

Grant Writing 101

The Basics of Writing a Grant Submission

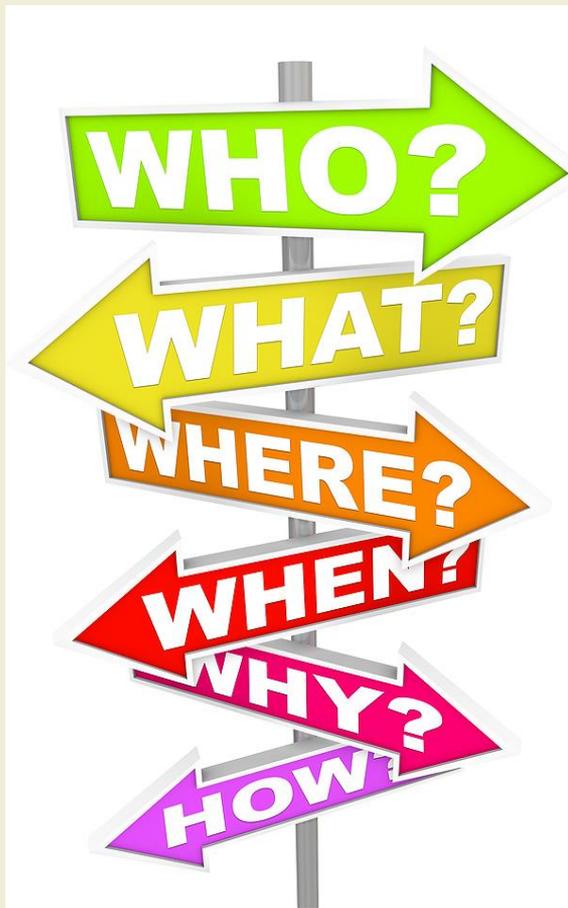


Goals of the Workshop

- What you will learn:
 - What grant makers are looking for in a grantee;
 - Various types of grant requests;
 - Anatomy of a letter of intent, full grant proposal and online submission;
 - Tips for writing each section of the grant.



FIVE Ws of GRANT WRITING



- A grant proposal explains **WHO** is asking for the funds, **WHAT** the funds will be used for, **WHERE** the program/project will take place, **WHEN** it will take place, **WHY** the funds are needed, and **HOW** the funds will be managed.
- Think like a journalist.

THE ULTIMATE GOAL IS TO GET FUNDING



■ Grant objectives are:

- To persuade the funder that the need or problem we will attempt to “fix” with the grant money is significant and worthy of funding;
- The program/project the funds will be used for is well planned and has a good chance of success; and
- The agency requesting the funds is capable of successfully managing the funds and completing the proposed project on schedule.

SO WHAT DO GRANT MAKERS LOOK FOR IN AN AGENCY?

- Evidence that you are capable of managing the grant (e.g., qualified staff, manage finances well, committed volunteers, seasoned program mgrs).
- Evidence that you are well-respected in the community.
- Agency longevity.
- Strong, involved Board.
- Sound fiscal management.
- Agency is passionate about the project.



SO WHAT DO GRANT MAKERS LOOK FOR IN A PROGRAM / PROJECT?

- The project or program purpose matches the funder's interests.
- The proposed program addresses a need.
- High impact on beneficiaries.
- Have a well-defined project.
- Realistic and measurable objectives and outcomes.
- That you have a realistic budget.
- Financial sustainability beyond the grant period.



TYPES OF GRANT REQUESTS

- Letters of intent
- Full Proposal
- Online Application
- Government Submission



LETTERS OF INTENT (LOI)

- Also called letters of inquiry or letters of introduction.
- 2-3 pages that introduces your agency and asks for a meeting (cold call grant writing) OR introduces a proposed project with hope to be asked to submit a full proposal.
- Typically takes the form of a regular letter but occasional funder supplies guidelines.



FULL PROPOSAL

- 5-10 pages that includes a description of your organization, need, project, objectives, outcomes, evaluation, etc.
- Often the funder supplies a list of questions to answer.
- Sometimes include a one-page cover sheet.
- Sometimes they provide forms to fill out.



