

# Writing for Funding in 2011

A helpful guide to grant writing



Presented by:  
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## Session Objectives

- To understand the fundamentals of grant writing
- To increase grant writing confidence

**▶ Poll Question**

Did you apply for a grant funding in 2010? (any type of grant opportunity)


1. YES
2. NO

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**▶ Poll Question**

IF NO, what reason prevented your application submission?

- A. Complicated Guidelines/application
- B. Did not receive grant announcement
- C. To many requirements for funding amount
- D. Other


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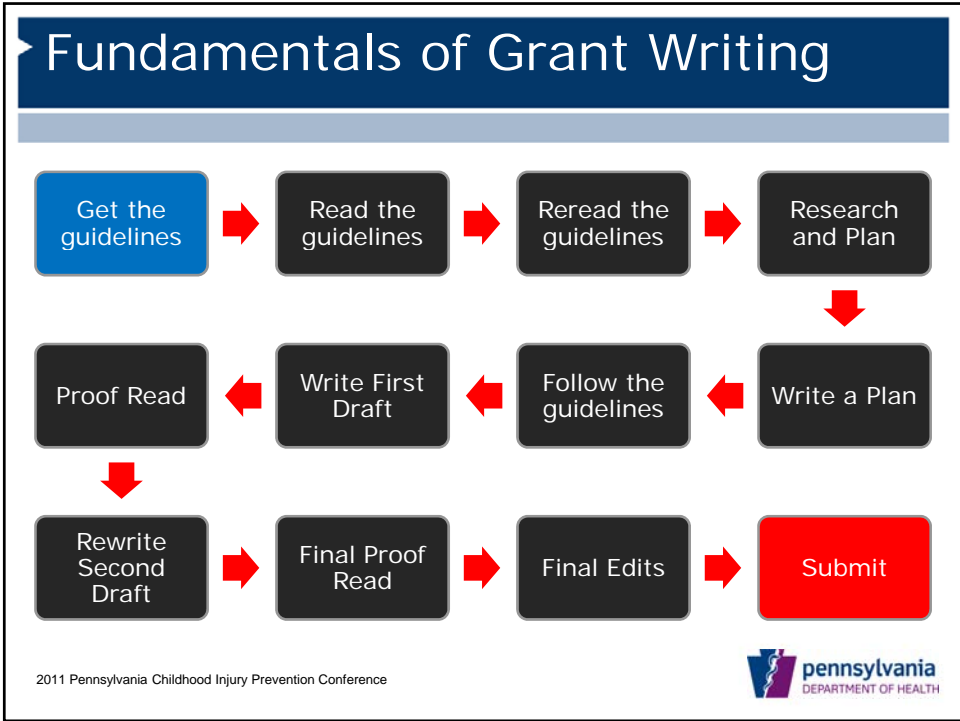
## ▶ Poll Question

Which of these 4 areas of grant writing are you most uncomfortable with?

- A. Writing PURPOSE AND NEEDS
- B. Writing GOALS & OBJECTIVES
- C. Designing ACTIVITIES & TASKS
- D. Conducting EVALUATION

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- ## Research and Planning
- Google Scholar
  - Cochrane Collaboration Reviews
  - CDC: National Center for Injury Prevention & Control
  - CDC: Guide to Community Preventive Services
  - CDC: Guide to Clinical Preventive Services
  - Harborview Injury Prevention Center Best Practices Guide
  - The Community Guide
  - The Community Toolbox
  - The Prevention Institute
  - CDC: Demonstrating Your Programs Worth
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## Literature Review

- Journals
- White papers
- Articles


These are excellent reference materials to support methodologies, purpose and need statements.

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## For Example

Regarding sports related concussion management for youth athletes:


“The return to play (RTP) process of an concussed adolescent athlete should be dependent on a gradual re-introduction to physical and cognitive exercise which is monitored by a medical professional trained in concussion evaluation and management.” <sup>1-5</sup>

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## Works Cited Appendix

1. *Return to Play After Concussion, Principles and Practice.* **Kissick J, Johnston KM.** 2005, Clinical Journal of Sports Medicine, pp. 426-431.
2. *Compliance with return to play guidelines following concussion in US high school athletes 2005-2008.* **Yard EE, Comstock RD.** Brain Injury, 11, 2009, Vol. 23.
3. *Adolescent Sports Concussion.* **Reddy CC, Collins MW, Gioia GA.** : Physical Medicine and Rehabilitations Clinics of North America, 2, 2008, Vol. 19.
4. *The Council on Sports Medicine and Fitness.* **Halstead ME, Walter KD,** Pediatrics. 3, 2010, Vol. 126.
5. *What are the most appropriate return-to-play guidelines for concussed child athletes?,* **L, Purcell.,** British Journal of Sports Medicine. 1, 2009, Vol. 43.

