

# TRY THIS west virginia

Building Blocks for  
Healthy Communities



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Healthy Eating: Community

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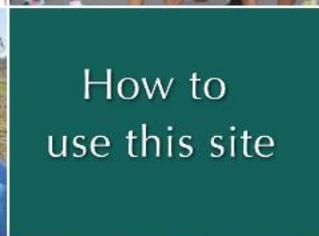
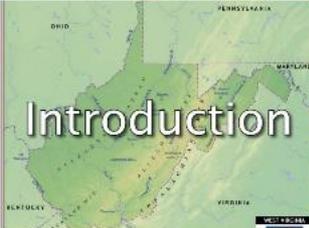
Funding

Troops & Volunteers

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Churches

Seniors



# Get Funded! Part 1

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# Get Funded! Part 1

- The Grantwriting Process
- Do's and Don'ts
- Common Terms
- The Elements of a Proposal
- KEYS 4 HealthyKids Toolkit

# Try This WV

**TRY THIS**  
west virginia

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## Funding your community project: read this



These people are raising \$\$ for dozens of non-profits. The Run for It! 5K raises tens of thousands a year for WV non-profits. All you do is register, get your team together, solicit sponsors and get their pledges to the Tucker County Foundation, which organizes the event, and gives you the money you raise! (Photo courtesy Tucker Community Foundation)

**This page will tell you what funders want from you and where to look for funding that fits your needs.** We've included lists of funding sources. Know about a funding source we missed? Share it! Write it in the comments section at the end.

**Here are the sections on this page:** Getting ready to apply, Get to know funding and funders, Foundations 101, Most frequent foundation funders and funded, State Funding, Federal Funding, Local funding.

http://trythiswv.com/wp-content/uploads/2014/06/Run-for-It-2014-crowd-cropped-1-of-1.jpg

11:33 AM  
5/13/2015

# Philanthropy

- Think like a funder
- Why do people support the work of nonprofits?
- What are the current trends in giving?
- What is going on in the economy?
- How do you make a connection?



# What do you value?

- What is your mission
- Who do you serve
- What do you wish to change
- What makes you unique
- Who are your partners
- What will success look like



# Getting Ready: A Proposal is a Process

- What is the community need that you wish to address?
- Does the project promote the mission of your organization?
- Research potential funders who care about the need that you have identified
- Research the funders history of giving, giving range, and priority areas
- Does the project address the funders priority areas

# Steps to Success

- Read and follow the directions
- Sell your project idea but don't oversell
- Recognize the competitive nature of the funding environment
- Keep it simple - providing too much information makes the proposal more difficult to follow
- Do not apply just to get money
- Do not apply until the project is ready

# Tips on Writing

- Know what the funder wants - follow the directions
- Submit the proposal in the exact order as directed by the granting organization
- Get your thoughts together - create an outline with dates
- Avoid jargon and acronyms - spell them out the first time referenced on every page/section
- Keep it simple
- Have a descriptive project title – not a cute name
- Revise and EDIT – have someone unfamiliar with your program read the application to tell you what's confusing or unclear

# Why Proposals Fail

- Project is outside of their guidelines or current priorities
- Project quality is poor
- Cost per client served is unacceptably high
- Inadequate research on the part of the applicant
- You applied to the wrong funder
- The funder did not have enough money to fund all proposals

# Terms

- **501 (c)(3)**
- **Grant Application**
- **Online Grant Application Form**
- **Abstract**
- **Collaboration**
- **Goals**
- **Objectives vs. Outcomes**
- **Evaluation**
- **Budget Form**
- **Budget Narrative**
- **Indirect/Overhead Cost**
- **Allowed/Disallowed Costs**
- **Attachments**

# Terms

- **In-Kind Contributions**
- **Matching Funds**
- **Narrative**
- **Need/Problem**
- **Methods**
- **Program**
- **Project**
- **Proposal**
- **Revenue**
- **DUNS Number**
- **Stakeholders/  
Target Population**
- **Sustainability**

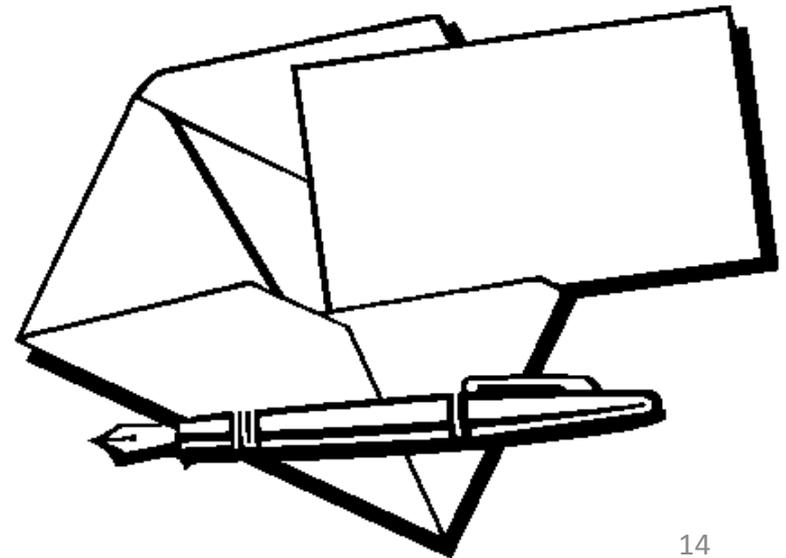
# Essential Elements of any Grant Proposal

- Cover Letter/Letter of Application/Face Sheet
- Executive Summary/Abstract
- Need/Problem Statement
- Project/Program/Solution
- Goals/Objectives/Methods
- Outcomes/Evaluation
- Budget/Budget Narrative
- Sustainability
- Organizational Information/History
- Appendix/Attachments

# Cover Letter

## Overview of the proposal

- Reference to contact information
- Why specific funder was selected
- Request – words and an amount
- What is in your proposal package
- Offer to answer questions or meet with grant maker
- Required signature



# Cover Letter - Example

Dear...

