GRANT WRITING USA

PARTICIPANT GUIDE

WELCOME TO GRANT WRITING USA

Grant writing is a skill, and like any other skillset requires practice to master. Attending the Grant Writing USA two-day workshop is a great start to building your knowledge base. Please consider this booklet a resource and guide as you start your journey.

When you are staring down that blank application, it is overwhelming to know where to begin. You start with research – why do you need the program, what data backs up your claims, what is the best method for fixing your problem(s), how much will everything cost, and on and on. Once you have done your homework, you start writing. And writing. And writing. And editing, with the help of your co-workers.

You will not win every grant proposal you submit, but if you read the Request for Proposal (RFP), follow its directions, and write well enough for the reviewer to understand your organization, community, needs, goals, budget, and program specifics, you will find success. The more you practice, the more success you will find.

Use this booklet as a guide to practice writing. Best wishes and happy funding!

~The Grant Writing USA Team

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CHAPTER 1

When we talk about building "your" credibility, we're not talking about you personally, we're talking about your agency.

STATEMENT OF INTRODUCTION

People fund the needs of other people, not those of your organization. The needs of the clients you serve exist whether your organization is in business or not. So why is your nonprofit, government agency, university, or k-12 school system the best organization to serve those people in need? In other words, why should a funder grant you funds to assist the clients and community you serve? A large part of that answer lies in the credibility of your organization.

The introduction is designed to provide an avenue to present the "credibility of the applicant or organization." When you think about the credibility of your organization, consider the many things that make your organization uniquely qualified to serve your clients, implement your proposal, and manage a grant funded program.

Examples of credibility statements to highlight in your introductory statement include the following:

- Share the history and operational past and present of your organization. Believe it or not, there are loads of agencies in this world whose only purpose is to survive today, and their only goal is to make payroll next week. If you have a sense of your organization's history, know why it exists and where it is going, you are ahead of the masses.[1]

- What makes your organization unique? Identify the factors in your structure, clientele, location, history, or staff which make you particularly visible or attractive to potential sources of support.[2]

- Provide a brief biography of board members and key staff, particularly the ones whose background and knowledge will make your program a success.[1]

- Detail the organization's goals, philosophy, track record with other grantors, and any success stories. Connect your past successes with your proposed project or funding request.[1]

- Have you been a good "steward" with previous grant monies received by your agency? Did you fulfill the goals set forth in the grant? If so, that further establishes your credibility.[1]

Without credibility, your agency gets nowhere with anyone. This is especially true when you are asking a funder for money. So how do you develop credibility with grant makers? You create a powerful, succinct, credibility-building statement of introduction based on the suggestions listed above. Show that your organization has the staff, experience, skills, and resources necessary to implement a successful plan. Do this and you will see for yourselves just how much credibility your agency has.

Build Your Credibility Resume

Your credibility resume will grow over time. Community support for most proposals is essential. When building a program and starting a grant application, look for individuals or groups representing academic, political, professional, and lay organizations which may be willing to support the proposal in writing. Support letters in favor of your proposal are a bonus, and sometimes a required element, to your application. *(Word of advice: when seeking support letters, be sure that each letter is unique, the individual or group's support is befitting the program, and you do not go overboard. No reviewer wants to read the same letter over and over again. Pick the top three with the most impact and use them.)*

Support letters are not the only source of credibility. Do not overlook support and/or statements made by local government agencies and public officials that benefit your cause. Letters of endorsement detailing exact areas of project sanction and commitment are often requested as part of a proposal to a federal agency. The most effective way to receive such endorsement is to build relationships with the key agencies and politicians in your local community long before that grant proposal is due. Hold meetings with top decision makers in the community who are concerned about the clients and community you serve. Attend city council meetings, join the local Rotary club, participate in functions hosted by the local chamber of commerce, and seek out other ways to interact with the movers and shakers in your community. Once those relationships are built, you have the perfect means to discuss the merits of your proposal, the development of a memorandum of understanding highlighting support and goodwill for the project, and the ability to collaborate and create a proposal from multiple community groups.[1]

Make sure you begin building support for your proposal early and collecting letters of support well in advance. This way, when it comes time to submit your proposal you have a solid resume of credibility for your organization and detailed support from an outside source for the program and need for which you are seeking funding.

If you are new to an organization or community, browse past newspaper editions, speak to the individual or group responsible for your organization's media relations and marketing, and review agency documents such as annual reports, newsletters, and social media accounts. These are great resources to find the wonderful actions that contribute to your credibility.

Your introduction is the place to brag about all the good work your organization does. If every grant application is seeking funding to solve the same problem, how will your application be better than the rest? By showing you are the agency with the proven track record to successfully implement the program, funders will take notice.

See page 7 for a guide to building your own credibility statement like this.

INTRODUCTION EXAMPLE:

Emergency Services, the bimonthly publication of the Federal Emergency Management Agency, calls the California Office of Emergency Services (EOS) "the most efficient agency of its kind in the country." Strong evidence of this is a 45 percent decrease in statewide emergency response times from 70 minutes to less than 40 minutes over the past 18 months. During its 45 years of community services, the California EOS has grown from a volunteer force of 200 to a national model of high critical acclaim. President James Sawyer recently described the California EOS as "a virtuoso first responder operation."

The commitment to excellence of the California OES is evidenced by its immediate and effective responses to such natural disasters as the Whittier and San Francisco earthquakes, the explosion of Acme Oil offshore unit 13, and the Great Los Angeles Tornado.

FEMA Director, Jonny B. Ready, stated during a recent White House press conference, "The mighty, swift response of the California OES before, during, and after the Great LA Tornado easily saved thousands – and possibly millions – of lives. American owes a great debt to those underpaid heroes."

Community support for the agency is evidenced by the more than 13,000 volunteers throughout the state who readily assist in times of emergency. Financial support has also grown from both public and private donors, including the US Department of Justice, FEMA, the Irvine Foundation, Acme Oil Company, and the California Foundation. These financial commitments have enabled the agency to expand its capacity to include terrorist abatement investigations, offshore oil spill containment, wildfire suppression, and other critical emergency services.

Introduction in Action

Based on what you have read, think about all the accomplishments, success stories, fabulous employees, incredible collaborations, and exciting tidbits that make your organization the best one to serve those in need, expand the funder's reach, and implement a needed program in your community. Share the quotes, stories, and relevant information that builds your credibility.

Write your introduction statement here.

This credibility lays the foundation for your proposal. Remember this as you work on completing the grant application. Your proposal should flow logically from one section to the next. You are a story teller, detailing the need of your community, how you will address that need, and what improvements will be made because of your program.

Your story began with the Introduction. You established the credibility of your organization. You identified the qualifications of your key staff. You provided stories of your success as an agency. You are ready to move on to the Problem Statement/Needs Assessment portion of your proposal.

CHAPTER 2

A problem statement should answer the question "why care?". You are providing details to your funder so they understand the importance, urgency, and significance of the problem at hand.

Problem Statement /Needs Assessment

If you do not have a legitimate need, you do not have a reason for a grant proposal. It is that simple. The problem, needs, and unrealized opportunities are found with the public, people, and communities your organization serves. ***This section will answer, "what is the problem you propose to solve OR what caused you to prepare this proposal."***

The problem statement (also known as a needs assessment or needs statement) is a key element of a proposal. It paints a clear, concise, and well-supported picture of the problem to be addressed.

When writing and submitting a grant proposal, the smartest move is to match a funder with a truly legitimate need, rather than chasing money. *(Word of advice: Chasing money never benefits your organization in the long run. If you see a grant and it does not fit your current mission, programming, or client needs than you will find yourself scrambling to try and justify a need, create a new program, and figure out how to evaluate everything. Typically, such ventures do not align with your organization's purpose. Sure, you may get some money, but it requires you to spend time and effort off mission, taking from your organization's true purpose and need. It is best to find funders that fit your needs. Taking the time to conduct a needs assessments will help you avoid chasing money.)*

The first step in writing a problem statement involves assessing need. Formal and informal assessments are the best tools to determine the needs of your community, clients, and organization. A formal assessment involves structure, standard assessment tools, and advanced planning. Examples include surveying clients to determine gaps in assistance; strategic master planning to determine program success, failure, and future needs; and a detailed analysis of data captured over time. An informal assessment is more flexible and dynamic. Examples include observations, anecdotal records, and interviews.

Once you know what the problem is you must define it for your funder. You can define the problem using definitions from authoritative sources. You may be asking yourself, "is that really necessary?" It is. Let us use homelessness as an example. What do you think of when you hear the word homeless? Are you picturing those who live on the streets? If you read a problem statement from a community who said their rate of homelessness was 20% or higher would that seem possible to you? Maybe not initially, but what if they defined homelessness as any individual who did not own or rent their own home. This definition would then include any individual and family who lives in a cheap hotel because it is more affordable than an apartment. It includes anyone living in their car, at a shelter, or on a friend's couch. That is so much bigger and broader than those physically living on the streets.

Once you've completed your assessment and defined your need, the final step is to find and use data to support your claimed need. Look to legitimate sources for data collection, and remember that local, regional, state, national, and even international data points and trends are all fair game for inclusion in your application. Government agencies, universities, foundations, and other authoritative organizations are a great place to start. Remember that while statistics are necessary and a great start to detailing your need, it is not the only data source. Quotes from authoritative individuals and statements from relevant agencies support need. So do stories from those clients you serve who are living and breathing examples of the problems you are detailing.

For example, if you were to write a proposal for your nonprofit to create an after-school program to help increase graduation rates, national testing scores, and grades at your local high school, there are a plethora of sources for relevant data. Look to your local school system for local information about test scores and graduation rates. Your state department of education can provide data on the state and national level. This is used to compare your school's data to state and national averages. If your numbers are worse, than it demonstrates a need in your community. But do not stop there. Consider all the factors that affect a student's success in school. The United States Census Bureau is a great resource for data points involving poverty levels, unemployment rates, and percentage of the community to attain high school and/or college graduation. If crime is a factor affecting students performance, data from your local police department will paint that picture. Another data source is the Annie E. Casey Foundation's Kids Count Data Book. The foundation ranks states based on children's education, overall well-being, health, and family factors. Needless to say, there are many, many quality sources for data collection. The hard part is finding what is the most current and makes the biggest impact for detailing your need.

