether it will be worth their time to read a full proposal from you.

A letter of intent is a short letter – no more than 1 1/2 pages – giving the potential funder basic information about who you are, what you are seeking money for, and how much money you are asking for. Although not so long as a full proposal, the letter does have to convey a fair amount of information. What follows is an outline of the information you should include. Keep in mind that each section in the outline should be completed in two or three sentences in the letter. That will keep your letter short and concise. Writing it may take some practice, but when you've finished, you'll have a valuable statement of your organization and what you're trying to do.

In the first paragraph, state what your organization is, including whether you are incorporated with the IRS as a nonprofit 501(c)(3) organization, whom you serve, where you are located, and how long you have been in existence. Here's an example:

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Raisbegone is a nonprofit 501(c)(3) organization that helps families

in South End rid their homes and neighborhoods of rats. Located in the heart of South End, Ratsbegone has been working with families and neighborhood groups since 1982.

In the second paragraph, briefly describe the project you want funded. Include in this description who the project will serve, how long it will take, and what it will cost. Emphasize the results rather than the means. Following on from our earlier example, the next paragraph in the letter might read:

> **As part of our goal to eliminate rats from the South End, Ratsbegone is carrying out a comprehensive campaign to educate grocery stores and restaurants in the neighborhood about ways to handle discarded produce to prevent rodents from having access to the garbage. To do this, we plan to mount a multi-faceted educational campaign, similar to the successful campaigns we have carried out in the past with residences and neighborhood groups.**

Next, say why there is a need for this project, and why your organization is capable of carrying out the idea you're proposing. Ratsbegone's text might read like this:

> **While individuals in homes and apartment buildings have increased their use of garbage cans with tight-fitting lids 80% since Ratsbegone's program began, stores and restaurants are still sloppy in their disposal of edible material, creating a haven for rodent populations. In the geographic area covered by our organization, eight grocers and twenty-three restaurants or fast-food outlets dispose of edible material in open dumpsters or cans with ill-fitting or non-existent lids. Because of Ratsbegone's experience in educating people about ways to reduce rodent populations in this area, we are the ideal group to extend information to retail outlets.**

Now state briefly how you will carry out your program and how much it will cost, and ask if you might submit a full proposal for the project. At the end of the letter, state whether you will follow up on this letter with a phone call and thank the funder for their time and attention. Thus, Ratsbegone's closing paragraphs might read:

> **To carry out this rodent-eradication project, we are seeking $5,673 to cover the costs of staff time and development and distribution of educational materials. We would like to submit a full proposal to the X Foundation for this amount, and I will call in a few days to if you would like to receive a proposal or discuss these ideas further.**
>
> **Thank you very much for your time and attention.**

Of course, once a few days have passed, and your potential funder has had a chance to receive and read your letter, do call them if you said you would. They are expecting to hear from

you. If they then invite you to submit a full proposal, you'll be ready.

This chapter has given you a brief overview of what foundations are like, how they operate, and how to approach them with a request for money. While foundations receive thousands of proposals and give relatively few grants, they can be a valuable part of your fundraising plan. Approach them thoughtfully and limit your proposals to foundations likely to be interested in your project because of their philosophy and giving history.

After you have read this chapter, you may wish to look at the annotated proposal that follows. This sample shows the sections of the proposal and the types of language to be used.

The following is a condensed proposal to show how the different sections we have referred to would look in an actual proposal. Of course, the length and amount of detail in any proposal will vary according to the program and the application guidelines of the foundation being approached. The purpose of this sample is not to provide an actual proposal, but to illustrate in a brief way the parts of a proposal that we described in the above chapter.

SAMPLE PROPOSAL
LITERACY PROGRAM FOR HILLSIDE EDUCATION PROJECT

TEXT	COMMENTS
Summary: The Hillside Education Project proposes to expand its services to include a basic reading program for adults. We are seeking $9,632 from the ABC Foundation for a one-year pilot program to test the feasibility and success of a reading program in the Hillside area. We seek funding to rent classroom space, purchase materials and supplies, recruit participants, and provide a stipend for a teacher. At the end of the first year, we will evaluate the program's success based on the level of community participation and students' performance on standard reading tests. If the program is successful, we will seek funding for a follow-up program.	*Straightforward, clear introduction provides just the basic facts with no elaboration or justification*
Need: During the past three years, the Hillside Education Project has trained 75 adults in basic business skills so that they can market and sell locally produced goods, specifically herbs and handmade baskets. During the course of developing a cooperative business using these skills, Project staff and volunteers have noticed that	*Summary of the group's need*

participants are lacking adequate reading skills to expand their business, particularly when the expansion calls for any kind of narrative, such as press releases, advertisements, mail appeals and the like. This lack is inhibiting the growth of the cooperative and forcing local people to rely too heavily on outsiders who have these skills.

