Shaking the Funding Tree

A Grant Writing Guide for Literacy Programs

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Foreword

*Shaking the Funding Tree: A Guide to Grant Writing for Literacy Programs** was developed by California Literacy in partnership with CALPRO in an effort to help literacy programs successfully tap into a wide range of funding sources. The guide has been created especially for literacy providers and offers a step-by-step explanation of how to identify potential funding sources as well as apply for private and public dollars.

The first three sections of this guide concentrate on collecting and organizing the type of information programs need before they begin to write grant proposals. This includes information about the students and the community the organization serves, details about programming, and financial records. The last three sections focus on how to identify potential funding sources and draft letters of inquiry and full grant proposals.

One of the goals of this guide is to help organizations develop a template that can be adapted for multiple grant proposals. Rather than recreate the wheel each time information about a grant is circulated, programs that have taken the time to get organized are ahead of the game. During the grant writing process, time is better spent on drafting the details of a particular project rather than on writing descriptions of the organization itself. Large sections of any proposal should be ready to go at any time.

Another goal of this guide is to help programs prioritize which grants to pursue. Organizations are often tempted to go after funding that is not directly related to the organization's mission, and they end up spending time working on proposals that most likely will be unsuccessful. By focusing on the mission and strengths of the organization, by being clear about what it is a program or organization does and does not do, programs will spend less time writing grant proposals that have little chance of getting funded.

The guide does not include information about fundraising strategies in general, nor does it include information about other funding sources (such as hosting special events or setting up fee-based programs). It also does not detail how to design a new project, or draft a budget for a program. These are all topics beyond the scope of the guide. The focus here is solely on identifying funding sources to meet the needs of organizations.

In each section, there are templates of helpful charts that can be photocopied and used by the reader. They are also available to download at http://www.calpro-online.org/o_guides/default.asp. Readers are encouraged to work on the sections and templates that will be most important for them. Throughout the guide, the fictional *El Poder Learning Center* is used as a case study to provide examples of writing various sections of grants and proposals.

* The content of this revised version remains the same as the original. Only the links have been updated effective July 2008.

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Section I.
Documenting the Organization's Strengths

Although funding opportunities typically run in yearly cycles, your organization must always be ready to act on opportunities that might arise. Most organizations that are successful in raising funds or getting grants have done a lot of work in advance of the writing and so are able to respond quickly and efficiently. Funders do not like to see proposals that are clearly cut-and-paste resubmissions. However, each proposal should not be a reinvention of the wheel. Having boilerplates or templates on hand greatly speeds up the process of putting a grant proposal together, as does having access to the information needed to tailor the proposal for a specific funder. Indeed, all aspects of the services the agency provides can be structured to provide the kind of information necessary for proposal writing, from the design of intake forms to student exit interviews.

When getting ready to write, you must have easy access to the following kinds of information about your organization:

PR Materials and Program Guides
Mission and Vision Statements
Organizational and Program Profiles
Student Demographics
Community Resources
Financial Records

Below are some suggested steps to ensure your agency or program has the information it needs at the ready to write grant proposals. This section covers the first five items and the next section addresses financial records.

A. Compile all existing documentation
B. Review Mission and Vision Statement
C. Complete Organizational/Programming Profiles
D. Track Student Demographics
E. Review Resources within the Community

A. Compile All Existing Documentation

Maintain an up-to-date folder with any and all materials that provide information about the activities of your organization. It is frustrating and often time-consuming to try and track these things down during the writing process. Although this is common sense, many organizations are so busy with providing direct services to clients that they do not take time to think about collecting these different documents. Each person in the organization may assume that someone else is keeping such a file. Because the task doesn't fall under anyone's job description, it is done on an *ad hoc* basis. To avoid this, make a point to delegate the responsibility to someone to maintain a communications folder.

The types of materials that should be in the folder include:

Annual reports
Flyers
Student guides
Brochures
Press kits
Clippings about the organization

The more materials and information you can gather and organize in advance, the better. You will never submit all the items collected, but you can make selections to tailor your proposal for specific funders.

Have copies of all proposals organized and easily accessible. This is sometimes easier said than done! Proposals might have been written by staff who have left the organization or by outside consultants hired for a specific grant, making it difficult to develop an institutional memory. Do not let this task be done on an *ad hoc* basis: assign a staff member to keep track of <u>all</u> proposals, those that get funded and those that don't. Make copies for a proposal file that is accessible to anybody writing a grant.

B. Review Mission and Vision Statements

Review the organization's mission and vision statements. In brief, a mission statement is a summary of what the organization does today and why it exists. A vision statement is the organization's long term dream for the organization itself and the communities that it serves. Both the mission statement and the vision statement should make clear what the organization stands for. Because these statements are the guiding principles of the organization, refer to them often when crafting letters of inquiry and grant proposals. Ideally, these statements will be brief and clear (20-35 words) and ready to add to any proposal. If these statements are out-of-date or incomplete, your proposal or letter of inquiry is also likely to be out-of-date and incomplete.

If your organization does not currently have a mission or vision statement, make the time to create one, involving program staff and stakeholders in the process. A vision statement is not long, but it can be complicated to write, because it condenses all the goals and ideals of the organization into a few sentences. Ensure your organization's mission statement does not sound clichéd ("Education for adults is important") or ambiguous ("We want to help people achieve their goals."). Following is a listing of Web sites that provide information about writing mission and vision statements, as well as samples for the organization that serves as a case study for this guide.

INFORMATION ABOUT MISSION AND VISION STATEMENTS

Proclaiming Your Dream: Developing Vision and Mission Statements
http://ctb.ku.edu/tools/en/sub_section_main_1086.htm
What Should Our Mission Statement Say?
http://www.idealist.org/if/idealist/en/FAQ/QuestionViewer/default?section=03&item=21
What's in a mission statement?
http://www.allianceonline.org/FAQ/strategic_planning/what_s_in_mission_statement.faq
What's in a vision statement?
http://www.allianceonline.org/FAQ/strategic_planning/what_s_in_vision_statement.faq
Where can I get information about mission statements for non-profits?
http://foundationcenter.org/getstarted/faqs/html/mission_statements.html
Establishing a Non-Profit: Develop Vision and Mission Statements
http://foundationcenter.org/getstarted/tutorials/establish/statements.html
For examples of mission statements, go to Sector Search, type in "mission statement"
http://foundationcenter.org/search/

Sample Mission Statement: El Poder Learning Center

El Poder Learning Center is a community-based organization founded to provide service to Latinos in the local Ed Poder and El Pueblo Nuevo communities. El Poder Learning Center supports student empowerment by offering a range of culturally appropriate services and adult education classes. El Poder Learning Center fosters communication with other agencies servicing the local community and provides services for the whole family (from children to grandparents).

Sample Vision Statement: El Poder Learning Center

El Poder Learning Center will grow to provide a wide range of services. By having access to information, education, and training, the residents of El Poder and El Pueblo Nuevo will achieve physical, mental, and economic health. The community will cultivate new resources and maintain current ones.

C. Complete Organizational/Programming Profiles

Although mission and vision statements are helpful in presenting the big picture of what an organization does, you will still need to provide details about specific programs or initiatives. Below are examples of sample organizational and program profiles that an organization can complete, coupled with sample responses. When you are completing these types of profiles, make your responses brief but clear.

After completing the organizational and program profiles provided below ask:

- What stands out in the organizational profile to make your organization unique? (If nothing, then it will be hard to convince funders that your organization is uniquely situated to provide services.)
- Do the mission statement and organizational profile match? (If not, then the mission statement does not accurately depict what your organization does.)
- Does each program's profile reflect the wide range of services provided? (If not, then your organization might be underselling itself when communicating with potential funders.)

Organizational Profile	
Why does your organization exist? *What is its purpose?*	
Who does your organization serve? *What is the target population?*	
What services does your organization provide?	
Where are the services located?	
What is your organization's geographic focus?	
What is the schedule of services?	
What is the structure of services?	
How much does it cost to fund your organization?	

Sample Organizational Profile: **El Poder Learning Center**	
Why does your organization exist? *What is its purpose?*	Nearly 50 percent of the adults in our community are functionally illiterate. The purpose of our organization is to teach these adults the basic literacy skills required to fully function at home, work, and in the community.
Who does your organization serve? *What is the target population?*	Adults over age 18 that read below the 9th grade level
What services does your organization provide?	ESL classes, Spanish literacy, computer classes, afterschool program, financial literacy, a literacy lab with educational software; one-to-one tutoring.
Where are the services located?	At the El Poder Community Center
What is your organization's geographic focus?	The community of El Poder and El Peublo Nuevo
What is the schedule of services?	Services are available year round. The average student receives 150 hours of instruction. Program length varies by student.
What is the structure of services?	Each program has a director, part-time staff, and volunteers. Literacy students can drop in the literacy lab to use educational software to practice newly acquired literacy skills. The library pairs volunteer tutors with literacy students to provide literacy instruction. The tutors receive 12 hours of training and provide monthly reports on student progress to the literacy coordinator.
How much does it cost to fund the organization?	The annual budget is $117,400.

Program Profile	
What is the program?	
Who does the program serve? *What is its target population?*	
Why was the program started? *Where is the program located?*	
What is the program's geographic focus?	
What is the program schedule?	
What is the structure of the program?	
How much does it cost to fund the program?	

Sample Program Profile: El Poder Learning Center English Literacy Class	
What is the program?	Spanish literacy classes
Who does the program serve? *What is its target population?*	Low-literate native Spanish speakers 16 and older
Why was the program started?	The drop-out rate of El Poder's ESL Program was over 65 percent; most students were not literate in Spanish and could not keep up in class. The English Literacy Program was developed in 1998 to improve the literacy skills of native Spanish-speakers so that they can transition to the ESL Program.
What is the program's geographic focus?	The El Pueblo Nuevo community in Kings County
What is the program schedule?	The class is offered every Tuesday and Thursday from 6:30 to 8:30 p.m. for sixteen weeks. During the year, three sessions are offered.
What is the structure of the program?	An English literacy instructor teaches at the parish community center twice a week using literacy texts from the Mexican Consulate.
How much does it cost to fund the program?	The program budget is $13,700.

D. Track Student Demographics

In looking for grants and writing proposals, you should have as many details as possible about the target audience for services. Some grants are limited to specific categories of students, while others favor certain populations. To avoid having to survey students each time you write a grant, gather this information as part of the intake process. Review the list of categories below and ask these questions:

(1) Do our intake forms currently capture all of these data?

(2) Which items should we add to our forms?