Scenario: An agency wants defibrillators. To add a human touch to the problem statement, the writer injects these powerful quotes from credible sources. "A hospital doesn't do you any good if you're dead before you get there," said David Sims, Fire Chief for the City of San Antonio. "There are six documented instances in the recent past where we would have used a defibrillator if we had one. All six people died. Who knows what would have happened if we could have administered shock within 15 or 20 minutes of the heart attack," said Pam Martin, Director of the New York City Senior Services Center.

The results of your assessment, along with data collected from reliable sources, are used to document need. Use this information to answer one or more of the following questions:

- How did you determine the need existed? The results of your formal and informal assessment(s) will help here.
- What exactly is the problem? The data points you collected will help here.
- Who does the problem affect? Are you helping all your clientele or a sub -set of them?
- What will happen if you do not fix the problem now? Will it cost more to fix later? Will the problem continue to grow without intervention?
- What is the return on investment for fixing the problem?

Problem statements address issues facing your community. Examples include juvenile delinquency rates, poor test scores on standardized exams, child abuse and neglect, food deserts, poverty, increased crime rates, homelessness, and lack of public transit. Homeland security programs often refer to this section of the proposal as the vulnerability assessment.

Collaboration with local universities, nonprofits, and government planning offices can often provide a broader look at the problem you want to solve and give insight to areas you may not have considered. Partners in the planning stage can offer the opportunity for partners in the solution fulfillment state. Take every opportunity to gather information from all possible sources.

Problem or Method?

Many people confuse a problem statement with a lack of method statement. When conducting your needs assessment and detailing the problems, remember to keep the focus on the clients you are serving rather than on your organization. In the following example see how saying "we need a…" is not as impactful as having data to show a true community need.

A local police department said they did not have money to pay overtime for officers to patrol specific neighborhoods in the community and enforce the speed limit. The department determined the "need" existed because too many drivers were using neighborhoods as a speedy shortcut to the freeway. By stating the problem as a lack of money to pay for overtime they immediately jumped to a "method" by which drivers could be compelled to obey the speed limit.

The problem with that logic is that paying overtime for officers is one of many methods that could work. The department could hire an additional officer, either on a part-time or full-time basis. Deploying a radar trailer might work. Installing speed bumps has the ability to slow down speeders. You could even go with an idea totally outside the norm and suggest building a high-voltage network of probes in the road to zap the ignition of speeding cars. Ultimately, paying the overtime expense of the officer might be the best method, but that method does not give your funder a clear picture of the need or issue.

What should the police department write in the problem identification section of an application meant to curtail speeding through neighborhoods? For starters, the police department should turn to its own data. How many accidents, injuries, and fatalities have resulted from speeding in said neighborhoods? How many speeding tickets have been issued in these neighborhoods? How many residents have called in complaints about speeders? Have they seen an increase in tickets issued, accidents, injuries, and/or fatalities over the years? This data highlights the problem and paints a clear picture for funders.

When writing your organization's needs statement avoid the lack of method approach. Instead, consider the problem you want to address. Assess your need and collect data to back it up. If your clients, rather than your own agency, benefits from the proposal you are on the right track. There is a place later in the application to highlight the method your organization will employ to fix the problem, but it does not belong in the needs statement.

Remember, we all exist to serve and/or protect someone or something. It can be people, the environment, or the arts. Grants fund activities that serve and/or protect the greater good. If you can help show in your problem statement that a true need exists, chances are you will get funding to help the greater good on which your organization focuses.

Problem Statement Review Exercise

Following is an example problem statement. This is an actual problem statement from a submitted proposal. The names and places were changed to protect the well-meaning. The proposal was developed in response to an RFP that offered to fund projects to reduce aggressive driving.

What constitutes aggressive driving? Keep that in mind as you read on…

Note: Reviewer comments are in **[brackets].**

Problem Statement Example #1

A 2017 survey conducted by the National Research Center, Inc. showed the following results regarding public safety services. **[National? What about local?]**

Quality of public safety services					
	Excellent	Good	Fair	Poor	Total
Police Services	37%	52%	7%	3%	100%
Crime Prevention	24%	58%	14%	3%	100%
Traffic Enforcement	16%	49%	23%	12%	100%

In response to a question regarding the degree to which traffic congestion is a problem,

- 43 percent of the respondents said it was a major problem.
- 53 percent said it is a minor to moderate problem.
- 4 percent said it is not a problem.

In response to a question regarding ease of car travel in Patriot

- 39 percent of respondents rated it excellent or good.
- 60 percent rated it fair or poor.

Our marked fleet currently makes it difficult for our patrol force to effectively intervene on aggressive drivers. Experience shows our response to aggressive driving is the result of a citizen complaint called into our dispatch center. A marked patrol unit is then sent as an after-the-fact reaction to the initial aggressive driving complaint. Since the officer is not the original witness to the crime, the ability to successfully prosecute aggressive driving cases can be hindered in these circumstances.

In addition to the statistics below, we have had an increase in citations from 2016 to 2017 for excessive speed, failure to stop for a school bus, unsafe lane change, and illegal passing as shown below. The failure to stop for school bus figures are a major concern as the area grows and more residents are school-age children. This proposal would allow the Patriot Police Department to address the problem proactively, enhancing the safety of our school-age children. **[This is what we fund!]**

	2013	2014	% Increase
Excessive speed	90	149	65%
Failure to stop for school bus, including: Unsafe lane change Illegal passing	18	44	144%

[One reviewer: 37%, 43%, 39%, so what? These numbers don't prove that people in your community drive aggressively.]

[Second reviewer: If congestion is that bad, then people will be impatient and likely drive aggressively. Good problem justification!]

Based on what you've learned about problem statements, does this one read well? Does it make a case on the local level with relevant evidence? Does it define what aggressive driving is? Most likely, you answered no to all these questions. It is almost as if someone heard you should have national statistics, local statistics, a few buzz words, and then TA-DA! There is your problem statement.

The information provided is not horrible, but it leaves more questions for the reviewer. You never want your reviewer to be left with more questions than answers. Let us take the data provided, throw out the bad information, massage what is left, and fill in the gaps. Once done, that will leave us with something like the next draft of the problem statement.

When possible, use data and information from authoritative sources. Undocumented assumptions and theories are less impactful.

Problem Statement #2

Aggressive driving negatively impacts America's roadways each and every day. The American Automobile Association (AAA) defines aggressive driving as characteristics exhibited by the following:

- Speeding in heavy traffic;
- Tailgating;
- Cutting in front of another driver and then slowing down;
- Running red lights;
- Weaving in and out of traffic;
- Changing lanes without signaling;
- Blocking cars attempting to pass or change lanes; and
- Using headlights or brakes to punish other drivers.

The New York State Police simply defines aggressive driving as operating a motor vehicle in a selfish, bold, or pushy manner without regard for the right or safety of other users of the roadway.

According to a study conducted by the AAA Foundation for Traffic Safety, nearly 80 percent of drivers expressed significant anger, aggression, or road rage behind the wheel at least once during a 12 month period.

The website smartmotorist.com explores some of the factors impacting aggressive driving. According to the website, one of the biggest problems is the roads themselves. The number of vehicle miles driven by individuals is up by 34% in the past ten years. There are more vehicles on the road. The roads are not keeping up with demand, affecting the drivers and their reactions to congestion, traffic, and other motorists.

Traffic congestions is certainly a factor in Patriot, Virginia. Last year the Patriot Police Department conducted a citywide survey to help improve services provided by the department. Of the 20,000 households in the city, 2,500 surveys were completed (a 12.5% response rate). In response to a question regarding the degree to which traffic congestion is a problem, the following results were found:

- 43 percent of the respondents said it is a major problem;
- 53 percent said it is a minor to moderate problem; and
- 4 percent said it is not a problem.

In response to ease of travel in Patriot:

- 39 percent of respondents rated it excellent or good.
- 61 percent rated it fair or poor.

Patriot is located 50 miles west of Washington, DC and continues to see growth in population and traffic due to its proximity to our nation's capital. Citizen calls to 911 and the police department's non-emergency line indicate that aggressive driving is on the rise in Patriot, a city of 60,000 residents housed within 40 square miles. The chart below shows the increase in calls to report aggressive driving over the past five years.

	2013	2014	2015	2016	2017
911 Calls	68	112	146	159	248
Non-emergency Calls	15	22	25	38	59
TOTAL	83	134	171	197	307

While reports of aggressive driving are on the rise, that only details a portion of the problem. Experience shows that more often than not our response to aggressive driving is the result of these calls. Citizen complaints direct our police officers to the problem, but they are sent after the fact. Since the officer is not the original witness to the crime, the ability to successfully prosecute aggressive driving cases can be hindered in these circumstances.

That does not mean we cannot issue any citations for aggressive driving. When witnessed first hand by our officers, aggressive driving is addressed. Between 2016 and 2017, the Patriot Police Department increased the number of citations by 79% (from 108 in 2016 to 193 in 2017). Citations were given for excessive speed, failure to stop for a school bus, unsafe lane changing, and illegal passing.

Aggressive driving is taking place across the country, and it's increasing in Patriot. The problem includes an increase in aggressive driving and the Police Department's difficulty with being in the right place at the right time to catch those drivers in the act. A solution is needed that involves increased (and potentially creative) enforcement and an educational campaign to stop the problem at its source.

After reading this problem statement, do you understand what constitutes aggressive driving? Do you believe there is an increasing problem in Patriot? Do you think something needs to be done about the problem before it gets worse? If you answered yes to these questions, then this is an improved response to the RFP.

The lesson here is that every first draft of an application is just that, a first draft. Read it out loud and listen for holes in your story line. Have someone outside of your department/agency read the problem statement. If they do not believe there is a problem or find your data credible or convincing, then you need to dig deeper. It is always so much easier to add and edit. Writing that first draft is the hardest step. Remember, without a relevant problem there is no need for your grant reviewer to read any further. If you do not have a legitimate problem, why on earth would they give you funding?

