



Grant Proposal Writing

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Introduction to Preparing Successful Grant Proposals

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A proposal is a document that speaks on behalf of its author, answers all questions it might generate, and persuades the reader to the author's point of view - all in the author's absence. A proposal is prepared and written in a series of steps. Some may be more important than others, but none can be ignored.

It's important to give this process the right name—please note that proposal writers submit proposals and receive grants. Funding sources give (or do not give) grants. Proposal writers do not **write grants**, although this incorrect terminology is widely used in the fundraising field.

Funds are granted for innovative purposes including seed money for pilot programs, capital improvement, and challenge or matching funds. The most difficult funds to secure are for debt payment and general operating purposes. Endowments are almost never funded.

The types of organizations that make awards are federal agencies or government at any level; community, private (or family), and corporate foundations; and private corporations. At times proposals are written for individuals as well, mostly when a large sum of money is involved.

Federal agencies give grants for society's needs and demands. Private or family foundations give grants for projects that are consistent with the interests of the founder or person responsible for making the funds available. The desires of the family or individual who is responsible for accumulating the money are what drive funding decisions. Community foundations represent resources of a large number of donors and, therefore, are motivated by what these donors think is good for the community. A corporate foundation's giving is based on the company mission. Corporations are concerned about profit and give in ways that ultimately promote marketing of their products or services. In submitting a proposal to any funder, motivations for making awards must be understood.

Funding agencies exist to give away money. Each wants to fund the best ideas and make wise investments. Each is looking for applicants that will propose exciting, innovative, and feasible ideas. In this competitive atmosphere, the wise proposal writer will see the process as seeking a partner rather than just someone who will pay the bill. Therefore the psychology of writing proposals is important. Funding agencies need you in order to be successful in their goals. Although they may have varying motivations in giving funds, they do want people to come forward with the best requests. There is money to be given away. What the grantors need are good reasons for making awards.

Funding is idea-dependent. To receive a grant, you must be able to put your idea into a package that successfully markets the idea. An idea is an abstraction. It must be converted into a tangible format. Through the activities of this course you will learn how to transform an idea into an explicit, imaginative request that leaves no question unanswered.

A proposal must be competitive to have the benefit of a full review. Unfortunately, many proposals are so poorly written they aren't even eligible for submission. If proposals are rejected it's often because they lack clearly stated objectives; the budget doesn't match the narrative; the needs don't match the interest areas of the funding source; and guidelines are often not followed. Most importantly, proposal writers fail to put themselves into the mind-set of the proposal reviewer and, therefore, write only from their organization's viewpoint and expectations. Of course, sometimes there just isn't enough money to grant, given how many proposals most grantors get.

Successful proposal writing involves a series of interdependent steps.

1. Locate and use funding source directories and identify funding sources.
2. Be careful to fully understand the policies of the submitting organization and the funding source and follow these to the letter.
3. Develop an idea from abstraction to a well-articulated written presentation requesting financial support.
4. Organize and write a competitive proposal eligible for submission.
5. Develop a budget consistent with proposal objectives.
6. Process a grant request through the submitting organization to the funding source.
7. Respond to the demands of the proposal review process.

Please Note: You will need to adapt the basic principles to your particular circumstances and needs.

Locating, Understanding, and Approaching the Funding Source

Before a search for funding is initiated, be sure you know what you're looking for. Don't start by listing all your organization's needs and then see what's available. Define the highest priority of your organization that cannot be met by the existing or projected internal budget. Then search for a funder that is interested in the same priority.

If one is not careful, a haphazard approach to locating a funding source can be a colossal waste of time. But help is available. Philanthropic Service for Institutions can help you by conducting research or suggest avenues for your own research efforts

- I. Selected resources, reference books, and directories .
 - A. *The Foundation Center*.
 - B. Annual reports usually found online.

- C. IRS Form 990-PF, filed annually.
 - D. Articles from newspapers and magazines.
 - E. Individuals such as colleagues, volunteers, donors, and board members.
- II. In researching a possible funding source, determine the following:
- A. Commitment to your funding needs as demonstrated by previous funding.
 - B. Geographic limitations.
 - C. Range of award size.
 - D. Types of organizations to which grants are made.
 - E. Special population groups supported by awards.
 - F. Award restrictions.
 - G. Availability of matching grants or cost-sharing awards.
 - H. Matching or cost-sharing requirements.
 - I. Application deadlines and procedures.
 - J. Possibility of personal or telephone contact.
 - K. Availability of annual reports.
- III. The Initial Approach. **Remember:** the most important thing to determine at this stage is the degree to which a funder may be interested in your idea or need. The focus should be upon assessing the funder's interest, and not upon whether it will respond by making an award.

If the funder is interested in your idea, a personal contact will help you resolve some of the problems you may encounter during proposal preparation. Therefore, a personal contact is important for success. This should be established at the inquiry stage.

- A. Personal meeting. This method is preferable. Establish a first-person acquaintance with a key staff member of the grantor so you can seek good advice initially and during the proposal writing process.
 1. Request an appointment with a senior staff member in the early stages of project planning.
 2. Confirm appointment on official letterhead but do not elaborate on project or mention amount of request.
 3. Accompany confirmation with a brief summary of your need and intended objectives.
 4. At the meeting, concentrate on project need, objectives, and ways to attain them. Do not use this meeting for brainstorming about ideas for proposals. This should have been finalized before you arrived.



5. Avoid making the budget an issue unless the funder raises the subject. But be prepared to discuss the budget in detail if the issue is raised.
 6. Determine if the funder is the best one to receive your proposal.
 7. Keep funder material on file for reference, even if not immediately usable.
- B. Telephone contact.
1. When calling a funder, be clear about what you have in mind and what your questions are. Ask to speak with “the person in charge” of the program area of interest to you. Ask for the person by name if it is known.
 2. Make the call yourself.
- C. Letter of inquiry (if personal meeting is not possible).
1. Prepare letter on official letterhead.
 2. Address letter to a specific person, avoiding consequences of a “dear sir or madam” letter. It’s worth a phone call to determine the name of the appropriate person.
 3. Limit letter to one page.
 4. Include the following:
 - a. Title of proposed project.
 - b. Brief reference to project objectives (outcomes).
 - c. Request for response to the enclosed project summary.
 - d. Statement informing the reader that you will follow up by telephone on a given date, approximately ten to fourteen days following estimated receipt date of letter.

IV. Writing a project summary.

- A. A project summary is not a proposal. However, it can serve well as a basic document that can readily be expanded into a proposal as the application process evolves.
- B. Summary should be no more than two pages in length. One page would be preferable (of course this depends on the length of the proposal and the complexity of the request).
- C. Emphasize the objective(s) of the project, not the rationale for why the funder should fund the request.
- D. Use an outline or modified outline form.
- E. Include the following:
 1. Project title: descriptive but brief.
 2. Project duration: inclusive dates between which money needs to be available.
 3. Introduction and statement of problem: brief paragraph.

4. Objectives: itemized permanent project outcomes (not project activities).
5. Proposed solution: should be obvious that the solution will produce the objectives. Brief narrative, clearly defining methods to be used.
6. Staff: if project involves key people or specialists beyond the person responsible for the request, basic relevant qualifications should be presented.
7. Rationale: defend the idea; emphasize appropriateness of time, location, staff, facilities, etc.
8. Budget: realistic estimate. Detailed budget not necessary at this point.

F. Enclose with letter of inquiry.

Suggestions for Foundation Contact by Joel Orosz, Formerly of The Kellogg Foundation

1. Foundations are looking for a new approach, or a new twist, at least.
2. The applicant has expertise in the area, but also has something to learn and knows where to get help.
3. The applicant is determined to do the project, no matter what.
4. Homework has been done, both about the field and the foundation's funding priorities.
5. They are doing it with the people they are helping, not to them.
6. They are going to improve human well-being.
7. They will invest their own money in the project.
8. They have come up with a comprehensive approach to the problem. Complex problems are not solved by simplistic programs.
9. They work collaboratively with anyone who can help.
10. They are willing to have an impartial evaluator assess their work.
11. They will continue the program after funding ceases.
12. The program has the potential for broader impact.

Proposal Content

An articulate, well-organized, and succinct presentation is an effective means of bringing one person to another person's point of view. In proposal writing, this must be accomplished through the written page. What is written must stand on its own. Assume that questions cannot be answered by the proposal writer after the proposal is submitted. This is the way it usually works.

Some funding agencies provide well-defined guidelines. The proposal writer must follow them explicitly. Sometimes, however, no specific guidelines are available. The following can serve as a guide for preparing the content of any proposal, even when following a prescribed format.



The following items may be used as a content guide for proposal preparation:

- Cover Sheet (face page)
- Abstract or Executive Summary
- Table of Contents
- Introduction
- Problem or Need Statement
- Objectives (outcomes or products)
- Proposed Solution/Method/Procedure
- Impact of Grant
- Rationale
- Staff
- Facilities
- Evaluation
- Budget and Budget Narrative
- Future Funding
- Description of Organization
- Appendices

Many concepts and ideas that are underlying points of this model are applicable to federal forms as well.

Not all items need to be included in a proposal; some are optional. However, all proposals should have a statement of need, objectives (stated as outcomes), proposed solution (or method to be used to produce the objectives), evaluation, and budget.

- I. Cover sheet (or face page).
 - A. Data page; primary function is for the funder to determine basic information about the applicant organization and the request. Content and format are important.
 - B. Should contain the following information:
 1. Name of funding source.
 2. Project title.
 3. Project director's name and title.
 4. Project duration.
 5. Inclusive dates of project activity.
 6. Total project cost.
 7. Amount requested.

8. Applicant organization's mailing address and telephone number.
9. Name, title, and address of person to whom checks should be sent.
10. Signature of person legally authorized to make contractual commitments on behalf of the applicant organization.

