



# Obtaining Grants

that meet *your* needs

Participant Guide



National Park Service TEL Training

September 19, 2006

---

# Table of Contents

|  |      |
|--|------|
| Welcome .....  | 1 -  |
| Learning Objectives .....  | 2 -  |
| I. Should You Apply for a Grant? .....   | 3 -  |
| II. Orientation to the Grant Process .....                                     | 6 -  |
| III. What are the Grantors looking for? .....                                  | 7 -  |
| IV. Working with Partners .....  | 8 -  |
| V. Types of Foundations -- Their Similarities and Differences.....             | 9 -  |
| VI. Researching Potential Grantors .....                                       | 10 - |
| VII. Applying Concepts -- an NPF Grant Opportunity.....                        | 11 - |
| VIII. Why Proposals Fail and What to do if yours is Rejected .....             | 12 - |
| IX. Follow-up to Successful Grant Proposals .....                              | 13 - |
| X. For More Information and Training .....                                     | 14 - |
| Appendix A – Grant Planning Guide .....  | 15 - |
| Appendix B – Letter of Inquiry .....   | 16 - |
| Appendix C – Grant Writing Tips .....  | 17 - |
| Appendix D – Corporate and Foundation Giving Structures .....                  | 18 - |
| Appendix E – Corporate Giving Programs & Typical Giving Criteria.....          | 19 - |
| Appendix F – <i>The Foundation Center’s</i> Prospect Worksheet .....           | 20 - |
| Appendix G – Accepted Proposal: Now what?.....                                 | 22 - |
| Appendix H – Sample Acknowledgement Letter .....                               | 23 - |
| Appendix I – When Your Proposal is Rejected.....                               | 24 - |
| Appendix J – NPF Programming Strategy.....                                     | 25 - |
| Appendix K – Transportation Scholars Program- Call for Proposals.....          | 31 - |
| Appendix L – Scholars Program <i>Application &amp; Selection Process</i> ..... | 33 - |
| Appendix M – Scholars Program <i>Application Form</i> .....                    | 36 - |
| Appendix N – Scholars Program Checklist & Coordinators .....                   | 37 - |
| Appendix O – <i>Junior Ranger Ambassadors Initiative Program</i> .....         | 38 - |
| Appendix P – Grant Resources .....   | 46 - |
| Appendix Q - Glossary .....  | 49 - |
| Appendix R – Kudos to.....   | 54 - |

---

# Welcome

## How to Interact with the Instructor

If you were physically in the classroom with the instructor, you would raise your hand to let her/him know you had a question or comment. Then you would wait for the instructor to recognize you and ask for your question. We are all familiar with that "protocol" for asking questions or making comments.

With TELNPS courses there is also a "protocol" to follow to ensure that you can easily ask questions and others can participate as well. It may seem a little strange at first asking a question of a TV monitor. Remember, it is the instructor you are interacting with and not the monitor. As you ask more questions and participate in more TELNPS courses, you will soon be focusing only on the content of your question and not the equipment you are using to ask it.

As part of the TEL station equipment at your location, there are several push-to-talk microphones. Depending on the number of students at your location, you may have one directly in front of you or you may be sharing one with other students at your table.

**When you have a question, press and hold down the push-to-talk button, maintaining a distance of 12-18 inches, wait a second and then ask your question or make your comment. It would sound something like this:**

**Excuse me [instructor's first name], this is [your first name] at [your location]. I have a question (or I have a comment)."**

**Then release the push-to-talk button. This is important because until you release the button, you will not be able to hear the instructor.**

The instructor will acknowledge you and then ask for your question or comment. Stating your name and location not only helps the instructor, but also helps other students who are participating at different locations to get to know their classmates.

---

# Learning Objectives

**At the end of this course, participants will be able to:**

- ✓ Translate needs into potential funding opportunities
- ✓ Search for and identify potential funding sources that match these opportunities
- ✓ Identify essential elements of a successful grant proposal
- ✓ Involve support partners in the grant application process
- ✓ Fulfill the responsibilities of accepting a grant
- ✓ Apply for a National Park Foundation (NPF) Junior Ranger grant and other NPF grant opportunities
- ✓ Reference additional sources of information and training available through the Association of Partners for Public Lands, NPF, and others

---

# I. Should You Apply for a Grant?

- Is the project for which you are seeking funds a priority?
- Do the potential sources of funding align with the philosophy and mission of the agency and with your partners?
- Is there a need at your park, in your program or at your organization that you are trying to address? Are you seeking:
  - A start-up grant to pilot a new program or partnership?
  - A grant to evaluate and improve an existing program or programs?
  - A grant to maintain or grow programs?
  - A grant to reach new audiences?
  - A grant to undertake historic preservation work?
  - A grant to undertake scientific research?
- The first step is to determine your need or needs, and the second step is to determine whether a grant opportunity will help you to fulfill that need.

But there are other questions to ask:

- Do you or does your partner have the capacity and time to complete the grant application and meet ALL of the requirements of the grant if it is awarded?
- Do you have the ability to meet all of the grant criteria, including recognizing your grantor, evaluating your program (if required by the grant criteria) and reporting on the results of the grant funding?

Other Considerations:

- Grants must be accepted under all of the authorities and policies associated with donations.
- Grants must be accounted for in the same way as appropriated funds and may be used in the same way as appropriated funds.
- Grant funds may not be used for permanent NPS salaries; however, they may be used to augment volunteer programs and fund temporary or seasonal positions

- ❑ Grant funds may be used to fund construction, provided all of the requirements of NPS construction processes and procedures are followed (such as the Partnership Construction Process and the Development Advisory Board)
- ❑ Further guidance on the acceptance and use of donated funds can be found on the National Park Service Park Service Directors Orders website at [www.nps.gov/policy/DOrders/DO21-reissue.html](http://www.nps.gov/policy/DOrders/DO21-reissue.html)

Read the requirements of the grant – does the grant have any conditions that might prevent us from accepting the grant, particularly provisions of the Anti-Deficiency Act which prohibits the NPS from expending funds we don't have appropriations for?

NPS employees may not solicit, therefore, we can only apply for competitive grants that are available for others to compete for broadly. Not all grants are available to federal agencies, so in some cases it may be best to partner with a friends group, cooperating association, or other non-profit partner, such as your local chamber or commerce or community development organization.

Recognition of grantors, just like donors, must be consistent with our policy for recognizing donors, both inside and outside of our park.

Grants may be accepted under the same guidelines as accepting donations, and must be reviewed under those same guidelines. For example, the Director approves all donations \$1 million or more, and therefore would approve applying for and accepting a grant for \$1 million or more.

Any consideration associated with applying for and accepting a grant can generally be worked through with your superintendents, regional partnership coordinators and solicitors.

## Capture your notes here

---

---

---

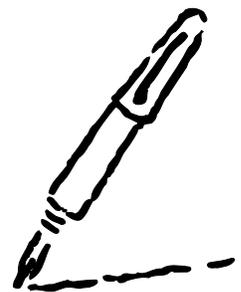
---

---

---

---

---

















---

## VIII. Why Proposals Fail and What to do if yours is Rejected

- Grant seeker failed to do homework, adhere to guidelines
- Inadequate description of need/problem to be addressed
- Submitted at the wrong time of year
- Errors in budget, or request exceeded allotted funds
- Number of requests received by grantor exceeded available funding
- Case not clearly articulated
- Lack of a plan for evaluating outcomes
- No plan for sustaining the program/project after the grant funding ceases
- Lack of familiarity by the grantor with your agency/organization

Remember, "No" doesn't always mean no. Follow up with the grantor to ask why/how the proposal could have been improved. Seek ways to cultivate the grantor, make them familiar with your cause. Re-apply in the future as appropriate.

### Capture your notes here

---

---

---

---

---

---

---

---

---

---







---

# Appendix A – Grant Planning Guide

As a preliminary step in developing a grant proposal, briefly answer the following questions. If possible attach supporting data, but please keep it brief.

