

Introduction to Grantwriting

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Charitable Giving in 2016*

- Donations from individuals, estates, foundations and corporations reached an estimated \$390.10 billion in 2016 – a 2.7% increase from 2015.
- Foundation giving, \$59.28 billion, was 3.5% higher than 2015.
- Corporate giving, \$18.55 billion, was 3.5% higher than 2015.
- Combined, these two sources gave \$77.83 billion to nonprofits, or 20% of all charitable giving.

**Giving USA, June 12, 2017*

Why Grants are Important for Food Pantries/Banks

- Foundation and corporate grants can provide 20% or more of a nonprofit's income.
- Foundations are required to give away 5% of their income each year.
- Many foundations provide capital grants for vehicles, equipment, renovations, etc.
- Many provide funding year after year.
- Foundations fund agencies that are aligned with their mission, and many have as their mission to help hungry people.

Where to Find Grants

- Foundation Directory Online
- Guidestar
- Grantwatch.com
- GrantForward.com
- DonorSearch.net
- Grant Select
- Google
- Just Grants! Arizona

Components of Most Proposals

- The Need
- Background, History and Mission
- Goals, Objectives, Activities and Outcomes
- Project Narrative
- Evaluation

I. The Need (a.k.a. Purpose)

- One of the first areas of the application.
- Describe your need for the grant.
 - ✓ What are the people you serve lacking that funding from this grant will “fix?”
 - ✓ Why do you need this money?
 - ✓ What purpose will the grant serve?
 - ✓ What research do you have to support your need?

II. Background (a.k.a. History, Mission, and/or Programs).

- This is where you are asked to describe your agency.
- Discuss:
 - Year established
 - Your vision and mission
 - Number and ages of clients served
 - Geographic area that you serve
 - Demographics you serve

III. Goal, Objective, and Activities: Definitions

- Goal: A broad statement about what the program or initiative intends to accomplish. It is also the intended long-term outcome.
- Objective: Expected achievements that are well-defined, specific, measurable, and derived from the goal(s).
- Activity: Efforts conducted to achieve the objectives.

III. Goals, Objectives and Activities

Goals: What you want to accomplish through the program. Example:

- Improve the health and nutritional status of low-income children and their families.

III. Goals, Objectives and Activities

- Objective:** Measurable, expected achievements. Examples using prior goal:
- Ensure at least 1,500 low-income children and their families have enough food to eat on weekends and during school breaks.
 - Help bridge the food gap for low-income families whose paycheck and/or SNAP benefits are insufficient to purchase enough food each month..

III. Goals, Objectives and Activities

Activities: What you will do to achieve the goals and objectives. Using the prior examples, activities could include:

- Identify schools with low-income children who are going hungry on weekends and school breaks.
- Explain the Backpack Program to school officials and sign contracts with them to facilitate the program.
- Procure food to be placed into backpacks and delivered to the partner schools.

III. Goals, Objectives and Activities

- Deliver the backpack food each Friday, and before school breaks, to the schools to distribute to students at the end of the day.
- Gather data each month from the schools on the number of backpacks distributed, students assisted, etc.
- Meet with the schools twice annually to conduct needed training and evaluate the program.
- Provide progress reports to the Executive Staff to use for any needed program modifications, to report back to donors, etc.

IV. Outcomes

Outcomes: What will have changed when the goals and objectives are achieved, and activities completed? Using the examples:

- At least 1,500 at-risk, low-income children received a backpack filled with nutritious food every Friday and before school breaks.
- The children's and families' health and well-being was improved.
- The children were able to focus better in class and learn because they were not hungry.

V. Project Narrative

- The largest section of your grant
- Read over the information required carefully and answer all the questions and/or provide all required information.
- Provide more detail about your goals, activities and outcomes in a narrative form that addresses all of the required questions from the guidelines or RFP (request for proposal).

VI. Evaluation

- Describe the qualitative and quantitative assessment tools you will use to confirm that you achieved your goal.
- Qualitative Assessment: Non-measurable, such as youth have improved health as observed by parents and partner agencies.
- Quantitative Assessment: Measurable, such as 1,500 students will receive 48,000 backpacks, which will provide for at least 576,000 healthy meals, as demonstrated through internal distribution reports and those provide by the partner schools.

Dos and Don'ts

Do

- Research potential funders first and be sure your program is a fit before you write a proposal.
- Obtain the most current guidelines and be sure to answer all the questions and enclose all the required attachments.
- If your proposal is declined, send a letter thanking the funder for reviewing the request, then call 4-6 weeks later to ask how you could have improved your proposal.

Dos and Don'ts

Don't

- Be afraid to pick up the phone. Every call you make is a chance to build your relationship with the funder. It will keep your name in their mind, and when it is time to decide who to fund, they will remember you.
- Shotgun proposals – copying and pasting the same information and sending it to 50 prospects.
- Call the foundation right after you get a decline. They don't like to say, "no," so give them a "cool down" time before calling.

John and Kelly are available to answer any questions about today's session, fundraising or grantwriting by calling:

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