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## Common Sections of a Grant

- Identifying Information (Cover Page)
- Purpose & Need Statements
- Goals & Objectives
- Activities & Tasks
- Evaluation
- Budget
- Supporting Documents (Appendix)

METHODOLOGY

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## The Purpose & Needs Section

- Critically important
- Convince the funding source that you understand the need and you can help solve the problem
- Cite evidence that a problem exists in your community.
  - Use references

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## The Purpose & Needs Section

- Illustrate the problem with graphs and charts (depending on space)
- Show that the purpose stated relates to the problem to be solved
- Demonstrate how the project will address the problem


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## Goals & Objectives

- A good proposal will have no more than two goals.
- The goal is the desired outcome of the entire proposed project.
- Objectives outline how the project goal will be accomplished.


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## SMART +C Objectives

- **S**pecific - What are the specifics?
- **M**easurable - What are the standards or parameters?
- **A**chievable - Is the task feasible?
- **R**ealistic - Are sufficient resources available?
- **T**ime-Bound - What are the start and end dates?
- **+C**hallenging

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## Example of a Goal & Objective

**Goal:** To decrease the number accidental poisoning deaths in Pennsylvania by September of 2015.

**Objective 1:** To decrease readily available prescription drug supply sources utilized by youth ages 14-16 years old in ABC County by 5% starting March 2011 and completed by September 2015.

SPECIFIC MEASURABLE ATTAINABLE REALISTIC TIME-BOUND


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## Activities & Tasks

Activities are the:

- Interventions
- Programs
- Implementations

that are used to fulfill the purpose of an objective.


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## ▶ Activities & Tasks

Tasks outline the incremental steps necessary to complete a stated activity.

- They should be chronological.
- Assign responsibility to them.
- Indicate start and end dates.
- Must have a measure that determines when the task is complete.

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## ▶ Using a Work plan

**Instructions:**  
 1. List the overall project goal. All of the following objectives and activities will support this goal. 2. Specifically describe the objectives that support the overall project goal. 3. Indicate the specific project activities that must be accomplished to meet the objective. 4. Consecutively list the implementation steps to complete the activity. (Activities are the services that the intervention provides to accomplish its objectives, such as: outreach, material distribution, workshops, etc. 5. List at least one indicator measure to clearly depict when an implementation step is successfully completed (i.e. 55 smoke alarms installed and operating properly). 6. Describe the anticipated overall project outcomes and the anticipated measure. *Expand this work plan as necessary.*

**GOAL:** *State the overall goal of the intervention project.*

**Objective 1:** *State the first objective to be completed that directly supports the project goal.*


**Activity 1A:** *Briefly describe the first intervention activity to be completed that supports the above project objective.*

	Implementation Steps:	Staff and Responsibilities	Start/Finish - Date/Time	Completion Indicator
1A.1				
1A.2				
1A.3				
1A.4				
1A.5				

**Activity 1B:**

	Implementation Steps:	Staff and Responsibilities	Start/Finish - Date/Time	Completion Indicator
1B.1				
1B.2				
1B.3				
1B.4				
1B.5				

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## Example

**Goal:** To decrease the number accidental poisoning deaths in Pennsylvania by September of 2015.

**Objective 1:**

**Activity 1A:**

	Implementation Steps:	Staff Responsible	Start/Finish – Date/Time	Completion Indicator
1A.1				
1A.2				
1A.3				

**Activity 1B:**

	Implementation Steps:	Staff Responsible	Start/Finish – Date/Time	Completion Indicator
1B.1				
1B.2				
1B.3				

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## Example

**Goal:** To decrease the number accidental poisoning deaths in Pennsylvania by September of 2015.

**Objective 1:** To decrease readily available prescription drug supply sources utilized by youth ages 14-16 years old in ABC County by 5% starting March 2011 and completed by September 2015.

