

Registry of Interpreters for the Deaf, Inc.  
Affiliate Chapter Relations Committee

Affiliate Chapter Handbook  
Third Edition  
Section 20

Fundraising and Grant Writing:  
Show Me the Money!

## **Fundraising and Grant Writing**

### **Fundraising**

Establishing and maintaining ample funds in its' coffers is one of the most challenging components affiliate chapters face. Membership dues typically don't go very far beyond making a newsletter available to the affiliate chapter members. The question that plagues each affiliate chapter is "How can we get the money to do bigger, better projects?" After all, those training, mentoring programs, conference fees, and display booths all cost money. Where can an affiliate chapter get the money to do this?

With a broad brushstroke, these funds are raised through fundraising efforts. More specifically, this section will address three approaches in fundraising.

The first approach to fundraising is consideration of fundraising activities. This approach requires a creative mind since it is too varied to adequately focus on here. Typical activities range from selling doughnuts, running car washes, selling pins, conducting silent auctions, penny drives, black tie gala events, talent shows, raffle tickets, to the infamous bake sale. The sky is the limit. No idea is too corny to raise funds using this approach.

Second is the horrible task of asking people or companies for money. Although no one likes begging for money, it is often the most effective way to raise funds. Writing a letter most often does "The Ask" method; many affiliate chapters already use "The Ask" when seeking donations to state or regional conferences.

In using "The Ask" approach, affiliate chapters must develop a clear methodology for making a case for the money request, meaning you must clearly identify the following features:

1. Mission statement of your affiliate chapter
2. Goals of the project for which you are requesting funds
3. Objectives of the project
4. What services/function the project will provide
5. Information on your affiliate chapter Board of Directors
6. Anticipated results of the project

All of these features should be condensed to less than one and a half pages, single-spaced. These features will become the meat of your "The Ask" letter.

Once your project is outlined and your letter written, research your prospective donors and send them “The Ask.”

Follow up on the letter via a phone call or visit to the potential funder. If they grant you the funds you’ve requested, ensure that a thank you note is sent in addition to a follow up letter regarding the results of the project. Who knows, they may fund you again at a later date.

If a potential donor does not fund your program, remember to also send them a thank you letter for their consideration. They may fund you at a later date with another program.

The final approach to fundraising is grant writing. Writing a grant may seem like the easiest approach to getting the money your affiliate chapter needs to run a particular project, however, it is the most difficult, competitive, and time consuming. However, if you have the resources to commit to writing an effective grant it can also be the most lucrative.

Grant writing as a whole takes an enormous amount of time to effectively develop your idea, research potential funders, and finally write the grant itself.

The most important component of this three-step endeavor is research. There is a multitude of funders out there; finding the right one for your affiliate chapter and your idea is the tough part.

Grants are typically made through private foundations and public government. It is suggested that you perform a web search for grants (there are many available). From those lists of funders, locate one that fits your idea. It is also suggested for comprehensive approach on writing grants you may purchase several books on grant writing. Resources of this type are extremely helpful.

Once your potential funder has been identified, it will become clear which format you need to use to apply for the particular grant. Many funders have pre-established formats to which you must adhere when making your application. Although these formats vary, the information contained in each various type is fairly standardized. A word of caution, though: do not waiver from the established format. Any variation on a required format and the potential funder will automatically discard your application without consideration.

If there is no standard format suggested by your funder, you may use any format you desire.

The basic elements or steps in writing a grant are:

1. Definition of the problem
2. Projection of a design to address the problem
3. Determination of measurable goals and objectives
4. Establishment of project evaluation protocols
5. Implementation of a time line
6. Conclusion
7. Budget

The aforementioned basic elements are not comprehensive as each funder may require additional information for each grant proposal.

Remember to include the benefits to the funder. Affiliate chapters will want to ensure that the funder feels that they have accomplished something to benefit either the funding group or the community as a whole.

## **Grant Writing**

### **STEP 1--DEVELOPING THE “GRANT’S PLAN”**

The purpose of this section is to guide affiliate chapters through the Request for Proposals (RFP) or grant application guidelines. Initially, it is very important to analyze the RFP since it is the road map that outlines the requirements for consideration of the proposal. Try to avoid the extraneous information funding sources typically try to add to the application such as reference to laws. Focus more on specific items within the RFP that are needed to write the proposal. It is suggested that affiliate chapters develop an outline that documents the critical information. It has been observed that up to 50% of grant proposals fail because the writer did not follow the RFP or missed small pieces outlined in the RFP that resulted in lost points.

Begin by reading the RFP carefully several times. The following sections will outline the RFP. Space is provided to organize this process for notes and add any additional information.

#### **I. General Questions**

1. Is my organization eligible to apply?
2. What are the restrictions?

3. What is the total number of grants to be awarded? Any number less than ten grants should be reconsidered due to extreme competition.
4. What is the average monetary size of the grant to be awarded? Determine the average size of most grants by the total amount to be awarded divided by the number of grants to be awarded. What is the highest dollar amount and lowest dollar amount to be awarded?
5. What are my chances of obtaining funding?
6. Is the amount of money worth the time spent applying?
7. Am I willing or able to comply with the assurances or rules of the RFP? Remember, do not focus too much here but there may be a lot of paperwork such as reporting.
8. Is there any statutory (law) requirements? Do I need to obtain IRS status documentation?
9. If the grant is awarded, what is the project period? When does the grant begin and end?
10. Who is the contact person to answer any questions and how do I get in touch with that person?
11. Do I have all of the pages to the RFP? Are there any pages missing?
12. If funded, is there a possibility for continued funding after the award period expires?
13. Do I need to submit a letter of intent?
14. Is there an application kit or package?

