

## SUSTAINABILITY: THE KEY TO THE FUTURE

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Overview of Session:

1. Getting Started on Sustainability (before you even begin to think about additional funding)
2. Searching for Funding
3. Responding to Request for Proposals (RFP)
4. Writing Organized Proposals

WARNING: THIS IS HARD, TIME-CONSUMING - ABSOLUTELY NECESSARY - WORK. DO NOT ATTEMPT ANY OF THIS ALONE!

### **SECTION I. GETTING STARTED ON SUSTAINABILITY**

1. CREATE and COMMUNICATE A VISION
  - Short, catchy phrase with logo (Soaring Beyond Expectations example).
  - Display it on everything (stationary, notices, schedules, media, grocery bags, t-shirts, awards, face-painting, calendars) and use it all the time!
  - Get everyone to know, understand, and use the vision as YOUR ONE MAIN STATEMENT – so everyone is delivering the same message.
2. PROVIDE HIGH QUALITY AFTERSCHOOL PROGRAMMING
  - Provide a safe and healthy environment
  - Meet and exceed the guidelines, benchmarks
  - Allow choices for students
3. CHECK PROGRESS ON MEASURABLE OBJECTIVES/ OUTCOMES (Evaluation)
  - Report Results to parents, media, school boards, agencies, partners
4. BUILD A BROAD BASE OF COMMUNITY SUPPORT
  - Engage parents and the community in activities, committees, and events
  - Inform and gain support of school administrators, city officials, business agency personnel
  - Develop **meaningful** collaborative partnerships
5. DEVELOP A SUSTAINABILITY PLAN
  - Develop short and long term needs
  - Identify challenges and/or obstacles
  - Develop strategies to get needed resources to counter challenges
  - Identify and communicate with key agencies, resources, people
  - Identify funding resources and how to approach them

## NOTES:

1. SUSTAINABILITY is not just about funds/money. Realize that many short and long term needs can be met with in-kind resources from schools (teachers), agencies (space), people (volunteers) as well as shared funding.
2. Of all the YOUTH PROGRAMS in the United States, the largest piece of funding comes from individuals – over 70%!! (Participation fees, dues, individual donations, sales, collections) You and your team will need to be more aggressive about “the ask”.
3. When thinking of asking for funds (whether grants or individuals) start **local** first – then **state** resources – and then **national** or **federal** resources.

## **SECTION II: SEARCHING FOR FUNDING**

### **TWO WAYS TO GENERATE A PROPOSAL:**

- Respond to a Request for Proposals: the funding source (i.e., government) announces a grant program, designs and distributes a specific application form called Request for Proposals (RFP), and the writer specifically answers every item/task in the RFP. The application is very prescriptive and will state exact deadline dates for submission.
- Create a Proposal: the funding source (i.e., foundation) is relying on the proposal writer to research the particular funders interests and follow the funder’s guidelines. Such proposals can be formatted by the writer and submitted at any time unless the funder states otherwise.

Many grant writers prefer the Request for Proposal grant application method – where they simply provide the information requested on the grant application. Others prefer the openness of “telling their compelling story” without the constraints of a prescription. However, in order to do this, the grant writer must spend a great deal of time researching appropriate funding sources – long before the proposal writing begins.

Most people seeking funds spend an inordinate amount of time on the proposal writing and very little time on searching for the appropriate funders. Actually, the majority of time should be spent on the search – as the information found during the search will provide the proposal writer with a wealth of specific information for proposal writing. This is called “DOING YOUR HOMEWORK”.

## **II. SEARCHING FOR FUNDING**

Every grant-writer needs to spend a great deal of time “doing their homework” before starting to write the proposal. Some grant writers may do both at the same time – the homework search and writing the proposal. The problem with this is that the search will reveal specific ideas and facts of interest to different funding sources – all of which might be a potential grantor – if the proposal reflects these individual foundation traits. Also, some funders have specific forms and/or prefer a letter of

inquiry or call first. Knowing this information on each of the funders you are approaching is critical information before writing a proposal. Therefore, it seems logical to do the homework, first.

There are four primary steps to the search for appropriate funders:

1. Answer ALL the questions on the Know Your Organization/Program List
2. Do a Foundation/Funder Search
3. Request Funding Source's Materials
4. Study the Materials and Follow Directions.

