



**WESTERN PIEDMONT  
COMMUNITY COLLEGE**

**Gateway to Grants:**

**A Handbook for Grant Development at  
Western Piedmont  
Community College**

**Melissa Garrett  
Director  
Grant Development and Administration**

**July 2009**

# Table of Contents

---

|  |           |
|--|-----------|
| <b>Section I: Introduction and Purpose .....</b>                     | <b>1</b>  |
| <b>Section II: Roles and Responsibilities .....</b>                  | <b>2</b>  |
| Director of Grant Development and Administration .....               | 2         |
| Project Initiator/Director .....                                     | 4         |
| Faculty and Staff.....   | 4         |
| Deans .....  | 4         |
| Vice Presidents .....  | 5         |
| President.....   | 5         |
| <b>Section III: Step By Step – The WPCC Application Process.....</b> | <b>5</b>  |
| The Funding Process: 12 Steps to Success.....                        | 5         |
| How the Grants Process Works Flowchart .....                         | 7         |
| Forms.....   | 8         |
| Questions to Ask Yourself Before You Begin.....                      | 9         |
| Does Your Idea Have What Funders Like to See?.....                   | 9         |
| <b>Section IV: Grant Writing Tools.....</b>                          | <b>10</b> |
| So, What’s in a Grant Proposal Anyway?.....                          | 10        |
| Grant Writing Tips & Hints .....                                     | 12        |
| 6 Hints for Designing a Fundable Project.....                        | 14        |
| 12 Hints to Finding a Funding Agency.....                            | 14        |
| 14 Helpful Writing Hints .....                                       | 15        |
| Budget Preparation .....   | 15        |
| College Facts and Information.....                                   | 17        |
| Glossary of Grant Terms.....   | 20        |
| Helpful Informative Links .....                                      | 23        |
| <b>Section V: Appendices .....</b>                                   | <b>27</b> |
| Grant Research Request Form (Appendix A) .....                       | 28        |
| Grant Proposal Summary (Appendix B) .....                            | 29        |
| Final Proposal and Budget Approval Form (Appendix C).....            | 31        |
| Partner Approval Form (Appendix D).....                              | 32        |
| Grant Decision Making Matrix (Appendix E).....                       | 33        |

# **Gateway to Grants:** **A Handbook for Grant Development at WPCC**

## **Section I: Introduction and Purpose**

The purposes of this manual are to inform faculty and staff of the procedures at Western Piedmont Community College for developing and submitting institutional grant proposals and as a reference and training source. Utilization of external funding is a mechanism by which the College may further the institution's mission through addressing the needs of specialized groups; creating new educational/career opportunities for students; and instigating innovative educational methods and programs. The goal of seeking external funding is to facilitate the College's effectiveness and enhance the student's ability to obtain gainful employment within the community and/or successfully matriculate to four-year colleges or universities. WPCC encourages all employees to actively pursue external funding for projects.

This manual is produced to:

- ☞ Ensure that all faculty and staff are aware of the grant writing process and where to find assistance and advice
- ☞ Monitor cash and non-cash matches, thereby limiting the College's financial risk.
- ☞ Screen potential grants for congruence with the College's mission, vision, goals, objectives, and the strategic plan.

“External funding” and “grants” are terms used to refer to funding for innovative educational programs and services of the institution from sources other than the usual county and state support. “Grants” include all potential funding from federal, state, local, and private sources that are used in support of programs resulting from any proposal, application, negotiation, agreement, and arrangement with other institutions, organizations, agencies, and groups that seek the College's cooperation and agreement. “Proposal” includes letters of interest, proposals, applications, responses to a request for proposals, negotiations, agreements, and arrangements made with external entities for funding.

The Director of Grant Development and Administration is responsible for providing leadership and direction to search for and secure external funds and serving as the liaison between the College and the external funder/grantor.

The purposes of the Grant Office are to: 1) encourage and assist College faculty and staff in developing creative ideas into viable fundable projects that are properly managed; 2) coordinate all grant proposals with the College as the applicant, fiscal agent, or participant prior to development and submission; 3) develop an annual plan/schedule of grant submissions that support institutional goals, priorities, and activities; 4) compile and maintain a list of identified institutional/program needs to coordinate with available funding sources; and 5) maintain copies of all submissions for external funding and subsequent notifications of application results.

In this manual you will find the tools necessary for a successful and coordinated grant process. The Director of Grant Development and Administration will assist you throughout the entire grant process from initial planning through project completion, including the proposal writing activities of the College's faculty, staff, and administration and reporting.

*It is important to note that the Director of Grant Development and Administration is not an expert in all content areas. Rather, the Grant Director provides technical expertise and assistance in the research, development, and submission of grant proposals.*

## **Section II: Roles and Responsibilities**

### **Director of Grant Development and Administration (Grant Director)**

All proposals are coordinated and submitted for approval through this office. The Grant Director coordinates all grant development activities so that proposals conform to the priorities of the College and eliminates the possibility of duplicate requests to funding agencies.

Support Services provided by the Grant Director include the following:

#### *Research*

The Grant Director continuously researches funding opportunities to meet WPCC's grant-seeking priorities. The office is responsible for alerting appropriate administrators and faculty of grant opportunities. The Grant Director will assist faculty and staff in locating funding possibilities for specific projects.

#### *Materials/Information Dissemination*

The Grant Director will provide paper-based and electronic information, about funding opportunities, proposal development tips, policies and procedures related to grants, terminology, project management, and other related topics.

#### *Ensuring Project Fit with Grant Opportunity*

The Grant Director is charged with analyzing project ideas and ensuring that they match requirements outlined in the agency's request for proposals (RFP), or grant guidelines. WPCC's administration reviews proposed projects and relies on guidance from the Grant Director in project approval.

#### *Agency Liaison*

The Grant Director will contact federal, state, and local sources for funding information, discuss project priorities and interests, and interpret agency regulations. Relationships with funding agencies are a critical element of creating winning proposals. Many private foundations discourage proposal submission without prior consultation with a development staff member. Relationships with federal agency program officers help guide development of successful proposals. Discussions with these officials can reveal the types of project interests an agency as well as the kinds of activities typically discouraged.

#### *Consultation*

The Grant Director will provide advice on planning projects; consult with faculty and staff on content and design of the proposal; and identify funding sources.

#### *Project Development*

The Grant Director will coordinate internal meetings with faculty/staff to discuss guidelines, generate ideas, design projects, and assist in writing sections of the proposal.

### *Proposal Assistance and Facilitation*

The Grant Director will facilitate the grant process from conception to final submission. This service is most often used on government grants, particularly federal proposals, and involves the work of a grant team comprised of College faculty, staff, and administrators. The Grant Director also:

- Provides information on proposal writing and Request for Proposal/Request for Application (RFP/RFA) guidelines
- Provides general descriptive information for inclusion in proposals (boilerplates)
- Facilitates development of the project proposal and coordinates grant team meetings and efforts
- Discusses project ideas and questions with program officers
- Determines data and research needs in collaboration with the Director of Planning and Research
- Prepares budgets
- Edits proposals
- Completes required funding agency forms and certifications
- Manages internal sign-off
- Makes copies
- Ensures timely submission of a competitive grant proposal.