(3) What will the protocol be for asking sensitive questions?

Demographic Categories

Age
Gender
Ethnicity
Country of origin
Native language
English level (if not a native speaker)
Languages spoken at home
Level of education
Income
Employment status
Type of employment
Number of children
Number of school aged children
Current grades of children in school
Disabilities

E. Review Resources within the Community

When writing grants proposals, most organizations want to address the needs of their local community, but it is important that the proposal does not portray the community only in terms of what it lacks. A one-sided picture of the community works against empowerment and sends the wrong signal to potential funders. You must demonstrate that you are aware of the community resources that already exist. Organizations that can fully utilize local resources present strong arguments for funding. For this reason, you should assess your community's resources in advance of writing a proposal.

Resources can be people, places, businesses, government agencies, non-profit organizations, faith-based groups, or anything else that provides a benefit to the community. Oftentimes, the process of identifying these resources is the first step towards building collaborations. At the very least, by knowing the other resources in your community, you won't be tempted to suggest in a letter that your community is devoid of resources. It is this pool of resources that you can draw on for volunteers, board members, or funding.

One way to get a sense of existing resources is to use a strategy called community asset mapping. In brief, a community asset is any resource that can be used to improve community life. Here is a list of Web sites that provide information about this approach.

Community Asset Mapping Resources

Asset Mapping: A Handbook
http://www.rural.gc.ca/conference/documents/mapping_e.phtml#3
Asset Based Community Development
http://www.uwex.edu/ces/flp/community_building/cmbldgst.html
ACVE: Community Asset Mapping
http://www.calpro-online.org/eric/textonly/docgen.asp?tbl=tia&ID=170
Identifying Community Assets and Resources
http://ctb.ku.edu/tools/en/sub_section_main_1043.htm

From Clients to Citizens: Asset-Based Community Development as a Strategy For Community-Driven Development

http://www.stfx.ca/institutes/coady/text/about_publications_occasional_citizens.html

Strengthening Civic Engagement in Community Decision Making

http://srdc.msstate.edu/publications/king.pdf

Keep track of all the collaborations your organization already participates in. These collaborations can range in size and scope, from co-sponsoring a program to simply providing necessary referrals. Do not discount any collaboration because of its size. One reason for this is that, when submitting grant proposals, you will need to include letters of support. It is important to have a list of people whom you can rely on to sign a letter of support quickly (even if they don't write the letter themselves).

Section II.
Organizing Financial Documents

When preparing to write grant proposals, you should have access to detailed financial records of your organization. This includes records for each program, as well as a budget for the organization as a whole. These budgets should be broken down into many clear categories. This is important not only from the point of view of the organization itself (to see how efficient it is, or to see what the real costs of services are), but also from the point of view of potential funders. In interacting with funders, organizations are regularly asked to provide a cost per student. Funders also want to be assured of the bookkeeping and accounting abilities of any organization that they fund and want to be able to see exactly where their money goes. This is especially important in cases in which the funder puts limitations on how the funds can be used. Often funds cannot be used for overhead or administrative functions and can only be spent on direct service. Funders also usually hope that the programs they support will be institutionalized, and they like to see the other types of funding that support the organization. Below are ideas for organizing financial documents to adequately reflect the proposed services for the year. Included are a sample budget, information about in-kind contributions, and charts for tracking sources of funding.

A. Reviewing the Budget for Completeness

This guide is not designed to provide specific information about designing program budgets. For that information, you should turn to other sources.

Resources about Creating Budgets

Budgeting during planning
http://arts.endow.gov/resources/Lessons/GRENZEBACK.HTML

Data Review – Templates and Questions
http://arts.endow.gov/resources/Lessons/EVANS.HTML

Although budgets should be written in advance of any grantwriting, when you are getting ready to raise funds or write a proposal, you should review the budget to determine how complete it is. In reviewing program and organizational budgets, do not leave any expenses out, whether they are covered by cash or by in-kind donations (see section B). Think about the following questions:

- Does the budget reflect the organization's core services, program commitments, and expansion plans? If not, it may be useful to meet with the staff or board that developed the budget to ensure that the necessary expenditures are added.

- Are there any expenses that have been forgotten? The budget framework below may help identify missing line items.

- What are the administrative costs? Most adult literacy programs should have administrative costs between 8 to 15 percent of the entire organizational budget. If your administrative cost is greater than this, your proposal may scare off potential funders who think that the organization is devoting too many of its resources to administration. If your administrative cost is less than this, your organization is probably shifting money around to make ends meet. Most grants have a limit on the amount that line items can be adjusted and moved, and this could put your organization in a tight spot.

Following is a template for a suggested budget framework. Your organization may have more specific items in its budget, but the more details, the better.

Organizational Budget Framework

EXPENSE	
Direct Costs: Personnel	
Salaries *(List each staff person by FTE)*	
Fringe Benefits	
Taxes	
Subtotal	
Other Direct Costs	
Computer Hardware and Software	
Equipment (including Copier Lease)	
Evaluation	
Food	
Insurance	
Instructional Materials	
Internet Service	
Maintenance Service (including cleaning)	
Office/Program Supplies	
Postage	
Printing	
Physical Plant Supplies (e.g. lightbulbs)	
Rent	
Staff Development and Training	
Telephone/Fax	
Travel	
Utilities (e.g., Rent, utilities)	
Volunteer Recognition	
Subtotal:	
Total of Direct Costs:	
Indirect Costs	
Total Costs:	

El Poder Learning Center - English Literacy Budget

EXPENSE	
Direct Costs: Personnel	
Salaries *($18/hr, 6/wk, 52/wks)*	5616
Fringe Benefits	0
Taxes	858
Subtotal	6474
Other Direct Costs	
Computer Hardware and Software	100
Equipment (including Copier Lease)	100
Evaluation	600
Food	500
Insurance	0
Instructional Materials	600
Internet Service	200
Maintenance Service (including cleaning)	1200
Office/Program Supplies	500
Postage	50
Printing	100
Physical Plant Supplies (e.g. lightbulbs)	100
Rent	1200
Staff Development and Training	300
Telephone/Fax	150
Travel	0
Utilities (gas, electricity, etc.)	156
Volunteer Recognition	0
Subtotal:	5856
Total Direct:	12330
Indirect Costs (at 10%)	1233
Total:	13,563

B. In-kind Contributions

An in-kind contribution is a non-cash donation that can be given a cash value. Three main types of in-kind contributions are time (from volunteers or advisors), materials (such as paper, pens, or computer parts), and space (such as a classroom in which to work). Your organization needs an accurate count of the in-kind contributions it receives, not only for funders (who often request a certain level of matching in-kind funding), but also for the organization's own budget. In-kind contributions typically help cover essential parts of the program (such as tutoring), rather than optional services. If a crucial in-kind contribution disappeared, your organization would have to pick up the cost. For this reason, you need to include in the budget the activities that in-kind donations make possible.

The cash equivalent for volunteer time varies by region and by task. The general cash equivalent for one hour of volunteer time per person in 2003 was $17.19. In California for 2002, it was $18.67, the fifth highest of the 50 states and DC. (See http://www.independentsector.org/programs/research/volunteer_time.html). It is important to remember that the calculation is based on the type of work done, rather than on the regular salary of the volunteer. Thus, a doctor and lawyer would create the same cash equivalent as a janitor if they were all stuffing envelopes.

In-kind office space is calculated by the per-square foot value of the building, as determined by a local realtor. For example, at $2.00/sq. foot, a donation of classroom space of 150 square feet would equal $300 per month. An in-kind donation of space can be broken up into smaller units, but each unit cannot be used for more than one program or initiative. Even if the classroom is used for more than one program, the whole in-kind amount cannot be claimed for each program.

In-kind materials can be calculated at their current retail value if they are new and must be depreciated if they are older.

For more information about in-kind contributions, refer to these websites:

> http://www.independentsector.org/programs/research/volunteer_time.html
> http://www.givingandvolunteering.ca/factsheets.asp

Following is a chart that details sample in-kind contributions.

Tracking In-kind Donations

Cash Equivalence

Source	Program	Volunteer	Materials	Space	Total
	Total of All Sources				

Sample In-kind-Contributions – El Poder Learning Center

Cash Equivalence

Source	Program	Volunteer	Materials	Space	Total
Computer Society of El Poder	Computer Center	$3456	$1000	$0	$4656
Regal Paper Company	ESL Classes	$0	$750	$0	$750
El Poder Community College Students	Children's Literacy	$1000	$0	$0	$1000
St. Mark's Church	ESL Classes	$0	$0	$4500	$4500
	Total of All Sources	$4456	$1750	$4500	$10906

C. Tracking Types of Funding

In general, there are seven main types of funding sources:

- Individuals (including those donating in-kind volunteer time)
- Businesses (including national corporations and local companies)
- Government (at the federal, state, and local level)
- Foundations (including national and specialized local programs)
- Associations, clubs, unions (including national and community-based groups)
- Special events (including dinners, sales drives, car washes, etc.)
- Fee-based services (including fees for classes or individualized assistance)

Special events and fee-based services are not within the scope of this guide. The other five types of funding come from making connections to funders, and working with each one of the types of funders noted above has advantages and disadvantages. For example, businesses that provide funds usually do not require lengthy reports, and the application for funds is straightforward. Organizations that develop a good relationship with a corporation often receive a steady stream of funds. On the other hand, corporate donors are looking for PR, and oftentimes the PR coverage is disproportionate to the actual amount of funds donated. In addition, the connection to a corporation is typically made through an individual, and changes in the internal structure of a corporation may also bring reduction or cessation of funding.

Applying for government funding is time-consuming. Applications are scrutinized down to the margin size, and all aspects of the proposal must be detailed (especially the evaluation protocol). However, some government grants are for multiple years and for millions of dollars. There is a trade-off between the level of funding and the amount of paperwork that is required.

Funders also vary in the type of restrictions that are put on the way that donations can be used. Government grants are typically targeted to certain programs, and oftentimes funds cannot be used for organization-wide expenses. Corporate givers and foundations may allow funds to be used for "capacity building" rather than for direct service. For a more complete description of the advantages and disadvantages associated with each type of funding, see the following Web site:

http://www.grantstation.com/Public/News_Views_px/funding_sources.asp

Your organization should have a clear sense of where its funding comes from. Changes in the lending atmosphere or political climate might signal possible changes in access to funds. Government funding streams might be cut, philanthropic organizations might change their area of focus, and individual donors might run out of funding. Your programs should have diverse funding streams that allow them to survive shifts in any one funding source. Following are sample charts to track funding sources.