## **II. Due Dates/Deadlines**

1. The proposal is due on (date).
2. What are possible ways to ensure the proposal arrives at its correct destination? Some considerations include how it will be mailed or hand delivered or the amount of days it takes for the proposal to arrive.

3. Does it have to be delivered or postmarked on the due date? It is suggested that grant proposals be either hand delivered or sent via courier that provides confirmation of receipt.
4. Do I have enough time and resources to write the grant?
5. The proposal should be mailed to the following location: (Check to ensure that the delivery address is the same as the mailing address.)

### **III. Funding Source**

1. What specific services is the RFP trying to purchase? Look for the RFPs that are requesting the services that your organization wants to provide.
2. What is the priority of the funding source?
3. Who is the target population, if any, the funding source is trying to focus on?
4. Is the RFP focusing on certain geographical areas? (rural vs. urban)
5. What are the criteria for approving the grant application?
6. Who will be reviewing the grant application? What are the reviewers' backgrounds if known?
7. What are the goals of the funding source?
8. What are the selection criteria? How will my proposal be scored?
9. It is often important to get to know the funding source. Your chances of success may almost double. What can I do to get to know the funding source without "bugging them?"

### **IV. Proposal Sections**

1. A total of \_\_\_\_ sections are required. What are the names of each section?
2. What is the order the funding source wants the information organized? Remember, you may not want to write the grant proposal in this order.
3. Will I have a sufficient amount of information to answer fully and adequately each section as stated by the RFP?

4. Do I understand what is requested in each section? If not, what do I need to do or whom do I call to clarify?
5. Create an outline with the main points that should be included in each section.
6. How many points is each section worth?

## **V. Support**

1. Do I have the necessary support from administrators or the Board of Directors?
2. From whom will I have to obtain signatures for the grant?
3. Let others involved read the RFP. Do they still offer their support? Ask them to provide you with their opinions and input regarding the RFP. They may notice pertinent details that could have been missed.
4. Is the grant something I can write or do I need outside assistance? If so, whom should I involve?

## **VI. Format**

1. A total of \_\_\_\_ copies and \_\_\_\_ originals should be sent to the funding source.
2. Is there a restriction on the font pitch? Use 12 point if no restrictions.
3. How should the proposal be prepared? (i.e., stapled, bound, etc.)
4. Are there margin restrictions? If so what are the margin widths?
5. Remember to fully justify (straight on left and right sides) your margins.
6. What is the maximum number of pages the grant will allow?
7. How and where should the grant pages be numbered?
8. Will the RFP allow appendices?
9. What type of cover do I need and what information should be included on it? Remember state and federal government grants are usually not bound and do not use covers.
10. What types of forms do I need? Do I already have them or do I need to send for them? Are they in good condition?

11. List additional format specifications.

## **VII. Additional Considerations**

1. Who will support my program? Begin soliciting addresses and names of individuals for letters of support. Some possible people are listed below, but it may vary depending on your grant.

Business leaders, Chamber of Commerce, Department of Social Services, politicians and government leaders, mayors, state legislators, clerks of court, judges, hospitals, vocational rehabilitation, mental health agency, United Way, criminal justice (sheriff, police, parole, corrections), alcohol and drug abuse commissions, neighborhood associations, housing authority directors, school superintendents, principals, assistant principals, teachers, parent-teacher organizations, school board members, Private Industry Council, applying agency's chair person from board of directors, consumers or service participants, universities, colleges, technical schools, parents, religious leaders, parole and community corrections, department of youth services, minority organizations, media, governor's office, Health and Human services Finance Commission, Regional Council of Government, Department of Education

2. Do I need to have a community meeting to state my intentions and ideas and gather additional support? Below are some hints in this process.
  - Develop a brief concept paper/meeting agenda
  - Notify participants at least three weeks in advance
  - Develop a press release
  - Identify and prepare centralized location with coffee and food
  - Solicit input from participants
  - Contact key informants
  - Distribute requests for letters of support
  - Identify key people who will enhance attendance
  - Take pictures of group meeting in progress
  - Use the information you have learned in the development of your proposal
  - Have someone document meetings and findings through minutes
3. Do I need a grant writing team? It usually helps to have support in the grant writing process. Below is a list of suggestions.
  - Train proposal reviewers
  - Encourage written input

- Involve the community
- Solicit input from different people from different backgrounds
- Seek good writers and proof readers--look for neurotics
- Give reviewers adequate time
- Be prepared for and encourage criticism--be tough for their comments!
- Look for individual expertise such as a graphic artist, a skilled writer, mathematician
- Conduct in-service training by teachers who are successful grant writers
- Bring in a grants development consultant with training experience

## **STEP 2--PROBLEM STATEMENT**

The purpose of this section is to help you organize your problem statement to grab the reader's attention. It is important to have a detailed but concise statement defining the problems, causes, and long term impacts. This section of the proposal should ultimately scare the reader by proving that you have a serious and growing problem. Make this section confirm you have a need as if you are an attorney presenting your case to a jury in a courtroom. Prove beyond a shadow of a doubt the seriousness of your problem! Remember to make the reviewer feel sorry for you!