In addition, the Grant Director will provide assistance in facilitating meetings for grant projects that have multiple organizations involved as partners.

### *Budget Assistance*

The Grant Director will assist with preparation of budgets and budget justification/explanations of contract and grant proposals. The Grant Director will also obtain budget approval from the Controller and Chief Financial Officer.

### *Fiscal Liaison*

The Grant Director will coordinate project management and monitoring activities with the Executive Director of the Western Piedmont Foundation and the Business Office.

### *Accountability and Reports*

The Grant Director will provide advice to faculty and staff to ensure that funds awarded are being spent in accordance with the guidelines provided by the funding source and monitor quarterly progress of funded project activities. In addition, the Grant Director will collect internal reports on funded projects to ensure that records are being kept that will assist in compiling final reports as required by funding sources.









### *Records*

The Grant Director will maintain copies of proposals submitted by faculty and staff and examples of successful grant proposals.

### *Evaluation*






The Grant Director will provide information on and aid in the development of evaluation plans for inclusion in grant proposals.

### Other Services and Activities:





-  Stay Current on Proposal Writing Trends
-  Develop Annual Agenda
-  Grant Development Training
-  Maintain Record Keeping Database
-  Maintain Grant Web Page
-  Prepare/update Grant Handbook
-  Communicate with Peers
-  Develop Skills in Project Management

### **Project Initiator/Director**





While the Director of Grant Development and Administration is responsible for knowing how to apply for a grant, the Project Director has some responsibilities as well. The Project Initiator is the originator of the project idea/need. Frequently, the Project Initiator becomes the Project Director. The Project Director is responsible for providing current, accurate data about the problem to be addressed, details on how the project will operate, and the results to be achieved. During the stage of proposal development, the Project Director's responsibilities might include:

-  Identifying the larger purpose of the proposal and what need or problem it focuses on, its measurable objectives, specific activities that will enable the fulfillment of objectives, the timetable for activities and achievement of objectives, sometimes identifying outside partners to conduct a portion of the work, and budget information based on spending history
-  Providing a written statement of the problem or need and supporting documentation, the project goals, objectives, implementation strategies, and expected outcomes of the project
-  Assembling specialized attachments, seeking letters of support, reviewing drafts of the proposal written by the Grant Director and supplying missing information in sufficient time for Grant Director to incorporate the information
-  Supplying the Grant Director with the outcomes and results from current or related grant-funded projects
-  Working with the Grant Director to prepare the project budget in accordance with the application guidelines as well as College and State fiscal policies






### **Faculty and Staff**

-  Develop grant proposals as the Project Initiator/Director
-  Manage the funded project, with or without the assistance of the Grant Director
-  Provide input and expertise in the development of grants
-  Serve on Grant Teams





### **Deans**

-  Identify funding needs
-  Identify potential Project Directors
-  Provide technical assistance and expertise in project design
-  Provide review and approval of grant proposals in their respective area

## Vice Presidents

-  Responsible for management of academic/technical programs
-  Provide technical assistance when projects/programs are affecting their respective curriculum and teaching staff
-  Contribute information on feasibility and desirability of the project
-  Review and approve all grant budgets
-  Approve cash and in-kind match amounts in grant budgets

## President

-  Sets funding priorities
-  Has final responsibility for approval of pursuing grant funding opportunities
-  Signs all grant proposals, support letters, and partnership agreements as the authorized institution official
-  Is the final authority in the approval of grant budgets

The President of the College is the authorized person to sign proposals for the College. The Office of Grant Development and Administration may assist in securing required signatures when adequate time is given. Adequate time is defined as no less than five (5) working days prior to submission date.

The President reviews and signs all grant proposals and ultimately answers for their quality. The President may decline to sign a proposal that has not been developed to the quality standard or appropriateness expected at WPCC.

## **Section III: Step By Step: the WPCC Application Process**

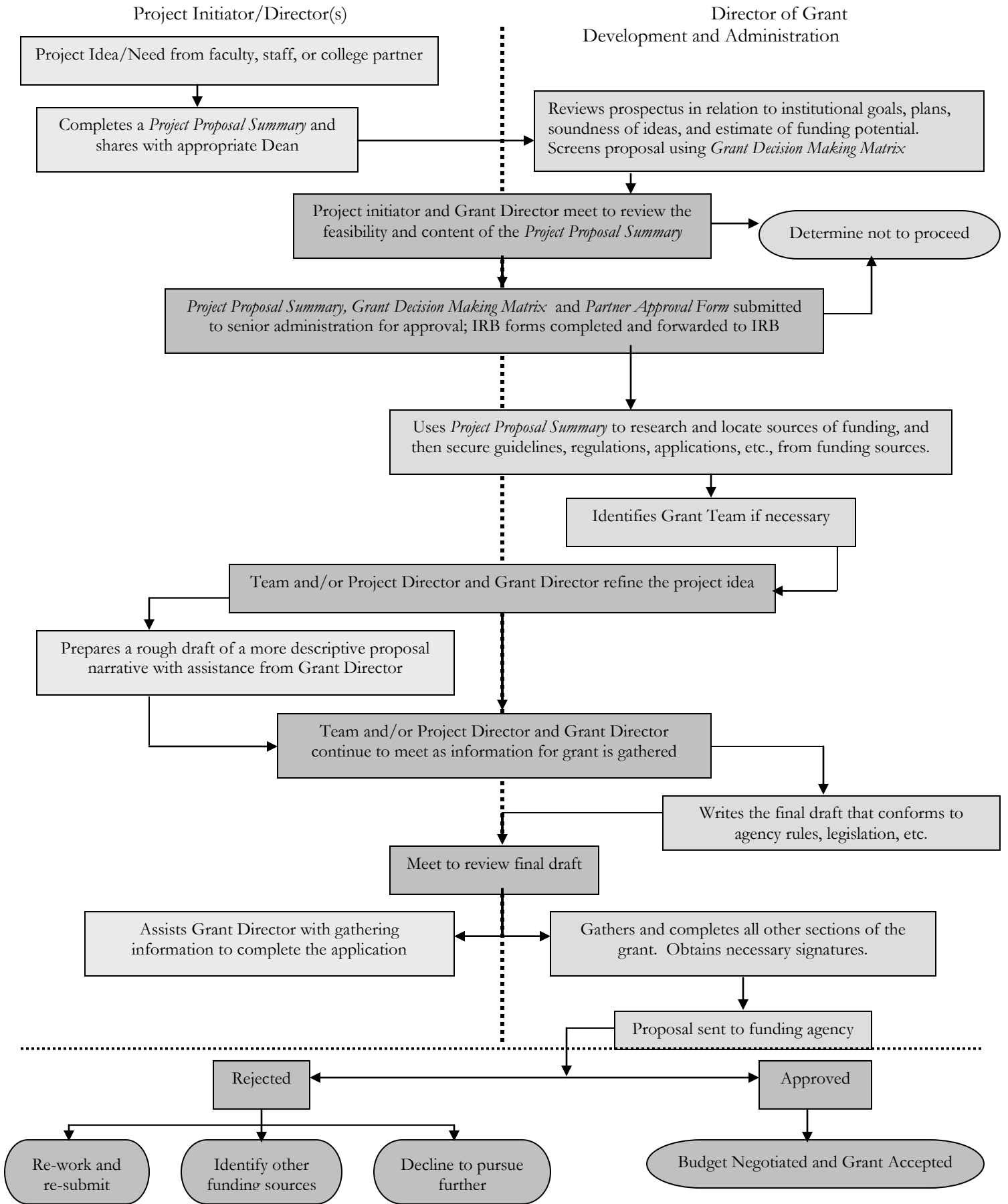
This section provides information on the WPCC funding process.