Thank you for opportunity to apply to ...

Attached is the request for \$25,000 to build a high tunnel to extend the growing season for our local famers market...

Attached you will find....

If you have any questions or need further information, please contact ...

# Executive Summary

**This is an umbrella statement of your case and summary of the entire proposal (1 page)**

- Problem
- Solution
- Funding Requirements and Commitments
- Timelines
- Organization and its expertise

# The Need or Problem Statement

## Why is this project necessary - 2 pages

- Community context/problem statement
- Answers the question “**So What?**”
- Should be: people centered, of reasonable scope, documented, method free
- Don’t use sweeping language, just the facts (who says that it is so?)

# The Need or Problem Statement

- **Narrative description** of current *condition or situation* involving people including the *effects or impacts and causes or contributing factors*.
- **Data that best supports your case**
  - Statistics
  - Examples
  - Be sure to reference the statistics used

# Framing the Problem

- WHO is affected?
- WHAT is happening?
- WHERE does the situation take place?
- WHY is it a problem?
- What else can you tell us about the situation?
- Who else thinks it is a problem?
- What are the underlying causes?
- What are the effects of this problem?

# Problem statements and descriptions

## Problem statement:

- short
- lean
- simple

## Problem description

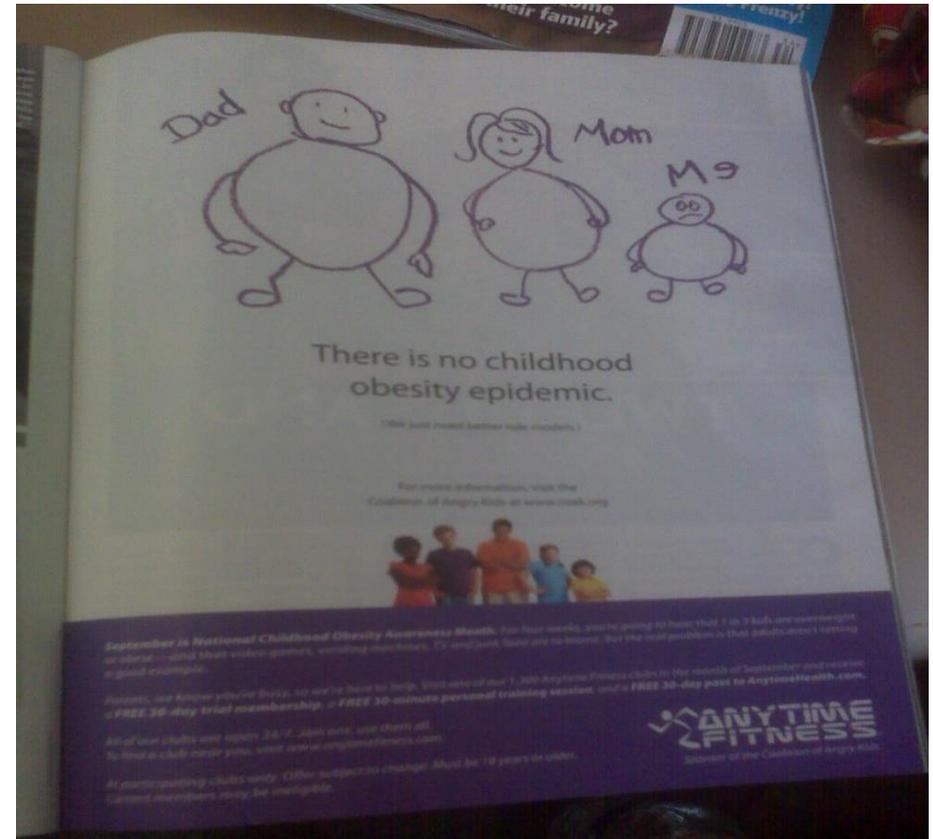
- long

.



# Problem/Need Statement Exercise

Brainstorm potential societal problems





There are a number of ways to stay healthy:



or more servings of fruits and vegetables each day.



hours or less each day of recreational screen time.



hour or more each day of moderate to vigorous physical activity.



sugary drinks! Restrict soda, sugar-sweetened sports & fruit drinks.

**5-2-1-0 Every Day for Every Body!**

© 2014 Images and info courtesy: Wake Center for Public Health

Brought to you by  
[www.keys4healthykids.com](http://www.keys4healthykids.com)



# The Need - Example

- West Virginia is a state with four seasons which makes access to fresh foods more challenging...
- The creation of a high tunnel will extend the growing season and provide nutritious food to...
- “According to the WV Food and Farm Coalition, X% of area residents live in food deserts and ...

# Project Description

## How the project will be implemented - 3 pages

- What do you want to accomplish?
- How will you accomplish your objectives?
- Who will carry out the project?
- Evaluation - How do you know how you are doing?
- What benefit will the people served receive?
- Sustainability - Does the project have a life beyond the grant period, if so what are the funding sources?

# Project Description - Elements

- **What** the broad goals and more specific objectives and methods of the program
- **What** will you accomplish? Outcomes **How?** Plan of action...timeline
- **Who?** Staff, Board, Volunteers...expertise
- **How will you know you made a difference?** - evaluation plan
- **Sustainability?** - long term funding...what will be left in place after the project ends

# Outcomes/Objectives

- Benefits or changes for individuals (or population) during or after participation
- Tells you the outcomes or end results
- Under what constraints will the outcomes be achieved?
- Subject of the sentence should be the clients/participants in the project

# Objectives should be....

- Specific
- Measurable or quantifiable
- Attainable
- Realistic, responsive to need
- Time bound



***Objectives should have performance targets or benchmarks.***

- Program new, existing or expanding?
- Are you over or under promising results or capabilities?

