



Work sheet for Community Profile (Human Resources)

Identifying key people in your community

| Who | Names | Contact Information |
|--------------------------------|-------|---------------------|
| Recreation Coordinators | | |
| Directors | | |
| School council | | |
| Teachers | | |
| coaches - ball /hockey | | |
| Artists | | |
| Fitness Instructors | | |
| Elders | | |
| Volunteers | | |
| Youth Leaders ¹ | | |
| Community Leaders ² | | |
| Community organizations | | |
| Churches | | |
| Service Organizations / Clubs | | |
| Girl Guides | | |
| Cubs/ Scouts | | |
| Red Cross | | |
| Lions | | |
| 4 H clubs | | |
| Civic Organizations | | |
| Seniors Groups | | |
| Women's Groups/ Men's Groups | | |
| RCMP | | |
| Government Agencies | | |
| Social Service | | |
| Health | | |
| Legislators | | |
| Local officials | | |
| Hospitals | | |
| Nursing Homes | | |
| Day Care | | |
| Recreation Centres | | |
| Transportation Services | | |
| Librarians | | |
| Others? | | |

Improve your Fund Seeking Skills Webinar – February 16th, 2013

- (1) Youth who are involved in sports can help assist with programming.
- (2) People whose influence in the community is well known.



What sport, recreation, and culture facilities do we have now?

| | |
|-----------------------------|--|
| School | |
| Pool | |
| Play ground | |
| Gym | |
| Rink indoor | |
| Rink outdoor | |
| Pow wow grounds | |
| Culture camps | |
| Art gallery | |
| Museum | |
| Open spaces | |
| Halls | |
| Ball diamonds | |
| Tennis court | |
| Lake canoe /kayak | |
| Golf course | |
| Senior Centres | |
| Day Care | |
| Outdoor Volleyball | |
| Library | |
| Picnic Areas | |
| Parks | |
| Beaches | |
| Lake | |
| Hiking area | |
| Trails | |
| Mountain bike trails | |
| Other | |



What sport, recreation, and culture equipment do we have now that we use for our programs?

| | |
|-------------------------------|---------------------------------|
| Canoes / kayaks | |
| Volleyball equipment | Net/ balls/ pumps/first aid kit |
| Badminton equipment | |
| Floor hockey equipment | Nets/ sticks/ goalie pads |
| Culture camp | Teepee/ teepee poles/ canvas |
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We are now ready to Define Existing Programs

These are the questions we need to answer in order to create a new program.

1. What Programs exist now in your community?
2. What aspect of the individual is being covered? (Medicine Wheel Teaching)
3. What time of day (season) do these programs run?
4. What age groups and gender do these programs cover?
5. Where are these programs located in the community?
6. Who is running these programs?

| Program existing | Aspect covering | Time of day/ season | Age groups | Facility | People Running Program |
|----------------------------|-----------------|------------------------|------------|----------|------------------------|
| | Mental | | | | |
| | Spiritual | | | | |
| | Emotional | | | | |
| | Physical | | | | |
| Social | | | | | |
| Creative | | | | | |
| Educational | | | | | |
| Cultural | | | | | |
| | | | | | |
| Volleyball | | | | | |
| Dance | | | | | |
| Hockey | | | | | |
| Preschool | | | | | |
| Quilting | | | | | |
| Movie night in park | | | | | |
| | | | | | |
| | | | | | |



The Logic Model

| Inputs / resources | Activities | Outputs | Short term outcomes | Intermediate term outcomes | Long term outcomes |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------------|
| resources needed to run the program | How inputs are combined to create the program | | | | |
| Money facilities program staff Volunteers participants equipment supplies etc | | Hours of service delivered Number of participants Number of classes taught | Increased knowledge Changes in attitudes and values Increased skills Modified behaviour Improved conditions Improved quality of life | | Vision |
| HOW | | WHAT WE WANT | | WHY | |

Worksheet for Measurement strategy

| Performance area | Indicators | Information sources | Collection methods and frequency | Person /Group to do the work |
|------------------|------------|---------------------|----------------------------------|------------------------------|
| | | | | |
| | | | | |
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Four Absolutely Essential Skills by Nancy Burke Smith and Judy Tremore

Above all as a grant writer, you must do four things and do them well and **consistently**.

First, have empathy for your readers. That means always writing directly to an audience. Learn who will be reading your grant proposals — often either a program officer at a foundation or a volunteer in a government office. Take care to understand what they need to know and how best to explain it to them.

Second, always meet your deadlines. If the grant arrives past the given deadline, even an hour late, it will not be reviewed! You may be able to resubmit the same grant to the same granting organization, but it's very likely that the next deadline will be a year or more away. Your nonprofit client will not be pleased; the organization may have been counting on that money for its next budget cycle.

Third, you must be able to read and follow instructions. This is more important than having a good writing style, good client relations, or even a successful grant-writing track record. While foundations are not as stringent, many government offices will throw your proposal into the trash unread, unreviewed, and, needless to say, unfunded, if you don't follow the instructions contained in the requests for proposals (RFP).

A fourth critical skill of grant writers is **being a good "test taker."** You must be able to read questions thoroughly, analyze the question for clues to the best answer, and provide the answer that best responds to the core of the question. A common downfall of many grant writers is that they answer questions with information they want to tell the granting agency, rather than with information the granting agency is requesting.