### **The Funding Process: 12 Steps to Success**

- Step 1: A faculty or staff member generates an idea that needs funding.
- Step 2: The faculty or staff member interested in developing a grant proposal to fund a defined need discusses the idea with the appropriate Dean and if desired, with the Grant Director.
- Step 3: If the Dean agrees, the *Project Proposal Summary* is completed, signed by the Dean, and forwarded to the Grant Director.
- Step 4: The Director of Grant Development and Administration reviews the *Project Proposal Summary* and completes the *Grant Decision Making Matrix*. Then the Grant Director will meet with the project initiator(s) to discuss the project.
- Step 5: If the project initiator(s) and the Grant Director determine to proceed with the grants process, the *Project Proposal Summary* or *Partner Approval Form* are forwarded to senior administration for approval; IRB forms are completed and forwarded to IRB chair for action.

- Step 6: If the project is approved, and a funding source is not already identified, the Grant Director locates and researches sources of funding, secures necessary information from the funding sources, and sets the proposal preparation schedule.
- Step 7: If necessary, a Grant Team is identified and the Team or Project Director(s) meet with the Grant Director to refine the project idea.
- Step 8: The Project Director(s) and Grant Director prepare a rough draft of the proposal narrative. The grant budget is discussed with and approved by the Controller and Chief Financial Officer.
- Step 9: The Grant Team/Project Director(s) and Grant Director continue to collect information concerning the grant and meet regularly.
- Step 10: The Grant Director writes the final draft to conform to agency rules, legislation, etc.
- Step 11: The Grant Team or the Project Director(s) and the Grant Director meet to review the final draft.
- Step 12: All final information is completed and the necessary signatures on the *Final Proposal and Budget Approval Form* are obtained by the Grant Director.
- Step 13: The proposal is sent to the funding agency
- Step 14A: Upon written notification of award of the grant, the individual notified should immediately notify his or her respective Dean and the Grant Director. At this time, a formal response by the President must be made to the funder.
- OR:
- Step 14B: Upon notification that the grant will not be awarded, the individual notified should immediately notify his or her respective Dean and the Grant Director. A decision is then made whether to seek alternate funders or to restructure the grant application.

# How the Grants Process Works



## Forms

All proposed projects must relate directly to the College mission, vision, and plans and be consistent with all State and College fiscal regulations, policies, and operating procedures. The College will not accept responsibility for any proposal developed by faculty and staff that does not have the appropriate approvals.

The Director of Grant Development and Administration is available to assist you with your projects. Please call or e-mail the director at any time. For better manageability of requests, five forms have been developed for your use. Please note that all grant projects are to receive proper approval and to be reviewed before submission.

### Grant Research Request Form

The *Grant Research Request Form* is not a part of the 12 step grant process but rather a tool to aid the Grant Director in locating funding sources to meet a specific need. See Appendix A.

### Project Proposal Summary

The *Project Proposal Summary* must be completed prior to initiating a formal grant search or beginning the proposal writing process for your project. This form requires the signature of your Dean and is then submitted to the Grant Director. See Appendix B.

### Final Proposal and Budget Approval Form

This form must be attached to a copy of your completed proposal (including budget) and given to the Grant Director, at least five working days prior to grant due date. See Appendix C.

### Partner Proposal Approval Form

This form should be completed if you are collaborating on a grant with a partner(s), such as another college or organization, and **WPCC is not** the submitting organization. See Appendix D.

*All grant partnerships in which the partner is submitting the grant must have a letter of support from WPCC's President and also supply WPCC's Grant Director with a copy of the final proposal.*

### Grant Decision Making Matrix

The *Grant Decision Making Matrix* is a rating form used to screen prospective proposals against the College's criteria for grant opportunities. The matrix is completed by the Director of Grant Development and Administration for each *Project Proposal Summary* received. The *Grant Decision Making Matrix* will be forwarded to the Deans Council with the *Project Proposal Summary* to determine whether or not the funding opportunity is to be pursued. See Appendix E.

## Questions to Ask Yourself Before You Begin

These questions may help you determine the feasibility of writing a grant:

Who will write the grant?

Who will administrator the grant?

What funding sources are available for support of the project?

Is the project compatible with the interests of the funding agency?

Will your project be competitive?

Are project objectives clear and measurable?

Are there adequate facilities on campus available for the project?

Will the project require any site modifications for space, utilities, communications, networks, etc.?

Does the proposed project present any special liability or insurance considerations?

Will the project commit the College to continue the proposed activity beyond the period of sponsor funding? If so, have funds been secured to do so?

Are matching funds required for the project?

Have you considered partnerships with others that will strengthen the grant?

Can you obtain letters of support for the project from other agencies?

Will the project directly or indirectly generate FTE?

Is the project consistent with the College's stated goals and objectives?

Is there adequate time to research, write, and submit the proposal?

Do you have submission information (when, where, how many copies, etc.)?

## Does Your Idea Have What Funders Like to See?

These are some things that funders typically like to fund:

Innovative projects that have widespread visibility

Student scholarships

Staff and faculty development

Programs that help underserved populations

Pilot projects that can be replicated elsewhere

Projects that have a likelihood of being self-sustaining

Funders generally do not fund:

Equipment and construction that is not directly tied to a program (i.e., computers)

Institutional operating costs or repair items

“Take-over” projects when program funds are lost

Controversial projects

Projects that duplicate those recently funded for another institution or agency

Projects not supported by a demonstrated need

***WPCC does not encourage projects that request funds for renting off campus space for courses. In addition, any requests for funds that include salaries for new positions should be discussed with and approved by the appropriate Dean and Vice President.***

## **Section IV: Grant Writing Tools**

This section provides information on the basic proposal format, the funding process, proposal writing tips, budget information, a glossary of terms, and funding sources and resources. More frequently, funders (especially the Federal government) are requesting electronic submission of proposals. The Grant Director has registered WPCC with a number of Federal agencies and will assist in any electronic submissions as necessary.