# Methods

- Describes how you will achieve your goals and objectives
- Summary of program elements
- Should explain why approach was chosen including any research based outcomes. Reader should understand benefits of the approach.
- Tie the method selection to available resources.
- Choose methods based on what is appropriate for the target population and the project participants

# Methods

- Should describe role of partners and specify what they bring to the project
- Should include an implementation plan and timeline (month by month with deadlines for completion of steps)
- Reasonable scope of activities that can be accomplished within the stated time frame and with the resources of the organization
- Describe the sequence, flow, and interrelationships of the activities
- Describe project - then discuss staffing needs

# Budget

**Financial description of project plus notes - 1 page**

- **Expense Information** (staffing, project costs, overhead and indirect costs)
- **Income/Revenue Information** (including fees generated and other sources identified, applied for, and committed)
- **Budget Narrative** - as needed

# Budget - Steps for Creating a Budget

- Identify who will help you gather the data
- List all personnel who will be involved (calculate salary and fringe costs)
- List and tabulate cost of consultants
- Think through and list all other non-personnel costs, e.g. space, telephone, postage, copying, and any indirect cost (time of executive director, audit, ...)
- Identify revenue sources both secured and projected

# Budget

- **Personnel/Staffing**
- **Travel**
- **Equipment**
- **Supplies and Materials**
- **Meetings/Training**
- **Consultants/Professional Fees/Subcontracts**
- **Other**
- **Direct Costs**
- **Indirect Costs**

# Organizational Information

**History and governing structure of the nonprofit; its primary activities, its audiences, its services - 1 page**

- Date of founding and mission
- 501c3 - federal distinction
- Organization's structure, programs, and special expertise
- Information about staff and board
- Audience served by the agency and the specific project for which funding is sought

# Appendix

## **Supplemental Information to Support Proposal (as required by the funder)**

- IRS Letter of Determination (501c3)
- Financial Information (include as needed – operating budget, audit, 990, list of past and current fiscal year foundation/corporate funders and gift level)
- Resumes (where appropriate)
- Do not add additional materials unless they are requested by the funder
- In what format does the funder need the information



Unlocking the Doors to a Better Tomorrow

# Why We Are Here

Environments that support sedentary behavior and poor diet



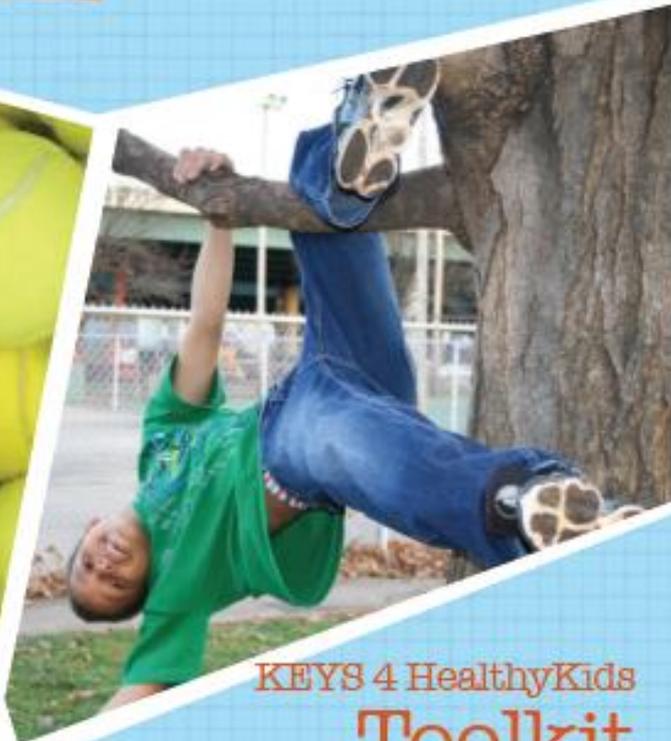
# Our Vision

Environments that support active living and healthy eating





Unlocking the Doors to a Better Tomorrow



## KEYS 4 HealthyKids Toolkit

A guide for creating a healthy community

Access Toolkit and links online  
[www.keys4healthykids.com](http://www.keys4healthykids.com)

## What's the Difference Between Policy, Systems and Environmental Change and Programs?

Setting	Programs/Events	Policy, Systems and Environmental Change
School	Celebrate national nutrition month	Add fruits and vegetables to the a la carte options in schools
Community	Host a community bike ride and parade	Implement a Complete Streets policy to ensure community roads are constructed for safe biking, walking and driving
Worksite	Hold health screenings for staff	Implement a healthy vending machine policy that offers healthy snacks at an affordable price
Hospital	Hold free breastfeeding courses for new moms	Implement the WHO 10 Steps to Successful Breastfeeding and become a baby friendly hospital

# **Creating a Healthy Community**

## **5 Steps**

- 1) Building the Team
- 2) Mobilize the Community
- 3) Assess the Environment
- 4) Goals & Priorities
- 5) Take Action and Track the Results

# 1. Building The Team

## Who in our community:

Is already working to address childhood obesity?

Knows a lot about healthy food and physical activity?

Has good contacts and can mobilize others?

Can influence policy and/or environmental change?

## Where in our community do:

Children and families eat food and buy groceries?

Children and families engage in physical activity?

Children spend their time when not in school?

Pre-school age children spend most of their time?