Chart for Tracking Funding Sources

Funder's Name	***Type of Funder***	***Amount***	***Program***	***Restrictions***

Sample Chart of Funding Sources – El Poder Learning Center

Funder's Name	***Type of Funder***	***Amount***	***Program***	***Restrictions***
State of California Department of Education	*Gov*	*$20,000*	*ESL Classes*	*For LEP students, not native-born English speakers*
A Phone Company	*Corp*	*$10,000*	*Computer Center*	*For hardware and software, not staff time*
A Coffee Company	*Corp*	*$5,000*	*Basic Literacy*	*None*
Hubbard Family Foundation	*Foundation*	*$15,000*	*Children's Literacy*	*Support for parental empowerment*

After completing a chart that tracks the type of funding your organization receives, you may find it helpful to create one that displays the percentage of the budget that each funding source represents. A chart of this nature will help clarify the types of funding sources your organization is most reliant upon. In the sample chart for El Poder Learning Center, government and corporation funds make up the bulk of the center's funding (70% combined) for the 2004 fiscal year.

Breakdown of Funding Types

Type of Funding	Amount	Total Budget of Organization	Percentage of Budget
Government			
Corporations or Local Businesses			
Foundations			
Individuals			
Associations, Clubs, Unions			

Sample Breakdown of Funding Types – El Poder Learning Center

Type of Funding	Amount	Total Budget of Organization	Percentage of Budget
Government	$46,9000	$117, 400	40%
Corporations or Local Businesses	$35,220	$117, 400	30%
Foundations	$17,610	$117, 400	15%
Individuals	$11,740	$117, 400	10%
Associations, Clubs, Unions	$5870	$117, 400	5%

When trying to raise funds, your organization has to ask itself several questions:

1) What are the advantages and disadvantages of individual donors?

2) What kind of balance between funding sources is appropriate?

3) What kind of balance is risky?

4) What potential shifts in funding priorities do you see attached to each type of funding source?

Of course, there are no set answers to these questions, and grant writers must keep their ears to the ground. In the section, "Identifying Potential Funding Sources," several databases and Web sites are cited. By keeping up-to-date about what funders are saying, you can focus your efforts on working with the most appropriate and reliable sources of support.

Section III.
Framing Needs and Establishing Priorities

This guide is not intended to provide a blueprint for strategic planning. The following Web site provides that kind of information. Strategic Planning (in nonprofit or for-profit organizations) http://www.managementhelp.org/plan_dec/str_plan/str_plan.htm.

Instead, this section focuses on presenting the needs of students and potential students, and the needs of the organization or program as a whole. The more detailed your needs analysis, the more easily you can make the case for funding. The need as described must be realistic, but it must be presented in balance with available resources. Potential funders must feel that their contribution can make a serious difference and not be just a drop of funding in a huge ocean-sized problem.

A. Student/Potential Student Needs

When presenting the results of a needs analysis (which drives the need for new or continued funding), you must think about how to frame the work. Although letters of inquiry or grant proposals are not dissertations, funders are still interested in knowing the methodology of needs analyses. How do you know what it is you claim to know beyond the anecdotal level? It is not enough simply to state the needs of the community; you need to be able to make a case that this is a high priority from potential clients' (students') perspectives.

Three common types of needs analysis are interviews, focus groups, and questionnaires or surveys. For each approach, you should be able to answer the following questions, because it is possible that a potential funder might ask about the nature of the data and the methods for collecting it. Answers to all of these questions may only be a few sentences, but they are important.

<u>Interviews</u>: Who was interviewed? How many people?
How long was the interview?
How did you select who would be interviewed?
What kinds of questions did you ask them?
Where did interviews take place?

<u>Focus Groups</u>: What was the structure of the focus group?
Who participated?
Who facilitated?
Where did the focus groups take place?

<u>Questionnaire</u>: What types of questions were on the questionnaire?
How were they distributed?
Who was selected to receive the questionnaire?

You also can conduct needs analysis by using previously collected data such as Census figures, school reports, and surveys conducted by human service agencies.

Another potential question relates to the connection between your organization and the clients you serve. They want to know how you can speak with certainty on behalf of a certain population, or how you are in contact with the student or potential student population. One way to respond is to provide information about your geographic location, the demographics of your staff, or the ways in which students participate in the functioning of the organization.

Finally, when many clients and communities have multiple needs, organizations must be able to justify to funders why a certain need was given priority. This explanation should support any suggestion that your organization is uniquely (or strongly) positioned to take care of the need.

B. Reviewing Organizational Capacity – A SWOT Analysis

Organizations conduct ongoing assessments of teachers, programs, and initiatives. Before writing a grant, however, you will find it useful to have a document that boils down different assessment results into an accessible format. One way of doing this is to use a SWOT (Strengths Weaknesses Opportunities Threats) analysis. This type of analysis is typically done in the private sector, but it can also be useful for non-profits. A SWOT looks at both the internal and external conditions facing an organization. The internal aspects are referred to as *strengths* and *weaknesses*, while external factors are captured by the concepts of *opportunities* and *threats*. As an example of the internal factors, a program might note that having highly qualified teachers is one of its strengths, but the large degree of teacher turnover is a weakness. Although it is possible to list a specific program as a strength or weakness, it is more productive to be specific about what makes the program less effective or more effective (e.g., a limited number of program hours). As an example of external factors, an organization might see changes in demographics as a new opportunity to expand services or worry that shifts in public perceptions may change funding availability.

As part of a SWOT, ask these types of questions of your organization:

1) Has there been a substantial change in a funding source? For example, is there government funding that has been dramatically cut?
2) Have new funding opportunities become available? For example, is there a new Board member with strong contacts to the philanthropic community?
3) Have local or world events changed the funding climate? For example, the events of September 11, 2001, made it more difficult for some nonprofits to secure funding because corporations allocated greater funding to the relief effort.
4) Has an issue that your organization focuses on received more (or less) attention lately?
5) Has your organization received more (or less) attention lately? For example, are more people aware of your organization?

A SWOT is designed to help an organization capitalize on strengths and take advantage of opportunities, while addressing weaknesses and dealing with threats. It helps answer the question, "What should we be doing to achieve our vision statement?" At the same time, completing a SWOT analysis should help in the drafting of letters of inquiry and grant proposals. Strengths and opportunities identified should be written into the proposal. For a sample, refer to the El Poder Learning Center SWOT Analysis below.

Sample SWOT Analysis - El Poder Learning Center

Strengths *(Internal)*	**Weaknesses** *(Internal)*	**Opportunities** *(External)*	**Threats** *(External)*
Strategic location to reach client base	Limited space	Storefront space available	Neighborhood has high crime rate. Space has limited security.
Effective educational software	Old computers	Lots of funding for equipment	Computer viruses
Well-funded ESL program	High drop-out rate	New interactive beginning ESL computer software	Overtime at factory, students are working late and missing class
English literacy curriculum	Difficulty recruiting English literacy students	Many local churches to conduct outreach	Lack of funding for English literacy
High turnout for after-school program	No developed assessment	Existing partnership with local university – possible source of volunteers or assistance with assessment	Competition from after-school program focusing on athletics

In any proposal, El Poder Learning Center would want to include its strategic location and the high turnout for its after-school program. It would also want to include the fact that it has existing partnerships with local churches (for increased outreach) and local universities (for a steady flow of volunteers). Taking the time to complete a SWOT can help the organization note things that it often takes for granted. Following is a template for a SWOT analysis.

SWOT Analysis

Strengths ***(Internal)***	**Weaknesses** ***(Internal)***	**Opportunities** ***(External)***	**Threats** ***(External)***
Example: Comprehensive literacy tutor training	Lack of tutors to meet demand	New company nearby - possible source of tutors	After-school program recruiting volunteers – possible competition
1.			
2.			
3.			
4.			
5.			
6.			

C. The Organization's Position: A MacMillan Matrix

In the beginning stages of writing a proposal or looking for funding, the details and scope of a proposed program can be overwhelming. If it seems there is a lot to do, it is because there *is* a lot to do. Before committing to looking for funding to offer a project independently, take time to complete a MacMillan matrix. In this type of analysis, the focus is on the position of your organization in a larger field, and your organization can ask itself these four questions (among many others):

1) Are we the best organization to provide this service?
2) Is competing for funding good for our clients?
3) Are we spreading ourselves too thin, without the capacity to sustain ourselves?
4) Should we work cooperatively with another organization to provide services? (from the Alliance for Non-profit Management) http://www.allianceonline.org/FAQ/strategic_planning/how_can_we_do_competitive.faq

A key feature of this approach is that it is not a given that your organization should pursue a given grant or funding opportunity. Whereas the SWOT deals with competition, a MacMillan Matrix might point your organization toward collaboration as the most appropriate strategy. It could even help you conclude that some other group is in a better position to service a need on its own. Each program or service of your organization can be put through this same analytical framework.

		High Program Attractiveness: "Easy" Program		Low Program Attractiveness: "Difficult" Program	
		Alternative Coverage *High*	**Alternative Coverage** *Low*	**Alternative Coverage** *High*	**Alternative Coverage** *Low*
GOOD FIT	**Strong Competitive Position**	1. Aggressive Competition	2. Aggressive Growth	5. Build up the Best Competitor	6. "Soul of the Agency"
	Weak Competitive Position	3. Aggressive Divestment	4. Build Strength or Get Out	7. Orderly Divestment	8. "Foreign Aid" or Joint Venture
POOR FIT		9. Aggressive Divestment		10. Orderly Divestment	

"Alternative coverage" means the degree to which other agencies or organizations provide the same or similar service. If there is "high" alternative coverage, clients (in this case, students) have many options for service, while low alternative coverage leaves them with few. In a situation where there is low alternate coverage and your organization is in a strong competitive position, the organization should aggressively attempt to grow (cell 2). Where there is high alternative coverage and your organization is in a weak competitive position, your organization should actively disengage itself from attempting to provide the service. This does not mean that organizations should always cut and run. There may be difficult-to-run programs that your organization and few others offer (cell 6 – the "soul of the agency"), and these should not be abandoned. After all, with changes in funding, these programs may become a priority for funders, and your organization would be in a good position.