The following outlines steps you should take in writing the problem statement.

### **I. Needs Assessment/Defining the Problem**

#### **A. The *first* purpose of the needs assessment is generally to define the problem, causes, and symptoms. Ask yourself these questions:**

1. What are the gaps in the successful, effective, and efficient delivery of programs, services, and needs?
2. What is lacking or missing; what are the present shortcomings in delivery of services?
3. What are the barriers to services and programs?
4. What are the origins of this problem? How did it get to this point? What are the causes?
5. How do I know this problem exists? What are the symptoms?
6. What will happen if nothing is done about this problem?

7. What is already functioning well? What resources do I already have? Name your strengths.

**B. Decide what the problem is and consider these questions:**

1. The target population is the recipient of a program or project. The primary target population might be interpreters in your state, and the secondary target population could include the Deaf Community. Your project is designed to reduce the effects or problems of these groups. What is your target population?
2. The catchment area is the sphere of people you are targeting (typically your state or area of your state.) It is usually defined geographically, i.e. at a certain location such as a school. What is the catchment area for the target population? What area am I trying to serve?

**C. The *second* purpose of the needs assessment is to gather data to prove and determine the extent of your need and problem. Consider these questions and comments:**

1. What types of data do I need to outline the problem?
2. What evidence and information demonstrate that there is a problem?
3. What are the common types of data that I should collect to prove the need and that the problem exists? Some examples include:
  - Social indicators or statistics: per capita income, population below poverty, divorce rate, teenage pregnancy, crime rate, level of education, voter registration, life span, single parent families, illiteracy, school dropouts, unemployment, homelessness, poverty, mental illness or psychiatric disabilities, AIDS, alcohol and other drug abuse, infant mortality and low birth rates, health care, juvenile delinquency, students on free or reduced lunch, etc.
  - Scores on standardized tests
  - Studies/literature that outline the problem and reinforce what you are trying to convey

**D. Consider sources where you can acquire data to determine the need and ask yourself these questions:**

1. Where can I go to find out more about the problem? The target population is a good start.

2. Whom can I ask about the needs and problem? Who is the “expert”? Who knows the most?
3. What are the different approaches I could take? What methods should I use?
4. Who am I least likely to expect to have some information? This person may know more than you think. Consider all possibilities.
5. Use these popular sources to acquire data. This is not an exhaustive list and is only suggestions. There may be other resources that can be used to document depending on the type of problem.
  - Chamber of Commerce, school district, local and state United Way, state health department, hospital, regional planning councils, United States Census Bureau, police and fire departments, town hall, churches, community center
  - Conduct surveys and questionnaires with relevant people (teachers, parents, target population, etc.)
  - Interview people in the community by telephone or face-to-face
  - Attend community meetings such as the school board, town council, etc.
  - Meet with local or state key informants that are considered experts in the target area
  - Review relevant literature: journals, books, magazines, newspapers
  - Use your local public and university library
  - Hold a community forum: meetings with target population and interested persons
  - Conduct focus groups: ask well-developed questions to about 12 people connected to the problem; have several of these sessions with different groups

## **II. Writing the Problem Statement**

**A. Begin organizing your material and writing the problem statement.** Remember you want to provide your reader with a quick review of the problem.

1. Start your section with a short, “concise” sentence that describes your problem.
  - The problem is . . .
2. The second sentence should define the causes of the problem.
  - The causes of the problem are . . .
3. Next, tell the reader what will happen, long term, if an intervention does not occur (scare the reader).
  - Long term, without intervention . . .

4. Break the problem statement into categories and examine the problem from different perspectives. This will slow the reviewer and keep them focused. Remember to center your discussion on the problem. Use your needs assessment and data you have gathered to prove the need. These are just some examples:

- State
- County/General Community/School District
- Target Area/School Zone/Neighborhood
- Parents
- Teachers
- Students

**B. Some sample phrases to use in each category are:**

- \_\_\_\_\_ County is one of the poorest in the state.
- According to a recent survey conducted on (date) . . .
- Our school (community, county, state, etc.) has the worst (highest, lowest, etc.)
- By examining the chart below, . . .
- Over \_\_\_\_ percent (indicated, are at risk, etc.) . . .
- The rate of (welfare assistance, crime, days absent, etc.) has (increased, decreased)
- Students scored at the bottom \_\_\_\_ percent . . .

**C. Use some of these sample words to help make your problem sound really bad!**

Worst, highest, lowest, less than, bottom, dependent, below, almost, failed, distressed, poorest, plagued, trapped, desperate, grim, high-risk, hopeless, substandard, inadequate, pathetic, miserable, sparse, needy, destitute, poverty, neglect, disruption, barrier, disadvantaged, deficit, severe, depressed, lacking, unacceptable, minimum, impaired, widespread, discouraged, disheartened, hurdle, obstacle, violent, harsh, pitiful, miserable, ignored, outbreak, bleak, gloomy, overlooked, disregarded, increased, decreased, infested

**D. Hints in writing each category:**

- Include lots of statistics in each category that support the problem, cause, and long term effects
- Statistics should come from a variety of sources
- The problem statement should include few if any good things but rather focus on the problems or negative aspects of your situation
- The problem is proven and convinces the reader that it is serious and growing
- The problem statement does not include program activities
- Statistics are not spelled out; real numbers are used

- Some references to sources of information are made
- A reference page for these sources is included in the appendix or under charts
- All numbers and percentages are rounded to the nearest whole number
- A combination of narrative and bullets are used to explain the problem
- Graphics, graphs, or charts are displayed

**E. Conclude the problem section with a transition or wrap up statement that provides an overview of the problem and leads the reviewer into the approach section.**

1. This problem is continuing to grow . . .OR
2. The following program will reduce the effects of this ongoing problem . . .