ONLINE APPLICATION

- Electronic application found on the funder's website.
- Becoming very popular.
- Varies in length depending on number of questions asked.
- Can be very limiting with character/word counts.
- Usually requires uploading addendums (e.g. 501 C 3 letter, organizational budget, 990, audit, board list).



GOVERNMENT SUBMISSION

- Federal submissions typically through Grants.gov and NYS typically through Grants Gateway (32) or Consolidated Funding Application (12).
- Both are very tedious and often have repetitive questions.
- Must adhere strictly to directions.
- Usually requires uploading numerous addendums, board resolution, etc.



ANATOMY OF A FULL PROPOSAL

1. COVER LETTER

- Also called letter of transmittal.
- Always include one.
- Serves as an introduction to the proposal.
- Often used to screen applicants



ATTRIBUTES OF A GOOD COVER LETTER

- Brief and concise.
- Do not repeat the information that is in the proposal.
- Tells reader how well you understand the foundation and how your grant fulfills the funder's requirements.

Write it after you've completed the entire proposal and are in a reflective mood.



COVER LETTER TIPS

- One page with a maximum of four paragraphs.
- Use your organization's letterhead.
- Same date on cover letter and grant application.
- Address to name provided or foundation administrator.
- Your first paragraph:
 - Introduce your organization, project and include ask amount.
- Write one paragraph on your organization.
- Write 1-2 more paragraphs on the program or project:
 - Describe the project/program, ask, how it fits with the funder's mission or funding priorities and impact on target audience.
- End your letter with a final, summarizing paragraph.
 - Include contact person's name and contact information.
- Executive director or the board president signs.



2. APPLICATION FORM

- About 25% of full proposals require an application be completed.
- Standard questions: organization name, contact, phone, fax, email address, website address, social media, time period, operating budget, project budget, EIN number, etc.
- Sometimes grant is the form, but usually includes a list of narrative questions to answer as addendum.
- Do not leave anything blank.



3. ABSTRACT / SUMMARY

- Occasionally asked to provide an abstract or summary.
- It is a concise summary of the grant proposal and includes significant information from each section of the proposal.
- Because it functions as a stand-alone overview of the proposal, readers may also use it as a screening tool.



4. ORGANIZATIONAL DESCRIPTION

- Detailed description of your organization, including nonprofit status, year founded, mission statement, history, where you operate, who you serve, types of programs offered, unique attributes, awards earned, governance, financial health, etc.
- This section gives the reader a sense of “who is at the helm.”
- Goal is to prove competence.



Qualifications

■ Be sure to include a statement that proves competence

- E.g. Today, PARC is the premier agency in Putnam County, providing 25 programs and services to 650 people with developmental disabilities and their families. PARC has earned the respect and support of many business leaders and politicians and is affiliated with New York State Association for Retarded Children (NYSARC), NYS Office of Mental Retardation and Developmental Disabilities (OMRDD), Taconic Developmental Disabilities Office, Governor's Office for Small Cities, Putnam County School Districts, NYS VESID, and NYS Department of Social Services. In 2010, PARC was awarded the NYSARC, Inc.'s ARC Angel Award, its highest award for quality service to clients. In 2016, PARC received a Consolidated Funding Application grants from New York State.

5. NEEDS STATEMENT

- Describes the problem or need that will be addressed (or solved) through the use of the grant funds.
- Goal is to show that there is a significant need or problem that is worthy of immediate attention / solution.
- Need to use recent, compelling statistics to prove need.
- Ok to use self-generated stats (e.g. participant demographics).
- Cite references



WHERE TO FIND FACTS FOR YOUR NEEDS STATEMENT

- U.S. Census Bureau (American Fact Finder)
- National agencies (e.g. EPA)
- National organizations (Land Trust Alliance)
- State agencies (e.g. Dept of Parks, Recreation or Historic Preservation, DEC, Department of Education's School Report Card)
- County Departments (e.g. Planning, Health, Youth Bureau)



