Chapter 9

Funding Leadership Programs

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Commentary by Dr. Bruce Jackson, C. Charles Jackson Foundation

WHAT WOULD BE more devastating than planning a leadership program that perfectly fits the needs of the students and an institution only to find that inadequate funding prevents staff from delivering that program? As general budgets tighten, the economy fluctuates, and the need for leadership programs grows, leadership educators are charged with finding both conventional and creative ways to fund their programs. Seeking additional resources, persuasively marketing programs to potential donors, and creating budgets that do more with less are a few of the tasks required of leadership educators in order to create valuable leadership opportunities for their students.

Understanding the mission, vision, goals, and funding priorities of one's leadership program are absolutely critical before seeking any level of funding. Seeking funding without having a clear mission automatically allows the funding priorities of the funding source, such as a foundation, to dictate the scope of the leadership program. Instead of carrying out a successful program with focus, leadership educators can too readily fall into the trap of trying to please the funding source.

This chapter provides insight and suggestions for soliciting funds from external sources such as donors and foundations, as well as from internal sources such as student service fees, student participation fees, alumni, and working with institutional development offices. The chapter includes commentary from the director of a foundation that funds college student leadership programs. The chapter also outlines elements of a grant proposal or case statements that may be helpful in seeking external funding.

Portions of this chapter were authored by Megan Forbes.

Internal Funding Sources

One does not have to look much further than the campus community for potential leadership program funding. Many leadership programs are funded through academic departments, functional offices (e.g., resident life) that may have internal programs and in campus activities through the college or university general fund. However, other sources of funding are also important (Clark, 1996).

Student Service Fees

Historically, an important source for leadership program funding has been through student services fees, usually distributed through a student government or other association. Unfortunately, student service fees alone usually cannot fully fund all the campus groups requesting a portion of the fees. Even if full funding is possible, it is usually impossible to count on such funding on a year-to-year basis, as the demand for fees increases each year and is dependent on enrollment. However, creating a student organization through the leadership program could be one avenue through which to acquire some funding.

Charging Students

Depending upon the organization of the program, charging a fee or dues to students who participate can also offer a supplemental source of funding. Students who pay for the experience are invested in learning, developing, and growing from the program. Programs often charge a nominal fee (such as $10) for a weekend retreat to help offset expenses and gain a commitment from the student to attend. Any fees assessed should always be accompanied with a statement that scholarships are available to cover fees for eligible students to ensure access for low-income students. (See Chapter 7 of this *Handbook* for further issues related to leadership program inclusivity.) Students can also be sponsored for their attendance, with the participation fee coming from the sponsoring office or organization. Also, community partners can be charged for space use or services as revenue-generating activities that are later credited toward leadership programs.

Fundraisers

Involving students in the funding process provides them an opportunity to have a direct stake in the outcome of the fundraising activity. If a program or program component depends on money raised by students, students may be more invested in the fundraising process. At best, students will be able to see the fruits of their labor by participating in a program that was funded by their own efforts. At the least, it teaches them leadership and programming skills. Although it may be difficult to finance an entire program through fundraisers, supplemental funds can be drawn from such efforts. Perhaps students could sell concessions at campus sporting events or spearhead a campuswide recycling project with a portion of the proceeds going to support the program.

Reallocation

Examining the structure of the campus might provide ideas for cosponsorship or for the restructuring of current programs in order to support a leadership program. Collaborating with other departments could also provide greater access to program dollars. If leadership is a component of several programs or activities on campus, perhaps a center for leadership can be established that would sponsor all leadership-related activities and pool resources. Courses related to leadership, such as those affiliated with peer mentoring or student ambassador programs, could be sponsored by an academic department. Utilize one's professional relationships on campus to explore collaboration possibilities. In extreme cases, deans or vice presidents might structurally realign units to shift resources to new areas of interest like leadership.

Alumni or Alumni Associations

Graduates who still feel connected to the university and leadership program may be willing to contribute to maintain it. Alumni may be able to offer funds, service donations such as mentoring current students, or in-kind donations such as goods or materials. Incorporating alumni and current student efforts can help to build a legacy for future giving. Alumni might endow scholarships or underwrite or cosponsor a speaker or a specific event. Building relationships with individual alumni or alumni chapters becomes a development effort for future giving. Reaching out to alumni via sending newsletters to alums who were student leaders, hosting alumni leader receptions at homecoming, or offering free or inexpensive promotional items such as stickers or key chains can maintain or renew alumni interest in the leadership program and help them to feel invested in its success.

Sponsorships

Campus vendors are an excellent source of funding. Their presence shows they are already invested in the community, and they may be interested in funding your program. But before approaching these vendors, be sure to check first with the institution's development office. Vendors often compete for a campus presence; sponsorships may already be spelled out in their contracts, or other campus departments may also have approached the vendor for support. Once cleared with the development office, the program may approach fast-food restaurants such as McDonalds or book vendors such as Barnes and Noble. Since vendors rely on sponsorship acknowledgments as a form of advertising, prepare a list of ways you plan to recognize the vendor, such as signage at events, logos on Web sites, or T-shirts.

External Sources of Funding

Before beginning to approach external funding sources, it is imperative to gain the support of the institution's most senior student affairs officer. A brief explanation of the leadership program and the pursuit of funding could potentially open up doors that the educator did not know existed if the student affairs officer is already working with other members of the institution to raise funding. Many student affairs divisions are creating development offices that work to gain funding for student affairs – sponsored programs. From there, educators should try to connect with their institution's capital campaign for possible funding opportunities. The institution's development officers working on the capital campaign may have leads on donors who might be interested in the leadership program.