1. Name of project: \_\_\_\_\_
2. Who will be involved in it? Project Director: \_\_\_\_\_  
Others: \_\_\_\_\_
3. Where will it be located? \_\_\_\_\_
4. When should it begin? \_\_\_\_\_ End? \_\_\_\_\_
5. Why do it? What is the problem or opportunity?
6. What do you hope to accomplish? (Goals or Objectives)
7. How will you accomplish it? (Methods and Procedures)
8. Why is your organization qualified to do it?
9. How will you prove the results?
10. How much will it cost? (Estimated Budget)  
For Salaries: \$ \_\_\_\_\_ For Supplies: \$ \_\_\_\_\_  
For Equipment: \$ \_\_\_\_\_ Other Costs: \$ \_\_\_\_\_  
Total Estimated Cost \$ \_\_\_\_\_

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

---

# Appendix B – Letter of Inquiry

## Letter of Inquiry

### 1. Best Use

- Companies, Businesses, Plants, Local Family Foundations,
- Community Trusts, Individuals, Environmental Grant-Markers

### 2. Two Pages or Less

### 3. Establish Early (one brief paragraph)

- Purpose -- including time table for activity
- Amount

### 4. Balance of Letter

- Situation and Problem -- (one paragraph)
- Capabilities -- What your organization has done and its ability to carry out the project if support is received. (one paragraph)
- Program Methods and Operation -- What you will do, how you will do it, who will be involved - agencies, other organizations, donors, etc. (two paragraphs)
- Impact -- How will community/constituents benefit? (one paragraph)
- Evaluation, Reporting, and Visibility -- How will success be measured, how will donor be informed, and what visibility will the donor receive? (one paragraph)
- Budget -- Include when you need the pledge and when you need the actual contribution.
- Summary -- Brief recap of the significance of this program for people, the community, and the donor.

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

---

# Appendix C – Grant Writing Tips

## Proposals that *appeal*:

- Include a cover letter or summary that can stand alone as an explanation of the organization and how the request speaks directly to the funder's interests
- Follow the funder's published guidelines explicitly
- Document the need or problem on multiple levels, using credible statistics, and referencing what your organization is doing to address the need
- Are direct and to the point, with tight prose and condensed details
- Focus on opportunities and what the funder's investment can help achieve
- Establish the qualifications of the organization and credentials of its leadership
- Provide a realistic assessment of the urgency that drives the proposal submission, accompanied by a realistic timeline that recognizes the realities of anticipated funding cycles
- Focus on the cost-benefit ratio, clarifying how grant dollars will be maximized through a frugal budget, leveraging of other funding, evaluation of results, and sustainability over time

## Proposals that *appall*:

- Use a boilerplate, assuming all funders operate in the same way and that the same approach will work for multiple foundations and corporations
- Demonstrate little understanding or regard for the potential funder's interests, past grants, and grant-making abilities
- Fail to follow the funder's published guidelines
- Base the request on a crisis or unplanned-for need
- Include "unsupported assumptions" that emphasize a need without related documentation or glorify an organization's capabilities without documenting its track record
- Include unrealistic project/program budgets or budgets with inappropriate items
- Assume that proposals aren't read, they are weighed – and thus include inordinately long narrative and large quantities of unorganized information about the organization
- Fail to include plans for evaluation and dissemination, or for sustaining the program after grant funds cease
- Fail to acknowledge past contacts with the funder, especially past grants received from them

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

---

# Appendix D – Corporate and Foundation Giving Structures

## Congressionally Chartered Foundations

- ❑ Established by Congress, these foundations are private, nonprofit organizations, national in scope, and dedicated to a specific mission. Examples include the National Park Foundation, National Fish and Wildlife Foundation, and the National Environmental Education and Training Foundation.

## Private Foundations

- ❑ Family Foundations are private foundations comprised of funds from members of a single family. Family members usually serve as officers or board members of the foundation and play an influential role in grant making decisions.
- ❑ Independent Foundations are private foundations that make grants based on charitable endowments. Because of their endowments, they are focused primarily on grant making and generally do not actively raise funds or seek public financial support.

## Community Foundations

- ❑ A community foundation is a tax-exempt public charity organized and operated as a permanent collection of endowed funds for the long-term benefit of a defined geographic area.

## Corporate Contributions

- ❑ Corporate Foundations are a separate legal entity funded by a parent company and classified as a private foundation by the IRS. Their contributions qualify for a charitable tax deduction.
- ❑ Corporate Giving Programs are a structure established by a company without a foundation (or in addition to a foundation). Operations are typically performed out of the company's public affairs or community relations office.
- ❑ Cause Related Marketing is a joint marketing venture between a charity and a business or corporation to market an image, product, service or a message for mutual benefit (of the entity and the cause). As such, it is distinctive from grants or philanthropy.

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

---

# Appendix E – Corporate Giving Programs & Typical Giving Criteria

- ★ Evidence of need
- ★ Appropriateness of company as a donor
- ★ Conformity of request with giving priorities
- ★ Direct or indirect benefit to company employees or stockholders
- ★ Geographic area and constituency served
- ★ Broad-based community support
- ★ Employee involvement
- ★ Cooperation with other agencies or organizations , no unnecessary duplication of existing services
- ★ Potential for results to be replicated elsewhere
- ★ Qualifications of organization, competency of staff, and likelihood of success
- ★ Effective board control and regular board meetings
- ★ Number of volunteers, paid employees, and board compensation
- ★ Evidence of sound financial management
- ★ Reasonable fund raising expenses
- ★ Ethical promotional fund raising and solicitation policies
- ★ Timetable, plans for future support, and potential to become self-sufficient

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

# Appendix F –



## *The Foundation Center's* Prospect Worksheet – Institutional Funders

|  |               |                          |
|--|---------------|--------------------------|
| Date:  |               |                          |
| <b>Basic Information</b>                       |               |                          |
| Name   |               |                          |
| Address  |               |                          |
| Contact Person                                 |               |                          |
| <b>Financial Data</b>                          |               |                          |
| Total Assets                                   |               |                          |
| Total Grants Paid                              |               |                          |
| Grant Ranges/Amount Needed                     |               |                          |
| Period of Funding/Project                      |               |                          |
| <b>Is Funder a Good Match?</b>                 | <b>Funder</b> | <b>Your Organization</b> |
| Subject Focus<br>(list in order of importance) | 1.            | 1.                       |
|  | 2.            | 2.                       |
|  | 3.            | 3.                       |
| Geographic Limits                              |               |                          |
| Type(s) of Support                             |               |                          |
| Population(s) Served                           |               |                          |
| Type(s) of Recipients                          |               |                          |
| People (Officers, Donors,<br>Trustees, Staff)  |               |                          |

| <b>Application Information</b>                             |  |
|--|--|
| Does the funder have printed guidelines/application forms? |  |
| Initial Approach (letter of inquiry, formal proposal)      |  |
| Deadline(s)  |  |
| Board Meeting Date(s)                                      |  |
| <b>Sources of Above Information</b>                        |  |
| <input type="checkbox"/> 990-PF -- Year:                   | <input type="checkbox"/> Requested <input type="checkbox"/> Received |
| <input type="checkbox"/> Annual Report -- Year:            | <input type="checkbox"/> Requested <input type="checkbox"/> Received |
| <input type="checkbox"/> Directories/grant indexes         |  |
| <input type="checkbox"/> Grantmaker Web site               |  |
| <b>Notes:</b>  |  |
| <b>Follow-up:</b>  |  |



foundationcenter.org

SOURCE & COPYRIGHT: THE FOUNDATION CENTER

---

# Appendix G – Accepted Proposal: Now what?

## When Your Proposal Is Accepted

Most likely you will receive confirmation that your grant has been funded by mail. It may be accompanied by terms of acceptance, reporting guidelines, or an agreement to be signed. Review all terms carefully and be prepared to comply with any reporting requirements. Also note any requirements regarding public announcement of the grant. It is good policy to thank grantors early and often. A call to the grantor to thank them for their commitment is appropriate. This can also serve to clarify any terms of acceptance, and to confirm your organization's commitment and enthusiasm for the funded initiative. If you receive a check with the cover letter, and you have no questions or concerns about the terms of the agreement, the check should be deposited immediately as an indication of the organization's sound fiscal procedures and readiness to implement the work at hand.

## The Acknowledgement Letter

The acknowledgement letter shows donors that you sincerely appreciate their support. An early acknowledgement also conveys your thanks while the gift or grant is still fresh in their minds. And, the acknowledgement letter serves as a receipt for the donor's tax records.

Without exception, all contributions should be acknowledged. A proper "thank you" not only conveys your gratitude but also gives the donor confidence that they made a wise investment in the goals and objectives of your organization.