This type of analysis is coolly rational, but it is designed to serve the greater good. Small non-profits should not spend all their time fighting over the same small source of funding. Rather than going after every grant opportunity that comes on the radar, your organization must ask itself if the proposed programs are in keeping with its vision or mission statements. Looking for funding for programs that are a good fit for your organization should be a priority when the organization has a strong competitive position, especially when the service is not offered by other organizations. When your organization is in a weaker competitive position, it should consider collaborations or yielding to other organizations to provide the service. Again, the goal of an organization is to achieve what is set out in its mission and vision statements, not to expand for the sake of expansion. Fundraising should never be a goal in itself. Why fight to provide a certain kind of service if it is not a strength of the organization and if another organization is already providing the service? A MacMillan Matrix may be helpful in determining your priority funding needs.

- NOTE: Even if your organization believes it is in a good competitive position, a substantial budgetary increase from the previous year (more than 25 percent) may be an unrealistic goal, putting pressure on staff to spend more of its already limited time raising funds. New programs should be launched gradually and represent no more than 20 percent of the overall budget, except in the first year.

Section IV.
Identifying Potential Funding Sources

One of the most common questions in fund-raising is, "Where can I go to find a list of potential funders?" This work has been made easier by the creation of databases that contain a wealth of information about funding sources, including the expectations of the funder. These databases (such as GrantsAlert) can often be accessed in libraries, grantmaking libraries, community foundations, and other non-profit organizations. There are also a number of databases available on the Internet that are regularly updated, as well as services that will send email updates about potential funding sources. Some of these services are free, and some charge fees that range from the nominal to the substantial. There is enough information on the free sites to get started, and you may be able to find what you need there. Beginning with the free sites also provides an opportunity to hone search skills before using a service that costs money. As you explore the specific sites, keep an eye out for other resources. Most Internet sites include links to related sites, and these can generate some extremely useful leads. At the same time, sign up for free email notifications from these sites to learn about updates as they are released.

A. Local Nonprofit Libraries or Centers

In California, there are a number of centers dedicated to strengthening the organizational capacity and quality of services of local nonprofits. These organizations offer a wealth of training, technical assistance, and resources. In addition, most have resource libraries, or, at the very least, a listing of foundations that provide funding to the local community. In conducting research on available funding, you should first visit the Web site of your local nonprofit management organization and, if located nearby, the resource library as well. To find your local nonprofit management organization, go to http://www.genie.org for the Nonprofit Genie Web site and click on the "Links" button. Then type your area code or city name. Below is a catalog of most of the nonprofit management organizations across the state.

Center for Nonprofit Management

The Center for Nonprofit Management, http://www.cnmsocal.org, is located in the heart of Downtown Los Angeles but focuses its efforts on all of Los Angeles County. The Center for Nonprofit Management probably has the most comprehensive Nonprofit Resource Library in the State, including free access to the Foundation Center's database and complete profiles on potential funders. The library is open to anyone and has an onsite librarian who can assist in narrowing searches to identify those donors relevant to literacy. For organizations in Los Angeles, this library can be an invaluable research source. In addition to the library, the Web site has links to city, county, state, and federal search engines to direct nonprofits to governmental funding opportunities. California Endowment's Center for Healthy Communities 1000 N. Alameda St., #250, Los Angeles CA 90012 (213) 687-9511

CompassPoint

With offices in San Francisco and the Silicon Valley, CompassPoint, http://www.compasspoint.org, offers a broad range of services including training, consulting, and research assistance centered on East Bay and Silicon Valley nonprofits.

Although CompassPoint does not have a resource library, there are links to lists of East Bay and Silicon Valley Funders. For organizations located in these areas, those foundations and corporations identified could serve as the organization's initial potential funder list, saving you lots of time and energy in developing the list from scratch. CompassPoint San Francisco:731 Market Street, Suite 200 San Francisco, CA 94103 Telephone: 415-541-9000 Fax: 415-541-770 CompassPoint Silicon Valley**:** (NOTE: Address Change, effective October 31, 2006) Sobrato Center for Nonprofits 600 Valley Way, Suite A, Milpitas, CA 95035 Telephone: 408-719-1400 Fax: 408-719-1444 Silicon Valley Community Foundation**:** 1700 South El Camino Real, #300 San Mateo, CA 94402-3049 Telephone: 650-358-9369

Nonprofit Management Solutions
Nonprofit Management Solutions, http://www.npsolutions.org, provides services to San Diego County with outreach to Riverside, San Bernardino, and Imperial Counties. The Web site offers links to a variety of practical resources for the nonprofit. Because many of these links are not geographically specific, it may be worthwhile to check out the Web site and click on the link for resources. The Nonprofit Management Solutions has a Resource Library with access to the Foundation Center's database, as well as other foundation and corporate giving directories. However, before going to the library, be sure to make an appointment. 8265 Vickers Street, Suite C, San Diego, CA 92111 (858) 292-5702

Nonprofit Resource Center
The Nonprofit Resource Center, http://www.nprcenter.org, is dedicated to enhancing the management and fund-raising ability of nonprofit organizations in the Sacramento region. The Nonprofit Resource Center does not have a Resource Library, but it has a funding link that lists funding opportunities for the Sacramento Region. The list is not expansive and should be augmented with additional research, perhaps at the library where it is co-located. 828 I Street (2nd Floor Sacramento Public Library) Sacramento, CA 95814-2589 (916) 264-2772

Volunteer Center Orange County

The Volunteer Center Orange County, http://www.volunteercenter.org, is committed to developing the professional capacity of nonprofit organizations and encouraging volunteerism in Orange County. The Volunteer Center operates the Nonprofit Resource Center Library, which is the only library of its kind in Orange County. The library has a large collection of materials on topics such as nonprofit management, board development, and fund-raising, as well as online foundation directories and print materials on foundation-giving to nonprofit organizations. A reservation is advised to use the computer for online searches. The Volunteer Center of Orange County also produces a Guide to Funders in Southern California. At $75.00 annually, this online guide may be a useful alternative to the Foundation Center's directories for those nonprofits located in Southern California. 1901 E. Fourth Street, Suite 100, Santa Ana, CA 92705 (714) 953-5757

Long Beach Nonprofit Partnership
With a network of more than 500 community-based organizations in the greater Long Beach area, the Long Beach Nonprofit Partnership (LBNP), http://www.lbnp.org, offers vital referral and consulting services, educational seminars and workshops, and networking opportunities to local nonprofits. LBNP also operates an extensive resource library with numerous books and periodicals on nonprofit management, as well as a CD-ROM from the

Foundation Center with an exhaustive listing of foundation and corporate resources. To use the library, contact LBNP. 3635 Atlantic Avenue, Long Beach, CA 90807 (562) 290-0018

Nonprofit Support Center
Originally launched by the Santa Barbara Foundation, the Nonprofit Support Center (NSC), http://www.nscsb.org, offers regional training and consulting and houses a resource library for nonprofits in the Santa Barbara Region. Only members of the Nonprofit Support Center can access the Resource Library. The Foundation Center's extensive database can also be accessed at the Santa Maria satellite office. Santa Barbara Office - 5638 Hollister Ave., Suite 200, 93117 (805) 681-1040 Santa Maria Office - 120 East Jones Street, Suite 100, Santa Maria, CA 93454 (805) 928-2503

Marin Nexus

Marin Nexus (formerly MCA Volunteer Center) provides management assistance programs including seminars on fund-raising, nonprofit management, and board responsibilities for Marin County's 140 nonprofit organizations. Although there is not a listing of potential funders on the Web site, http://www.marinnexus.org, it does offer a Resource Library. Make an appointment with the resource librarian to take full advantage of the library. 650 Las Gallinas, San Rafael, CA 94903 (415) 479-5710

The Resource Center for Nonprofit Management
The Resource Center for Nonprofit Management, http://www.nonprofitresource.org, has an array of resources for nonprofits in San Bernardino and Riverside counties, from networking roundtables to training and technical assistance. The Resource Center also has a resource library filled with books, periodicals, audio cassettes, and videos on nonprofit management and fund-raising and is equipped with computers and the Foundation Center's CD-ROM directory of more than 60,000 foundations and corporate charities. 2060 University Ave. #201, Riverside, CA 92507 Telephone: 951-686-4402

See also:
The League of California Community Foundations Website
http://www.lccf.org

B. Hints for Searching Databases

When beginning to search a database for potential funding sources, you need to balance specificity with flexibility. Few foundations and corporations specifically fund literacy, especially for adults. However, you may be able to fund an aspect of your program (e.g., parental empowerment) by working with a funder who is interested in related topics (such as family issues). You can always try to package your agency in a way that might attract new funders. At the same time, funders recognize when a request for funding is an obvious stretch for an agency desperate for funds. In looking for funds, cast a wide net, but don't forget what it is your program or agency does.

Databases allow you to search by many variables, including interest area, types of support, or geographic location.

1. Begin by searching by program type
Begin the search by identifying all of those foundations and corporations that fund adult literacy. The list will be small, but you should start with these foundations, because they most closely relate to your mission. In successive searches, try variations such as adult education, community-based education, family literacy, etc. Sometimes the vocabulary the funder uses may differ from your own, so don't be surprised when a search for health literacy program includes a family literacy program that didn't appear in a family literacy search. A search for "education" would result in too many citations and would need to be whittled down to a manageable size by focusing on some of the variables listed below.

2. Search by geographic focus
Although some federal programs and foundations provide grants regardless of location, the majority of grants are tied to a specific location. Corporations tend to favor locations where they have stores or production facilities, and foundations usually have specific communities they support. Identifying the location requirements for grants early in the search process prevents you from spending more time than necessary looking at a funder that will not provide money to your area.

3. Search by Type of Support
Many times, a funder will specify what its funds can and cannot be used for. Funders often state that they will not fund administrative costs, physical plant expenses, or money for software or hardware. Funds tied to direct service or program improvement are more common than those more tied to structural issues. This is not always the case, however.

4. Average Grant Size Search
When putting a list of potential funders together, you need to determine and take into account average grant size. Generally speaking, it is a good idea to apply for every possible source of funding. However, some organizations with limited staff are unable to apply for everything, especially if there is an extensive application process. Some organizations set a floor, a minimum dollar amount that grants must meet before the organization will apply (e.g., $10,000). For these organizations, it is best to focus on those foundations and corporations that offer larger grants. The downside to concentrating on these sources is that they generally are extremely competitive.

C. Current Databases

Below are lists of current database, organized by type of funding.

General

GrantsAlert: http://www.grantsalert.com/

Government Information: Federal

Department of Education: http://www.ed.gov
http://www.ed.gov/fund/landing.jhtml
The US Department of Education is the central source of governmental funding for literacy programs. Most of the funds are distributed at the state level through the California Department of Education. However, occasionally the U.S. Department of Education will solicit RFPs for demonstration grants, which are awarded nationally on a competitive basis.