**Key Questions for Identifying Potential Partners**

# 1. Building the Team

- Who else needs to be at the table?
- What other resources are needed that someone in community already does?
- How to find out?

The screenshot shows a web browser window with the URL <http://trythiswv.com/have-a-community-conversation/>. The page features a teal sidebar on the left with the logo 'TRY THIS west virginia' and the tagline 'Building Blocks for Healthy Communities'. The sidebar contains a list of navigation links: Home, About This Website, Index, How to Use This Site, Try This Checklist, Healthy Eating: Community, Healthy Eating: Schools, Fitness: Community, Fitness: Children, and Policies & Infrastructure. The main content area has the heading 'Create a regular community conversation.' and a photograph of a group of people in a meeting. Below the photo is a caption: 'Facilitator C.J. Rylands, second from right, makes a point as Create Buckhannon discusses ways to make city streets safer for pedestrians and children. "We discuss whatever the group wants to bring up," he said. Photo: Kate Long'.

# 1. Building The Team

## **Community Service**

- Food banks/pantries
- Soup kitchens/meal programs
- Volunteer groups
- Civic groups/clubs

## **Community Volunteers**

- Community-minded individuals
- Parents
- Extension Master Gardeners

## **Economic**

## **Development/Businesses**

- Chamber of Commerce
- Local business owners
- Groceries
- Gym owners
- Local growers (gardeners/farmers)



# 1. Building The Team

## **Elected Officials**

- State legislators
- Mayors

## **Faith Community**

- Churches
- Faith-based programs
- Faith-based youth groups

## **WVU Extension Service**

- Ag and Natural Resources
- Youth Development
- Nutrition Programming
- Food Safety
- Food Preservation



# 1. Building the Team

*Involve Youth!!*

## **Childcare**

- Nurseries/daycares
- In home childcare centers

## **Schools**

- K-12
- After-school programs
- Community/Technical Schools
- Colleges and Universities
- Farm 2 School

## **Community Organizations**

- Youth services
- Family services



# Healthy Clendenin



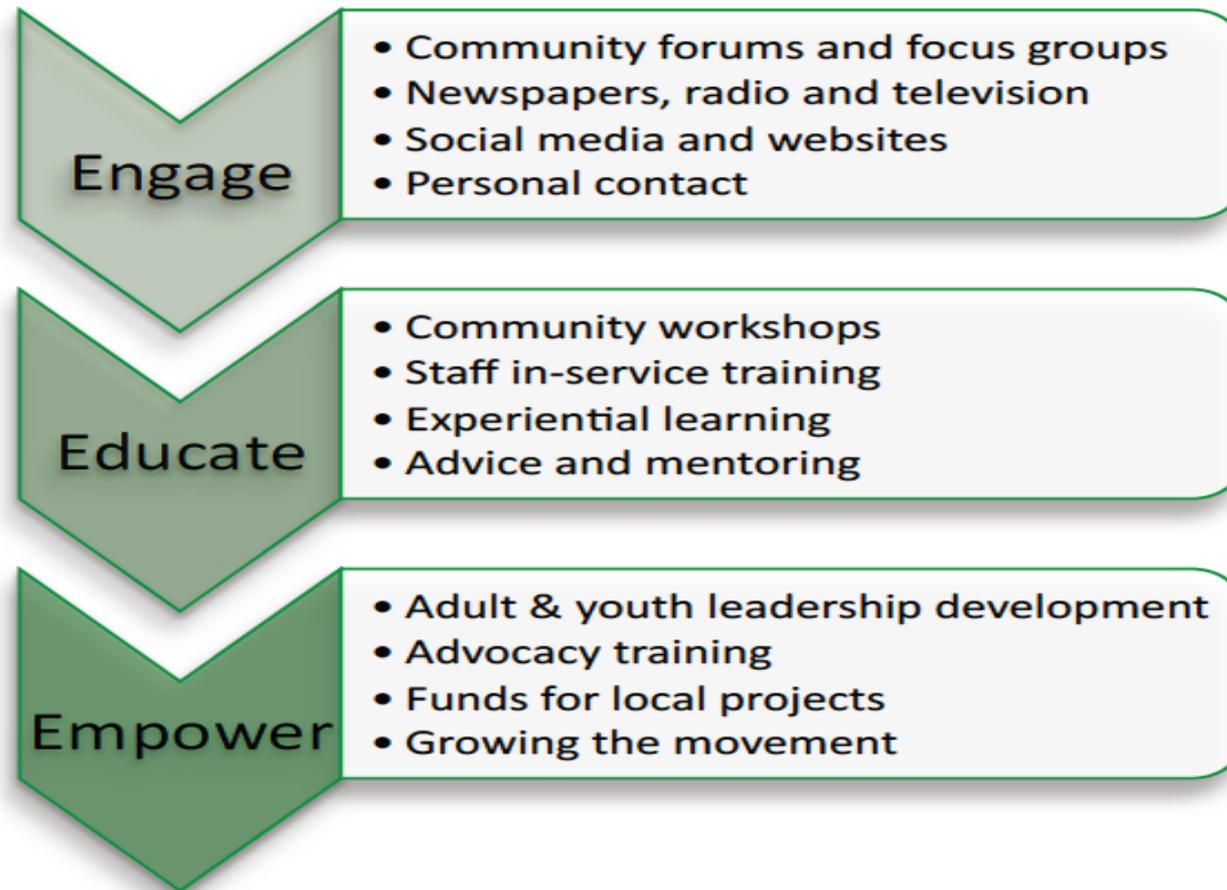
# What Does the Team Do?

- ▣ The team is responsible for engaging others possibly through outreach programs or a volunteer organization
- ▣ To track the progress of the goals and make changes when needed
- ▣ And to be the primary and central voice for the project



# 2. Mobilize the Community

## Stages of Community Mobilization



# 3. Inventory & Assessment: Where Are You?

Evaluate the challenges to being Healthy in your community either physically, socially, or economically.

