



The ABCs of Writing Winning Proposals (2/09)

**Funded by the
California Kids' Plates Program**

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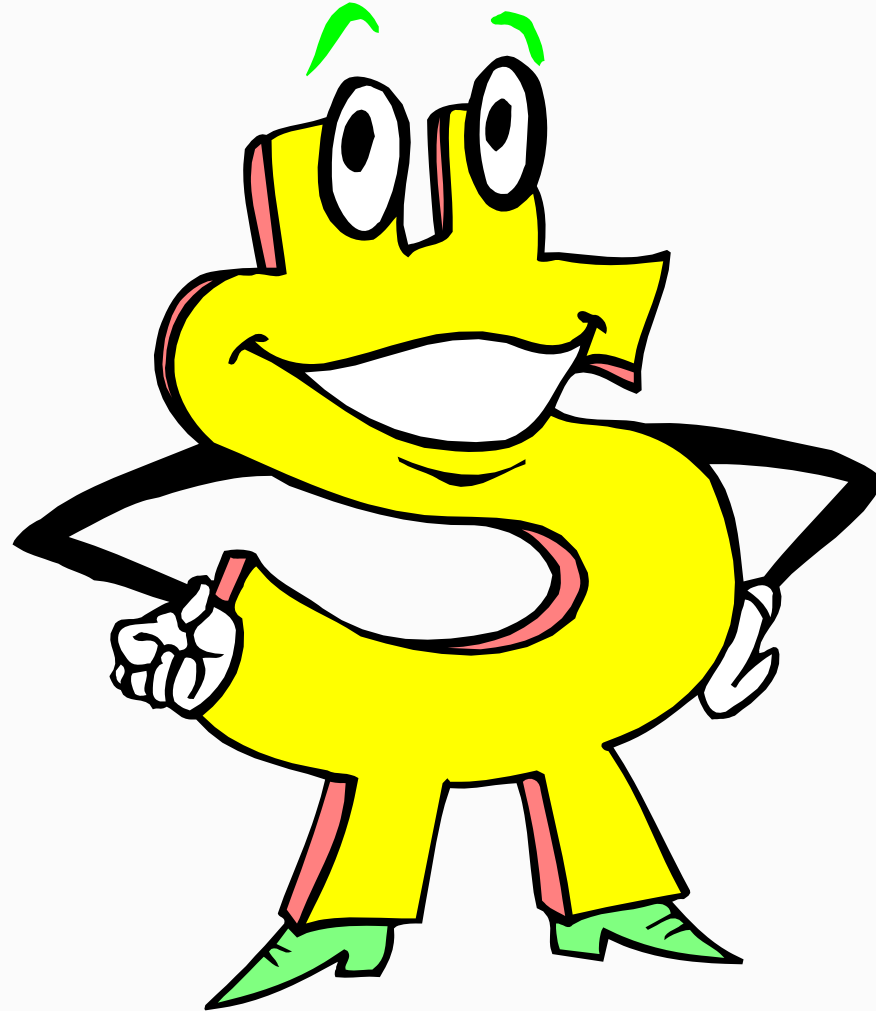
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A Word of Caution On Terms

- Depending on the funder, different terms may be used to describe various proposal components.. so don't get caught up in the terms. *A solid grant proposal will always contain core components. Those core components are provided in this presentation.*

Section 1-Overview





Goal

- **Provide essential tools for you to respond more comfortably and successfully to funding opportunities.**



Grant Writing...

- **Is a skill that can be acquired**
- **Is worth investing time and money (salary and training) in acquiring that skill**
- **It is often “ok” to write “training” into your grant applications**



UNDERSTANDING THE GRANT REVIEW PROCESS

Gaining the “Reviewer Perspective”



PURPOSE

of a Proposal Review

Assess the quality of a proposal in terms of

- responsiveness to the RFA/RFP**
- effectiveness of the proposed intervention or program**
- feasibility of the proposed intervention or program**
- justification of funding requested**

Use a review tool that assures a uniform standard of proposal evaluation



WHAT TO ASK WHEN YOU ARE INVITED TO BE A REVIEWER

- “How many proposals will I review?”
- “When is the Orientation?”
- “Where will the Consensus Review occur?”
- “How long will the review take?”
- “Are my travel expenses covered?”
- Don’t bother to ask, “Is there compensation for my time?”... Most likely...NOT.



THE PROCESS - The Grantor

- **Prepares Review Tool**
- **Receives Letters of Intent/RSVPs**
- **Recruits Reviewers**
- **Logs, batches, disseminates and tracks submitted proposals**
- **Coordinates Consensus Review**



THE PROCESS-The Reviewer

- **Individually reads and scores assigned proposals.**
- **Meets with review partners to craft consensus score.**
- **May participate in consensus group discussion.**
- **Turns in all competitive materials.**



THE PROCESS - After

- **Make notes on what was good about the feedback.**
- **Make notes about what could be improved about the process.**
- **Share feedback in professionally appropriate manner.**
- **Keep notes for when you have to do it yourself.**



WHERE DO I START?

Before you begin the proposal review...