II. Abstract or executive summary.

- A. Prepare this last. It will be much easier to do following the preparation of the entire proposal.
- B. Usually should be 1/2 page or less in length.
- C. Include overview of the entire project, including proposed objectives or outcomes.
- D. Begin page with project title as centered heading.
- E. Be succinct.
- F. Present total dollar amount requested and project duration dates in an itemized form below the last paragraph.
- G. Write this summary so you could use it as a basis for preparing a press release at the time you get your award; however, don't include staff names at this time.

Sample Abstracts

For some adults living in Indiana today, hearing the words, "All Aboard!" brings back memories of train rides to exciting destinations. By creating new train memories for the children in the Indianapolis inner city, who rarely have the opportunity to see modern day trains operate, the Reuben Wells exhibit will trigger the imagination and curiosity about the role trains played in Indiana history.

The exhibit will allow visitors to "experience" the sounds and sights of the great steam engine in motion through a multi-media system. The actual Reuben Wells engine will be juxtaposed with a miniature replica of the engine in a realistic environment. Children can push buttons, crawl into spaces and view the exhibit from a platform. By using the sights, sounds and even the feel of traveling the rails, the exhibit encourages a deeper exploration into the connection between trains and local history.

According to the National Coalition Against Domestic Violence (NCADV), over fifty percent of all women will experience physical violence in an intimate relationship and for twenty-four to thirty percent of these women, the battering will be regular and on-going. Coburn Place is a transitional housing unit for domestic violence survivors and their children. We help women become self-sufficient, confident individuals, and we also help their children reach their optimum potential. Our goal is to help stop the vicious cycle that often occurs in domestic violence situations. In order to provide adequate services for our growing numbers of clients, we will hire an additional case manager to supplement the existing two managers, and will also hire a coordinator for volunteers.



Children sometimes need to be encouraged to identify and talk about their own feelings. “Kids on the Block” (KOB) problem-solving skit helps children understand the steps in weighing alternatives and making appropriate choices. This program is endorsed by the National Mental Health Association and is a set of internationally renowned educational puppets designed to teach children about emotions.

The muppet-style puppets are used in skits designed for children from pre-school to the fourth grade. In addition to the story line, each skit involves interaction with the audience and a follow-up period of questions and answers. The KOB puppets are able to perform three different skits on the topics of emotions, problem-solving, and counsel-seeking.

Adding two more staff members to handle the increased load of school presentations, scheduling, and evaluating will enable us to place this unique program into the Hendricks County school systems. Already there are numerous requests, but there is no staff available to meet these requests.

III. Table of contents.

- A. Limit to one page or less.
- B. List major sections of narrative; include subsections if it would be helpful. But keep it simple, uncluttered, and easy to use.
- C. Only necessary if the proposal is more than two or three pages in length.

IV. Introduction.

- A. Introduces the need addressed by the remainder of the proposal. Must be attention-getting.
- B. Try to limit to 1/2 page or less.
- C. This becomes the first page of the proposal narrative.
- D. Should be omitted entirely if the problem statement has a powerful attention-getting first paragraph that serves the same purposes.

Sample Introduction

According to the National Coalition Against Domestic Violence, NCADV, over fifty percent of all women will experience physical violence in an intimate relationship and for twenty-four to thirty percent of those women, the battering will be regular and ongoing. Many women do not leave violent relationships because they are not employed outside the home and they may lack access to cash or bank accounts. Women also may face a decline in living standards for themselves and their children, according to the NCADV.

V. Statement of the problem (need statement).

- A. Definition of the condition or situation you want to change.
- B. Relate needs to people.
- C. Prove that the problem really exists by giving quantitative evidence, if possible.

- D. Provide a lucid analysis, leaving no doubt in the reviewer's mind that a real problem truly exists. Motivate the reader to read further.
- E. Provide documentation to help build the case. If it does not provide significant help, don't include it. Some data may be referenced in the appendices unless it is essential for the reviewer to have it immediately available without searching for it.

Sample Needs Statements

The Near Eastside of Indianapolis is an at-risk community. There exists great need for human services and community programs. For example, 43% of adults in the community have less than a high school education, 36% of households live below poverty and 36% of the population consists of single mothers. We can blame poor living standards of the near Eastside of Indianapolis on slumlords, a poor educational system or high rates of drug abuse. However, as Christians we cannot stand by and do nothing.

The Southside Maranatha Church is serving the near Eastside Community through a food pantry and soup kitchen, an after school program, an Alcoholics Anonymous group, a legal ministry, a youth job program and a new Friday night teen ministry program. The outreach programs of the church continue to grow and expand and the church facility has been able to keep up in all aspects except accessibility.

The lack of accessible facilities in the basement of the church has compromised the inclusive nature of the programs and services provided. Currently the basement is only accessible by a winding stairway. This causes problems for our food pantry recipients who are elderly, disabled or have small children in strollers. Nearly all recipients find it difficult to carry two bags of groceries up the stairway. We estimate that we are unable to serve 5 to 10 individuals per month due to inaccessibility. Recently a child in the after school program injured her ankle and had to be carried down the stairs in order to participate in the program. Also, the restrooms are not wheelchair accessible. All residents in our community need to have access to the church's programs by means of a ramp from the street curb to the basement.

VI. Objectives.

- A. Itemized definition of what an award will produce.
- B. Avoid confusing objectives with the administrative activity to be produced by the money. Objectives are what you will have left after the money is spent.
- C. Introduce with this kind of statement: "As a result of this award, the following objectives will have been attained," followed by an itemized list of specific projected results or products.
- D. Present in a numbered list, double-spacing between items.
- E. Keep statements of objectives brief.
- F. The number of objectives for a given project will vary from one to several, possibly even four or five. Normally, any number greater than five should be reviewed carefully for possible consolidation of objectives (or the use of sub-objectives) or even redefinition of the project itself.



- G. Since definitions of “objectives and goals” vary, determine how grantors use these terms and use them accordingly. Nevertheless, always state your intended result as a product, not an activity, regardless of what a funder may want you to call it.

Sample Objectives

Community Outreach Services: Substance Abuse Division

As a result of this grant, the following objectives will have been achieved:

- A minimum of 1,500 culturally sensitive substance abuse pamphlets, brochures, and information cards will be distributed.
- 100% of those who seek intervention and treatment services will be assessed; based on assessment, those who seek intervention services will be referred or offered treatment.
- 85% of the clients in treatment will be able to identify seven stresses that trigger the desire to use mind altering substances, and they will gain knowledge of finding alternatives to using drugs.
- 100% of the clients in treatment will be offered an alternative support system such as being assigned to a volunteer mentor.

VII. Proposed solution, method, or procedure.

- A. Probably the longest section. State what you’re going to do during the life of the award. Usually a summary of the things (materials, people, activities, time, etc.) to be bought with the money.
- B. This section should prove the feasibility of the project within the available timeframe.
- C. Relate activities and time. Include a timeline if appropriate.
- D. Present in an easily understood step-by-step chronological sequence.
- E. Discreet use of professionally prepared diagrams, charts, graphs, etc., is recommended.
- F. Clearly present this section so no questions remain as to the relationship between the need/problem and the outcome(s)/objective(s) to be produced.
- G. This section should convince the reviewer that the amount requested for such things as personnel, activities, time, facilities, etc., provide the best possible conditions for solving the existing problem or eliminating the previously defined need.

VIII. Impact of grant.

- A. Describe what peripheral effect the funding will have (e.g., what can other organizations learn from your project).
- B. Indicate what additional population groups may benefit because of what is accomplished by the grant.

- C. Describe the benefit of the outcomes in terms of future projects, research possibilities, expanded programs, and similar results.

IX. Rationale.

- A. May be less structured than rest of proposal.
- B. Presents an argument that addresses the following questions.
 1. Why is it important to get this done?
 2. Why is your organization in the best position to do it?
 3. How is your organization qualified?
 4. What would be the financial cost of not doing this project and the cost of not doing it now?
 5. What are the costs (other than financial) of not getting this done?
- C. Describe how the proposed solution is logical and deserving of financial support.
- D. Anticipate questions and address pertinent issues that have not been addressed elsewhere in the proposal but that may arise when the proposal is reviewed.
- E. Pretend that you are facing a review panel; demonstrate awareness of the questions that might be asked.

X. Staff.

- A. Senior staff should be identified, with primary emphasis upon the person who will be supervising the expenditure of funds and/or the person who will be responsible for supervising the activities the award will generate.
- B. Introduce people most responsible for making the project succeed. State name, title, qualifications, and area of project responsibility. Relate to their responsibilities as presented in the proposed solution/method/procedure section.
- C. If resumes are included, they should be presented in an appendix and summarized in a brief paragraph within the proposal narrative. Some agencies may provide/require vitae forms. Extensive resumes are not appropriate.

XI. Facilities.

- A. Indicate how the available facilities will support the implementation of the project. If they are not entirely suitable, justify the modifications required and include the cost in the budget if such costs are allowable by the funder.
- B. Point out assets and advantages, such as accessibility, specialized equipment, library materials, computer capabilities, etc.
- C. Relate facilities and specialized equipment to specific aspects of the project.



- D. Assure reviewer the best possible physical facilities and supporting equipment are to be used in conducting the project, whether they are available now or will be made available by this award, by your organization, or by a third party.