Grants.gov: http://www.Grants.gov
Searchable site for over 900 programs offered by 26 Federal grant-making agencies

Get Grants: http://www.Getgrants.ca.gov
This Web site provides a comprehensive listing of available state funding opportunities. Unfortunately, it does not include a search engine to identify literacy-related funding. In addition, the listing is not kept up-to-date. However, you can contact those programs listed in order to ascertain the status of the funding and find out if an RFP has been issued.

Outreach and Technical Assistance Network (OTAN) http://www.otan.us/login/login.cfm

Government Information: State of California

Get Grants: http://www.Getgrants.ca.gov
Identify grant programs within State of California agencies and departments through a single search, without being required to know the name of the responsible entity.

California Department of Education: http://www.cde.ca.gov/fg/fo/

Government Information: Local

While exploring local options, also look to your local political representatives' Web sites. They will often have funding opportunities listed along with other information that impacts their constituents and communities. Some might also have a notification system set up.

Foundation Information

Chronicle of Philanthropy : http://www.philanthropy.com
Most nonprofits are probably familiar with The Chronicle of Philanthropy, a bi-monthly newspaper devoted to nonprofit management and those involved in philanthropy. A nonprofit organization seeking funding should definitely subscribe to the Chronicle, also available online at http://www.philanthropy.com. The Chronicle also produces a Guide to Grants, which is an online data base of all foundations and corporate charities listed in the Chronicle since 1995.

The Foundation Center: http://www.foundationcenter.org
The Foundation Center is an excellent resource for grant seekers. The Web site has a wealth of information about philanthropy in addition to its renowned online foundation directory. Its RFP Bulletin is a weekly notice about a wide range of funding opportunities, some of which might be useful and relevant. To subscribe, go to http://www.foundationcenter.org/newsletters/index.jhtml

Foundations On-Line: http://www.Foundations.org
The Northern California Community Foundation developed this Web site, which has several links to assist with online fund-raising. In addition, this Web site has a free online foundation directory. Although not nearly as extensive as the Foundation Center directory, this directory does not require a subscription. The directory lists most of the major Northern California funders, as well as some foundations in other parts of California.

The Funders Directory: http://www.compasspoint.org/funders/index.php

Fee-based Services

GuideStar: http://www.guidestar.org
GuideStar is a nonprofit organization, a leading source of information about nonprofit organizations, compiling and distributing programmatic and financial data about more than 850,000 charitable organizations

FoundationSearch: http://www.foundationsearch.com
Foundation Search is a for-profit organization that offers a comprehensive listing of more than 4.5 million grants and 70,000 foundations. It also includes a database of more than 400,000 foundation directors and officers and a comprehensive database of 8,000 newly created foundations.

IWave: http://www.iwave.com
IWave offers detailed research on corporations, charitable foundations, and individuals. This database is also available through the Los Angeles Public Library.

Wealth ID: http://www.wealthid.com
Wealth ID identifies major and planned gift prospects.

WealthEngine.com: http://www.wealthengine.com
WealthEngine reviews larger donor/prospect files to isolate the most financially advantageous prospects.

D. Tracking Potential Funders

As you begin to get leads for possible grants, you need to be concerned about which grants you will actually try to go after. Here are several suggestions to keep in mind as you are looking at requests for proposals (RFPs).

(1) Study the section on eligibility. It is not always clear whether an organization is eligible for funding on its own. Sometimes, the only way an organization can qualify is by partnering with another entity. Eliminate any RFP if you are unsure of your eligibility.
(2) Because governmental proposals are quite lengthy and require a number of attachments, make sure the due date for government RFPs is at least four to six weeks away. If it is earlier than a month away, consider not attempting to write a proposal for the grant.
(3) Determine how competitive the grant may be based on the amount of funding or number of grants available. Eliminate any potential sources that seem overly competitive, especially if the guidelines are not an exact fit with your project.
(4) Study the RFP and decide whether the guidelines are a close enough fit with your project. If the project seems far outside of the realm of what the agency will fund, eliminate that potential funder from the list.

Following is an actual federal RFP.

DEPARTMENT OF EDUCATION
Office of Special Education and Rehabilitative Services; Overview Information; Special Demonstration Programs--Model Transitional Rehabilitation Services for Youth and Young Adults With Disabilities; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2004

Catalog of Federal Domestic Assistance (CFDA) Number: 84.235S.
Applications Available: July 19, 2004.
Deadline for Transmittal of Applications: August 19, 2004.
Eligible Applicants: Public or nonprofit agencies or organizations, including institutions of higher education, for-profit organizations, State vocational rehabilitation (VR) agencies, community rehabilitation programs, and Indian tribes or tribal organizations.
Estimated Available Funds: $2,000,000.
Estimated Range of Awards: $200,000-$300,000.
Estimated Average Size of Awards: $250,000
Estimated Number of Awards: 8.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months.

This RFP provides key information about the due date, eligibility, the size of the grants, and how many awards are expected to be made. Notice that this RFP was due on August 19, even though applications only became available on July 19th. Because this does not provide for the suggested six weeks of preparation, it would probably be difficult unless you have a template ready. The grant's size is relatively large, and the number of estimated awards is low, so the competition will be fierce. By reviewing the size of the grant, the number of recipients, and the eligible entities, you can get a good sense of whether your organization is in a strong enough position to have a chance of succeeding.

As you work in the library or surf the Net, it's helpful to keep track of the potential funders you have identified. Use the following template.

Chart of Potential Funders

Foundation/ Govt. Agency	Geographic Focus	Interest Area	Type of Support	Average Grant	Application Procedure	Due Date	Comments

Section V.
Letters of Inquiry

Many times, the first contact you have with a potential funder is through the Letter of Inquiry (LOI). The purpose of an LOI is to provide a brief description of a proposed project so that the funder's staff can quickly determine whether the project falls within their areas of interest. Today, many if not most corporations and foundations require the submission of an LOI as the first step in the proposal process. Each funder may have a different format or expectations regarding the LOI, and applicants should always be sure to get an up-to-date copy of guidelines or forms before blindly submitting a boilerplate LOI. As with a grant application, it is best to stick to the requested or suggested format and answer questions as completely as possible. An LOI that uses an unexpected format may be rejected before the content is even analyzed. This section reviews the parts of the LOI and presents some tips for writing a successful LOI. Because LOIs are much shorter than full grant proposals, it is important to be able to present a lot of information in a small amount of space. The purpose of an LOI is to provide the foundation with a glimpse of your proposed project, not a detailed account. Your LOI should be no more than two pages unless the foundation has required additional information.

Before submitting the final version of the letter, contact the foundation for the name and title of the person who should receive the LOI. If it is not addressed to a specific person, the LOI could get lost or delayed. Sending a "To Whom It May Concern" LOI does not reflect well on the applicant and demonstrates that you did not take time to do the minimum background work.

The following Web sites provide sample Letters of Inquiry:

- http://www.npguides.org/guide/inquiry_letter.htm
- http://www.library.pima.gov/research/guides/grantsletterinquiry.cfm

The Foundation Center at http://foundationcenter.org/getstarted/faqs/html/letter.html has a comprehensive fact sheet about developing LOIs, along with links to other Web sites that provide sample LOIs. Other helpful Web sites are http://www.grantproposal.com/inquiry.html and http://www.tgci.org.

The following components of an LOI are discussed below.

- Request/Introductory Paragraph
- Organizational Description
- Statement of Need
- Program Description
- Program Goals and Objectives Timetable
- Evaluation Activities
- Estimated Budget

A. Request/Introductory Paragraph

This is arguably the most important paragraph in the entire LOI. It needs to convince foundation staff whether or not to read on. In a full grant proposal, this paragraph serves as the project summary. The request/introductory paragraph should contain three pieces of information:

(1) A request that details the amount of money needed for the project, and the amount of money being requested.

(2) A summary of the project that explains in general terms what the project is designed to do.

(3) An explanation of how the project fits into the overall mission of the foundation or corporation. Many grant writers neglect to make this link clear. This is a huge mistake because this connection to the foundation's mission is essentially your "hook." Without it, it is likely that the foundation or corporation will not be interested in your project. This is the one section in the LOI that should always be tailored to the specific foundation/corporation for which you are applying. Take some time up front and find out the foundation/corporation's mission and adapt this paragraph in your LOI accordingly. In the long run, it will pay off with a greater percentage of funded proposals.

<u>Sample Introductory Paragraph</u>

I am writing to inform you of a project that I believe is in keeping with your foundation's interest in grassroots efforts to support healthy families. El Poder Learning Center is initiating a literacy program that simultaneously provides services to adult students and their children in an effort to break the intergeneration cycle of illiteracy. To begin operating this program, we are looking for $35,000 in grants (in addition to the $40,000 we have already raised).

B. Organization Description

The purpose of this section is to demonstrate to the foundation that your organization is capable of handling the project. After reading this paragraph, the reader should believe in your organization and your capacity to carry out the project successfully. Each one of the following aspects of your organization should be described in one or two sentences.

(1) *The Organization's History* (including information about why and when the organization was formed)
(2) *The Organization's Mission Statement* (making an obvious <u>and</u> direct link between the proposed project and mission statement)
(3) *Description of Services* – This should convey the scope of work and give a clear picture of your organization, without giving overwhelming amounts of detail.
(4) *Accomplishments* – The accomplishments detailed should correlate to the organization's capacity to implement the project. This can include both student learning gains and program accomplishments (such as successful outreach and enrollment activities for hard-to-reach populations).

Sample Organization Description

El Poder Learning Center was established in 1989 to provide culturally appropriate services to the residents of El Poder and El Pueblo Nuevo. The El Poder Learning Center began operating as a single class, with one teacher and 20 students, and has grown to a staff of 15 providing service to over 200 students. During this expansion, El Poder has kept a focus on the physical, mental, and financial well-being of students, and has grown to include classes in health, computer literacy, and job-readiness. A sure sign of El Poder's success is that former students have gone on to a variety of occupations, including teaching.

C. Statement of Need

For the Statement of Need, the organization needs to make a compelling case to the funder concerning why it should contribute funds. The statement of need sets the rationale for the project and offers you a chance to educate funders about literacy. Below are four tips about writing the statement of need.