Problem Statement in Action

Based on what you have read, think about the needs of your clients, your community. What are the many factors influencing the issues you are working to resolve? Share the data, facts, and figures. Paint a picture with real life stories. Make your funder understand the problem as it impacts your community and remember that the problem lies with those you are trying to help. Problems are never a lack of staff, equipment, supplies, and money for the light bills. Yes, those are problems, but funders fund people, so that is where your focus should lie.

Write your problem statement here.

You defined your problem and shared how it affects your community. You shared relevant data and stories to paint a clear picture of the issue at hand and how it affects your clients. You used information from credible sources, shared quotes from individuals who know what they are talking about, and gave proper credit to your sources of information. You are ready to move on to the Goals and Objectives portion of your proposal.

Remember that there are so many sources for data to highlight your particular problem. Your own agency collects data on the clients you serve. So do local governments, school systems, foundations, research institutes, and beyond. Find all the data you can, and then use the most impactful to tell your story.

CHAPTER 3

Goals are long term aims you want to accomplish; objectives are concrete attainments that can be met following certain steps.

GOALS AND OBJECTIVES

What is the future going to look like? If you truly have the ability to fix the problem, how well will you fix it? Yes, numbers and percentages are a necessary evil here. Remember, funders want to know the specifics of who you are helping and how much change is the result of said help. ***This section will answer, "what are you improving and how much improvement is taking place."***

Goals tend to be big pictures visions. Here are a few examples: save the whales; stop teen pregnancy; improve the education system.

Objectives are measurable, narrower in scope, and concrete. Take the goals above and turn them into objectives: increase the humpback whale population by 10% over the next two years; reduce the number of pregnant teens in Anytown, USA by 5% over the next three years; increase graduation rates by 18% at American High School over the next five years.

Remember that an objective is a specific result that your organization plans to achieve within a specified time frame. They should be easy to measure, or if not easy, at least measurable in some way, shape, or form.

When considering the goals and objectives of your program, think big picture and future dreams. Consider what you said in your problem statement and, based on that, consider what you want things to look like after your program is complete. It is okay to initially dream big (and then refocus to ensure things are realistic at submission time). If you delivered a needs statement that spoke of an ever-increasing crime rate, then it makes sense that the goal of your program is to reduce crime. With that goal in mind your objective(s) will expound and be more specific. Potential examples include:

- Reduce crime by 20% at the completion of the program in December 2022.
- Increase arrests rates of perpetrators of theft by 19% by the end of March 2020.
- Engage citizens through a Neighborhood Watch program to increase reports of crime activities by 32% between 2021 and 2023.
- Institute a commercial business program to educate 60% of retail

businesses located within the City of Grantsville about the proper means to deter and detract shoplifters by the end of Fiscal Year 2023 (June 30, 2022).

- Increase the police department by 12 officers at the end of year 10 to increase the Grant City Police Department's ability to combat the community's growing crime rate.

Your objectives not only become your "to do" list should the grant be funded but also your grantors method of evaluating your progress as you implement the program. Objectives that are measurable become the criteria by which you judge the success of your program. To be really useful, program objectives should tell:

- Who? Who are the beneficiaries of your program?
- What? What change from the conditions described in the Problem Statement do you expect to see? For example, your objective will report changes in knowledge, attitude, actions, behaviors, and/or systems.
- When? When during the funding period will said change be complete?
- How much? What percentage of change is happening? Yes, math is involved.
- How measured? How will you officially measure the change? Make sure you pick objectives that are measurable.

Based on these criteria, the objectives written above under the goal of reducing crime are not complete. Let us revise to make complete, useable objectives for a grant proposal.

- Anytown, USA will reduce crime by 20% at the completion of the program in December 2022. This will be measured by crime statistics collected by the Anytown Police Department. Crime data collected in 2018 will be used as the baseline data for comparison. In 2018, 382 crimes were reported in Anytown.
- The State of Grant will increase arrests rates of perpetrators of theft by 19% by the end of March 2020. This will be measured by arrest data collected by the Grant Bureau of Investigation. In 2017, 212 perpetrators of the 682 cases of reported thefts were arrested. This is a 31% arrest rate and will be used as the baseline for comparison purposes.
- Engage Grant County citizens through a Neighborhood Watch program

to increase reports of crime activities by 32% between 2021 and 2023. This will be measured by reports collected by the Grant County Sheriff's Office. Data will be collected over a three-year time period, and numbers will be compared between the baseline year of 2021 and the final program year in 2023.

- Together, the City of Grantsville Economic Development Office and the Police Department will institute a commercial business program to educate 60% of retail businesses located within the City of Grantsville about the proper means to deter and detract shoplifters by the end of Fiscal Year 2023 (June 30, 2022). There are 2,189 businesses in the City of Grantsville at the start of 2018.
- Increase the police department by 12 officers at the end of year 10 to increase the Grant City Police Department's ability to combat the community's growing crime rate. There are currently 32 officers on staff as of December 31, 2017.

Methods or Objectives?

The methods (page 25) are the means that you use to accomplish your objectives. They are the actions that will solve your stated problem.

Example: The drop-out rate in ABC County is 15% higher than the national average. The objective is to reduce the drop-out rate by 5% a year over a three-year period. The method is to implement early identification testing of students and appropriately providing resources such as one-on-one tutoring, after-school study sessions, counseling support, and on-line class options, all to reduce drop-out rates.

Methods are the activities your organization implements to meet your objectives. While you can certainly measure your methods, methods do not show change and objectives do. Method measurement is known as a process objective, and the measurement of change is an outcome objective.

Objectives – Process or Outcome?

Process objectives measure your organizations methods. These are the activities, services, and strategies you put into place to implement your program. In other words, you are measuring what your organization does.

Outcome objectives are the change you wish to see as a result of your program. You are measuring changes in knowledge, attitude, actions, behaviors, and/or systems. In other words, you are measuring what your target population or target system will look like after your program is complete.

Without clear, concise objectives with significant potential to effect positive change a proposal has no foundation. Objectives must move logically from addressing the need to solving the program. They must be realistic in terms of time and feasibility for success.

Of the five objectives listed under the goal of reducing crime, the first four are outcome objectives. They address the change that will result from the program's completion. The fifth and final objective is a process objective. It shows that the police department will increase the number of police officers on staff. While that is something you can measure, and it will likely affect change, it does not measure any change other than increased staffing.

Goals and Objectives Example

Scenario: You are the principal of a middle school that recently assessed the reading skills of 1,000 6th graders. The news is not good – 300 students are reading at least one grade level lower than they should. You have a problem! In response, you start an after-school reading program with an initial test group of 50 young readers. Two objectives are likely to appear in your proposal.

Goal Example:
Improve the reading skills of students at Grant Middle School.

Process Objective Example:
Fifty 6th graders will complete a 5-week tutoring program by the end of the 2019 academic year, measured by program attendance records.

Outcome Objective Example:
Of the 50 6th graders participating in the after-school reading program, 20 (40%) will increase their reading skills by one grade level at the end of the 2019 academic year. This will be measured by pre and post program test scores conducted by the after-school teachers.

Which Should You Include in Your Proposal:

The outcome objective is the strongest of the two. It shows the change you hope to see: improved reading skills. But this does not mean the process objective is not valuable. It is worth your while to measure attendance. If you do not meet your outcome objective of 40% your funders will want to know why. If students do not regularly attend the after-school program, it is likely that they will not improve their reading skills. Attendance is a factor into the success of your program, so it is smart to measure it. But attendance alone does not show that you have changed/improved the initial need of your target audience.

Goals and Objectives in Action

Now it is time to write your own goal(s) and objective(s). Think about your problem statement. You know the issues currently facing your community and organization. Now think about what improvements you want to see as a result of your program. Make sure your objectives are specific, measurable, attainable, realistic, and time sensitive.

Write your goal(s) and objective(s) here.

Your funder will expect you to report on these goals and objectives over the course of the grant period. Your evaluation (page 30) will be based on these goals and objectives. Make sure you have the ability to measure each objective you write and that your program is robust enough to meet your stated objectives.

METHODS

At this point you have described who your organization is and what problem the community is facing that you want to fix. You detailed what you expect the situation to look like once you have implemented your program. If the grantor is still with you, surely they are now wondering, "OK, hotshot. How are you going to do that?" **This section will answer, "what are you going to do to fix your problems and meet your goals and objectives."**

The method refers to your program design, the steps you will take to implement your program/project. In the methodology section, you will cover the who, what, when, where, why, and how that leads to your intended results. Specifically, provide answers to the following questions:

Solid and well-planned objectives are problem-related outcomes of your program and set the stage for an easy evaluation.

- **Who** – There are two groups that should be covered in this section. (1) Who is involved in implementing the project? Obviously it is your organization, but do you have key staff that you want to highlight because of their education and experience? In addition, do you have any partner agencies that are providing relevant staff, equipment, supplies, and connections for a successful project? Your funder wants to know who is responsible for your program's day to day operations and success. And by who, we mean which organization(s) and, if known, which individual(s) or departments/divisions. (2) Who specifically will participate in the project and benefit from the services provided? In other words, who are your clients? Are you building a new park that will benefit all 60,000 residents in your city or are you creating a small after-school program for 100 3rd graders within your school district?

- **What** – What exactly are you doing? Be specific. With the new park example, you may describe the 10-acre piece of property your city recently purchased. With grant funding, you will go through the design and construction phases to install a playground (that includes swings, slides, and monkey bars); build a one mile concreate walking trail around the playground; and add a parking lot. For an after-school program you may discuss hiring 10 after-school educators, purchasing needed technology and curriculum, and signing up those students in need of the most educational assistance. You will detail how often the program will take place (i.e. from August 15, 2019 – May 15, 2020, every

Monday-Friday from 2:45 – 6:00pm when school is in session). You'll detail how the hours will be spent, sharing information about homework assistance, course instruction, enrichment activities, and snack/play time. Depending on the nature of the program and all you plan to accomplish, you will share the depth of detail necessary for the funder to understand what exactly you are doing. You should identify all the resources required for what you are doing – include personnel, equipment, transportation, and space needs. These may be things you already have in your possession or items/people that you need the grant to fund.

