Introduction to Grant Seeking with

Presented by
Northern New Mexico College

A product of Schoolhouse Partners, LLC
Agenda

• Overview of Grantmaking Organizations
• Tour of GrantSelect
• Tips for using and getting the most out of GrantSelect
• Some Samples
• Q&A from Participants
For the purpose of this workshop, we will concentrate on researching funding sources.
GrantSelect Background

• Comprehensive database of funding programs
• Online since 1990
• Over 20,000 current funding opportunities
  – Foundations (community, corporate & private)
  – Corporations
  – Private Family Trusts
  – Government Agencies (federal & local)
  – Associations
  – Universities
What is a foundation?

A foundation is a nonprofit organization that supports charitable activities in order to serve the common good.

GrantSelect often uses the term "sponsor" when referring to our listings of grants and their corresponding grantmaking organizations. The term is a broader label that also includes corporate giving programs, which also give grants, but are not technically "foundations."
Types of Foundations

- **Independent Foundations**
  - Most common type of private foundation
  - Generally founded by an individual, a family or a group of individuals
  - May be operated by the donor or members of the donor’s family—a type often referred to as a family foundation—or by an independent board.
Types of Foundations

• Corporate Foundations
  – Created and funded by companies as separate legal entities, operated by a board of directors that is usually comprised of company officials
  – Corporations may establish private foundations with endowments, make periodic contributions from profits, or combine both methods to provide a foundation’s resources.
Types of Foundations

• Corporate Giving Programs
  – Some companies operate in-house corporate giving programs, which unlike corporate foundations are under the full control of the company and are not required by law to follow the same IRS regulations. Many corporations maintain both a foundation and a corporate giving program.
Types of Foundations

• Community/Public Foundations
  – Publicly supported foundations operated by, and for the benefit of, a specific community or geographic region
  – Receive their funds from a variety of individual donors, and provide a vehicle for donors to establish endowed funds without incurring the costs of starting a foundation
  – Administered by a governing body or distribution committee representative of community interests.
Types of Foundations

• Operating Foundations
  – Does not generally make grants
  – Majority of an operating foundation’s funds are expended to operate its own charitable programs
  – Not many listings in GrantSelect because not many grants offered
Grantmaking Limitations

• Some foundations have broad discretion regarding the charitable causes to which their grants can be directed
• Others are sharply limited—often legally—by the mandate of the foundation donor
• Some foundations are restricted to making grants only to specific causes; others must restrict their grantmaking to a specific geographic area.
How Foundations are Regulated

• Foundations are governed by stricter regulations than public charities, which generally raise money from the public to operate institutions or programs.

• Both foundations and public charities might use the term "foundation" in their titles, but very different laws apply to each.
How Foundations are Regulated

• The IRS requires that independent and corporate foundations:
  – Annually pay out at least 5 percent of the value of their investment assets.
  – Pay an excise tax of 1 or 2 percent on their earnings.
  – Give money only to other 501(c)(3) organizations, with a few rare exceptions.

• Nearly all community/public foundations are considered public charities by the IRS. As such, they are not subject to the same regulatory provisions as independent and corporate foundations.
Uses for Grant Money

• General Purpose or Operating Support

When a sponsor gives your organization an operating grant, you can use it to support the general expenses of operating your organization, from a specific program to the heating bill. An operating grant means the funder supports your organization’s overall mission and trusts you to make good use of the money.
Uses for Grant Money

• Program or Project Support Grants
  – Given to support a specific, connected set of activities, with a beginning and an end, explicit objectives and a predetermined cost
  – Generally a restricted grant and must be used for that project
Types of Project Grants

- Planning Grants
- Seed Money or Start-up Grants
- Management or Technical Assistance Grants
- Facilities and Equipment Grants
- Endowment Grants
Identifying Potential Funders

• At the library
  – Click on GrantSelect at the Northern New Mexico library database website:
    http://nnmc.edu/home/academics/library/library-databases/
  – Or go to www.grantselect.com/access

• From home or office
  – Go to Northern New Mexico library’s website:
    http://nnmc.edu/home/academics/library/library-databases/
  – Sign in and Click on GrantSelect
SAMPLES

• A GRANTSELECT QUICK SEARCH
• SOME SEARCH RESULTS
• PROSPECT INFORMATION
• A PROSPECTUS
• A CONTACT FORM LETTER
• A PROSPECT DATA TABLE
Quick Search