- **Read the RFA/RFP and be aware of the specific requirements. Note:**
 - *inclusions**
 - *exclusions**
- **Read the Review Tool and Instructions.**
- **Participate in Orientation for Reviewers.**
- **Block time in your planner now. Always allow extra time!**



GENERAL GUIDELINES

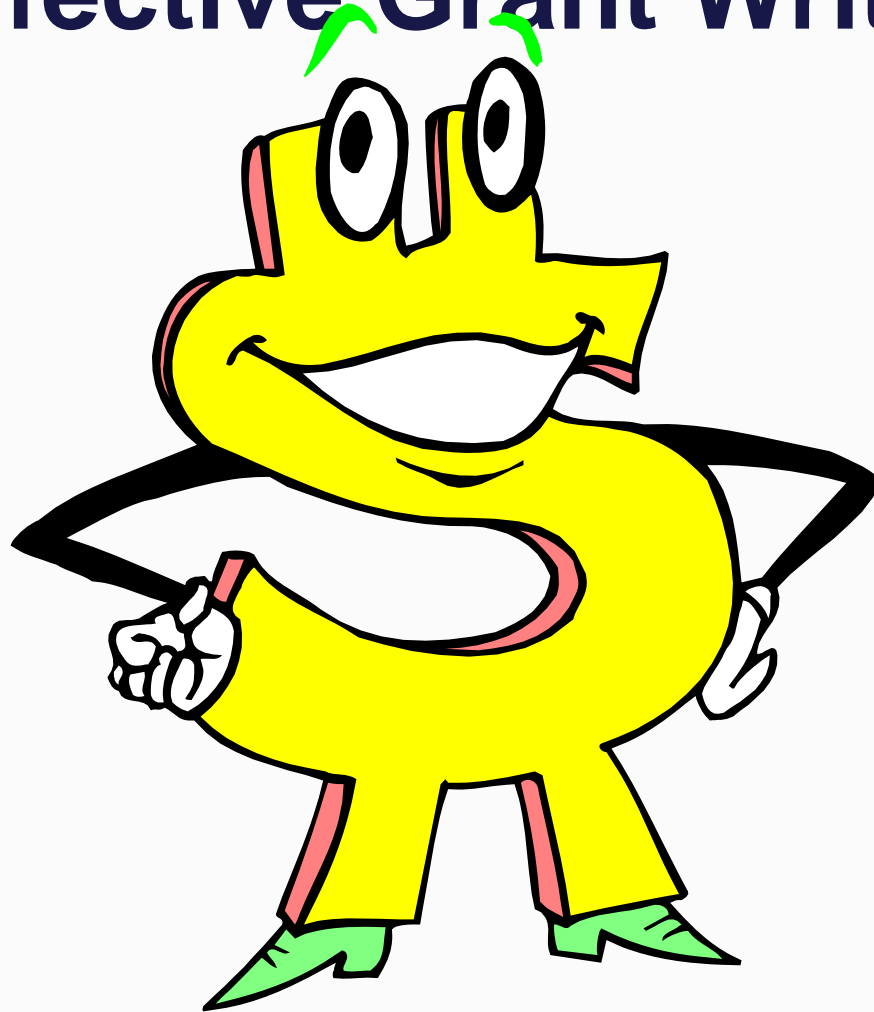
- Adhere to the Review Tool guidelines.
- But remember, your professional judgement is important!
- Write notes in the margin as you read the proposal.
- Write notes on the review tool so you remember WHY you assigned the score.



GENERAL GUIDELINES *(cont'd)*

- **When writing comments on the review tool, use complete sentences so you remember what you meant.**
- **Provide useful and meaningful feedback.**
- **Acknowledge strengths.**
- **Frame weaknesses in a manner that allows the proposer to understand how they could do it better.**

Section 2-Planning for Effective Grant Writing





a.k.a.

Getting your ducks in a row..



1. Agency Strategic Planning and Development

- **Mission, goals and objectives**
- **Strengths and resources**
- **Organizational structure**
- **Established partnerships and collaborations**
- **Short and long range planning**



Strategic Planning

- **Invest in strategic planning for your agency**
- **It is one of the ways you demonstrate "agency capability"**
- **It is "ok" to write "strategic planning" into your grant applications**



2a. Collect Information

Do a Needs and Program Feasibility Assessment

- **Data collection, including demographics, services, programs, etc.**
- **Community profile, including strengths and resources as well as needs and challenges**
- **Identification of others (agencies, coalitions, etc.) working on related issues**



2b. Spectrum of Prevention

***Helps Identify Your Current Focus and
Where To Focus Next***

- 1. Strengthening Individual Knowledge and Skills**
- 2. Promoting Community Education**
- 3. Educating Providers**
- 4. Fostering Coalitions and Networks**
- 5. Changing Organizational Practices**
- 6. *Mobilizing Neighborhoods and Communities***
- 7. Influencing Policy Legislation**



3. Building a Foundation

- **Establish linkages with community agencies and organizations supporting agency goals and objectives.**
- **Create both an agency and community strategic plan for achievement of goals and objectives.**



3. Building a Foundation (cont'd)

- **Assemble standard components and resources that are often required:**
 - **Agency description and capability; Community profile;**
 - **Local data and survey information;**
 - **Strategic planning findings; and**
 - **Rationale for proposed programs and services, etc.**



4. Stay Informed of Funding Opportunities

- **Identify and create an ongoing database of information related to funding opportunities, and established funding cycles.**
- **Stay informed of new legislation and potential resources.**



4. Stay Informed of Funding Opportunities (cont'd)

- Contact funders and request inclusion on mailing lists for funding alerts.
- Browse online periodically for new funding opportunities.
 - Do this once a month if possible