Interpreting the questions is the first step in writing a successful grant proposal and a skill that you'll perfect with experience. Focus on your audience and respond accordingly.

Use Everyday Language

Write plainly; you always have limited space, so you have to be brief and thorough. Often, the judges must read 20 to 100 proposals in just a few days. Yours will stand out and be memorable if your proposal is clear, concise, and jargon free.

Here are some tips for stating it simply:

- Don't add unnecessary adverbs. Use strong action verbs instead.
- Use short sentences.
- Avoid redundancy; particularly within a sentence. (You may note, however, that questions in various sections of an RFP are somewhat similar, and that forces you to be repetitive.)



- Eliminate strings of prepositional phrases.
- Cut the fat from your sentences. Rather than saying, “The project we began last year addressed the needs of at-risk three-year olds,” write, “Last year, we addressed the needs of at-risk three-year olds.”
- Use short and fewer nouns in a sentence.

Consider the difference between these examples taken from *Line by Line*, by Claire Kehrwald Cook (Modern Language Association, Houghton Mifflin Company, 1984).

“The inference that because high school graduates are more likely to be employed than dropouts, the differences may be attributed to the possession of a diploma is suspect since dropouts and graduates may differ in a variety of ways relevant to both graduation prospects and employment status.”

Compare that paragraph with this:

“It is not necessarily the diploma that makes high school graduates more employable than dropouts; other differences may affect both their education and their job prospects.”

Avoid Jargon

We’ve all been subjected to sociological changes in language. Two decades ago, the word “impact” was only used as an adjective for a sore tooth or as a noun describing a car crash. Now, it’s not only accepted as a verb, but has also become overused to the point that it has lost its “impact.”

To avoid using “impact” as a verb, learn the difference between “affect,” and “effect,” and use them appropriately. Usually, if you’re tempted to write “impact,” you want “affect,” which means “to influence.” When “effect” is a verb, it means “to bring about.”

“Proactive” has been done to death, especially when used in the phrase “proactive rather than reactive.” Just say your team will be “active” in addressing issues as they arise. It means the same thing. Or even better, “The team will actively address issues as they arise.”

Some jargon is specific to an industry or focus and, because it is used among peers only, it tends to put off your reading audience. For instance, if you were to tell someone who hasn’t read this book and is unfamiliar with the grant-writing process that you are reading the rubrics in an RFP, he or she could very well feel like you were trying to be secretive or trying to exclude them.

Other forms of jargon are idiosyncratic ways of expressing yourself. While these “tics” are perfectly appropriate in spoken language, they muddy writing. Avoid turns of phrase and



redundant words and descriptions. Also avoid too many prepositions — “off of” — and lengthy, redundant phrases, such as “the reason is because” or “due to the fact that....”

Be Politically Correct

Using everyday language does not excuse street talk. Be politically correct, particularly when you are discussing individuals. Say “people with disabilities,” not “disabled people.” (Emphasize the person rather than the disability.) Don't sensationalize a disability with such phrases as “afflicted with,” “unfortunate,” “pitiful,” or “victim of.” And don't use the word “handicap” unless you're writing about golf. You want to emphasize the person's abilities. Say “She walks with crutches,” or “He uses a wheelchair,” rather than “He is confined to a wheelchair.”

Use “able-bodied,” rather than “nondisabled” when discussing people who don't have a physical condition that interferes with their ability to walk, see, hear, learn, or lift.

Use “minority individuals,” or terms such as “African-American,” “Hispanic/Latino/Latina,” “Native American,” and “Asian” when you have to be specific about ethnicity.

Avoid Sexist Language

Use inclusive, non-sexist language by substituting “she/he” and “his/her.” Better yet, you can avoid that awkward structure by changing a single-tense subject and verb to the plural. Then you can use “they are” instead of “he / she is.” Avoid words that contain “man.” Change “chairman” to “chair,” “manpower” to “workforce,” or “manmade” to “synthetic.”

Another tired phrase is “at-risk youth” which can be interchangeable with: “teens,” “adolescents,” “young adults,” “students,” or “boys and girls” for youth when you're talking about programs for teens.

The Everything Grant Writing Book 2nd Edition by **by Nancy Burke Smith and Judy Tremore**

Other resources:

- Get information from **AANDC** at <http://pse5-esd5.ainc-inac.gc.ca/fnp/Main/Index.aspx?lang=eng>
- **Resource: Community toolbox**
http://ctb.ku.edu/en/tablecontents/sub_section_main_1043.aspx



Other resources:

- <http://www.elderberry.org/assessment.asp>
- <http://municipalcapacity.ca/+pub/document/resource-materials/Community%20Resource%20Inventory%20Guide%20-%20Jan.%202012.pdf>
- <http://municipalcapacity.ca/+pub/document/resource-materials/communitydevhandbook.pdf>
- http://1000ventures.com/business_guide/crosscuttings/vision_mission_strategy.html
- <http://www.passia.org/seminars/98/Strategic%20Planning/zainab3.htm>
- <http://www.pcs.gov.sk.ca/CYR-Annual-Report-2001-2002>