## 1. KNOW YOUR ORGANIZATION/PROGRAM LIST

Before starting the funder search, take stock of your own organization and/or the program for which you are going to request funds. An effective research strategy is based on a *realistic* appraisal of the types of foundations/funders that will most likely be interested in your project. Therefore, you need to get all the relevant aspects of your organization clearly in focus.

The Know Your Organization/Program List needs to be completely answered before proceeding with the funder search. This form will need input from a team or task force of people working on the writing of the proposal. Taking the time to do this *realistically* and *completely* will save a great deal of time later. By the time this list is finished, you (and your team) should know exactly: What it is you propose to do? For or with whom you plan to do it? What type of funding is being requested? How much is being requested?

### Know Your Organization/Program List

1. Is your organization structured to receive foundation support? IRS ruling? Agreement with qualified sponsoring agency?
2. What is the central purpose of the activity for which you are seeking funding?
3. What is the *subject* focus, what *geographical* area will be served, and what *population groups* will benefit from this activity?
4. How does this activity fit the central purpose of your organization?
5. What are the unique qualifications of your organization and its staff to accomplish the proposed activity?
6. What is the *total budget* for the project? How much *foundation/ funding support* are you seeking? What other support will be used to meet the budget?
7. Who has supported or expressed an interest in your organization's programs? Who are the *collaborative partners*?

Armed with the answers to these questions, you are ready to do a foundation/ funding search.

## 2. DO A FOUNDATION/FUNDER SEARCH

First, familiarize yourself and your team with any and all of the following websites. They will provide you with a plethora of funding resources, ideas, and information.

www.communityfoundations.net  
www.(your state)foundations.org  
www.foundationcenter.org (The Foundation Center)  
www.cof.org (Council on Foundations)  
www.tgci.com (The Grantsmanship Center)  
www.nng (The National Network of Grantmakers)  
www.grants.gov (All Federal grant programs)  
www.churchgrants.org  
www.financeproject.org (The Finance Project)  
www.afterschoolalliance.org (The Afterschool Alliance)  
www.cdpublications.com/funding (Children and Youth Funding)

Foundation Funding: There are several ways you can do a foundation funding search:

1. Go to a Foundation Center operating library in Atlanta, Cleveland, New York, San Francisco or Washington, D.C. All five Center libraries have staff training to help you. (Addresses on website)
2. Go to or contact a Cooperating Collection located in over 200 libraries, community foundations and other nonprofit resource centers throughout the country. These Cooperating Collections provide a core collection of Foundation Center publications and a variety of supplementary materials and services. If you are interested in knowing where the Cooperating Collections are in your state, go to the Foundation Centers website to the Collections section, click on your state, and get a list of locations in your state along with addresses and phone numbers. If you live near one of these sites, you (and your team) should visit it. It is possible for you to conduct your own *funding* search (free) by using the materials at the Cooperating Collection and/or for them to do a *funding* search for you – for a fee.
3. Pull up the Foundation Center’s website and look at the page called *The Foundation Directory Online*. This page will explain to you the services available to do an on-line *funding search*. If you decide to use this service there is a cost of \$19.95 per month or an annual subscription rate of \$195.

No matter what method you use, you are looking to find certain information about foundations that might be interested in funding your organization, programs, or projects. Following is a specific list of **search questions** on which to base your *funding search*:

1. Has the foundation demonstrated a real commitment to funding in your *subject* field? All funding sources will provide a list of their interests – match those to your needs.
2. Does it seem likely that the foundation will make grants to recipients in your *geographic* area? All funding sources will provide their geographic restrictions.
3. Does the amount of money you are requesting fit within the foundation's grant range? All funding sources will list their lowest and highest grant.
4. Does the foundation have any policy prohibiting grants for the type of support you are requesting? All funding sources will list restrictions.
5. Does the foundation like to make grants to cover the full cost of a project or do they favor projects where other foundations or funding sources share the cost?
6. For what period of time does the foundation generally make grants? Some foundations prefer one-time grants, while other will continue their support over a number of years.
7. What types of organizations does the foundation tend to support?
8. Does the foundation have application deadlines or does it review proposals continuously? Be aware that the time elapsed between submitting a proposal and notification or actual receipt of a grant may be substantial – three months or longer.

I recommend you and your team do your own search by going to the Cooperating Center nearest you and using The Foundation Directory published every year. By using any of the three directories (Subject, Geographic and/or Types of Support Index) at the back of the book, it will refer you to individual foundations by a four-digit number. You then look up that number in The Directory and you will find a complete description (entry) of that foundation. It is best to copy each entry that might be of value to your organization, program and/or project.