5. Seek funding that supports agency and community strategic plans

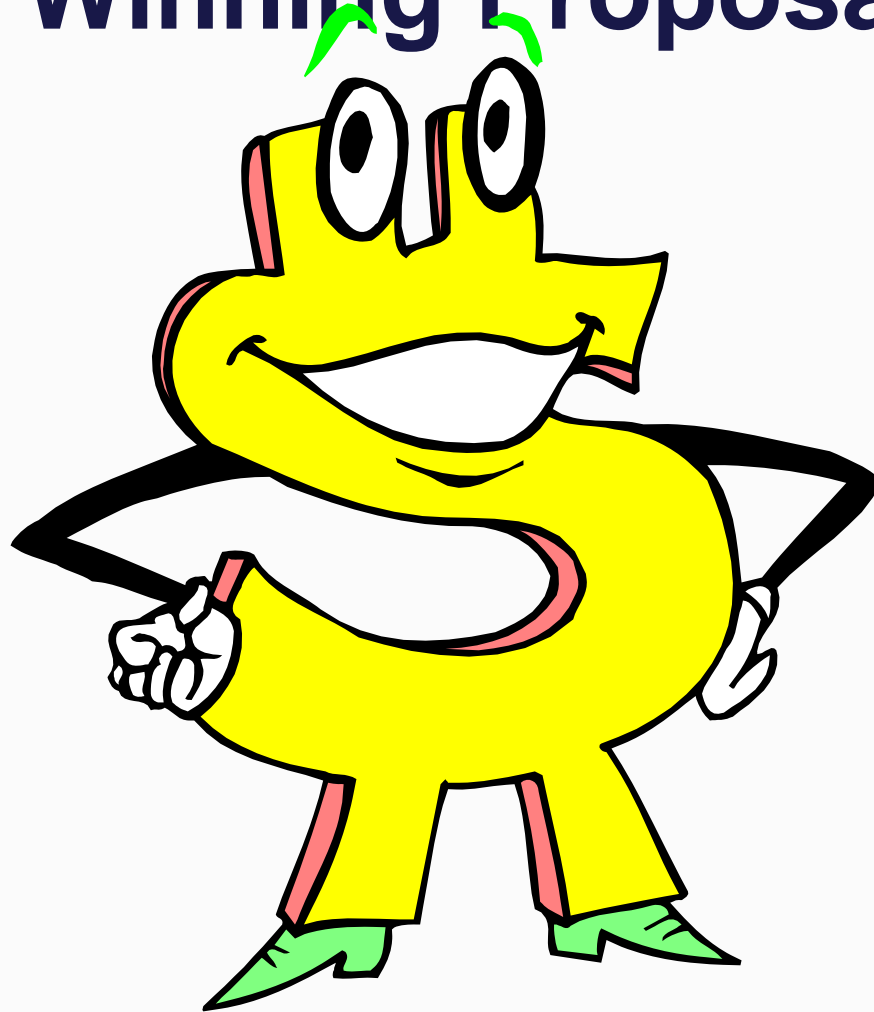
- **Competitive funds will most often go to those applications providing a thorough rationale for why the applicant is seeking the available funds.**



5. Seek funding that supports agency and community strategic plans (cont'd)

- **Most application time lines do not allow for a lot of lead time to assess agency and community needs that would justify the available funds.**
- **Plan ahead. Be ready PRIOR to seeking funding opportunities.**

Section 3- Preparing to Write a Winning Proposal





Remember....

**Your purpose is NOT to deliver
your program; your purpose is
to cause a change in behavior
or an environmental condition.**



PROPOSAL DEVELOPMENT

Three keys to success:

- **Read the proposal instructions!**
- **Read the proposal instructions!**
- **Read the proposal instructions!**



Key Components of a Proposal

- **Abstract or Executive Summary**
- **Background and Capacity**
- **Project Narrative**
- **Scope of Work**
- **Evaluation**
- **Budget and Budget Justification**



Getting Started

- **Review the proposal and create an outline of your plan. Use the outline in the RFA to do that.**
- **Fill in the areas you can.**
- **Seek additional information as needed.**
Use:
 - **Other staff and colleagues;**
 - **Internet Research; and**
 - **Other program research; etc.**



Be Responsive

- **Understand the vision of the funding agency.**
- **Understand the vision of your agency.**
- **Understand the needs of the community you serve and be able to back that up with data or other credible evidence.**



Good Advice

- Craft your response so that a win-win collaboration is clear
- Do as much thinking and planning as possible before the bidders conference so you can ASK QUESTIONS!!!!
- Have realistic expectations
- Develop a reasonable Scope of Work
- Do NOT promise more than you can deliver



Planning

- **Create a timeline**
- **Establish and confirm benchmarks**
 - Who has to look at this document? Have they got it scheduled?
- **Identify section author(s)**
- **Identify who *must* review**
- **Identify who you *would like* to have review**



Planning

- **Get what you need, early in the game.**
- **Get approvals early. If this has to been “run up the flagpole”, don’t wait until the last minute.**
- **Get letters of commitment early. If what you are proposing commits other groups or individuals in some way, get a letter of commitment early. Be sure each one is specific about what it is committing to.**
 - **Don’t use a form letter. Most reviewers do not find them credible.**



Planning

- **Recruit content readers**
- **Recruit your most skilled grammar and punctuation expert**
- **Recruit budget and budget justification reviewers**
- **Confirm and follow-up on assignments and timelines**



Uh...who's on 1st...?

- It is not that unusual for one person or group to write a proposal and another person or group to implement it.
- **Has this ever happened to you?**
- When putting together a proposal, make sure that discussion between the writer/s and the implementer/s happens early.
- Maintain dialog throughout.



Rambling Not Welcome Here

- Get to the point
 - It's okay to ramble as you develop your thoughts and create your working proposal outline and content pieces. Consider it “controlled brainstorming”
 - But.... when sitting down to write the actual content for the proposal, be brief but descriptive. If you can't do that, expect to rewrite the proposal a few times so it appears clean, neat and most importantly....
FOCUSED



Make It Easy to Read

- Flow and Readability
 - No matter how many people contribute to the proposal, be sure it is edited for flow and clarity by one person and one person only.
 - The proposal needs to sound as if it is coming from “one voice”.
- Acronyms
 - Always... always... always define acronyms. Then use them sparingly. Never assume the reader knows what you are talking about. Even if it seems like it should be common sense.



