

ROCKY MOUNTAIN CENTER FOR HEALTH PROMOTION AND EDUCATION

The RMC

Health Educator

Featuring practical strategies and best practices



Key Components of Grant Applications

Resources Compiled by: Laurie Schneider, RMC Project Director

Key Components of Grant Applications

Everyone is looking for new funding opportunities these days given the enormity of budget cuts at the federal, state, and local levels. In order to support our colleagues as they apply for funding to implement effective school health programs, RMC is devoting this entire issue of the Health Educator to grant writing.

The RMC staff has over 25 years experience in submitting successful grant applications to federal and state agencies and local foundations. RMC has also developed and reviewed numerous applications from state departments of education, districts, and schools seeking funding.

The grant writing tips and tools included in this issue of the Health Educator are a collection of resources compiled over many years by RMC staff and our partners at Du yDoyen Consulting. We hope this issue of the Health Educator is useful to you as you develop or enhance your own grant writing skills. Grant writing takes practice, partners, and passion. Our best wishes to you as you seek funding to support the health of the students, staff, and families in your area.

Key Components of Grant Applications	
Key Components of Grant Applications	2
Narrative	2
Developing Goals, SMART Objectives...	2
RMC Board of Directors	3
Evaluation Plan	4
Budget and Budget Narrative	4
10 Reasons Why Proposals are not Funded	4
Timeline for Writing a Grant Application	5
Make it Pretty!	5
Locating Grant Funding Opportunities	6

Key Components of Grant Applications
 Developed by Du yDoyen Consulting and RMC

It takes an enormous amount of time to put a strong proposal together. Before you dive in and start writing, make sure to ask yourself the following questions:

1. Do you have a critical mass of support from different levels in the school/district/organization?

You must find this out before you decide to pursue a funding opportunity. Here's why: If the project does not fit in with school/district/organization priorities, it is much harder to get administrative support and successfully implement project activities.

2. Who is passionate and committed enough to be part of this project from start to finish?

Do you have a critical mass of support from different levels in the school/district? Here is what sometimes happens: one or two individuals get excited and develop a project, but do not have much support from anyone else. These projects have a slim chance of succeeding, and practically no possibility of being sustained. If you do not have broad support yet, work on getting support this year, and apply for funding at a later time.

Heres a common scenario to avoid:

Someone in the school/district/organization reads the application and decides to apply for funding for their pet project even if it does not really meet the grant guidelines. They end up spending a lot of time trying to make their project fit, and the reviewers see right through it. The pet project does not get funded, and

everyone has wasted precious time.

3. Do you have a critical mass of support from different levels in the school/district/organization?

Evaluation is required in most grant proposals and funders are increasing focus on outcomes (or what will be specifically accomplished with the funding). Take time to understand the degree and complexity of evaluation required. If your school/district/organization does not have evaluation expertise, you can contract with an outside expert to get help. Be sure to get this person on board before you start developing your project. Their input will impact the project design and implementation, and you will need to include their fee in the budget.

4. Do you have a critical mass of support from different levels in the school/district/organization?

Strong proposals don't happen in a burst of inspiration! It takes time to decide on the outcomes you hope to achieve and then develop a project capable of reaching those outcomes. Factor in all of these variables, and include time to...

- Get a broad-based group together to develop your proposal;
- Write a first draft and have others review it;
- Rewrite the proposal based on reviewer input;
- Develop a budget; and
- Get the final proposal through your school/district protocol.

Start early!

Why are Goals, Objectives, and Activities Important?

- § Narrative
- § Goals, Objectives, and Activities
- § Evaluation Plan
- § Budget and Budget Narrative

Why are Goals, Objectives, and Activities Important?

Many applications include a section called *Narrative* or *Need*. This is the portion of the application where you will state your case for funding. This is often the readers' first impression of the application. In this section,

Clearly

- § State the problem, using local and recent data whenever possible;
- § State any gaps in the current program; and
- § Describe your proposed plan and how it will fill the described gaps.

Be clear, concise, and show some passion in this section. Capture the readers' attention early and make them want to learn more about this fantastic idea of yours.

Why are Goals, Objectives, and Activities Important?