Donor-Funded Leadership Programs

Some campuses have leadership programs that were established or are maintained by private donations, usually from alumni of the institution. The Jepson School of Leadership Studies at the University of Richmond and the Harry T. Wilks Leadership Institute at Miami University (Ohio) are examples of collegiate leadership programs that were established by private donors. (For an account of how the Jepson School was established, see Klenke, 1993.) Donors such as these often have a specific campus or program in mind to fund. Make contact with the development office or alumni office to begin connecting leadership projects with potential alumni donor interests. Find out if the campus is planning any major donor campaign and request that the leadership program be included as a targeted funding opportunity. Develop a *case statement* for your institutional advancement office that briefly describes the program and its impact or outcomes so that development officers can "shop" the statement to potential donors. Your institutional advancement office may have a specific format they prefer for a case statement, or you can use the elements provided in Exhibit 9.1.

EXHIBIT 9.1

Sample Case Statement

Students Making a Better World: Alternative Breaks Program

Giving back to communities as we address pressing issues of our time

The Alternative Breaks (AB) Program integrates leadership and community service opportunities through intensive, multiday national and international service trips over university class breaks. The powerful learning and serving experiences make a difference in the lives of students and in the communities in which they engage. AB sends hundreds of students each year on service-learning trips to address some of the most pressing social, political, and environmental issues of our time. Recent trips have included:

- Homelessness: Atlanta
- Environmental sustainability: Chesapeake Bay
- Community development: Bahamas; Costa Rica; and Lima, Peru
- Border awareness: El Paso, Texas
- Health care: Los Angeles
- Poverty/Racism/Disaster relief: New Orleans
- HIV/AIDS: New York City
- Native American immersion: Pine Ridge, South Dakota
- Veterans' issues: Washington, D.C.

AB students are able to apply what they learn in academic disciplines while developing and participating in the trips and learning about the root causes of the issues being addressed. Many alumni of AB go on to work in nonprofit and/or social sectors, seeking opportunities in which they can engage in meaningful community work. An added benefit of this program is creating more civically engaged students.

Your support for Alternative Breaks would subsidize the cost of the trip per student (anticipated cost for the trips averages $750 per person); fully fund the participation of students for whom cost would be a barrier; and allow the AB program to expand in the future.

Respondents to a survey about their AB experience reported that

- 100% learned something new about themselves.
- 98% learned something new about the population they served.
- 98% said they better understand the issue on which their team focused.
- 94% said they plan on becoming more involved in advocacy.
- 92% said they plan on becoming more involved in community service.

One student wrote, "It is not just the academic education that I got at Maryland. It was really that and an education on how to develop as an adult and handle myself as an adult throughout my life. When you think back through your life, you'll suddenly say, 'It's time to give back to the place that gave you so much.' "

Bruce Brown, 56, former student leader along with his wife, Donna, have made a commitment to the Alternative Break Program.

Recognized nationally for many of its programs, services, and staff, the Division of Student Affairs works collectively to offer students a world-class experience while at Knowledge University. We strive to provide every student the opportunity to gain skills necessary to contribute to our global society and to explore leadership in all of its various forms. We believe students must graduate with the skills necessary not only to succeed in the work place, but also to live healthy, balanced, and civically engaged lives.

(*Continued*)

Alternative Break Priorities

- Create and endow Alternative Break need-based scholarships
- Endow the Alternative Breaks Programming Fund to cover costs of trip materials, supplies, and travel
- Further develop students' critical thinking, civic engagement, and leadership skills through advocacy, reflection, and meaningful conversations
- Engage with alumni, foundations, corporations, and other partners to enhance programs and increase the reach of each initiative

We call on all those who value our work—alumni, students, faculty, partners and friends—to come forward, contribute their knowledge, energy, and financial resources, and help us improve student lives so that they, in turn, will change the world.

To discuss a gift or for more information regarding any of these important campaign priorities contact:
Division of Student Affairs
Office of Development and External Relations
Knowledge University
http://www.studentaffairsgiving.KnowU.edu

Foundations

Each year private and public foundations give away hundreds of thousands of dollars to worthy projects and programs. In the mid-1990s, leadership funding became a more widely accepted concept among foundations (Allen, 1996). However, funding of leadership programs since then has tapered off somewhat, meaning leadership educators have to work harder to get their programs funded.

Research Foundations

Some foundations want their dollars to fund specific leadership interests such as civic engagement, community action, educational outcomes, retention of at-risk groups, youth empowerment, and various social justice topics. An overview of a foundation is usually available on its Web site, as well as information in the type of leadership it promotes, samples of current grants, contact information, and the type of support the foundation offers: conferences and seminars, seed money, program development, research, or continuing support.

Search the Web

To learn what organizations a particular foundation has funded in the past, go to www.guidestar.org and register online at no cost. Then enter the name of the foundation into the search engine and pull up IRS form 990 (which is public information) from the past few years to see how much money the foundation gave to different groups. Some 990s will show the name of the grant recipient and the amount it was rewarded. Other listings include exactly what those dollars funded. If the research locates a foundation that has funded leadership programs in the past, chances are the same foundation will at least be interested in hearing about a leadership program.

Contact Past Grantees

It is acceptable also to contact past grantees to learn what programs were funded by the foundation. For example, if the University of Georgia received a grant from the American Honda Foundation, one might contact the university and speak with the executive director of the program that was funded. Explain what your program is seeking funding for and ask if the director would mind sharing any information that he or she thinks would be helpful in pursuing the American Honda Foundation.

Research the Foundation Center

The Foundation Center (www.foundationcenter.org) is a great first step in investigating potential funding sources. The center offers a directory of grant-making foundations and sources of philanthropic giving and provides education and training on the grant-seeking process. The Foundation Center has libraries and learning centers in New York, Atlanta, Cleveland, San Francisco, and Washington, D.C., that are open to the public free of charge. This information can also be accessed online (http://fconline.fdncenter.org), but this service is provided for a fee. It is not necessary for the student affairs office to purchase a subscription to the Foundation Directory. Rather, the development office or an office in the graduate school may have a grants officer who has access to searchable databases, such as the Philanthropy Chronicle (http://philanthropy.com), with requests for proposals or announcements of specific grants. Institutional development or advancement offices will usually let one subscribe or enter their database to search for possible grants. Another resource is Foundation Search (www.foundationsearch.com).