Do's and Don'ts

- **Do...Be direct.**
- **Do...Promote your cause.**
- **Do...Be honest.**
 - **Experienced reviewers can see right though the the “BS”... AND it chips away at your overall credibility.... Just don't do it.**
- **Don't... take credit for something you didn't do.**



Do's and Don'ts

- **Do...Shine! It's okay to proudly display your accomplishments and strengths. Just remember that resting on past laurels alone won't cut it .**
- **Do....Use anecdotes (sparingly) to illustrate needs or prior successes. Just don't use them in place of hard data or other objective information.**



Do's and Don'ts

- **Don't... Use a form letter when obtaining Letters of Commitment.**
 - **Most reviewers find them intolerable and nearly worthless. It makes the proposal submitters seem “lazy”.**



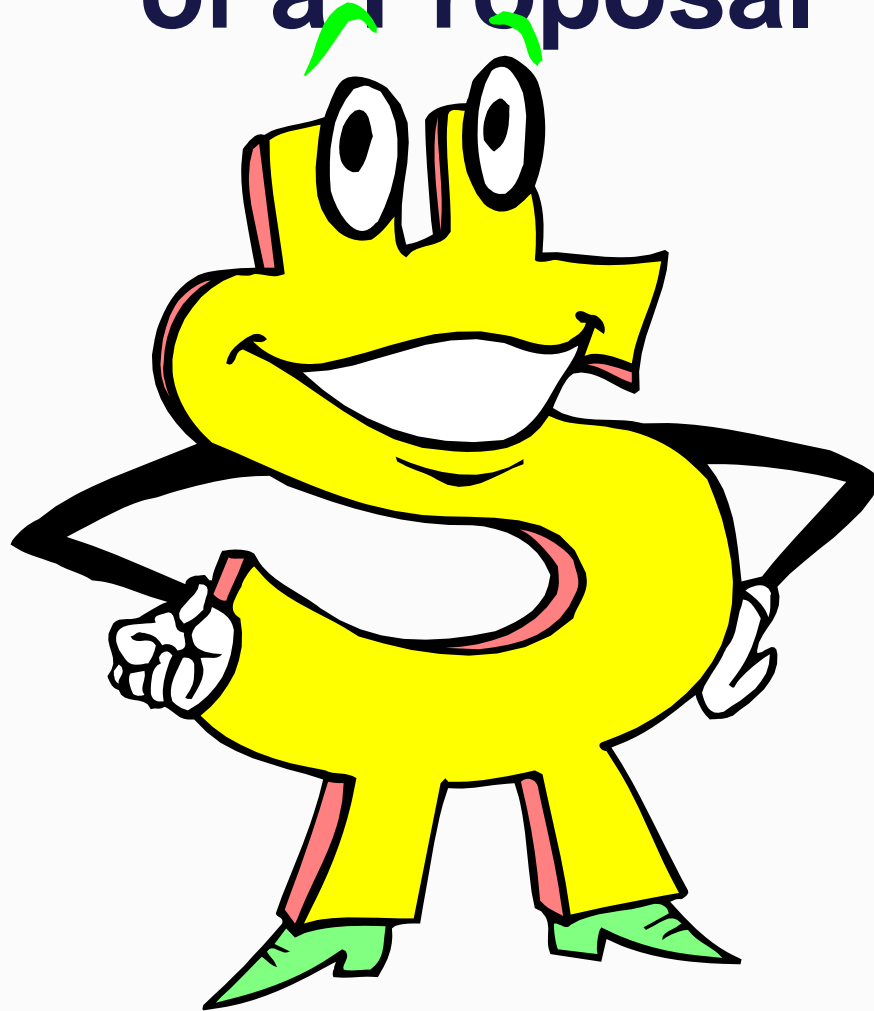
SOLICITATION OF COMMITMENT

- Personal Contact
- "Official Letter"
- Be very judicious about providing specific letter templates

USEFUL TOOLS

- Project Briefing Summary
- Copy of "How a 'Letter of Commitment' differs from a 'Letter of Support'"

Section 4- The Heart and Soul of a Proposal





You've Already Done Your Needs Assessment and Determined the Feasibility of the Program

■ Now What?



Responding to the RFA/RFP

The RFA/RFP* usually requires:

- Program Abstract
- Program Narrative
- Scope of Work
- Budget and Justification

*RFA= Request for Applications

*RFP= Request for Proposals



Breaking It Down

Program Abstract

Definition: A synopsis of the key components of the proposal

- Usually 1-2 pages maximum.
- Often asked for at the beginning of the RFA/RFP... make it the last thing you do before submitting the proposal.



Breaking It Down

Abstract should include:

- Your organization's history, credibility, mission, overall agency goals, and size.
- Why you are asking for this grant money and what it will do as well as the overall goals and objectives of the program.
- Reports of your successes (track record) with similar endeavors

Hint: If allowed, use bullet points. It helps keep the abstract concise and helps focus the reviewer.



Breaking It Down

Program Narrative (your “written portrait” of the proposed program... you must “paint the picture” for the funder)

Definition: Overview of the proposed program in a narrative format. Typically includes:

- I. Injury Problem and Target Population
- II. Program Description
- III. Organizational Background and Capability
- IV. Program Staff and Qualifications
- V. Program Evaluation



Breaking It Down

Ia. Injury Problem

Definition: Describes the injury problem to be addressed by this proposed program.

- Is data-driven (just because you say it's a problem doesn't make it so...**prove it**).
- Includes information on the target population and what sets them apart with the injury issue this program addresses.