(1) Balance the statistical, "objective" facts with some anecdotal information. Quotes from real potential students help personalize the issue, and statistics help provide the context. Too many statistics in a short paragraph can be overwhelming, but too few will make it look like your organization has not done its homework.
(2) Make sure that the problem outlined in your statement of need is not so big that the solution (your project) will not have an impact. Funders want to believe that their contributions can make a difference.
(3) Localize the issue. One way to avoid making the problem seem overly immense is by framing the issues in local terms. Instead of focusing on the national illiteracy rate, include information about the local illiteracy rate. If possible, compare and contrast local data to state or national statistics to demonstrate that the issue is much more problematic in your community.
(4) Avoid what funders refer to as "circular reasoning." Do not explain that your project is needed because it does not exist. In other words, do not write that the need you are addressing is the lack of literacy programs in the area. Instead, explain the causal relationships between illiteracy and poverty, and explain that the illiteracy rate in your county is nearly 30 percent and that more than 70% of those with limited literacy skills live in poverty. By offering a literacy program in the county, you can help address this illiteracy rate and change poverty levels.

Sample Statement of Need

According to the recent census, 80% of adult residents of El Pueblo did not complete high school, and the high school dropout rate is 25%. The limited English and literacy skills of parents fosters an intergenerational cycle of illiteracy, one that has a number of negative impacts on the lives of residents of El Poder. An adult student at El Pueblo said, "I want to help my child succeed, but it is really hard to do without being able to read and write in English." Parents are committed to helping their children, but they themselves need help to be able to accomplish this important goal.

D. Program Description

The project should be presented as a feasible means to address the problem identified in the Statement of Need. Here are some of the different elements that a project description should include:

(1) *The type of services to be provided.* Be as explicit as possible. Rather than just noting that it is a "literacy class," explain the nature of the class (e.g., a computer literacy skills class for ESL students, a GED test prep class for unemployed mothers). Don't develop a need statement that compellingly describes the enormous health risks posed to low literacy adults who are unable to read prescription labels or doctor's orders, but propose to solve this issue with a generic literacy class that has no direct link to health care. Instead, couple the need statement described above with a detailed description of literacy classes that incorporate health by teaching learners how to read prescriptions and otherwise access and use critical health information.

(2) ***The Target Population.*** Information about the target population should be as specific as possible as it pertains to the nature of the project (age, gender, ethnicity, literacy skills, etc.). If possible, include an estimate of the number to be served.

(3) ***Program Location.*** Include information about where the services will be delivered. Locations that are easily accessible by the target population are best (such as a community center or church), and the potential students should feel comfortable at the site. A good program location helps convince the funder that the organization is connected to the community.

(4) ***Program Duration.*** State how long the project will last and when services will be offered.

(5) ***Delivery Method.*** Explain how services will be delivered. For example, a volunteer literacy program uses volunteer tutors to provide instruction. The delivery method may also include information about the credentials of the staff assigned to implement the project. If new staff will be hired, describe the qualifications required for the job.

Sample Program Description

The goal of El Poder Learning Center is to promote literacy and improve the basic skills of Latino families who are greatly hindered by low educational levels. Acknowledging that the strongest indicator of a child's success is his/her mother's own educational attainment, El Poder has embraced a two-prong approach to break the intergenerational cycle of illiteracy and consequent poverty. First, El Poder will provide beginning and intermediate English language classes for adults so that parents can become partners in their children's education. Second, elementary school-aged children of these adult students will be enrolled in an after-school program designed to sharpen reading, writing, and mathematical skills and improve overall academic achievement. These classes will be offered at the El Poder Learning Center in the heart of the Mission District in San Francisco, Monday through Saturday from 8:30 a.m. to 8:00 p.m. El Poder will hire three credentialed teachers to instruct 80 children and adults each day over the course of the project year.

E. Program Goals and Objectives Timetable

Although the language around goals and objectives is confusing (the terms are sometimes used interchangeably), you can consider goals to be the larger mission (e.g., provide convenient ESL classes for residents of a specific neighborhood) and the objectives to be measurable steps taken to achieve the goal (e.g., register 20 students per class). Objectives should be realistic, and they should include a positive outcome as a result of the proposed activities. The timetable can be as simple as the length of time a particular activity will take. An extensive list of objectives along with related activities and a detailed timetable should be saved for the grant proposal.

Sample Program Objective and Outcome

El Poder will provide more than 100 hours of basic English instruction to 40 monolingual adults over a four-month period. As a result, these students will improve at least one ESL level as measured by CASAS standardized testing.

F. Evaluation Activities

Whether applying for public or private dollars, you need to have some type of evaluation plan. An evaluation enables a grantee to demonstrate that the objectives outlined in an LOI (or full proposal) are being met. In deciding on the appropriate method of evaluation, consider the scope of the project and the resources at your disposal. Although larger grants generally expect an extensive evaluation process, be aware that there is not a fixed relationship between the size of the grant and the expected evaluation activities. Some small grants (e.g., $5,000) can involve a great deal of evaluation. Some organizations decide not to apply for smaller grants because of the high cost/benefit ratio in terms of the time and energy to complete an evaluation.

Whenever feasible, bring in an outside evaluator for at least part of the evaluation. This brings more credibility to your agency and will assist in securing continuing support for the project. If a specific standardized test is to be used as part of an evaluation (e.g., CASAS tests), it should be noted in the LOI. Some grants require the use of a certain test, and the LOI should indicate that the organization is aware of the expectation. For example, to receive California Department of Education funding, organizations are required to employ CASAS testing.

Sample Evaluation Activities

In addition to tracking the adult students' progress by means of CASAS testing, the younger students participating in the after-school program will be given a pre-test and a series of quarterly tests of reading, writing, and math. Both groups of students will develop portfolios of their own work to review with teachers, and the older students (as parents) will review the portfolios of their children who are enrolled in the after-school program. This portfolio review will take place with both the adult's teacher and the child's teacher present.

G. Estimated budget

Usually, the budget section in a LOI is cursory. This section may be brief and include a funding request and an estimated expense total for the project. In addition, grantors like to know about your fund-raising plan. Therefore, you should incorporate information about the other foundations you have applied to and the amount of funding you have secured. If possible, you can strengthen the LOI by explaining how you propose to institutionalize the project.

In some instances, a foundation or corporation will request a project budget along with the LOI. A project budget that is produced as an attachment is expected to be highly detailed and may need a budget narrative.

Sample Estimated Budget

Thanks to the generous contributions of local businesses and our core of committed donors, El Poder has raised $40,000 toward our total project budget of $75,000. El Poder still needs to raise an additional $35,000 to launch the project. With your investment of $35,000, El Poder will have the funding needed to open the doors of the community center and offer crucial educational programming to more than 80 low-income Latino families.

Section VI.
Writing a Grant Proposal

In writing a full grant proposal, you will need to have access to all of the documentation noted in sections one, two, and three, as well any related letters of inquiry. In some respects, writing the grant proposal involves unpacking the information that was highly condensed in the LOI. While using these as little building blocks for the full proposal, keep in mind the bigger picture. In the larger context of a full proposal, your writing needs to remain clear, concise, compelling, and consistent. It is easy to cut and paste carefully written smaller pieces and create a mess. One way to avoid this is to begin writing only after the project is well-formulated.

This section reviews the various parts of a typical grant proposal. There are several proposal guidelines available on the Web, and this section follows and reviews the Common Proposal Format that has been made available for the nonprofit community by Associated Grant Makers (AGM Web site: http://www.agmconnect.org). The requirements of specific funders vary, but the elements described below are required by almost every funder.

A. Cover Summary

The standard length of a project summary on these cover sheets is usually between 100 to 150 words. Make sure that the project summary does not exceed the length specified in the guidelines or form provided by the funder. Even if a proposal does not require a summary, it is probably a good idea to include one. This can be included in a brief cover letter, or you can create your own coversheet. In some instances, a funder may request that no additional information be included other than that specifically requested. In this case, do not include a summary.

Below (in boxes) is the information requested in the Cover Summary piece of the AGM Common Proposal.

1. Legal name of organization, address, and name of executive director:
2. IRS 501(c)(3) nonprofit? (Please circle) ***YES NO***
2a. If no, identify your fiscal agent and attach the written agreement from the fiscal agent.
(Funders using this form may have special requirements as to the use of a fiscal agent, or may not permit such use.)
3. Contact person and title:
4. Phone: __________________ FAX: __________________ E-mail:
5. AMOUNT REQUESTED: $________________________
6. TYPE OF REQUEST (operating, project, capital, other):

This first section is straight forward. In general, the contact person should be the executive director or highest-ranking staff member, even if another member of the staff wrote the grant.

7. State your organization's mission:

This section of the proposal should draw on your organization's mission statement (see Section 1 of this guide). Add one or two sentences (at the most) if you need to tailor the application to the funder. However, don't try to say too much. Keep it realistic.

8. No more than four sentences summarizing the proposal and its strategic link with this funder (Include the name of the project or capital campaign, if applicable):

As discussed in section V.A..: Letters of Inquiry, making the connection between this specific funder and the proposal is crucial. The relationship must be clear. Ask yourself the first questions the funder's staff will, including:

> Why is this organization the best venue for enacting change?
> Why is this project the best way to approach the problem?
> Why should we consider funding it?

<u>Sample Summary of Proposal</u>

(This is written for a funder that prioritizes the health of families.)

On behalf of El Poder Learning Center, we request $35,000 to fund a new intergenerational literacy project. This project provides classroom instruction for teachers, and after-school programs for school-aged children. By working with both teachers and parents, El Poder learning center will aim to curtail intergenerational cycles of illiteracy. We believe that working on a grassroots level, directly with parents, we will have the best opportunity to make a profound impact on children's educational experience.

9. List the proposal's target population, constituents, and geographic communities:

Begin by double-checking the request for proposals, or the center's Web site, to determine the populations the funder is most interested in. (See Section 1)

10. Total number of board members: _____ Total number of volunteers: _____
11. Total number of staff: Full-time _____ Part-time _____
12. Total annual organizational budget: $______________ Fiscal Year End ___/___/___
13. Project or capital budget (if applicable): $____________________________
14. The period this grant will cover: ___/___ to ___/___
15. United Way affiliate? (Please circle): ***YES NO***
16. List any previous support from this funder in the last five years.

B. Project Narrative

Below is the information requested in the Proposal Narrative piece of the AGM Common Proposal Format.

1. Brief summary of organization's history, goals, and key achievements.

2. Overview of organization's structure and programs, including board, staff, and volunteer involvement.

3. Describe your organization's constituents for the organization overall, or, for a specific project. For example, total number and breakdown by age, gender, race/ethnicity, income levels, disabilities, geography, language spoken, or other criteria relevant to your organization or project.