Develop a Relationship with the Foundation

The key to securing funding for any project is to develop a relationship with the foundation. Just as one initiates a relationship with an individual donor, so too should one approach foundations. Leadership educators will find that some foundations do not welcome phone calls or that they require requests to be submitted online. This can make relationship building difficult, but one should still try to connect with the foundations as much as possible within their parameters.

After identifying foundations that share one's vision for leadership, the relationship begins! It is never a good idea to send out a proposal without first picking up the phone and making contact with the foundation. Some foundations do not have Web sites or phone numbers listed, meaning they either have small staffs or they do not want to be bothered with phone calls. In these cases, you have no choice but to send a letter of inquiry or a proposal as your initial contact. But a proposal is only one piece of the process. Many foundations welcome preliminary calls or e-mails to see if your program fits their guidelines.

Each foundation has a board of directors that decides which programs to support. Boards are inundated every year with thousands of proposals, many of which meet the foundation's guidelines but simply cannot be funded because there are not enough available funds. So how do programs get funded? Once the foundation has received everything it requires, a program officer reviews the proposal, gathers as much information as possible (sometimes with a subsequent call to the applicant or a site visit), and presents the proposal to the board for approval. Your proposal is not just a few pages of narrative with budget numbers attached. Think of it as the foundation program officer's script to tell the board why the program or project is so important and why it merits funding. Therefore, it is in the program's best interest to develop a relationship with the program officer. Simply picking up the phone and calling or initiating a brief e-mail exchange can dramatically increase the chances of getting funded. Do not worry: the program officer is not going to interrogate the caller. He or she is only going to ask simple questions about the program to which the proposer should already know the answers. What need does the program fulfill? What is the time line? What percentage of funding is being sought from the foundation? What will the funds be used for? What is the population served? What is the plan for sustaining the program?

It is best to seek the closest contact possible when approaching a foundation. So, if a friend is acquainted with someone who sits on the board of a foundation, and the proposal can get into the hands of that board member, the chances of the proposal getting funded increase exponentially. A list of board members is typically found on the foundation's Web site as well as in the Foundation Directory or a comparable searchable database.

When seeking foundations that could have an interest in the program, look first for local foundations that have a commitment to your college or community, share similar goals or philosophies, and have given monies toward similar causes in the past. Family foundations of alumni or others committed to your college may even seek a long-term relationship. The effort necessary to put together a successful funding proposal is best spent on foundations that could reasonably offer something to your program and for which the program is a clear fit with its niche. For example, if the program is based on a social justice definition of leadership, a foundation that exhibits positional or trait-style leadership may not be the most appropriate funding source. Also, if a foundation has geographic limitations and funds programs only in a certain community or state, do not waste time appealing to them if one is outside those boundaries. It is true that some foundations have discretionary funding that could be used to fund programs that do not fit perfectly within their guidelines. However, unless there is a close relationship with a board member, the chances of securing any of that discretionary funding are slim. It is better to invest time and energy into relationships with foundations with whom the program is closely aligned.

Investigate Types of Foundations and Grants

Most foundations have several categories of grants programs. They may have a small grants program of $25,000–$40,000 that is at the discretion of a grants officer to allocate. Large grants programs (up to millions of dollars) are available for large research studies, often in multicampus sites. Foundations also have grant programs targeted for new innovations or initiatives. All proposals require detailed budgets. Most of the smaller grants will not pay any overhead to administer the grant. One's institution may have a set overhead rate it requires for larger grants. Each institution may have very specific policies on the approvals needed before one can submit a proposal to a foundation, so be in touch with the right office to determine the processes and approvals needed.

Regional or national foundations that have shown an interest in funding higher education leadership opportunities include the Lynde and Harry Bradley Foundation, William T. Grant Foundation, W. K. Kellogg Foundation, Lilly Endowment, MacArthur Foundation, Mott Foundation, Rockefeller Foundation, Spencer Foundation, the John Templeton Foundation, and the C. Charles Jackson Foundation. See Table 9.1 for an overview of these foundations, including possible leadership interests, sample recent grants, and contact information. Be certain to research each foundation to make certain your program falls within their guidelines.

Be sure to consider other foundations or corporations that may not seek to fund leadership programs specifically but still might be interested in yours. For example, foundations with target interests, such as encouraging diversity, youth development, or technology, may offer support if the

TABLE 9.1

An Overview of Select Foundations

Foundation	Leadership Interest	Sample Recent Grant
The Lynde and Harry Bradley Foundation, Inc. www.bradleyfdn.org	Supports initiatives that promote exercise of citizenship, individual responsibility, and strong moral character	Gave $2.9 million to Partners Advancing Values in Education (PAVE) for community development financial institution
William T. Grant Foundation www.wtgrantfoundation.org	Offers grants for research and activities that provide young people with the chance to meet their full potential	Provided $497,136 to the University of Virginia to support research on mentoring relationship and youth outcomes within their Young Women Leaders Program (YWLP)
C. Charles Jackson Foundation brucehjackson@gmail.com	Supports institutions of higher learning, pre- and postsecondary schools, and nonprofit organizations in their quest to develop human potential in the areas of leadership, character, life skills, resiliency, positive psychology, and related disciplines that promote human potential for both youth (K–College) and diverse adult populations	Provided $5,000 to Mansfield University of Pennsylvania Mountaineer Leadership Program for a noncredit leadership development certificate program
W. K. Kellogg Foundation www.wkkf.org	Partners with those committed to inclusion, impact, and innovation in solving public problems through dialogue, leadership development, collaboration, and new models of organizing	Gave University of New Mexico $70,000 to promote positive change in health, education, and economic security for vulnerable children and their families through development of the New Mexico Public Square as a key public media program by holding community dialogues across New Mexico
Lilly Endowment www.lillyendowment.org	Supports causes of community development, education, and religion; special emphasis placed on projects that benefit young people and promote leadership education	Awarded Morehouse College $2 million to focus on building, strengthening, and enhancing the efforts of the chapel and the college to interweave vocation—alongside ethics, leadership, and spirituality—into campuswide conversations