Mount Kisco, New York

2012-2016 American Community Survey, US Census Bureau

Age Cohort	Male	Female	Total	% of Total
Population	6,048	5,014	11,062	100.0%
Under 5	493	216	709	6.4%
5-9	288	253	541	4.9%
10-14	418	239	657	5.9%
15-19	509	418	927	8.4%
20-24	508	123	631	5.7%
25-29	541	396	937	8.5%
30-34	397	301	698	6.3%
35-39	508	220	728	6.6%
40-44	518	488	1,006	9.1%
45-49	418	433	851	7.7%
50-54	395	413	808	7.3%
55-59	298	421	719	6.5%
60-64	207	177	384	3.5%
65-69	144	233	377	3.4%
70-74	150	257	407	3.7%
75-79	56	143	199	1.8%
80-84	94	112	206	1.9%
85 and over	106	171	277	2.5%
under 18	1,521	966	2,487	22.5%
under 21	1,803	1,170	2,973	26.9%
65 and over	550	916	1,466	13.3%

Household Income	Households	% of Total
Less than \$25,000	656	16.4%
\$25,000-50,000	785	19.7%
\$50,000-75,000	740	18.5%
\$75,000-100,000	431	10.8%
\$100,000-150,000	634	15.9%
\$150,000-200,000	346	8.7%
Over \$200,000	399	10.0%

Poverty	Population	% of Total
Population for whom poverty is determined	11,006	100.0%
Population with income below poverty	1,336	12.1%
Between 100 and 200% of poverty	2,122	19.3%
Above 200% of poverty	7,548	68.6%

Educational Attainment of Pop. over 25	Population	% of Total
Population	7,597	100.0%
No high school diploma	1,600	21.1%
High school or GED	1,458	19.2%
Some college	1,724	22.7%
Bachelors degree	1,549	20.4%
Graduate or professional degree	1,266	16.7%
Bachelors degree or higher	2,815	37.1%

* Poverty status is not determined for the population in correctional facilities, nursing homes, mental hospitals, and college dormitories; or for children under age 15 not related by birth, marriage, or adoption to a reference person within a household.

Race and Hispanic Origin	Population	% of Total
Non-Hispanic	6,113	55.3%
White	5,311	48.0%
Black or African American	357	3.2%
American Indian/Native American	0	0.0%
Asian/Pacific Islander	340	3.1%
Some other race	7	0.1%
Two or more races	98	0.9%
Hispanic or Latino	4,949	44.7%

Households and Families	Population	% of Total
Total households	3,991	100.0%
Family households	1,946	48.8%
Male headed, no spouse	165	4.1%
Female headed, no spouse	507	12.7%
Average household size	2.8	N/A
Population in group quarters	75	0.7%

Senior Population	Population	% of Total
Total seniors (65+)	1,466	100.0%
Seniors in households	1,452	99.0%
Seniors in families	913	62.3%
Nonfamily (includes living alone)	539	36.8%
Seniors in group quarters	14	1.0%

Housing Units in Structure	Units	% of Total
Total housing units	4,178	100.0%
Single-family detached	1,112	26.6%
Single-family attached	569	13.6%
Units in two-family homes	398	9.5%
Multi-family units	2,099	50.2%

Housing Vacancy	Units	% of Total
Vacant housing units	187	4.5%
Occupied housing units	3,991	95.5%

Housing Tenure	Units	% of Total
Owner-occupied	2,192	54.9%
Renter-occupied	1,799	45.1%

Veteran Status	Population	% of Total
Veteran	303	3.5%
Non-veteran	8,272	96.5%

Source: 2012-2016 American Community Survey. The American Community Survey (ACS) is an ongoing statistical survey by the U.S. Census Bureau, sent to 3.5 million addresses per year. Data produced is based on a sample and is subject to a margin of error. Households include all persons living in a single-housekeeping unit regardless of relationship, while families include only those related by blood, marriage, or adoption.

These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2016 - 17 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff Information on our Information and Reporting Services webpage.
 Enrollment Data - Glossary of Terms | Business Rules

MT KISCO ELEMENTARY SCHOOL ENROLLMENT (2016 - 17)

