



Intro to Grant Writing

Sherri Wilson
Wilson Consulting LLC

sherri@wilsonconsulting.info



PowerPoint Handout

- Copies of all slides in handout
- Can download from <http://homepage.mac.com/rmirr>



Program Development & Grant Writing

Ron Mirr, M.S.W.



Part 1

Introduction



The Grant Process...

- Finding Funding
- Choosing an Appropriate Grant
- Organizing the Planning Team
- Planning Tools
- Writing the Grant
- Publishing the Grant
- Post Submittal Activities
- The Review Process



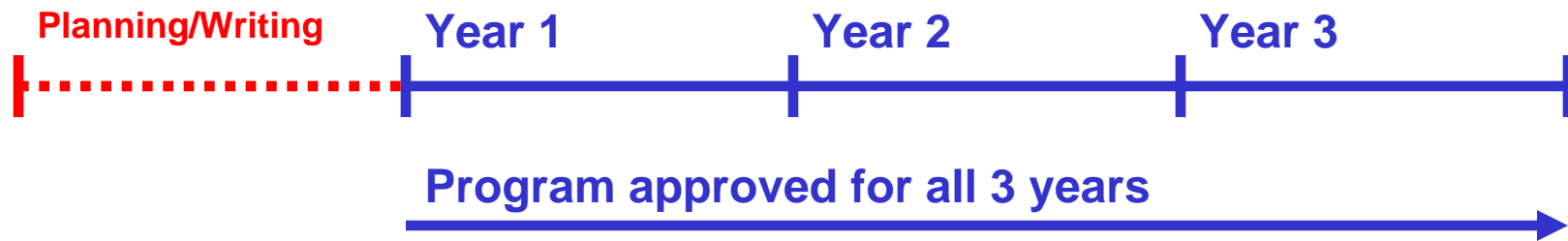
Writing for multi year period





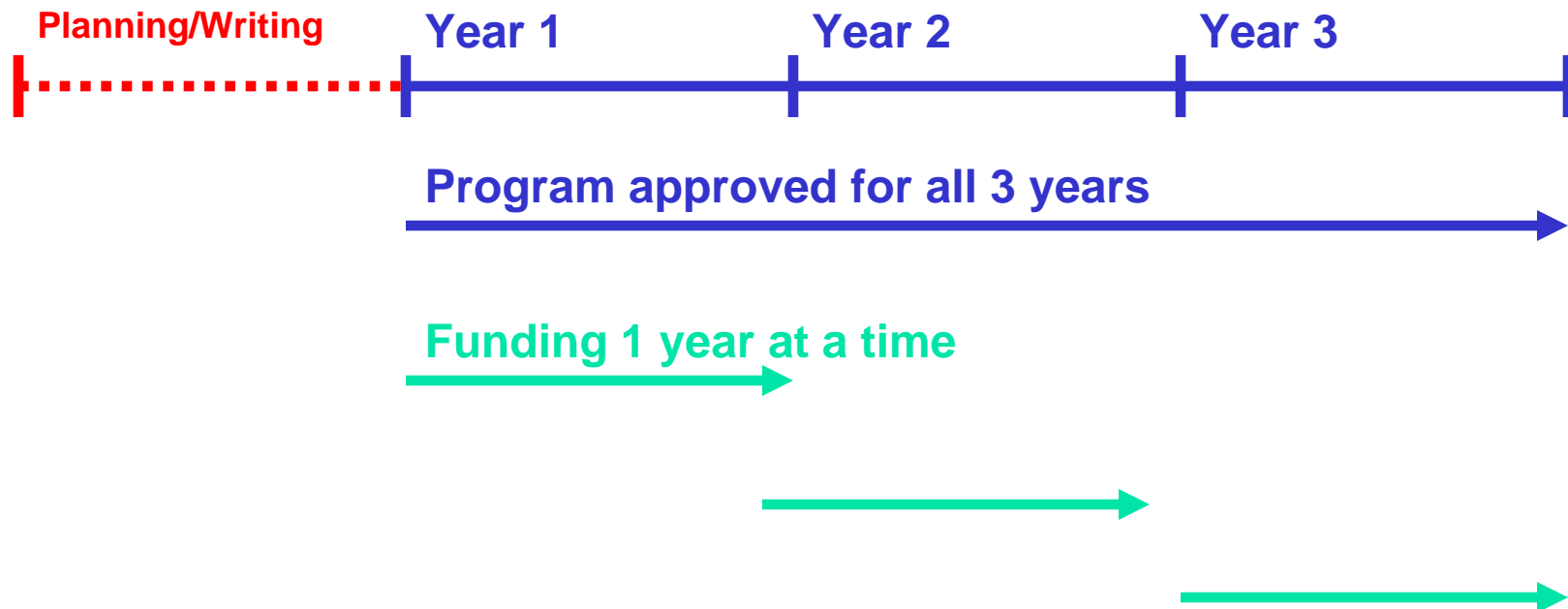
Funding Cycle

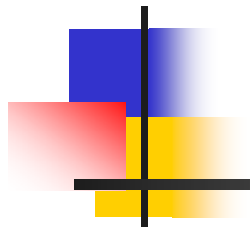
- Program approved for 3 years



Funding Cycle

- Funding approved 1 year at a time
 - Show adequate progress
 - Funding appropriated





The Review Process



The Most Points Win!

- Football Poll
 - Rank Schools
 - Put in order
 - Publish top 25



Review Process

- Call/E-mail the contact person (listed in the RFP) and ask...
 - Can you send me a copy of the score sheet?
 - How will the score sheet be created?
 - When will the score sheet be created?
 - Who will be reviewing my application?
 - How much time will they have for my application?
 - How will the applications be ranked?
 - How can I be a reviewer for your agency?