MacArthur Foundation www.macfound.org	Helps groups and individuals foster lasting improvement in the human condition; focuses on international issues and human and community development	Awarded nearly $700,000 to develop a leadership training program in Nigeria for reproductive health practitioners
Mott Foundation www.mott.org	Values developing leadership to build upon the needs and values of people and to inspire the aspirations and potential of others in the nonprofit sector	Provided $250,000 of support to Dartmouth College for emergency relief in Haiti by sending six teams of doctors and nurses, together with the necessary medical supplies, to work in its clinics and affiliated hospitals throughout Haiti
Rockefeller Foundation www.rockfound.org	Supports research and advocacy addressing the need for adequate financing for educational equity	Gave Columbia University $16,100 for use by its School of International and Public Affairs toward the costs of the 13th Dinkins Leadership and Public Policy Forum on the topic of urban economic growth in the Northeast region
Spencer Foundation www.spencer.org	Provides support to initiatives that will help to increase the quality of education; broad areas of support include the relationship between education and social opportunity and organized learning in higher education	Awarded Stanford University funding to conduct a pilot study aimed at understanding the interconnections between civic identity and civic participation among American youth; focused on marginalized populations of young people who feel that they may not have realistic prospects for full U.S. citizenship
John Templeton Foundation www.templeton.org	Support for research and program operations in the areas of science and religion, spirituality, health, and character education	Awarded the University of Pennsylvania more than $2 million to help establish the Positive Psychology Center to study the strengths and virtues that enable individuals and communities to thrive through leading meaningful and fulfilling lives

program addresses their goals or visions. Recent funding toward science, technology, engineering, and mathematics programs (STEM) has focused on such skills as team building with populations such as women and students of color in those disciplines. Grant proposals might target some of the STEM money toward leadership outcomes for select populations. Local businesses or corporations might also be interested in maintaining partnerships with the campus, even if leadership is not a significant consideration in their practices.

Seeking External Funding

Identifying foundations, donors, alumni, or other potential sources of funding is an important beginning; the next step is working with others in the department or campus to appropriately market the program to potential funding sources. Some campuses have institutional advancement offices or grants offices that will work with each step of the funding process; others may require one to consult with them only after having identified the potential sources. *One must check with the department and/or campus development office as one proceeds.* Some campuses have very specific protocols, including restrictions on who can make a contact with a potential donor or foundation. Coordinating with those offices is critical. The following sections of the chapter outline this process and are adapted from work by Allen (1996), Stern-LaRosa (1996), and Markin (2005).

Initial Contact

After reviewing the foundation or corporation's Web site for detailed information on the grant application process, make contact by phone to begin the relationship. Ask to speak with a program officer or administrator. If the foundation is small, one may even be able to speak with the executive director or the grants manager. Introduce yourself and explain briefly what the program is about and ask that person whether he or she thinks it would fit within the foundation's guidelines. If he or she replies that your program does fit within the guidelines, then submit a proposal. If he or she replies that it is not a good fit, then politely ask the person why, unless it is obvious. This takes boldness, but it could very well lead to a longer discussion about the details of the program and allow both parties to think creatively about how the program might fit their guidelines. For example, some foundations steer clear from funding any group or organization that is subsidized with state funds. If the program has a component that does not rely on state funding, one could present this component on the phone and ask whether the foundation would review a proposal for that component only.

Another reason an initial phone call is so important is that it may provide information one could never access on the foundation's Web site. For example, suppose one has discovered a foundation that does not have a deadline for submission of proposals and that holds three board meetings per year. It would be of great benefit to know the best time to submit the proposal. The senior program officer may say that since the foundation's grant monies have already been awarded for the next three months, it is best to submit a proposal in September; any request before September would receive a polite letter from the foundation informing the proposer that the current round of funding has already been distributed. The foundation may love the program and want to fund it but not have the necessary funding at the time. If the foundation allows only one submission per year, then unfortunately, the proposer has missed an opportunity to submit at the ideal time and must wait an entire year before reapplying.

Once it is established that the program does fit within the foundation's guidelines, one may be asked to submit a letter of inquiry with the details of the conversation or the full proposal. Ask when the proposal should be submitted, and keep accurate notes of these conversations for future reference.

Letter of Inquiry

If asked to send a letter of inquiry, begin by referencing the conversation in the first paragraph and make sure that the letter is brief, preferably one page, and contains user-friendly language with no jargon. Always include the amount of the funding request in the first paragraph and ask for permission to submit a full proposal. The letter should provide the reader with a snapshot of the program, including a brief description, what needs the funding will address, and why the program is important. Use present or future tense in the letter and be sure to include a sense of closure.

The Proposal

Remember that the proposal is the program officer's script to tell the board why the project needs funding. Therefore, make an effort to humanize the project and avoid writing solely in abstract terms. Keep the proposal simple and generic and refrain from using too many words. Bigger proposals do not necessarily receive big funding.

Foundation boards in general are risk averse. A board wants to know what the need is and how the program will help meet that need. They also want to know the long-term plan for sustaining the program after the foundation's funding has expired, because they want to make a lasting impact. Reach out to the foundation contact with any questions about the guidelines. Resist the temptation to submit a proposal on high glossy paper. This is a waste of money, and many foundations see this as such.