XII. Evaluation.

- A. Be prepared to prove that the projected objectives/outcomes were actually produced.
- B. Define a plan.
- C. Be explicit, demonstrating relationships among needs, objectives, and products. Be prepared to establish a relationship with the budget if requested by the funder.
- D. Include description of intended evaluation techniques; state if special testing instruments will be developed and by whom.
- E. Aim for quantitative rather than qualitative data, if possible.
- F. Funder should be invited to observe the project in action or to attend some concluding event if one is planned.
- G. Anticipate time needed for evaluation and the need to use budgeted funds for cost of evaluation.
- H. Since this is often one of the most poorly presented sections of a proposal, a carefully presented plan has the potential for making a proposal far more attractive than one without such a plan. It could be the difference between success and failure. Professional help may be necessary and should be used without hesitation.

XIII. Budget and budget narrative.

- A. A budget is the assignment of a dollar value to an idea.
- B. A good reviewer will often read the budget first. (Assume that a proposal may not be reviewed in the sequence you write and present it.)
- C. Present this in as clear and precise a format as possible.
- D. Divide the budget into large categories with subcategories where necessary.
- E. Round off dollar value to the nearest whole dollar or nearest high or low dollar (or ten dollars or hundred dollars, depending on the size of the project). Be consistent. Do not use decimal points anywhere in the budget presentation.
- F. Anticipate the need for an “audit trail” for every penny spent.
- G. Never pad a budget. Make good, reasonable, and defensible estimates.
- H. Include all real project costs. Do not request funds for “contingency purposes” that suggests a lack of ability to prepare precise budgets. Most agencies will not provide funds for “contingency” purposes, anyway.
- I. Remember to include personnel fringe benefits in the salaries/wages section. Never request funds for overtime pay since it's cheaper to buy additional part-time hourly help.

- Agencies will insist on this and so should your organization.
- J. Always request what you need, not what you “think you can get.”
 - K. Explain each item that isn’t obvious. That is, how did you arrive at the dollar amount requested?
 - L. This is not the place to justify the need for the dollar request. That should be addressed in the proposal narrative.
 - M. By showing or explaining the derivation of each item that might not be immediately obvious, no question will remain as to what the number means and why it was included.
 - N. Identify each budget item to be explained by relating it to a line identification on the budget page. All budget lines need not be explained.
 - O. Be certain that the budget, budget explanation, project activities, and objectives (outcomes) can be readily related and compared.
 - P. Include direct and indirect (administrative) costs. Although some funding agencies will not pay for indirect costs, you should represent them in the budget and demonstrate that they are real project costs regardless of who pays for them.
 - Q. Conclude consecutive page numbering of proposal with the last page of the budget explanation.
- XV. Future funding.
- A. Indicate how the project will be continued after the life of the grant.
 - B. Provide evidence that you are planning for funding that does not include a repeat request to the foundation.
- XV. Description of organization.
- A. Assume reviewer has never heard of your organization. State what it is, where it is, and why it exists. Can include the following: brief history, mission statement, specific strengths, administrative structure, previous grant income (if appropriate), relationship to community and/or other organizations, etc.
 - B. Describe strength of administrative unit within the organization that will be responsible for administering the activities that will produce the objectives of the award.
 - C. Limit to one page, if possible.
- XVI. Appendices.
- A. Use as a place to locate information you want reviewers to be able to access but that will not distract them while reading the narrative.
 - B. Include only information that reinforces the basic arguments contained in the narrative.
 - C. Reference to appended materials should be parenthetically and appropriately made in the narrative.



- D. Each appendix should begin with a page serving as a title page (with the title of the appendix appearing in the center of the page).
- E. Identify each appendix alphabetically in the top right hand corner of the title page of each appendix.
- F. A new page numbering sequence should start with the first page following the title page of each appendix.
- G. List the designations and titles of appendices in the table of contents.

Writing Style and Format

You have done your research and found the right match between your organization's needs and a funder. You have gathered the necessary information and determined whether or not specific organizational guidelines are required.

Now you are ready to write. Whether you are following general guidelines, filling in forms requested by a funder, or creating your own format, the following principles will assist you both in preparing your proposal for submission.

- I. Making a fit between the problem and the proposal.
 - A. Don't promise too much or propose too little.
 - B. Design your proposal so that the argument you are making fits into the time frame and the resources needed to deliver results.
- II. Watch for statements that raise unanswered questions.
 - A. Try to assess what can be assumed from what you have written. The pre-submission proposal review process is highly useful for this step.
 - B. Answer all questions your proposal may generate, both stated and unstated. The more questions that are left unanswered, the less likely it is that the proposal will be funded.
 - C. Try to anticipate the concerns of the reviewer and address them directly. Allow no possibility for frustration or desire for more or better organized information.
 - D. An easily read proposal without unnecessary verbiage will contribute to a positive impression of the submitting organization.
- III. Demonstrate competency and success.
 - A. Make certain that personnel required to produce the objectives are competent to do so, and prove it through brief descriptions of individuals involved.
 - B. If there is a deficiency in personnel, ensure that this will be resolved by the time the project begins. Request money to pay for staff supplements that are justifiable.
 - C. Supplement staff through a variety of ways, such as hiring a consultant, hiring people part-time or for the duration of the project, or setting up an advisory board.

- D. List names, titles, and affiliations of people who will serve as advisors and consultants. This can serve as an implied endorsement of the application. Be certain that each person agrees to serve before including her/him.
- E. Make sure the qualifications of the project director are clearly stated as well as implied. The project director must be perceived as a qualified administrator, a thoughtful and responsible person who is concerned about the project, and a believer in the potential for success and objectives described in the proposal.
- F. Use positive statements interspersed with a reasonable amount of verbal enthusiasm for attaining objectives.
- G. Enthusiasm should be genuine and focused on the project and solving the problem and not focused on getting the money.

IV. Appearance of the written page.

- A. Make sure you have followed all guidelines and directions.
- B. Have an error-free proposal, organizationally, grammatically, and typographically. Don't blame errors on a secretary; it's the organization's leader whose name is on the proposal and who gets the blame.
- C. Make the proposal easy to read with brief descriptive headings, use of italics, and short sentences and paragraphs.

V. Personnel involved.

- A. The person who understands the procedures, policies, and objectives of the funder, the submitting organization, and the project should write the proposal.
 - 1. Avoid turning over the proposal writing process to a volunteer or a specialist. An on-site expert should write it. However, it may be appropriate or necessary to have a second person "polish up" the final draft.
 - 2. However, don't hesitate to have a professional service make the charts and graphs.
- B. The proposal should appear to have been written and coordinated by a single person, even if it wasn't. Often a proposal prepared by a committee looks and sounds as if it was. The effect is negative and will give the impression that the project might also be administered in a disjointed fashion.
- C. A team is inevitably involved in the production of a proposal, since the coordinator/writer cannot possibly know all the information needed and required.
- D. A planning, information sharing, discussion and review process is helpful because it prevents the writer of the proposal from functioning in isolation and generating a project that has little congruency with the vision and desires of his/her colleagues. Also, this process allows for "buy-in" by members of the team and organization.

VI. General suggestions for writing the proposal.

- A. Follow the guidelines EXACTLY. What the funder asks for is what the funder wants.



- B. Be consistent in using subheadings, spacing, and punctuation.
- C. Use an appropriate length; but this will vary with guidelines provided and size of request.
 1. Funding sources prefer short proposals and occasionally something as simple as a letter of request.
 2. If a proposal omits information, it's too short. If it is repetitive, it's too long.
 3. Make it long enough to communicate your message clearly but not produce stupor.
 4. There is no apparent correlation between the size of the grant application and the likelihood that it will be funded.
- D. Be creative and positive. Do not dwell unnecessarily on the problem. State your idea clearly and with excitement. Request; don't beg or grovel.
- E. Be specific and factual. Avoid unsupported assumptions, vague rhetoric, and emotional terms.
- F. Don't use bureaucratic jargon. Select your language carefully. Assess the preferences of the funder. This can be accomplished if there is communication between the organization and funder prior to the preparation of the proposal.
- G. Make sure the pages are clean, have generous white space, and give the appearance of being well organized.
- H. Double check for typos.
- I. Use italics, bolding, underlining and other possibilities for emphasis, but do so with discretion.
- J. Avoid type that is too small.
- K. Avoid being pompous and stuffy. In fact, give some consideration to writing a proposal in the first person. Use this style of writing only if it's a style with which you are comfortable and seems to fit the desires of the funder.
- L. Number every page consecutively at the bottom center of the page.
- M. Use short sentences and paragraphs.
- N. Use positive, not conditional, language.
 1. Say "can," not "could;" "will," not "would."
 2. Say "Upon receipt of funds, the following will be implemented . . ." Excise the phrase "If this proposal is funded . . ." from the entire proposal.
 3. Eliminate casual statements such as "We could do this . . ." or "It is anticipated that . . ."
 4. Conditional statements imply insecurity and lack of confidence.

- O. Use graphs, charts, diagrams, and lists to reduce the need for excessive narrative; reviewers like to understand the content quickly. Never use color. It typically is not reproducible on the standard duplicating machine.
- P. The proposal should be single spaced on standard 8 1/2 x 11 inch high quality paper. One or 1 1/2 inch margins should be used. Double space between paragraphs. Use double spaced narrative only if directed by the funder. Use one side of a sheet only unless directed otherwise.
- Q. Each section of the proposal narrative should immediately follow the preceding one; don't waste paper or add bulk to your proposal by using a new sheet of paper to begin each section at the top of a page. However, the face page, abstract and table of contents should each be on an individual page.
- R. Do not use anything glitzy or fancy in packaging the proposal, not even a binder. Use a single staple in the upper left hand corner or a binder clip.
- S. Proofread carefully. Then proofread again and have others help you.
- T. Send one copy of the proposal on which has been affixed the "original" inked signature of the authorizing official of your organization. Send additional copies of the original in the amount requested. These may be machine produced duplicates of the originally signed proposal.