How Reviews Typically Work

- 2-3 people score each proposal independently
- Panel Discussion
- Proposals Ranked
 - Determine where “the line” for funding is
- Web-based reviews increasing
- Each process is different!



The Reviewers Job

- To determine who answered the questions most effectively
 - This isn't always the proposal with the best idea!
- Complete a score sheet
- Determine Scores
- Write Comments



Your Job

- Make the reviewer's job as easy as possible
- Get reviewer to say 2 things...
 - “Why didn't everyone do it this way”
 - “We should do this where I live”
- Do anything that is **legal** and **ethical** to end up “above” the line

Sample Score Sheet

Criteria

Scores

TECHNICAL REVIEW FORM
21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM
(CFDA NO: 84.287)
FISCAL YEAR 2001

APPLICANT Jesup Iowa

APPLICATION NO: _____ REVIEWER CODE: _____

SELECTION CRITERIA	MAXIMUM PTS	ASSIGNED PTS
1. Need for Project	30	_____
2. Quality of the Project Design	30	_____
3. Adequacy of Resources	15	_____
4. Quality of Management Plan	15	_____
5. Quality of Project Evaluation	10	_____
6. Competitive Priority 1.	5	_____
TOTAL	105	_____

Highly Recommend for Funding: _____

Recommend for Funding: _____

Not Recommended for Funding: _____

Sample Score Sheet

Scoring Range

Individual Criteria

Written Comments

TECHNICAL REVIEW FORM
21ST CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM

APPLICANT Jesup Iowa

APPLICATION NO: _____ REVIEWER CODE: _____

Comments should support your recommendation according to Selection Criteria.

For (2) use the following scoring guidelines
30 point possible total

Excellent	25-30
Good	16-24
Fair	8-15
Poor	1-7
Missing	0

____ (2) **Quality of Project Services. (30 points)**

(A) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(B) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

(C) The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

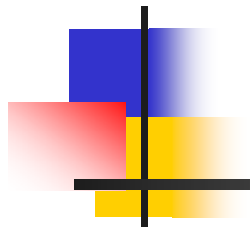
Strengths:

Weaknesses:



The Score Sheet as an Outline

- Use grant sections as your outline
 - Write in the order on the score sheet
- Determine the values for each section
- Pro rate the number of pages based upon the value of the sections



Finding Funding



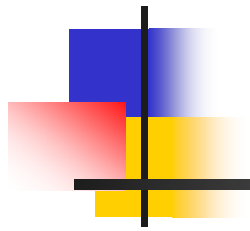
Where is the \$

- WWW
 - <http://www.grants.gov>
- Student Drug Testing Grant
 - <http://www.ed.gov>



Who can be the grantee?

- Public Agencies
- Nonprofit Agencies
 - 501 (c) 3
- Individuals
- For Profit Agencies



Choosing the Appropriate Grant



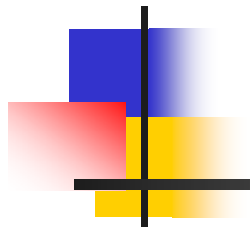
Use a Team

- Don't decide by yourself
- Give information to a planning group
 - Bring all possibilities to the table
- Group decides which grants to pursue



Initial Grant Information Review

- Are you eligible?
- Due Date
- Number of Awards
- Award Size
- Purpose
- Regulations
 - Hatch Act?
 - Personnel Act of 1970?
- Absolute Priority
- Competitive Priority
 - Can you get the points?
- How is the \$ paid



Starting the Planning Process

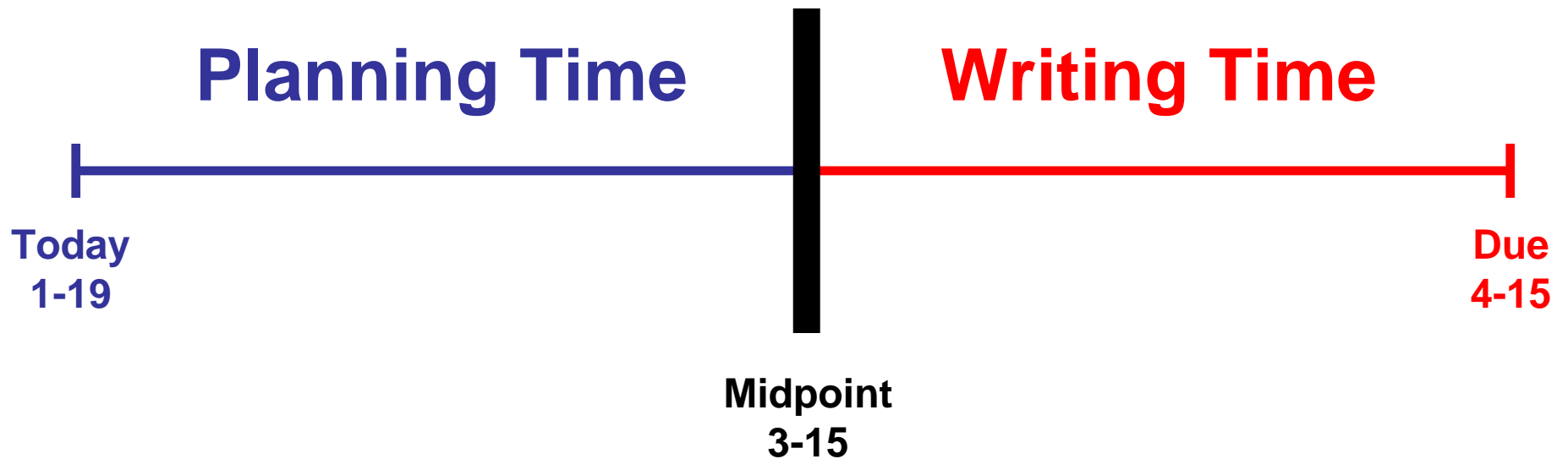


How much time to plan?