K-12 Enrollment: 581

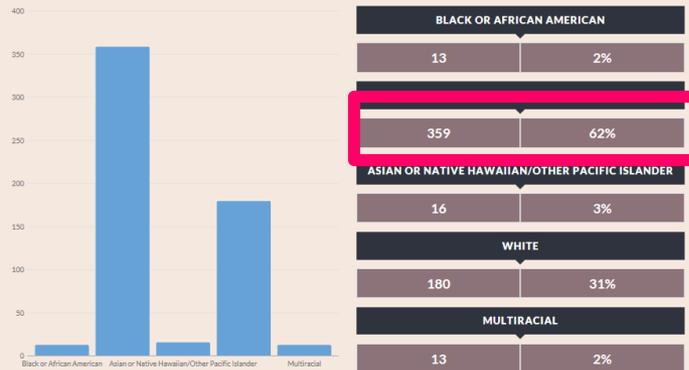
+ Filter this data

ENROLLMENT BY GENDER

MALE	
298	51%
FEMALE	
283	49%



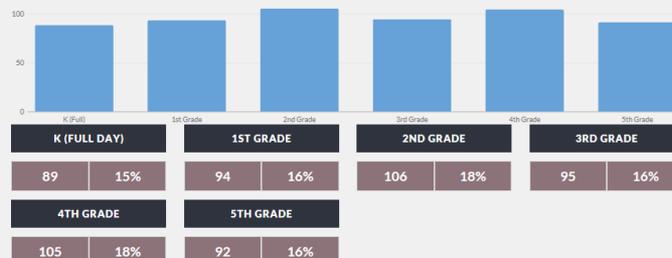
ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS		STUDENTS WITH DISABILITIES		ECONOMICALLY DISADVANTAGED	
198	34%	69	12%	342	59%

ENROLLMENT BY GRADE





https://data.nysed.gov/reportcard.php?year=2017&instid=800000035707



COUNTIES BOCES DISTRICTS **SCHOOLS** HIGHER EDUCATION DOWNLOADS Search by name

NEW YORK STATE / WESTCHESTER COUNTY / BEDFORD CSD / MT KISCO ELEMENTARY SCHOOL



MT KISCO ELEMENTARY SCHOOL - SCHOOL REPORT CARD DATA [2016 - 17]

The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.
Report Card Data - Glossary of Terms | Accountability Data - Glossary of Terms | Business Rules

MT KISCO ELEMENTARY SCHOOL DATA

2016-17 2015-16 Archive

STUDENT DATA

Enrollment Data

3-8 ELA Assessment Data

3-8 Math Assessment Data

SCHOOL DATA

School Report Card



MY COMPARISONS

You currently have nothing selected for comparison. Click the + icon below to add this school for comparison.

How do comparisons work?



QUICK COMPARISONS

COMPARE WITH LAST YEAR

COMPARE WITH BEDFORD CSD

COMPARE WITH WESTCHESTER COUNTY

What data would you like to see?

<input type="checkbox"/> Profile Data	<input type="checkbox"/> Assessment Data	<input type="checkbox"/> Accountability Data	<input type="checkbox"/>	<input type="button" value="Build"/>
<input type="checkbox"/> Enrollment <input type="checkbox"/> Average Class Size <input type="checkbox"/> Free and Reduced-Price Lunch <input type="checkbox"/> Attendance <input type="checkbox"/> Student Suspensions <input type="checkbox"/> Teacher Qualifications <input type="checkbox"/> Staff Counts	<input type="checkbox"/> Grades 3-8 English Language Arts <input type="checkbox"/> Grades 3-8 Mathematics <input type="checkbox"/> Grades 4 & 8 Science <input type="checkbox"/> Recently Arrived ELL Students <input type="checkbox"/> New York State English as a Second Language Achievement Test	<input type="checkbox"/> Elementary/Middle-Level English Language Arts <input type="checkbox"/> Elementary/Middle-Level Mathematics <input type="checkbox"/> Elementary/Middle-Level Science <input type="checkbox"/> Unweighted Combined PIs		<input type="button" value="Clear"/> <input type="button" value="CheckAll"/>