**F. Re-read your problem statement several times.**

You should make the reader feel real bad or sorry about your situation and encourage them to want to give money!

**STEP 3--PROGRAM APPROACH**

The purpose of this section is to help you develop your approach, which is also referred to as the project design or activities section. The reviewer needs to understand clearly how you plan to solve the problem. The program approach should outline exactly what you intend to do and tell a story in chronological order. It is important to define your goal and tie in program activities connected with the problem. After reading this section, the reviewer should have no doubt as to what activities will take place and in what order. Remember that creating a new, innovative strategy will get the reader's attention and interest. Show how your program is an "original." Sell what your program has to offer!

**I. Gathering Information**

**A. Begin deciding on your purpose by asking yourself the following questions:**

1. What is it that I want to accomplish?
2. Why am I developing this program?
3. What are my ambitions and intentions?
4. Does my purpose correspond with the RFP?

**B. Once you have decided on the purpose of your program, collect information to help transform your approach ideas into innovative strategies.**

Consider these comments and questions:

1. Who knows a lot about my purpose? Who is an expert in the topic I am pursuing? Have meetings and conduct interviews with these people to solicit information. They can suggest strategies and ideas you may have missed.
2. Are there programs with similar purposes already in existence? If so, talk with these people who have experience. They can also suggest strategies and ideas you may have missed.
3. Are there studies and literature available relevant to my purpose? Conduct a literature search and review articles and books. Some librarians can be very helpful if you just tell them what you are looking for. You can conduct a national literature search via computer databases such as E.R.I.C. that can identify important information about your topic.
4. Obtain copies of grants with similar purposes that have been funded. They will provide valuable information and save you time!
5. Who is interested in what you are doing? Begin by discussing your “idea” with various people and brainstorm. Interview as many different people from varying cultures, genders, education, experiences, etc. as you can. Obtain different viewpoints. Ask the question, “What is the problem?” and “How do we solve it?”

## **II. Outlining Your Strategy**

### **A. Writing an outline of your program design is important to help organize your thoughts.**

It is difficult to write the approach without a “guide”. Consider these questions to begin outlining:

1. What program activities do I want to cover in the program approach section? Avoid mention of buying anything in this section!
2. What does the Request for Proposal (RFP) state should be included?
3. What are my main points?
4. What is the best way to organize this section so that the reviewer will get a clear picture of the program I am proposing? Organizing it in chronological order is the best way to start.

**B. Below is a basic outline of the major topics covered in most typical program approach sections.**

Begin by reviewing the outline below and modifying it to fit your program. Next, list key phrases and points you want to include. It is important to organize your thoughts by outlining before writing.

1. I. Introduction (purpose)
2. II. Target Population
3. III. Advisory Committee
4. IV. Program Activities
5. V. Conclusion

**III. Writing the Program Approach**

**A. Using your detailed outline created above, begin writing your program approach section.**

Remember to sell your program! Now you want to include more details on each of the major topics.

**B. The introduction is the first paragraph of your program approach and acquaints the reviewer with your program.**

It is important to make this paragraph clear and concise; just provide a quick overview. Consider these comments when writing the first part of your program approach section:

1. Begin with the purpose or goal of the grant proposal.
  - The purpose of [program name] is to . . . OR
  - The goal of [program name] is to . . .
2. Next, describe the target population(s) in one sentence.
  - This program will target . . . OR
  - The focus of this program will be . . .
3. Follow with a general overview of the specific activities that will occur in the grant.
  - Components of this program will include . . . OR
  - Program activities will consist of the following . . .

4. Provide a transitional sentence that leads to the details of your program approach.
  - The following information outlines the program in more detail . . . OR
  - The activities below provide more information about [program name] . . .

**C. The next part of your program approach section should include a detailed description of the *target population*.**

Let the reviewer know exactly who will benefit from your program. Consider these suggestions and questions to include in this paragraph:

1. Who is the target population? You may have a primary target population (i.e. high-risk youth) and a secondary target population (i.e. their parents and siblings). Answer this from your need assessment in step two.
2. Why were they selected?
3. Where is the geographical area of the target population located?
4. How many people will be targeted?
5. Below is a list of possible ways to identify your target population. Remember it is important to describe the target population clearly.
  - Number of participants
  - Locations of target population such as city, grade level, school, state, geographical area, etc.
  - An adjective phrase that describes your group such as children with disabilities, adults with mental illness, or children at risk
6. How will you identify your target population? How will this group be screened?
7. What program incentives will be incorporated to attract the target population to participate in the program?

**D. The advisory committee or task force is used to assist your program by providing suggestions, recommendations, monitoring, and evaluations.**

Reviewers usually like to see this in grants and may give you extra points for the effort. Answer these questions in your approach section:

1. What is the advisory committee's purpose?
2. How many members will there be? What are their backgrounds (i.e. principal)?

3. How will they be selected and why?
4. What are their responsibilities?
5. How will the committee represent all interested parties, especially in regard to culture, race, and gender?