- Planning time
 - Small State Grant
 - 1 afternoon
 - Large Federal Grant
 - 3-4 days
 - Share materials in between sessions
- Writing Time
 - Draft
 - Multiple Edits
 - Desktop publishing

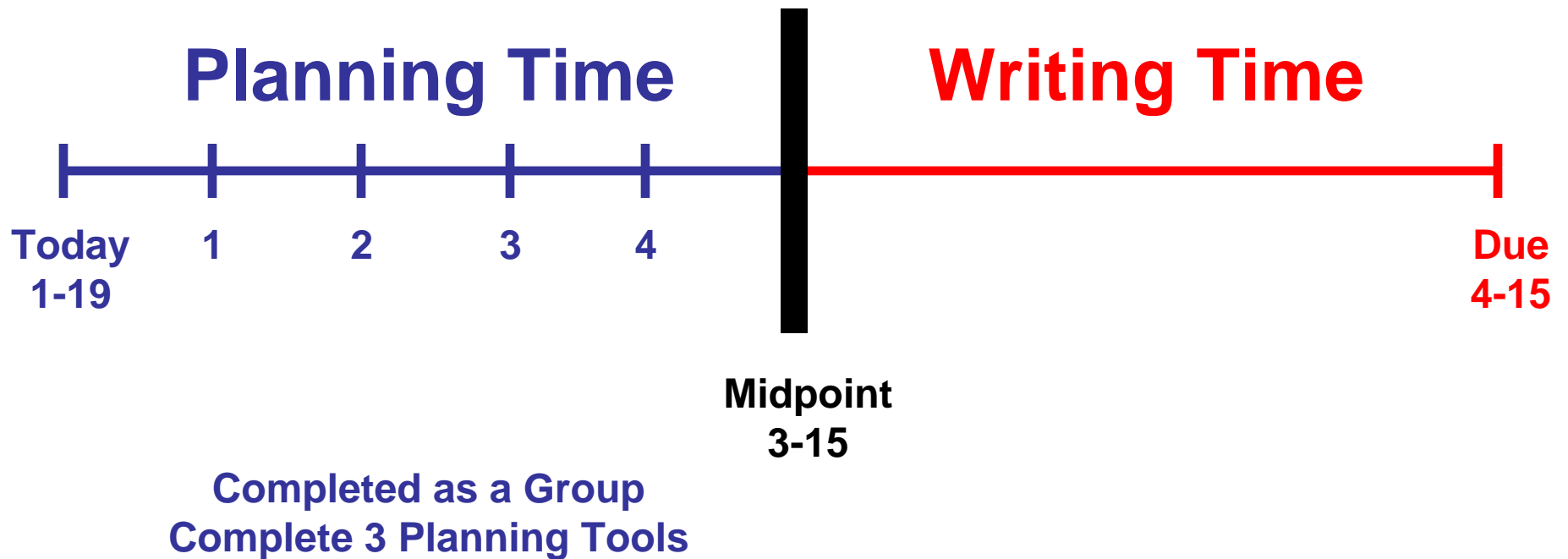


Planning/Writing Schedule



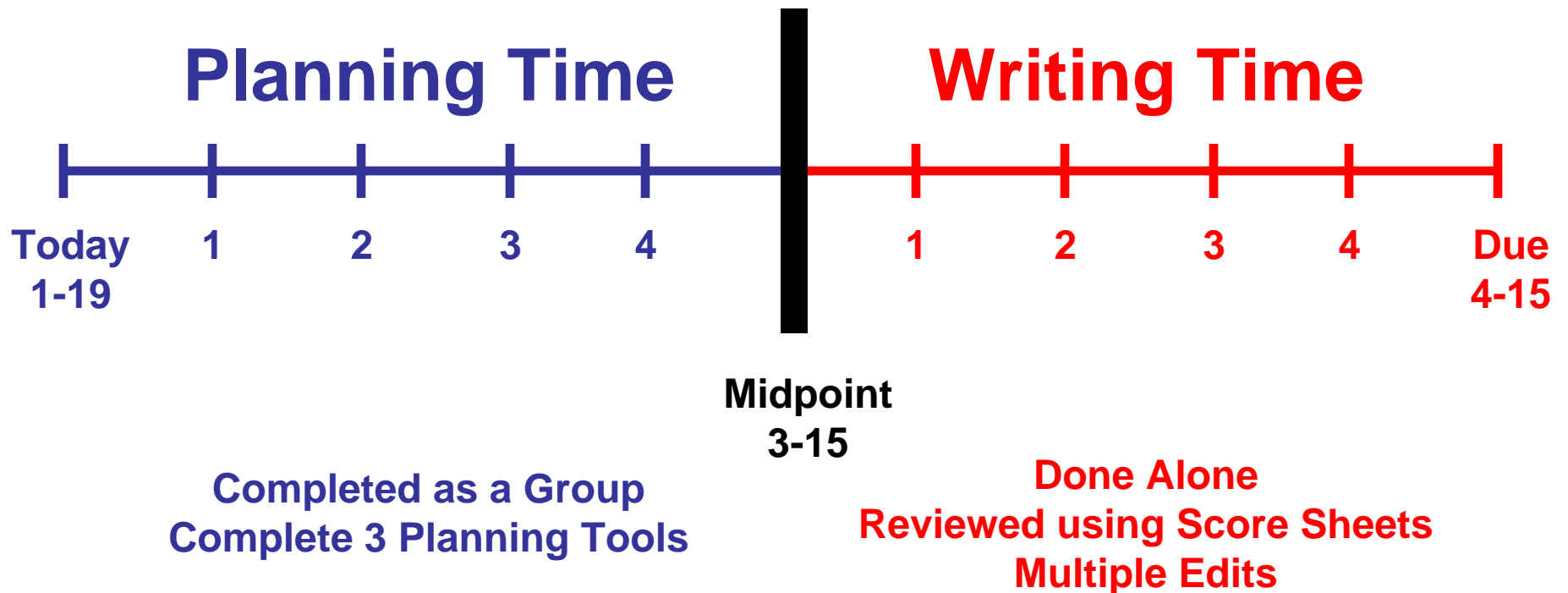


Planning/Writing Schedule





Planning/Writing Schedule





Planning with a team

- Who needs to be included?
 - Constituents
 - Community Professionals
 - Other Community Members
 - Community Planning Groups
 - Schools
 - Others
- How to invite them?
- Why would they come?
- Use their time well!



3 Planning Tools

- Logic Model
- Time Line
- Budget



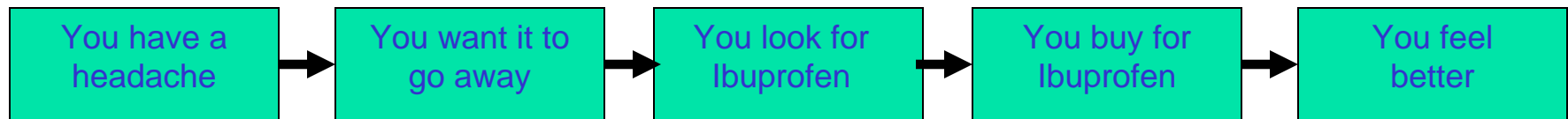
What is a Logic Model?

- A graphic representation of your project
- A series of conversations
- Matrix that you complete
- Provides outline for all parts of the grant narrative





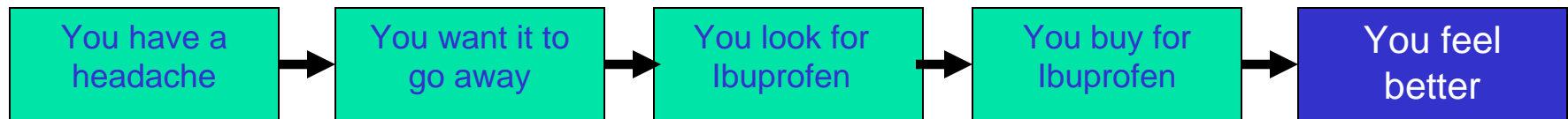
Logic Model



- What is the most important part of the Logic Model?



Logic Model



- **Outcomes** should be your focus!



Logic Model Components

Implementation Plan

- **Need**
 - Where we are
- **Outcomes**
 - Where we are going
- **Current Resources/Activities**
 - Documents gaps
- **New Activities**
 - Time Line (what by when)
- **New Resources**
 - Budget

Evaluation Plan

- **Process Evaluation**
 - Did we do what we said?
 - How well did we do it?
- **Outcome Evaluation**
 - **Short Term** (Changes in Knowledge, Awareness, Attitude, Skill Level)
 - **Long Term** (Behaviors)



Time Line

- **Time** is often under-estimated in grant planning