- “There is not a safe place for children to play”
- “There is not an accessible grocery store that offers fresh food”
- “The after school care program is lacking in healthy food and activity options”

### 3. Inventory&Assessment: Environmental Scan

- This identifies factors that help/hinder the communities healthy choices
- Some tools to use:
  - Mapping the local food sources
  - Evaluating government and organizational (such as schools) policies that are health related
  - Documenting access to and affordability of resources
- After completing the scan, check to see what areas need improvement and would most benefit the community

# Walkability Audits



# Healthy Clendenin Walkability Audit



# NAP SACC



<b>(PA3) Supporting Physical Activity</b>				
A. During active play time staff:	<input type="checkbox"/> Supervise play only (mostly sit or stand)	<input type="checkbox"/> Sometimes encourage children to be active	<input type="checkbox"/> Sometimes encourage children to be active and join children in active play	<input type="checkbox"/> Often encourage children to be active and join children in active play
B. Support for physical activity is visibly displayed in 2 to 5 year old classrooms and common areas by:	<input type="checkbox"/> No posters, pictures, or books about physical activity displayed	<input type="checkbox"/> A few posters, pictures, or books about physical activity displayed in a few rooms	<input type="checkbox"/> Posters, pictures, or books about physical activity are displayed in most rooms	<input type="checkbox"/> Posters, pictures, or books about physical activity are displayed in every room
<b>(PA4) Physical Activity Education for Staff, Children, and Parents</b>				
A. Training opportunities are provided for staff in physical activity (not including playground safety):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
B. Physical activity education (motor-skill development) is provided for children through a standardized curriculum:	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> 1 time per month	<input type="checkbox"/> 2-3 times per month	<input type="checkbox"/> 1 time per week or more
C. Physical activity education is offered to parents (workshops, activities and take home materials):	<input type="checkbox"/> Rarely or never	<input type="checkbox"/> Less than 1 time per year	<input type="checkbox"/> 1 time per year	<input type="checkbox"/> 2 times per year or more
<b>(PA5) Physical Activity Policy</b>				
A. A written policy on physical activity that covers most of the above topics:	<input type="checkbox"/> Does not exist	<input type="checkbox"/> Exists informally, but is not written or followed	<input type="checkbox"/> Is written, but not always followed	<input type="checkbox"/> Is written, available and followed

 **NAP SACC Action Planning Document**

Facility Name: \_\_\_\_\_

Date: \_\_\_\_\_ Target Date for Evaluation: \_\_\_\_\_

Areas for Improvement/Specific Goals:

Self-Assessment Area	Goals	Target date for completion
<b>Nutrition Area:</b>	1.	
	2.	
	3.	
<b>Physical Activity Area:</b>	4.	
	5.	
	6.	
<b>Additional Area:</b>	7.	
	8.	
	9.	

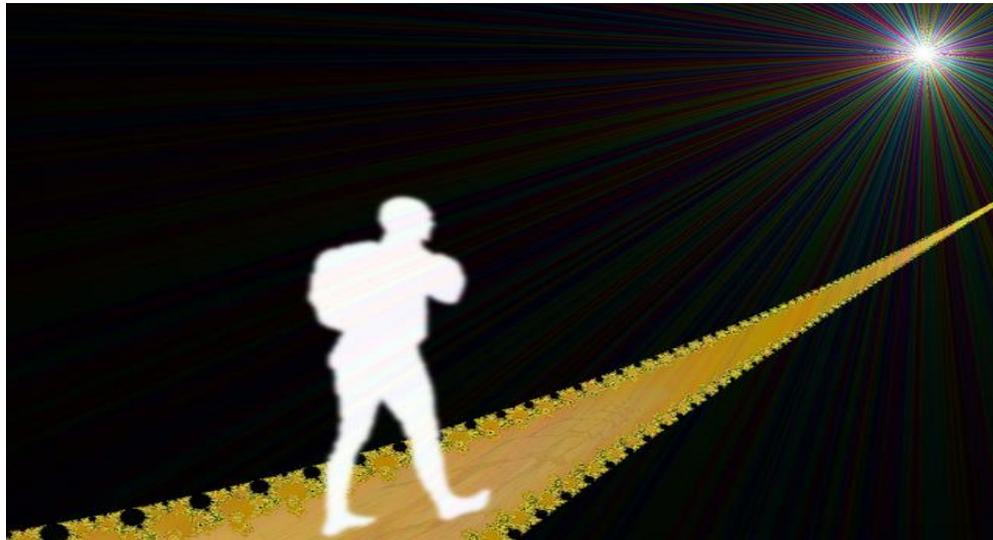
# 4. Set Goals

- Use the environmental scan to target the areas which need the most improvement
- “The Team” should then make a list of goals and how to achieve these goals
- This “game plan” should be divided by goal and distributed to corresponding team members



# 4. Goals & Priorities

- Be patient !!!!
- Where to Start?
- How to Start?
- Follow assessment and let it guide





**Take  
Action**

**&**

**Track  
Results**



# 5. Take Action and Track Results

- Track the results of your progress and make changes accordingly
- Count everything
  - People, outcomes, \$, resources and IMPACT
- Refer back to inventory, resources and assessments
- Pre and Post surveys
- How do you know when you are successful?