Some foundations require a specific proposal format, while others include a format for suggestion. It is a good idea to use the suggested format, since that is the way a foundation board is used to viewing proposals. However, if the proposer is uncomfortable using the suggested format, pay attention to every piece of information the board requires and be sure the proposal includes the same. Unless the foundation directs applicants otherwise, the following items should be included in the proposal package:

- *Cover letter*. Keep the cover letter to one page and always reference the conversation with the past contact in the first paragraph. Also include the funding request in the first paragraph. If the foundation has funded the program in the past and one is requesting another grant, be sure to include how the foundation's past support has helped the program. Explain briefly in the second paragraph what is in this proposal package. And unless directed, do not include DVDs or videos with the proposal. Rather, let the grant maker know these items are available if they would like to request them. Offer to answer any questions the grant maker has, and if the foundation is in close proximity, offer to meet with them personally. The letter should be signed by the person who will have fiduciary responsibility for managing the grant.
- *Executive summary.* The executive summary should be a one-page abstract that includes the funding request in the first paragraph and briefly states the need the program will address. Give a brief project synopsis and show what difference a grant from this foundation will make. The summary should accurately depict the program and explain why the program is a worthwhile investment. As foundation board members pore over hundreds of grant proposals, many will rely on the executive summary to tell them what they need to know. If they are interested in the program, they will read through the proposal for more details, so be sure the executive summary is clear, concise, and able to stand alone.
- *Statement of need*. The statement of need should include statistics, both local data and information from external sources, that best support the case for funding the program. It should be no more than two pages; it should also include no more than two paragraphs of quotes or real-life examples to humanize the program for the reader. If the foundation guidelines have a three- to four-page limit for your proposal, trim the

statement of need down considerably. However many pages are allowed, be sure that your proposal is balanced and there is not an exorbitant amount of space explaining the need and only a fraction of space showing how the program fulfills that need.

- *Project description.* The project description gives a detailed explanation of the nuts and bolts of the program. What is the goal of the project? Who will direct it and when? What are the objectives and how will they be measured? How will the project be evaluated? What is the anticipated impact of the project? How will the project be sustained? All of these questions must be addressed in a narrative that is no more than three pages. Keep in mind the difference between a goal and an objective. An objective can be measured.

Including a timeline to show the phases of the program can be very helpful in showing the grant maker how much has already been accomplished. If one is included, do not spend too much time on the past. When describing who will carry out the project, be sure to include full-time and part-time staff and their roles. If volunteers are going to participate, show how they were recruited and trained and specify how many. Also include their role in the project and how many hours they will volunteer. If consultants are to be employed for evaluation or other aspects of your project, show their effectiveness. If any outside group has agreed to collaborate on the project, include a letter of agreement from them in the proposal. This does not count as one of the three pages and should be placed at the end of the proposal.

Sustainability is important to grant makers because it not only shows that one is invested in the long-term success of the program; it also shows that other funders have committed their support. The last thing a foundation board wants to do is fund a program that operates for one or two years and then ends due to lack of funding.

While it is a good idea to request foundation support for a portion of the budget, there is nothing wrong with asking a foundation to support the entire budget if it is reasonably small, for example, $10,000. Some foundations do not mind being the sole funder of a program. However, they do care a great deal about sustainability. If there is no support for the future, one should mention seeking such funding and that one has proposals before other foundations (include names). This shows the grant maker that the program designers has given thought to the future and are not relying solely on the grant maker for the program's success.

- *Budget.* The program budget should be no more than one page and should include personnel, non-personnel, and overhead expense information. Give details on needed items, such as graduate assistant salaries, educational supplies, and equipment, but keep it simple. Round up or down to the nearest dollar, and if your project continues for two or three years, be sure to include figures for those years. Some foundations are averse to the word *overhead,* so do not use it. Instead, call it O.T.P.S., or "other than personnel services." These include honorariums, graduate student stipends, space rental, audio visual needs, awards and recognitions, printing, marketing and promotional materials, technology cost, space rentals, telephone, postage, consultants, and travel. The budget should also show any type of income received, such as grants or gifts, and what part of the program that funding will cover. Working closely with the department or campus development office regarding the program budget is essential, since they will have protocols on how the budget should be designed.

- *Organizational information.* If organizational information, such as the date of founding and mission, programs offered in the department, staff or board members, is to be included in the proposal, keep this to one page. This is where programs can toot their horn about their university's accomplishments. If there are too many to choose from, select those that are most closely aligned with the leadership program. One can always include brochures, annual reports, newspaper clippings, and photographs to give the grant maker a big-picture perspective. But since foundations do not return anything supplied, be sure the newspaper clippings, photographs, and other materials sent are not the only copies.
- *Conclusion.* This is the final appeal for funding. In no more than two paragraphs, reiterate the need and how the organization is best suited to fulfill that need. Be sure to emphasize partnership with the foundation. Be bold. If the grant maker makes three-year grants, ask for a three-year grant. It is fine to use a little emotion in this appeal, but be careful not to make promises the program cannot fulfill.

Recommendations from the C. Charles Jackson Foundation for writing a successful application and a proposal to the foundation appear as Exhibits 9.2 and 9.3 at the end of this chapter.

Follow-Up

Sending the proposal off for review can feel much like throwing a bottle into the ocean with a note in it. Will it actually get a response? This is the time to use that contact at the foundation and build upon that relationship one has already established. Unless one receives an e-mail or letter confirming receipt, call the foundation a few days afterward to see whether the materials were received and ask when they will be reviewed. Unless

EXHIBIT 9.2

Some Considerations for a Successful Application: A Word from the C. Charles Jackson Foundation

Dr. Bruce Jackson

The C. Charles Jackson Foundation believes that leadership is the heart of all progress. We focus on leadership, character, and life skills education from kindergarten through college. Understanding how a foundation sees the world is your first step toward receiving funding. Our advisory committee has a clear passion for the subject of leadership. We see it from the personal, interpersonal, organizational, and community perspective. We see it as a process of "emergence" and recognize that leadership can be learned and taught within and throughout our school systems. Knowing this about the C. Charles Jackson Foundation is key to getting the attention of the director and ultimately the decision-making committee. Following we provide a sampling of considerations from our perspective as a foundation that may help you in your quest for funding.