Breaking It Down

Ib. Specific Information on the Target Population

- Definition: Provides specific information including ethnic group(s), language(s), age(s) socio-economic status, gender(s) and any other relevant info on the population(s) to be served.
- Includes a clearly defined geographic area that the proposed program will focus on.



Breaking It Down

II. Program Description

Definition: Outlines the goal(s), injury indicator(s), objectives and any key activities of the proposed program.



Breaking It Down

A. Goal(s)

Definition: A goal is a general statement of direction and/or the desired end result of a project.

Example:

To prevent motor vehicle occupant injuries in Las Rosas County.



Breaking It Down

B. Injury Indicators

- Definition: Injury indicators define the program attributes that pertain to the evaluation's focus and questions. Some define it as a “sub-goal”.
- Some funders will require that you include state, county, and/or local injury indicators.
- Funders requiring injury indicators typically include: CDC and state health departments or MCAH programs.



Breaking It Down

C. Objective(s)

Definition: An objective is a specific measurable result expected within a particular time period, consistent with a goal and strategy.



Breaking It Down

Objectives Must Be SMART

Specific

Measurable

Achievable

Realistic

Time-Limited



Breaking It Down

SMART

Specific

- Who?
- What?
- Where?
- How?



Breaking It Down

SMART

Measurable

- Indicates how much change will occur.

(You need to know where you are to know where you want to go-what is your baseline?)



Breaking It Down

SMART

Achievable

- Able to be accomplished in the time allotted.



Breaking It Down

SMART

Realistic

- Able to be completed with the time, resources, and personnel available.



Breaking It Down

SMART

Time-Limited

- Specifies when the objective will be completed.



Breaking It Down

Example of an objective (*Change in Rate*): By June 30, 2013, reduce motor vehicle occupant injuries from a rate of XX to a rate of XX among all children ages 0-8 living in Las Rosas County through a 36-month child passenger safety campaign conducted by the Las Rosas Safe Kids Coalition.



Breaking It Down

Example of an objective (*Change in numbers*): By June 30, 2013, decrease motor vehicle occupant injury-related hospitalizations by at least 50%, (from XX to XX) among all children ages 0-8 living in Las Rosas County through a 36-month child passenger safety campaign conducted by the Las Rosas Safe Kids Coalition.



Breaking It Down

Objective

Specified time period: By June 30, 2013

Gauge? decrease

What? motor vehicle occupant injury-related hospitalizations

How much change will occur? by at least 50%,
(from XX to XX)

Who benefits? for children ages 0-8

Where: living in Las Rosas County

What is the effort? through a 36-month child passenger safety
campaign

Who provides? conducted by the Las Rosas Safe Kids Coalition.



Breaking It Down

Is it an objective?

- Is it *observable* and *measurable*?
- Is it *achievable/reachable*?
- Is the change in "what," "who," "how much," "when" *important or meaningful*?
***This is the "*Who Cares?*" question.
- HOW are you going to measure each objective?
- Remember...it's not an objective if it can't be measured.



Breaking It Down

D. Key Activities of the Proposed Program

Definition: Activities specify the key actions that will be taken to fulfill the specified objective, and ultimately, the program goal/s.



Breaking It Down

D. Key Activities (con't)

- Always begin with an ***ACTION*** word...*Examples:*
 - Research
 - Participate
 - Develop
 - Collaborate
 - Identify
 - Facilitate



ACTIVITIES -

Developing Activities Within the Context of Spectrum of Prevention

- 1. Strengthening Individual Knowledge and Skills
- 2. Promoting Community Education
- 3. Educating Providers
- 4. Fostering Coalitions and Networks
- 5. Changing Organizational Practices
- 6. *Mobilizing Neighborhoods and Communities*
- 7. Influencing Policy Legislation



Breaking It Down

Objective: By June 30, 2013, decrease motor vehicle occupant injury-related hospitalizations by at least 50%, (from XX to XX) among all children ages 0-8 living in Las Rosas County through a 36-month child passenger safety campaign conducted by the Las Rosas Safe Kids Coalition.

Activity 1: Las Rosas Police Department and California Highway Patrol will work with Las Rosas Children's Hospital to:

- Organize and conduct 16-20 car seat checks with at separate locations throughout Las Rosas County;
- Use 25 scheduled traffic stops to document correct car seat use and misuse, and issue warnings and/or citations to at least all drivers with improperly or unrestrained passengers; and
- Provide child passenger safety information and free car seats to at least 1000 families identified as in-need.



Breaking It Down

Question...Is this first activity able to happen?

- For instance, to make this activity successful, perhaps child passenger training or NHTSA certification is needed for officers or Children's hospital staff. If so, have these contingencies been calculated into the the overall timeline? Should this be the first activity?



Breaking It Down

III. Organization Background and Capability:

Lets the funder know that the agencies involved in this proposed program have the know how and ability to make this program a success.

- Include a description of your organization's overall experiences and successes with similar programs to the one proposed.
- If collaborating with other agencies on this proposed program, be sure to include the qualifications and successes they bring.



Breaking It Down

IV. Project Staff:

Lets the funder know that the personnel involved in this proposed program are qualified and experienced in efforts similar to the one proposed.

- Include the names, credentials, titles, and relevant experiences of all key staff that will be working on this proposed program (*in short, the staff responsible for making sure the key activities are completed... not the staff assigned to the tasks*).



Breaking It Down

V. Evaluation

- Some funders request that you explain, in a narrative manner, how you will evaluate the overall success of your program.
- Often, this done to force you to answer the “so what?” question.



Breaking It Down

An Overview of Tasks***

Definition: All of the components needed to put the program activity together. Also identifies who (person and agency) will perform each task and time allotted.