**The following letter illustrates several important rules:**

- 1. Gives the impression the grant is sincerely appreciated because of the immediate response.**
- 2. Briefly re-states how the grant will relate to the overall project**
- 3. Presents a time period for completion of the project, leaving the door open for subsequent requests upon completion of the project.**
- 4. States that progress reports will be forthcoming (once again building confidence in the project and the people administering the project).**

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

---

# Appendix H – Sample Acknowledgement Letter

March 12, 2006

Ivan B. Givalot  
President  
The Beneficial Foundation  
1300 Irving Drive  
Washington, DC 2000

Dear Mr. Givalot:

I want to thank you and your board of directors for the generous grant of \$22,000 awarded yesterday to the Friends of Lottabirds Wildlife Refuge for our K-12 Wildlife Education Program. We are extremely grateful for this support that will enable us to extend our program to more than 500 students throughout the greater Walden Bay area.

The Wildlife Education Program will help students apply math and science skills to the natural world around them, and will encourage community involvement in the conservation of natural resources. The program will extend the classroom to the Lottabirds Refuge in a unique partnership that pairs teachers and students with wildlife biologists and trained volunteers.

From time to time we will submit progress reports on the project so you and your board members can keep abreast of the program you are helping make possible. Later in the year we would like to have you visit the Refuge to personally observe the program.

On behalf of all of our staff and volunteers, thank you again for your confidence and financial assistance.

Sincerely,

John Doe  
Executive Director

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

---

# Appendix I – When Your Proposal is Rejected

The method for delivering the unhappy news will most likely be a form letter. However, if you would like additional information, and the funder has staff, you may phone and ask “can you tell me anything that will help at another time?” Perhaps they liked your proposal but funds were limited, or there was a point of confusion that could be resolved.

Mail a thank-you note, even if the proposal is not funded. In the note express your appreciation for the funder’s time during the review process and your admiration for the funder’s philanthropic activities. You may also politely request reviewer comments and suggestions for future submissions. Don’t be surprised, however, that many foundations no longer have time or staff resources to provide personal feedback.

If, after an objective review of the funder’s guidelines you still believe there is a match, apply again in about a year. Many applicants are only successful after a second or a third try. In the meantime, find ways to keep your organization in front of the prospective funder with brief updates or good news of recent successes that align with the funder’s interests.

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

---

# Appendix J – NPF Programming Strategy

## National Park Foundation Park Grants and Strategic Alliances Programming Strategy August 23, 2006

### **I. Mission**

The National Park Foundation, chartered by Congress, strengthens the enduring connection between the American people and their National Parks by raising private funds, making strategic grants, creating innovative partnerships and increasing public awareness.

### **II. Program Areas Descriptions**

The National Park Foundation works collaboratively with the National Park Service and key partners to support a multi-dimensional web of opportunities for people from all backgrounds, ages and regions to connect with their National Parks through personally meaningful experiences. While they intertwine and overlap, each of our grant programs represents a significant strand in the web. The strands are Visitor Experience, Education, Community Engagement and Volunteerism—programs working interactively to enrich lives and enhance learning, nurturing people's love for Parks and ultimately helping preserve America's National Parks for future generations.

#### **A. Visitor Experience**

The National Park Foundation seeks to provide opportunities for people to have personally meaningful, memorable National Park experiences. Interpretive media such as exhibits, print materials and web sites, as well as programs and interactions with Park staff or volunteers serve as catalysts for visitors to form their own intellectual and emotional connections with the meanings and significance of Park resources. The Visitor Experience program supports projects that:

- Bring innovation to interpretive media and programs, helping people form their own connections to National Parks.
- Promote opportunities for life-long learning at National Parks.
- Provide universal access to interpretive media and programs for people at all life stages and abilities.
- Enhance the National Park Service's capacity to consistently facilitate excellent visitor experiences at National Parks by connecting with resources, expertise and innovation from the private and non-profit sectors, as well as other government agencies.

### ***Signature Programs***

1. National Park Junior Rangers Programs: Engage entire families in learning about history and science through fun activities that create lasting memories and promote historic and natural resource conservation
2. Visitor Experience Capacity Building Grant Program: Enhance the National Park Service's ability to consistently facilitate high quality visitor experiences by supporting projects that bring innovation to interpretive media and programs
3. National Park Media Enhancement: Support research, planning, evaluation, and production of new, state-of-the-art media such as visitor center exhibits, films, print material, websites, interactive computer kiosks and wayside exhibits
4. National Park Discovery Centers: Create exhibits and educational spaces designed specifically for children, teachers, and family audiences

### **B. Education**

Recognizing that National Parks are powerful learning environments that can provide students with in-depth, real-world learning experiences, the National Park Foundation seeks to promote collaboration with formal educators, providing exceptional park-based learning and research opportunities for pre-kindergarten through post-doctoral students both in Parks and in schools. The Education program supports projects that:

- Facilitate innovative collaborations between formal and non-formal educators at all levels to promote park-based learning.
- Provide a sequence of learning opportunities for students, focusing on Park resources and meeting national, state and/or local school curriculum objectives.
- Provide professional development opportunities and resources for educators to improve their skills and content knowledge related to National Park themes and resources.
- Use a broad range of innovative teaching approaches and techniques in Park settings and/or using park-related content.
- Use technology to create meaningful National Park experiences for students through distance learning.
- Create low-tech distance learning opportunities through traveling exhibits, educational kits and other outreach tools.
- Enhance the National Park Service's capacity to consistently facilitate excellent curriculum-based programming by connecting with resources, expertise and innovation from the private and non-profit sectors, as well as other government agencies.

### ***Signature Programs***

1. Education Capacity Building Grant Program: Enhance the National Park Service's ability to consistently facilitate high quality curriculum-based experiences for students and teachers by supporting projects that bring innovation to educational programming.
2. National ParkQuest: Deliver the significant education resources of the National Park System through the establishment of a comprehensive education website.

3. National Park eAdventures: Develop state-of-the-art distance learning electronic field trips featuring National Park content and standards-based interactive educational activities.
4. Parks as Resources for Knowledge...in Science, History, Civics and the Arts: Tap into the educational richness of the National Park System by facilitating hands on Park learning experiences for students.
5. National Park Learning Centers: Expand collaboration between scientists and educators at NPS' 32 Learning Centers.
6. Parks for Teachers: Provide graduate-level Park-based teacher education experiences throughout the country focusing on science, history and civics content as well as place-based education methods and techniques.
7. National Parks and Learning: Comprehensive Research and Evaluation Study Identify best educational practices; maximize the effective use of federal appropriations and private donations for park-based learning; provide guidance on NPS role in education; and clearly demonstrate the position National Parks can play in enhancing learning.

### **C. Community Engagement**

Recognizing that all Americans should be able to benefit from National Park experiences and that engaging communities builds support for National Parks, the National Park Foundation works to foster meaningful National Park experiences for minorities, new immigrants and other under-served audiences. Guiding this work are the concepts that programs must be developed in collaboration with communities and that National Parks must be welcoming places for everyone. The Community Engagement program seeks to support programs that:

- Bring park rangers and/or volunteers into communities.
- Work with partners to bring new or underserved audiences to National Parks who would not otherwise have an opportunity to visit.
- Work with community groups and institutions, such as school systems and public libraries to create meaningful park-related experiences for people in their own communities.
- Enhance the National Park Service's capacity to reach new and underserved audiences by connecting with resources, expertise and innovation from the private and non-profit sectors, as well as other government agencies.

### ***Signature Programs***

1. Community Engagement Capacity Building Grant Program: Improve the National Park Service's ability to work effectively with new and/or underserved audiences by supporting projects that allow park staff to become involved with and responsive to communities.
2. Untold Stories: Capture historical and cultural stories that enrich and expand park interpretation and education.

3. Community Engagement Events: Develop partnerships between National Parks and local communities through the development and hosting of cultural events and multi-cultural outreach.
4. Place-making Partnerships: Facilitate a dynamic partnership between National Parks and local communities to engage community members from all racial and ethnic backgrounds in creating exciting community programs and a more welcoming environment.
5. Transportation Grants: Provide transportation to school groups, teacher and school administration groups, clubs and community organizations to overcome transportation barriers in accessing National Parks.
6. National Park Stay-in-School Internships: Mentor youth and expose them to conservation career opportunities while helping National Parks provide high quality programs and services.
7. Minority Youth Conservation Training Institute: Collaborate with community-based organizations to develop and sponsor Minority Youth Conservation Training Institutes to engage minority youth in stewardship activities and environmental professions.