**Activity 1A:**

	Implementation Steps:	Staff Responsible	Start/Finish – Date/Time	Completion Indicator
1A.1				
1A.2				
1A.3				

**Activity 1B:**

	Implementation Steps:	Staff Responsible	Start/Finish – Date/Time	Completion Indicator
1B.1				
1B.2				
1B.3				

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## Example

**Goal:** To decrease the number accidental poisoning deaths in Pennsylvania by September of 2015.

**Objective 1:** To decrease readily available prescription drug supply sources utilized by youth ages 14-16 years old in ABC County by 5% starting March 2011 and completed by September 2015.

**Activity 1A:** Host a prescription drug take back program at 5 pharmacy locations in ABC County during 2011 in collaboration with law enforcement and the district attorney's office.

Implementation Steps:	Staff Responsible	Start/Finish – Date/Time	Completion Indicator
1A.1			
1A.2			
1A.3			

**Activity 1B:**

Implementation Steps:	Staff Responsible	Start/Finish – Date/Time	Completion Indicator
1B.1			
1B.2			
1B.3			

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## Example

**Goal:** To decrease the number accidental poisoning deaths in Pennsylvania by September of 2015.

**Objective 1:** To decrease readily available prescription drug supply sources utilized by youth ages 14-16 years old in ABC County by 5% starting March 2011 and completed by September 2015.

**Activity 1A:** Host a prescription drug take back program at 5 pharmacy locations in ABC County during 2011 in collaboration with law enforcement and the district attorney's office.

Implementation Steps:	Staff Responsible	Start/Finish – Date/Time	Completion Indicator	
1A.1	Secure pharmacy A	John Doe	3/1/11 – 3/15/11	Head pharmacist agrees to participate
1A.2	Secure event date/time	John Doe	3/1/11 – 3/15/11	Date & rain date established
1A.3				


**Activity 1B:**

Implementation Steps:	Staff Responsible	Start/Finish – Date/Time	Completion Indicator
1B.1			
1B.2			
1B.3			

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## Other tasks (not complete)

- Obtain event supplies (tents, tables)
- Publicize event notices
- Obtain drug collection containers
- Secure law enforcement presence
- Develop drug log/tracking protocols




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## Using a Logic Model

**Program Action - Logic Model**

<b>Situation</b> Needs and assets Symptoms versus problems Stakeholder engagement	<b>Priorities</b> Consider: Mission Vision Values Mandates Resources Local dynamics Collaborators Competitors Intended outcomes	<b>Inputs</b>	<b>Outputs</b> Activities    Participation		<b>Outcomes - Impact</b> Short Term    Medium Term    Long Term		
		<b>What we invest</b> Staff Volunteers Time Money Research base Materials Equipment Technology Partners	<b>What we do</b> Conduct workshops, meetings Deliver services Develop products, curriculum, resources Train Provide counseling Assess Facilitate Partner Work with media	<b>Who we reach</b> Participants Clients Agencies Decision-makers Customers  Satisfaction	<b>What the short term results are</b> Learning Awareness Knowledge Attitudes Skills Opinions Aspirations Motivations	<b>What the medium term results are</b> Action Behavior Practice Decision-making Policies Social Action	<b>What the ultimate impact(s) is</b> Conditions Social Economic Civic Environmental
		<b>Assumptions</b>		<b>External Factors</b>			
<b>Evaluation</b> Focus - Collect Data - Analyze and Interpret - Report							

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## Using a Logic Model

How will activities lead to desired outcomes?  
A series of if-then relationships

Tutoring Program Example

**IF**

We invest time and money

**then**

⇒

**IF**

We can provide tutoring 3 hrs/week for 1 school year to 50 children

**then**

⇒

**IF**

Students struggling academically can be tutored

**then**

⇒

**IF**

They will learn and improve their skills

**then**

⇒

**IF**

They will get better grades

**then**

⇒

**IF**

They will move to next grade level on time

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## Using a Logic Model

### Logic Model for KidsWalk-to-School

**Inputs**

- Community Partners/ Sectors
- Parent Volunteers
- Schools

**Activities**

- Assess community walkability
- Identify safe routes/needed improvements
- Advocate for safe routes to school
- Hold kick-off event
- Organize regular walks

**Outputs**

- Number of neighborhoods assessed
- Number of safe routes/needed improvements identified
- Number & type of advocacy activities
- Number of people attending kick-off
- Number of walks held

**Outcomes**

- Increase levels of community involvement
- Increase awareness of walkability issues among community members & local officials
- Increase walking to school
- Improve walkability of neighborhoods/safe routes to school
- Increased physical activity among children

Adapted from HHS, *Physical Activity Evaluation Handbook* (2002)

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## Using a Logic Model

More information and training is available online at:

- University of Wisconsin – Cooperative Extension
  - <http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

## Poll Question

What are the 4 common types of evaluation used for program design and implementation?