Goals, SMART Objectives and Activities are common components of any grant application. Your goals provide the guiding direction for the program, the objectives describe what you plan to achieve, and the activities outline the specific steps that you will take to get the work done. Clearly written goals, objectives, and activities will also provide you with a roadmap to follow when your application is funded. The more time spent on developing this portion of your application the better. You may want to keep track of expenses that relate to your activities. This will help you as you develop your budget later on.

Why are Goals, Objectives, and Activities Important?

Goals:

Well written goals help to establish the overall direction for and focus of a program, define the scope of what the program should achieve, and serve as the foundation for developing program objectives and strategies.

There are two specific steps to writing a good goal:

1. Specify an expected program effect in reducing a health problem; and
2. Identify the target population to be affected.

The following are characteristics of a good goal:

Declarative statement provides a complete sentence that describes a program outcome.

Jargon Free uses language that most people are likely to understand.

Short uses few words to make a statement.

Concise gets the complete idea of your goal across as simply and briefly as possible leaving out unnecessary detail.

Easily understood uses language that is understandable and for which there is a clear rationale.

Positive terms frames the outcomes in positive terms or in terms of a decrease in health risk behaviors or health outcomes. Avoids the use of double negatives.

Framework for strategies and objectives provides a framework so that the strategies and objectives are stepping stones to make progress to achieve the goals.

Examples:

Unclear Goal 1: To decrease risk of chronic diseases among youth within our area schools by increasing the number of schools and school districts that implement effective policies, environmental change, and educational approaches to address Physical Activity, Nutrition, and Tobacco (PANT) by increasing the number of schools and districts that implement coordinated school health (CSH) programs.

This goal is not *concise*. It can be simplified to:

Improved Goal 1: Increase implementation of effective physical activity, nutrition, and tobacco-use prevention (PANT) efforts in schools and school districts within a coordinated school health (CSH) framework.

Unclear Goal 2: Increase the HIV/AIDS prevention capacity of the local school district.

This goal does not *specify an expected program effect in reducing a health problem*.

Improved Goal 2: Increase the capacity of the local school district to reduce students' sexual

risk behaviors.

Source: Centers for Disease Control and Prevention, Division of Adolescent and School Health. (2008, December). *Writing Good Goals* (Evaluation Brief 3a).

<http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief3a.pdf>

Why are Goals, Objectives, and Activities Important?

GA 5FH objectives describe results to be achieved and the manner in which results will be achieved. *Well-written, clear objectives help set priorities and targets for progress and accountability*. At RMC, we take writing objectives seriously. We spend a significant amount of time writing and then reworking grant objectives until they are just right.

Why are Goals, Objectives, and Activities Important?

A **GA 5FH** objective is

G **Who-What** It tells you *Who?* (Target Population) and *What?* (Action/Activity)

M **How Much** It tells you *How Much* change is expected?

5 **What** It can be realistically accomplished given current resources and constraints.

R **What** It addresses the scope of the plan and proposes reasonable action steps.

T **When** It provides a timeline indicating when the objective will be met.

Examples:

Objective 1: The tobacco policy will be communicated.

This objective is not **GA 5FH** because it is not specific, measurable, or time-phased. It can be made **GA 5FH** by indicating who will communicate the policy, how many will communicate the policy, how the policy will be communicated, and by when the policy will be communicated.

Continued on page 3

The RMC Health Educator is published three times a year by the Rocky Mountain Center for Health Promotion and Education, 7525 W. 10th Ave., Lakewood, CO 80214.

GA 5FH Objective 1: By May 1, 2009, 100% of schools in District ABC will communicate the tobacco-free schools policy and expectations with students, staff, and families using a variety of methods

Objective 2: 95% of schools will use non-punitive consequences.

This objective is not **GA 5FH** because it is not time-phased or very specific. It can be made **GA 5FH** by indicating by when and who will use non-punitive consequences, and for what non-punitive consequences will be used.

GA 5FH Objective 2: By May 15, 2009, 95% of schools in District ABC will utilize non-punitive consequences with students who violate the tobacco-free schools policy.

Objective 3: By June 1, 2009, ABC school district will increase the number of middle schools that are implementing a tobacco-use prevention curriculum to at least 10.