***Identification of specific tasks are typically done in the action plan, not the narrative or the scope of work. Tasks are vital to the overall program planning effort as they provide a reality check for what it will really take to accomplish the stated activities.



Breaking It Down

An Overview of Tasks*** (con't)

***Identification of specific tasks are typically done in the action plan, not the narrative or the scope of work. Tasks are vital to the overall program planning effort as they provide a reality check for what it will really take to accomplish the stated activities).



Breaking It Down

Activity 1: Las Rosas Police Department and California Highway Patrol will work with Las Rosas Children's Hospital to:

- Organize and conduct 16-20 car seat checks with at separate locations throughout Las Rosas County;
- Use 25 scheduled traffic stops to document correct car seat use and misuse, and issue warnings and/or citations to at least all drivers with improperly or unrestrained passengers; and
- Provide child passenger safety information and free car seats to at least 1000 families identified as in-need.

Some of the Key Tasks Related to Activity 1:

Identify sites for car seat checks, develop master list, and send to all parties-Sgt. Smith LRPD, South (7/10-10/10)

Develop checklist for car seat use/misuse documentation-Jean Jones, OB/Gyn- Children's Hosp. (7/10-12/10)

Develop written criteria for issuing warning versus citations- Sgt. Smith LRPD, South (8/10-11/10)

Develop written criteria and demographics list for issuing free car seats-Maria Sanchez, Pediatrics- Children's Hosp. (7/10-12/10)

Breaking It Down

Once you've identified the program objectives, activities (and tasks), ask yourself... "Is what I am proposing reasonable for the the time and staff required, the amount of money offered, and the grant funding period?"

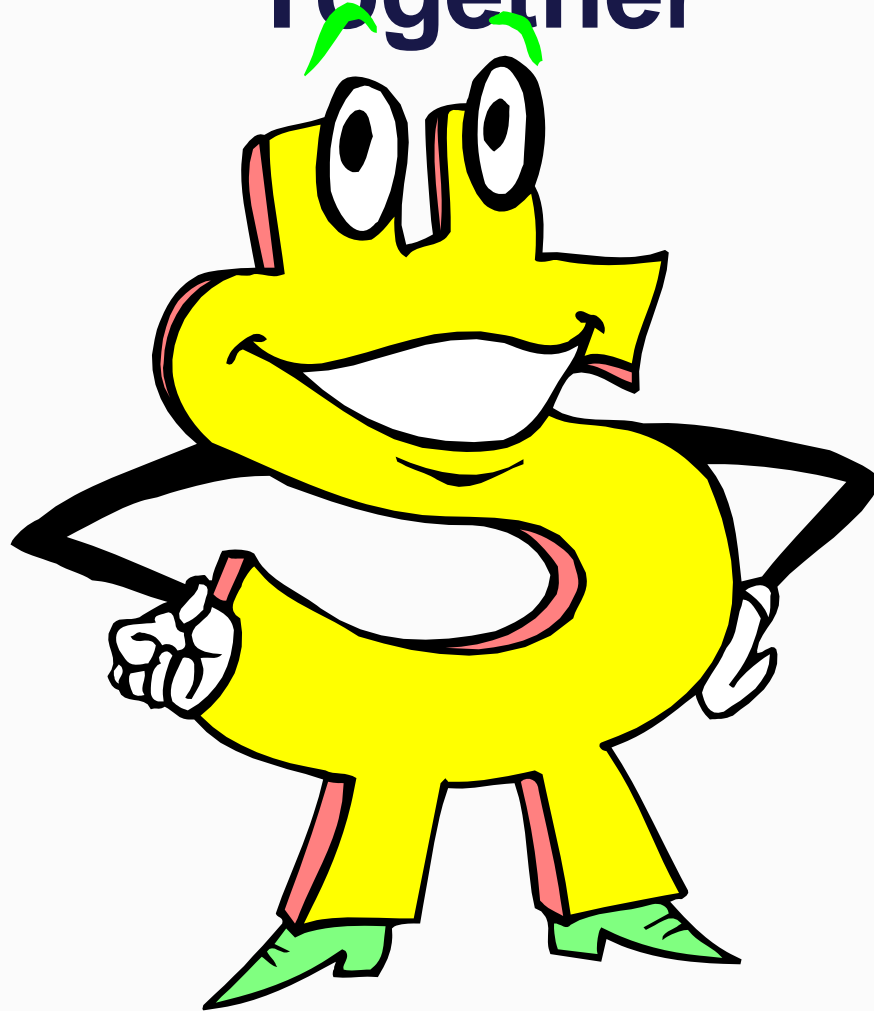
Is it:

- ✓ 1. Too much?
- ✓ 2. Not enough? OR
- ✓ 3. Just right?



If "yes" to either 1 or 2, you need to go back to and revise.

Section 5-Putting It All Together





Proposal Development Exercise

Exercises to develop the:

- Program Narrative components;
- Scope of Work;
- Budget; and
- Budget Justification.

Alert... Alert... Alert... Funding is Available



- You have just been notified that proposals focusing on unintentional childhood injury prevention programs are now being accepted for \$10,000 to \$15,000 for a 12 month period.
- Your organization qualifies for this funding.
- You are going to develop and submit a proposal.



Proposal Development Exercise

Exercise: Injury Problem

- Using available data, describe the identified injury problem and why it needs to be addressed.
- Briefly explain the key reasons why the proposed target population has been chosen.



Proposal Development Exercise

Exercise: Target Population

- Provide specific information on your chosen target population.
 - Create a verbal picture of the people and the environment for the funder.



Proposal Development Exercise

Exercise: Goal/s

- Develop at least one of the proposed program's goal based on the injury data and the target population you have described.
- Also include some information on how the funding source will help achieve those goals.