- **When** – When will all these activities take place? Include a start and end date for the total project. Highlight the timeframe for major milestones.

- **Where** – Where will this project take place? Are you serving students in three elementary schools across your school district? If so, what are the names of the schools? What is the specific address of the park and where is it located within your city limits?

- **Why** – Why have you selected the method you have? When confronted with whatever issue you addressed in your problem statement, you probably have a multitude of options for how to "fix" it. So why did you select the method you are detailing in your grant application? Is it because you went through a strategic plan of some sort, did you have multiple public meetings asking your clients for their input, are you modeling your program after a similar successful organization? How did you come up with this plan? Justify your choices.

- **How** – How is also a two-part response. (1) How exactly are you getting the job done? This is the place to brag on previous experience and the abilities of your staff and volunteers to make things happen. (2) How do you plan to measure what you have done in order to put a program in place that allows you to meet your stated objectives? Think about how you will prove that you both did what you said you would do and met your objectives.

Remember that your funder (or their representative) will read and review/score your application, as well as many other applications from a variety of organizations. You want your program to stand out. Point out any unique or innovative aspects of your program, staff, volunteers, or clients. Think about the details, statistics, stories, references, and other items that help sell your program. If there is space, consider including appendices to further clarify and detail the work you are doing. Options include timelines, location maps, resumes of key staff, excerpts from strategic and master plans, letters of support, newspaper articles, relevant sections of your organization's operating budget, links to websites and YouTube videos, memorandum(s) of understanding from partners, and the like.

Requests for Proposals (RFPs) might refer to this section of your proposal as methods, methodology, activities, procedures, or strategies. Regardless of the name, this section always describes the actions you will take to achieve the desired results.

As you are describing the activities you will complete, avoid using words like might, if, could, should, and would. If you have an activity listed in your methodology section, it is because you WILL complete it. Otherwise, it does not belong in your grant application. Your funder needs to know you are capable of completing your program, not think you are wishy-washy thanks to word choice that leads them to believe you are unsure or incompetent.

***Word of advice:** make a chart like the following for every proposal you write. You may not submit it with your application, but it is an invaluable planning tool.*

Task Timeline and Cash Flow Analysis

Task	Activities to Accomplish Task	Completion	Associated Cost
1. Identify full time computer instructor.	Create detailed job description for computer instructor. Advertise job, interview prospective candidates. Hire instructor.	March 1, 2019	$30,000 p/yr.
2. Identify staff.	Interview, hire, train.	March 1, 2019	$1,400 p/yr.
3. Recruit and identify potential guest instructors from local business community.	Contact known supporters of Boys & Girls Club. Contact technology professionals.	April 1, 2019	$0
4. Create 15 additional work stations.	Order computers and accessories.	March 15, 2019	$43,500
5. Utilize state of the art software in each class.	Identify and purchase materials to support program.	March 15, 2019	$12,275
6. Notify area population about new program.	Create, post, and distribute flyers and announcements.	April 15, 2019	$0
7. Identify potential participants.	Have sign up in the Boys & Girls Club.	March 15, 2019 and ongoing	$0
8. Establish criteria for enrollment in each class level.	Develop assessment tool to test skill level of participants.	March 15, 2019	$0
9. Computer center fully wired, networked and web ready. Insure against upkeep cost.	Contract with professional installer for network, web access. Get maintenance contract on all equipment.	May 1, 2019	$3,000
10. Classes begin.	Introduce students to the computer center. Start lessons.	June 1, 2019	$0
11. Recognize and reward youth for mastery of skills.	Develop recognition plan including concrete rewards, i.e., certificates, pins, ribbons.	June 1, 2019	$0
12. Evaluate success of program.	Quarterly evaluation report by instructors.	September 1, 2019 and every quarter thereafter.	$0
13. Revise program to meet the needs and challenges of participants.	Solicit feedback from participants and instructors. Adjust as required.	September 1, 2019 and as needed.	$0

Methodology in Action

Now it is time to write your own methodology. You know what your goals and objectives are, and your methods will allow you to meet your objectives. Be specific in regard to who is doing what. A chart like the one listed on the previous page is a good starting point, especially if you have multiple activities to complete. As you are writing, remember to avoid words like might, if, could, should, would. Be direct, because if you are funded, you WILL do these things.

Write your methods here.

Your funder will expect you to prove that you did what you said you would do in your methodology. Your evaluation (page 30) will be based on your goals and objectives AND the completion of your methods. Make sure you have the means to complete each of your listed activities in the methods section as well as the means to document every activity you complete.

There should be no surprises in your methods. Objectives fully disclose your intentions and your methods are simply an extension of your objectives.

CHAPTER 5

EVALUATION

You told the reviewer who you are and what problem in the community your request is focused on. You also made a commitment to a measurable bang for the buck and demonstrated how you are going to do it. How do you let your funder know that you did what you said you would do and met your goals and objectives? ***This section will answer, "how are you going to measure your success."***

Evaluation: Product and Process Analysis

When you evaluate your program/project, you are looking to answer two questions:

1. Did you do what you said you were going to do in the application? – Process Evaluation
2. Did you meet your goals and objectives listed in the grant application? – Product Evaluation

While the evaluation takes place during program implementation, after your grant application is written and successfully funded, the best evaluations occur when planning is done during the application writing period. As you develop your program, goals, and objectives, you need to design it all with an idea of how to evaluate what you are doing.

Every grant application has some form of evaluation. For the simpler grant programs, such as small family foundations or even federal grants that are strictly centered around equipment purchases rather than program implementation, your evaluation may simply be the monthly or quarterly grant reports you submit to your funder. In these reports, you keep your funder informed of your progress, successes and challenges to date, and any other information that request or you want to share. Other funders may also ask about the goals and objectives listed in your grant application and whether you are on track to meet them. Many programs like this can be evaluated in-house by your grants administrator and/or program staff.

Then there are programs that are so complicated, time-consuming, or large in scale that they require the assistance of an evaluation firm, someone who specializes in evaluating the successes and needs for improvement in a program's design, implementation, and/or results. When you need an outside firm, remember that most grant programs will pay for this cost, although they may limit the percentage of your program budget dedicated to this expense. If you are going to work with an evaluation firm, it is best to hire the firm before or during the writing phase for the grant application, this way they can help develop and write this section of the application.

Whether you conduct your evaluation with in-house staff, hire an outside evaluator, or use a combination of the two, remember the following:

- Be sure to succinctly define your problem so you know what you are evaluating.
- Read the grant's Request for Proposal to understand exactly what your funder expects of you. They may have specific evaluation methods or fields of study that you should include in your evaluation design.
- Remember to include data collection for your evaluation as part of your program design (methodology).
- You can modify your evaluation as you go, if necessary.
- Evaluations should include both formative (on-going) and summative (at the end) evaluation components. This way you not only know the end results but can assess your program over its lifetime in order to tweak aspects if you are not on track to meeting your objectives.

When creating your evaluation plan, consider the tools available to evaluate your program and its many components. Evaluation tools include qualitative and quantitative options.

Quantitative Evaluation

Quantitative evaluation is objective, meaning it cannot be objected to. It is more concrete than qualitative evaluation. When at all possible, you want to include quantitative methods as part of your evaluation. Examples of quantitative evaluation include:

- Pre- and post-testing
- Surveys and questionnaires
- Interviews
- Activity logs
- Case reports
- Performance reports

Qualitative Evaluation

Qualitative evaluation is **subjective**, meaning it is open to personal interpretation. If possible, qualitative data collection should complement your quantitative evaluation. This form of evaluation helps show the human element of your program and your success. Examples of qualitative evaluation includes:

- Testimonials
- Anecdotes
- Success stories
- Observations

Data Collection

Whatever tools you use, it is data collection. As you are creating your evaluation, consider what data you already have access to. If your health department decides to create a new program to combat juvenile diabetes, there are a number of factors you can evaluate. Let's say that your program focuses on training for healthy eating and exercise in order to reduce obesity. If you already collect height, weight, and body mass index (BMI) for your clients, this is a tool you can use. Collect pre-program data about your clients, implement the program, then collect the same data after the program. You expect to see a reduction in weight and BMI results. Grants do not necessarily require the collection of data you have never collected before. It is okay to piggyback on work and information you already have access to.

Now, if you are starting a new program that you do not have current data points for, then you may need to come up with entirely new data collection options. For instance, if your health department provides workshops and other educational tools to help individuals quit smoking, and you do not already have data about the number of smokers served through your organization you need to start with a baseline. Surveys and questionnaires can help with that. After you implement the program, you can track data in regard to how long individuals are able to sustain a new smoke-free lifestyle. In this case, you may use self-reporting methods, such as a daily log for participants.

Evaluation in Action

Now it is time to write your own evaluation. You know what your methods, goals, and objectives are. Your evaluation will include the personnel (whether in-house or an external consultant) who will assess the effectiveness of your program. It also includes the tools that you will use to determine if you (1) did what you said you would do and (2) met your goals and objectives. Consider the best tools available to get the job down.

Write your evaluation plan here.

The evaluation plan does not have to be complicated. If you are assessing the effectiveness of your DUI Enforcement Program, it makes sense to measure things like the number of DUI related arrests, accidents, injuries, and fatalities. As you implement your program, you expect arrests to increase and the other indicators to decrease. If you are evaluating an after-school tutoring program, you will likely conduct pre- and post-testing to determine if knowledge is increased.

Evaluation simply validates your methodology and goals/objectives section of your program. Use the best tools available to your organization to do just that.

CHAPTER 6

BUDGET

At this point, you have detailed the problem your community/clients/organization is facing, shared your program's goals and objectives, and explained how your program/project will bridge that gap. Your funders know how you will evaluate your program and who you are. The final element is key: what is everything going to cost? ***This section will answer, "how much money do you need and what will you buy with it."***

Repeat after me: Budgets are easy. I love budgets. I can do this. I just have to tell the funder how I am going to spend the money. No sweat.