Enter one or more keywords: 

Limit by Geographic location (United States):

- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York

Limit by Subject heading(s):

- Human Reproduction/Fertility
- Human Resources
- Human Services
- Human Subjects Policy
- Humanitarianism

Hispanics
Hispanic Studies
Humanities
Humanities Education
<table>
<thead>
<tr>
<th><strong>Grant Title</strong></th>
<th><strong>Sponsor</strong></th>
<th><strong>Deadlines</strong></th>
<th><strong>Amount</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Foundation of Riverside and San Bernardino County Coachella Valley Youth Grants</strong></td>
<td>Community Foundation of Riverside and San Bernardino County</td>
<td>Feb 22</td>
<td>(not specified)</td>
</tr>
<tr>
<td>The Coachella Valley Youth Grantmakers Fund was established in 2014 by The Community Foundation. High school students ages 15-18, called Youth Grantmakers, address issues important to them by participating in ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OSF Law and Health Initiative Grants</strong></td>
<td>Open Society Foundations</td>
<td></td>
<td>(not specified)</td>
</tr>
<tr>
<td>The Open Society Public Health Program supports marginalized populations to fight discrimination and protect their fundamental rights. The program aims to build societies committed to inclusion, human rights, and justice, ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OSF Education Activist Networking Group Grants</strong></td>
<td>Open Society Foundations</td>
<td>Apr 30</td>
<td>(not specified)</td>
</tr>
<tr>
<td>The Open Society Education Support Program is seeking individuals with deep local knowledge and a practical understanding of community organizing in social media–networked environments to join an Education Activist Networking ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OSF Documentary Photography Project Grants</strong></td>
<td>Open Society Foundations</td>
<td></td>
<td>(not specified)</td>
</tr>
<tr>
<td>The Documentary Photography Project seeks to advance socially engaged photography and its potential to drive change. The OSF values ambitious work that reflects an ongoing commitment to depth and nuance, ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OSF Youth Fellowships</strong></td>
<td>Open Society Foundations</td>
<td>Nov 1</td>
<td>(not specified)</td>
</tr>
<tr>
<td>Launched in 2015, the Open Society Youth Fellowship supports young activists and organizers as thought leaders and allies in crafting solutions and new youth-focused approaches to open society challenges. The ...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OSF Presidential Fellowships</strong></td>
<td>Open Society Foundations</td>
<td>Nov 1</td>
<td>(not specified)</td>
</tr>
<tr>
<td>The Open Society Presidential Fellowship is awarded yearly to recent JD, LLM, MPA, MPP, and MBA graduates from accredited law, public policy, and business schools. Based in New York City, ...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROSPECT INFORMATION

Grant Details

Community Foundation of Riverside and San Bernardino County Coachella Valley Youth Grants

Sponsor Info
Community Foundation of Riverside and San Bernardino County
3700 Sixth Street, Suite 200
Riverside, CA 92501
United States
Website: http://www.thecommunityfoundation.net/
Type: Foundation

Grant Info
Community Foundation of Riverside and San Bernardino County Coachella Valley Youth Grants

Program URL: http://www.thecommunityfoundation.net/grants/grants/grant-schedule/13-grants/322-coachella-valley-youth-grantmakers-fund

Amount: (not specified)

Description:
The Coachella Valley Youth Grantmakers Fund was established in 2014 by The Community Foundation. High schools students ages 15-18, called Youth Grantmakers, address issues important to them by participating in grantmaking, a formal practice of philanthropy. The Coachella Valley Youth Grantmakers survey their peers, conduct nonprofit site visits, review grant proposals, and make grant recommendations based on local youth needs. Grant proposals will be accepted that address issues important to youth. Program interest areas are broad based and may include areas of academic preparation, cultural inclusion, awareness and prevention, as well as indirect and direct services that will help youth develop positive assets for strong social, mental and academic growth. Approximately six awards are given each year. The annual deadline is February 22.

Requirements:
Students ages 15 to 18 are eligible to apply to the Youth Grantmakers through their high school administrative or counseling offices. Nonprofit, public benefit corporations with evidence of tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and not classified as a private foundation are eligible, as well as educational institutions. These nonprofit agencies should serve youth residing in the Coachella Valley area.