Objective 3 is **GA 5FH**

Objective 4: At least 50% of ABC district schools will adopt nutrition standards for food served as outlined in the States Department of Education Model School Wellness Policy.

This objective is not **GA 5FH** because it is not time-phased. It can be made **GA 5FH** by indicating by when schools will adopt nutrition standards.

GA 5FH Objective 4: At least 50% of ABC district schools will adopt nutrition standards for food served as outlined in the States Department of Education Model School Wellness Policy by June 1, 2009.

Objective 5: By May 15, 2009, students will be moderately to vigorously active at least 50 percent of the time.

This objective is not **GA 5FH** because it is not specific. It can be made **GA 5FH** by indicating when/where students will be expected to be moderately to vigorously active.

GA 5FH Objective 5: By May 15, 2009, students will be moderately to vigorously active at least 50 percent of the time in all physical education classes.

FYci fWg' 565 9aSe S V E Sf ATWfhw DWagDW

Brief 3: Goals and Objectives Checklist and Tutorial 3: Writing Good Goals and Smart Objectives. Available at <http://www.cdc.gov/HealthyYouth/evaluation/pdf/brief3.pdf>

E? 3DF HME~

Action verbs are the best to use in your SMART objectives. Here are some to consider:

- | | |
|----------------------|------------------|
| <i>Achieve</i> | <i>Explore</i> |
| <i>Build</i> | <i>Implement</i> |
| <i>Collect</i> | <i>Identify</i> |
| <i>Compile</i> | <i>Obtain</i> |
| <i>Conceptualize</i> | <i>Plan</i> |
| <i>Conduct</i> | <i>Produce</i> |
| <i>Decrease</i> | <i>Provide</i> |
| <i>Deliver</i> | <i>Publish</i> |
| <i>Demonstrate</i> | <i>Recruit</i> |
| <i>Develop</i> | <i>Train</i> |
| <i>Eliminate</i> | |

8Yj Y`cd]b['5Wfj]HYg

Activities are the things you are going to do to accomplish your objectives. Activities should be specific and in chronological order. Many applicants use this portion of their application to include random and unconnected activities. If the activities do not link to the objectives, get rid of them! Be specific. For each activity, funders often want to know what you plan to do, when you plan to do it, how you will know when you are done (measurement of accomplishment), and who is responsible.



6i]X'Mei f'; fubhK f]b['G_]`g
I [fz.f6] ['YXh_ D? 5~

We have more than 25 years of experience in writing successful grants to national and state agencies and local foundations and can provide you with training on the basics of grant writing. Content and length of training can be customized to fit your needs. For more information, email training@rmc.org.

FA 7 '6cUfX 'cZ8]fYWfcfg

Beverly Buck
Denver (Director, Communications and Development, Center for Education Policy Analysis, School of Public Affairs, University of Colorado at Denver)

Joyce Fetro
Carbondale, IL (Professor of Health Education, Southern Illinois University at Carbondale)

Sharon Hartman, Secretary
Denver (Managing Director, the Junior League of Denver)

Stefan Mokrohisky, Treasurer
Denver (Pediatrician, Kaiser Permanente)

Sharon Murray, Vice Chair, RMC President and CEO
Lakewood (President, Rocky Mountain Center for Health Promotion and Education)

Audrey Hart Nora, Chair
Aurora (Assistant Surgeon General, retired, United States Public Health Service)

Susan K. Telljohann
Toledo, OH (Professor, the University of Toledo)

Bonnie Walters
Denver (Director, Center for Evaluation, School of Education, University of Colorado at Denver and Health Sciences Center)

Jane Wilson, Assistant Treasurer
Golden (Retired Public Health Consultant)

Anne Zanders, Vice Chair
Denver (Professional Black Women Political Action Group)



Richard L. Shearer
Denver, Legal Counsel (Partner/Attorney, Ireland, Stapleton, Pryor and Pascoe, PC)

9 U'i Ufcb'DUb

Outcomes, outcomes, outcomes! Funders want to know what you plan to accomplish and how you will assess what you are doing. It makes sense. They are investing in your project and want to see clear outcomes. Ideally, so do you!