Consideration #1. Do Your Homework

Every foundation has its core passions. Some are very clear and others are rather vague. It is important that you know and understand these passions. Review their Web site and/or their literature. Highlight key words and ideas that stand out as the most important. Leadership education is rarely expressed directly as a core value, but often it is linked with a broader educational focus. A deeper look at many educational outcomes will reveal that the core skills and competencies required are similar to core leadership skills and competencies. Drawing these connections is your job. If you can identify the foundation's core values and link your application to it, your application will get the attention it deserves.

Consideration # 2. Avoid "Cut and Paste" Language

It is often clear to a foundation director and/or advisory board that the organization seeking funding is "stretching" the connections a bit. This often takes the form of exact language within the foundation's Web site or promotional literature. To the director and the board, this is often a weak attempt to draw a connection between the project proposal and the core interests of the foundation. When writing your proposal, seek to fully align with the core values and intentions of the foundation. Using ill-fitting logic does little for the reputation of the grant writer or the organization.

Consideration # 3. Seek an Informational Interview

If you are successful in getting an audience (in person or over the phone) with a foundation director or board member, make sure you are prepared. Make sure you have a clear list of questions you wish to have answered and let that person know how much time you are requesting. State that you will take no more than 15 minutes of his or her time, and stick with your commitment. In 15 minutes you will not only get your most important questions answered, but you will stand out among the other applicants. It is important to remember that grant giving is a relationship business. Developing these relationships over time is at the heart of your funding success.

Consideration # 4. Master the Criteria

By design, most foundations use a clear set of criteria to review all applications. Seeking to know these criteria is essential. Larger granting entities such as federal agencies will provide you with this up-front.

(*Continued*)

However, smaller foundations may keep this information closer to the cuff. Therefore, making a request for these criteria is important. When the CCJ Foundation reviews grant applications, we look for 10 things:

1. Is the grant consistent with the CCJ mission and vision?
2. Is the grant written with a clear focus and intent?
3. Is the grant written within the prescribed format?
4. Does the project have measurable results?
5. Is the project self-sustaining?
6. What is the potential impact of the project? In essence, how many people might be influenced through this project?
7. What is the perceived degree of need?
8. Is the project unique and/or can it solve a unique problem or issue?
9. Does is benefit the state of Minnesota? If not, does it seem to have a national scope?
10. Does the granting party have a clear list of at least 10 other organizations that they will share their results with upon the completion of the granting process?

Note that each of these questions receives a maximum of 10 points and each grant is given a final score up to 100 points. Understanding these rating criteria provides the grantee with all of the information they need in order to write an effective grant proposal. Again, try to avoid using exact words or concepts found within the foundation's literature. This usually backfires and suggests that you have not put ample time into the application process nor thought through how your project links conceptually with the foundation's core values.

Consideration #5. Stick with the Format

Some organizations find the "shotgun" or "blanket" approach to grant writing a useful strategy. However, it rarely works. Given the number of applications that are received every year, directors and board members look for ways to reject grants. This can often be done simply because of formatting issues. Simply stated, follow the format and directions without derivation. This says a lot to a foundation and shows that you are paying attention to protocol and process designed by the director and advisory board.

Consideration #6. Showcase the Win/Win Nature of the Grant

While the core focus of a foundation is to help you and your organization be successful, the foundation itself takes great pride in the proposals that it funds. In your application take special care to show how the investment of the foundation into the grant will not only support the project itself but also support the core values and intent of the foundation itself. The more you can show how your project(s) support the core mission, vision, and values of the foundation—as well as showing how the foundation will be recognized through the granting process—the more value you add to the foundation itself.

Consideration #7. Get Feedback and Build a Relationship

Whether your grant is accepted or rejected, you can learn from the process. If your grant was rejected, request a 5-minute debrief with one of the board members or director. Let him or her know that you are seeking to write the most effective grant proposal possible and that comments will help you be more successful in the future. If your grant was approved, find out why. Discover what you did exceptionally well. This information is just as vital for your long-term grant writing. While this request may not always be obliged, making it is certainly part of your long-term success.

Consideration #8. If at First You Don't Succeed Try, Try Again

Because of the sheer number of grants that most foundations receive, it is not likely that your grant will be approved the first time it is submitted. Often it takes multiple submissions in order to get the attention of the director and/or the committee. This is where building a relationship is a plus. While many foundations seek to avoid building relations out of pure necessity, those with passion and persistence can usually pierce the bubble and get some meaningful feedback, especially if they can connect with one of the board members. This is often done with creative networking and research. But be respectful. There is a fine line between being proactive and getting around the system. Making an honest request for a brief feedback session is one of your best bets to learn from your mistakes.

Consideration #9. Build a Matrix of Like-Minded Foundations: Have a System in Place

Writing grants is a numbers game through and through. The more grants you write, the better your odds. The nice thing about grant writing is that given your needs, most of your grant will be similar each time you submit it to another granting institution. Therefore, consider developing a list of top 10 or 20 foundations that are most likely to approve your grants. Such a system can easily be developed through a spreadsheet using criteria that will help you narrow down the grants that you wish to submit. As you organize your spreadsheet, consider the following criteria:

1. Does the foundation fund leadership development specifically? If not, does it fund education?
2. Does it fund programs in your geographic area?
3. What is the average size of grants it gives out?
4. Does the foundation take unsolicited grants? That is, can anyone apply without being invited to apply?
5. How large is the foundation? What are its total asset base, and how much money is given out each year?