**E. Next, program activities should be spelled out in detail.**

The reviewer should know exactly what you intend to do and how you plan to solve or reduce the effects of your problem. Use your outline to keep your thoughts organized when writing out your planned activities. Consider these questions:

1. How will I show that my activities are strategies to combat, prevent, and/or reduce the problems mentioned in the problem statement?
2. What are the major activities that I want to cover?
3. What details do I need for each activity so that the reviewer is clear as to what will take place?
4. Who will be involved in each activity? How will I show that I have created different partnerships with community members?
5. What ways can I show that my activities are innovative and creative?
6. What state or national models can I use to make my approach more valid?
7. What references, appendices, graphs, etc. can I use to show that my activities are legitimate?
8. What ways can I organize this section so that it is easy for the reviewer to follow and keep focused? One effective way is to label subsections.
9. What training or consulting issues do I need to address?

**F. The conclusion gives an overview of what you have stated and reinforces the idea that your program approach is innovative and will help prevent, reduce, or solve the problem.**

This paragraph should provide a wrap up statement that leaves the reader feeling positive. Consider these comments and questions:

1. In one or two sentences, how should I give a summary of my approach? You may want to mention the target population again as well as the problem, stating how it will be solved.
2. How can I leave the reviewer with a good feeling and wanting to help?
3. How can I make the reviewer remember my program approach? Consider emphasizing the name of your program by using italics.

**G. An appendix is an additional element you may want to include, supplementing your program approach section.**

Appendices expand the narrative. The appendix is usually located at the end of the proposal. Below are some common examples that are used in appendices.

- Resumes
- Job descriptions
- Other support and resources
- Letters of support
- Charts of organizational structure
- Certification
- Data collection instruments
- Bibliography
- Evaluation schedule
- Contractual agreements
- Federally required forms

**IV. Program Approach Section Checklist**

**A. The following are ideas and suggestions to consider in your approach section.**

1. This section begins with the purpose or goal of the grant proposal followed by specific activities that will occur in the grant
2. The approach section is not wordy but includes concise and specific information
3. The approach tells a story and discusses the activities in chronological order
4. The approach flows well, linking each paragraph to one another (use connecting words such as next, also, additionally, first, second, in conclusion, etc. and use connecting sentences such as “the following outlines the program in more detail”, etc.)

5. The writer has avoided the same word in each sentence too many times
6. Avoid use of negative terms
7. Literature is referenced with authors' names and dates with a bibliography page in the appendix
8. The approach section is written in the active and future tense as if the writer "will" obtain the grant (i.e., Teachers will meet to attend a training workshop)
9. There is no mention of buying something and is more program-oriented
10. The approach uses a catchy and relevant title in italics (i.e. *Cooking Round the World*)
11. The target population is clearly described along with the number of participants, and the important factors leading to their selection
12. The approach includes an advisory or planning committee
13. Numbers are spelled out in this section
14. The writer tells why each activity is important and who will be involved in each activity (i.e. parents, teachers, students, community volunteers, etc.)
15. There are no professional terms, terminology, complex words or phrases that are difficult to understand
16. The activities are interesting, exciting, appealing and unique; the narrative is innovative
17. Graphics, graphs, or charts are displayed
18. The approach contains at least five major components (i.e. curriculum, advisory committee, educational field trips, etc.)
19. State or national program models are included in discussion
20. Other sections such as the evaluation, exportable product, and dissemination of information are mentioned here briefly
21. Any appendices are referenced within the text

22. For each problem discussed in the problem statement, there is a corresponding strategy mentioned in the approach
23. The program name has been mentioned several times in this section (in italics)
24. Two or more sentences provide a wrap up statement that leaves the reader with good feeling

#### **STEP 4--GOALS AND OBJECTIVES**

The purpose of this section is to help affiliate chapters to organize goals and objectives so that the reviewer knows “exactly” what the plan is to accomplish. Goals convey to the reader the overall mission. Objectives provide more concise, specific ways the program activities are to be measured. Objectives are the minimum outcomes desired to be accomplished. To keep the reviewer focused, it is important that you develop goals and objectives based on the program approach or strategy section. Remember to let the reviewer know what is desired and how the program will achieve the criteria.

The following steps will help organize the program goals and objectives.

##### **I. Outlining Goals and Objectives**

###### **A. *Goals* are the ultimate outcomes desired over a long period of time.**

Goals are general, broad, convey the long-range benefits of your program, and are difficult to measure. Most grants contain one to three goals with five to fifteen objectives. Begin deciding on your goals by asking yourself the following questions:

1. How do I want participants to benefit from this program?
2. Long term, what do I want to accomplish?
3. What outcomes do I want?
4. What is my overall aim and ambition?
5. What does the RFP say about overall goals? Does it match with my goals? Generally, you should restate the goals of the RFP in your grant.
6. How do my goals relate to my program approach section?
7. What are my overall goals based on the above questions and my program approach?

**B. Objectives are criteria that will measure your intervention and methods to reach your overall goals.**

Unlike goals, objectives are measurable and specific. They help you determine if you are successful at meeting your goals. Usually there are several objectives for one goal. Always remember that for each objective you write, you must be able to measure the outcome. Incorporate objectives that do not take extensive work but enough that illustrate your competency. Consider these questions and comments:

1. What are my criteria for accomplishing each objective?
2. How will I determine or know if my objectives are attained?
3. How will I measure objective success or failure?
4. Relate your objectives to your program approach section. It is important to remember that you do not mention any ideas in your objectives that were not detailed in your program approach. Also it is important to ensure your objectives adequately cover what you have said in your program approach section.
5. Use the outline created in Program Approach--Step 3. Gather ideas about the objectives from your list. You should have at least one objective for each of your major program components or activities. Outline your objective topics. In other words, pick out 5 to 15 main program activities you plan to accomplish in your program approach section and then write the objective for each program activity.