A foundation entry contains 34 basic data elements about the specific foundation including:

- Name, address, telephone number and contact person
- Foundation type (community, independent, company-sponsored)
- Dollar value and number of grants paid during the year, as well as largest grant and smallest grant paid, the fields of interest, the types of support, stated limitations, publications, and application information – including the preferred form of application, the number of copies of proposal to submit, application deadlines.

### **3. REQUESTING FUNDING SOURCE'S MATERIALS**

This step is very easy – but a very necessary step. Once you have the list of 5-10 potential funders, look at their websites and/or contact each foundation and request to be put on their mailing list for all publications such as: annual reports, guidelines, newsletters, press releases, and grant lists. Many national foundations are beginning to go paperless with many of their resources and will encourage you to use their websites.

Information received from individual foundations tends to be more up-to-date than what you will find in directories. If you are expecting to receive a great deal of written information from a variety of funding sources, let the appropriate office people know this so they will not throw away the material – thinking it is advertising of some sort.

#### **4. STUDY THE MATERIALS AND FOLLOW THE DIRECTIONS**

Build a wall chart or spread sheet with the information you get from each of the foundation's materials in answer to the following questions:

- Does the foundation want you to use a specific form, provide specific information, follow certain guidelines?
- Does the foundation have specific dates to submit proposals?
- Does the foundation have page limitations? Appendix requirements?
- Does the foundation want a letter of inquiry or a proposal? How many copies?
- What specific phrases, concepts, words, phrases are being used over and over in the foundation literature? It is critical to repeat these in your proposal.
- Are their specific restrictions or limitations that you need to note?

**FOLLOW THE FUNDING SOURCE'S GUIDELINES EXACTLY – THAT IS HOW THEY KNOW YOU DID YOUR HOMEWORK!!**

**ALWAYS START WITH FUNDING SOURCES CLOSEST TO HOME (I.E. COMMUNITY FOUNDATIONS AND STATE FOUNDATIONS) – THEN GO TO NATIONAL FUNDERS.** If even a small amount of your funding is local/state funding- it indicates that you have been successful in your HOME area!! For a list of community foundations in your area go to [www.cof.org](http://www.cof.org).

#### **SECTION III: RESPONDING TO A REQUEST FOR PROPOSALS (RFP)**

Request for Proposals (RFP) are used primarily by state and federal governments (occasionally foundations) when they are establishing and/or continuing a specific grant program (i.e., 21<sup>st</sup> Century Community Learning Centers – afterschool funding program). All Federal RFP's are listed on the website: [www.grants.gov](http://www.grants.gov). Those wishing to apply for these grants must request a specific RFP Applications Packet. These packets can be 10-75 pages in length. In addition those applying for the RFP's can access conferences and/or webinars for more information. The following information is provided for those specifically interested in the RFP process.

##### **1. Read ENTIRE RFP** thoroughly to determine:

- Is this RFP appropriate to apply for in every way and will it be worth the hours and hours of preparation? How will this enhance our program/change our program?

- What agency appears to be the most appropriate lead agency for the application?
- Who (people, agencies) needs to be on the initial RFP planning and writing committee?

## 2. Form a RFP Committee

- Seek larger input from the beginning – do not attempt to do this by yourself.
- Consider agencies, school personnel (including budget director if school will be fiscal agent), parents, students, writers and a STORY TELLER.
- Meet in a room with plenty of chart pad paper, magic markers, and wall space available.
- Read proposal out loud together, stop and discuss unclear points (record questions to be answered later in RFP or directly by funding source).
- Keep a chart pad list of common terms and phrases that are mentioned over and over in the RFP. This will be an invaluable list when writing the final proposal.
- Appoint two people to go to every conference the RFP agency holds on the RFP, register on all webinars, and access daily the FAQs (Frequently Asked Questions) and answers being distributed on the funder’s website.
- If you need an answer to a question, send it via e-mail or written copy to the funding agency – most will not accept phone calls.
- Eventually decide what agency is the most appropriate lead agency to take fiscal responsibility and submit reports – very critical decision.
- Make large chart of RFP timelines and have it “front and center” at all times.
- **FOLLOW DIRECTIONS THOROUGHLY** (i.e., preproposal/proposal)
- **BE SURE ALL INVOLVED AGENCIES HAVE READ FINAL COPY OF RFP PROPOSAL/ADDENDUMS, ETC. AND SIGNED OFF BEFORE SUBMITTING THE RFP PROPOSAL.** Time-consuming, but critical.