#### **D. Volunteerism**

The National Park Foundation seeks to promote deeply interactive, meaningful volunteer experiences that create and enhance personal, lasting connections between people and their National Parks. The Volunteerism program funds projects:

- Support innovative partnerships to facilitate volunteer experiences for new and underserved audiences.
- Create new ways for people to volunteer their time and talents for National Parks.
- Enhance the quality of the volunteer experience and improve the results of volunteer projects at National Parks.
- Support meaningful Service Learning opportunities for students at National Parks, connecting service with school curriculum objectives.
- Enhance the National Park Service's capacity to attract volunteers and manage sustainable volunteer programs by connecting with resources, expertise and innovation from the private and non-profit sectors, as well as other government agencies.

#### ***Signature Programs***

1. Volunteerism Capacity Building Grant Program: Enhance the National Park Service's ability to recruit, retain, and manage volunteers by supporting projects that bring innovation to volunteer management.
2. National Park Family Volunteerism: Create opportunities for families to engage in National Park volunteer projects together, either on volunteer vacations, volunteer events or ongoing volunteer projects.
3. Volunteer Vacations: Create opportunities for volunteer vacations at National Parks
4. National Park Service Learning: Transform student community service requirements into interesting, exciting and personally meaningful learning experiences.
5. Corporate Volunteers: Provide opportunities for businesses to participate in coordinated volunteer events in National Parks and support for Park staff to host them.

### **III. Needs Assessment**

In order to more fully understand the substance, logic, theory, and philosophy of each of the new program areas, evaluation and program development experts were brought in to direct an extensive needs assessment of these areas in the National Park Service. The nine-month long needs assessment resulted in:

- A more clarified and agreed upon understanding of the four program areas.
- A measure of whether the program areas made sense and were valid to various stakeholders.
- A model for NPS / NPF partnership including collaboration from initial planning through evaluation.
- Identification of priority audiences.
- A program development model including needs assessment, best practices and evaluation.

The process involved more than 200 experts internal and external to the National Park Service, representing non-profits and foundations, academic institutions, government agencies, and other organizations representative of and knowledgeable about the four program areas. Under the guidance of an NPF/NPS Advisory Panel, extensive qualitative data was collected from eight focused panels which were conducted over one-day and one-and-a-half day sessions. Data from these panels were transcribed, analyzed, and placed into logic models. Data was also collected from additional NPF and NPS leadership, and the project team researched and amassed resource lists of related organizations, websites, and literature.

#### **A. Priority Audiences**

Based on input from the panels, as well as the NPF/NPS leadership, the following four audiences were identified for priority focus:

- Seniors
- Children and youth
- People of Color
- Low income audiences

While National Park Foundation programming should benefit all Americans, these audiences were determined to be the most strategic for building long-term support for National Parks and/or were considered underserved by current NPS programming.

#### **B. Best Practices**

Panel participants were asked to identify the essential elements of successful programs in the four areas. These essential elements will be used for designing individual grant programs, will be incorporated into grant guidelines and criteria and will guide NPF grant management:

- Leadership: Management support and professional development
- Program Development: Research, planning and evaluation
- Partnership Cultivation: Program partnerships, audience involvement and marketing
- Program Delivery: Quality assurance and evaluation

### **C. Five Themes of Interest**

One component of the program planning process involved comparing the program areas for similarities and trends. The areas in need of improvement across the four program areas were then considered in light of the desire to more fully engage priority audiences. Five key areas of interest emerged from this examination as being critical to expanding programs to new audiences, and will be incorporated into NPF funding requests, as well as grant guidelines and criteria. These five areas are as follows:

#### **1. Create a Welcoming Environment**

The first step in 'capturing' an audience is making sure that they feel welcome. The creation of a welcoming environment stems from organizational policy and involves all aspects of the Park including the staff, facilities, services, and atmosphere.

#### **2. Conduct and Provide Access to Research**

Access to information about a variety of program-relevant topics is valuable for developing and implementing any type of successful program. Becoming a learning organization, however, also includes active involvement in conducting research and the dissemination of research-related information.

#### **3. Integrate Evaluation**

In order to continually improve, evaluation must be integrated into all aspects of program development and delivery. There are many designs and methods that may be used to conduct evaluation throughout the life of a program including needs assessment, implementation evaluation, and impact evaluation. Both the process of evaluation and the use of findings from evaluation are vital in program improvement and evolution.

#### **4. Create Likely and Unlikely Partnerships**

Partnerships are always important when it comes to expanding the resources available for programming. Strategic alliances, networks, and collaborative relationships are valuable for many other reasons as well. In order to develop an understanding of community culture and become a true part of the community, Parks must expand relationships to include all stakeholders and together develop a mutual understanding of each other.

#### **5. Enrich and Expand the Stories**

To attract new and different participants, programming must be relevant to the audiences of interest, which can be accomplished by using multiple approaches to tell the complete story, allowing the audience to make their own connections with the Park. While basic program structures were identified as important for developing and implementing programs, focusing on these five areas of interest will be imperative when trying to expand a program's audience base by adding underserved and/or minority audiences to traditional participants.

---

# Appendix K – Transportation Scholars Program Call for Proposals



A program of the National Park Foundation,  NATIONALPARKS.ORG

## **2007 NATIONAL PARK TRANSPORTATION SCHOLARS PROGRAM A PARTNERSHIP OF THE NATIONAL PARK FOUNDATION, NATIONAL PARK SERVICE, FORD MOTOR COMPANY, AND ENO TRANSPORTATION FOUNDATION Reply Due: December 15, 2006**

Dear Superintendent:

The National Park Foundation is pleased to announce an opportunity for National Parks to apply, on a competitive basis, to receive expert assistance from transportation professionals on projects such as transportation planning, analysis, coordination with local communities, environmental and traffic studies, and other transportation related tasks. This program is managed as a partnership between the National Park Foundation, the National Park Service, and the Eno Transportation Foundation. It is made possible through the generous support of Ford Motor Company, a Proud Partner of America's National Parks.

This program was developed to support and promote sustainable transportation solutions that help preserve Park resources and enhance visitors' experience. It is designed to provide National Parks with expert assistance on transportation related projects for three months to one year, beginning on or about June 1, 2007.

Transportation Scholars are individuals with substantial knowledge and expertise in transportation planning and related areas. The program will place between four and eight Transportation Scholars in National Parks, depending upon the number and scope of project proposals received from Parks. Parks that have previously been awarded Transportation Scholars may re-apply to the program; however, the total Scholar assistance may not exceed two years.

The National Park Foundation will provide selected Transportation Scholars with stipends of up to \$50,000 per year, prorated based on the length of their projects. The stipend will be paid directly to the Scholar from the Foundation. The Scholars will also

be reimbursed for travel expenses to the host Park. Host Parks are responsible for providing housing, office space, and any specialized gear, equipment, supplies or materials needed to carry out the projects.

To be eligible to receive the services of a Transportation Scholar at your National Park, please fill out the attached application form. **Applications must be received via electronic mail (with signed hard copy to follow), fax, or hard copy postmarked by December 15, 2006 to the National Park Foundation.**

**Regional directors may require an advance copy for review prior to submission. Check with your region's partnership coordinator for more information. A list of Partnership Coordinators is included for your reference. Send an electronic copy of your application to Eddie Gonzalez, Director of Grants and Programs, at [egonzalez@nationalparks.org](mailto:egonzalez@nationalparks.org). You can also fax a copy of your application to Eddie Gonzalez at 202-234-3103, or mail to the following address:**

Eddie Gonzalez  
National Park Foundation  
11 Dupont Circle, NW, Suite 600  
Washington, DC 20036  
Phone: 202-238-4168  
Fax: 202-234-3103

Please contact Eddie or me with any questions or concerns.

Sincerely,

John Reynolds  
Executive Vice-president, Park Grants and Strategic Alliances  
National Park Foundation

Attachments

---

# Appendix L – Scholars Program *Application & Selection Process*



A program of the National Park Foundation,  NATIONALPARKS.ORG

## 2007 National Park Transportation Scholars Program A Partnership of the National Park Foundation, National Park Service, Ford Motor Company, and Eno Transportation Foundation Reply Due: December 15, 2006

### I. Application Process

Send the application to the following:

Eddie Gonzalez  
National Park Foundation  
11 Dupont Circle, NW, Suite 600  
Washington, DC 20036  
Phone: 202-238-4168  
Fax: 202-234-3103  
egonzalez@nationalparks.org

Regional directors may require an advance copy of your application for review prior to submission. Check with your region's partnership coordinator for more information. A list of partnership coordinators is attached for your reference.