- Create a timeline to show **when** activities occur
- Use the activities from the logic model outputs column
- You can also create a “Staff Responsibilities Chart”



Time Line

Planned Activities	Dates Activities Occur												Staff Responsible							
	Oct 04	Nov 04	Dec 04	Jan 05	Feb 05	Mar 05	Apr 05	May 05	Jun 05	Jul 05	Aug 05	Sep 05	Year 2	Year 3	Project Director	Counselors	Social Work/Psych	Teachers	Consultants	Agency Staff
Hire staff	•														•					
Advisory Committee meetings	•			•			•			•				•	•	•	•			•
Finalize student ID and referral process	•	•													•	•	•		•	
Student referrals			•	•	•	•	•	•	•	•	•	•	•	•		•	•	•		
Finalize evaluation plan			•												•				•	
Data Collection			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Evaluation meetings to review progress				•			•			•					•	•	•	•	•	•
Bullying prevention implementation				•												•	•			
Parental involvement programs					•	•	•	•				•	•	•		•	•			
Teacher professional development	•	•		•					•	•	•				•	•	•	•		
LifeSkills prevention program												•	•	•	•					
A.R.T. program				•	•	•	•	•				•	•	•		•	•			
Mentoring												•	•	•	•					
Support groups				•	•	•	•	•				•	•	•		•	•			•
Referrals to community services			•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•
SEL Programs				•	•	•	•	•				•	•	•	•	•	•			•



Budget

- Biggest mistake in planning is underestimating the necessary funding
- Use line item budget in planning process
- Use budget categories from RFP
- Show grant funds and in-kind contributions
- Develop budget for ALL project years