## PARTS OF THE RFP:

### 1. Introduction/Scope of Proposal Section

- RFP will explain the problem to be addressed, the specifics of what the funder is looking for – usually with background information, often citing some research. As you are reading the RFP, add to your list of common words and phrases. If the funder cites research, go to the original source of that research and digest it.
- Target Population: the RFP will describe the parameters of the target population they are looking for. On chart pad paper list their parameters for the target population definition in one color magic marker, list and continually redefine your exact target population for the RFP, i.e., how do you define low-income in YOUR LOCAL agency for this LOCAL project.
- RFP will list and define Required and/or Preferred Criteria, oftentimes numbered and/or in chart form. List each of these criteria on a large chart

pad piece of paper and begin to list your project's assets and/or weaknesses under each criteria. This will be invaluable later in writing the proposal.

## 2. Proposal Format and Content Section

- Cover Page (usually in Appendix of RFP). This one-page sheet covers a multitude of (legal, binding) information in outline form and must be completed exactly as written. Put on chart pad paper and continue to answer all information until the Cover Page is complete.
- Response Check List (usually found in Appendix of RFP). A checklist is to assist proposers (you) in ensuring that all the information is included in their response. Put on chart pad paper and continue to check when tasks are completed.
- Understanding of the Project/Methodology. This is the “meat” of the RFP proposal. This section **must catch the “eye” of the reader** more than any other section. Includes:
  - Goal and measurable objectives
  - Curriculum design, project design, activities, materials to be developed
  - Can be in chart form and/or use bullets
  - Use local facts/information (not national) specific to the project
  - Must stay within word limits if noted in RFP
  - Do everything possible to “tell the story”, i.e. quotes from parent, student
  - Review **A Proposal Writing Short Course** referenced later in this document.
- Management Plan for Project
  - What agency will be lead agency, submitting proposal (fiscal and reporting responsibility) and why?
  - Roles of various agencies – can be chart form
  - Indicate work on similar projects, if applicable
  - Timelines, duration of project, etc. – can be in chart form
  - Staff persons, external consultants, or subcontractors listed (resumes in your proposal Appendix)
- Project Proposal Budget and Line Item Explanation
  - Use Budget form provided in the RFP
  - Describe costs (line item explanation)
  - Most RFPs state the proposal request can be for “up to \$\_\_\_\_”
  - Do not go over this amount by even one penny
  - Be sure budgets add and foot (70% do not)
  - If possible, use a two-column budget: one for the RFP funding amount and one for other funding already available for the project, i.e., teacher's salary already paid by school.



- Evaluation
  - Indicate willingness to participate in all evaluation activity required by the funder
  - Indicate precisely how the outcomes of the project will be measured.

### 3. General Instructions

- Proposal Submission Process
  - RFP will define exact submission date/time/place
  - RFP agency will not accept FAX in most cases
  - RFP agency will not accept postmark in most cases
  - Proposal should be hand delivered or mailed at least one week ahead of time (2-day delivery) with U.S. Postal Response Card
  - RFP will usually state Sealed Envelope or other packaging directions
  - RFP will state number of copies of complete proposal and appendices
  - RFP will often state number of pages allowed
  - RFP will list conferences, webinars, FAQs, email, etc.
  - Request for additional information will need to be in writing or e-mail text
  - Conflict of interest – disclose all
  - Be sure all parts of proposal are complete – if a question does not apply, answer it with NA (not applicable) and tell why

### 3. Review Process

The RFP will usually include:

- Contractual Agreements
- Reporting Timelines and Requirements
- Notice of Intent to Submit a Proposal **THIS** is why you read the entire RFP thoroughly before doing anything!!!!

## SECTION IV: WRITING AN ORGANIZED PROPOSAL

Before starting to write any proposal, go to these websites for resources:

- **The Foundation Center's website ([www.foundationcenter.org](http://www.foundationcenter.org)) and make a copy of A Proposal Writing Short Course or just use this link ([http://foundationcenter.org/getstarted/tutorials/shortcourse/prop1\\_print](http://foundationcenter.org/getstarted/tutorials/shortcourse/prop1_print))**
- **The National Network of Grantmakers website ([www.nng.org](http://www.nng.org)) and copy their Common Grant Application.**

These two resources will provide specific information and templates for writing any proposal.