- A. Objective, Impact, Process, Outcome
- B. Input, Activity, Output, Outcome
- C. Formative, Process, Impact, Outcome
- D. Planning, Process, Promotion, Outcome

## Evaluation

Four kinds of evaluation:

- Formative
- Process
- **Impact**
- Outcome

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## Evaluation

- Formative (Behind the scene)
  - ▣ A method of testing:
    - ▣ Program Plans, Messages, Materials, Strategies
  - ▣ Done before items are put into effect.
  - ▣ Also when unanticipated problems occur after items are put into effect.

Measures components of a program are likely to succeed and which parts needs improvement.


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## Evaluation

- Process (On the scene)
  - ▣ A method of testing:
    - ▣ Program procedures (as planned)
  - ▣ Done as soon as a program is put into action.


Measures the level of program activity.

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## Evaluation

- Impact (After the Scene)
  - ▣ A method of testing
    - ▣ Program progress toward a goal
  - ▣ Baseline before program is started.
  - ▣ Follow up after program is complete.


Measures immediate changes in knowledge, attitude, beliefs that may change behaviors. (short term)

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## Evaluation


- Outcome (The entire scene)
  - ▣ A method of testing:
    - ▣ Overall program goal
  - ▣ Ongoing programs: Do when sufficient participation has occurred.
  - ▣ One-time programs: Do as soon as program has ended.

Measures change in preventive behavior and morbidity and death. (long term)

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## Evaluation


			
<b>FORMATIVE</b>	<b>PROCESS</b>	<b>IMPACT</b>	<b>OUTCOME</b>
Pre Scene Planning	On Scene Attack	Post Scene Debrief	Whole Scene Investigation

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## Evaluation

- Evaluation must be incorporated throughout the entire plan
- Evaluation demonstrates a programs worth  
<http://www.cdc.gov/ncipc/pub-res/demonstr.htm>


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## Supporting Documents

- Appendices
  - ▣ Letters of support
  - ▣ Methodologies
  - ▣ Logic Models
  - ▣ Work Plans
  - ▣ Works Cited
  - ▣ Instruments


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## Important Grant Writing Tips

- Follow the guidelines **exactly**.
- Respond to all sections.
- Adhere to any format restrictions.
- Sections must be covered in the order presented in the guidelines.
- Use headings that correspond to the guideline sections.


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## Important Grant Writing Tips

- Check your final document for scanability.
- Don't quote statistics unless you explain their meaning to your proposal.
- Do not make assumptions unless you can quantify them.


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## Top Reasons Proposals Fail

- Guidelines are not followed
- Deadline is not met
- Priorities not met
- Poor literature review
- Assumptions
- Methodology weak

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## Top Reasons Proposals Fail

- Limited return on investment
- No Evaluation
- Incomplete
- Unrealistic budget
- No Support
- Poorly written
- Mechanical defects

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## In Summary

The Original Problem    How it was researched.    How it was understood.    How it was actually designed.    How it was promoted.

How it was implemented.    How it was supported.    How it performed.    How it was evaluated.    How adjustments were made.

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## When in reality:


What the community really needed.

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## The Biggest Mistake

To not write a proposal at all...  
is absolutely fatal.



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## Poll Question

Choose the description that best aligns with your perspective on grant writing.

- A. I believe I can submit a successful proposal in the future.
- B. My confidence is unchanged.
- C. I believe I need a lot more training to be successful at grant writing.


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## ▶ Poll Question

Overall, I believe this presentation was:

- A. Very general, could be more explicit.
- B. Informative and not too complicated.
- C. Challenging to follow and understand.
- D. Prefer to not respond.

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## ▶ Contact Information

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