### II. Selection Process

Parks that have previously submitted an application or have been previously selected for a Scholar are allowed to reapply.

Park projects will be selected before recruitment of Scholar applicants begins. This will ensure a more efficient match between Park projects and Scholar backgrounds and interests.

A committee made up of representatives from the National Park Service, the National Park Foundation and the Eno Transportation Foundation will review all applications and recommend Parks for selection. The National Park Foundation's Board of Directors will have final approval. Parks will be notified of decisions by the end of March 2007.

### III. Eligibility

To be eligible to receive a Transportation Scholar, a Park must have a specific transportation-related project ready to begin or already underway in 2007. Possible projects could include: transportation planning, analysis, coordination with local communities on transportation issues, environmental and traffic studies, visitor fleet analysis, intelligent transportation systems, etc.

### IV. Requirements

Please review the following program requirements. Parks must demonstrate their ability to meet these requirements in order to be considered for this program.

- **Contact:** A contact from the Park should be designated to work with the National Park Foundation. This individual will act as a liaison with the National Park Foundation on all aspects of this program and will be responsible for supervising/working with the Scholar while he or she is in the Park.
- **Housing:** Host Parks are **required** to provide housing for Transportation Scholars. (Some Scholars are professionals with families and/or pets. In the application, indicate your ability to accommodate families and/or pets in your housing options. Though housing is required, limits on housing options will not be a factor in the Park selection process but will help the Scholar review committee match the appropriate Scholar once Parks are selected.)
- **Office space.** Host Parks must provide Transportation Scholars with office space and any supplementary equipment, gear, supplies and materials needed for projects.
- **Public outreach:** All grant recipients will be required to work with the National Park Foundation to produce and distribute a press release regarding the program, including donor recognition, as allowed by DO21.
- **Report:** A brief narrative report highlighting the benefits and challenges of the program will be required at the end of project including press clippings, photos, quotes from staff, and any other appropriate supplementary material.
- **Site Visits:** Parks may be asked to host on-site visits by representatives from the National Park Foundation and/or Ford Motor Company.

#### **IV. Selection Criteria**

We encourage all Park units with transportation needs to submit a proposal. As you fill out the application, the review committee will give special attention to proposals that contain the following elements.

1. Does the Park meet all the requirements listed in Section IV?
2. Is the proposed project connected to well developed, long-term transportation plan?
3. Does the proposed project extend the traditional boundaries of examining transportation issues? (For example, does the proposed project incorporate alternative transportation systems, community involvement, sustainable transportation, transportation master planning, multi-model access, motorized and non-motorized transportation, etc.?)

---

# Appendix M – Scholars Program

## *Application Form*

2007 NATIONAL PARK TRANSPORTATION SCHOLARS PROGRAM  
A PARTNERSHIP OF THE NATIONAL PARK FOUNDATION, NATIONAL PARK SERVICE,  
FORD MOTOR COMPANY, AND ENO TRANSPORTATION FOUNDATION

### APPLICATION

**Reply Due: December 15, 2006**

E-mail to Eddie Gonzalez at [egonzalez@nationalparks.org](mailto:egonzalez@nationalparks.org).

National Park: \_\_\_\_\_

Name of Superintendent: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

\_\_\_\_\_  
City State ZIP-xxxx

Please answer the following questions on an attached sheet:

1. Please describe the need for a Transportation Scholar at your Park. Carefully describe the project(s) on which the Transportation Scholar would work.
2. How long is the project? How long would you need Scholar help in order to complete some or all of the project objectives (three months to one year)?
3. Describe the potential benefits of accomplishing the project(s). Describe how National Park resources and/or visitors will benefit from the project(s). Describe how the Scholar's work will contribute to the Park's long-term transportation planning.
4. Identify any issues you would have in meeting the program requirements listed in Section IV.

Superintendent/ Managing Official's Name:

\_\_\_\_\_  
(PRINT)

\_\_\_\_\_  
(SIGNATURE)

\_\_\_\_\_  
(DATE)

# Appendix N – Scholars Program Checklist & Coordinators

Prior to submitting your application use this list to ensure that you have completed all aspects of the grant requirements:

- ❑ I have checked with my regional partnership coordinator to determine if the application must be sent to the region for review prior to submittal to the National Park Foundation.
- ❑ The contact person's name, complete address including zip code, phone number, fax number and email address are included on the application.
- ❑ I have answered the required questions indicated in the application.
- ❑ The application is complete and includes the signature of the Park superintendent.
- ❑ I have read the grant requirements and am confident our Park is prepared to participate in the program.
- ❑ The application was sent by mail or emailed (with hardcopy to follow) to Eddie Gonzalez at the National Park Foundation, [egonzalez@nationalparks.org](mailto:egonzalez@nationalparks.org), on or before December 15, 2006.
- ❑ I have contacted Eddie Gonzalez at 202-238-4168 with any questions or concerns.

## LIST OF REGIONAL PARTNERSHIP COORDINATORS

| Region                  | Coordinator      | Phone                         | Email  |
|-------------------------|------------------|-------------------------------|--|
| WASO Partnership Office | Karyn Ferro      | 202-354-2172                  | Karyn_Ferro@nps.gov  |
|                         | Wendy O'Sullivan | 202-354-2187                  | Wendy_O'Sullivan@nps.gov                                       |
| Alaska                  | Diane A. Jung    | 907-644-3525                  | Diane_Jung@nps.gov   |
| Intermountain           | John Paige       | 303-969-2356                  | John_Paige@nps.gov   |
| National Capital        | Glenn Eugster    | 202-619-7492                  | Glenn_Eugster@nps.gov  |
| Northeast               | Bob McIntosh     | 617-223-5122                  | <a href="mailto:Bob_McIntosh@nps.gov">Bob_McIntosh@nps.gov</a> |
|                         | Leslie Dietrich  | 617-223-5433                  | Leslie_Dietrich@nps.gov  |
| Midwest                 | Marty Sterkel    | 402-661-1536                  | Marty_Sterkel@nps.gov  |
| Pacific West            | Ray Murray       | 510-817-1439                  | Ray_Murray@nps.gov   |
| Southeast               | Patty Lockamy    | 828-271-4779<br>extension 241 | Patty_Lockamy@nps.gov  |

---

# Appendix O – *Junior Ranger Ambassadors Initiative Program*



*Connect Our Children to America  
National Park Foundation Junior Ranger Ambassadors Initiative*

**Made Possible by  
XXX Donor  
A National Corporate Partner of the National Park Foundation**

**Open to National Parks wanting to create or  
enhance a park Junior Ranger Program.**

## **REQUEST FOR PROPOSALS**

Reply due **TBA (DRAFT COPY)** (postmarked) to the National Park Foundation.

Dear Superintendents, Chiefs of Interpretation, and Supervisory Rangers:

The National Park Foundation is pleased to announce an opportunity for units of the National Park Service to apply for the Junior Ranger Ambassadors Initiative to create and revise Park Junior Ranger programs. Beginning in the summer of 2007, SCA will deploy approximately 23 Student Conservation Interns to serve as Junior Ranger Ambassadors in National Parks nationwide. The overarching goal of this initiative is to assist parks without Junior Ranger programs or Parks wanting to greatly improve their existing programs. The role of the Ambassador will be to help parks design, deliver, and promote Junior Ranger programming in the park.

Selected SCA interns will receive intensive Junior Ranger program training by NPS staff before serving for twelve weeks in a National Park. Depending on your Park's needs, the interns might help develop the first Junior Ranger program or help revise and update an existing Junior Ranger program. Interns with a background in design, publication, education, child psychology, environmental studies/education, and history will be recruited. In addition, SCA interns might assist in community outreach, and volunteer and event coordination for Junior Ranger programming.

**Top priority will be given to units of the National Park System with no existing Junior Ranger program.** Second priority will be given to units of the system with Junior Ranger programs needing improvement. Additional emphasis will be placed on Junior Ranger programs striving to reach underserved audiences (i.e. inner city and/or rural youth).