### **So, What's In A Grant Proposal Anyway?**

Each funding agency has its own procedures for submitting a grant application and such procedures should be followed precisely. Read the proposal guidelines carefully. Follow guidelines as specified in the *Request for Proposal (RFP)* or *Request for Application (RFA)*. Proposals that do not meet the guidelines will not be reviewed by the funding agency. Calling the funder for clarification is always better than guessing what is required of the applicant (remember to contact the Grant Director before calling a potential funder). If the guidelines are not specific, the following basic formats may fit your needs for a full proposal. They will need to be modified if you are required to do a page-limited proposal or letter proposal.

#### Full Proposal (10+ Pages)

##### Title Page

*RFPs/RFAs* often dictate the format of a title page. If not, be certain to include the name, address and telephone number of the person/organization seeking funds (i.e. Western Piedmont Foundation or the College), the title of the project, and the program under which you are requesting funds.

##### Table of Contents

If the *RFP/RFA* suggests a format, the proposal and table of contents should follow that format. If no format is provided, prepare the table of contents in the order of the major headings in your proposal.

##### Abstract

The abstract describes the institution, its ability to complete the project, the methods to be used, and how those served will benefit. The abstract forms the critical first impression of the project for the review panel. If the *RFP/RFA* specifies a word length for the abstract (summary of proposal), adhere to it! If not, try to keep it to one double-spaced page. In addition, the abstract is often useful when contacting other funding agencies for collaboration on a project.

##### Narrative

The narrative can begin with an introduction that briefly describes the College and the community it serves. The narrative should include the problem being addressed, the proposed activities, the project's intended outcomes, and a brief discussion of the objectives for the project. A problem statement that clearly and thoroughly defines the need for the project should follow. Here the purpose and value of the project and its plan of development should be clearly set forth. In addition, the applicant's capacity and commitment to complete the project and how the project will have an impact locally or nationally should be stated. Demonstration of the need for a project/program is the most critical element in a proposal.

Here are the three most common approaches for assessing and documenting the project need:

1. Key Informant: Provide a quote from an external expert
2. Statistical Analysis: Use data from public records or internal sources
3. Studies and Journals: Conduct a literature search of published documents on the subject

Through your research you will be able to form a compelling need statement and show your command of current knowledge in your field. In addition, your need statement should also document the urgency of addressing the problem and answer the question: “So what?”

The narrative headings should always be in the same order as those outlined in the RFP/RFA. If you make the grant reviewer search for the information by placing it out of order, you are likely to lose their attention, if not their points as well.

The proposal should also reflect a familiarity with the historical background of the problem, awareness of similar projects that have been successful, and an adequate knowledge of related activities in the field. The proposal objectives should be clearly stated in quantifiable terms with a prescribed time-line for achieving the objectives. The proposal should fully outline the methods (procedures) that will be used to achieve the stated objectives with an explanation for choosing these methods. The budget should be realistic and should outline all the costs for conducting the project. Evaluations may be of the writer's design or be prescribed by the grantor agency. Most applications contain information on how the grantor expects the project to be evaluated. Finally, if the grant is programmatic in nature, the grantor will want to know what the future funding sources will be.

#### Institutional and Personnel Information

This section describes the institution in terms of its location, demographics, mission, and relationship to the service area. Detailed information may be included in the appendix, but at least a few paragraphs should be included in the proposal. Keep in mind that the appendix may not be read. Also, keep in mind that some funding agencies do not want appendices included.

#### Budget

Budget preparation is covered in detail later in this handbook. Use all forms provided by the RFP/RFA. Carefully explain all budget items. Tell how each of the costs was derived, how the costs relate to the project activities, and how the cost is associated with evaluating the project, if appropriate. If the funding source requires cost sharing or matching funds, be certain to include these funds. The Grant Director will need to be provided with written documentation about where the matching funds are coming from (i.e. if the College is providing the match, then the appropriate Dean will need to submit this information to the Grant Director).

#### Evaluation

Most funding sources require that you include an evaluation section. The two main components of evaluation:

1. Formative. Formative evaluation is a method of judging the worth of a program while the program activities are forming or happening. Formative evaluation focuses on the *process*. An example of a formative evaluation is collecting continuous feedback from participants in a program in order to revise the program as needed.
2. Summative. Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the *outcome*. An example of summative evaluation is collecting data on the impact of a program operating in a community for a period of time.

## Forms

In addition to budget forms, *RFPs/RFAs* may include other forms that need to be completed. Be certain to complete all forms and obtain the necessary signatures. The forms are often available on disk or from the Internet.

## Appendices

Use appendices carefully. They are not always read, and as noted above, may not be allowed. Very important items should be included in the proposal, not the appendix.

## Other Components

The funder may allow you to include items such as letters of support/commitment, personnel resumes, or research documents and sustainability plans. Letters of commitment are often very important to the funder because they demonstrate widespread support for the project, and therefore a higher chance of success.

## Page-Limited Proposal (5-9 Pages)

The same rules apply as for a full proposal, but you have less space to tell your story. Follow the *RFP/RA* format if provided. If no format is provided, it is essential to proceed with the narrative as described above.

## Letter Proposal (2-4 Pages)

Most funding sources that request a letter proposal detail the information they wish to receive. If not, the following are important items to include:

- ⇒ The specific amount and purpose of the request
- ⇒ The description of the College and its activities
- ⇒ A description of the need or problem to be addressed (provide data to backup your claims)
- ⇒ A description of the impact of the project
- ⇒ A description of how the project fits within the funding source's guidelines

## **Grant Writing Tips and Hints**

Here are some tips and hints for both the experienced and novice grant seekers:

### Start Early

Starting early is the single best advice for the prospective grant writer. Keep informed about funding opportunities that will become available. The average due date for a proposal is 4-6 weeks after the announcement of the *RFP/RA*. It is important to have a developed idea that can be expanded once the right funding source is found. If you are developing a proposal for a program that occurs annually, review the previous year's announcement since the guidelines typically change little from year to year. Obtain copies of previously funded proposals for the program and review them for ideas about successful strategies. Contact program officers to get additional information about the proposal guidelines. When speaking with a program officer, you can often briefly summarize your idea and ask prepared specific questions. Take the program officer's advice very seriously but exercise your own best judgment. Some agencies are more directive than others.

*Once again, make sure you contact the WPCC Grant Director before any calls to potential funders.*

### Follow the Instructions

Read the *RFP/RFA* carefully and be sure to follow all the instructions! Examples of instructions include page limitations, fonts and spacing (i.e. 12 point, double spaced, etc.), inclusion of appendices, allowable costs, whether the forms can be duplicated or replicated, the number of copies to be submitted, how to bind the proposal, and color of ink to use in signing forms.

Applicants who do not follow the basic instructions run the risk of having their proposals rejected from the pool of eligible proposals before the proposal is even read. Never, ever cheat on margins, pages, words - on anything. After all, if you will cheat on your proposal, then what in the world will you do with their money?!

### Organize for Clarity

Follow the format included in the application. Provide all the information asked for in the instructions and in the order requested. Do not make reviewers hunt for information, even if this means repeating information or referencing the reader to a previous section. Sections should include introductions to orient the reviewer. Include a table of contents, a clearly written abstract, and strong topic sentences.