Many applications call for a brief description of the evaluation plan. Make sure that your plan to assess what you are doing is directly related to your objectives and activities. Your evaluation plan should include strategies for measuring outcomes, data collection methods, as well as data sources. If you do not have evaluation expertise, find someone who does. Evaluation helps you assess what you are doing and improve your program to better meet the needs of your constituents.

565 718gSfa` DWgdUW

www.cdc.gov/HealthyYouth/evaluation/resources.htm#4

This website has a wealth of useful program evaluation tools. Look for:

Faa'eS V: S' Vfaa]e

718gSfa` @WeWMS V4qWdWfWfa,

§ CDC Framework for Program Evaluation

§ Finding data sources

§ Introduction to Program Evaluation for Comprehensive Tobacco Prevention Programs

§ Develop strategies for program success

§ Logic model basics

§ Data collection methods

§ Preparing evaluation reports

6i X[YhUbX'6i X[YhBUffUj] Y

If a budget spreadsheet is provided by the funder, use it! Common budget categories include: Personnel (all staff listed in the work plan should be listed here), Administrative/Operating (with separate sublines for categories such as office supplies, telephone/fax, postage and shipping, and meeting expenses), Consultants, Travel and Mileage and Indirect Expenses. The funder will check all your calculations when they are reviewing your application so make sure that you do this first to receive maximum points in this area.

The budget narrative of your application provides the detail behind your budget spreadsheet. It is the explanation of all the numbers. The categories in your budget narrative should directly correspond to the categories on the spreadsheet, in the same order. Be detailed and do not include any surprises here! Everything included in the budget narrative should have been mentioned in other parts of your application.

6i X[YhBUffUj] Y'9 Ua d'Yg

I W] 6W] ^

Hfa` Y6W] ^

Postage and shipping estimated at \$350

Includes the cost of shipping training materials to four workshops (Five 20 pound boxes @\$34/box = \$170). General postage estimated at \$20 per month x .75 = \$180. Total = \$350

\$1,020 in meeting expenses includes food for advisory committee meetings, notebooks for advisory committee members, plus some off-site meeting space

Meeting expenses at \$1,020 includes: Advisory committee meeting supplies @ \$30 per meeting x 9 meetings = \$270

\$10 per notebook for each of the 15 advisory committee members = \$150

Meeting space at *Reliable Hotel* for three community forums at \$200 per meeting which includes snacks = \$600

\$272 for the travel for the required training

3-day RMC curriculum training in Denver, CO: Mileage to attend 3-day curriculum training (300 miles x .44); Hotel for two nights x 2 people @\$90/night; Food for two people @ \$30/day

%\$FYUgcbgK \mDfcdcgJ'g 5fY'Bchi: i bXYX

Developed by Du yDoyen Consulting and RMC

1. ***It is apparent there is not adequate institutional support for the project.*** A project developed by one energetic, passionate individual is rarely successful. If you really are the only person interested in this project, it is probably not worth writing a proposal. Reviewers are skilled at discerning the degree of institutional support.

2. ***Proposed activities do not match the funder's initiatives, programs and/or guidelines.*** No matter how much you would like to sponsor a Fun Run for families, do not include that activity if it is not in line with the *grant priorities*. Pay close attention to the funder's priorities and make the link between your proposed project and the funder's interests. Funders are most interested in proven practices and research-based strategies.

3. ***e proposal is too ambitious.*** Carefully consider the amount of time, staff and money you will have available. Develop a project that can realistically be completed successfully. Many proposals promise much more than can be delivered.

4. ***Proposed activities are not based on best practices.*** You will need to do some research here. If you are unfamiliar with best practices in this area, ask the funder for a resource or reference.

5. ***It is unclear what you are trying to accomplish.*** What are you trying to accomplish and how you will know when you get there? Write SMART (Specific, Measurable, Achievable, Realistic, Time-phased) objectives. Then, develop activities that are directly related to reaching the objectives and a plan for measuring progress and outcomes. Make sure your proposed activities are well thought out and related to the objectives.

6. ***Budget problems!*** Lots can go wrong here. Every budget item must be clearly linked to an objective. Know that the reviewers will be looking for realistic budget figures that are clearly explained. Include adequate detail in the budget narrative. How did you come up with \$500 for printing? Down the road, budget modifications are easier to get

approved if your initial budget was clear and concise.