According to the state department of education, six of every ten adult residents of the state have not completed high school; half of these cannot read at a sixth-grade reading level, as judged by standard tests. Given the generally low economic level of the Hillside area, these statistics undoubtedly understate the case locally. However, studies of adults as learners have shown that when motivated, adults can move their reading level up two or three grades in a few weeks. If the people running the cooperative could read and write at an eighth-grade level, they would have the literacy skills needed to do the writing their business requires. This would save them money spent on consultants and writers, and bring that important aspect of their business, the marketing and advertising function, into their control.

Background on need and how this project's need reflects a bigger need

We have surveyed the people in the co-op, and the majority of them indicated they would welcome a program that would help them improve their reading skills. In addition to helping the co-op grow and thus increasing the members' income, they also stated that being able to read better would enable them to help their children in school, would make them more informed voters, would allow them to exercise more control over the development of their neighborhood, and would increase their enjoyment of life.

What the people want, showing this program is perceived as a need and would be used; also indicates wider effect of the program proposed

Background: The Hillside Education Project is particularly well suited to institute a literacy program for the Hillside area. The Project is a locally conceived and locally run organization. Our Board of Directors are all local residents, and the business cooperative is owned and controlled by local residents. During the three years of our existence, we have successfully organized projects to train adults in a variety of skills relating to economic development. We are familiar with the area, known to the residents, and we have a reputation for providing useful training programs that are well received by area adults (see letters of support, attached). Current staff and volunteers will draw on their experience of setting up other training programs to develop and establish the literacy skills

Here you should say more about other accomplishments and other priorities of your organization. However, the point of the background section is only to establish that the group can do what it proposes. The background statement does not need to be long in order to do that.

improvement program. We have already located a person who teaches literacy skills in the next county, who is willing to provide classes at a central location for our residents (see resume, attached).

Program Goal and Activities: The goal of the program is to raise the literacy skills of 40 adults involved in the Hillside Education Project to an eighth grade reading level.

Measurable, concise, and believable

Activities

1. Advertise a "reading improvement" program. Calling any literacy-oriented program "reading improvement" has been shown to attract greater numbers of adults, since any adult could learn to improve their reading. There is no admission of inability to read by attending such a course.
2. Survey Hillside co-op workers as to the best time for this class – daytimes, evenings or weekends.
3. Secure classroom space for the times most convenient for the respondents (a local church has offered its classrooms for a nominal fee).
4. Hire the teacher and set up the classes. The classes will last three months each, with one month off between sessions. There will be one basic class offered all the time; as students complete the basic class, an advance class will be offered. For the first three months, the teacher will teach two or three basic classes, and after that one or two basic classes and one or two advanced classes, depending on the size of the enrollments.
5. Register students and purchase books and supplies.
6. Hold the classes.
7. Evaluate the program.

An annotated "to-do" list to show you have thought the program through

Budget

Advertising of classes	$ 200
Classroom rental ($50 per month)	600
Textbooks & materials (@ $15 per student, 40 students)	600
Teacher salary (1/4 time)	5000
Fringe (20%)	1000

Does not need a lot of detail but needs to include all costs. Some foundations require the full budget of the entire program. (In this case, that would be the annual

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Childcare for students' children during class times	600
Office support & administration (2 hrs. per wk. @ $8/hr.)	832
Miscellaneous	200
Total	$ 9032

budget for all of the Hillside Education Project's programs.) That would be attached separately.

Evaluation: We will evaluate the success of the project on two levels. First, we will note the response from the community in terms of the number of inquiries about the program and actual number of people attending classes. The level of interest and how well people respond to the idea of the program will give us a good indication of its acceptance by the community.

Second, we will evaluate the progress made by students in the classes. This will be done in two ways. We will record class attendance, noting how many of the students attended how many classes. In cooperation with the teacher, we will also administer standard reading tests at the first and last class meetings. Thus, we will have a quantitative idea of the actual improvement in reading level.

The evaluation section will help a foundation see again whether this program is thought through. It also gives you a method of reporting your success.

Future funding: The first year will be a pilot program to assess the feasibility and success of the program. Based on the number of people achieving literacy, we will determine the future of the program. If this pilot venture proves successful, we will seek further foundation funding for an additional two years. During the second and third year of the project, we will charge a small fee to cover the cost of materials and begin the process of requesting funding from the state office of education to offset the teacher's salary and classroom rental. After the third year, the cost of office support and administration will be absorbed into the Hillside Education Project's general operating income.

This needs to say that you will not rely on foundations for very long; showing how long you need foundation funding and how you will fund the program after that is critical.

Writing Winning Grant Proposals

What do foundation staff who receive funding requests think as they review proposals? By thinking more like a foundation staffer, you're more likely to win that big grant and less likely to face rejection.

As a program officer, thousands of good and bad grant applications cross my desk. Over time, I've learned to recognize key "rejection" and "selection" characteristics. By avoiding or adhering to these characteristics, you increase the chances that your grant will be approved.

characteristics of a losing proposal

Fuzzy objectives

Many proposals never reach the boardroom because their stated objectives are too vague to warrant serious consideration. The easiest way to sink a grant proposal is to make foundation directors guess at what you want.

Uncertain results

Many applications fail because they neither define nor measure results. Proposals without objective measures of progress or success are doomed. Like most businesspeople, foundation directors are practical souls who like to know what they are buying.