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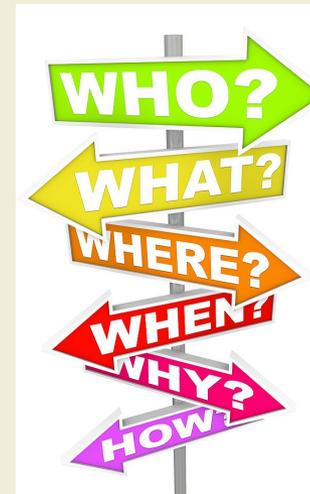
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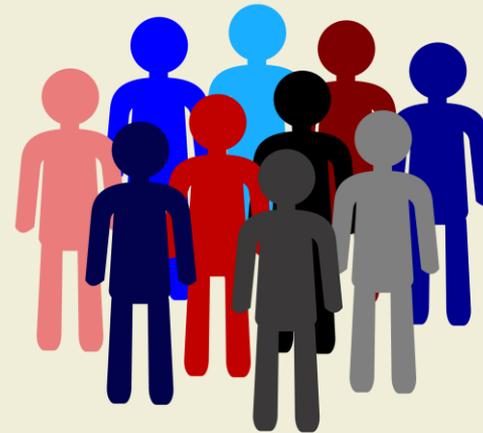
6. METHODOLOGY / PROJECT DESCRIPTION

- Explains how the project or plan will be implemented (what, where, when, how).
- Your goal is to not only describe the plan, but to also describe how the plan you advocate will successfully resolve the problem or address the need.



7. TARGET POPULATION

- Description of program participants
 - Sex, Age, Race, Income / poverty level
 - Geographic area they reside
 - Education (e.g. graduation rates, ELA/Math scores, Regents)
 - Clarifiers like % impacted by cancer, substance abuse, mental illness, disabilities, etc.



8. OBJECTIVES

■ Start with an overall goal statement, followed by a bulleted list of specific objectives.



■ Objectives must be specific actions.

■ They are the steps you will take in order to reach the outcomes you promise.

■ Always start objectives with “To _____.”

HOW TO WRITE A COMPELLING OBJECTIVE



Sample Objectives

- To collaborate with the John Jones Film Center in fall 2018 to implement the Touch Me With Music curriculum for Somers School District's 260 third grade school students who attend Primrose Elementary School.
- To provide approximately 16,000 free, nutritious meals to 2,000 hungry individuals in Westchester Monday to Friday year-round.
- To offer free workforce skills training to 180 unemployed/underemployed individuals to prepare them for home health aide positions within the healthcare industry, which includes in-home care, hospice care, private hospital care, assisted living and nursing home care
- To increase by 5% the amount of food donations by community organizations and businesses to accommodate the growing number of people served at CCNW's Food Pantry.
- To have 95% of the student body vow by December 31, 2018 to eat vegetables during lunch on two or more days per week as part of the School Healthy Lunch component of Lakeland School District's new comprehensive district-wide Nutrition One Plan.
- To orient and involve all administrators and trainers (22) from our Youth Program and Adult Job Preparation Program in an interdisciplinary Afterschool Tutoring Program for Teens, designing program components, content and evaluation methods, which interface with both programs for a 13-month period.
- To renovate Oakside Elementary School's computer lab by January, 2019 with 25 new computers that will be used by 615 2nd-4th graders.
- To provide 100 free business education workshops per year for approximately 1,600 participants so they can gain the information and skills they need to start a business, grow a business or become self-employed.
- To have a minimum of 50 Carrie E. Tompkins Elementary School 6th graders participate in the new Smart Weight Exercise Program, with an 85% weekly attendance rate.
- To increase student knowledge of basic construction skills (e.g. basic construction, carpentry, painting, electrician) and OSHA Construction safety techniques.
- To purchase and install ten Smart Board units in ten classrooms, which will be used daily by 25 teachers and over 1,500 students.
- To share up-to-date information about substance use disorders and bring continued awareness of the rampant use of opiates in our communities to at least 27,500 individuals through community forums, events, school presentations, etc.
- To provide a series of three anti-bullying seminars presented by Northern Westchester Hospital Center and the Bedford Central School District by June of 2012 that will be attended by a minimum of 350 community residents and students.
- To generate 1,000 toiletry items that will be distributed to a minimum of 200 homeless individuals as part of a Midnight Run delivery to take place in January, 2019.
- To produce a city-wide street fair for district families and youth that will attract 1,500 people to the ethnic celebration, and involve a minimum of 20 on-site entities, including social service agencies, arts & culture organizations, restaurants, galleries, and other vendors.
- To increase participant knowledge of basic sewing skills needed for successfully securing employment as a tailor, dressmaker, custom sewer, etc. or building their own product line/business.
- To create a user-friendly, one-stop website for county-wide information recycling, donating, reusing or disposing of the most common household items.
- To promote a college-bound culture, increase parental engagement, and empower a minimum of 100 first-generation Latino students by providing guidance and assistance throughout the college admissions process, whereby increasing college enrollment and success.
- To offer 32 free Noonday Concerts during the 2018-2019 season, providing community access to professional performances by celebrated artists representing a wide variety of musical genres including classical, jazz and Gospel.