7. **e proposed project is unlikely to be sustained past the funding period.** Most funders are keenly interested in sustainability issues. Take time to think this through, and present evidence that there is support and funding to carry this project into the future.

8. **e proposal is poorly written.** Make it easy for the reviewer to follow by using the same terms found in the guidelines. Your good ideas will be discounted or lost if the proposal is sloppy, rambling or full of typos and poor grammar. Each section will probably need to be written and rewritten several times before it is right. Allow plenty of time for reviewing and editing.

+ž **e proposal is incomplete.** If it is in the instructions, it must be included in your proposal (even if it is repetitive or you think it is a bit ridiculous). e structure of your grant proposal should follow exactly the format indicated in the instructions. Make a checklist of everything required, and keep track of what is complete and what still needs work.

10. **e proposal was submitted late.** If the instructions require that the proposal must be received at 2:00 pm on January 30th, do not deliver it at 2:15 pm! Check to see if the proposal has to be *received* or *postmarked* by the due date it makes a difference.

A U_Y]hDfY]tmĩ

e written proposal you submit to a potential funder is the face of your organization. Do not take its appearance lightly. A few tips:

- § Follow application guidelines to the letter, including font size and margins.
- § Use one font for headers, and another for body text. Stick with the classics. Follow funder's guidelines related to style.
- § Be sure that headers and footers are consistent across sections.
- § Allow enough empty space between paragraphs and sections to prevent an overcrowded look.
- § If allowed, a well designed cover page is crucial. Include your logo, RFA information, and contact information for your organization.

e following timeline is an ideal way to pace yourself if you have six weeks before your grant application is due. Pace yourself and allow as much time as possible to get everything done.

Elj i W]eTV]d]ZW]g]WS]W]d]Se]e]a` Sef]ZW]g` V` Yab]ba]d]ig` [f]k[e]S` `ag` U]W]i

- § Print a complete copy of the Request for Application (RFA) and read it from front to back. Pay particular attention to fundable activities, due date, the question submission process, bidders meeting schedule, evaluation requirements and budget requirements and restrictions.
- § Determine whether the fundable activities are aligned with school/district/organization priorities.
- § If so, make additional copies of the RFA and pass it along to several other sta members (including administrators) to assess how much support there is to apply for funding.
- § If there is enough interest, convene a group to help with planning and writing.
- § Include at least one administrator, and if available, an evaluator.
- § Find out the process and timeline for routing a grant through your school/district/organization.
- § Download any support materials (e.g. best practices) referenced in the RFA.
- § At the rst meeting, set at least one meeting date each week until the due date. Create a task list with activities, person(s) responsible, and timeline. Review and add to the task list at every subsequent meeting.
- § Assign someone to check the funder's website once a week to get a list of questions asked about the proposal and their answers.

8]H]W W]eTV]d]ZW]g]WS]W

- § Start with the end in mind: what is it that you really want to accomplish with this funding? What data do you have that indicates need for the project? is discussion can be challenging and may take more than one meeting. Have a skilled facilitator!
- § With your writing team, develop initial goals and objectives for the project, based on your desired outcomes and the guidelines provided in the RFA. Align goals and objectives with school/district/organization priorities.
- § With the evaluator, re ne objectives to make them SMART (specific, measurable, achievable, realistic, and time-phased).
- § Begin to brainstorm activities for each objective, based on best practices.
- § Determine which sta members will be funded, and at what percentage of time. Make sure these sta members are part of the planning/writing team.
- § Determine who will write which sections of the application. Note this on the task list.
- § If letters of support/collaboration are required, identify who will be asked to write letters, and assign someone to contact them. It is helpful to send the letter-writers a short summary of your project or a sample letter.

8]ag]di W]eTV]d]ZW]g]WS]W

- § Send the draft goals, objectives and activities to a broader group for input. Include people who will be involved, impacted or who will have in uence over proposed activities. Give them a 3-5 day timeframe to return comments.
- § Begin writing the rst draft of all sections in the RFA.
- § Incorporate sta input into goals, objectives, activities and section narratives.
- § Begin drafting the project budget.
- § Con rm the process for routing the completed proposal through the school/district/organization, and add this to your task list and timeline.
- § Keep track of letters as they are received.