With a ranking system in place, you can identify which foundations would be most favorable to apply to first, second, third, and so on.

Consideration #10. Leverage Your Relationship

In some cases, grantees develop significant long-term relationships with one or more foundation members. While this may not be the norm, it certainly is a desirable outcome. A long-term relationship with a foundation member might include such actions as a site visit, deeper conversations about your project(s), or involvement in the project itself. Do not be afraid to ask for coaching and insight as to other funding sources. If the relationship warrants it, ask your contact if he or she is familiar with other foundations that may be of assistance. Because foundation members often attend regional and national conferences such as the Association of Small Foundations, ask if he or she knows of other contacts that may be helpful for future grants. Perhaps he or she would even make this introduction for you.

Conclusion

Grant writing is both an art and a science. You not only need to understand how to draw a specific connection between your needs and a foundation's values, but you need to garner the interpersonal skills to develop solid relationships over time. Drawing clear connections between a foundation's value set and your grant, with a bias for forging relationships and gathering feedback are essential for building a long-term granting campaign.

EXHIBIT 9.3

Sample Grant Proposal

This sample grant proposal was submitted to the C. Charles Jackson Foundation and included three programs: Voices of Social Change Lecture Series; Alternative Breaks Curriculum Development Project, and M-PACT—Community Service Organization Leadership Retreat. The M-PACT Retreat was funded by the C. Charles Jackson Foundation.

University of Maryland Social Change Project	
CCJF Grant Request Form 2009	
Organization Name:	University of Maryland; Adele H. Stamp Student Union—Center for Campus Life; Leadership and Community Service-Learning
Contact Person:	Craig Slack, Assistant Director
Address:	0110 Stamp Student Union
	College Park, MD 20741
Telephone:	XXX XXX XXXX Fax: XXX XXX XXXX
Email:	XXXXXXXXX

Requested Abstract:

The Maryland Social Change Project grant would expand the leadership and community service-learning programmatic efforts related to social change. Specifically, the funds would support the development of:

M-PACT Retreat—UMD has approximately 50 student organizations dedicated to service-learning. These range from organizations focused on fund-raising or one-time efforts/experiences to long-term immersions into community involvement and advocacy. This conference would bring these divergent organizations together to explore issues of common interest and to build individual and group capacities to engage in powerful community service-learning. Topics may include "building powerful partnerships with community agencies," "developing intense reflection," "the meaning of social change and social activism," as well as training on organizational development, community needs, and some basics on how to make a student organization thrive.

1. Please identify the nature of your request.

This Maryland Social Change Project grant would support the expansion of our leadership and community service-learning programmatic efforts, particularly as they relate to social change and increasing the understanding of complex social issues in and around our communities. The Multi-Institutional Study of Leadership (MSL) found that the C with one of the lowest capacities was Citizenship—this project's aim is to increase students' capacity for social change. Specifically, the funds would support the development of a new initiative:

M-PACT Retreat

The M-PACT Retreat will be an annual one-day retreat for leaders of community service-focused student organizations. The objectives of the retreat are to:

- Raise leadership efficacy for community service-focused student organization leaders to help them better accomplish their goals.

- Provide a space for community service-focused student organizations to dialogue, network and share their successes and challenges.
- Create a format to build collaboration (reduce redundancy, increase impact, broaden base of student involvement).
- Foster deeper dialogue about the complexities of community involvement and encourage avenues for identifying how difference is being made and assessing the nature of their relationships with the community.
- Explore the possibilities of focusing a collective effort around a specific campaign or social issue.
- (Re)Ignite the passion for community activism that is often lost due to the burnout faced by student leaders.

2. Please identify how your project/research, etc. fits the mission, vision, and values of the C. Charles Jackson Foundation.

The power of this initiative lies in that it builds individual and group capacities and does so in the pursuit of individual, team, organizational and community objectives. The M-PACT Retreat seeks to build a community of students on campus committed to making change and helping them build the skills necessary to promote change within their organizations and in the community. Student leaders recently came together for a roundtable networking session and identified the need for more structured support to build their leadership capacity, to guide for how to structure meaningful service-learning relationships with the community, and to provide opportunities for collaboration among groups.

3. What is the key purpose of your project? What makes it unique?

The mission of Leadership and Community Service unit is "we promote positive social change through transformative learning and community engagement." The unique feature of this project is the focus on developing social change skills and capacities for our students, directly tied to our mission. Engagement with the community is central to this effort. These efforts can serve as a catalyst for creating a culture of collaboration on campus and have the potential for dissemination of information to other organizations.

4. Please disclose the amount of funds requested:

$13,910

5. Please describe how the proposed funds would be allocated and used? (Please include a complete budget {Excel spreadsheet preferred} and line item narrative {MS Word preferred} describing the use of funds.)

M-PACT Retreat (50 students)		
Item	**Cost Per Person**	**Cost**
Room Rental	$15	$ 750
Meals (lunch and dinner)	$35	$ 1750
Audio-Visual	-	$50
Leadership Toolkit (self-assessment tool and guide, print resources)	$25	$ 1250
Speaker Honorarium	-	$ 350
Travel (van rental to off-campus retreat location)	$7	$ 350
TOTAL		**$5000**

(*Continued*)

Room Rental—Total $750
$750 fee to cover cost of room rentals in on or off-campus facilities.
Meals—Total $1750
Cost of lunch and dinner for 50 participants in the program.
Audio-Visual—Total $50
Rental and use of Audio-Visual equipment for retreat functions.
Leadership Toolkit—Total $1250
Cost of purchasing a leadership self-assessment tool for 50 and print costs for on-site resources and other tools for students to use for additional engagement.
Speaker Honorarium—Total $350
Honorarium to offset speaker costs and travel expenses.
Travel—Total $350

We would use campus vehicles we already have reserved for another program, but may need to rent an additional vehicle for travel to off-site location and to pay for gas.