To complete this section, draw on the information collected for sections I - III. In general, this will not change much from proposal to proposal, so you should be prepared to cut and paste the section with a few small edits.

4. Describe the community or regional need(s) and/or challenges that this effort will address. What is the level and nature of involvement of the community-at-large?

As noted in the discussion of LOIs , do not describe a problem that is larger than your solution. With a greater opportunity to elaborate, there may be a tendency to overdo the statement of need. The statement of need should not be more than about 10 percent of your overall proposal. Remember: your statement of need should grab your reader's attention, but it is your project description that should make the biggest impression.

In describing the needs of your particular community (and not just adults in need of literacy instruction in general), you can include both quantitative and qualitative information. It is helpful to have statistics about years of education or reading levels, but it is also good have some personal testimony from people who are affected. Anecdotal evidence should focus on typical cases, rather than extreme cases. Although some individual's personal stories are certainly compelling, you should not present too bleak a perspective about the needs or too optimistic an expectation about the possible successes of students in the program.

Do not include the lack of a class (or program) as a need. Identify the need that the class (or project) will address. In the case of El Poder, a grantwriter would note the low test scores of children, the low literacy skills of their parents, and how the new program would work to improve the literacy skills of each generation.

5. Description of the specific request that includes goals and objectives. (If it's a project request, provide a profile of the project.)

Goals are the larger, conceptual, purposes for the project. Objectives are the more concrete steps taken to accomplish goals. By this definition, objectives should be realistic, measurable, and ideally include a positive outcome as a result of the proposed activities. The results from completed objectives should be tangible.

The Foundation Center (http://foundationcenter.org/getstarted/tutorials/shortcourse/project.html) provides examples of the following kinds of objectives, with examples drawn from a swimming class.

(a) Behavioral – A human action is anticipated
Example: Fifty of the 70 children participating will learn to swim.

(b) Performance – A specific time frame within which a behavior will occur at an expected proficiency level.
Example: Fifty of the 70 children will learn to swim within six months and will pass a basic swimming proficiency test administered by a Red Cross-certified lifeguard.

(c) Process – The manner in which something occurs in an end in itself.
Example: We will document the teaching methods used, identifying those with the greatest success.

(d) Product – A tangible item results.
Example: A manual will be created to be used in teaching swimming to this age and proficiency group in the future.

The following are samples for the intergenerational literacy class that El Poder will offer.

El Poder Learning Center Intergenerational Literacy Program

Goal #1: Pilot a Program Model

The foundation of the Intergenerational Literacy Project is a process-based curriculum that can be used by instructors in both ESL and Basic Literacy programs. The curriculum was recently developed under a grant from UPS Foundation. El Poder will field-test this model, focusing on the challenges of teaching oral language skills.

Objective # 1: Improve the language Abilities of caregivers.	***Outcomes*** • 40 parents enrolled at El Poder in the first year. • Gains of at least one ESL level on CASAS test for 85 percent of students.
Objective # 2: Empower parents to participate in their children's education.	***Outcomes*** • Increased participation in parent-teacher conferences. • Increased parental participation in their child's homework. • Each class creates and implements at least one community action project, such as a book drive for the school.
Objective # 3: Improve the literacy skills of children.	***Outcomes*** • 60 elementary school-aged children enrolled in the first year. • Reading gains of at least 5 points on Stanford 9 tests for 70 percent of these caregivers' children.

Goal #2: Dissemination and Replication

A unique aspect of this project is its potential to reach beyond its pilot partner and provide family literacy support in communities throughout the state. By making this project model available to other Even Start programs in the region that operate basic literacy and ESL programs, we are able to generate greater statewide impact.

Objective # 1: Implement and evaluate the pilot project for replication.	***Outcomes*** • Devote 15 percent of project funds to evaluation, including a contracted professional to perform an independent study of the project's design, methodologies, and outcomes. • Develop strategies for implementing the pilot project in Basic Literacy programs, including adaptations in design and outreach.
Objective # 2: Disseminate this model program to other community-based organizations in similar communities.	***Outcomes*** • Promote using a quarterly newsletter, Web site, special mailings, and staff visits to member groups. • Develop informational materials about the program to send to interested member groups. • Develop training for staff and volunteers of member groups. • Replicate the pilot in four area adult schools in year two of the project.

6. Specific activities and timetable for meeting your stated objectives.

In this section, provide details about the methods the program will use. In effect, this section explains how the program will be implemented. For a basic literacy program, the proposal should describe the curriculum materials and the teaching methodology to be employed. Does the program use paid instructors? Is the program Freirean in nature? Do the teachers use the Orton-Gillingham method to instruct students? Be certain that this section is not beyond the reader's understanding. Most funders are not experts in the field of literacy and you should explain teaching methodologies in lay terms.

Provide details about other activities necessary to start a class: hiring a teacher, developing curriculum, conducting outreach for potential students, etc. These should be described, then presented in a timeline. The timeline does not need specific dates, but it does need to indicate at what point of the year each activity will occur. This gives the funder a sense of how you will do the work and if your timeline is reasonable.

Following is a sample timeline, based on the El Poder Intergenerational Literacy proposal.

El Poder Family Literacy Program – Project Timeline

Month 1

- Teacher for adult ESL class is hired
- Staff for after-school program is hired
- Volunteer staff for after-school program is recruited
- Curriculum framework for adult class is drafted
- Curriculum framework for after school program is drafted

Month 2

- Curriculum framework for adult class is completed
- Curriculum framework for after-school program is completed
- Placement of students already enrolled at El Poder Learning Center
- Outreach to potential students in El Poder
- Outreach to schools about after-school program
- Adult teachers and after-school teachers meet to coordinate communication

Month 3

- Classes start
- Adult students take CASAS exam
- After-school students take school-appropriate exam
- Students begin making portfolios
- Adult teachers meet with after-school staff to coordinate activities

Months 4 – 6

- Weekly parent and child projects
- Month teacher sharing meetings

Month 7

- Adult students meet with teachers to discuss progress
    - Look at classwork, including tests
    - Look at portfolios
- Adult students meet with child's teachers to discuss child's progress
    - Look at classwork, including tests
    - Look at portfolios

(Months 8 – 11 have similar elements)

Month 12

- Year-end exam
- Graduation ceremony
- Teacher evaluation of curriculum

7. Future plan for sustaining this effort and strategy for building your funding base.

It is important for potential funders to see a return on their investment. This can be accomplished either by achieving a short-term goal (e.g., the creation of a product) or by seeing a new program institutionalized. Funders are not interested in supporting a program if it is not going to lead to anything new. For this reason, you must make a case that your organization will be able to sustain the initial effort by securing funds from other sources (either public or private). You may include information about other potential funders that you have contacted, and you can provide some details about the overall economic health of the organization.

8. Who are your staff and volunteers and what are their qualifications?

For both staff and volunteers, it is important to note their relevant professional experience and any connection to the community that they might have (e.g., "12 of our teachers are native Spanish speakers, and four of them are longtime residents of El Poder.")

9. If applicable, identify organizations that you collaborate with to address the issue(s) in this proposal.

List the organizations that you collaborate with in some fashion. This can include both public and private agencies and departments. This section can be helpful in providing evidence that your assessment of needs is accurate (because you have multiple sources of information) and that you are able to coordinate the use of resources in effective ways (by collaborating when appropriate).

10. Define your criteria for success for the organization, project, or capital campaign. State how you will measure your success in the short-term and in the long-term. What tool(s) will be used to evaluate your program or organization? What is your strategy for implementing the evaluation process?

An evaluation enables a grantee to demonstrate that the objectives outlined in a proposal are being met. In a full grant proposal (in contrast to the LOI), the organization needs to provide detail about the evaluation procedure. Most likely, different measurements will be used for meeting objectives in the short-term and achieving goals in the long-term. Evaluations should be conducted not only of the students enrolled in the program, but of the program itself. Make it clear that students will have an opportunity to provide their own perspective on the success of the project, its strengths and weaknesses. Because evaluation is used to improve the program, it should not be conducted only at the end of the year but should be an ongoing process.

The California Department of Education (http://www.cde.ca.gov) suggests that an evaluation plan should include the following information:

- Data to be collected
- Assessment measures to be used
- Timeline for collecting data
- Methods for analyzing data
- Strategies for compiling and reporting evaluation results
- Methods for using the results to improve the project during the funding period
- Persons responsible for implementing and monitoring the evaluation

The scale of the evaluation and analysis will vary according to the size of the project and the amount of funding.

C. Attachments

Following are attachments that should be included in most grant proposals.

1. *IRS letter confirming tax-exempt status - 501(c)(3) and 509(a).*
2. *Current board list with relevant background, affiliations, town residence, and number of times a year it meets*
3. *Financial information:*
    - *Total board approved organizational budget for the fiscal year(s)*
    - *If seeking project or capital support, include project or capital budget for fiscal year(s)*
    - *Most recent independent audit or account review (as required by law)*
    - *Year-to-date financial statement for the current fiscal year*
    - *List companies and foundations being approached to fund this proposal, with dollar amounts indicating which sources are remitted, pending, or anticipated.*

In addition to these documents, include letters of support from past collaborators or agencies and organizations that can speak well of your work. See Section IE for more information about letters of support.

D. Budget Narrative

Below is the information requested in the proposal budget narrative.

1. Time period budget covers:

2. Revenue: provide a line item revenue statement for all applicable budget categories.

a. Grants and Contracts

- *Local Government*
- *State Government*
- *Federal Government*
- *Foundations and Corporations*
- *United Way and Other Federated Campaigns*

b. Other Fundraising and Earned Income

- *Individuals*
- *Events*

c. Earned Income

- *Publications and Products*
- *Membership Income*
- *Fees*

You should have all of the information for this section on-hand when starting to write the proposal. Note that for most programs, especially those that are small, the earned income will not be expected to amount to much.

3. Expenses: provide a line item expense budget, with narrative footnotes for those applicable items, which need further explanation. Typical line items include:

- *Salaries (specify number of full time equivalents)*
- *Payroll Taxes*
- *Fringe Benefits*
- *Consultants and Professional Fees*
- *Insurance*
- *Travel/Transportation*
- *Equipment*
- *Supplies*
- *Printing and Copying*
- *Telephone and Fax*
- *Postage and Delivery*
- *Rent*
- *Utilities*
- *Maintenance*
- *Evaluation*
- *Staff Development and Training*
- *Child Care*
- *Administrative Overhead*

This section of the budget should be highly detailed. Pay attention to the percentage of funds that the funder will allow to be moved from one line item to another. Also note any restrictions on the amount of administrative cost the funder is willing to pay, and any other restrictions on the budget. Expenses such as consultants may not be looked upon favorably unless a strong argument can be made that they will improve the direct service being provided.