## **II. Writing Goals and Objectives**

**A. After outlining your goals, write specific goals that convey what you want to accomplish.**

Remember your goals will be general and broad. Goals never contain dates or numbers and should not be measurable. Consider these sample action verbs that may help you write your goals:

Utilize, assess, provide, build, serve, develop, translate, integrate, interpret, predict, prepare, make, contract, define, report, state, support, offer, attempt, join, visit, attend, share, increase, decrease, reduce, form, improve, coordinate

**B. After writing your goals, use the outline created above based on the program approach section to write your objectives.**

You should have at least five concise, measurable objectives. Use some of the words above to assist you in writing your objectives. Contemplate these questions and comments below when writing your objectives.

1. Good, measurable objectives have most of the following components:
  - A number or percent
  - A completion date
  - Phrases such as “at least” or “a minimum of” for items you are measuring
  - To whom the objective pertains to or the population
  - Individuals responsible for activities
  - Results oriented and desired outcomes
  - Clear descriptions of performance level
  - Action verbs
2. What ways can I write the objectives so that they ultimately lead to accomplishing my goals in a clear, concise way?
3. Consider these sample objectives written on different levels when writing your own.
  - **Poor:** To provide in-depth training
  - **Fair:** To provide in-depth training by June 12, 2003
  - **Good:** To provide at least 4 training sessions by June 12, 2003
  - **Excellent:** To provide at least 4 training sessions for a minimum of 80% of the interpreters (25) in sign to voice interpreting by June 12, 2003

### **III. Hints in Goal and Objective Writing**

#### **A. Avoid these common mistakes in goal and objective setting:**

1. Goals and objectives are not concise and clear
2. Goals and objectives are wordy and too long
3. Goals and objectives are set too low and give up good quality
4. Goals and objectives are set too high and are unattainable or unrealistic
5. The objectives are not consistent with the overall goals of the program
6. Time periods are too long or too short for objectives to be accomplished
7. Too much responsibility is given to one person to conduct activities

8. Barriers toward completing the established goals and objectives are not considered
9. Higher administration expectations are not considered
10. The Request for Proposal (RFP) is not taken into account
11. Objectives cannot be measured and are just restatements of the goals

**B. After writing your goals and objectives, use this checklist:**

1. The goals are clearly stated and relevant to the problem, RFP, and program activities
2. There are at least five concise objectives that include a # or %
3. Objectives include dates or periods of time by which they will be accomplished
4. The objectives are organized with numbers, etc. so that they are easy to follow
5. Dates are spelled out but process numbers or the items you are measuring are not
6. Exact periods of time are used versus vague dates (i.e. school year)
7. If percentages are used, the writer tells the reader what number that % represents (At least 70% of the interpreters (90) will complete at least 5 training sessions by July 1997)
8. Avoids terms like “buying” something in objectives
9. Uses comparative dates when showing an increase in components like test scores (i.e. To increase reading test scores by at least 10% of a minimum of 92 students when comparing May 2002 to May 2003)
10. Utilizes phrases that show a minimum criteria: “at least”, “a minimum of”

**STEP 5--EVALUATION**

The purpose of this section is to help affiliate chapters organize and write a program evaluation. Evaluation is a way to determine the degree to which the program is meeting its goals and objectives. Having a solid evaluation system is important to prove that the program was successful and needed and that the program is to be continued. It should only be written after the program approach and objectives have been completed.

## I. Outlining the Evaluation

**The purpose of an evaluation is to determine the effectiveness of your program.**

Your evaluation should be based on your goals and objectives and correspond clearly to them. Use your goals and objectives to outline the main parts of your evaluation. Consider these questions when outlining your evaluation:

1. How do I demonstrate that my goals and objectives were met? How do I evaluate each objective? List possible ways to evaluate each of your objectives. Write an outline.
2. What kind of change is desired?
3. How will I know that my program, or a certain aspect of it, was a success?
4. Who can assist with evaluation? Who knows about evaluation?
5. What types of evaluations do I need to use? There are three main types:
  - Process: an assessment of administrative and program activities such as the number of services delivered, etc.
  - Outcome: an assessment of the final effects of program activities (measurement)
  - Impact: an assessment of changes in such things as behavior, knowledge, or skill development
6. What methods do I want to use to evaluate my program? It is important to remember to make sure your methods are not product oriented and are true evaluative standards. For instance, a videotape or DVD would document the activities but does not truly evaluate the program. Someone needs to evaluate the activities on the tape/DVD. Make sure the methods you choose can be conducted by a competent person. Also, make sure your techniques are not so sophisticated for the resources that you have to conduct an evaluation. Consider these sample suggestions below.

These are just examples and are not a complete list:

- Record keeping and documentation of data
- Survey and questionnaires: ask relevant people about the effectiveness of the program
- Use of an independent evaluator or groups of other teachers or professionals
- Comparison: compare your program outcomes to other similar programs
- Pre- and post testing

- Review of records and data gathered in systematic way usually done by the advisory committee or independent evaluator
- Interviews
- Experimental and control group comparisons (these are time consuming)
- Observations

## **II. Writing the Evaluation Section**

**After you have outlined the topics for your evaluation, begin writing the evaluation section.**

Remember to make clear and precise how you will evaluate your program. Consider the comments below.