Nothing can amp out an otherwise capable grant writer faster than having to build a budget, especially from scratch. But there is no reason to panic. Use the many resources at your fingertips to put together a thoughtful, realistic, reasonable budget. Your program directors, budgeting team, accountants, and potential vendors can help determine not only what you need to include in the budget, but how much each item or position costs.

Consider All Possible Expenses

Chances are, your grant maker will not fund every expense. Some vulnerable budget areas are: utilities, rental of buildings and equipment, salary increases, food, telephones, insurance, maintenance, and transportation. Read the funder's Request for Proposal (RFP) carefully to fully understand what they consider eligible and ineligible expenses. If the funder will pay for it and your organization legitimately needs a piece of equipment, staff member, supplies, contractor, or anything else, then include that cost within your program budget. If you need to hire an outside evaluator for your program, and the grant will fund that expense, but it in your budget. If your project manager will spend time driving to and from places to implement the program, and the grant allows local travel costs, include that in your budget.

As you are building your budget, here are some pointers:

- Just because a grant will fund up to $100,000 in program expenses, that does not mean you have to build a $100,000 budget. Build a budget that reflects the true needs of your project. If the total budget is $30,000 then request that. Do not fill your budget with "toys" and "extras" to reach the maximum funding request. A grant maker will see right through that.

- Do not use rough estimates to build your budget. Invest some time, do your homework, and track down a true and accurate cost for each item.
- Do not build your budget and then pad each line item by 10% to be on the safe side. Grant makers know the true cost of items and staff members, and a padded budget is not well received by funder.
- Do not adopt the mentality of "the grant is paying for it, so we can charge more." For example, if you are requesting the grant maker to fund a teacher who recently graduated from college, and your school's starting salary for said position is $34,000 a year, that is what you should request in the grant, not $50,000.
- Do include all direct program costs necessary to successfully implement your project.

With this in mind, you want to build your budget within the cost categories outlined by your funder. The categories listed below are contained in Standard Form 424a (SF424a), the budget form used by most federal agencies.

Salaries require you know at least two variables. First you have to know how much the person listed in the grant budget will be paid. Second, and a bit trickier, you have to forecast how much of their time will be dedicated to executing the demands of the proposal if funded. For example, if your project director is paid $50,000 per year and will work full time (100%) on the project, it is pretty easy to conclude that their salary line item charge is $50,000. Now let's say you need one more person to assist, and similarly funded positions within your organization pay $30,000, but this person will only spend 20 of 40 hours a week (50% of their time). In this situation you will charge $15,000 to the grant. As long as you know how much someone is being paid and how much of their time will be spent on the project, salaries are a breeze.

One other thought on salaries. Most funders require you break down your salary costs into one of two categories: administrative or program. Administrative charged (stated as a percent of salaries or a total budget) are often capped or disallowed, so be sure to check your Request for Proposal (RFP) for restrictions or talk to the grant maker. How do you tell the difference between admin and program? It is simple. If you push a pen, ride a desk, prepare reports, or otherwise enjoy air conditioning, you are probably a member of the administrative team. If you deal with clients, customers, or day-to-day activities in the field or around the office you are probably on the program staff. When in doubt, ask the grant maker. Some positions can be split between the two categories. For example, the project director may work 30 hours in the field each week and spend the remaining 10 hours working on reporting, data tracking, and other financial requirements. In this case, your budget will reflect a 75% program and 25% admin split.

FTE Example: Ten officers at a police department used to spend an average of 2 hours per shift at the office typing reports. The police department was then awarded a COPS MORE grant for 5 laptop computers. As a result of these laptops, each officer saves 1 hour per shift writing reports. To determine the number of officer full time equivalents (FTEs) that are redeployed to community policing, use the following formula:

10 officers x 1 hour per shift x 280 shifts* = 2800 hours saved
2800 hours / 1,824 hours** = 1.5 FTEs

In this case, the police department had redeployed 1.5 officers as a result of their COPS MORE grant.

*The COPS standard for 1 year.
** The COPS standard for 1 FTE.

Fringe Benefits are added to the budget when you have positions listed under the salaries section of your budget. This will cover benefits such as FICA, workers compensation, unemployment costs, health insurance, retirement, and other payroll costs as applicable. Fringe benefits may be listed as a percentage of the salary. Fringe benefits include all the benefits your organization pays for its employees.

Travel expenses can include airfare, mileage, per diem expenses for lodging and meals, registration fees, ground transportation, parking, etc. Note: federal grants require you to use the least expensive, unrestrictive options for travel. Mileage and per diem rates for meals and lodging are generally dictated by your agency's travel policy.

Equipment is generally considered items that cost $5,000 or more (per item) and have a long shelf-life. Most grant makers have a policy regarding purchasing permanent equipment versus renting it. Be sure to read the RFP guidelines carefully and consult with a grants officer if you have any questions about putting equipment in your budget. It is best to draft the specifications for needed equipment, but do not include the specific vendor. (Funders expect you to go through an open and fair procurement process after the grant was awarded to determine your vendor for each piece of equipment.) Also, please remember that equipment purchased with federal grant dollars must be carefully tracked, and when you are ready to sell, donate, or dispose of the equipment you might owe a portion of your earnings back to the grant maker.

Supplies & Materials include expendable supplies and materials required for us on the project. Supplies are typically considered items that cost less than $5,000 and are consumable, meaning a short shelf-life. Examples include, but are not limited to, office supplies (paper, printer cartridges, envelopes, pens, glue, staples, books, cds, etc.) and program supplies, which can include nearly any expendable item necessary to execute the work of your proposal. Most funders consider small technologies (computers, printers, software, fax machines, and the like) as supplies because such technology is fairly inexpensive and is replaces every few years to keep up with changing technology. If you are unsure if an item belongs under the equipment or supplies category, reread your RFP or ask your funder.

Consultants & Contractors are often necessary in a grant budget because your organization cannot provide all the elements necessary to implement a successful program. Consultants and contractors are used to design a playground, build a road, teach a workshop, evaluate a program, or any of number activities an organization does not have the time or know-how to implement in-house. Many funders want to see the contract and approve your contractor before you move forward with hiring said firm or individual.

Construction costs are brick and mortar cost. Most federal agencies have very specific guidelines regarding construction dollars. Some funders will not fund any aspect of construction, while other grant programs are specifically created for construction activities. Read the RFP carefully or ask your funder to determine if construction costs are allowable. In some instances, construction budgets include a contingency line item for cost overruns because of the fluctuating costs of building materials and labor. But there are many grant items that do not allow for contingency. Build your budget accordingly.

Other is a catchall category for needed line items that do not fall into any of the above categories. Examples include telephone charges, postage, copying expenses, printing/publication costs, promotional items, subcontracts, symposium or conference costs (not travel), and others. If your grant maker's budget includes an "other" category, use it. Many grant funders do not include an "other" category so you must fit each allowable item in the category that is the best fit.

Miscellaneous items are rarely acceptable. Read the RFP, understand what items are allowable, and use the categories provided within the budget document to put each request. If you are thoughtful about your project budget and carefully research actual costs, you will not need a slush fund to implement your project.

Grant Match/Matching Requirements

It is a rare treat to find a funder willing to pay 100% of the expenses necessary to implement your program. If you do find a grant application with zero match requirements, enjoy the experience. Most funders want their grant recipients to show they have some skin in the game. Typical grant matching requirements are 80/20, 60/40, or even 50/50 splits, meaning the funder will pay 80% of the total cost (up to a certain dollar amount) and your organization must fund the remaining 20%, and so on and so forth.

When it comes to matching requirements, all funders will accept cash as an acceptable match. You can use money available from your organization's budget (your general operating fund), other grant awards (as long as you are not using federal grants to match other federal grants), and funding donated by community partners.

Many funders will also accept in-kind contributions as your organization's match. In-kind contributions are those items and resources that you bring to the table to successfully implement your program. Things to consider for in-kind contributions are things donated by a third party, including space for a workshop, donated equipment and supplies, and volunteer hours. You can also donate the time of a current employee. For instance, if the individual who is going to implement your grant program is already a paid member of your staff, and you can show that they will spend 50% of their time over the next three years making the program happen, you can count 50% of their salary and fringe benefit costs as an in-kind contribution to the grant budget.

Whether your match is coming from cash, in-kind contributions, or a combination of the two, you need to let your funder know what the source is. You can always change the source of your match at a later date, but grant makers like to see that you have a viable source ready at the time your organization submits the grant application.

Indirect Costs

Most grant programs will not fund general operating or overhead costs. Federal funders generally include an in-direct cost line item at the end of the budget. This is a line item to cover all of those general costs (utilities, accounting and administrative staff, janitorial services, etc.) that are necessary to run all your programs but are not readily identifiable to a specific grant program.

To claim an in-direct cost on a federal grant application you must do one of two things:

1. Reach out to your cognizant federal agency (the agency where your organization receives the most federal funding) and find out how to negotiate your in-direct cost rate. It is a comprehensive process, and at the end of the day you will have a percentage rate that your agency can claim on all federal grant applications.

2. If your organization has yet to establish an in-direct cost rate, you can automatically claim a 10% in-direct cost rate on your federal grant application.

Some funding sources place a ceiling on indirect costs allowed in a given grant application. Be sure to find out what your funder will allow and determine which portion of your budget the in-direct cost rate applies to. You can learn more about the federal government's indirect cost rate is by reading the applicable sections in the latest Office of Management and Budget's Super Circular guidelines, 2 CFR Part 200.

Sustainability

Grantors want to know that they made a good investment. Research grant makers, collaborations, potential overlaps with other agencies, and other ways to maximize your resources. Think outside the box. Use the time you are operating under a grant to build your reputation and credibility to present to the next potential grantor.