## Six Components of a Proposal

- Executive Summary – summary of proposal (1-2 pages)
- Statement of Need – why project is necessary (2 pages)
- Project Description – how the project will be implemented and evaluated (4-5 pages)
- Budget – financial description of project with explanatory notes (1-2 pages)
- Organization Information – history, governing structure of nonprofit, primary activities (1 page)
- Support Material – letters of support from collaborators, annual report, awards/newspaper articles (limit to 5 pages)

### 1. The Executive Summary

- Very important section, but write it last – as a snapshot of the full proposal
- **Problem:** A brief statement of the problem or need (1-2 paragraphs)
- **Solution:** A short description of the project including what will take place, how many people will benefit, where, for how long, staff (2-3 paragraphs)
- **Funding Requirements:** An explanation of the amount of grant money required and what are plans for future funding (1 paragraph)
- **Organization and its expertise:** Brief statement of history, purpose, activities (1 paragraph)

### 2. The Statement of Need

- This section requires you to build the argument with facts and stories to convince the reader this is a valid need in your community – don't overbuild the case, just build a sequential, logical statement.
- Decide what facts and statistics best support the project. Always use local facts on your specific area and/or target population.
- Decide if your project can/will address the need differently or better than other projects. How? Why?
- Avoid circular thinking and writing.

### 3. The Project Description – can use charts or bullets.

- **Objectives:** Tangible, specific, concrete, measurable, achievable outcomes of the program – not to be confused with goals

EXAMPLE:

*Goal: Our after-school program will help children learn better.*

*Objective: Our after-school remedial education program will assist 50 children in improving their reading scores by one grade level as demonstrated by standardized reading tests administered after participating in the program for eight months.*

Be realistic in setting objectives. Do not promise more than you can deliver.

- **Methods:** This section describes the specific activities that will take place  
*How:* description of what will happen from beginning to completion of project, matching the objectives.  
*When:* the order and timing of the tasks – use a timetable  
*Why:* defend your methods, particularly if they are new – use testimony or example of other projects that work.  
 The Methods section allows the reader to visualize the implementation of the project – use story tellers, quotes from kids, parents
- **Staffing/Administration:** Number of full time/part time staff, their qualifications, including volunteers.  
*Administration:* Describe how project will be administered – this is of particular importance if a collaborative project. Needs to be very clear who is responsible for financial management, project outcomes, reporting, etc.
- **Evaluation:** Must include an evaluation plan in your proposal. If your objectives have been stated in measurable terms, repeat the measures with timelines in this section. There are several forms of evaluation: some measure the project; others analyze the process and/or strategies.  
 Indicate how the evaluation results will be reported and to whom the evaluation is directed. Some funders allow for the costs for evaluation to be included in the budget and some funders will ask the grantees to participate in the funder’s evaluation efforts (be aware of this!). It may be appropriate to hire outside evaluators, however, do not let “high cost” evaluation “rule your project”.

#### 4. Budget

- Both A Proposal Writing Short Course and The Common Grant Application copied off the websites will provide budget forms as well as budget line items to include on the “expense” and “income” sides of the budget.
- Budgets include these three columns: **Item – Description – Cost**. All costs must show calculations.
- Overhead, or indirect costs can be included. Check with funder as to percentage of overhead allowed in a project budget.
- 70% of proposal budgets do not “add” or “foot” – that is add across and down the columns and agree with the calculations.

#### 5. Organization Information: your organization’s ability to carry out the project.

- It is not necessary to overwhelm the reader with organization information. Cite the organization’s expertise as it relates to the subject of this proposal.
- Can be a brochure, annual report
- If this is a collaborative proposal, cite information from the grantee organization – including past performance on collaborative projects.

#### 6. Support Materials (Appendix): **LIMIT** this section. If the funder wants more material – they will ask for it.

- Letters of Support from each of the collaborating agencies specifying what their role will be with the project (funds, staff, materials, space, etc.)
  - Awards/newspaper articles (1-2)
  - Annual Report
  - A short resume on project director, if continuing and/or already hired.
7. Letters of Inquiry or Intent (LOI): Many funding sources request a Letter of Inquiry/ Intent before a full proposal. Write the complete proposal, first. Then complete the Executive Summary for the proposal. Transfer the information from the Executive Summary into a LOI. Sample LOIs are available on several websites.