Budget

Budget Categories

From RFP

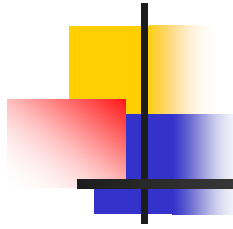


	Year 1	Year 2	Year 3	Total
Personnel				
Project Director 0.5 FTE	\$25,000	\$26,250	\$27,563	\$78,813
Counselor at Stedman Elementary (0.5 FTE)	\$25,000	\$26,250	\$27,563	\$78,813
Counselor at Hallett Elementary (0.5 FTE)	\$25,000	\$26,250	\$27,563	\$78,813
Counselor at Smith Elementary (0.5 FTE)	\$25,000	\$26,250	\$27,563	\$78,813
Counselor at Swansea Elementary (1.0 FTE)	\$50,000	\$52,500	\$55,125	\$157,625
Counselor at Mitchell Elementary (1.0 FTE)	\$50,000	\$52,500	\$55,125	\$157,625
Parent Involvement Facilitator Stipends (2 per school)	\$4,800	\$5,040	\$5,292	\$15,132
Teacher Release Time (2 days per teacher, 100 teachers)	\$24,600	\$25,830	\$27,122	\$77,552
<i>Total Personnel</i>	<i>\$229,400</i>	<i>\$240,870</i>	<i>\$252,916</i>	<i>\$723,186</i>
Benefits				
<i>Total Benefits</i>	<i>\$61,938</i>	<i>\$65,035</i>	<i>\$68,287</i>	<i>\$195,260</i>
Travel				
Local Mileage	\$2,500	\$2,500	\$2,500	\$7,500
Required Trip to DC	\$5,000	\$5,000	\$5,000	\$15,000
<i>Total Travel</i>	<i>\$7,500</i>	<i>\$7,500</i>	<i>\$7,500</i>	<i>\$22,500</i>
Equipment				
None	\$0	\$0	\$0	\$0
<i>Total Equipment</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>	<i>\$0</i>
Supplies				
Evidenced Based Curricula Materials	\$20,000	\$15,000	\$0	\$35,000
General Project Supplies	\$3,000	\$3,000	\$3,000	\$9,000
1 laptop for project director	\$3,500	\$0	\$0	\$3,500
<i>Total Supplies</i>	<i>\$26,500</i>	<i>\$18,000</i>	<i>\$3,000</i>	<i>\$47,500</i>
Contractual				
Project Evaluator	\$20,000	\$20,000	\$20,000	\$60,000
Contracted Mental Health Services	\$10,000	\$10,000	\$10,000	\$30,000
ART Training	\$5,000	\$5,000	\$5,000	\$15,000
<i>Total Contractual</i>	<i>\$35,000</i>	<i>\$35,000</i>	<i>\$35,000</i>	<i>\$105,000</i>
Other				
Printing	\$6,000	\$6,000	\$6,000	\$18,000
Parent Stipends/Involvement Supplies	\$6,000	\$6,000	\$6,000	\$18,000
<i>Total Other</i>	<i>\$12,000</i>	<i>\$12,000</i>	<i>\$12,000</i>	<i>\$36,000</i>
Total Direct Cost	\$372,338	\$378,405	\$378,703	\$1,129,446
Indirect (5.15%)	\$19,175	\$19,488	\$19,503	\$58,166
Total Project Cost	\$391,513	\$397,893	\$398,206	\$1,187,612



Keep your plan simple!

- No more than 3 or 4 groupings
 - Situation
 - Problem Statements
 - Needs Statements
- Too many situations/problems will be too difficult to explain