### Make it Easy to Read

Make sure you do not have any typographical errors in your proposal. Use lots of white space in the document to break up the text to make it easier to read. Use headings, bullets, charts, and graphs to break up the narrative. Use left justification only because other justifications make reading difficult.

### Communicate Clearly

Include what you plan to do and why; how you will do it and what is the best approach; who will be involved and why they are qualified; what the institution needs to accomplish the tasks; what the timetable will be; and how you will know the goals have been met. Avoid jargon and internal slang or abbreviations. Do not assume that the reader knows what your acronym means – spell it out for them. Use plain English and define your terms.

### Obtain Feedback From Others

Check the clarity of your writing by having friends or family who are not familiar with your topic read the proposal. If they understand it, it has passed the “Grandmother Test” and should be understandable and clear to your reviewers. Have them read the final draft without taking notes. Then ask them to tell you from memory what the project will do, how it will do it, why it is significant, and how it is different. Rewrite the proposal if these answers are not clear and correct, or they do not flow effortlessly.

### Pay Attention to the Budget

Account for all relevant items in the budget. Do not introduce elements in the budget that have not been discussed in the proposal narrative. When reviewers have problems with the budget, they are likely to mistrust other information in the proposal. Carefully review the *RFP/RFA* to be sure you know what costs are allowable. Stay within the funding range identified by the funding agency. Make sure your budget numbers add up. Watch out for rounding errors in spreadsheets.

### Meet the Deadline

Make sure your proposal is not late! Plan ahead and allow sufficient time for review at all stages. If your proposal is late, it will not be considered. Read the *RFP/RFA* deadline information carefully. Does it say the proposal must be delivered by the deadline or only postmarked? If it needs to be

delivered by the deadline, do not count on overnight delivery getting it there on time. Allow at least two days' delivery time. If the plane cannot fly, the proposal will not get there. If it needs to be postmarked by the deadline, it needs an official postmark from the US Post Office.

DO NOT send it through the regular mail in the College mailroom. The proposal needs to be hand-delivered to the Post Office and should be mailed via certified mail to provide proof of the mailing date. You can have the certified mail form completed in the College mailroom, but you still must hand carry and mail the item at the Post Office. Alternatively, the proposal may be sent via Fed-Ex from the College. In addition, a return receipt should be requested to verify that the proposal has been received by the funding agency. The Grant Director will generally be responsible for the mailing process.















### **6 Hints for Designing a Fundable Project:**

- 🔑 Project Development is the critical element in successful grant acquisition.
- 🔑 Once a project is developed, many proposals about it can be written and submitted.
- 🔑 Whether you request funds from federal, foundation, state, local, or a corporate source, you will be asked to describe the details of your project.
- 🔑 Provide evidence in your proposal that your project has a reasonable chance to work.
- 🔑 To be fundable, a proposed project must solve a problem that interests the grant maker.
- 🔑 Be realistic. If you win an award, the proposal you wrote is a contract.

### **12 Hints to Finding a Funding Agency:**

- 👍 Each grant maker is an individual and should be approached in a different way.
- 👍 Design the project before you go looking for a matching funder.
- 👍 Funders match when they are trying to solve the same problem you are.
- 👍 Funders match when they fund projects in the area in which your project will be operated.
- 👍 Funders match when you are eligible according to their policy and your tax status.
- 👍 Funders match when you are asking for an amount of funds they can and will appropriate.
- 👍 Proposal review is a subjective process.
- 👍 Grant seeking is a process, not an event.
- 👍 Your only real relationship with the potential funder is the problem. You are both trying to solve the same problem. The proposal tells the potential funder how you intend to do it and why they should invest in you.
- 👍 Grant makers like to partner on a project. If you have one grant maker willing to invest in your project, it is likely you can attract more.
- 👍 Most foundations like to establish a personal relationship with potential grantees. Site visits are common.
- 👍 When approaching a grant maker, be honest and realistic. Do not play games with your project or your budget. They have heard it all.

## 14 Helpful Writing Hints:

-  Above all, remember the reader. Write so the reader, any reader, from any profession, can read your proposal. Connecting with your reader is a crucial aspect of successful grant writing. Write to a human being, not to an abstract entity.
-  Never write a proposal if you have not first fully developed the project. Otherwise, you have nothing to write about. Writing is easy. It is about 20% of the issue in grants acquisition. It is only hard if you have nothing to say!
-  Get your ideas out first; leave the grammar, word-smithing, and punctuation to later.
-  Write persuasively – you are selling a concept. You are not writing a term paper. Use exciting language and use the active, **not passive**, voice whenever possible.
-  Be brief and use simple words and short sentences.
-  Clearly link your project and the funder's field of interest.
-  Tell why your project is unique and significant.
-  Use concrete facts to support your case.
-  Leave nothing for the grantor to assume.
-  Project enthusiasm and confidence without being boastful.
-  Come to the point early and state early what the project will cost.
-  Have multiple, fully developed projects on the shelf, ready for proposal writing and you will always be able to meet proposal deadlines.
-  There is no such thing as a fill-in-the-blank proposal that can be just mailed to a list of potential funders.
-  Write, edit, and rewrite your proposal.

## Budget Preparation

Budgets vary by the requirements of the agency from which you are requesting funds, by the number of years the project is to be funded, and by the complexity of the proposal. In developing your grant budget, remember to make your grant budget as simple as the guidelines will allow. Do not volunteer detail not required by the guidelines, particularly in the area of matching and in-kind contributions. Remember, you are required to support all claims of in-kind and other matching support with documentation that passes muster with state or federal auditors. Keeping phone and copy logs, time and effort sheets, etc. to document in-kind support is very time consuming.

### Budget Format

Most grant application packets include a form that the agency wants you to use to present your budget request. If the funder provides a budget form, it should be followed exactly. If none is offered, the following general format may be used.

### Direct Costs

While there are differences between and among agencies, most include the same major categories for direct costs. The direct cost categories include the following:

Personnel –Salaries and Fringe Benefits. Grant budgets must include the same fringe benefit rates that apply to all other employees. The fringe benefit amount for a full-time employee varies, depending on the base salary for the position. Benefits for full-time positions include Social Security (FICA), retirement, and medical insurance. For part-time positions, only Social Security is budgeted.

Supplies and Materials. Supplies are expendable items that are non-durable in nature. Computer software, paper, pencils, etc. are examples of supplies and materials.

Contractual Services. Contractual services are direct payments for the services of experts not employed by the College who are hired for a brief duration. The consultant's name and approximate daily rate must be included. This item may also include agreements between the College and other organizations or institutions that will perform part of the work for the principal grant recipient. If work is to be performed by a subcontractor, include the subcontractor's authorized proposal and budget. In the proposal, document the reason for choosing a particular subcontractor.

Travel. The purpose of all trips should be stated. The actual cost of accommodations, meals, and local transportation should be specified, and the costs must not exceed the rates under WPCC's own travel policy.

Equipment. Permanent equipment is defined as durable goods. Computers need to be listed separately and itemized regardless of cost.

Other. This category is usually used for items that cannot easily be placed in any of the above categories such as telecommunications expenses, advertising, printing costs, etc.