VII. Internal review of the proposal.

- A. Arrange for a review of your proposal within your own organization while the proposal is in draft form.
 - 1. The more people to whom you can expose your proposal before submission, the better.
 - 2. Allow several weeks for this process; the time spent on this step will be well rewarded.
 - 3. Have someone read it who knows little or nothing about your project or organization, but who has some appreciation for the kinds of issues involved.
- B. Try to simulate a review procedure such as your proposal will face at the funder. Consider the variables of the external review process.

VIII. Submitting the proposal.

- A. Cover letter.
 - 1. The cover letter is not essential but can add a personal touch to the submission. It is simply a letter of transmittal acknowledging any help you may have received from the potential sponsor during the preparation of the proposal as well as the opportunity to submit the proposal. Keep it short.
 - 2. The letter may be prepared and signed by anyone in the submitting organization, but preferably by the one most personally acquainted with funder.



B. Signature authorization. The proposal is signed by the person who has been authorized to make legally binding commitments on behalf of the applicant or organization.

C. Deadlines.

1. Determine whether the announced deadline is a receipt date or post mark deadline.
 - a. If it is a post mark deadline, prepare a piece of paper that reads, “This package, addressed as follows, was post marked as indicated below,” and request that a postal employee stamp it. This will provide you with evidence of when the proposal was sent in the event of a question later on.
 - b. If the deadline is a receipt date, make sure you send the proposal in ample time to allow for mailing delays. Generally one week in advance is best.
2. Applications submitted even a few minutes late may not be accepted. Timely submission is a testimony to your organization’s administrative efficiency.
3. Receipt of your proposal by the funder can be validated by including a stamped, self-addressed postcard with the proposal that states, “Please return this postcard upon receipt of this proposal.”

D. Enclosures and bindings.

1. Avoid including brochures, photographs, and other materials that have not been requested. While they may represent your organization and its need well, they are generally not appreciated because they can be a nuisance (they are hard to duplicate for readers, often aren’t standard size, and cannot be secured easily within the proposal. These kinds of enclosures often merely restate information that is already in or should be in the proposal).
2. Binders are not necessary and may even prejudice the reviewers and funder against your proposal as it may indicate a lack of cost consciousness. Follow the rules for proposal format and staple the proposal in the upper left hand corner.

E. Multiple submissions.

1. It is appropriate to send the same proposal to two different agencies if you let each know you have done so.
2. Funding is idea-dependent and agencies exist for investing in good ideas. You might establish a competitive atmosphere by submitting the proposal to more than one funder. If the funder feels it is a good idea it will want a piece of the action. Funding agencies want to make wise investments. They may even consider co-sponsoring your grant, so why not give them the opportunity?

Proposal Evaluation

The following questions guide the evaluation of proposal content. Please respond to the questions, and also comment on the section itself (e.g., was the section strong or weak, how could it be improved, what did you like about it, did it meet the criteria for that component of the proposal?).

Proposal section	Questions and comments
Cover page	Is the information complete? Does it have a representative appearance?
Abstract or Executive Summary	Does it answer the essential questions about the proposal, such as purpose and objectives? Does it make you want to read the entire proposal? If so, why? If not, why not?
Table of contents	Is it present and easy to use? Is it complete? Does the proposal actually need it?
Introduction	Does it make you want to read further? Does it introduce the need statement? Is it too long or too short?
Problem or need	Is it precise? Is there evidence that the problem or need is present and urgent? Is it convincing, motivating, understandable? Is it substantiated and therefore credible?
Objectives	Is there an introduction to the objectives which ties this section to the previous one? Are they measurable? Are they reasonable? Do they clearly tie to the problem or need section?
Solution or method	Is it related to the problem/need and the objectives? Are the solutions or methods realistic and achievable? Is the explanation clear and logical?
Staff	Is this section needed? If so, is staff credibility shown? Is this section too long?
Facilities	Is this section needed? Is the description of the facilities clear? Is the relationship to the project and solution clear?
Evaluation	Are evaluation methods adequate, related to the objectives, appropriate? Is enough evaluation of objectives promised? Is it objective and unbiased?



Budget	<p>Is it clear, concise and unambiguous?</p> <p>Is it detailed enough?</p> <p>Are there any incongruencies or problems you can see?</p> <p>Is it realistic?</p> <p>Does it show other funding sources?</p>
Budget narrative	<p>Is there sufficient explanation?</p> <p>Is the relationship of the narrative to the budget clear?</p> <p>Does it answer questions that numbers by themselves might raise?</p>
Organization description	<p>Is it clear and concise?</p> <p>Does it introduce a credible, exciting, worthwhile organization?</p> <p>Is it needed?</p>
Appendices	<p>Are the vital appendices included?</p> <p>Is there material that is irrelevant and doesn't support the request?</p> <p>Are the appendices clearly marked or titled?</p>
General considerations	<p>Is the proposal readable?</p> <p>Is the length appropriate for the request?</p> <p>Does it show commitment?</p> <p>Is the need valid?</p> <p>Is the project realistic?</p> <p>Are there any unanswered questions?</p> <p>Are the personnel qualified and prepared to handle the proposed project?</p>
Other comments	
Recommendation	

Post-Submission Concerns

Whether or not your proposal is funded, there are certain steps you need to take after you hear from the funder.

- I. Steps to take when proposal is funded. **CAUTION:** If the funder proposes to give you less than you requested, don't respond by saying, "We'll do the same project with that amount." This leaves the impression that your budget was excessive. If you accept a reduced amount, reduce the scope of the project accordingly. If necessary, be brave enough to turn down awards; don't take less money to do what needs to be done if it reflects negatively on your integrity.
 - A. Send letter of appreciation immediately, signed by person whose signature was on the face page.
 - B. Send news releases, if appropriate, and forward copies to the funder.
 - C. Inform all key project staff and other interested persons of the award.
 - D. Follow acceptance terms determined by the funder; if any deviation from these is necessary, confer with the funder.
 - E. Send interim evaluations and project activity updates even if not requested.
 - F. Spend the funds exactly as specified by the grant conditions.
- II. Steps to take if the proposal is rejected.
 - A. Ask the funder for an explanation of the denial if this is appropriate. Some funders will send a letter explaining why the proposal was denied, others do not wish to be contacted about this.
 - B. Determine why proposal was rejected. If circumstances allow, request advice on how to improve the proposal for possible resubmission.
 - C. Consider revision and reapplication.
 - D. Consider revising, rewriting, and adapting the proposal for submission elsewhere.
 - E. Be gracious about a rejection; don't let a brittle ego get between the funder and the organization.
- III. Reasons why some proposals are rejected.
 - A. Proposal wasn't documented properly or accurately.
 - B. Project didn't seem significant or interesting.
 - C. Proposal didn't indicate that prospective client groups were involved in planning and determining project objectives.
 - D. Proposal was poorly written, poorly organized, and hard to understand.



- E. Proposal objectives were inconsistent with the mission of the funding source.
- F. Budget was unreasonable and request was not within funder funding limits.
- G. Funder was not convinced that the proposed project staff could carry out what was proposed.
- H. Project wasn't focused and was too ambitious in scope.
- I. Guidelines weren't followed.
- J. Evaluation procedures weren't spelled out or were inadequate.
- K. Not enough evidence was provided to show that the project would sustain itself after the grant termination date (if what was proposed was to be an ongoing activity).
- L. Budget was not clearly presented.
- M. Proposal included too much description of the problem and not enough detail regarding how and on what the funds would be spent.

IV. Reporting procedure and further contact with the funder.

- A. Send reports as requested. If such information isn't sought by the funder, send reports anyway using discretion in timing and content.
- B. Invite the contact person and/or others from the funder to visit the project site.
- C. Remember that keeping a funder informed is a good step in preparing for the next award.

Miscellaneous Hints for Proposal Writing

1. Be familiar with your organization's mission and its unique culture. Research and discover what your organization really means to constituent groups.
2. Determine if there are possible relationships between your organization and the funder. Use these as sources of information. Don't go around the foundation personnel; they will resent it.
3. Call others who have been funded by the foundation.
4. Don't let the law of averages labor for you. The "mass mailing" approach does not work. Do your homework thoroughly and be sure it shows. Do not blanket funders with your proposal.
5. When planning or talking in person with the foundation personnel, be specific in asking questions. Don't brainstorm or ask questions answered in guidelines or the annual report.
6. Multiple submissions are all right, but be sure the prospect knows you are asking elsewhere.
7. A good proposal always answers the 5 W's (who, what, when, where, why and how). It should be highly readable, well-organized, persuasive, substantive. It should

answer essential questions, be confident in tone, be positive, and show results.

8. Proposal guidelines vary. Some funders tell you just what they want and in the order they want it. Some do not tell you much. If that is the case, use standard recommended format.
9. No one format, formula or style guarantees success. Use what is most acceptable and what works for your organization and request. Be consistent in wording and format.
10. Length varies. Small family foundations and corporations prefer short letters of request. Large foundations like the five-to-ten page proposals. If a proposal omits information it's too short; if it is repetitive it is too long.
11. Proofread and proofread again. Do a final run-through or have someone knowledgeable do it, to catch the errors.
12. Be creative and positive, not problem oriented. Focus on your idea.
13. Be specific; don't send a shopping list of ideas or things you'd like to do.
14. Be factual; avoid generalities, unsupported assumptions, and emotional terms. Avoid vague rhetoric.
15. Present just enough evidence to support the request and no more.
16. Make it brief—just long enough to clearly communicate your message, but not produce stupor.
17. Show why the funder should believe in you. Give evidence of past success in your work.
18. Don't use bureaucratese or jargon. Use lay language.
19. Be respectful. And, respect yourself. Don't grovel or beg. Be an applicant, not a supplicant.
20. Give evidence of future support.
21. Send an original. Don't send copies unless requested.
22. Be as direct as possible. Some experts advocate using “you” and “we” and not the formal, third-person writing used in many grant requests.
23. Submit a finished proposal, not a draft to be reviewed.
24. Present the proposal without a binder.
25. Be sure the amount requested is clear and easy to find.
26. Don't ask for retroactive funding.
27. Make detailed budgets and substantiate them.
28. Have the person most familiar with the project write the proposal and someone unfamiliar with the project read it.