Poor writing

Many applications falter due to gelatinous prose or because they are written in an academic, technical style. Jargon and convoluted sentence structures will not advance your cause.

Unrealistic budgets

Bloated or otherwise unrealistic budgets are a major cause of failed applications. Program officers check budgets carefully to ensure that they are sufficient to fund the work proposed. Questionable numbers will sink a proposal faster than any other flaw. Foundations are especially sensitive to matters of financial impropriety.

Unworkable plans

Many meritorious proposals are rejected because the proposed solutions do not match the identified problems. A foundation director must feel confident that your plan will actually solve the stated problem, that the technology proposed is appropriate, and that there are qualified people to implement the project.

Limited existing support

Grant seekers often face rejection because they cannot demonstrate a record of project support. Foundation directors behave like herd animals. They tend to follow the pack and are attracted to projects that already have significant sponsorship. In general, foundations dislike being the sole source of project funding.

Scientific incredibility
A small but significant number of proposals are rejected because their projects lack scientific credibility. Always peer review applications before submission.

Limited corporate benefit/impact
Corporate officers tend to review grant applications much as they do advertising campaigns. They seek maximum impact for their investment. Projects that offer little opportunity for donor recognition have little chance of acceptance.

Bad research/information gaps
Many worthy proposals are rejected on procedural grounds alone. Applicants often are rejected for not having queried a foundation first, or for not following application guidelines.

Poor appearance
Proposals that are painful to read (fuzzy print, unusual form, crowded layouts) usually are declined, and many foundations will reject applications that do not meet their format requirements.

characteristics of a winning proposal

Clear, simple writing
Good proposals are simple and direct. They use short words and short, simple sentences. Needless words should be edited out sentence by sentence. Read your proposal aloud. If you run out of breath or trip over your own tongue, revise your text.

Compelling statement of need
A winning proposal clearly defines the problem to be solved and the urgency of its solution. A well-written need statement is short, forceful and direct.

Practical, common sense plan
Foundation officers appreciate direct action and simple solutions. They prefer projects that are easy to administer and that use proven methods.

Objective measures of progress
Successful applications clearly state how results will be measured and reported. Foundations want to know that their money will be wisely spent and that the stated objective will, in fact, be reached.

A foundation director must feel confident that your plan will actually solve the stated problem, that the technology proposed is appropriate, and that there are qualified people to implement the project.

Tight, no-nonsense budget
Winning applications are conservative and have tightly targeted budgets. Administrative and support costs are contained. The ideal proposal has little or no overhead and a lean budget that offers many benefits for each dollar spent.

Broad financial, institutional and scientific support
Credibility is the single most important factor in reviewing grant applications. Successful proposals have wide support from private and public sources and, when necessary, from relevant scientific communities. Broad sponsorship spreads risk and greatly increases the chances of a successful project.

Significant, lasting benefits
Large foundations usually prefer projects with regional, national or international significance. Smaller foundations typically fund projects that serve their local communities. Proposals that show no promise of significant, lasting benefits are usually rejected.

Peer review
The best grant applications are rigorously reviewed before submission, and the very best reviewers are people from outside your organization who know little about your project. Whenever possible, have your proposals reviewed by outside foundation or development officers. Use scientists and other professionals to examine the technical aspects of your proposal. Don't ignore average citizens as potential reviewers. Their comments frequently mirror those of foundation directors — most of whom are also just ordinary people.

There is no magic to writing winning grant proposals. Successful development professionals are those who step back from their work and think like foundation directors.

Eric Kopeszek is a research scientist and librarian at Canada Paper Ltd. He reviews grant proposals for the Gaer Foundation, the Aboriginal Peoples' Trust and the Canada Paper Foundations.

WRITING AWARD-WINNING GRANT PROPOSALS
REFERENCES

Some Basic Proposal Writing Guides:

"How to Write a Proposal" by Kim Klein, in A Grantseekers Guide to Funders in Central Appalachia and the Tennessee Valley, edited by Suzannah O'Donnel. (Call numbers for this publication in the Foundation Center Library downstairs are: 110APP 2nd Edition.)

Possibly the single best brief "how-to" proposal writing guide I have run across.

Winning Grant Proposals, edited by Gordon Jay Frost, published by the Fund Raising Institute, a division of The Taft Group, phone 1-800-877-TAFT

Foundation Fundamentals, A Guide for Grantseekers, edited by Mitchell F. Nauffts, published by The Foundation Center, phone 1-800-424-9836

Takes you step-by-step through the resources and search strategies taught by the Foundation Center during 35 years of service to the non-profit sector.

Burns, Michael E., *Proposal Writer's Guide*. Revised edition, Hartford, CT: DATA, 1993.

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A Few, More Advanced, Publications:

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Browning, Beverly A. *Successful Grant Writing Tips: The Manual.* Burton, MI: Grantsline Inc., 1991.

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Zinsser, William, *On Writing Well*. New York, NY: Harper and Row, Fourth Edition.

And don't forget your dictionaries and thesauri (or thesauruses? MS Word Spell-Check approved both!).