But more than that, think about how you will find your project when the grant is over. Many grant applications question the sustainability of your program. And when that question is asked, you need to have a viable answer better than: apply for another grant. Consider all the ways your agency can raise funds: increase donations, participate in a fundraiser, make use of volunteers, or charge participation fees. You need to show your funder that you have the means to keep a quality program going long after the grant is finished.

Building a Budget

Foundations generally require less extensive budgets than government funding sources. Larger grant requests (we are talking ones in the $10 million + range) may not require as many details as those that are $10,000 requests. For example, the larger one may be okay with a $10,000 line-item labeled training, whereas a smaller grant budget may want to see that $599 is for a three-day bicycle safety conference and $299 is for a one-day leadership symposium. Follow the grant budget details found in the RFP to know how specific you need to be.

Here are a few examples of budgets. Many grant makers now provide a budget form for you to use or duplicate. Either way, you want to stick to their funding categories and the details they request.

Building a Budget

Foundations generally require less extensive budgets than government funding sources. Here's a straightforward budget design that should satisfy most funding sources that allow you to design your own budget. Many grant makers now provide a budget form for you to use or duplicate.

Three-year project budget		**Total budget**	**Request**
Personnel			
	Director ($55,000 p/yr + benefits)	214,500	150,000
	Training Coordinator ($20,000 /yr contract)	60,000	60,000
	Business Mgr (Contracted at $28/hour)	36,000	30,000
	Clerical support (Contracted at $15/hour)	18,000	15,000
Personnel sub-total		$328,500	$255,000
Capital expenses/ equipment	Pediatric packs (At least 30 packs)	72,000	60,000
	Comprehensive daycare first aid kits	5,000	5,000
	Pediatric training equipment	5,000	5,000
Capital and equipment sub-total		$82,000	$70,000
Operating costs			
	Rent and utilities	18,000	12,000
	Training packets and materials	5,000	5,000
	Phone and postage	4,000	2,000
	Travel	3,000	2,000
	Legal and accounting consultation	8,000	4,000
Operating sub-total		$38,000	$25,000
Total		**$448,500**	**$350,000**

Kids-to-Careers Competitive Grant Program
Budget Expenditure Summary

APPLICANT ______________________________

CHECK ONE:
BUDGET__________ AMENDMENT # __________ GRANT AWARD #__________

OBJECT DESCRIPTION	COMPETITIVE FUNDS	BUDGET %	TOTAL
Salaries	31,400.00	34.82%	31,400.00
Benefits (stated as a % of salaries)	-	-	-
Purchased Professional Services	3,000.00	3.33%	3,000.00
Purchased Property Services	-	-	-
Other	-	-	-
Staff Travel	-	-	-
Purchased Services (Total)	-	-	-
General Supplies	-	-	-
Books and Periodicals	1,500.00	1.66%	1,500.00
Audio/Visual Materials	-	-	-
Instructional Kits	975.00	1.08%	975.00
Software	9,800.00	10.87%	9,800.00
Supplies (Total)	12,275.00	13.61%	12,275.00
Dues & Fees	-	-	-
Miscellaneous	-	-	-
Other Objects (Total)	-	-	-
Subtotal 100-600 & 800	46,675.00	51.76%	46,675.00
Other	-	-	-
Equipment	43,500.00	48.24%	43,500.00
Property (Total)	43,500.00	48.24%	43,500.00
Total	90,175.00	100.00%	90,175.00

Signatures: ______________________ ______________________
Fiscal Agent/Date Regional/Local Chair/Date

DEPARTMENT USE ONLY
Signature: ______________________ Date: __________
Team Leader, Kids-to-Careers

COMPETITIVE

Grant Program

BUDGET/EXPENDITURE (DETAIL)

Budget Class	Program Function Object Code	Title of Position Purpose of Item	Project Time (FTE)	Quantity	Salary, Rental or Unit Cost	Budgeted	Expended
	100	Salaries					
		Computer Center Instructor @ 40 hrs.	100%	1 instructor	30,000.00 p/yr	30,000.00	
		Assistant @ 40 hrs.	10%	1 assistant	1,400.00	1,400.00	
		Total Salaries				**31,400.00**	
	300	Purchased Professional Services					
		Computer/network/Internet setup		20 prof. hours	100.00	2,000.00	
		One year maintenance contract		1 contract	1,000.00	1,000.00	
		Total Purchased Pro Services				**3,000.00**	
	600	Supplies					
		Books and Periodicals					
		Beginner computer text books @ 55 books per set		10 sets	50.00	500.00	
		Intermediate computer text books @ 55 books per set		10 sets	50.00	500.00	
		Advanced computer text books @ 55 books per set		10 sets	50.00	500.00	
		Student Instructional Kits		325 Kits	3.00	975.00	
		Software					
		Microsoft Office Suite		30 copies	234.00	7,020.00	
		Adobe Printshop 10 user pack		1 pack	1380.00	1,380.00	
		HotDog Pro HTML Editor		5 copies1	64.00	320.00	
		Educational software sets		5 sets	72.00	1,080.00	
		Total Supplies				**12,275.00**	
	730	Equipment					
		Computer with 17" color monitor		15 computers	1,600.00	24,000.00	
		Backup mass storage devices		3 backups	500.00	1,500.00	
		Printers		5 printers	500.00	2,500.00	
		Digital imaging equipment		1 set	2,000.00	2,000.00	
		Windows server including backup equipment		1 server	4,000.00	4,000.00	
		Network hub with 30 ports		1 hub	1,000.00	1,000.00	
		Router		1 router	1,000.00	1,000.00	
		CAT 5 cabling		1 cable set	1,000.00	1,000.00	
		Fiber Optic web connect installation		9 tech. hours	100p/h	900.00	
		Fiber Optic setup		1 telco setup charge	800.00	800.00	
		Monthly web connection fees		12 months	100.00	1,200.00	
		Monthly Internet access fees		12 months	300 p/mo	3,600.00	
		Total Property				**43,500.00**	
		Project Total				**90,175.00**	

Accessing Today's Technology & Information Center

Budget Expenditure Detail

PURPOSE OF ITEM	AMOUNT	$REQUEST	%	% OF REQUEST	OTHER $	OTHER %
Salaries						
Computer Center Instructor @ 40 hrs.	30,000.00	30,000.00	100.00%		0.00	0.00%
Assistant @ 40 hrs.	14,000.00	1,400.00	10.00%		12,600.00	90.00%
Total Salaries	44,000.00	**31,400.00**	**71.36%**	**34.82%**	12,600.00	28.64%
Purchased Professional Services						
Computer/network/Internet setup	2,000.00	2,000.00	100.00%		0.00	0.00%
One year maintenance contract	1,000.00	1,000.00	100.00%		0.00	0.00%
Total Purchased Pro Services	3,000.00	**3,000.00**	**100.00%**	3.33%	0.00	0.00%
Purchased Property Services						
Facility expenses @ 8% of facility						
total operating budget	12,000.00	0.00	0.00%		12,000.00	100.00%
Total Purchased Property Services	12,000.00	**0.00**	**0.00%**	**0.00%**	12,000.00	100.00%
Supplies						
Books and Periodicals						
10 sets of beginner computer						
text books @ $50 per set	500.00	500.00	100.00%		0.00	0.00%
10 sets of intermediate computer						
text books @ $50 per set	500.00	500.00	100.00%		0.00	0.00%
10 sets of advanced computer						
text books @ $50 per set	500.00	500.00	100.00%		0.00	0.00%
Student Instructional Kits @ $3 ea.	975.00	975.00	100.00%		0.00	0.00%
Software						
30 Office Suite @ $234 ea.	7,020.00	7,020.00	100.00%		0.00	0.00%
1 Printshop 10 user pack	1,380.00	1,380.00	100.00%		0.00	0.00%
5 HTML Editors @ $64 ea.	320.00	320.00	100.00%		0.00	0.00%
15 Educational sets @ $72 p/set	1,080.00	1,080.00	100.00%		0.00	0.00%
Total Supplies	12,275.00	**12,275.00**	**100.00%**	**13.61%**	0.00	0.00%
Equipment						
30 computers with 17" color monitor @ $1,600 ea.	48,000.00	24,000.00	50.00%		24,000.00	50.00%
3 mass storage devices	1,500.00	1,500.00	100.00%		0.00	0.00%
1 B&W LaserJet, 1color LaserJet printer	2,500.00	2,500.00	100.00%		0.00	0.00%
1 scanner, 1 digital camera, 1 digital video	2,000.00	2,000.00	100.00%		0.00	0.00%
1 Windows server including backup equipment	4,000.00	4,000.00	100.00%		0.00	0.00%
Network hubs with 30 ports	1,000.00	1,000.00	100.00%		0.00	0.00%
Router	1,000.00	1,000.00	100.00%		0.00	0.00%
CAT 5 cabling	1,000.00	1,000.00	100.00%		0.00	0.00%
Fiber optic web connect installation	900.00	900.00	100.00%		0.00	0.00%
Fiber optic setup	800.00	800.00	100.00%		0.00	0.00%
Monthly web connection fees	1,200.00	1,200.00	100.00%		0.00	0.00%
Monthly Internet access fees @ $300 p/mo.	3,600.00	3,600.00	100.00%		0.00	0.00%
Total Property	67,500.00	**43,500.00**	**64.44%**	**48.24%**	24,000.00	0.00%
Project Total	138,775.00	**90,175.00**	**64.98%**		48,600.00	35.02%

Budgets in Action

Now it is time to draft your own budget. You know what items you need to implement the program you detailed in the methodology section. Be specific regarding what personnel, equipment, supplies, and other items you need. Be thorough. If you forget a needed item, you will be stuck paying for that cost out of your organization's budget.

Use this spreadsheet to build your budget.

ITEM	UNIT COST	QUANTITY	TOTAL
Salary			
		Sub-total	
Fringe Benefits			
		Sub-total	
Travel			
		Sub-total	
Equipment			
		Sub-total	
Supplies			
		Sub-total	
Contractor			
		Sub-total	
Construction			
		Sub-total	
		GRANT TOTAL	

Each item should be reasonably priced. Your budget should reflect the other sections of your grant application. If your methodology details the need for staff, curriculum, and technology, all of those items belong in your budget. If your needs assessment mentions the lack of transit opportunities as a hindrance to participating in after-school activities, then transportation funding should be in your budget. The entire application is one continuous document that builds upon itself. If you put something in your budget that is not reflected elsewhere, it will stick out like a sore thumb.