# Get Funded! Part 2

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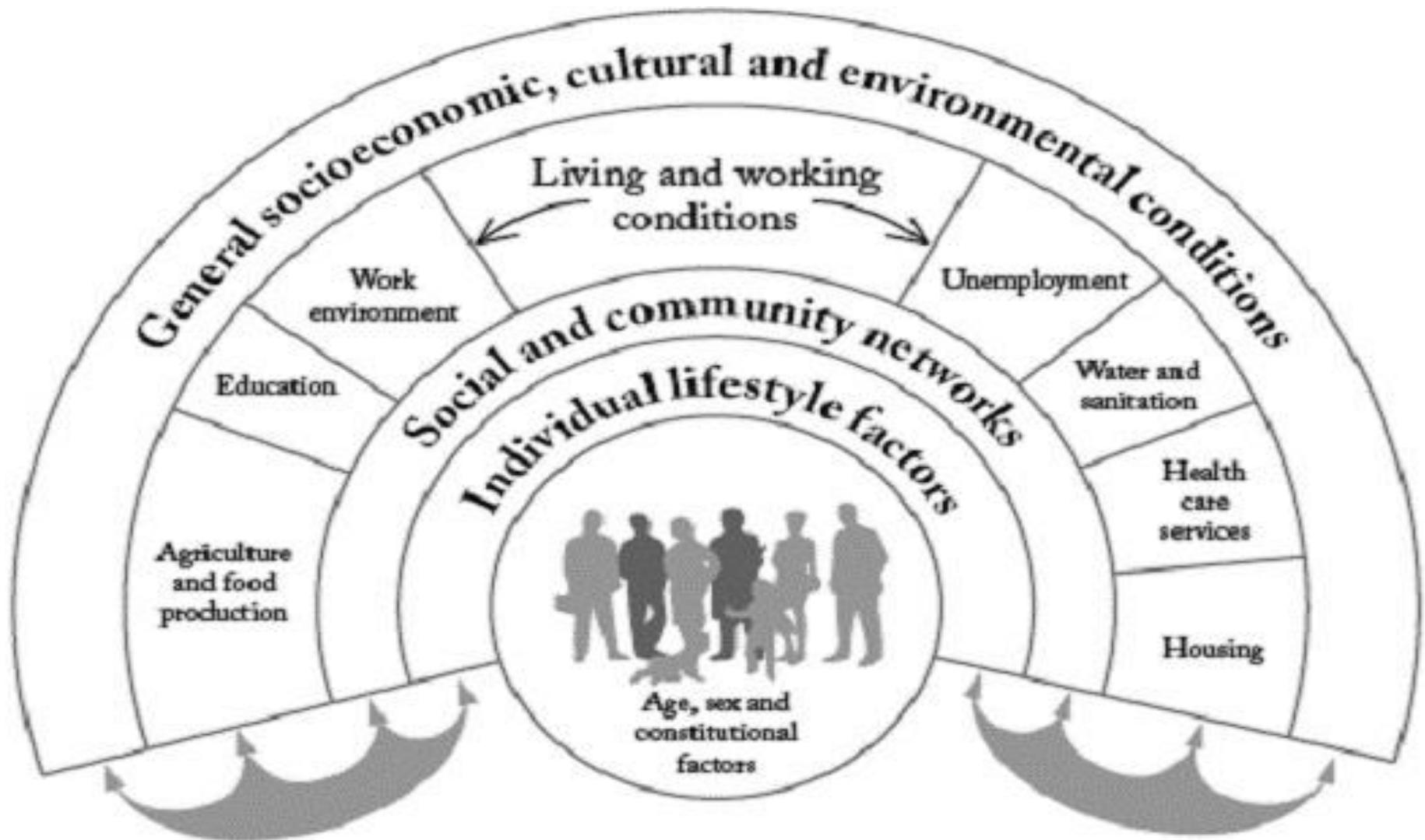
# Get funded! Part 2

## Agenda

- Review of Part 1
- Review of KEYS Toolkit
- Small Group Exercises
  - Goals, Objectives, Methods
- Specific Funding Sources



# Social Determinants of Health



# Health in all Policies

- Promote health, equity and sustainability
- Support intersectional collaboration
- Benefit multiple partners
- Engage stakeholders
- Create structural or process change

# Health Impact Assessment

- can be a valuable tool for using the Health in All Policies approach to decision-making
- states and communities integrate health considerations into transportation and community planning decisions
- Applicability to a broad array of policies, programs, plans, and projects
- Consideration of adverse and beneficial health effects
- Engagement of communities and stakeholders in a deliberative process

# Evidence-based resources

- County Health Rankings  
<http://www.countyhealthrankings.org/>
- Community Guide for Prevention Services  
[www.thecommunityguide.org](http://www.thecommunityguide.org)
- CDC  
[www.cdc.gov/healthycommunitiesprogram/](http://www.cdc.gov/healthycommunitiesprogram/)
- Trust for America's Health  
[www.healthyamericans.org](http://www.healthyamericans.org)
- Social Determinants of Health / Healthy People 2020  
[www.healthypeople.gov/.../social-determinants-health](http://www.healthypeople.gov/.../social-determinants-health)
- **Health Impact Assessment**  
[www.cdc.gov/healthyplaces/hia.htm](http://www.cdc.gov/healthyplaces/hia.htm)



# Funding Sources

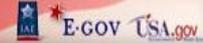
- **Federal Government**
- **State Government**
- **Foundations (Family, Community, Corporate)**  
**Foundation Center Directory**
  - Kanawha County Library - Federal Depository
  - West Virginia State University
- **Corporations**
  - Corporate Directory Foundation Center
- **Local organizations (service organizations, public charities, interest groups)**

# Federal Grants

- [Catalog of Federal Domestic Assistance](#)
- <http://www.cfda.gov/>
- [Federal Register](#)
- Federal Grants Clock
- Federal Checklist
- Intent to Apply
- Bidders Conferences, FAQs, Webinars, and Technical Assistance calls