9. STAFFING

- Include information that persuades the reader that the organization has staffing capable of undertaking and successfully completing the proposed project.
- Include bio information of those directing the program / project.



Staff bios

Fred Koontz, Ph.D., Executive Director

Joining Teatown in June 2005, Dr. Fred Koontz brought a wide range of experience working with wildlife and environmental education, including 21 years in the nature conservation and environmental protection fields. Fred received his Ph.D. in Zoology in 1984 from the University of Maryland. While in graduate school, he worked at the Smithsonian Institution's National Zoological Park, specializing in animal communication and the social behavior of mammals. Fred's vast experiences include a 15-year career at the Wildlife Conservation Society, where he was a former Curator of Mammalogy at the Bronx Zoo. He was also the founder and first director of the Society's Science Resource Center, which was created to train conservation professionals to incorporate cutting-edge methodologies and technologies into their work. As Program Director and Executive Vice President at the Wildlife Trust, he founded the New York Bioscape Initiative, a program that takes a multidisciplinary approach to studying biodiversity and health in the tri-state metropolitan region. A highly regarded leader in the field of nature conservation, environmental protection and education, Fred has spoken extensively on both animal behavior and wildlife conservation, including television and radio programs. He has authored more than 50 articles and has held adjunct positions at three universities. He has served on committees for the New York Department of Environmental Conservation's Hudson River Estuary Program, American Zoos and Aquariums Association and other organizations.



10. TIMELINE

- Identifies when each segment of the proposed program will begin and end. You can use narrative, table, a list, calendar format, etc.

e.g.

TIMELINE: A Town of Yorktown special use permit and Westchester County septic installation approval have been obtained. We expect to receive our building permit by November 2017. The septic work will be completed in spring 2018. Renovation will take place from March-August 2018. The Center is expected to be open for use by fall 2018.



11. OUTCOMES

- Describes how your target audience (program participants, beneficiaries) will benefit from the program / project.
- Can have an overall outcome statement, followed by a list of bulleted outcomes.
- Outcomes must be clear, focused, detailed, and measurable.
- Outcomes relate to objectives – If you do the 5 or 6 objectives, you have a likelihood of achieving the stated 5 or 6 outcomes.