#### Indirect Costs

Indirect costs are costs incurred by the College as part of the expense of operations that are not directly a part of the grant proposal. Such costs include utilities, general and departmental administration, library, accounting, purchasing services, and physical plant. Indirect cost rates are often determined by the funding source. Some funders do not allow any indirect costs.

In deciding whether to apply for a grant, it is important to evaluate the costs to the College against the benefits to the College. This is particularly true in the case of small grants with complex reporting procedures and those that offer little or no indirect cost recovery. Indirect costs should be requested in all grant applications for which they are allowable. Use the amount allowable by the funding source.

#### Regulation of accounts

All grants and contracts will have to be assigned a current restricted account number depending on the designation or purpose of the grant or contract. Therefore, each transaction associated with the project will be coded.

#### Budget Justification

Depending on the requirements of the grant, you may need to compose a separate budget explanation to justify your requests. Explain how you arrived at various figures in the budget and why particular items have been included. Information about mileage rates and lodging rates are examples of costs that would be explained in the budget justification. Be sure to read the requirements in the *RFP/RFI* and follow them closely.

## College Facts and Information

WPCC Boilerplate Information for Grant Applications – Some of the information in the boilerplate will change annually. Please contact the Grant Director for updated information and not individual College staff members. The *Western Piedmont Community College Fact Sheet* will provide updated information not included in this document due to annual changes.

### College Mission

In accordance with the mission of the North Carolina Community College System, the mission of Western Piedmont Community College is to open the door to high-quality, accessible learning opportunities that minimize barriers to postsecondary education, maximize student success and improve the lives and well being of individuals by providing:

- Education, training and retraining for the workforce, including basic skills and literacy education, occupational and pre- baccalaureate programs.
- Support for economic development through services to and in partnership with business and industry.
- Services to communities and individuals to promote continuous learning and improve the quality of life.
- Sound management practices which measure and enhance institutional effectiveness.

### College Goals

1. Develop the educational and training programs necessary to meet the workforce need of each service area.
2. Promote recruitment and retention of faculty and staff necessary to achieve the educational and training objectives of the community College system.
3. Acquire and maintain the facilities, equipment and learning resources to support the educational and training objectives of the community College system.
4. To provide all students with essential skills for lifelong learning.
5. Upgrade and retrain adult workers through accessible educational and training programs.
6. Provide educational and training opportunities that meet the needs of underserved groups.
7. Develop innovative and flexible programs and services that meet the needs of the workforce and the economy.
8. Expand public awareness of and support for the North Carolina Community College System.
9. Utilize appropriate measures of the quality for the improvement of programs and services.

### Mailing address for checks

Western Piedmont Community College  
Business Office  
1001 Burkemont Ave.  
Morganton, NC 28655-4511

WPCC Taxpayer/Employer ID #  
560816544

WPCC DUNS # (Data Universal Numbering Scheme)

Please contact the Office of Grant Development and Administration for this information.

### Checks

Make checks payable to Western Piedmont Community College. Where private foundations are the funding source, the Western Piedmont Foundation may in some cases, handle grant funds. In such cases, different tax numbers, etc. are required.

### Congressional District

10th

General WPCC Information for Grant Narratives. **Some of this information will change annually or, in some cases, more frequently. Please check with the Director of Planning and Research for updated statistics.**

### Educational Demographics for Service Area

Western Piedmont Community College is located at the Intersection of I-40 and state Highway 64 within the corporate limits of Morganton, which is the county seat. The College's primary service area is Burke County with a current population of 89,148, which includes approximately 68,000 adults over 18 years of age. Almost 31% of Burke County's adults have only a high school diploma and 32.4% have less than a high school diploma. The United States Census Bureau also reported that 17.3% of the workforce completed some College, 7.1% completed an associate degree and 12.8% achieved a bachelor's degree or more. Racial and ethnic minority populations include African-Americans, Hmong, Laotians, and Hispanics and represent 14% of the population.

Burke County has a work force of 43,000, with an unemployment rate of approximately 6%. The unemployment rate in Burke County has nearly tripled in recent years, up from 2.2% in 2000. The largest portion of the workforce is employed in service industries (39.4%). Manufacturing employs 35% of the labor force primarily in furniture, textiles, electronics, and transportation equipment (down from 46%). The single largest employer in Burke County is the State of North Carolina with services at Broughton Hospital, Western Carolina Center, Western Youth Institution, Foothills Correctional Institution, and North Carolina School for the Deaf. The remaining workers are typically employed in a variety of small businesses, trade, transportation, utilities, financial activities and construction. The Western Piedmont Council of Governments projects the greatest job growth in the coming decade for service and professional/technical occupations.

Western Piedmont Community College ranks 4<sup>th</sup> highest among the 58 community colleges of the North Carolina Community College System as to the percentage of eligible population served. Over 100 degree, diploma and certificate curriculum programs are currently offered along with a large variety of Continuing Education classes. The College awards approximately 400 GED and Adult High School diplomas annually.

### Accreditation

Western Piedmont Community College is accredited by The Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate Degree.

The Medical Assisting Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), on recommendation of the Curriculum Review Board of the American Association of Medical Assistants' Endowment (AAMAE).

The Dental Assisting Program is accredited by the Council on Dental Education of the American Dental Association.

The Medical Laboratory Technology Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences.

The Associate Degree Nursing Program is accredited by the National League for Nursing Accrediting Commission 61 Broadway - 33rd floor, New York, NY 10006 Phone: 800-669-1656 Extension 153.

### Burke County's Workforce Needs Additional Education to Fill Future Jobs

Burke County's economy is undergoing a major transition, the significance of which some economists compare to that of the Industrial Revolution. The county can no longer rely on the traditional manufacturing industries of furniture and textiles to employ the majority of its citizens. In the past, students could drop out of high school to enter the manufacturing workforce and earn moderate wages but that is no longer the case. In addition to an overall decline in manufacturing jobs, the factory jobs that remain require more education than in the past.

However, despite recent manufacturing losses, many employment sectors continue to expand and need additional workers. The fastest job growth continues to appear in office jobs, healthcare, education, and technology. These changes in the labor market are causing a demand for increased educational attainment because many of the occupations that are adding new jobs have always required postsecondary education (i.e. nurses and teachers) and employers are "upskilling," which means that they require some college for jobs that formerly required only a high school diploma. Unfortunately for many of the workers displaced by manufacturing layoffs in Burke County these jobs demand education beyond high school, which leaves those with a high school diploma or less unqualified to fill them.

These changes hold true for the existing industries in Burke County, as indicated in the results of a 2003 survey conducted by the Workforce Development Task Force of the Burke County Partners for Economic Growth. Employers who responded to the survey from the existing service sector indicated that a high school diploma and two years of college are required for their entry-level jobs. They also responded that their future jobs would require higher skills than those currently required due to higher quality standards and the introduction of new skills. In addition, employers from all sectors described the need for increased "employability skills" in the Burke County workforce. These skills include reasoning, problem-solving, behavioral skills, and a positive cognitive style represented by self-confidence and an ability to work well with others and learn from mistakes.