In May 2004 the National Park Foundation entered into an agreement with the National Park Service to raise funds to enhance and expand Junior Ranger programs System wide. In close partnership with the Washington Office of Interpretation and Education, the National Park Foundation has developed this grant program to benefit park units across the system.

This opportunity is made possible through the generous support of XXX Donor, a National Corporate Partner of the National Park Foundation. This grant program is specifically designed to further the Foundation's dedication to expand and improve Junior Ranger programs across the National Park System.

The following packet of information includes all the details about applying for this grant through a Request for Proposals (RFP) process.

Sincerely,

John Reynolds  
Executive Vice President, Park Grants and Strategic Alliances



***National Park Foundation  
Junior Ranger Ambassadors Initiative  
Proposal Guidelines***

**I. Application Process—Applications should be no more than four typed pages total, including coversheet.**

**Proposals must be received via electronic mail (preferred), fax, or hard copy (postmarked) by TBA (DRAFT COPY) to the National Park Foundation. Regional directors may require an advance copy for quality review prior to submission. Check with your region's Partnership Coordinator for more information. A list of Partnership Coordinators is included for your reference.**

**Send an electronic copy (preferred) of your application to Anne O'Neill or fax a copy of your application to Anne at 202-234-3103. Hard copies postmarked by TBA (DRAFT COPY) may be sent to:**

Anne O'Neill, Program Director  
National Park Foundation  
11 Dupont Circle, NW, Suite 600  
Washington, DC 20036  
Phone: 202-238-4199  
Fax: 202-234-3103  
aoneill@nationalparks.org

Regional directors may require an advance copy of your application for review prior to submission. Check with your region's partnership coordinator for more information. A list of partnership coordinators is attached for your reference.

**II. Selection Process**

A review committee made up of representatives from the National Park Service (NPS), the National Park Foundation (NPF), the Student Conservation Association (SCA), and XXX Donor will review all proposals and make recommendations based on the criteria in this RFP.

Recommendations will be forwarded to the Grants and Programs Committee of the National Park Foundation Board for final approval. Parks will be notified of awards in April.

## II. Timeline

|  |                  |
|--|------------------|
| Deadline for proposal submission                   | TBA (DRAFT COPY) |
| Letters of acceptance and declinations distributed | TBA              |
| NPS/SCA/NPF Training                               | June 10-13, 2007 |
| Placement of SCA intern in field                   | June 14, 2007    |

## III. Eligibility Requirement

Eligible Parks include those with no existing Junior Ranger program or those with Junior Ranger programs needing improvement. Additional emphasis will be placed on Junior Ranger programs which strive to reach underserved audiences (i.e. inner city and/or rural youth). Eligible projects include any efforts toward developing a Park's first Junior Ranger program, revising and updating a Park Junior Ranger program, or reaching underserved Park audiences.

Only one proposal should be submitted per Park.

## IV. Grant Period

Projects must be completed at the conclusion of the SCA intern's 12-week internship.

## V. Grant Requirements

All aspects of this program require an investment of time by the Parks. Please closely review the following requirements for feasibility in your Park.

- **Contact:** The Park must designate a contact person to act as a liaison with the National Park Foundation and provide information, upon request, about the project.
- **Housing:** Participating Parks must supply housing for their interns. Due to budget constraints, Parks unable to provide housing will not be eligible to receive an Ambassador.
- **National Standards:** The National Park Service Washington Office and Junior Ranger Field Team, made up of Park Rangers and Education Specialists from across the country, have developed national standards for the Junior Ranger Program and have created a Junior Ranger Tool Kit to help Parks upgrade and enhance their programs. Grantees must agree to bring their Junior Ranger programs in alignment with the National Standards. The National Standards and Tool Kit will be distributed to each grantee.
- **Public outreach:** All grant recipients will be required to produce and distribute at least one press release during the grant period. XXX Donor will be noted as a National Corporate Partner of the National Park Foundation in any materials that include donor recognition as allowed by D.O. 21.

- **Reports:** A comprehensive narrative highlighting the impacts of the program will be required at the mid-point and conclusion of the interns' twelve-week experience. A standard form will be supplied for reports.
- **Site Visits:** Representatives from NPF, XXX Donor, and SCA. may ask Parks to host on-site visits
- **Evaluation:** The Park must be willing to participate in an evaluation of the National Junior Ranger program. The evaluation plan will be relatively simple and will be created in collaboration with the NPS Washington Office.

## **VI. Selection Criteria**

We encourage all Park units with Junior Ranger needs to submit a proposal. As you fill out the application, consider that the review committee will give special attention to proposals that address the following criteria:

- Ability to meet all the requirements outlined in section V (Grant Requirements) including bringing your program in alignment with the National Standards for Junior Ranger programs and providing housing to the Ambassador.
- Degree of need—Parks without Junior Ranger programs will be given first priority. Parks with Junior Ranger programs in great need of program improvements will be given second priority. Clearly describe the need for this grant to create or improve your program.
- New Audiences—Program elements designed to reach new or underserved Park audiences (i.e. inner city or rural youth) will receive highest priority.
- Method—Well-thought out, realistic and creative methods to create and/or improve the status of your Junior Ranger program will receive higher priority.

National Park Foundation Junior Ranger Ambassadors Initiative  
Made Possible by  
XXX Donor

A National Corporate Partner of the National Park Foundation

APPLICATION COVERSHEET  
Reply Due: TBA (DRAFT COPY)

Fax or email (preferred) to Anne O'Neill at 202-234-3103 or  
[aoneill@nationalparks.org](mailto:aoneill@nationalparks.org)

Name of Park Unit: \_\_\_\_\_

Name of Superintendent: \_\_\_\_\_

Park Contact Person: \_\_\_\_\_

Telephone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_

Mailing Address: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Park Superintendent

\_\_\_\_\_  
Date

**Please answer the following questions on an attached sheet:  
(Applications should be no more than four (4) typed pages total.)**

1. Please state if your park has an existing Junior Ranger program or not. If your park has a current Junior Ranger program in need of improvement, please include a copy of your existing program booklet with your application packet.

2. What is the need for this grant? – (Does the park want to create its first Junior Ranger program? or Does the current park Junior Ranger program need improvement?) How will this grant be used to develop and/or revise and complete a Junior Ranger program in your Park?

3. Define the intended audience. What is the targeted age range and type of audience (i.e. inner city, rural, international, hearing impaired, special needs, etc.)? Will this program help the Park be more accessible to new and/or underserved audiences; if so,

how? Will representatives of specific audiences be included in the planning or development of the program?

4. Describe your Superintendent's commitment to the Junior Ranger program.

5. Who will supervise and guide the Ambassador through the development and/or improvement and completion of the Park's Junior Ranger program? How will Park staff commit to providing support for the Ambassador (i.e. park-specific training and orientation, information, images, personnel, etc.)? What are realistic milestones for the Ambassador to successfully create and complete a new Junior Ranger program or revise and improve an existing park Junior Ranger program over the course of a twelve-week timeframe? Please provide a brief narrative describing roles and responsibilities, as well as general deadlines in order for the Ambassador to achieve the goals of this project.

6. How will this opportunity assist the Park in sharing and enhancing its untold stories with underserved audiences (i.e. inner city and/or rural youth)? Will this grant help the Park achieve goals set in its long range Comprehensive Interpretive Plan (CIP)? As a result of this program's implementation, will youth feel more connected to Park resources; how and why?

7. Please describe the qualifications of the project leader(s).

## CHECK LIST

**Prior to submitting your proposal use this list to ensure that you have completed all aspects of the grant requirements:**

- I have checked with the regional partnership coordinator to determine if the proposal must be sent to the region for quality review prior to submittal to the National Park Foundation.
- Proposal coversheet is complete and includes the signature of the Park superintendent.
- The contact persons' names, complete address including zip code, phone number, fax number and email address are included on the cover sheet.
- Proposal project description addresses all of the grant criteria.
- A brief description of project leader or leaders' qualifications is included.
- If the Park has an existing Junior Ranger program, the booklet is included.
- A narrative is attached that outlines the Ambassador's roles and responsibilities, as well as project milestones/deadlines.
- One copy of the coversheet and proposal were sent to the National Park Foundation, postmarked on or before TBA (DRAFT COPY).
- A copy of the proposal was emailed to Anne O'Neill at [aoneill@nationalparks.org](mailto:aoneill@nationalparks.org) or faxed to 202-234-3103 on or before TBA (DRAFT COPY).
- I have contacted Anne O'Neill with any questions or concerns 202-238-4199.