29. Give details on who will do what.
30. Show you (the persons involved with requesting the grant) know your field.
31. Don't attach a brittle ego to the proposal. Don't get between the donor and the organization.
32. Picture yourself as a foundation officer, having to wade through a stack of proposals.

Possible Problems in Proposal Preparation and Submission

1. Amount requested is not clear and easy to find.
2. Narrative is repetitive.
3. Failure to conform to grantor's guidelines.
4. Using "Dear Sir/Madam."
5. Using "Your" foundation instead of naming it.
6. Distorting organization's objectives to fit perceived priorities of grant makers.
7. Too much time spent describing the problem and not enough describing solutions.
8. Being pessimistic. No foundation wants to board a "sinking ship."
9. Not being clear on the time frame.
10. Not checking budget arithmetic.
11. Too much irrelevant material in body or appendices.
12. Unrealistic funding requests.
13. Making foundation only source of request for funding.
14. Going over heads of staff to board members to have an "in" or to reverse a negative decision.
15. Failure to report progress on funded grant.
16. Prepackaged proposals written by non-staff.
17. Not being gracious about a rejection.

Cutting to the Chase: Writing in the Online Age by Diane Gedeon-Martin

(used by permission of the author)

The new world of online applications, along with the need to grab people's attention immediately, has forced fundraisers and grant seekers to write tighter and leaner proposals that get directly to the point.

In the case of online grant applications, short and to the point aren't just preferred, they're essential. The biggest change between paper and online applications is the amount of space and text charities have to work with, according to Gedeon-Martin.

In the past, a funder using a paper grant application typically would have allowed a charity two pages to write a needs statement. Many online funders are now limiting needs statements to 2,000 characters, or about 500 words. (To put this in perspective, this article is 704 words.) The same is true of program descriptions. Previously, charities might have had up to three pages to discuss the services they would offer. Now they have perhaps 2,000 characters, plus an additional 1,000 to state their objective and goals.

"The components of the application are still the same," Gedeon-Martin says. "Charities just have a lot less text to work with, and that can be problematic if they aren't used to writing in a certain way. Grant applications now have to remove the fluff and get to the bare bones, and that's true of almost any communication that's directed toward a funder or donor these days."

Corporations and Government Leading the Way

So far, online applications are predominantly found in the corporate sector. About 80 percent of online grant applications are found through corporate granting processes. While most corporate online applications are similar to traditional submissions, some are now requesting details about the publicity and recognition they will receive. "That's a new requirement and is forcing grant writers to develop publicity plans, something that most haven't done before," says Gedeon-Martin.

At the same time, online grant applications are popular with the federal government as well. More than 75 percent of U.S. federal government grant applications are now online, according to Gedeon-Martin.

She expects community and private foundations to follow along in the future, although at a much slower pace. "It's a question of technology and control," Gedeon-Martin says. "Only about 10 percent of all U.S. funders, including corporations, have websites, and many of them want to retain control over who applies. This way they know they'll be receiving good applications from organizations that meet basic criteria. They don't necessarily want to open up an online site and let anyone start submitting applications."

Many funders now require a letter of intent from organizations to begin the granting process. If the letter of intent is well received, then applicants might be given a password to go to the funder's website and submit an online application.

"It's a new world of grant seeking, with organization feeling their way and doing their own thing," Gedeon-Martin explains. "Fundraisers are going to have to adjust both their processes and their writing to make sure they're taking full advantage of granting opportunities."



Chapter Twelve Addendum

JEFFREY P. JONES FAMILY FOUNDATION
(sample based on an existing foundation, anonymized).

GRANT GUIDELINES

The Jeffrey P. Jones Family Foundation is a private family foundation established in Alaska by Jeffrey P. Jones to continue the family tradition of commitment to enhancing the quality of life of the Windham communities through grants to qualified charitable organizations. The Foundation will also consider other communities and international humanitarian organizations such as CARE which meet the Guidelines.

In carrying out its mission, the Foundation considers a wide range of proposals within the following areas: cultural arts, education and healthcare issues. The Foundation encourages collaborative efforts and integrated, comprehensive proposals.

FUNDING POLICIES

Grants are made only to non-profit charitable organizations which are tax exempt under Section 501c3 the Internal Revenue Code. Generally, grants are limited to projects that benefit State of Alaska. Occasionally, projects that benefit other states may be considered. The Foundation has set-aside \$15,000.00 yearly for each of Jeffrey P. Jones's daughters, Elizabeth Jones, Jacqueline Smith and Carolyn Adams, to support special projects of interest.

The Foundation prefers to support proposals for new initiatives, special projects, and expansion of current programs.

The Foundation does not consider support for annual campaigns or endowments. Grants are not made to Individuals.

Grants from the Foundation are usually awarded for one year only. For projects in those areas in which the Foundation has a special interest, requests for multi-year and general operation support may be considered.

Only one grant application may be submitted in any twelve-month period. Organizations receiving grants are required to complete an evaluation report within three months after receipt of the funds.

REVIEW PROCESS

The Board of Trustees meets semiannually to consider grant requests. Application must be received by November and April to be acted upon at the following meeting.

Applicants are welcome and applicants are encouraged to discuss their proposal with the Foundation's staff either by telephone or in person. Upon receipt of the completed proposal, staff may request additional information or schedule a site visit. Members of the Board of Trustees prefer not to be contacted directly.

APPLICATION PROCEDURES

To apply, submit one (1) set of the following items. Please do not staple material or place them in a bound notebook.

Applicants may also apply on line and to follow with a hard copy.

1. Grant Application form completed, dated and signed by the chief Executive Officer or Chairman of the board of the organization.
2. Proposal of not more than three pages which includes (In this order):

Organizational Information:

Brief statement of organization's history.

Brief description of the organization's goals and population the organization benefits.

Brief description of current programs, activities, accomplishments.

How this organization works with others providing similar services and how it is unique.

Project Information

Project Summary (include whether this is a new project, enhanced project, or ongoing project).

Description of issues to be addressed and target population to benefit from this project.

Project's goals and objectives.

Project's activities and timetable. Bridge Family Center - Independent Living Programs

Anticipated outcomes and results.

Brief description of key individuals involved in project and their qualifications (no resumes).

Plans for evaluating the success of this project.

Long-term funding strategies beyond this grant period, if applicable.

Project Budget including both anticipated sources of income and projected expenditures.

Attachments

Organization Operating Budget for the current fiscal year including income (sources and amounts) and expenditures.

Board of Directors list with affiliations or occupations.

Financials Statement audited if available, for the most recent complete fiscal year.

Copy of IRS 501c3 Determination Letter.

Optional materials may be submitted but are not required.



3. Eligibility

Federally recognized, under Section 501(c) (3) of the Internal Revenue Code, organizations and most charitable, educational and civic institutions serving the public.

In general, municipalities are a lower priority for discretionary grants, although special projects and programs facilitated by nonprofit organizations working within municipalities are considered.

In some cases, with the Jeffrey P. Jones Family Foundation's prior approval, organizations that do not have a tax exempt letter may submit a proposal under a sponsoring tax-exempt organization that will assume expenditure responsibility for the duration of the project.

4. Limitations

In general, no grants will be awarded to individuals; religious institutions (unless the program benefits the community at large); endowments; capital campaigns; fundraising events; political or lobbying activities; budget expenses or deficits; retroaction funding, building or renovation projects.

Lower-priority proposals are those requesting routine expenses for established programs, although in some cases they may be considered at the discretion of the committee, particularly for essential services to those in need.

Funding for salary (but not fringe or agency overhead) may be considered for the person(s) directly facilitating the submitted project, typically for contracted specialists and persons hired specifically for a submitted project.

Funding for equipment or products may be considered, on a limited basis, when the equipment or product is a significant factor in the outcome of a program or project that meets the Foundation's grant making goals.

Funding commitments are made on a yearly basis. Generally, in order to allow the Foundation to provide support to the broad community, requests for multi-year funding will not be considered, although organizations may reapply for funding annually. Some requests, particularly ones that do not provide essential services to those with significant needs, may be a lower priority after two or more years of continuing funding.

5. Application and Grant Determination Process

Proposals must be received or postmarked on or before the due date, in fairness to all applicants.

Applications are reviewed for eligibility: The required narrative format is used and the proposal does not exceed the 3-page limit. Applications include the Foundation's cover sheet and provide the requested attachments or explain missing components. Applications from organizations that have an outstanding report due on a prior year's grant will not be considered. All required forms and information may be downloaded from our website at www.jeffreyjones.org

Following the initial review, Board of Trustees independently evaluate eligible proposals. The Board then may meet several times to jointly review and discuss proposals before making final determinations.

Letters of Award and a Terms & Conditions Agreement will be mailed to qualifying organizations approximately 3 months after the application due date.

Please call the Jeffrey P. Jones Family Foundation, preferably well before the due date when time is more flexible, to discuss any questions related to your request. Please first thoroughly review the information provided on our website.

The Jeffrey P. Jones Foundation is pleased to consider your grant request and thanks you for your interest in the foundation.