The jobs that will be available in new and existing industries within the next decade will require more education than the majority of the Burke County workforce has. Unfortunately, the majority of Burke County's workforce has only a high school degree or less while the majority of future jobs will demand more training or education than this. Only 37% of the jobs available in 2010 will require a high school diploma or less, and the majority of Burke County workers have only that (62.8%). In addition, Burke County does not have enough workers who have completed some college or training beyond high school to meet the demand from employers for the jobs available in this decade. The majority of jobs available (63%) will require that workers completed some college and only one-third (37.%) of Burke County's workers will qualify for them. The solution to this problem is obvious: if Burke County wants to meet the workforce needs of existing industry, attract new jobs, and strengthen its economy in the next decade it must provide the workforce with additional

education. More workers must complete high school and pursue additional education and training from Western Piedmont Community College and four-year universities.

### Decreasing Affordability of Higher Education

The financial ability of Burke County citizens to attend college and earn a higher education is at its lowest point in nearly forty years. The serious economic downturn, coupled with record increases in college tuition rates by the State and many private institutions for both two-year and four-year colleges in the area have lessened the chance that many students' dreams of earning a college degree will become realities. While community college tuition remains the most affordable option for attending college, tuition rates have increased by more than 160% in the past 10 years, with rates increasing in each of the last five years. Western Piedmont Community College students are now required to pay, on average, \$1,200.00 each year in tuition and fees to attend college full-time.

In 2005-06, 53% of students at WPCC were offered financial aid. **Nearly half the student body requires student aid and more than three-fourths of those who apply for aid are granted funds.** Financial aid includes Pell, WIA, private scholarships, and other third party assistance. Current financial reports indicate that the financial barriers for many Burke County citizens to earn a college education are growing. In 2000, the United States Census Bureau reported that 10.7% of Burke County's population lives in poverty.

### **Glossary of Grant Terms**

Following are terms that are often used in the "world" of grants and proposals:

Application - A written formal request for funds that usually includes a narrative, a budget and a set of completed application forms that contain quantitative data about the College and its operation. Generally, this is synonymous with "proposal."

Award Letter - The written notification sent by the funding agency notifying WPCC that a project has been funded, the length of the funding period and the amount of the funding.

Budget - The financial plan for operation of the project that includes an estimate of the income and expenditures associated with operating the project for an identified period of time, often a year.

Cash match - The requirement of actual cash funds from institutional sources to help manage the project

Categorical Funds - Federal or state funds specified for or restricted to a specialized area.

Competitive Grant - Funds that are received through the submission of a proposal in response to an *RFP/RFA*. Competitive grants include those that are received directly from the primary funding source, as well as those that are received from a secondary source from flow through dollars (i.e. federal dollars that are allocated to the state and in turn, distributed by the state to grant recipients through a competitive grant process).

Conflict of Interest - Using a vendor that is a member of your family, a personal friend, or affiliated with the College.

Consultant - An individual who is external to the organization who has expertise in a given area and who is hired by the organization to provide assistance in solving a problem that is in their area of expertise.

Contract for Services - Funds that are received through a contractual agreement to provide specified services, such as training courses or an educational program. Typically, a simple proposal is prepared that includes a cost justification for the services provided.

Cost Sharing - Cash or in-kind support contributed by the grantee to carry out the project. Some programs require a cost share, and the amount of the share varies by program. (It is the same as matching funds).

Cover Sheet - The top sheet of a grant proposal that is usually a standardized form and includes the summary information about the proposal. This form usually includes signature lines that must be completed prior to submitting the proposal.

Deadlines - Due dates for submission of proposals and grant reporting requirements. When submitting proposals, it is important to note whether the deadline is the due date for receipt at the agency or is for the postmark of the proposal. The Grant Director sets internal deadlines 7 days prior to deadline of funding source to ensure that all components of the grant are complete.

Direct Costs - Expenses that are associated with the operation of a project and that are itemized by categories described by specific uses of allowable costs (e.g. salaries, fringe benefits, travel, supplies).

Federal ID # or Federal Entity # - The identifying number assigned to an organization by the Federal government. Both the College and the foundation have Federal ID #s.

Fiscal Agent - The institution that is responsible for budgetary control, including the receipt of grant funds and disbursements.

Fiscal Year (FY) - Refers to the 12-month period for financial operations of an organization or government. The WPCF FY is July 1-June 30, while that of the Federal government runs from October 1- September 30. Funding periods for projects funded by an organization or government generally corresponds to that entity's FY.

Fringe Benefits - Personnel costs, other than salaries, which the College must pay. Examples include employer's matching share for medical insurance, retirement and social security.

Full Time Equivalent (FTE) - The amount of time spent in an activity or position that is calculated as a percentage of a full-time position on an annual basis (e.g. a person who is hired for a 12-month period on a half-time basis is considered a .5FTE; a 9-month employee working fulltime is .75 FTE).

Funder - See Grantor

Grant - A grant is a gift of money given to the College by an external funding agency to carry out an agreed upon project or activity. Most grants are competitive or "discretionary," which means that many compete for the same funds. Some grants are allocated according to a formula or "entitlement." Some grants are contingent upon the recipient providing a matching amount.

Grantee- The organization that is the recipient and administrator of a grant (i.e. WPCC or Western Piedmont Foundation).

Grantor - The agency that awards the funds to carry out the project.

Guidelines - The instructions supplied by the granting agency that tell the applicant how to put together the proposal. Instructions should also indicate the minimum or maximum page length of the proposal, whether single or double-spaced, required forms, due dates, and how the proposal is assembled.

Indirect Costs - Cost incurred in carrying out a project that cannot be charged directly to a specific budget line item. These include supportive services (janitorial, administrative, library, accounting, and record keeping) and incidental expenditures (space utilization, heating) incurred but not specifically requested in the project. Indirect costs are usually requested in a lump sum and the amount is either a "fixed rate" specified in the guidelines or an "institutional rate" negotiated with the granting agency.

In-kind Support -Non-monetary support of a program. Can be equipment, space, utilities, etc. Use of equipment already owned by the institution is an "in-kind" contribution; direct purchase of the same equipment would represent a cash contribution.

Matching Funds - Cash or in-kind support contributed by the grantee to carry out the project. Some programs require a match, and the amount of the match varies by program. (It is the same as cost sharing.)

Merit - Although a grant process may be competitive, several federal organizations look at each proposal based on its worth. NSF's Advanced Technology Education competition is merit-based.

Non-Competitive Grant - Federal or state dollars that are allocated based on a formula. Receipt of the funds may or may not require submission of a proposal. These grants are often referred to as formula-driven grant funds.

PI (Principal Investigator) - The name federal funding sources often use for the person who is overseeing a project or program.

Pass Through Funds - Federal funds that are received by a state or local agency for a specific purpose that then conducts its own grant process to award the funds to other individuals, organizations or agencies.

Pre-Application or Pre-Proposal - A preliminary screening process used by organizations to identify potential fundable projects. Although they are shorter in length than a full proposal, they generally follow a prescribed format identified by the funding agency.