### LAST MINUTE NOTES:

1. **Cover Letter:** The proposal should be accompanied by a one-page cover letter (on agency letterhead only) that conveys: the name of the program and its purpose, the amount requested, the period of the program/project and the name of the contact person. It must be signed by the organization's authorized person to submit grants (i.e., superintendent, agency director). This letter will get done quicker if you draft the letter for him/her and request the signature – rather than relying on him/her to write it.
2. **Proposal:** Write brief, tightly written proposals (5-15 pages) and be sure to include all the information requested by the funder's guidelines. If something is not applicable, state NA and indicate why.
3. **Story Teller:** You need a story teller when writing a proposal. If you are not one, find one. Think of the funding reader, when writing.
4. **Need for the Project:** In developing the need for the project, do not use valuable space and/or pages giving national organizations a generic description of facts and topics like "at-risk youth". Give them specific facts and figures on your target population; i.e., how many students go home to empty homes, how many on free/reduced lunch (and is that a larger percentage than last year), etc.
5. **No Jargon:** Avoid jargon, and define terms when you cannot avoid it. Do not use initials (i.e. CUMC) or acronyms without spelling out what that is the first time you use it with the initials in ( ) behind it.
6. **Your Organization:** Do not assume the funding source knows anything about your organization. State a case for why your organization is well qualified to do this.
7. **No Shopping Lists:** Do not send a "shopping list" of needs and ask the funding source to "choose" what it would like to fund. Match the funder's interests to your project and be specific.
8. **Evaluation:** Indicate how the program's performance will be evaluated. How it will be documented. On the other hand, do not let evaluation "rule your project". Be wary of being involved in a massive evaluation being done on several funding projects. These can be very time-consuming.
9. **Continued Funding:** Indicate how the program will be funded after the one to three years of funding you might be requesting – "increased fund-raising" is not a sufficient answer. Describe your long-range funding/sustainability plan.

- 10. Budgets:** Be sure budgets “add” and “foot” – that is, add across and down the columns. About 70% of the budgets included in proposals do not add correctly. Check it, check it, check it and check it again, using an accountant.
- 11. Attachments:** Limit the number of attachments to those requested by the funding sources. If that is not stipulated include: your agency IRS letter; your organization’s audited financial report (not necessary for schools); a list of awards, if applicable; and 1 or 2 newspaper articles, if available.
- 12. Collaborating Agencies:** Almost all funders want collaboration to be evident in proposals. If this is a “collaborative” project, letters from the collaborators are excellent attachments. Be sure the collaborators spell out specifically what their agency will be contributing. You may want to draft those letters for the different agencies and have them sign in order to get a quicker response from the agencies.
- 13. Proposal Readers:** Have the proposal read and reread by at least 4 people, including clients (i.e., students, parents). Be sure all the collaborating agencies have read the full proposal and signed off on it. It is good to have a chart with the responsibilities of each agency clearly outlined and have each agency sign it – this will be an extremely useful tool later when questions arise. Give the proposal at least one “Rita” test – that means take it to someone who knows nothing about you, your agency, your program – and see if the proposal makes sense to them.
- 14. Send to Several Funders:** Send the proposal to 5-10 potential funders (each proposal written a little differently to meet Funder’s Guidelines). **BE SURE TO GET THE CORRECT COVER LETTER** (addressed to the individual funders) **WITH THE CORRECT PROPOSAL** and **IN THE CORRECT ENVELOPE**. There is nothing more disastrous than a funding source getting a proposal that has a cover letter addressed to another funding source.
- 15. Follow Up:** After you have sent proposals to various funding sources, it may be weeks or months before you get a reply. Eventually, you will: get a denial letter indicating the funding source is not interested in your proposal **OR** a letter or phone call asking for more information or a revised budget (a good sign!!) **OR** a letter or phone call indicating the funding source will be providing a grant (a very good sign!!).
- 16. Denial Letter:** Many funding sources will provide you with an exact reason as to why the proposal was denied (i.e., does not match the current interests of our foundation) and some will even suggest other funding avenues.
- 17. Grant Follow Up:** Once you are awarded a grant, follow all the directions of the funder (i.e., reporting), perform the project to the best of your ability, and meet all timelines and goals. Do not leave evaluation to the last minute. Do not hesitate to talk with your funding source program officer if you are confronting issues that may jeopardize future funding and grants. The funding source program officer wants you to succeed perhaps more than you do – after all, they selected your proposal out of hundreds or thousands of others.

The information for this session is drawn from Pat Edward's years of experience as a C. S. Mott Foundation Program Officer, as director of the National Center for Community Education 21<sup>st</sup> CCLC national training program, and as a proposal reader at the Federal and state Levels for 21<sup>st</sup> CCLC grant programs.