5. Write the Narrative

- § Continue writing all sections of the grant. Each section writer should send out a draft to other staff for review and input. Request a 3-5 day turnaround time. Incorporate staff input into the sections as appropriate.
- § Work with your business office to refine the project budget.
- § Make sure the budget narrative accurately reflects the figures in the budget.
- § Make personal contact with any letter writers who have not yet submitted their letter.

6. Finalize the Narrative

- § Finalize budget and narrative.
- § Complete all other forms required (signature pages, assurances, etc.).
- § Electronically assemble all of the grant sections in the order indicated in the grant instructions.
- § Send the grant proposal to several reviewers. Ask them to read the grant and give you input about which sections need more information or clarity.
- § Incorporate input from content reviewers and send to an editor for review.
- § Start the proposal through your district approval process (you may need to take this step sooner if your district has a more lengthy process).

7. Attachments

- § Read the submission requirements carefully and decide how the proposal will be delivered (e.g., electronically, in-person, FedX, other). If you use a delivery service, choose a reliable vendor that provides a tracking number.
- § Incorporate any final input from the school/district/organization review process.
- § Re-read the RFA to make sure you have included all the required documents.
- § Make copies of the final proposal (required number for submission, plus additional copies for the school/district).

8. Submission

- § Submit the correct number of copies on time. Actually, it is best to submit a day or two in advance just in case there is a glitch. If delivering the proposal in person, ask for a receipt from someone in the building.
- § Celebrate!



Professional Development Opportunities from RMC

For more than 30 years, the Rocky Mountain Center for Health Promotion and Education (RMC) has provided outstanding professional development and resources to support the health of children, youth, their schools, and their communities. RMC works with partners across the nation to improve health education, implement and evaluate a coordinated approach to school health, and to implement effective professional development to ensure healthy outcomes for students.

Known for cutting edge, high quality professional development that supports and enhances school health programs, RMC provides participants with practical tools, proven teaching and training strategies, and the latest research and best practices. All trainings are customized to suit the client's particular circumstances and needs.

To learn more, download our new Professional Development Opportunities book at:



http://www.rmc.org/profdev

Developed by the Colorado Prevention Information Center Library

Developed by the Colorado Prevention Information Center Library
<http://preventioncolorado.org>

This guide is intended as a brief introduction to resources for identifying potential funding opportunities.

8. Useful Websites

- § **Catalog of Federal Domestic Assistance**
<http://www.cfda.gov/>
This is a complete listing of federal programs, projects, services and activities which provide assistance or benefits to the American public. It includes summary program descriptions and is searchable by keyword.
- § **Catalog of Nonprofit Literature**
<http://lnps.fdncenter.org/>
A searchable database that provides bibliographic references with abstracts to literature on philanthropy, the foundation world, the nonprofit sector, and works related to charitable giving, including project reports, studies, and statistical analyses. Updated regularly by the Foundation Center.
- § **Colorado Grants Guide**
Available on-site at PIC only or at various library locations
Searchable database of over 500 Colorado funders. Search by specific area of interest, geographic location or type of grant, such as general operating support or capital campaigns. Includes profiles on: local foundations and trusts, corporations, national funders, government agencies, and religious organizations.
- § **Foundation Finder**
<http://lnp.fdncenter.org/funder.html>
Basic information on grantmakers in the U.S. including private foundations, community foundations, grantmaking public charities, and corporate giving programs.
- § **Grants.gov**
A common web site for all federal grant opportunities. The site is searchable by keyword, federal funding agency, date, or Catalog of Federal Domestic Assistance number. Recovery Act opportunities are also available at this site.

- § GrantSmart.org
Search grantmaker name or location to view grantmakers IRS tax returns (990 PF forms). The IRS Form 990 PF shows an organizations charitable giving activities and lists grant recipients for the year.
- § GrantsWeb
<http://www.srainternational.org/sra03/grantsweb/index.cfm>
SRA International is a membership society supporting research administrators and provides GrantsWeb as a portal to resources for finding government and private funding sources.
- § GuideStar
<http://www.guidestar.org/>
Site includes a huge database with descriptions of nonpro t organizations, including public charities and some private foundations. Based on IRS filings, database entries also include a breakdown of the organizations assets, liabilities, revenue, and expenditures. Requires a free registration to get some data, and fees for all data.