6. Are you requesting a direct gift or as part of a proposed matching campaign?

We are requesting a direct gift. We are hopeful that these funds will support the initial development of this program, which will then continue to serve our campus and communities.

7. Please describe how you plan to measure the impact/efficacy of your project. Please estimate the number of individuals directly and indirectly impacted by your project.

M-Pact Retreat

The impact of the project is threefold: directly impacting student leaders engaged in the retreat (50 students), indirectly impacting the student members of the service-focused organizations (over 500 students), and indirectly impacting the community members and local community agencies with whom the student organizations will work (at least 100 community agencies).

The impact of the retreat on the student leaders will be measured through pre- and post-assessment tools, using leadership and civic engagement scales to evaluate the effectiveness of the program in achieving the specific learning outcomes for the retreat. The learning outcomes to be evaluated are:

- Practice social responsibility and create effective change (Civic Engagement—doing)
- Apply knowledge of leadership, involvement, and community service-learning across contexts (Knowledge, Acquisition, Integration, and Application—doing)
- Develop self-efficacy in working with others (Interpersonal—being)
- Value humanitarian efforts by committing to cross-cultural communication, respecting social responsibility, and upholding social justice (Humanitarianism—being)
- Know how to navigate systems (Practical Competence—knowing)
- Program Planning (Practical Competence—doing)

8. Please identify the individual(s) who will be leading and reporting on this project.

Our Leadership and Community Service-Learning team will be working and reporting on these projects. The professional staff include:

Craig Slack—Assistant Director; Adele H. Stamp Student Union—Center for Campus Life
Administrative Director, Leadership Studies Minor, College of Education

Director, National Clearinghouse for Leadership Programs (NCLP)
Daniel Ostick—Coordinator for Leadership Curriculum Development and Academic Partnerships
Ramsey Jabaji—Coordinator for Co-Curricular Leadership Programs
Elizabeth Doerr—Coordinator for Community Service-Learning: Immersion Programs
Mei-Yen Hui—Coordinator for Community Service-Learning: Outreach, Programming, & Advocacy

9. Please describe how the C. Charles Jackson Foundation will be recognized.

On all print materials for the M-PACT Retreat the C. Charles Jackson Foundation logo would be included. In addition, the logo would also be included on the LCSL Web site. Any conference programs (and this Unit does a great deal of conference presentations) and reports on our student learning outcomes would also include recognition of the foundation.

10. Please provide all pertinent tax and/or 501(c) (3) information.

See attached documents.

11. Please provide your current annual report or certified financial statements.

See attached documents.

12. Please provide any other "critical" and "necessary" information that will help us better understand the nature of your request (please keep to a minimum).

All critical and necessary information is included.

13. Please identify (by name) a minimum of ten organizations that you will report your outcomes and learnings to upon the completion of your project. Provide a complete list.

National Clearinghouse for Leadership Programs (NCLP)—housed within our unit at UMD
ACPA: College Student Educators International
National Association of Student Personnel Administrators (NASPA)
International Leadership Association (ILA)
Maryland Campus Compact
University of Maryland College Student Personnel Program (extensive alumni network)
Association of Leadership Educators (ALE)
BreakAway—Alternative Break resource Web site
Leadership Educators Institute (LEI) – conference for college leadership educators
Association of College Unions International

the foundation is very large, the contact may also share how many other proposals were submitted to give an idea of the competition.

If there is no news for eight weeks after the proposal was received, place another call to the program officer and ask if any additional materials are needed. This is a good time to update the grant maker of any information. For example, suppose one submitted a proposal to Foundation A for $25,000 and a proposal to Foundation B for $10,000. While waiting for Foundation A to make a decision, one learns that Foundation B has granted the request and will be funding the program for $10,000. One should write a letter to

Foundation A, letting them know of this update. Or if Foundation B turned the proposal down, one should still write a letter and let Foundation A know this. Foundations like to be kept abreast of updates.

If turned down by a foundation, do not lose hope! Often times a "No" turns into a "Yes." How? By building on that relationship. Pick up the phone and call the contact to find out what one might do differently and how soon one may be able to apply again. Some foundations are not equipped to give information on each proposal that was rejected. However, if there is a relationship established with a program officer or executive director, he or she may provide a hint or two as to how to rewrite the proposal for the next deadline. Regardless of what is learned, send a letter to that person's attention immediately after the conversation thanking him or her for their consideration. Do not take the rejection personally. Many worthy proposals do not get funded the first time because there are not enough dollars. But if that worthy proposal keeps popping up, chances are greater that the foundation will take a closer look at the program again. Be persistent! Remember, foundations are in the business of giving away money. They want to invest in worthy programs and projects that are staffed with passionate and capable people. So show them what your staff can do!

Other considerations to think through when creating a funding proposal:

- What is the plan to recognize those who have helped fund this program? Think of ways to publicly recognize vital contributions. Possible ways include naming materials or programs after benefactors, giving formal awards, and including mention of contributions on promotional materials, reports, and research articles. It is important to note that money allocated by a funding source cannot be used to pay for types of donor recognition.
- When editing the presentation materials, be sure to incorporate suggestions from an outside office or functional area to ensure that the descriptions will be clear to those who are possibly unfamiliar with this specific office or institution.

Conclusion

Although searching for funding may seem frustrating or overwhelming, keep in mind that more funding can help to improve the quality of the leadership program. Be sure to reach out to colleagues in the department or across campus for aid in finding and proposing funding. With practice and guidance, one can gain valuable experience in building relationships with foundations and submitting proposals to access program support.

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