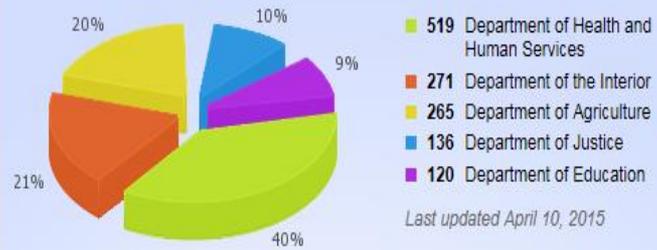
# CATALOG of FEDERAL DOMESTIC ASSISTANCE



- [Home](#)
- [Programs](#)
- [Agencies](#)
- [Regional Agency Offices](#)
- [General Info](#)
- [Privacy](#)

## CFDA Statistics: Programs at a Glance

CFDA contains detailed program descriptions for 2,310 Federal assistance programs. The following chart shows the program distribution for the top five issuing agencies.



Last updated April 10, 2015

## About CFDA

Catalog of Federal Domestic Assistance (CFDA) provides a full listing of all Federal programs available to State and local governments (including the District of Columbia); federally-recognized Indian tribal governments; Territories (and possessions) of the United States; domestic public, quasi- public, and private profit and nonprofit organizations and institutions; specialized groups; and individuals.

## Agency Log-In

[Click here](#) if you are responsible for managing CFDA program data.

## Find Programs



Search now! You do not need an account to search the catalog and view Federal assistance programs.

Keyword or Program Number

Select Assistance Type...

[SEARCH](#)

- [Advanced Search Form](#)
- [Find Programs by Number](#)
- [Find Programs by Agency](#)
- [Added Programs \(since last publication date\)](#)
- [Archived Programs \(since last publication date\)](#)

[Download CFDA 2014 Print Edition](#)



[SEARCH RECOVERY PROGRAMS](#)

[CFDA User Guide](#)



Related Topics

- Food Labeling
- Food Safety
- Food Security
- USDA Quality Standards
- Food and Nutrition Blogs

Resources

- ChooseMyPlate
- Dietary Guidelines for Americans
- Farmers Markets
- FoodSafety.gov
- Gov Benefits
- Know Your Farmer, Know Your Food Healthy Food Access
- Nutrition.gov
- SuperTracker
- Summer Food Service Program
- Team Nutrition Initiative

Sign Up

### Food and Nutrition

In 2012, more than 47 million Americans lived in households that had difficulty putting food on the table and USDA helped provide a hunger safety net for these families. In times of record need, USDA has provided critical nutrition assistance to millions of families. Learn more about how USDA is [delivering results](#) and working hard to provide a safe, sufficient and nutritious food supply for the American people.

#### Fighting Hunger and Improving the Health of Our Families and Children

As the centerpiece of First Lady Michelle Obama's [Let's Move!](#) initiative to raise a healthier generation of kids, USDA led the effort to pass the Healthy, Hunger-Free Kids Act, historic legislation to allow us, for the first time in 30 years, the chance to make real reforms to the school lunch and breakfast programs by improving the critical nutrition and hunger safety net for nearly 32 million children who eat school lunch each day and the 12 million who eat breakfast at school.

USDA's efforts to improve and enhance the school food environment include:

- Updated science-based school meal standards for the National School Lunch Program to increase fruits, vegetables, whole grains, and low-fat dairy while reducing fats, sodium and sugars;
- Performance-based funding increases of 6 cents per lunch for schools meeting the new meal standards; this is the first real increase in 30 years;
- Implemented new snack-food standards in schools that preserve flexibility for time-honored traditions like fundraisers and bake sales, and provide ample transition time for schools;
- Provision of training and technical assistance to help schools meet improved standards. USDA is working closely with schools to move swiftly to make these reforms a reality in every school.

USDA encouraged more schools to promote healthy eating and exercise through the [HealthierUS School Challenge](#), which has made awards to over 6,526 schools in 49 states and the District of Columbia for their achievements in improving school meals and the school nutrition environment.

The Special Supplemental Nutrition for Women, Infants and Children (WIC) Program helps ensure the nutritional health of pregnant, postpartum and breastfeeding mothers, infants and children, serving

# Funding Sources

- **Corporations**
  - publicity
  - promote community mission – be a good corporate citizen, gain community respect, impact market share. Their funding is more episodic, revolving around particular campaigns, events, and projects. Corporate funding can be a good source of support for new initiatives, special programs, and special events.
- **Local and State Governments** will sometimes fund projects that benefit the people in those areas. Examples are social service programs, cultural resources, and educational opportunities.

# Funding Sources

- **Federated Funds such as United Ways, United Arts, etc., can be steady sources of relatively large amounts of money.** Available only to well established nonprofit organizations.
- **Foundations come in various sizes and types but their grants can be important and substantial.**
  - Private Foundations usually have large assets and issue annual reports.
  - Corporate Foundations are similar to private foundations but their boards are often made up of corporate officers. Their endowment funds are separate from the corporation and they have their own professional staff.
  - Community Foundations pool the assets of many donors and are usually community service organizations.
  - Independent or Family Foundations receive endowments from individuals or families.

# State Grants

- When & where is the bidder's conference?
- Who is eligible to apply for this grant?
- Is there an electronic bulletin board, web site, webinars, or other support system in place?
- Is the grant linked to any particular government initiatives (Healthy People 2020) or legislation?
- What support, if any can legislators offer?
- Who will read and score these applications (profession specific folks, general business or citizen representatives)?