Geographic Focus:
All States

Restrictions:
(not specified)

Samples:
(not specified)

Contact Info
Calla Cuojedmat, Executive Vice President of Grant Programs
3700 Sixth Street, Suite 200
Riverside, CA 92501
Tel: (951) 241-7777
Fax: (951) 684-1211
Email: ccuojedmat@thecommunityfoundation.net
PROJECT ALIGN
Achieving College Readiness for Chicago Public School Students

Education should not end with high school graduation. Ultimately, we’d like to see all our students prepared for and enrolling in college...

Ame Duncan, CEO, Chicago Public Schools

Overview
Project ALIGN is a P-16 partnership with the primary goal of improving the readiness of students from the Chicago Public Schools—many of whom are minority and economically disadvantaged—to succeed in college. Spearheaded by the City Colleges of Chicago and initially supported by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), the project involves direct collaboration with the Chicago Public Schools and five Illinois universities: Illinois State University, Loyola University of Chicago, Roosevelt University, Northeastern Illinois University, and the University of Illinois at Chicago. The project is an outcomes-based instructional improvement project—based on research which indicates that if expected student learning outcomes are clear and aligned across educational levels; and if timely and continuous feedback is provided to students and teachers, then academic achievement will improve and high school students will be better prepared for the transition to college.

The Problem
The cover story in Catalyst Chicago, (College Dreams Get Reality Check, September 2005) describes how a recent Chicago Public School graduate enrolled at one of the City Colleges of Chicago and found himself placed into four remedial courses: one in reading, two in writing, and another in math. Rather than working toward his college degree, he found himself repeating the material he should have mastered in high school. This story is not atypical. Over 95% of all Chicago Public School graduates who enroll in the City Colleges of Chicago fail the math placement exam and must take remedial math, and over 70% must take remedial courses in English and reading. To make matters worse, about one third of students at the City Colleges fail their remedial courses. These students are much less likely to graduate; indeed, only about one in ten of the students who start at the lowest level of remediation in math are able to transition into college-level math courses.

What We Have Achieved
Project ALIGN has established permanent discipline councils in mathematics and English comprised of CPS high school teachers and faculty from the seven City Colleges and five partner universities. These discipline councils have worked hard over several years to gain consensus on what students need to know at each level of the P-16 continuum. Significantly, sets of student learning outcomes have been created and agreed upon for each of these two disciplines. These student learning outcomes (SLO’s) are the essentials that students will need to know to transition to college—not just one of the City Colleges, but any college.

For the first year courses in each of the two disciplines, Project ALIGN has created both diagnostic (i.e. beginning) and end-of-year assessments that measure student progress toward achieving the outcomes. Additionally, the project has created a series of unit assessments to be used at 10-week intervals, thus enabling teachers to provide more regular and frequent feedback to students as part of their instruction. This feedback will directly communicate to students how well they are learning...
the specific higher order thinking skills that will prepare them for college-level work in that discipline.

**Our Urgent Needs**
Now, Project ALIGN is ready to begin the implementation phase of the project. Eventually, the project aims to improve instruction in each of the core disciplines at all 105 Chicago high schools, as well as the remedial offerings of the City Colleges of Chicago. As the first step, the student learning outcomes for math and English will be implemented in first year courses at seven Chicago high schools and in the remedial courses at the seven City Colleges of Chicago (in other words, in those courses that repeat high school-level work).

Both CPS high school teachers and CCC remedial instructors need to be trained on how to implement the student learning outcomes. This process will include training in how to adapt course curricula to ensure that they cover adequately the essential course content (the student learning outcomes); how to use and interpret continuous assessments of student learning both to monitor student progress and to inform teaching; and how to improve teaching strategies in order to elicit the higher-order thinking that will be required of students expecting to master the content. Thereafter, the challenge will be to extend the work in math and English to courses beyond the first year of high school, to scale the teacher training and SLO implementation to additional Chicago high schools, and to begin this process again by identifying the essential student learning outcomes in new disciplines, beginning with biology and chemistry.