1. Begin the evaluation section with a statement of who will conduct the evaluation. Provide any necessary details as to the background of the evaluator(s) and why you have chosen these people.
2. Using the outline created above, write one or more evaluation criteria for each of your program objectives. In most cases, it is better to have more than one method of evaluation for each objective.
3. Make sure your evaluation process is clear and organized. One way to make your evaluation standards clear is by listing each evaluation method or performance indicator under the corresponding objective. A second way is to number your evaluation measures so that they correspond to the appropriate objective.
4. It is important to include and involve people affected by the evaluation in planning and implementing the evaluation process. Consider who these people are.
5. Re-read your evaluation section. Do you know exactly what will happen and what processes will take place? Also, can the outcomes of the evaluation process be used to make the program approach or design better? Is there a logical order?

## **III. Evaluation Considerations**

The following are suggestions to consider after writing your evaluation section:

- The evaluation section begins with a statement of who will conduct the evaluation
- The evaluation measures correspond with the objectives
- Each evaluation measure focuses on the qualitative or quantitative aspect of each objective

- In most cases, each objective has more than one method of evaluation
- The evaluation includes a variety of ways to evaluate the project
- The evaluation section does not repeat objectives but rather tells how objectives will be evaluated
- All evaluation measures are true evaluation activities and are not product oriented
- Includes how the findings will be disseminated to other organizations and professionals such as in-service training, presentation at conferences, publications in academic journals, etc.

## **STEP 6--TIMELINE OR MANAGEMENT PLAN**

The purpose of this section is to guide affiliate chapters in developing timelines. The timeline provides detailed, concise, and chronological information on program and administrative activities. Once again, use the program approach section as a guide as to what to include in the timeline. All activities mentioned in the program approach should be reflected in the timeline; there should not be any information in the timeline that has not been mentioned previously.

This section can also be useful as a planning tool once the grant has been funded. Consequently, add 1-2 months to the expectations to be sure that the program can comply. Remember that many unexpected problems can delay the expectations so be realistic. After reading the timeline, the reviewer should have no doubt as to what time periods the program activities will encompass.

The following information provides more detail for constructing your timeline.

### **I. Outlining the Timeline**

One of the first steps is deciding which activities you want to include in your timeline. Using your program approach section and also the outline you created for it, list the major activities that will take place chronologically throughout your program. Consider these questions and comments:

1. Have I included all of the activities that will occur in my program? Am I missing any? Remember it is probably better to include an ample amount of activities than not have enough information. Generally your timelines should cover approximately one page.
2. What additional elements should be included in the timeline that were not mentioned in the program approach? For example, you should include administrative tasks such as ordering supplies and equipment, evaluation, completion of the final report, coordinating with financial persons, etc.
3. What does the RFP state should be included in the timeline?

4. Reread your outline several times. Do the activities flow from the beginning to the end of the project? Begin considering your time periods.

## **II. Writing the Timeline**

After creating a basic outline, begin writing the timeline. Remember to be concise. The time line should not give too many details that were already mentioned in the program approach section but rather cover all the primary points. The reviewer should already be familiar with the program activities. Consider these questions and comments:

1. Descriptions of your program activities in your timeline should be limited to short, one-line, concise, incomplete sentences. Sentences that are too long confuse and frustrate the reader. Use the outline created above to organize your timeline. Remember to use action words at the beginning of each activity. Below are some basic examples:

Organize, meet, review, sign, identify, update, develop, conduct, assess, begin, coordinate, visit, present, implement, reassess, conclude, order, submit, compile, convene, plan, execute, schedule, form, obtain, assign, target, solicit, report, establish, observe, analyze, maintain, create, generate, produce, promote, train

2. After writing your activities, consider what time periods you will put into your timeline. Program time lines usually begin about 2 months after the award date. You may want to include some preliminary activities such as set up checking account, order supplies, meet with advisory committee, etc. What is the length of the award period?
3. Remember, timelines should appear realistic and activities should be able to be accomplished within the time period stated. Also, make sure your time estimations are spread out over the project period and not contained all in a few months. What is a realistic amount of time to complete each activity?
4. Most of the time, your activities are spread out over a 12-month period. On multi-year grants, only cover year one of your grant. Future years are covered in continuation grants.
5. Typically, activities in the timeline are divided into different months rather than specific dates. Avoid specific days of the months (i.e. October 10, 2003). Several activities can take place in one month. How many months will be in your grant time period? What program activities can reasonably fit into one month?

6. Divide your list of program activities generated above into the appropriate months.

### **III. Timeline Format**

The format of the timeline is very important. Presenting the information clearly is necessary to help avoid confusion and misunderstanding of the timeline. Consider these questions and comments:

1. What ways can I organize my time line so the appearance is neat and easy to follow?
2. Usually months are spelled out with the year beside the first stated month and are connected with each group of activities.
3. For clarity, it is important for your timeline columns to be straight. Are the time line columns and activities straight?
4. Also, it is important that your activities within each month are clearly separated and not merged together. Examine your timeline. Is it clear how many activities there are? Can I tell where the first activity ends and the next one begin?