FOUNDATION INFORMATION

Contact: Director: Jennifer M. Jones • 000.555.0000 • E-mail: jennifer@jeffreypJonesxxx.org

Website: www.jeffreypJones.org



SAMPLE COVER LETTER

Ms. Carolyn Jones

The Jeffrey P. Jones Family Foundation
P.O. Box 291
Windswept, Alaska 00123

Dear Mrs. Jones:

It has been a pleasure speaking with you regarding our submission of a grant request to the Jeffrey P. Jones Family Foundation. On behalf of our Board of Directors, I submit this request for \$25,000 to support the purchase of a seven-passenger mini-van for us to use for our three Independent Living Programs (ILPs) based in Manchester. Enclosed please find our completed cover sheet, narrative, and required attachments.

Founded in 1969, the Bridge Family Center has grown from a drop-in youth counseling center to a comprehensive regional family service agency. Our mission is to foster the courage and strength in children and families to meet life's challenges and build fulfilling lives. The Bridge serves more than 8,000 young people and families annually through four program areas: Youth and Family Services, Residential Services, Family Resource Centers, and Community Services.

We operate three ILPs east of the Mankiller River that serve young adults who age out of the foster care system. Our Community Based Life Skills Program (CBLS) serves young adults ages 15 to 21 who reside with a foster family. The Community Housing Assistance Program (CHAP) provides four independent living apartments throughout the community for young adults 18 to 21 years of age. Lastly, the Moving On Project (MOP) serves young men ages 16 to 21 living in four apartments within a staff-supervised single building. All of these young adults were placed into foster care by the Department of Children and Families (DCF) when they were children for a number of reasons, such as abuse, neglect, uncontrollable behavior, or dependence. Before they leave the foster care system or age out, they need to develop the skills they need to become successful, independent adults. Combined, our three ILPs serve approximately 65 young adults annually. The average length of stay of young adults in the ILPs is between 12 and 18 months.

We need to purchase a third mini-van to transport participants from the ILPs to conduct weekly grocery shopping, job interviews, jobs, educational classes to complete high school, attend community college, or pursue a vocation, physician visits, recreational activities, and important meetings. Both CLS and MOP have mini-vans to support their programs that are in constant use. Most of the young adults in the ILPs secure employment outside of the area bus line and require transportation to and from their jobs. This new mini-van will support all three ILPs.

Thank you for considering our proposal. We welcome the opportunity to work with the Jeffrey P. Jones Family Foundation in helping these young people overcome their hardships so that they may have lives full of promise.

Sincerely,

Martha L. Majors, CFRE
Director of Development

Enclosures: (if needed or requested by the foundation)

Chapter Twelve Addendum

NOTE: THIS PROPOSAL RECEIVED \$35,000 IN FUNDING

Weatherman Auto Dealers Association Charitable Foundation Fund
c/o Mr. Mark Weatherman
(Address)

Dear Mr. Weatherman:

The Archie Mills Foundation submits this request for funds from the Weatherman Auto Dealers Association Charitable Foundation Fund. Our enclosed proposal addresses the need to launch a new and innovative health initiative entitled Project Impact for students in grades seven through 12 attending Weatherman and Lowland Park schools. This request for \$35,000 will help us to implement the program during the 2000-2001 school year.

Since 1974, the Archie Mills Foundation has worked to help children and adolescents living in Weatherman, Hamville and Lowland Park succeed academically as well as socially. Archie Mills, the Foundation's namesake, grew up in Lowland Park at a time when neighbors looked upon each other as extended families. The former professional football player has been trying to give back to the community that cared about its young people. Today the programs and services of the Foundation work to meet the educational, social, physical, and emotional needs of disadvantaged children and their families.

Succeeding in life can be a challenge for any child living anywhere in the country. For children living in Weatherman and Lowland Park, the challenge is even greater. The opportunities for negative distractions abound. Gangs, violence in schools, drugs, and other influences can cause any child living in the community to become delinquent. Parents face similar challenges. The harshness of the streets provides little advantages for school age children to succeed academically as well as socially and physically. Instead of having positive life experiences, these at-risk children often learn bad and harmful lessons from others their age. The Archie Mills Foundation wants to deter the development of at-risk behaviors among teens to help them and their families lead healthy and productive lives.

The purpose of Project Impact is to provide youth with the resources to examine their lives and learn to distinguish between healthy or unhealthy choices. Most of the children that attend our programs have one thing in common: a need for direction. They are hungry for learning. Now is the time to educate them on making positive, life-impacting decisions. Through Project Impact, the Foundation wants to ensure that as young people grow older they carry with them a positive outlook on life, self-confidence, high self-esteem, and a strong sense of self-worth that filters into the household and to the younger siblings.



In January of this year, the Foundation received a \$30,000 grant from the Jewish Fund to test a pilot of Project Impact through the end of the 1999-2000 school year. Already the program is working with 17 students on a weekly basis to help them understand about their health – both physical and emotional well-being – while helping them learn and explore potential careers in the health field. The impact this program is making on students is phenomenal. Already students attending the program can not wait until the next week to return to learn more. This fall, the program will work to make the same type of impact on a greater number of students. Little by little, the number of children reached by the program – by the students participating in the program as well as their siblings and family members – will increase helping to create healthy children with lives full of choices.

No other organization in the area is providing such an informational and fun program to get students to learn how to take care of themselves and overcome negative attitudes and influences. Without such a program, these children will be lost to the negative influences that permeate our community.

We look forward to hearing from you about our proposal. Thank you for considering this important request to help predominately minority, disadvantaged children become productive citizens.

Sincerely,

Eleanor D. Smith
Executive Director

Enclosures

ARCHIE MILLS FOUNDATION PROJECT IMPACT PROPOSAL

ORGANIZATION DESCRIPTION

The Archie Mills Foundation is a nonprofit organization located in Lowland Park, Michigan working to help children succeed in life. Founded in 1974 by the former pro-football player Archie Mills as the Archie Mills Football Clinic, the organization has grown to incorporate education, recreation, and team sports as a catalyst for developing social skills, responsibility, character, and knowledge. Raised in Lowland Park himself as a child, Mr. McKenzie saw the plight of his community and the lack of opportunities for children living in the city. In 1983, the organization incorporated and began to expand its roster of programs to include co-ed activities. Today, the Archie Mills Foundation stands for the vision of the former athlete who wanted to give back to his community.

The mission of the Archie Mills Foundation is “to prepare young people for the future.” The organization promotes self-esteem, self-confidence, and builds character by emphasizing academic excellence, athletic accomplishment, and civic responsibility. To accomplish its mission, the Foundation developed a strategic plan in 1997. This plan is the blueprint for all that the Foundation does now and in the future. The goals of the plan include maintaining athletic clinics, adding a physical fitness element to academic programming, providing tutorial services, relocating the administrative offices, improving both internal and external communications, and increasing fund raising efforts.

The programs of the Foundation include popular sports clinics that have grown to include co-ed basketball, track and field, and golf. Now in its fifteenth year, the Foundation celebrates the efforts of its participants at an annual Commitment to Character Banquet. Today, every child residing in the city can participate in the free activities offered by the Foundation including:

- Weekend Tutorial Program.
- “Great Adventures” after-school tutorial and cultural program.
- Mentoring with employees from the investment firm of Salomon Smith Barney.
- Summer Enrichment academic program.
- Sports Clinics such as football, basketball, golf, tennis, and track and field.

Since 1993, over 11,500 students and parents enriched their lives through the Foundation programs. The success of the programs is due in part to partnerships with business, academia, government, volunteers, and charitable support given by every sector of the donor community. It was because of the strong bonds with the community that the Foundation was able to develop a partnership with the Ford Motor Company, the City of Lowland Park and the Lowland Park School District to recruit 2,700 volunteers to improve the comprehensive learning environment for local students. Participants of the programs offered by the Foundation listen to presentations by community leaders such as Michigan State Senator John Smith and take field trips to Greenfield Village, Youtheater, Weatherman Institute of Arts, and college and professional sports events to enhance



the everyday excitement of achievement. Volunteers are at the core of the organization and help to implement several of the programs. These people include neighborhood residents as well as current and former professional athletes who combine motivational coaching with training in physical skills.

As the children receive, they also learn to give. In 1997, over 80 students, parents, volunteers and staff marched in the annual Lowland Park Michigan Week Parade. Their hand-built float celebrating the 25th anniversary of the first All Pro Football Clinic took first place, just one of many championship moments made possible by the Foundation for children and parents who have seldom savored such personal triumph.

On behalf of the children and their parents, Archie Mills received the prestigious American Century Award presented by the Washington Times Foundation on February 2, 2000. In December 1999, the Foundation received the Leonard Smith Award for Organizational Excellence. Three years earlier, the

Foundation received the President's Award from the Minority Technology Council of Michigan. In 1995, the Sporting Goods Manufacturers Association honored the Foundation with its Heroes Award.

An 18 member Board of Directors, all of whom are outstanding area professionals, business executives, judges, college professors, community leaders, athletes, and other positive role models with a deep commitment to youth guides the Archie Mills Foundation. All Board members serve in a governance capacity and are active in securing needed funds, volunteers and public relations for the agency. There is also a 27 member Advisory Board of Directors that includes retired University of Michigan football coach Bo Schembechler, former pro-basketball player and successful minority businessman Dave Bing, pro-football player for the Weatherman Lions Barry Sanders, and the Mayor of Lowland Park Linsey Porter. An executive director and a staff of three full-time and three part-time employees oversee daily operations of the organization.

The Foundation is a private nonprofit organization that qualifies under IRC Section 501(c)(3) and relies on funding from many sources. The organization's annual budget of \$393,925 originates mostly from government and foundation grants, private contributions, and fundraising activities. The Foundation is an independent agency that does not receive funding from the United Way.