There are two primary criteria for the approval of budget line items.

1. Is the cost reasonable? Or is it what one would expect to pay on the open market?

2. Are the costs justifiable? Are they necessary for the successful and effective operation of the grant as proposed?

Consider these questions as you review every line item of your budget.

CHAPTER 7

EXECUTIVE SUMMARY / ABSTRACT

This section is typically read first by your grant reviewer, but it should be written last. Why? Because without the research, planning, and thought process of developing the entire proposal, what exactly are you summarizing? ***This section will answer, "what do I include in a grant proposal summary."***

While most grant applications start with the summary, it is hard for any writer to summarize that which they do not know. None of us have a crystal ball, so it is best to save this section for last. You want to write your problem statement, goals and objectives, methodology, evaluation, and budget. Throughout this you will highlight your agency's credibility and ability to get the job done. Your summary will take all these components into consideration and show your grantor a succinct summary of your agency, community, and what your program can accomplish.

The length of your executive summary, also known as an abstract, will vary based on your funder's requirements and guidelines. Typical summaries average a paragraph or two and sometimes include an entire page. No matter your space limitations, use this space to show your funder the impact of your program.

Your summary should communicate the following:

- Who you are (credibility).
- What you are concerned about (needs statement).
- What you propose to do (goals and objectives).
- How you propose to do it (methodology).
- When you will start and finish (methodology).
- Where you will conduct activities (methodology).
- How much the program costs and how much you are requesting (budget).
- How much you have already invested and/or intend to invest (budget).

Sample Executive Summary

Anytown Food Bank, a 501(c)3 nonprofit, was created in 1929 to put an end to hunger in our community. Since that time, the organization has served over one million families, distributed 12.5 million pounds of food, and provided thousands of educational outreach programs throughout the community.

Developing a soup kitchen will allow Anytown Food Bank to provide 2 meals a day, 7 days a week, for an estimated 400 homeless individuals. The space for the food kitchen is currently available in the Downtown Food Bank location. Volunteers will be used to staff most positions within the soup kitchen. Anytown Food Bank has over 1,500 volunteers who readily donate 10 hours or more each month to our services. The food is donated through various programs already underway. Funding is requested for kitchen equipment and supplies (ovens, microwaves, refrigerators, pots, pans, utensils, plates, and cutlery). Funding is also requested for 2 full-time cooks for the first year of the program. The total budget for year one is $100,000. Donations in the amount of $30,000 have been raised to help offset the cost of the program, therefore we request $70,000 to complete our program.

This project will start in April 2019. Six months are needed to hire and train staff and volunteers, as well as purchase needed supplies and equipment. It is expected that the soup kitchen will open for business in October 2019.

Note: The above summary example is 231 words.

Executive Summary in Action

Think over all the sections you have written so far. Take the highlights of each and share that information here. Remember, this is just a succinct summary of your proposal. You are giving your funder a view of your application from 10,000 feet above.

Write your executive summary here.

CONGRATULATIONS! You have now written all the major components of a typical grant application. The best way to become a successful grant writer is to write. Now that you have done this once, go out and do it again, and again, and again. You will only get better with time and practice. There is nothing quite like trial by fire, and since there is no grant undergraduate degree, you learn from the school of hard knocks. You know what you are doing, so get writing!

APPENDIX

GLOSSARY, LINKS, AND GRANT RELATED POINTERS

Glossary

It is a fact. The grants world has its own language – a language you need to understand to navigate. Here are some of the most widely used terms.

501(c)3: The section of the IRS code dealing with "exempt organizations". A 501(c)3 tax exempt organizations is either a "public charity" or a "private foundation". Gifts of money to a public charity are tax deductible. Typically, when one speaks of a "nonprofit" they are talking about a 501(c)3 public charity. Generally, public charities raise money, private charities give money. Note: government agencies are not 501©3's. If you work in government always check with a prospective funder to see if they will give to government agencies, because many private funders will not. One way around this limitation is to form an affiliated 501(c)3 whose express purpose is to open private donors' wallets.

Challenge Grant: A grant made to "challenge" the grantee to raise additional funds. This means the organization often receives the challenge, but not the funds, until the challenge has been met.

Community Foundation: A tax-exempt, nonprofit, autonomous, publicly supported, philanthropic institution composed primarily of permanent funds established by many separate donors for the long-term diverse, charitable benefit of the residents of a defined geographic area.

Corporate Foundation and Giving Program: A corporate (company-sponsored) foundation is a 501(c)3 private foundation that derives its charitable funds primarily from the contributions of a profit-making business. A giving program is established and administered with a profit-making company. Source of funds is often the donor's public relations (PR) or marketing budget.

Discretionary Funds: Grant funds distributed at the discretion of one or more trustees, which usually do not require prior approval by the full board of directors. Also used to describe federal funds that can be awarded at the discretion of a particular agency. Also might be found at the State level.

Donor Advised Funds: A means for an organization, family, or individual to make donations that are then managed by a public charity, such as a local community foundation. Your non-profit may have the ability to access these funds for your programming, sometimes via a letter for form (very similar to a grant application).

DUNS Number: Data Universal Numbering System. This is a unique, nine-digit, identifying number for businesses. It is provided by Dun & Bradstreet, a credit company. Organizations cannot apply for federal grants without a first getting a DUNS number. Once a DUNS number is received, the organization must register the number at grants.gov and sam.gov to be eligible to apply for federal grant funding.

Entitlement Grant: Also known as mandatory or formula grants, this grant is distributed to agencies based on a specific formula to agencies who are eligible. This is a funding mechanism employed by the Federal Government.

Free Money: Does not exist in the world of grants. This is grants, not gifts.

Funding Cycle: A chronological pattern of proposal review, decision-making, and applicant notification. Some funders make grants during set cycles – quarterly, semi-annually, annually – while others award grants based on seemingly spontaneous grant deadlines.

In-Kind Contribution: Goods and services that are used toward match requirements of a grant program. These goods and services can be given/ donated to your organization by third parties or they can be contributions from within your own organization.

Letter of Intent, Letter of Inquiry, or Preliminary Proposal: Often referred to as an LOI, this is a grant seeker's brief statement indicating intent to submit a full proposal later. Used by the funder to determine if there is sufficient interest to warrant a full proposal. See page 54 for a detailed listing of the elements typically included in such a letter.

Operating Support of General Support: A contribution given to cover an organization's day-to-day, ongoing expenses, such as salaries, utilities, office supplies, rent or mortgage, insurance, accounting costs, etc. Operating grants are few and far between.

RFP, SGA, NOFA: Request for Proposals, Solicitation for Grant Applications, Notice of Funding Availability. What someone with money produces and distributes in an effort to attract

Grant applications and to ensure grant applicants clearly understand the intent of their money. Always read the RFP, SGA, or NOFA and do not deviate from any of its stated mandates. In most instances, the terms RFP, SGA, and NOFA are interchangeable.

Web Links

The internet is a wealth of knowledge in the grant world, if you know where to look. Let us point you in the right direction.

Grant Writing USA

http://grantwritingusa.com/host.html
Partner with Grant Writing USA to host a two-day grant writing or grant management workshop in your community. You receive complimentary seats in the workshop, great PR, and an opportunity to showcase your agency to a variety of community partners.

http://grantwritingusa.com/gsa.html
This link takes you to the General Services Administration (GSA) Form Library. Soon you will want dynamic forms for your federal applications, and you can find them right here. Thanks to GSA you have access to the Standard Form 424 (SF424), Disclosure of Lobbying Activities, and so many others, all in MSWord, PDF, and other formats.

http://grantwritingusa.us/forum/

Taking this workshop makes you an exclusive member of the Grant Writing USA Alumni Program. One of the many benefits is access to the alumni forum. Use this forum to share insights and ask for assistance from your fellow grant writers, managers, and administrators. The forum includes access to over 200 successful grant proposals and web links to a variety of resources.

Free Grant Research Tools

https://beta.sam.gov/search?index=cfda

The Catalog of Federal Domestic Assistance (CFDA) is now known as

Assistance Listings. This site is a searchable database that lists most federal grants, as well as contract, federal employment opportunities, and the like. You can search by keyword, publication data, applicant agency type, and federal agency to narrow down the right grant program for your need. This website is very efficient, as often times multiple agencies have an interest in similar projects. This site does not always include newly authorized grant programs.

https://www.grants.gov

Grants.gov is your go-to site to find and apply for federal government grants. Like the CFDA website, it has a search engine that allows you to narrow the scope of your search. While both sites carry similar information, it is a good idea to try both. You may find that one suits your search style and needs better than the other.

http://foundationcenter.org/find-us#lookup_form

The Foundation Center has a searchable database for foundation funding opportunities called the Foundation Directory Online. This is a paid subscription, but you can access the directory for free at one of their many funding information network locations. Visit the above website, then type in your city or zip code to find the location closest to you. Then you can access the data base for free. Tip: bring a jump drive with you to download all the amazing information you find about potential funding sources for your organization.

https://www.guidestar.org

Go here to download the latest tax return (Form 990) for foundations and nonprofits. This is a great research tool to find the right funder and/or partner for your program. You must register to access the information, which includes a search engine, but the registration is free of charge.

Other Helpful Websites

https://www.whitehouse.gov/omb/circulars/

This website provides links to all the Office of Management and Budget (OMB) Circulars. If you are applying for federal funding, you must comply with the circulars that are published by the White House OMB. The circulars that apply to your specific funding source will be specified in your grant award agreement, and sometimes the RFP will detail the circulars you must comply with as well.

https://www.usa.gov/federal-agencies/a

This web page lists an A to Z index of federal agencies. This is helpful if you do not know what agencies to consider as potential grant funding sources.

https://www.cof.org

The Council on Foundations exists to help philanthropic organizations advance the common good. This is an organization for funders (foundations), but if you are seeking money from foundations, it is wise to know what they say is important.