No more than 3 or 4 **areas of focus**

Area of Focus

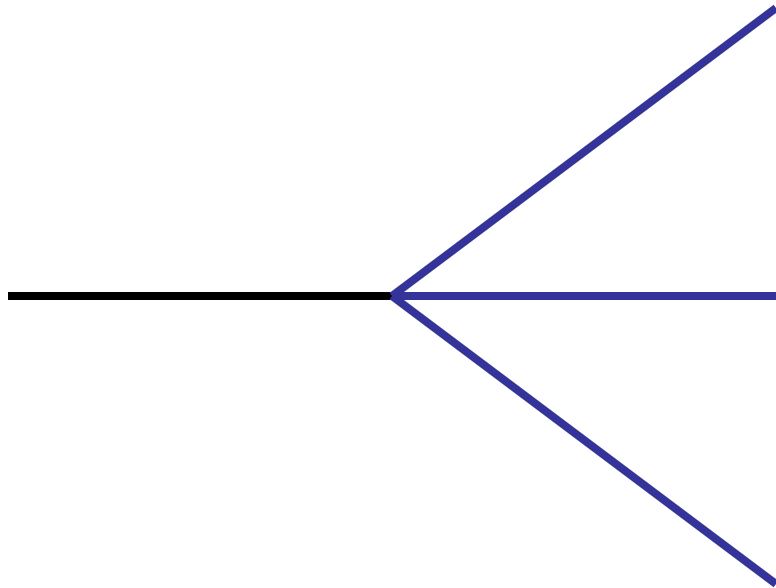




Multiple **outcomes** for each situation

Area of focus

Outcomes



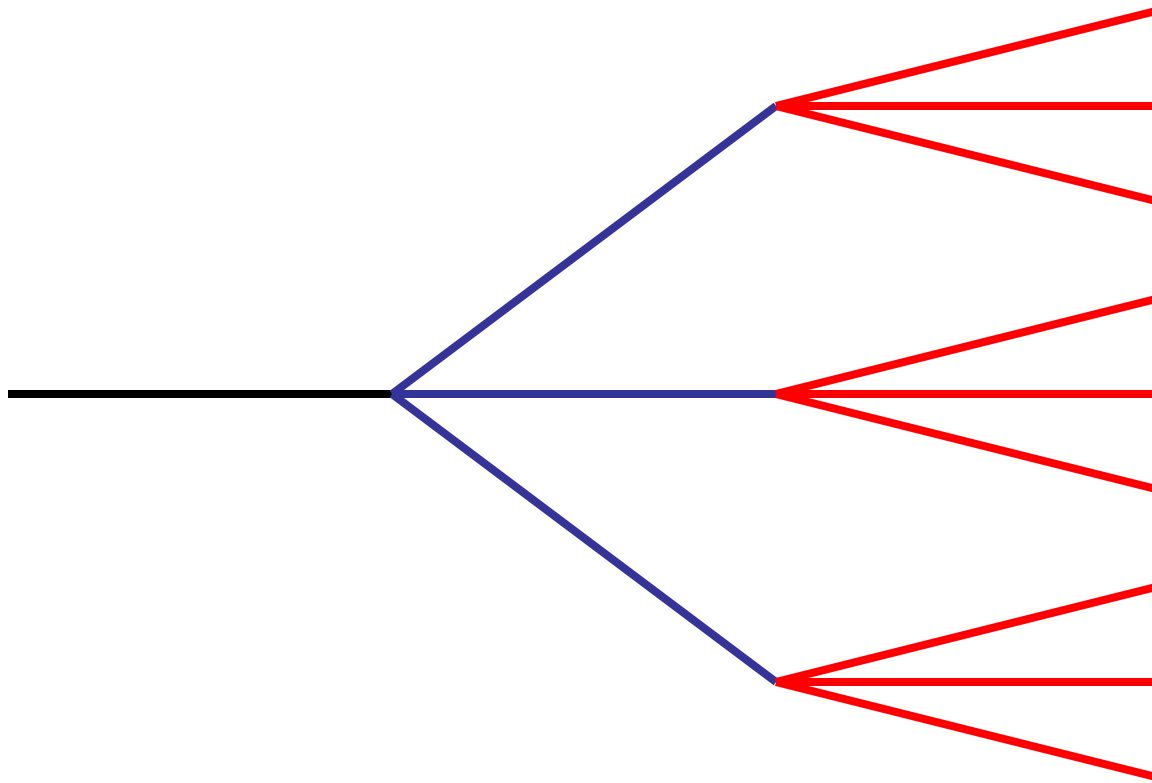


Multiple **activities** for each outcome

Area of focus

Outcomes

Activities





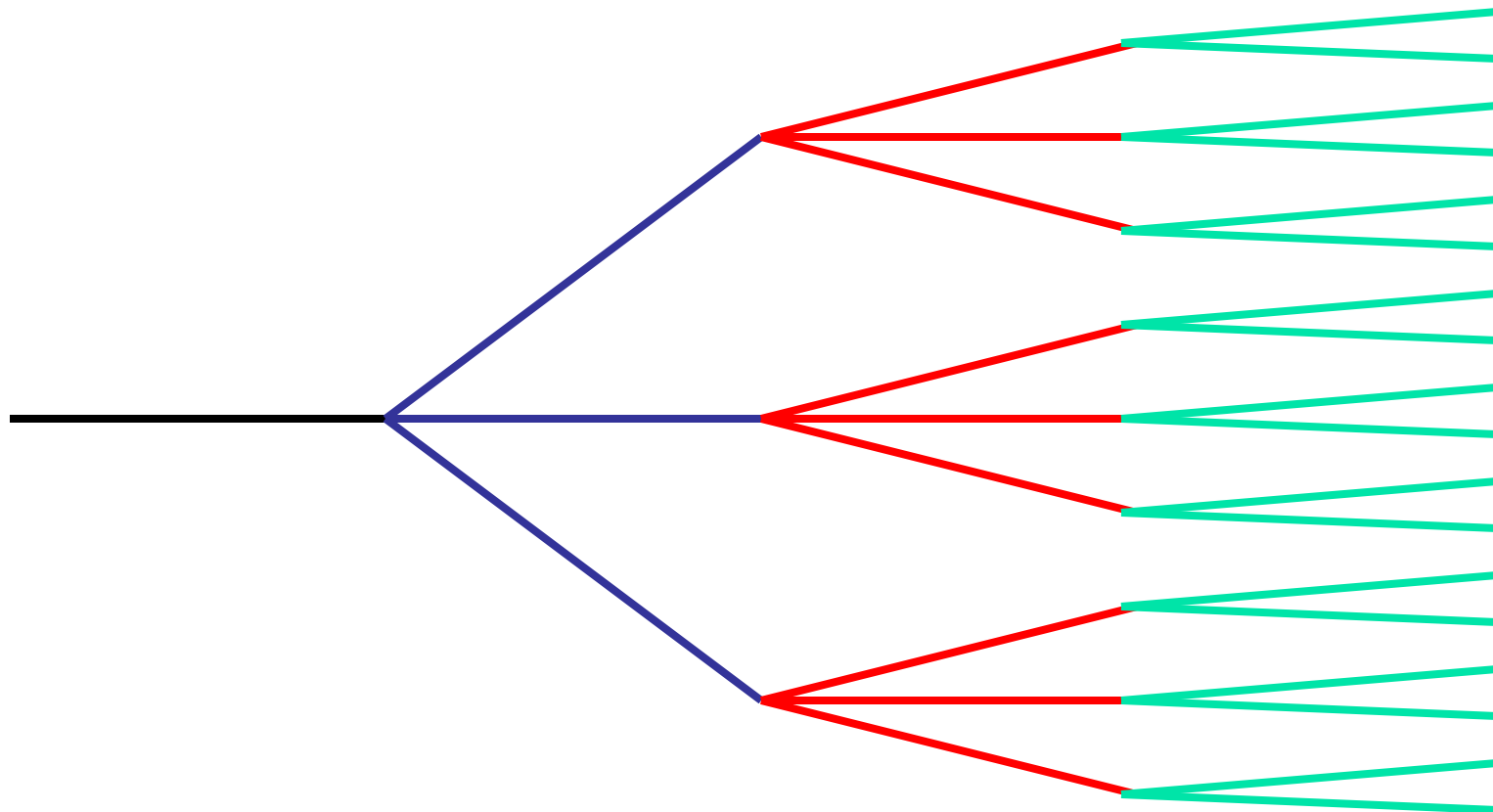
Multiple **resources** for each activity

Area of focus

Outcomes

Activities

Resources





Quote

“However beautiful the strategy, you should occasionally look at the results”

—Winston Churchill



What is Project Evaluation?