NEED STATEMENT

As with all young teens, students from the low-income areas of Weatherman and Lowland Park are curious about their world. For some of these students, their curiosity will turn into activities that can lead to dangerous, life-threatening consequences. It has been the experience of the Archie Mills Foundation that children living in these distressed, low-income urban areas are growing up with negative outlooks that could cause them to resort to substance abuse and destructive behaviors. Community outreach and school prevention programs do not provide young people with the tools they need to succeed beyond the life they know now. These children need to learn how to take care of themselves, make the right decisions, and become role models for their younger siblings. Parents and grandparent caregivers often do not have knowledge or resources to help these children. It is up to the community to see that these children and their family members receive this type of education that can help them succeed.

Like so many things in Weatherman and Lowland Park, poverty abounds. The poverty rate is also high for these communities with Weatherman at 32 percent and Lowland Park at 42.2 percent.¹ In these communities minorities represent the majority: Weatherman with 78.5 minorities and Lowland Park with 82 percent minorities.² Known as the seventh largest metropolitan area in the United States, these cities are better known for what they lack than for what they have. One in three residents is unemployed;³ among the employed are many in marginal jobs with few, if any, benefits. Of adults age 25 years and older, 22.5 percent in Weatherman and 41.7 percent in Lowland Park do not have a high school diploma.⁴ These figures correlate with those collected by the State of Michigan Department of Community Health showing that one-third of African Americans age 25 years and older living in the state have not earned a high school diploma.⁵ The high crime and high school dropout rates are overshadowed only by the fact that 67.6 percent of its children live in single-parent homes, the second highest percentage in the nation.⁶ The high school graduation rate for these communities is also low with only 60 percent of Weatherman and 54 percent of Lowland Park students actually receiving a diploma.⁷

Being young and living in poverty in these two urban areas leaves teens with little hope for success in life and school. Students often get discouraged and fall into depression, while others learn to cope using artificial mechanisms. Students with low self-esteem grasp at whatever friendly hand they receive, even if it is from the wrong influences. In low-income communities, there is a higher incidence of obesity, poor diet habits, lack of exercise, no leisure-time physical activity, and sedentary lifestyles.⁸ Food becomes a friend and they associate a full-stomach with success. Their diet often consists of food filled with high-saturated fat and refined sugars. A diet of high fats can lead to obesity and high serum cholesterol level. According to a 1995 State of Michigan report, 38.3 percent of African Americans living in the state are overweight.⁹ Juvenile diabetes is a serious health factor of low-income, minority children and teens. If they are not affected by diabetes, their consistently bad eating habits will lead to severe obesity that will in turn lead to heart disease. Hypertension or high blood pressure is a major contributor to cardiovascular disease.¹⁰ As well, cigarette smoking among minority teens continues to be prevalent regardless of the number of stop smoking messages they receive through a variety of sources. The 1995 report quoted earlier states that 29.2 percent of African Americans age 18 years and older reported smoking during the survey year.¹¹ Cigarette smoking is responsible for more than one in six deaths in the United States.¹² It accounts for 21 percent of coronary heart disease deaths, 87 percent of lung cancer deaths, and 30 percent of all cancer deaths.¹³ Then there is the availability of alcohol and drugs. These substances introduce other health risks – lung cancer and liver disease.

1 Bureau of Census, US Department of Commerce, 1990.

2 Ibid.

3 Ibid.

4 Ibid.

5 "Health Facts: African Americans in Michigan," *Color me Healthy*, Office of Minority Health, State of Michigan Department of Community Health. <http://www.mdch.state.mi.us/pha/omh/aa.htm>.

6 Bureau of Census, US Department of Commerce, 1990.

7 Michigan Department of Education. [gopher://gopher.mde.state.mi.us/oo/reports](http://gopher.mde.state.mi.us/oo/reports)

8 Community Health Assessment. (Omaha, NE: Professional Research Consultants, Inc.) 1995. Page 42.

9 "Health Facts: African Americans in Michigan," *Color me Healthy*, Office of Minority Health, State of Michigan Department of Community Health. <http://www.mdch.state.mi.us/pha/omh/aa.htm>.

10 Ibid.

11 Ibid.

12 Community Health Assessment. (Omaha, NE: Professional Research Consultants, Inc.) 1995. Page 49.

13 Ibid.



While many of these health conditions and behaviors are preventable, it takes more to get low-income people to take care of themselves; it takes someone from the community to connect with them and help them understand the consequences of not taking care of themselves. Getting access to the health care system can be difficult for these underserved populations. In order to receive care, they access health care through the hospital emergency room. When parents use the hospital emergency room for primary care services, they pass that behavior onto their children who think that is the only way they will receive care. By taking preventive health care habits to the younger generations in their neighborhoods, they may be more likely to change their approach to accessing the health care system than older adults who have lived with the traditional health care model, only utilize the health care system only when something is wrong. There needs to be an effort to bring the prevention message to these young people while they are in school. Changing the habits of young people to have a greater impact in the end in terms of cost containment.

During the teen years, children are most vulnerable to peer pressure. Research shows that children living in predominately low-income, urban neighborhoods are at greater risk for substance abuse, communicable disease, homicide, and suicide.¹⁴ As well, children from poor families are more likely to be plagued with learning problems caused by inadequate nutrition, lack of proper medical care, and insecure environments. According to a special report published by the Michigan Association of School Boards, “Children who begin life in poverty are already disadvantaged when they enter kindergarten.”¹⁵

Confused teens often seek nurturing and acceptance from their peers and older siblings and turn to life-threatening alternatives. The schools often do not have the staff or resources to provide programs that effectively deter young teens from partaking in such activities. Because their parents do not have time and often lack resources to teach them about sexual relations, teens often do not understand how sexual relations can lead to unwanted pregnancy, STDs, and AIDS. All they know is that someone is paying attention to them and it feels good for the moment. Then there is the use of illegal drugs and alcohol. “Just Say No” is a phrase that does not mean much to students desperate to ease their pain. Their parents do not care what they do, why should they. In fact, many of their parents are substance abusers themselves. In the middle and high schools of Weatherman and Lowland Park all a student has to do is ask their friend if they know a dealer and within hours they can get their fix. All of this takes money to obtain, so the desperate students steal to feed their habit. Little do they know that they have fallen into the same trap as many of their older siblings, relatives, and parents.

The Archie Mills Foundation wants to break this cycle of self-destruction and it needs to reach teens before they become desperate to seek relief from their stressors. In conjunction with its Weekend Tutorial Program and mentoring program, the Foundation will implement Project Impact to begin to set low-income teens on the path to success and a life of healthy choices.

PROGRAM DESCRIPTION

Project Impact is a structured program that will encourage students to use their language skills, science lessons, and mathematics problem solving to convey ideas learned throughout the program. Started in March 2000 as a pilot program funded by the Jewish Fund, Project Impact continues to

¹⁴ Ibid.

¹⁵ Michigan Department of Education. gopher://gopher.mde.state.mi.us/00/reports

show positive results in helping teens make healthy choices. Project Impact helps students obtain balance in their lives that they can in turn share with their younger siblings, family members, and friends. Through full implementation of Project Impact, the Foundation proposes to bridge the gap between other drug prevention programs by empowering teens to take a keen interest in their health. Each month during the school year, teens will receive the answers to questions on the subjects they want to know about now. Overall, Project Impact addresses the need to provide students with knowledge and experience to empower them to take care of themselves both physically and mentally. It will also help students learn to achieve in school and consider future careers in the expanding health care field.

Program Goal and Objectives

The goal of Project Impact is to empower at-risk students with positive alternatives to substance abuse and related self-destructive behaviors through community education and prevention information. The result will be young people educated about proper health and personal care that will make a lasting effect on the entire community. Through this program, the Archie Mills Foundation will work to achieve the following process objectives:

- Recruit 30 to participate in Project Impact during the 2000-2001 school year.
- Receive a signed commitment from participating students to be alcohol and drug free.
- Reach potentially 400 family members, siblings, relatives, neighbors, and others through the information obtained by the participating student.
- Establish an advisory group comprised of teachers, educators, and curriculum administrators from a cross-section of schools.
- Help students to improve their academic skill levels by providing a program curriculum that engages students through creative thinking, decision making, and problem solving.
- Motivate students to learn about themselves as human beings and contributing members of society.
- Enrich students' perspectives of themselves, their family, and others through real life experiences.
- Increase self-esteem of participants through education, encouragement, and the use of role models or mentors.
- Develop healthy attitudes toward nutrition and exercise.
- Reduce ignorance about health by providing factual health prevention information from reliable and credible sources.
- Improve the quality of life and possible life span of teens and their family members.
- Promote the value of teamwork to accomplish a goal.
- Explore possible careers in the health care field.



- Reduce isolation of students by actively involving them in the exploration of their own health.
- Foster closer ties between the Archie Mills Foundation, health care partners, and schools through cooperative programming.

Project Impact is a new program tested as a pilot program by the Foundation from January to June 2000. No other group in the Weatherman area or in the country conducts such a comprehensive program. The measurable outcomes for this program are as follows:

- 80 percent of teens participating in the program will comprehend the difference between healthy and unhealthy life choices.
- 85 percent of parents of teens participating in the program will comprehend the difference between healthy and unhealthy life choices.
- 60 percent of teens participating in the program will integrate healthy life choices into everyday situations.
- 70 percent of teens and their parents participating in the program will learn about proper nutrition.
- 90 percent of teens participating in the program will gain insight into the societal influences leading to drug abuse and violence.
- 75 percent of teens participating in the program will improve their school attendance.
- 90 percent of teens participating in the program will learn to protect themselves from STDs including HIV/AIDS.
- 25 percent of students participating in the program will pursue careers in the health field.
- 80 percent of participating students will remain in the program at the end of the school year.
- 50 percent of students participating in the program will be accompanied by their parents or caregiver to the Saturday field trips and special events.
- 80 percent of students participating in the program will express interest in becoming student assistants for the following school year.