HOW TO WRITE A QUANTIFIABLE OUTCOME



Sample Outcomes

- 2,000 hungry individuals will receive a total of 16,000 meals and 5,000 take-home packages.
- 90% of S.C.O.R.E. participants are determined to be Kindergarten-ready, as evidenced by progress on their Individualized Education Plans (IEP), and approved by the School District's Committees on Pre-School Special Education.
- 90% of participants score in the 3rd or 4th level on their New York State 8th grade Math and English exams, administered in January and May 2019.
- 90% of workshop participants report increased knowledge and supported needed to start or expand a business and Westchester's economy will gain at least 250 new businesses and 250 new jobs.
- 15 out of 30 participants who obtain counseling experience fewer episodes of depression and isolation, as evidenced by participant self-reports.
- 575 individuals and families will be aware of opioid treatment options and available resources and 30 individuals will enter inpatient or outpatient treatment who might not have done so without New Day's support.
- A case manager from LUW's Outreach Team will provide referrals and disseminate information about job openings and public assistance programs (Medicaid, emergency heating assistance (HEAP), SSI for seniors, housing, food stamps etc.) to a minimum of 400 individuals.
- During 2019, there will be a 30% increase in the number of attendees who attend the three week LOVE THY NEIGHBOR anti-bullying program, for a total of 100 attendees, with approximately 40 being schoolchildren.
- At least 100 tons of waste will be saved from landfills and either recycled, donated or reused (2-3 tons per municipality per year).
- 25 of 25 teen mothers in the MOM POWER TEEN PROGRAM will graduate with their Regent's Diploma and 100% have learned the types of contraceptive choices available to avoid future pregnancy.
- Of the 180 students who enroll in one of our 10 home health aide training classes, at least 144 will become certified as home health aides and 100% will be offered a position with Neighbors Home Care Services.
- 90% of adult ed participants learn new computer skills, as indicated by satisfactory completion of the COMPUTER SMART program, with a passing grade on the final skill proficiency exam, administered in June, 2019.
- Of the 28 participants who complete the Sewing & Design Workforce Skills Program, 100% obtain sewing and tailoring skills, 50% begin a home sewing business and 50% secured positions as a seamstress or tailor.
- 98% of the 40 program participants increase their knowledge of techniques and technology (e.g. oxygen meters, pH testing) that scientists use to study today's pressing conservation issues and 95% increase their knowledge of scientific research (e.g. observation, measurement, experiments, hypothesis formation) as proven by participant survey.
- More than 2,900 individuals, including preschoolers, children with autism, developmentally disabled adults, children with learning disabilities, and senior citizens will quality music therapy experiences that improves the quality of their life and their chances for better health.
- 80% of seniors graduate high school on time and 40% have post-secondary education or job opportunities offered to them.
- 80% will demonstrate a higher level of frustration tolerance, an increase in self-control, and an increase in attention as a result of having easy access to sensory equipment.
- 100% of the 35 OSHA students will have increased knowledge of safety rules and regulations, including workplace hazards and their rights and will receive the OSHA card issued by the Occupational Safety and Health Administration.
- Substance use disorders will be discussed in the community more openly, which will reduce the stigma of addiction, give affected families a greater sense of hope, and help stop the spread of outdated, inaccurate information.

12. EVALUATION PLAN

- Describes your plan for evaluating your anticipated outcomes.
- Include who will evaluate and timing.
- Some funders require the use of an outside evaluator.



TYPES OF EVALUATION TECHNIQUES

- **Quantitative program content analysis** (e.g., # of participants, sessions, pounds distributed)
- **Survey research** (e.g. written, in-person, pre- and post-testing)
- **In-depth personal interview**
- **Staff observational research** (e.g. increased English proficiency, interest in learning, career / college aspirations, art appreciation, self-esteem)
- **Focus group** (group interview)
- **Secondary sources** of information (e.g. report card grades, state test scores, IEP results, police statistics)



13. BUDGET

- Explains how the money will be spent and justifies the need for the proposed ask amount.
- Typically includes income and expenses.
- Sometimes funder supplies a line-item budget form to complete.
- Some require budget narrative that provides a written justification for the line-item budget.



Income	
Proposed ACME	\$5,000
Contributions (e.g. area religious institutions, Scouts, farms, grocery stores, businesses, and individuals)	70,000
Foundations (Westchester Community Foundation - \$15,000, Crane Fund - \$6,250, Episcopal Charities - \$6,500, Hudson Gateway Realtor Foundation - \$500, Jack DeVito Foundation - \$1,500, anonymous - \$2,000, Webster Bank - \$2,500, and Rose Foundation - \$5,000)	39,250
Special events	80,000
Individuals	10,874
Total income	\$205,124
Expenses	
Executive Director (.15FTE) and other staff (Admin Asst)	\$22,350
Food Pantry Coordinator	27,500
Benefits @ 20%	9,970
Food purchases	105,000
Program supplies	1,618
Space rent	4,700
Utilities	1,836
Volunteer expenses	850
Telephone & Internet	1,428
Equipment rental & maintenance	1,054
Computer software & hardware	408
Marketing, PR & Website	3,000
Printing	2,995
Postage	272
Office supplies	300
Insurance	3,196
Sub total	\$186,477
Admin (overhead, accounting, fees, staff development, travel, bank fees) @ 10%	18,647
Total Expenses	\$205,124