- **Process Evaluation**

- *“Effort”*
- *Did you do what you said you would do?*
- What did you do?
- How much did you do?
- How well did you do it?
- Who did you serve?
- How many did you serve?
- How well did you serve them?

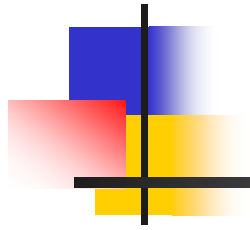
- **Outcome Evaluation**

- *“Effect”*
- *So what?*
- To what extent you changed knowledge, skill level, attitude, awareness
- To what extent you changed behaviors



Using Data

- Evaluation (and performance reporting) are not just printed reports
- The last step of your evaluation should be some planned conversations about the data
- Convene your evaluation group or your advisory committee to...
 - *Discuss what the data says*
 - *Decide the implications for your project*
 - *Make project changes*
 - *Determine the audience for your data*



Writing the Grant



Define these words...

- Onus
- Foment
- Sequelae
- Perforce



When writing...

- The worst mistake you can make is one that leads to confusion for the reviewer!



Getting Ready to Write

- Outline
 - Logic Model & Timeline
- Required Forms/Assurances
 - Signed by Applicant Agency
- Budget Information
 - Budget planning tool and required forms
- Narrative
- Memoranda of Understanding
- Abstract
 - Written last
- Appended Items



Budgeting Issues

- **Programs** are approved for full period
- **Budgets** are approved 1 year at a time
- How will salaries change in subsequent years?
- How will benefits change in subsequent years?
 - Plan for the worst case scenario
- Have you considered all costs?
- Have you provided a budget narrative?
 - Additional explanation for all costs
 - Ask for input from contact person



Memoranda of Understanding

- Call the contact person and find out what needs to be in the MOUs.
- Is each written on letterhead?
- Are the MOUs signed by someone with authority to commit an institution's resources?
- Do the MOUs make a specific commitment of money, facilities, personnel, equipment, materials, time, or some other resource?



Abstract

- Perhaps the most important section.
- The abstract should give the reader a complete picture of the project.
- Begin with who you are.
- Define the grant period.
- Describe your partners.
- Highlight key project activities.
- Identify significant project outcomes / results / products.



Appended Items

- Most likely will not even be examined by the reviewers
- **Only include necessary items**
- A place for the logic model and timeline if they don't fit in the narrative
- Abbreviated resumes for key personnel
- Job descriptions (if no resumes)
- Sample curriculum/evaluation tools



Preparing To Write

- Use the criteria from the RFP
- Pro-rate the pages based on values
 - Hit “return” after each item
 - Answer each item for a “stranger” using the logic model, time line, and budget information



Pro Rating Pages

- 25 page limit (double spaced)
- 5 sections with multiple criteria
- Need for the Project (25 points)
 - **Criteria A (15 points)**
 - 15% or 3.75 pages
 - **Criteria B (10 points)**
 - 10% or 2.5 pages



1. Need for the Project

In determining the need for the proposed project, the following factors are considered:

- a. The magnitude of the need for services to be provided or the activities to be carried out by the proposed project. (15 points)-3.75 pages
- b. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses. (10 points)-2.5 pages

Notes:

Reviewers will look at the magnitude of the need for counseling services among the target population. Applicants must describe the school population to be targeted by the grant, the counseling needs of that population, and the current school counseling resources available or meeting identified counseling needs.



1. Need for the Project

In determining the need for the proposed project, the following factors are considered:

Separate
Items to be
addressed

- a. The **magnitude** of the need for services to be provided or the **activities** to be carried out by the proposed project. (15 points)-3.75 pages
- b. The extent to which specific **gaps or weaknesses** in **services, infrastructure, or opportunities** have been identified and will be addressed by the proposed project, including the **nature and magnitude** of those gaps or weaknesses. (10 points)-2.5 pages

Notes:

Reviewers will be look at the **magnitude of the need for counseling services among the target population**. Applicants must **describe the school population** to be targeted by the grant, the **counseling needs** of that population, and the **current school counseling resources** available for meeting identified counseling needs.



Requried items organized

The school population to be targeted

- a. The **magnitude** of the need for services to be provided or the **activities** to be carried out by the proposed project. (15 points)-3.75 pages

Counseling needs of that population – *answer drawn from outline*

Magnitude of the need for counseling services among the target population – *answer drawn from outline*

Activities to be carried out by the proposed project– *answer drawn from outline*

- b. The extent to which specific **gaps or weaknesses** in **services, infrastructure,** or **opportunities** have been identified and will be addressed by the proposed project, including the **nature and magnitude** of those gaps or weaknesses. (10 points)-2.5 pages

Current school counseling resources – *answer drawn from outline*

Gaps/weaknesses in services– *answer drawn from outline*

Gaps/weaknesses infrastructure – *answer drawn from outline*

Gaps/weaknesses opportunities – *answer drawn from outline*

1. Need for Project (25 points)

A. *The magnitude of the need for services to be provided or the activities (15 points)*

Denver Public Schools (DPS) is large urban district with an enrollment of over 70,000 students. Our students attend 144 schools—87 elementary schools (K-5); 20 middle schools (6-8); 10 high schools (9-12); 11 alternative schools; and 16 charter schools. This Denver Public Schools (DPS) Elementary Counseling Project will serve 5 of our district's most challenged elementary schools—Hallett, Mitchell, Smith, Stedman, and Swansea. These schools enroll nearly 2,100 students and are all Title 1 schools in their second year of improvement—sites where students are eligible for supplemental services. All 5 schools feed into the same middle schools. 99% of the students in these schools are from minority cultures, 93% receive free/reduced lunch prices, and 38% are English Language Learners. **Table 1** provides demographic information by site for the 5 buildings. **Table 2** illustrates how understaffed these sites are in comparison to the staffing ratios recommended by the American School Health Association.