### National Park Service Regional Partnership Coordinators

| Region                  | Coordinator                     | Phone                        | Email  |
|-------------------------|---------------------------------|------------------------------|--|
| WASO Partnership Office | Karyn Ferro<br>Wendy O'Sullivan | 202-354-2172                 | <a href="mailto:Karyn_Ferro@nps.gov">Karyn_Ferro@nps.gov</a><br><a href="mailto:Wendy_O'Sullivan@nps.gov">Wendy O'Sullivan@nps.gov</a> |
| Alaska                  | Diane A. Jung                   | 907-644-3525                 | <a href="mailto:Diane_Jung@nps.gov">Diane_Jung@nps.gov</a>   |
| Intermountain           | John Paige                      | 303-969-2356                 | <a href="mailto:John_Paige@nps.gov">John_Paige@nps.gov</a>   |
| National Capital        | Glenn Eugster                   | 202-619-7492                 | <a href="mailto:Glenn_Eugster@nps.gov">Glenn_Eugster@nps.gov</a>   |
| Northeast               | Bob McIntosh<br>Leslie Dietrich | 617-223-5122<br>617-223-5433 | <a href="mailto:Bob_McIntosh@nps.gov">Bob_McIntosh@nps.gov</a><br><a href="mailto:Leslie_Dietrich@nps.gov">Leslie_Dietrich@nps.gov</a> |
| Midwest                 | Marty Sterkel                   | 402-221-3201                 | <a href="mailto:Marty_Sterkel@nps.gov">Marty_Sterkel@nps.gov</a>   |
| Pacific West            | Ray Murray                      | 510-817-1439                 | <a href="mailto:Ray_Murray@nps.gov">Ray_Murray@nps.gov</a>   |
| Southeast               | Patty Lockamy                   | 828-271-4779<br>x241         | <a href="mailto:Patty_Lockamy@nps.gov">Patty_Lockamy @nps.gov</a>  |

---

# Appendix P – Grant Resources

## **Association of Partners for Public Lands (APPL)**

Offers grant writing and other fundraising courses through its annual convention and trade show, as well as customized fee-for-service courses designed specifically to meet the needs and time restraints of agency and public lands partners at the regional or field level. Visit [www.appl.org](http://www.appl.org).

**The Grantsmanship Center (TGCI):** TGCI conducts some 200 workshops annually in grants and proposal writing, and produces publications including *Program Planning and Proposal Writing*, an industry standard. Visit [www.tgci.com](http://www.tgci.com).

**The Center on Philanthropy at Indiana University:** Offers an array of courses at locations throughout the country, as well as on-line courses that include grant writing. Visit [www.philanthropy.iupui.edu](http://www.philanthropy.iupui.edu).

**National Fish and Wildlife Service National Conservation Training Center:** Periodically offers a three-day course entitled Grant Writing for Conservation. Visit <http://training.fws.gov/>.

**Association of Fundraising Professionals (AFP):** Holds an annual conference for fund raisers that includes more than 100 sessions in more than a dozen specialty tracks. Also provides courses sponsored by association chapters in various locations, and a certification program for fundraisers. Visit <http://www.afpnet.org>.

**The Foundation Center:** Offers free grantseeker training at their offices in New York City, San Francisco, Cleveland, Atlanta, and Washington, DC. Visitors may also use their library collections, computers, and copy searches for funding sources onto a CD or memory stick. For more information visit <http://foundationcenter.org>.

## **PUBLICATIONS**

**Chronicle of Philanthropy:** A bi-weekly newspaper, available by subscription (currently \$72) that includes funding information, articles, trends and a comprehensive listing of grant opportunities. Subscription to the newspaper also includes full access to the Web site. Visit [www.philanthropy.com](http://www.philanthropy.com).

**Nonprofit Times:** Available in print or electronic versions, free to full-time U.S. nonprofit executives by subscription. Web site includes a collection of links provided by the publishers of the newspaper, as well as selected articles from current and back issues. Visit [www.nptimes.com](http://www.nptimes.com)

## GRANT WRITING & GRANT SEEKING RESOURCES ON THE INTERNET

**Chronicle of Philanthropy:** The Internet Resources section of this Website is a collection of web links, sorted into five major categories: Gifts and Grants, Fund Raising, Managing Non-Profit Groups, Technology, and General Non-Profit Information. A *Deadlines* section enables visitors to view proposal opportunities by topic area. Visit [www.philanthropy.com](http://www.philanthropy.com)

**FindIt.Org - The Nonprofit Online Resource:** Provides fundraising resources, nonprofit marketing advice, a dictionary of nonprofit terms, tips on graphics, and if you register your nonprofit, access to a "Virtual Interactive Consultant." A project of PAVE, the Philanthropic Association of Volunteers with Expertise. Visit [www.findit.org](http://www.findit.org).

**Foundation Center:** Maintains lists of training and technical assistance resources such as grant-writing guides for grant seekers, and has an online orientation to the grant seeking process. More in-depth listings of potential funding sources can be obtained by subscribing to *The Foundation Directory Online* at a monthly service fee. Visit [www.fdncenter.org](http://www.fdncenter.org).

**The Giving Forum, Regional Associations of Grantmakers:** Regional associations of grant makers are resources to philanthropy in virtually every area of the country. While focused to the grant-making community, many of networks have developed common grant application and reporting forms, have resource libraries open to grant seekers and grant makers, publish regional directories of area grant makers, and offer training. Visit <http://www.givingforum.org/> for a listing and links to an association in your area.

**Grant Proposal.com:** A site devoted to providing free resources for both advanced grant writing consultants and staff inexperienced in grant writing. It contains a framework for letters of inquiry and proposals, and useful tips for grant writing. Visit [www.grantproposal.com](http://www.grantproposal.com).

**The Grantsmanship Center (TGCI):** Website includes Federal Register grant information, state funding, and community foundation information. Subscribe to the free Grantsmanship Center Magazine. Visit [www.tgci.com](http://www.tgci.com).

**Guidestar:** The GuideStar Web site is produced by Philanthropic Research, Inc., a 501(c)(3) public charity founded in 1994. GuideStar's mission is to revolutionize philanthropy and nonprofit practice with information. Search GuideStar's database of more than 850,000 IRS-recognized nonprofit organizations for details of grant-markers through their posted 990. Visit [www.guidestar.org](http://www.guidestar.org)

**Innovation Network, Inc. (InnoNet):** Dedicated to helping small-to-medium-sized nonprofits plan and evaluate their programs. InnoNet's web site is a free resource that

provides tools, instruction, guidance and a framework for creating detailed program, evaluation and fundraising plans. Visit [www.innonet.org](http://www.innonet.org).

**The Management Assistance Program for Nonprofits:** Offers a free management library with 72 categories of topics, including boards of directors, fund raising, marketing, and evaluation. Visit [www.mapfor nonprofits.org](http://www.mapfor nonprofits.org) or [www.managementhelp.org](http://www.managementhelp.org).

**National Environmental Education and Training Foundation (NEETF):** Offers information on K-12 educational performance, business and environment, healthcare and environment, and environmental stewardship. Has a competitive challenge grants program for environmental education excellence and health and the environment. Visit [www.neetf.org](http://www.neetf.org).

**National Fish and Wildlife Foundation (NFWF):** A nonprofit charitable organization whose goals include species conservation, habitat protection, environmental education, natural resources management, habitat and ecosystem rehabilitation and restoration, and leadership training for conservation professionals. Awards challenge grants through which public and private partnerships are created and investments in conservation activities are increased. Visit [www.nfwf.org](http://www.nfwf.org).

**National Park Foundation (NPF):** Raises private funds, makes strategic grants, creates innovative partnerships and increases public awareness to strengthen the connection between the American people and their National Parks. Grants over \$31 million annually in cash, services or in-kind donations to the National Park Service and its partners. Grants range from small "seed" or start-up funding to larger, multi-year projects. Visit [www.nationalparks.org](http://www.nationalparks.org).

**Nonprofit Resource Center:** A one-stop directory for Internet resources of interest and value to nonprofit organizations. The site is designed for managers, board members and volunteers of nonprofit and tax-exempt organizations, as well as people who are considering forming a nonprofit organization. Provided as a service of Nonprofit Incorporators, a law firm whose sole business is low-cost incorporations of nonprofit. Visit [www.not-for-profit.org](http://www.not-for-profit.org).