**Our Request (for Winter and Summer, 2005)**
A total of $275,000 is urgently needed to allow this important work to proceed. This amount includes the basic salary and benefits for the English and Math working teams, meeting expenses, training expenses, and planning expenses for the biology and chemistry teams so that the project can:

- Train teachers at seven Chicago high schools to implement fully the SLO’s in first year high school math and English/reading curriculum, including the full set of embedded assessments in addition to the diagnostic and end-of-year assessments
- Implement the diagnostic and end-of-year assessments at 15 Chicago high schools (to be used for baseline data and as control group)
- Train instructors of all remedial math and English/reading courses at the seven City Colleges
- Write and refine assessments for additional high school courses in math
- Plan for 2006 scale-up to 15 additional Chicago high schools; plan for implementation of second year curriculum at original seven Chicago high schools
- Create new discipline teams to define student learning outcomes for college readiness in biology and chemistry - map student learning outcomes to Illinois standards and appropriate high school and remedial college curricula, begin writing diagnostic, end-of-year, and embedded assessments and plan for implementation at seven Chicago high schools.

For more information contact:

Dr. Jim [Name]
City Colleges of Chicago - 312-553-3264 [Name]@ccc.edu
<table>
<thead>
<tr>
<th>Foundation Name</th>
<th>Address</th>
<th>Contact Person</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chauncy and Marion Deering McCormick Foundation</td>
<td>412 N Michigan Ave - Suite 590 Chicago, Illinois 60611-4220</td>
<td>Mr. Charles E. Schroeder, President</td>
<td>Mr. Schroeder</td>
</tr>
<tr>
<td>Harris Bank Foundation</td>
<td>111 W Monroe - Suite 18 Chicago, Illinois 60603-4022</td>
<td>Ms. Donna Streibich, Secretary-Treasurer</td>
<td>Ms. Streibich</td>
</tr>
<tr>
<td>Steans Family Foundation</td>
<td>405 N Wabash Ave Chicago, Illinois 60611-3591</td>
<td>Mr. Greg Darnieder</td>
<td>Mr. Darnieder</td>
</tr>
<tr>
<td>The Donnelley Foundation</td>
<td>360 N Michigan Ave - Suite 1009 Chicago, Illinois 60601-3803</td>
<td>Mr. Thomas Donnelley, II, President</td>
<td>Mr. Donnelley</td>
</tr>
<tr>
<td>The Brinson Foundation</td>
<td>737 N Michigan Ave - Suite 1850 Chicago, Illinois 60611-2615</td>
<td>Mr. Gary P. Brinson, Executive Director</td>
<td>Mr. Brinson</td>
</tr>
<tr>
<td>Coydog Foundation</td>
<td>2 North LaSalle St - Suite 400 Chicago, Illinois 60602</td>
<td>Mr. Irving B. Harris, Vice President</td>
<td>Mr. Harris</td>
</tr>
<tr>
<td>Coleman Foundation</td>
<td>575 W Madison St - Suite 4605 II Chicago, Illinois 60661-2515</td>
<td>Mr. Michael W. Hennessy, President</td>
<td>Mr. Hennessy</td>
</tr>
<tr>
<td>The Lumpkin Family Foundation</td>
<td>7200 Sears Tower 233 S Wacker Drive Chicago, Illinois 60606-0000</td>
<td>Mr. Bruce Karmazin, Executive Director</td>
<td>Mr. Karmazin</td>
</tr>
<tr>
<td>Helen Brach Foundation</td>
<td>55 W Wacker Drive Chicago, Illinois 60601-1609</td>
<td>Mr. Raymond F. Simon, President</td>
<td>Mr. Simon</td>
</tr>
</tbody>
</table>
A SAMPLE LETTER  (for mail merge)

July 15, 2005

Dear FIELD(4):

The City Colleges of Chicago, together with the Chicago Public Schools and five Illinois universities (Illinois State, Loyola, Northeastern Illinois, Roosevelt and the University of Illinois at Chicago) is seeking funds for a project which can dramatically improve the success of minority and disadvantaged students in Chicago. Project ALIGN is a standards-based instructional improvement project—based on research which indicates that if expected student learning outcomes are clear, aligned, rigorous, and realistic, and if feedback is provided to students, teachers, and schools, then academic achievement will improve.

The City Colleges of Chicago is seeking the support of the FIELD(1). If we are to make this desperately needed bridge between secondary school and higher education, action must be taken now to align curriculum, streamline transitions and improve instruction. Currently, only 60% of Chicago Public School students go on to enroll in postsecondary education. Of these, 42% do so at the City Colleges of Chicago, and it is vital that efforts are made to improve the services that are provided for these students by our educational agencies and the resulting academic success of these students.

Please review the attached prospectus. I will contact you in the near future to discuss this project but don’t hesitate to contact me directly if you need additional information about the City Colleges of Chicago or Project ALIGN.

Sincerely,

enc.
Questions?