### **IV. Timeline Considerations**

Below are some hints to help you review your timeline after it is completed.

- Timelines reflect detailed, concise and chronological information on program activities
- Timelines list items which can be accomplished within the time period stated
- The time estimations are spread out over the project period and not bunched up in one month
- The months are spelled out and activities flow from the beginning to the end of the project
- The timelines begin about 2 months after the award date and appear realistic
- All timeline columns are straight
- Timelines include all approach activities and administrative tasks such as coordinating with financial persons within the organization, planning with the advisory group, ordering supplies or equipment, completion of final report, evaluation, etc.
- Each time line is connected with each activity

## STEP 7--CONCLUSION

The purpose of this step is to help affiliate chapters organize the conclusion statement. The conclusion provides the reader with a *short* restatement of the problem and the plan to respond to the problem. It gives a very general overview of everything that is presented in the proposal. The conclusion is one of the shortest sections of a proposal and includes just a few sentences to wrap up the approach. Remember that this section is the last of the narrative that the reviewer may read in the proposal. End this section on a positive note!

### I. Writing the Conclusion

The conclusion should be brief summarization of your proposal and leave the reader with a good feeling. Remember it is important to use the actual name of your program so that the reviewer will recall it better when making a decision to give you money. Consider these comments when writing this section.

1. Begin this section with an introductory sentence using the name of your program. Here are some basic suggestions to get started. There are many others.
  - [program name] represents another important step in . . . OR
  - [program name] will reduce the effects . . . OR
  - [program name] will provide the needed . . . OR
  - [program name] will enhance the lives of . . . etc.
2. Next, restate the problem in one sentence. Review your problem statement for possible phrases. Remind the reviewer why you are writing this proposal in the first place. Once again, here are some basic suggestions.
  - The problem of \_\_\_\_\_ is continuing to grow . . . OR
  - Without your help, the problem will continue to worsen . . . OR
  - Our problem of \_\_\_\_\_ is increasing each day . . . etc.
3. Your next brief statement should tell what your strategy is or what you plan to do about the problem. Tell the reviewer about your program one more time. Reiterate how innovative your program will be. Convince them! Below are some samples.
  - This program will unite . . . OR
  - This program will provide the basis . . . OR
  - [program name] will increase \_\_\_\_\_ by enabling . . . OR
  - [program name] will build the foundation for . . . OR
  - This program will do the following things . . . etc.
4. Finally, include several positive statements at the end this section. Build some excitement here and clearly state why your project should be funded. You want to leave the reviewer who is about to score your grant with a good feeling. Make the

reviewer say, “Yes, we need to give money not to buy something but to build a program.” Here are some basic examples.

- Together we can win . . . OR
- With your help we will . . . OR
- We can help people help themselves . . . etc.

## **II. Conclusion Considerations**

- The conclusion provides the reader with a very brief restatement of the problem and what you plan to do about it
- The section provides a good feeling to the reader who is about to score your grant
- The conclusion is not written in a negative tone
- This section does not end with a program activity
- The name of your program is mentioned again
- When you conclude this section, there should be a smile on your face

## **STEP 8--BUDGET**

This section outlines the very *basic* components of a grant proposal budget. The budget lets the reviewer know how affiliate chapters will be spending money and how much the program costs. The budget must include a line item description of each component supported by detailed information on how you calculated the cost of each line item. Also, document the program purpose for expenditures or why the expenditure is important for you program. The limit of the amount of your grant should be reflected in the RFP. The budget should be tied into your program narrative. Remember a budget analyst who may not read the program of your grant proposal sometimes reviews the budget. Consequently, be very detailed and ensure that the budget can be reviewed alone. The reviewer should be able to read your budget and tell if your proposal will be funded or not. A poorly constructed budget will undermine the funding chances of an exceptional program!

### **A. The following provides a checklist for your program budget.**

- All figures add up and include a formula to let the reader know how the final numbers were calculated (i.e. Mileage from office to airport and return in personal vehicle @ .26 per mile x 20 miles x 2 = \$10.40)
- The budget does not include big, round whole numbers (i.e. \$10,000)
- There is narrative to explain to the reader why the budget item is needed and the activity the object will be involved in (i.e. A telephone line is needed to access the Internet so students can communicate with other students in England)
- The budget has three columns: requested funds, local donations, total funds
- There is narrative to explain where local donations came from
- The budget lists subtotals for each main section (i.e. Subtotal Fringe)

- Some of the main sections of the budget include personnel, fringe benefits, travel, equipment, supplies, contractual, and other
- Whole dollars are used without cents
- All columns and headings are lined up straight and centered
- Tab stops instead of space bars are used when formatting the budget on computer
- Includes items mentioned in the program approach

**A. A good budget will . . .**

- Stand alone during the review process
- Utilize whole dollars
- Support your program
- Include a detailed narrative describing each expenditure
- Add up
- Be formatted attractively and accurately
- Estimate real costs
- Be driven by the program
- Have fewer changes or amendments after the grant is funded
- Have formulas outlining how the expenditures were calculated
- Present a credible picture
- List and discuss major purchases in both the budget and in the approach
- Follow the funding organization's format
- Avoid using a miscellaneous column
- Provide multiple year line item budget (if needed)
- Include increases each year, i.e. salary
- Be carefully planned and realistic
- Strongly document the need for money
- Explicitly detail each budget calculation
- Experience less cuts
- Be able to obtain more money than the average grant proposal

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