**TechSoup:** Created by CompuMentor, a San Francisco charity that provides technology assistance to nonprofit groups and schools, presents its own articles and worksheets on a variety of technology topics, site links to information on nonprofit discounts on computer equipment and software, and funding for technology. Visit [www.techsoup.org](http://www.techsoup.org).

SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006

---

# Appendix Q - Glossary

## ACCOUNTABILITY

The responsibility of the organization to keep a donor informed about the use that is made of the donor's gift.

## ACCOUNTING PROCEDURES

Those procedures established to assure that all contributions are properly accounted for, managed, and disbursed in accordance with the approved accounting policy.

## ACKNOWLEDGMENT

Written expression of gratitude for the grant, gift or service.

## BOILERPLATE

Standard copy which may be inserted in grant proposals and other documents since it is unchanging and generally timeless, for example, organizational mission statement.

## BRICKS AND MORTAR

Common manner of alluding to the physical plant needs of an institution and to the campaigns designed to secure the necessary funds. A "bricks and mortar campaign" is a campaign to raise building funds.

## BUDGET

A detailed breakdown of estimated income and expenses for a project prepared in advance. Budgets show various cost categories, including personnel, printed materials, purchase and rental of equipment, office expense, costs of events, etc.

## CAUSE RELATED MARKETING

A joint marketing venture between a charity and a business or corporation, providing benefits to both. The non-profit normally provides the "cause," a positive image, and direct or indirect access to consumers. In return the corporation provides greater visibility, financial support and/or donated goods and services. For doing so, the corporation gains a positive association with the charity's cause and image, access to consumers and an increase in sales/revenue.

## COMMUNITY FOUNDATION

A philanthropic foundation that is specifically committed to the support of institutions in its own community, often receiving bequests from persons whose legacy is modest.

## CONGRESSIONALLY CHARTERED FOUNDATION

A private nonprofit foundation established by Congress, national in scope, and dedicated to a specific mission. Examples include the National Park Foundation, National

Fish and Wildlife Foundation, and the National Environmental Education and Training Foundation.

#### CORPORATE FOUNDATION

The philanthropic arm created by a corporation to deal with requests for contributions from whatever agencies -- locally, regionally, or nationally.

#### CORPORATE GIVING PROGRAM

A structure established by a company without a foundation (or in addition to a foundation). Operations are typically performed out of the company's public affairs or community relations office.

#### CORPORATE PHILANTHROPY

Support through gifts, equipment, supplies, or other contributions by business firms to charitable institutions, sometimes through organized programs which may include corporate foundations.

#### CULTIVATION

The process of promoting or encouraging interest and/or involvement on the part of a potential donor. an educational process to inform about an institution and reasons why it merits support.

#### DESIGNATED GIFT

Restricted gift made for a specific purpose, and designated for specific use.

#### DEVELOPMENT

Refers to all dynamics of a continuing fund raising program (grants, annual giving, special gifts, planned gifts, public relations).

#### DIRECT COSTS

All budgeted items, including personnel, necessary to complete the project.

#### DONOR PROFILE

A description of basic information about a donor, acquired through research.

#### DONOR RECOGNITION

The policy and practice of recognizing gifts, first through immediate acknowledgment by card or letter, and subsequently through other personalized expressions of appreciation. Also includes public recognition, via published lists of contributors, press announcements, events, plaques and other vehicles carrying the donor's name.

#### DONOR RELATIONS

Planned program of maintaining donor interest through acknowledgments, information, personal involvement, etc.

## ETHICS

The moral considerations of the activities involved in philanthropy. Also, refers to generally accepted standards of conduct for fund raisers and policies regarding fund raising identified by an agency or organization for its personnel.

## FAMILY FOUNDATION

A foundation whose funds are derived from members of a single family. Generally, family members serve as officers or board members of the foundation and play an influential role in grant making decisions.

## FEASIBILITY STUDY

An in-depth examination and assessment of the fund raising potential of an institution or agency, conducted by fund raising counsel, and presented in the form of a written report setting forth various conclusions, recommendations, and proposed plans.

## GIFT-IN-KIND

A contribution of equipment or other property on which the donor may place a monetary value and claim a deduction for income tax purposes.

## GIFT RECORDING

Process of registering information pertinent to all gifts received, i.e., name, address of donor, amount of gift, terms of payment if pledge, purpose, etc.

## INDEPENDENT FOUNDATION

A private foundation that makes grants based on a charitable endowment. Because of their endowments, independent foundations are focused primarily on grant making and generally do not actively raise funds or seek public financial support.

## INDIRECT COSTS

Also referred to as administrative overhead, these are the costs to an institution of housing the project. Usually these costs are calculated as a percentage of the total direct budgeted costs, for the purpose of covering such expenses as equipment maintenance, rent, utilities, financial accounting, etc. Some granting organizations will not fund indirect costs, while others place a ceiling on the amount which can be charged to the grant.

## LETTER OF INQUIRY

A letter sent by an organization to a foundation or corporation presenting a project for which funding is being sought and asking the foundation or corporation if they will consider funding the project or receiving a full proposal.

## LEVERAGE

Ability to influence another to contribute by demonstrating significant financial resources or in-kind support already committed to the project.

## MARKET

Potential source of funds for an identified project or cause.

## MATCHING GIFT

A gift that is made on condition it be matched within a certain period, either on a one-to-one basis or in accordance with some other formula; also a gift by a corporation matching a gift by one of its employees.

## MISSION

A philosophical or value statement that seeks to respond to the "why" of the organization's existence, its basic reason for being. Mission statement is not defined in expressions of goals or objectives.

## NEEDS

Identified community or constituent needs which the organization and its programs seek to address. Needs can be classified as capital, endowment, program, or project.

## NONPROFIT (NOT-FOR-PROFIT) ORGANIZATION

Organizations of members and/or volunteers that are classified by the Internal Revenue Service as providing a public benefit without purpose of profit for members of the corporation.

## PERSONNEL COSTS

The percentage of identified staff, at the appropriate salary level, dedicated to the project over a specified period of time.

## PLEDGE

A signed and dated commitment to make a gift over a specified period, payable according to terms set by the donor.

## PROGRESS REPORT

A report to a funder that provides periodic or required information about the status of the grant funded project, any modifications to the original plan, lessons learned, and measurable outcomes. Also can refer to a report prepared periodically during a campaign by the fund raiser for distribution to leadership and other representatives of the organization and for the record.

## PROPOSAL

A written request or application for a gift or grant that includes why the project or program is needed, who will carry it out, and how much it will cost.

**PROSPECT**

Any logical source of support, whether individual, corporation, organization, government or foundation.

**PUBLIC GRANTS**

Generally refers to commitments of funds by government agencies rather than those distributed by foundations.

**RECOGNITION**

Formal or informal acknowledgment of a gift or contributed services.

**RESTRICTED GIFT**

A gift for a specified purpose clearly stated by the donor.

**UNRESTRICTED GIFT**

A gift to an organization for whatever purposes officers or trustees choose.

**SOURCE: ASSOCIATION OF PARTNERS FOR PUBLIC LANDS, REVISED SEPTEMBER 2006**

---

## Appendix R – Kudos to...

The development of the class was the collaborative effort of the following individuals:

**Donna Asbury**, Executive Director, Association of Partners for Public Lands  
**Krista Muddle**, Administrative & Educational Services Coordinator, Association of Partners for Public Lands

**Eddie Gonzalez**, Senior Director, Grants and Programs, National Park Foundation  
**Anne O'Neill**, Program Director, National Park Foundation

**John Piltzecker**, Chief, National Partnership Office, National Park Service  
**Rich Fedorchak**, Partnership Program Training Manager, Stephen T. Mather Training Center, National Park Service



Association of Partners for Public Lands

2401 Blueridge Avenue, Suite 303

Wheaton, Maryland 20902

301-946-9475 301-946-9478 (fax)

877-647-2775 (toll free)

[www.appl.org](http://www.appl.org)



The National Park Foundation

11 Dupont Circle NW, Suite 600

Washington, DC 20036

Phone : (202) 238-4200

Fax : (202) 234-3103

[www.nationalparks.org](http://www.nationalparks.org)