Proposal Development Exercise

Exercise: Objectives

- Develop at least one objective that will help you meet your proposed program goal.
- Be sure it contains all of the components of a SMART objective.
- Develop objective/s to be measurable. Do NOT create an objective you cannot measure.



Proposal Development Exercise

Exercise: Activities

- Identify all of the key activities related to the objective/s of your proposed program.
- Include the staff responsible for ensuring the completion of each key activity and the anticipated timeline (start and end dates) for each activity (*these will be included in your scope of work later on*).
- Include where each activity fits on the Spectrum of Prevention.
- Determine how you are going to document that each activity is completed (*for SOW*).



Proposal Development Exercise

Exercise: Tasks

- Identify all key tasks needed to fulfill the stated activities.
- Be sure to identify staff required to carry out these tasks and an estimated timeline for each task.
- Remember, tasks are not typically a component of the narrative or scope of work but it is important to understand what it will take to carry out key activities.



Proposal Development Exercise

Exercise: Agency Capability and Project Staff

- Tell the funder why the agency is qualified to carry out this proposed program and describe the successes of related programs it has completed in the past.
- Identify the key staff involved in carrying out the proposed program and explain why each staff is qualified to do so.



Proposal Development Exercise

Exercise: Evaluation

- Answer the question: “After I have conducted the proposed program and fulfilled all of the objectives, how will my target population be better because of it?”
- Provide the funder with this information.

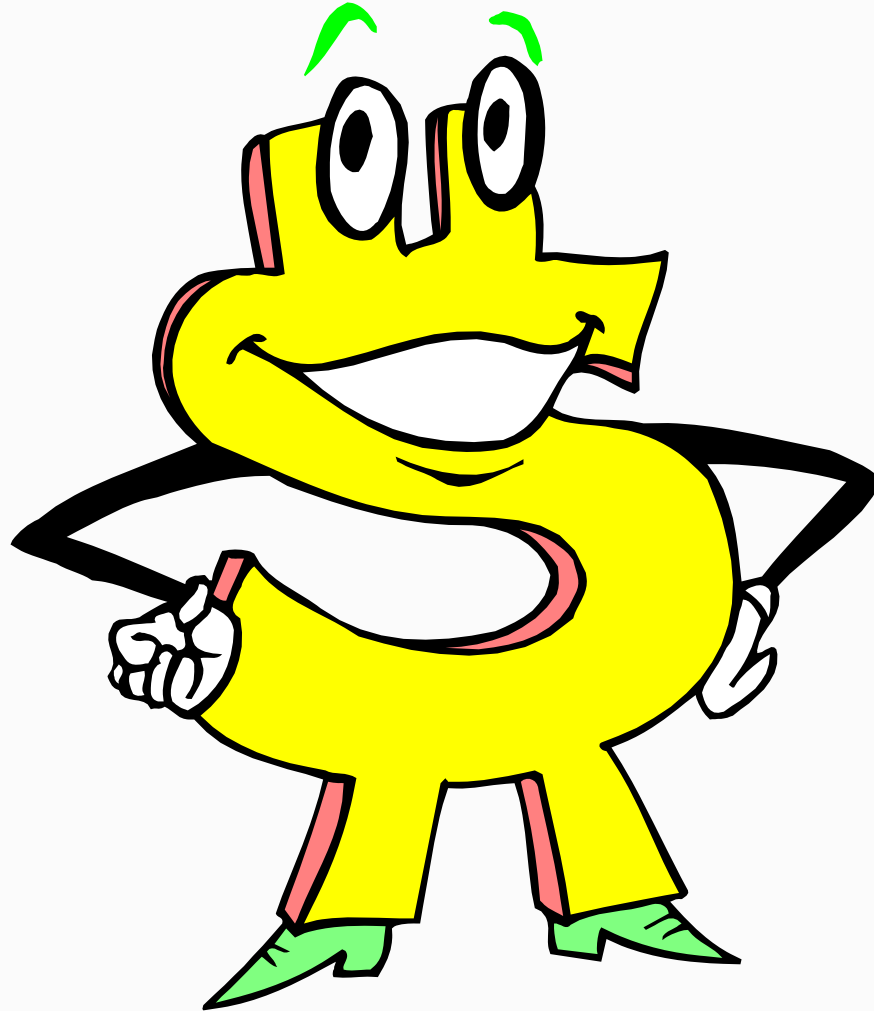


Congratulations!

You've just put together the major components of the narrative portion of your project.

Now... we move on to the scope of work (SOW)...

Section 6-The Scope of Work





The Scope of Work

Scope of Work (SOW)

A scope of work is a layout of the proposed program. At a minimum, a scope of work submitted with a proposal includes:

- Goal/s
- Objective/s and how they will be Evaluated
- Activities and how they will be Evaluated
- Staff Responsible
- Timeline



The Scope of Work (SOW)

One of the many layouts for a SOW

A Requirement for Kids' Plates

Goal: (desired end result of a project)

Injury Indicator: (sub-goal that includes a starting point (rate or number))

Objectives (specific measurable result)	Activities (key actions that fulfill the specified objective)	Timeline for Each Activity (start and end dates in no more than 3-month increments)	Staff Responsible (for ensuring completion of each activity)	Activity Evaluation (measures the level of completion of the activity)	Outcome Evaluation (measures the level of success of the objective)



The Scope of Work

Review:

- Goal: A general statement of direction and/or the desired end result of a project.
- Injury Indicator: **(May or may not be required)**. Defines the program attributes that pertain to the evaluations focus and questions. Also called as “sub-goal”.

***You have already identified your goal/s and injury indicator/s (if needed) in the program narrative. They will be plugged into your SOW.