# Web Resources

- The Foundation Center <http://www.fdncenter.org/>
- Chronicle of Philanthropy [www.philanthropy.org](http://www.philanthropy.org)
- The Council on Foundations [www.cof.org](http://www.cof.org)
- The Grantsmanship Center [www.tgci.org](http://www.tgci.org)
- Grantstation [www.grantstation.com](http://www.grantstation.com)
- Corporation Website [www.hoovers.org](http://www.hoovers.org)
- Guide Star <http://www.guidestar.org/>
- Technology Website [www.techsoup.org](http://www.techsoup.org)
- Census Fact Finder  
<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>
- WV Kids Count Fund [www.wvkidscount.org](http://www.wvkidscount.org)
- W.K. Kellogg Foundation [www.wkkf.org](http://www.wkkf.org)
- CDC <http://www.cdc.gov/healthyweight/>
- West Virginia Bureau for Public Health [www.healthywv.org](http://www.healthywv.org)

# Foundation Grants

- What is the stated mission of the foundation?
- Does the foundation offer workshops, webinars, technical assistance or other support for proposal development?
- Does the foundation publish an annual report or newsletter; does it have a website?
- Does the foundation employ a program officer who can help during the application process?
- Who will read and score the applications?



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### TGKVF 2015 Discretionary Grantmaking

The Greater Kanawha Valley Foundation is taking a systems approach to its grantmaking. The Foundation believes that community change is a result of collective analysis and vision. Its grantmaking is proactive and focused with clarity about the impact it desires to make with the bottom line being better outcomes for families, children, and communities. As a result, the Foundation is looking for collaborative projects that involve more than one organization or one project. The Greater Kanawha Valley Foundation believes that no single organization is responsible for any major social problem, nor can any single organization cure it.

To help focus its grantmaking, The Greater Kanawha Valley Foundation has identified six root causes that it believes contribute to the major social problems in the six county region it serves. While there may be varying root causes, the six selected are those that the Foundation believes it can most likely impact. The six root causes are:

- **Weak community connections and lack of collaboration**
- **Not enough strong and visionary leadership-at all levels**
- **Apathetic attitudes and unhelpful cultural beliefs**
- **Economic disparities and lack of a diverse economy**
- **Poor health of the population**
- **Underperforming education system and ill-prepared students**

Consequently, The Greater Kanawha Valley Foundation has adopted three focused goals that reflect the preferred state of community. Grants should address one of the following goals:

1. **Education - We are a community where students, from early childhood to post-secondary, build the skills, knowledge, and credentials to become**

# THE KRESGE FOUNDATION

Expanding opportunities in America's cities

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## Health

We seek to help communities overcome the economic and social disadvantages that contribute to poor health so that all Americans have the chance to enjoy productive, self-determined lives.

### Program Overview

The opportunity to pursue an education, achieve economic security and participate as a productive member of society depends on sound health. Health, in turn, is strongly influenced by the opportunities and conditions in the places people live. Too often, the deck is stacked against people in low-income neighborhoods. They are disproportionately affected by polluting industries, violence and inadequate housing. Their neighborhoods are underinvested.

#### FOCUS AREAS

- [Accelerating community-centered approaches in health »](#)
- [Developing healthy places »](#)

#### PROGRAM TEAM

-  **David D. Fukuzawa**  
Managing Director
-  **Stacey Barbas**  
Senior Program Officer
-  **Chris M. Kabel**  
Senior Program Officer
-  **Phyllis D. Meadows**  
Senior Fellow

http://kresge.org/programs/health

# Corporate Grants

- Their philanthropy is often driven by a desire for public recognition and to engage in employees issues areas
- Does the corporation have a local or regional site in our area?
- Does it issue an annual report?
- Do you need money or personnel?
- Will the corporation require you to display their logo or other commercial signs?
- Will your organization allow such commercial displays?



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### Community Giving

#### Our Focus

#### Apply for Grants

- National Giving Program
- State Giving Program
- Community Grant Program
  - Community Grant Guidelines
  - Community Grant FAQs
  - Sam's Club Community Grant Program
- Northwest Arkansas Giving Program
- Legal Department Strategic Partners Sponsorship Program
- Associate Scholarships
- Our Volunteers
- International Giving

## Community Grant Program

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Walmart believes in operating globally and giving back locally – creating impact in the neighborhoods where we live and work. Through the Community Grant Program, our associates are proud to support the needs of their communities by providing grants to local organizations.

#### Related Resources

- [Community Grant Guidelines](#) ▶
- [Community Grant FAQs](#) ▶

# Sample Paid Service to Research Grants

The screenshot shows a web browser window displaying the GrantStation website. The address bar shows the URL <https://www.grantstation.com/public/about.asp>. The browser tabs include 'GrantStation.com - About' and 'American FactFinder'. The website header features the GrantStation logo with the tagline 'Your Fast Track to Funding' and the QuickBooks logo with the tagline 'MADE EASY™'. A navigation menu includes links for 'Member Benefits', 'About', 'Tour', 'Help', 'Contact', 'Partner Programs', and 'What's New'. The main content area is titled 'About' and includes sub-links for 'About | History | Staff'. The text describes the organization's mission to assist the nonprofit sector and provides information about the GrantStation database and newsletters. A sidebar on the left lists 'Home' links such as 'Return to Main Page', 'Become a Member', and 'Community Features'. A 'Member Login' form is located on the right, with fields for 'Username:' and 'Password:' and a 'Login' button. Below the login form is a link for 'Forgot your login?'. A 'Community Features' sidebar lists various resources like 'Talk2020', 'Testimonials', and 'Online Education'. At the bottom of the page, there is a section for 'Online Education' with links to 'FREE Tour of the GrantStation Website' and 'How to Secure Funding from Foundations'. The Windows taskbar at the bottom shows the time as 5:46 AM on 4/11/2015.

# Questions

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