4. In-kind Support

In-kind contributions are non-cash donations that can be given a cash value. Examples of in-kind contributions are time (from volunteers or advisors), materials (such as books) and space (such as a classroom). Some government grants require a certain percentage of the budget be covered by in-kind contributions, so you should be able to track the outside support that you receive. The level of expected in-kind contributions typically rise as the level of funding decreases over time, so in-kind support cannot be treated as an afterthought.

E. Grant Writing Tips

The best tip for a new grant writer is to review the guidelines carefully at least one more time before attempting to write a proposal. Failing to notice key information is common, especially when the guidelines are long or complex. Funders are specific about their requirements, and some funders have been known to reject proposals whose margins are off by 1/8 inch. The margin police exist, and they take their job seriously. A proposal that goes over the budget limit will not be considered, no questions asked.

In the process of writing the grant, be careful to:

- Pay attention to due dates. They usually refer to the *actual delivery* date (not postmark). Allow enough time to get all the necessary information and signatures.
- Review carefully to see if the RFP specifies page-number limits, page-margin size, font size, and similar details.
- Adhere to requirements in the RFP about the order of each component. The RFP may also provide a checklist to submit.
- Review carefully specifics about the number of copies, as well as about labeling, binding, and other procedures.
- Be sure that you have identified all required components or activities. For example, many federally funded RFP's require the organization to complete detailed forms regarding client confidentiality procedures.
- Never say "never." Do not make claims about your initiative "never having been done before."
- Avoid the passive voice.

- Connect the dots. Make sure all of the pieces of the proposed project clearly fit together and that the project clearly is in keeping with the priorities of the potential funder.
- Account for inflation in the budget
- Be specific about vocabulary. Explain exactly what you mean by a term such as "empowerment."

For federal grants, try to attend the bidders' conference that the funding department hosts and review the "Questions & Answers" document usually published afterward to be sure you understand all requirements.

For more tips, consult the following Web sites:

Free (and mixed)

California Department of Education
  http://www.cde.ca.gov/fg/fo/we/index.asp?print=yes
Catalog of Federal Domestic Assistance
  http://12.46.245.173/cfda/cfda.html
Center for Civic Partnerships
  http://www.civicpartnerships.org/toolsRes.htm
The Foundation Center
  http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html
Fundsnet Services On-line:
  http://www.fundsnetservices.com/grantwri.htm
Grant Help:
  http://granthelp.com
Grantproposal.com:
  http://www.grantproposal.com
School Grants:
  http://www.schoolgrants.org/grant_tips.htm

Fee-based Services

Alliance for Nonprofit Management
  http://www.allianceonline.org/publications
Center for Non-profit Management
  http://www.cnmsocal.org
The Foundation Center (for other training courses)
  http://www.foundationcenter.org
Grassroots Fundraising Journal
  http://www.grassrootsfundraising.org/

Sample Proposals

TGCI Winning Proposals On-Line (Free abstracts, fee for whole proposal)
  http://www.tgcigrantproposals.com

Appendix A: Useful Internet Sites

Statistics/Background Information Useful in Writing LOIs and Grants

California Department of Education
http://www.cde.ca.gov/fg/fo/we/

Capitol Impact
http://www.capitolimpact.com/gw/statepage.asp?state=ca&stfips=06&stname=California

CASAS
http://www.casas.org/lit/litcode/Search.cfm

Grantwriters Concerned with Immigrants and Refugees (GCIR)
http://www.gcir.org/

The Great Valley Center
http://www.greatvalley.org/publications/indicators.aspx

National Institute for Literacy
http://www.nifl.gov/cgi-bin/lincs/search/gsearch/dbsearch.cgi?action=Show%20Results

Outreach and Technical Assistance Network
http://www.otan.us/edgrants/index.cfm?fuseaction=search

United States Department of Education
http://www.ed.gov/searchResults.jhtml?ct=1242699862&cl=1

U.S. Census Bureau
http://quickfacts.census.gov/qfd/states/06000.html

The National Association of Counties
http://www.naco.org/Template.cfm?Section=Find_a_County&Template=/cffiles/counties/state.cfm&statecode=CA

Online Resources

http://www.profitquests.com/ResourcesPlannedGiving.html

http://ga0.org/nptimes/home.html

Fundraising Sites

http://www.fundraiser-finder.com/

http://www.nchv.org/fundraising.cfm

http://www.librarysupport.net/librarylovers/eventips.html

http://www.abc-canada.org

http://www.olsn.ca/grants-funding.php

For More Tips on Cultivating Donors

http://www.civicpartnerships.org/docs/tools_resources/donor_databases.htm

http://foundationcenter.org/getstarted/faqs/html/cultivation.html

http://www.insideronline.org/archives/2003/feb03/fundraising.pdf

http://www.envision.ca/templates/resources.asp?ID=266

Appendix B: League of California Community Foundations

Visit http://www.lccf.org for a complete listing.

Foundation	Address	Phone	Web site
California Community Foundation	445 Figueroa St, Ste 3400, Los Angeles 90071	(213) 413-4130	http://www.calfund.org
Claremont Community Foundation	205 Yale Avenue, Claremont 91711	(909) 398-1060	http://www.claremontfoundation.org
Community Foundation for Monterey County	99 Pacific St., Ste 155A, Monterey 93940	(831) 375-9712	http://www.cfmco.org
Community Foundation of Santa Cruz County	2425 Porter St., Ste 17, Soquel 95073	(831) 477-0800	http://www.cfscc.org
The Community Foundation, Serving Riverside & San Bernardino Counties	3880 Lemon St., Ste 300, Riverside 92501-3622	(909) 684-4195	http://www.thecommunityfoundation.net
East Bay Community Foundation	200 Frank Ogawa Plaza, Oakland 94612	(510) 836-3223	http://www.ebcf.org
Fresno Regional Foundation	3425 N. First St., Ste 101, Fresno 93726	(559) 226-5600	http://www.fresnoregfoundation.org
Great Valley Center, Inc.	201 Needham St., Modesto 95354	(209) 522-5103	http://www.greatvalley.org
Humboldt Area Foundation	373 Indianola Rd., Bayside 95524	(707) 442-2993	http://www.hafoundation.org
Jewish Community Foundation	6505 Wilshire Blvd., Ste 1200, Los Angeles 90048	(323) 761-8700	http://www.jewishfoundtion.org
Los Altos Community Foundation	Community House, 183 Hillview Ave., Los Altos 94022	(650) 949-5908	http://www.losaltoscf.org
Marin Community Foundation	5 Hamilton Landing, Ste 200, Novato 94949	(415) 464-2500	http://www.marincf.org
Orange County Community Foundation	30 Corporate Park, Suite 410, Irvine 92606	(949) 553-4202	http://www.oc-cf.org

Pasadena Foundation	16 N. Marengo Ave., #300, Pasadena 91101	(626) 796-2097	http://www.pasadenact.or g
Sacramento Region Community Foundation	740 University Ave., Ste 110, Sacramento 95825	(916) 921-7723	http://www.sacregcf.org/
The San Diego Foundation	1420 Kettner Blvd., Ste 500, San Diego 92101	(619) 235-2300/ (858) 385-1959	http://www.sdfoundation.org
San Francisco Foundation	225 Bush St., Ste 500, San Francisco 94104	(415)733-8500	http://www.sff.org
Santa Barbara Foundation	15 E Carrillo St., Santa Barbara 93101	(805) 963-1873	http://www.sbfoundation.org
Shasta Regional Community Foundation	2280 Benton Dr., Building C, Suite A, Redding 96003	(530) 244-1219	http://www.shastarcf.org
Silicon Valley Community Foundation (formerly Community Foundation, Silicon Valley and Peninsula Community Foundation)	60 S. Market St., Ste 1000, San Jose 95113 1700 S. El Camino Real, Ste 300, San Mateo 94402	(408) 278-2200 (650) 358-9369	http://www.siliconvalleycf.org/
Sonoma County Community Foundation	250 D St., Ste 205, Santa Rosa 95404	(707) 579-4073	http://www.sonomacf.org
Sonora Area Foundation	P.O. Box 577, Sonora 95370	(209) 533-2596	http://www.sonora-area.org
Truckee Tahoe Community Foundation	P.O. Box 366, Truckee 96160	(530) 587-1776	http://www.ttcf.net
Ventura County Community Foundation	1317 Del Norte Rd., Ste150, Camarillo 93010	(805)988-0196	http://www.vccf.org

Appendix C: Selected Funding Contacts

Foundation	Contact Information	Web site	Geographic Focus	Average Grant
Bank of America Foundation	Apply online.	http://www.bankofamerica.com/foundation	National	
California Endowment	21650 Oxnard St., Ste 1200 Woodland Hills, CA 91367 *(818) 703-3311*	http://www.calendow.org	California	$25,000-$50,000
James Irvine Foundation	*San Francisco – (415) 777-2244* *Los Angeles – (213) 236-0552* *Fresno – (559) 442-1101*	http://www.irvine.org	California	$50,000 - $100,000
David & Lucille Packard Foundation	300 Second St. Los Altos, CA 94022	http://www.packard.org/home.aspx	Los Altos and San Mateo, Santa Clara, Santa Cruz, and Monterey Counties	
Ralph M. Parsons Foundation	1055 Wilshire Blvd. Ste 1701 Los Angeles CA 90017 *(213) 482-3185*	http://www.rmpf.org	Los Angeles County	$25,000-$50,000
Starbucks Foundation	*(206) 318-7022*	http://www.starbucks.com/aboutus/foundation.asp	National	$5,000 - $20,000
Stuart Foundation	50 California St., Ste 3350 San Francisco, California 94111-4735 *(415) 393-1551*	http://www.stuartfoundation.org	California and Washington	$5,000 - $500,000
Verizon Foundation	*Verizon Reads: (877) 483-7323*	http://www.foundation.verizon.com	National – Verizon Communities	
Weingart Foundation	1055 W. 7th St., Ste 3050 Los Angeles CA 90017 *(213) 688-7799*	http://www.weingartfnd.org	Los Angeles, Kern, Orange, Santa Barbara, Riverside, San Bernardino and Ventura Counties	
Wells Fargo	Check web site for local contact.	http://www.wellsfargo.com/about/charitable	National	$5,000 - $10,000