Table 1: Target School Data

	Hallett	Mitchell	Smith	Stedman	Swansea	District
Enrollment	236	456	427	270	699	
% Minority	99%	99%	99%	99%	99%	80%
% Free/Reduced Lunch	86%	96%	92%	87%	97%	69%
% English Lang. Learners	14%	52%	21%	12%	58%	26%
% <u>NOT</u> proficient in Reading	67%	77%	81%	62%	73%	56%
% <u>NOT</u> proficient in Math	98%	81%	92%	56%	81%	70%
% <u>NOT</u> proficient in Writing	76%	88%	86%	73%	81%	68%
% of students with an IEP	13%	6%	6%	10%	6%	
Suspension Rate	16%	5%	7%	3%	1%	3%
# of Office Referrals	300	370	50	150	67	

Table 2: Current Staffing in Target Schools

	Hallett	Mitchell	Smith	Stedman	Swansea
Enrollment	236	456	427	270	699
Next year's FTE of Counseling Staff	0	0	0	0	0
Next year's Ratio Counselors to Students	236 : 0	456 : 0	427 : 0	270 : 0	699 : 0
Next year's FTE of Social Work Staff	0.2	0.4	0.3	0.25	0.5
Next year's Ratio of Students to Social Workers	1180 : 1	1140 : 1	1300 : 1	1080 : 1	1398 : 1
Next year's FTE of Psychologists	0.2	0.3	0.2	0.25	0.5
Next year's Ratio of Students to Psychologists	1180 : 1	1520 : 1	2135 : 1	1080 : 1	1398 : 1

Section Title & Criteria

Social Work/Psychologist Ratios—As you can see from Table 2, we have some social work and psychologist time at all 5 elementary schools. While none of the schools is able to meet the recommended ratios (800 to 1 for social work and 1,000 to 1 for psychology), we are moving closer toward these rates. The rates listed in the table for the social work and psychology time were calculated using the total number students each staff person will serve in all of their assigned buildings next year. No social worker or psychologist is assigned full time to any of our 5 sites.

School Counseling Resources Available—Next year none of the 5 buildings will have an elementary counselor to serve their students. With funding from this grant, we will move closer toward meeting the recommended ratio of 250 students for each full time elementary counselor. Table 3 shows what our staffing will look like next year with funding from this grant. Grant funds will significantly bridge the counseling gap for students in all 5 sites.

Table 3: Projected Staffing in Target Schools

	Hallett	Mitchell	Smith	Stedman	Swansea
Enrollment	236	456	427	270	699
Next year's Current FTE of Counseling Staff	0	0	0	0	0
# of Counseling Staff next year with grant funding	0.5	1.0	0.5	0.5	1.0
Anticipated Ratio of Students to Counselors	475 : 1	456 : 1	854 : 1	540 : 1	699 : 1

School Population to be Targeted by the Grant—Through funding from the US Department of Education, we will serve all students (N=2,100) at Hallett, Mitchell, Smith, Stedman, and Swansea Elementary Schools. Through the addition of mental health professionals at each site, our plan is to help **ALL** students in these buildings improve their academic proficiency by addressing the many barriers to learning our students encounter.

Magnitude of the need for counseling services among the target population—The 5 new counselors will be challenged by a wide range of barriers that prevent students in their schools from succeeding academically. Lack of appropriate staffing has been the most significant gap in service. A review of local data shows students in our targeted schools (and their corresponding middle and high schools) face many other problems—issues which our new counselors will help to address.

Violence—During the past 12 months, we have had several serious incidents of violence. One student recently assaulted another students and threatened to shoot him. A threat assessment indicated that the student had acquired a knife collection and had a mother with severe mental illness (schizo-

Items taken
from criteria



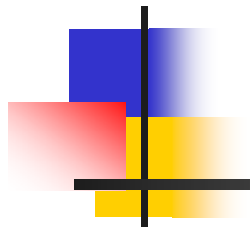
Writing the Grant

- Use a journalistic style
 - Tell them the conclusion
 - Give them the details
 - Tell them what you told them



Writing the Grant

- Write in 2nd person
- Write to the reviewer
- Answer only the question
- Answer the entire question
- Edit the entire document
- Number the pages
- Have someone read the proposal and score it
- Tell them what you want them to know
- Use the headings from the grant application
- Use key words and phrases
- No jargon
- Clear and concise sentences
- No passive voice
- Use format to enhance content
- No mystery with the \$
- Anticipate and solve problems



Post Submittal Activities



Post Submittal

- Send 1 extra copy to SSPOC
- Get Proof of Mailing
- Contact the funding agency to make sure they received the application
- Get a copy of the completed score sheets
- Set up a system in your agency to keep grants on “the front burner”



Contacting Me

- www.wilsonconsulting.info
- sherri@wilsonconsulting.info
- 251-621-0986 (phone)
- 251-621-0994 (fax)