Letter of Inquiry

Letters of Inquiry are used as a first step in the application process or as the actual application for some funders. Either way, it is a means of introducing your organization and community needs to the funder, so make a good first impression.

Letters of Inquiry/Intent (LOI) are an important part of the fundraising process. Many foundations not prefer that funding requests be submitted first in letter format rather than a full proposal. Others use the LOI to determine if they have an interest in a project before accepting a full proposal. In either instance, it is important to recognize that a well-written LOI is crucial to securing funding for your project.

An effective LOI is often more difficult to write than a full proposal. The LOI should be brief – typically one to three pages – and must be a succinct but thorough presentation of the need or problem you have identified, the proposed solution, and your organizatoin's qualifications for implementing that solution. The LOI should be addressed to the appropriate contact person at a foundation or to its CEO and should be sent by regular mail.

Not unlike a grant proposal, the LOI should include: an introduction, a description of your organization, a statement of need, your methodology, a brief discussion of other funding sources, and a final summary. Consider following this outline:

The introduction serves as the executive summary for the letter of inquiry and includes the name of your organization, the amount needed or requested, and a description of the project. The qualifications of project staff, a brief description of evaluative methodology, and a timetable are also included here. This should not exceed one paragraph.

The organization description should be concise and focus on the ability of your organization to meet the stated need. Provide a very brief history and description of your current programs while demonstrating a direct connection between what is currently being done and what you wish to accomplish with the requested funding. You will flesh this section out in greater detail if you are invited to submit a full proposal.

The statement of need is an essential element of the letter of inquiry and must convince the reader that there is an important need that can be met by your project. The statement of need includes: a description of the target population and geographical area, appropriate statistical data in abbreviated form, and concrete examples.

The methodology should be appropriate to your statement of need and present a clear, logical, and achievable solution to the stated need. Describe the project briefly, including major activities, names and titles of key project staff, and your desired objectives. As with the organization description, this will be presented in far greater detail in a full proposal.

Other funding sources being approached for support of this project should be listed in a brief sentence or paragraph.

The final summary restates the intent of the project, affirms your readiness to answer further questions, and thanks the potential funder for its consideration.

Note: attachments should be included only at the direction of the potential funder and should be specific to the application guidelines.

Source of LOI Information: The Foundation Center

How to Show Credibility

Let us revisit the example used in the Statement of Introduction. As you reread the article, consider the questions in bold. Ask those questions of your own agency, its programs, your partners, and other relevant individuals and organizations that impact and/or affect your work. Asking these questions, and the resulting answers, will give you the information you need to write credible introduction about your organization.

Emergency Services, **(who said something great about you?)** the bimonthly publication of the Federal Emergency Management Agency, **(who are they?)** calls the California Office of Emergency Services, "the most efficient agency of its kind in the country." **(What did they say?)** Strong evidence of this is a 45 percent decrease in statewide emergency response times from 70 minutes to less than 40 minutes over the past 18 months. **(What brief statistic can you quote that backs up what they said?)** During its 45 years of community services, **(how long have you been around?)** the California EOS has grown from a volunteer force of 200 to a national model of high critical acclaim. **(What notable accomplishment can you state?)** President James Sawyer recently described the California EOS as "a virtuoso first responder operation." **(Who else said something great about you and what did they say?)**

The commitment to excellence of the California OES is evidenced by its immediate and effective responses to such natural disasters as the Whittier and San Francisco earthquakes, the explosion of Acme Oil offshore unit 13, and the Great Los Angeles Tornado. **(What actions or outcomes further demonstration your credibility?)**

FEMA Director, Jonny B. Ready, stated during a recent White House press conference, "The mighty, swift response of the California OES before, during, and after the Great LA Tornado easily saved thousands – and possibly millions – of lives. American owes a great debt to those underpaid heroes." **(Who else said something about you, who are they, and what did they say?)**

Community support for the agency is evidenced by the more than 13,000 volunteers throughout the state who readily assist in times of emergency. **(What evidences your community support?)** Financial support has also grown from both public and private donors, including the US Department of Justice, FEMA, the Irvine Foundation, Acme Oil Company, and the California Foundation. **(Who has supported your work lately?)** These financial commitments have enabled the agency to expand its capacity to include terrorist abatement investigations, offshore oil spill containment, wildfire suppression, and other critical emergency services. **(What have you done with their money? Has your work been congruent with your mission? Does it show a commitment to progress?)**

CHRONICLE OF PHILANTHROPY - IN THE TRENCHES

Grant Makers Reveal the Most Common Reasons Grant Proposals Get Rejected

By Marilyn Dickey

Eighty percent of the grant applications that cross Debbie Rey's desk are immediately rejected. Ms. Rey supervises the central proposals-processing office at the W.K. Kellogg Foundation, in Battle Creek, Mich., where the bulk of the proposals to the foundation are first vetted.

The reason so many don't pass muster: The applicants didn't do their legwork. They may have glanced at the grant maker's Web site, she says, but they didn't dig deeper to learn Kellogg's specific grant-making priorities. "A lot of people, when they're doing research, read the philosophy statement, but they don't go into the detail, into the different departments to see what initiatives we have going on," she says.

Some charities take a blanket approach, sending out a proposal to as many grant makers as they can, on the theory that one is bound to click, says Jim Durkan, president of the Community Memorial Foundation, in Hinsdale, Ill. "They don't spend the time upfront to really research and see if there's a match," he says. "I always say that the time they spend researching will be returned tenfold."

The most successful grant professionals research prospective funders well in advance of writing a grant proposal. Understand the funder's mission, purpose, and priorities and ensure they align with your agency's mission and program. Show that you did your research by submitting proposals outlining a needs statement *(see page 10)*, methodology (*see page* 25), and budget (*see page* 34) that matches what the funder is willing to fund. Detail how the funder will further their own mission by funding your proposal. This is called "marrying mission with money" and it adds to your credibility.

Core Components of the Grant Proposal and the Questions They Answer

1. **Who are you and why are you exceptional?**
   Statement of Introduction/Credibility Statement

2. **What measurable problem or need are you focused on?**
   Problem Statement or Needs Assessment

3. **How much impact on the problem or need will you have?**
   Measurable Objectives

4. **How will you accomplish the impacts?**
   Methods

5. **How will you evaluate your methods and impacts?**
   Evaluation Plan

6. **How will you spend the money?**
   Budget

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AGENDA— Grant Writing

DAY 1

1) Grant Writer Competencies

2) Private & Public Funding

3) RFP Grant Guidelines

4) Three Broad Organizing Principles

    1. Program

    2. Overview/Admin

    3. Financial

DAY ONE LUNCH BREAK

5) Life Cycle of a Grant

6) Attachments and Grant Resources

7) Problem Statement/Needs Assessment

8) Goals & Objectives

9) Methodology

10) GWUSA Alumni Forum

(grantwritingusa.us/forum)

Code word: friendship

DAY 2

1) Introduction

2) Evaluation Plan

3) Budget

4) Sustainability

DAY TWO LUNCH BREAK

7) Reasons Proposals Get Rejected

8) Post-award

8) Useful Resources

9) Final Thoughts

Note: The timing and delivery of components may flex to meet the needs of the class, but all the info will be covered.

Schedule details: 12 - 1:20 pm

Lunch can be up to 1 hour 20 minutes

Two breaks each day of approximately 10 minutes each

Instructor:

Kimberly Hays de Muga, GPC

Hays de Muga Consulting

Email: haysdemugaconsulting@gmail.com

Podcast: Fundraising HayDay

Available on iTunes and at

www.fundraisinghayday.podbean.com

Outcome or Process Objective?

P 1. Mayberry Middle School will provide a total of 20 hours of in-service training on conflict management to 35 teachers during the 2018-2019 academic year as measured by attendance records.

O 2. At least 80% of teachers completing the conflict management program will achieve a reduction of 50% or more in the number of classroom incidents requiring security intervention during the 2018-2019 academic year as measured by daily records maintained by the school security department.

O 3. All teachers will improve their ability to contain physically aggressive students by a minimum of 25% as measured by incident logs comparing the 2018-2019 academic year with previous years.

O 4. Eighty percent of students in the classrooms of middle school teachers will respond appropriately to the teacher's first behavioral warning. Daily incident logs from the 2018-2019 academic year will be used to measure progress.

O 5. There will be 25% fewer parent reports regarding disruption of class work by in-school conflicts as measured by quarterly reports from teachers and administrators at Mayberry Middle School.

O 6. Mayberry Middle School students will achieve at least a 10% improvement in standardized test scores by the end of two semesters.

P 7. Community Affairs officers in Delacroix will distribute Neighborhood Watch educational materials to 1,200 households over the next three months.

O 8. Citizen participation in the Neighborhood Watch safety program will increase by at least 50% in 2018 as compared to 2017 as demonstrated by records maintained by the local beat officer.

O 9. Suspicious activity/petty crime reports from concerned citizens living in communities where community affairs officers have distributed Neighborhood Watch safety program educational materials will increase by 100% over the previous 12-month reporting period.

O 10. Arrest and conviction rates for property crimes will increase by 25% or more in communities where Neighborhood Watch safety program educational materials have been distributed. Police and court records will be used to compare arrest/conviction rates in the 12 months prior to and following distribution of these materials.

O 11. By the end of 2019, 250 out of 300 people (83%) from Washington County who attend six HIV prevention workshops will have increased their knowledge of HIV, its co-infection with Hepatitis C, and the risks of transmission in substance abuse as demonstrated through pre- and post-testing.

O 12. By the conclusion of the 6-week "Smoking Cessation Program" 72% of participants will self-report that they have stopped smoking.

O 13. Twenty-five percent of participants completing the 6-week "Smoking Cessation Program" will be smoke-free for at least one year as measured through self-reporting and interviews with household members.

P 14. A "Smoking Cessation Program" will be offered three nights a week over the course of six weeks for members of the community.