Detailed Project Budget

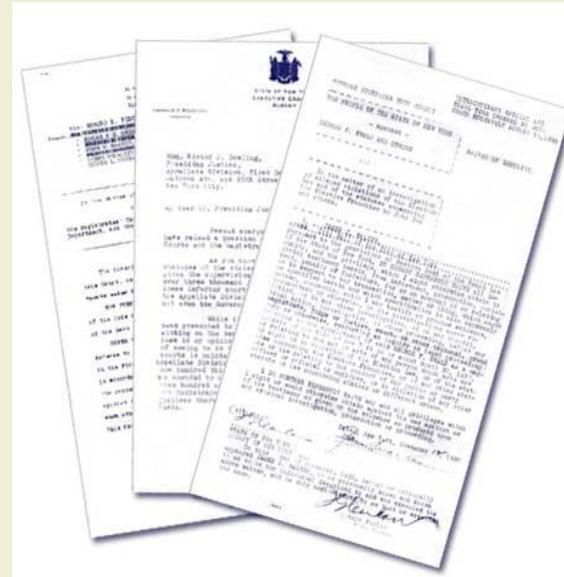
Please provide a detailed description of how you intend to use the funding provided by the Citigroup Foundation and how this compares with the overall funding for this program. Please note that you need to show the expense breakdown for Citigroup funding ONLY, even though other funders may finance this project. If you require additional lines, please select "Insert-Row" from the menu bar.

Detailed description of how <u>Citigroup</u> funding and <u>total</u> program funding			
	<u>Description</u>	<u>Citigroup Foundation</u> <u>Breakdown</u>	<u>Total Program Funding</u>
Expenses:			
Salaries	Executive Director @ .15FTE - \$9,000; Arts-in-Ed Coordinator - \$40/hr x 4hrs/wk x 52 wks - \$8,320; Manager, Marketing, Sales & Audience Dev. - \$40/hr x 4hrs/wk x 52 wks - \$8,320; Gen. Manager - \$35 hr x 2 hrs/wk x 52 wks - \$3,640; Bookkeeper - \$35/hr x 4 hrs/wk x 52 wks - \$7,280; Fringe Ben. @ 18% of \$36,560 salaries - \$6,580	\$ 2,500.00	\$ 43,140.00
Rent			\$ 1,250.00
Program Materials	Study guides for schools, performance props, costumes		\$ 2,000.00
Other 1 (explain)	Internships, consultants - The Mighty Theater fee for educational and community service programs (artists fees)	\$ 5,000.00	\$ 15,000.00
Other 2 (explain)	Conferences, meetings		\$ 500.00
Other 3 (explain)	Printing, publications - printing of promotional materials (e.g. program brochure, recruitment flyers, etc.		\$ 3,000.00
Other 4 (explain)	Telephone		\$ 600.00
Other 5 (explain)	Equipment purchase		\$ 1,000.00
Other 6 (explain)	Food		\$ 300.00
Other 7 (explain)	Production - Technical and production costs related to performances and workshops		\$ 4,600.00
Expenses (Citigroup total) <small>The column on the left should match the amount requested from the Citigroup Foundation. The column on the right should match your total project budget amount.</small>		\$ 7,500.00	\$ 71,390.00

If other funders will finance this project, please provide their information below			
<u>Funder</u>		<u>Amount Requested</u>	<u>Amount Secured</u>
Funder 1	Proposed Citigroup	\$ 7,500.00	
Funder 1	Kraft Cares Westchester	\$ 30,000.00	
Funder 2	Gannett Foundation	\$ 10,000.00	
Funder 3	Ronald McDonald House Char.	\$ 10,000.00	
Funder 4	Earned income		\$ 10,000.00
Funder 5	Misc. donations		\$ 3,890.00
Total Project Funding		\$ 57,500.00	\$ 13,890.00
Total Project Expenses			\$ 71,390.00

14. ADDENDUMS

- Required documents:
 - 501 C 3 letter
 - Board list
 - Organization and project budgets
 - 990 and audit
 - Other supporters/funders
 - Incorporation papers
 - Staff bios or resumes
 - Support letters
 - Annual report
 - Recent press
 - Board resolution
 - Strategic plan
 - Map of area



ANATOMY OF LETTER OF INTENT (3-5 pgs)

- Introduction paragraph with ask amount
- Organizational description
- Needs statement
- Target population
- Project description and staffing
- Objectives
- Anticipated outcomes and evaluation
- Budget and other funding sources
- Closing with contact information



ANATOMY OF AN ONLINE APPLICATION

- Most times the questions follow the full proposal outline.
- Most times have character counts so need to write more concisely.
- Almost always ask for addendums.
- If don't ask sufficient questions, be sure to attach narrative addendum if can.