Activities

The Foundation will recruit approximately 30 seventh through twelfth grade students from existing programs to participate. The program will require parental permission and involvement. The program will coincide with the Weekend Tutorial Program that operates Saturdays 9 a.m. to noon for 40-weeks during the school year and the mentoring program that meets three hours every month. During the school year, there will be two sessions: September through January and February through June. The students enrolled in the program will attend both sessions.

There are different themes each month with assignments for each week of the program. Themes tested in the pilot program included nutrition, physical and emotional wellness, personal safety, and first aid. Every Saturday, the students learn in a classroom environment about the particular theme. To enhance each experience, the program includes guest speakers from area health care and human service agencies to talk more about the selected subject matter. They are required to study about the subject matter to prepare to ask questions of the monthly guest speaker and produce written and oral reports. All activities culminate with special Saturday field trips. For example, the field trip for the theme of nutrition is a visit to the local grocery store to learn about healthy food choices, how to shop wisely and read labels. The speaker for the nutrition theme is a dietician from the Weatherman Medical Center that discusses the food pyramid and basic food groups, proportion size, and variety of foods in a healthy diet. Parents and caregivers are encouraged to be present for most of the classroom sessions, help their teens with their homework, and accompany them on the field trips.

The Foundation collaborated with a number of area health care and human service agencies to ensure the success of the pilot program. These partners include the Weatherman Medical Center, Planned Parenthood, Royal Nursing Center, American Red Cross, and Shar House rehabilitation facility. The partners have agreed to continue to be a part of Project Impact for the upcoming school year. Please see attached letters of support from these partners.

The results of the pilot program are still being collected. This phase of the program will confirm: 1) recruitment and enrollment procedures, 2) that teens are indeed interested in the program, 3) the activities are age and grade appropriate, and 4) that the participants retained some of the information learned. Following the prototype trial, the Foundation will conduct an open house to solicit feedback and provide an opportunity for further dialog regarding Project Impact. Targeted participants for this event will include parents and caregivers, teachers and educators from allied schools, and other community members. The team will assess this trial through both written and verbal feedback from the children, teachers, and Foundation staff. From meetings with local educators during the planning phase of the program, the team received input regarding the program structure, curriculum components, and consistency of classroom lessons. Throughout the entire planning process, the team consulted with local health educators to confirm the appropriateness of the lessons and skill levels for the age group.

Project Impact is a new and creative way to get teens and their families to learn how to make healthy lifestyle choices. The program staff wants to ensure that what the teen learns through this program they take home to share the benefits of knowledge with their family members. Besides making an impact on the student, the program can ultimately reach on average four persons in each household, a total of 400 people over the course of a year.

Incorporated into each monthly theme are opportunities for teens to learn about careers in the health care field. They will meet with staff at area hospitals including physicians, nurses, lab technicians, social workers, nurse's aides, and others. Students are provided with information regarding the level of education required for the particular position, possible career tracks, and earning potential. College students enrolled in undergraduate medical-related programs at the University of Weatherman Mercy and Marygrove College volunteer their time as assistants to help students with their assignments and accompany them on the field trips. By the end of the program



and with assistance from their assigned mentor advisors, students then research, prepare and report to the group about their choice of health care career.

The educational coordinator of the Archie Mills Foundation leads a team responsible for developing the lesson plans and activities for the program. The team members include: the executive director for the Foundation, the Project Impact coordinator, a representative from the Lowland Park High School Teen Health Clinic, and health instructors from the medical community. Please refer to the attached job descriptions for the Project Impact coordinator. The new coordinator has the responsibility of coordinating meetings, developing class agendas, facilitating communications, and arranging field trips. Mentors and tutors currently involved in the programs of the Foundation are a part of the evaluation process.

The team will use activities developed for the pilot phase of Project Impact to begin the 2000-2001 school year. Additional time will be spent researching subject matter, formulating questions, selecting books, identifying sites on the World Wide Web, and planning the Saturday field trips and special events for the activities slated for the beginning of the February 2001 session. These themes will include facts and myths, family planning, drugs and violence, life saving, and preventable diseases. The team will print materials, purchasing booklets and pamphlets pertaining to the themes so that the students can take them home for their family.

The team targets students that participate in current programs offered by the Foundation to participate in Project Impact. These students will receive information through the Great Adventures after-school tutorial and cultural program, Summer Enrichment academic tutorial program, and the various sports camps as football, basketball, golf, tennis, and track and field. Mentors participating in Mentor Connect program as well as teachers from the Weatherman and Lowland Parks middle and high schools will also be asked to recommend students for participation. Students selected for participation have an outward need including:

- Signs of at-risk behavior.
- Interest in the health care field.
- Lack of positive self-esteem.
- Family members that abuse substances.
- Family history of unwanted or teenage pregnancies.
- Health problems related to poor nutrition.
- Family history of physical and emotional abuse.
- And other factors.

Once a student graduates from the program, they will receive a certificate of completion. They will also have the opportunity to come back to work with the program as student assistants. This experience will help them gain the confidence they need and reinforce the knowledge they obtained to pursue a life full of healthy choices.

The Foundation is ready to fully implement this program. As the only program of its type in the area addressing the needs of at-risk students, this program has the potential to make a great impact on the lives of children in the community. The enthusiasm from the students enrolled in the pilot phase confirms that this program meets the needs of these teens and that they are ready to learn more. Project Impact intends to be the program that helps students overcome the negative influences in their communities by learning about the healthy choices available to them.

EVALUATION

Evaluation of Project Impact will be a continuous process that will focus on the goal and objectives of the program as outlined above. The team responsible for the evaluation is the planning/implementation team, Archie Mills Foundation staff, educators, program participants, and parents. The evaluation will rely on both qualitative and quantitative information. This effort will confirm the success of the outcome objectives outlined above.

Goal: to empower at-risk students with positive alternatives to substance abuse and related self-destructive behaviors through community education and prevention information.

Method of Evaluation:

- Completion of a pre- and post-tests integrated into the monthly activities.
- Completion of a satisfaction survey by participating students.
- Completion of a satisfaction survey by parents of participating students.
- Direct observation of participants by the program staff and discussed at monthly meetings.
- Completion of program survey by volunteers and mentors.
- Comments from open group sessions with parents, mentors, teachers, and volunteers.

Upon completion of the pilot program, the Project Impact team will publish a report based on the findings of the evaluation of the program. Following the formal evaluation of the yearlong implementation of the program, information will be disseminated through a network of other related organizations. The results of the program will be summarized and released to the community through press releases to over 100 local, statewide and national outlets, and the annual report of the Archie Mills Foundation.

Budget

The Foundation requires \$35,000 from the Weatherman Auto Dealers Association Charitable Foundation Fund to fully implement Project Impact during the 2000-2001 school year. The Foundation will be responsible for raising the funds necessary to continue the program for the 2001-2001 school year and beyond. Please refer to the Attachment A – Budget Summary. The money raised for this project will allow the Archie Mills Foundation to help low-income, disadvantaged students reach their full potential. All services of this program are conducted free of charge to participants and family members.



Costs associated with this program include salaries for the Project Impact staff, honorariums for speakers, classroom materials, transportation for field trips, and supplies. No other funding institution is receiving this proposal. In the past, the Foundation has received restricted funding for other programs from Allstate Insurance, the Anheuser Busch Companies, AT&T Foundation, City of Lowland Park, Weatherman Lions Charities, Ford Motor Company Fund, Hudson's Circle of Giving, Kentucky Fried Chicken, Meritor Automotive, NFL Charities, Plante-Moran, Salomon Smith Barney, Sibley's Shoes, the Skillman Foundation, Strong Families/Strong Children, Thomas Foundation, Wayne County Youth Fund, and the Wayne Metropolitan Community Services Agency. Without funding from the Weatherman Auto Dealers Association Charitable Foundation Fund, the Foundation will continue to pursue grant funds to support the full implementation of this important program.

As recognition of the generosity of the Weatherman Auto Dealers Association Charitable Foundation Fund, the Archie Mills Foundation will include the name of the foundation in upcoming external publications including the quarterly newsletter and press releases. As well, materials printed by the Foundation for this program will bear the name of the Weatherman Auto Dealers Association Charitable Foundation Fund.

Continued Financial Support

Project Impact will become a permanent program operated cooperatively between the Archie Mills Foundation and its community partners. The Foundation will provide funds to continue the program beyond the grant period by increasing its successful fundraising programs. According to Board of Directors for the Foundation and community leaders, this program has great potential for securing additional foundation and corporate sponsorship support because educational programs for children who live in Weatherman and Lowland park appeal to large numbers of companies with operations in the area.

ATTACHMENT A

ARCHIE MILLS FOUNDATION BUDGET SUMMARY PROJECT IMPACT FISCAL YEAR 9/1/00 – 8/31/01

REVENUE	Received	Pending
Archie Mills Foundation (RMF)	\$	
Weatherman Auto Dealers Association Charitable Foundation Fund		<u>\$35,000</u>
TOTAL	\$	\$35,000
EXPENSES	DADA	RMF
<i>Compensation and Benefits</i>		
Executive Director @ ___% of time, with benefits	\$	\$
Education Coordinator @ ___% of time, with benefits	\$	
Project Impact Coordinator @ \$___/hr, ___hrs/wk, 40 wks	\$	\$
Administrative Support Person @ \$___/hr, ___hrs/wk, 40 wks	\$	\$
<i>Non-Compensation</i>		
Subject related booklets and pamphlets	\$	\$
Transportation for field trips – bus rental w/certified driver	\$	\$
Honorariums for guest speakers – 9 speakers @ \$___	\$	\$
Classroom supplies including subject related books, paper for computer printers, diskettes, wall charts, pens and paper, markers	\$	\$
Office supplies	\$	\$
Telephone	\$	\$
Printing	\$	\$
Postage	\$	\$
TOTAL:	\$	\$