C b h A Y K Y V

- § Grants and Foundation Support: Sources of Information on Government and Private Funding Congresswoman Nancy Pelosi
<http://www.house.gov/pelosi/crs1036.htm>
A bibliography to help planners learn about assistance programs and sources of funds.
- § A Guide to Funding Resources USDA Rural Information Center (RIC)
<http://www.ojp.usdoj.gov/bjs/dcf/contents.htm>
The Rural Information Center (RIC) provides services for rural communities, local officials, organizations, businesses and rural citizens working to maintain the vitality of Americas rural areas.
- § Accessing 2009 Recovery Act and Stimulus Funding Opportunities. YouthBuild USA
http://www.unitedwayoc.com/admin/Newsletter/pdfs/ARRA_Guidance_FINAL_61709.pdf
An introduction to seeking stimulus funds. Though intended for YouthBuild USA and local affiliated YouthBuild program staff, may provide a good overview for other organizations.

- § A Toolkit for Funding Connect for Kids
<http://www.connectforkids.org/node/245>
A compilation of resources for funders, getting funded, identifying upcoming grants, and searching for grants by topic.
- § fUbh5bbci bWVa YbHgUbX:i bX]b[5Yftg
- § Chronicle of Philanthropy: Deadlines
<http://philanthropy.com/deadlines/>
Grant announcements and requests for proposals in a wide variety of subject areas.
- § Foundation Center RFP (Request for Proposals) Bulletin
<http://fdncenter.org/pnd/rfp/>
A weekly bulletin of funding announcements and requests for proposals in a variety of areas.
- § Grants.gov: Grant Email Alerts
http://www.grants.gov/applicants/email_subscription.jsp
Sign up to receive notifications of new grant opportunity postings and updates on Grants.gov. You do not need to be a registered user of Grants.gov to sign-up for this service.

G ddcffj[C f U b]rU]cbg

- § Association of Fundraising Professionals
<http://afpnet.org/>
A membership association that fosters development and growth of fundraising professionals and promotes high ethical standards in the fundraising profession.
- § BoardSource
<http://www.boardsource.org/>
Works to support and promote excellence in board service, including resources to help board members understand their roles and responsibilities (such as fundraising).
- § Colorado Non-pro t Association
<http://www.coloradononpro ts.org/>
A statewide nonpro t membership coalition connecting nonpro ts of all sizes, missions and geographic locations that provides tools for communication, networking and administration.
- § Community Resource Center (CRC)
<http://crcamerica.org/>
CRC creates opportunities, tools and strategies to develop nonpro ts and community groups to strengthen Colorado.

- § Foundation Center
<http://foundationcenter.org>
A national nonpro t service organization recognized as the nations leading authority on organized philanthropy, connecting nonpro ts and the grantmakers supporting them to tools they can use and information they can trust.
- § iBakesale
<http://www.ibakesale.com>
A cash-back reward program that allows your organizations to receive money back from purchases made from various merchants.
- § National Center for Charitable Statistics
<http://nccs.urban.org/>
A clearinghouse of data on the nonpro t sector providing state and national data, data analysis tools, and access to raw data.
- § Richard Male & Associates
<http://www.richardmale.com/>
Nonpro t consulting maintaining a site of free resources, including articles, tutorials, recommended reading, and the Rich Tips Newsletter that offers advice on fundraising, organizational development, management, and more.
- § Society for Nonpro t Organizations
<http://snpo.org>
A membership organization that provides nonpro t staff members, volunteers, and board members with a readable resources and information to work more effectively and efficiently towards accomplishing their mission.

5: Yk A c f Y g c i f W g A

- § Board members: take full advantage of your boards resources and contacts.
- § Corporations: those that relate to your mission may have a division, department or philanthropic entity (have you talked to your bank yet?).
- § Development committee: is there, or can there be a subset of your board or organization with fundraising ability?
- § Friends and colleagues: do not overlook friends of friends.
- § Your local public library: your public library may have a business or nonpro t resource librarian as well as special reference collections or fee-based databases.