Project Director - An individual designated by the institution as the person having ultimate responsibility for properly conducting the project. This person may or may not be identified at the time the grant application is made.

Project Initiator - The originator and developer of the grant.

Project Program Officer - The individual at the federal or state agency who is responsible for overall administration of the program and for monitoring the project, providing technical assistance, and ensuring that the project is carried out within the framework of the program. Large foundations also have program officers in charge of specific projects.

Proposal - A written request for grant funds that delineates the activities the institution intends to carry out, if funded.

RFP/RFA (Request for Proposal or Application) - An announcement by an agency that proposals or applications will be accepted to accomplish specific goals. As a rule, the amount of time from the release of the *RFP/RFA* until the due date for submitting requests for funding is six weeks, but the amount of time can vary.

Subcontract -Funds received from a primary grant recipient to support the costs associated with carrying out a portion of the project. Typically, it is not necessary to submit a proposal to receive a subcontract, although submission of a budget often is necessary.

Unsolicited Proposals - Agencies may allow institutions to submit proposals for projects that are not part of the agency's identified programs or funding priorities. Foundations are most likely to fit this category; however, if a proposal does not fit funding priorities it is unlikely to be funded.

### **Helpful and Informative Links**

There are four types of funding sources that can be accessed by the grant process: federal, state, private foundations, and businesses. (An electronic form of this list is available from the Grant Director)

#### Federal Sources

Federal funding is awarded through a competitive grant process. All of the federal agencies announce their grant competition in the Federal Register, which can be found at <http://www.gpoaccess.gov/fr/index.html>

Following are a listing of some of the federal agencies through which funding can be pursued:

The Catalog of Federal Domestic Assistance (CFDA) is a government-wide compendium of Federal programs, projects, services and activities that provide assistance or benefits to the American public. It contains financial and non-financial assistance programs administered by departments and establishments of the Federal government. <http://www.cfda.gov/>

Federal Grant Opportunities provides a searchable database of all federal grants. It is an excellent resource and is referred to as grants.gov. <http://www.fedgrants.gov/>

FedWorld. This site will launch you into a large variety of grants related sites across the country. <http://www.fedworld.gov/>

Commerce Business Daily (CBDNet) is also published by the Federal Government and includes contract-funding opportunities. The agencies requesting proposals are very clear about what they expect a project to accomplish. Few of the funding opportunities are in the area of education, but it is still a source worth checking out. <http://cbdnet.access.gpo.gov/index.html>

U.S. Census. This site has the newest 2000 Census data for population, housing, income, workforce, etc. <http://factfinder.census.gov/servlet/BasicFactsServlet> or <http://www.census.gov/>

US Department of Education (US ED). U.S. Department of Education. This federal agency funds grants in a variety of educational areas--including secondary education and higher education. The Fund for the Improvement of Post Secondary Education (FIPSE) is one of the most-well-known divisions of US ED. It is an excellent example of a highly competitive program, where approximately 80 out of 10,000 pre-proposals that are submitted each year are funded. <http://www.ed.gov/index.jsp> or <http://www.ed.gov/GrantApps/>

National Science Foundation (NSF). This federal agency to funds grants related to science, mathematics, and engineering technology. <http://www.nsf.gov/>

National Endowment for the Humanities (NEH). This federal agency funds grants in humanities disciplines. <http://www.neh.gov/index.html>

National Endowment for the Arts (NEA). This federal agency funds grants in the arts. <http://arts.endow.gov/>

US Department of Health and Human Services (DHHS). <http://www.dhhs.gov/>

US Department of Health and Human Services, Health Resources and Services Administration (HRSA). This federal office funds grants to improve health and allied health education programs. <http://www.hrsa.gov/>

US Department of Labor, Employment and Training Administration (DOL). This federal office funds workforce development grants. <http://www.doleta.gov/>

National Institute for Standards and Technology (NIST) is a source of funding for technology-related projects. <http://www.nist.gov/>

National Institutes of Health (NIH). <http://www.nih.gov/>

Small Business Administration (SBA). <http://www.sbaonline.sba.gov/>

US Department of Agriculture (USDA). <http://www.usda.gov/>

US Department of Commerce (DOC). <http://www.doc.gov/>

US Department of Justice (DOJ). <http://www.usdoj.gov/>

US Department of Defense (DOD). <http://www.defenselink.mil/>

Environmental Protection Agency (EPA). <http://www.epa.gov/>

National Aeronautics and Space Administration (NASA). <http://www.nasa.gov/>

Department of Veterans Affairs (VA). <http://www.va.gov/>

US Department of Transportation (DOT). <http://www.dot.gov/>

US Department of Housing and Urban Development (HUD). <http://www.hud.gov/>

US Department of Energy (DOE). <http://www.doe.gov/>

US Department of Treasury. <http://www.ustreas.gov/>

The White House Fellowships. <http://www.whitehousefellows.gov/>

#### State Sources

North Carolina Community College System. The System office provides releases to all community college presidents when RFP's are available for additional funding. The Grant Director will circulate the announcements to the appropriate individuals. These RFPs often have quick turn-around times. Some are as short as two weeks. The Resource Development Office has excellent resource links, examples of successful proposals, as well as grant writing tips.

<http://www.ncccs.cc.nc.us/index.html> and [http://www.ncccs.cc.nc.us/Resource\\_Development/](http://www.ncccs.cc.nc.us/Resource_Development/)

#### North Carolina Information

This is a good link to all State departments and agencies

<http://www.ncgov.com/NCAgency.aspx>

#### Private Foundations

Funding opportunities are available through private foundations. Proposals to private foundations should be coordinated through the Grant Director as with any other proposal.

*North Carolina Giving* is a publication that lists all of the foundations in North Carolina. The directory can search by project subject or the county the foundation is located in. The directory cannot be removed from the grants office, but is available for use by any faculty or staff member.

The Foundation Center. This site contains information about 9,000 private foundations and has a quick search function. <http://fdncenter.org/>

Foundations.org has some excellent links and resources. <http://www.foundations.org/>

#### Council on Foundations

<http://www.cof.org/index.cfm?containerName=Home&menuContainerName=&crumb=1&navID=0>

N.C. Center for Nonprofits has some good links <http://www.ncnonprofits.org/index.asp>

### Businesses

Funding opportunities are also through local and national companies. Although many companies give back to the community through their own foundation, some provide assistance directly. Proposals to all companies should be coordinated through the Grant Director as with any other proposal. The director of the Grants Office will then check with the Western Piedmont Foundation to ensure that the company has not already been solicited for funds

### For general assistance:

Council for Resource Development. This is the site of the professional organization for community college grant writers and foundation officials. <http://www.crdnet.org/>

Mickey's Place in the Sun Grant and Grant Writing Resources. Just a good site for great information <http://mickeys-place-in-the-sun.com/>

## **Section V: Appendices**

All of the forms in the appendices are available in electronic format from the Director of Grant Development and Administration. When a grants web page is launched, these forms will be available for download from that source.