The Scope of Work

Review: (con't)

- Objective: A specific measurable result expected within a particular time period, consistent with a goal and strategy.
- Evaluation of an objective (outcome evaluation): Reveals whether the program met the actual objectives (increased or decreased what it stated in the objective).
- ***You have already identified the program objectives in your narrative. They will be plugged into your SOW. You will then finalize the outcome evaluation methods.



The Scope of Work

Review (con't)

- Activity: The key actions that will be taken to fulfill the specified objective, and ultimately, the program goal/s.
- Evaluation of an activity (progress evaluation): Assesses the level of completion for each activity.
- ***You have already identified some of these in your narrative. You will identify any other key activities to fulfill the objectives and plug all of it into your SOW. You'll then finalize the process evaluation for each activity.



The Scope of Work

Review (con't)

- **Staff Responsible:** Responsible for ensuring that the key activities are completed and the objectives are met.
 - **Timeline:** Specifies the time period that each stated activity will take to complete.
 - Always has a start and end date.
 - Is in no more than 3 month increments.
- ***You will plug the information from your narrative into your SOW. If you added activities that were not in your narrative, don't forget to add the staff and timeline for each. Also add any additional key staff from your SOW to your narrative. Expand as needed.



The Scope of Work

Scope of Work Checklist:

- Be sure that the information you have developed in the narrative portion of the proposal has been transferred to your scope of work. Add any other needed information.
- Be sure that you have included progress and outcome measure for the activities and objectives in your scope of work.
- Make sure that your scope of work includes everything your narrative includes (and more) and that the information in your narrative does not deviate from your scope of work.



The Scope of Work

Activity Measures

Measures if an
activity is
accomplished

To provide...

To establish...

To create...

To assess...

The completion of
Activity X will be
measured by...

Outcome Measures

Measures if an
objective has been
achieved

To increase...

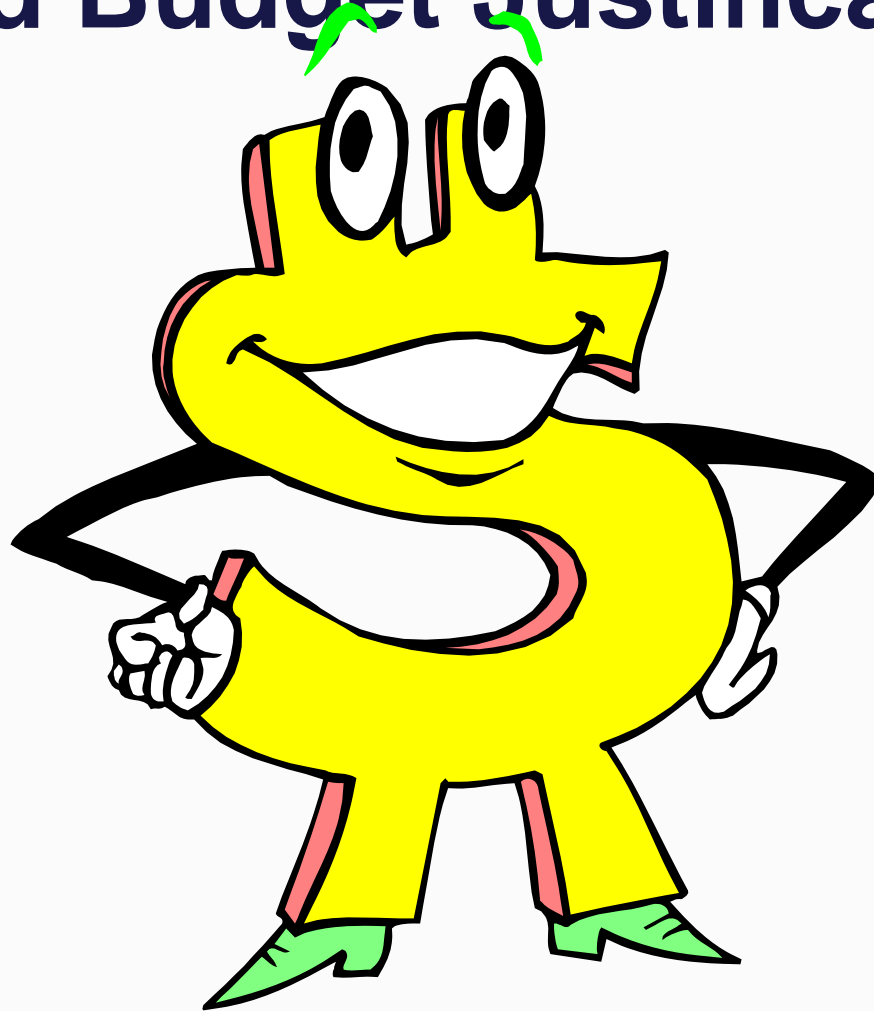
To decrease...

To reduce...

To change...

The increase/decrease in
Objective X will be
measured by...

Section 7- Writing a Budget and Budget Justification





Budget and Justification

- The funder almost always requires a full program budget and justification.
- The budget and justification help the funder determine whether the proposed program is reasonable and cost-effective.
- The budget and justification can help identify potential gaps that could adversely affect the program's desired outcome.



Budget and Justification

- Budget: Provides all costs associated with carrying out the proposed program.
- Budget Justification: Explains and justifies the proposed program's budget. Describes the purpose of each budget line, the cost of each component, and the quantity required
 - Funders have different rules about in-kind costs, indirect costs, the use of other funds that may be utilized to carry out the proposed program, etc. It is important to understand the rules and limitations set forth by each funder. Do your homework and ASK QUESTIONS.



Budgets: Wisdom Acquired...The Hard Way

Determine how long it will take you to accomplish your activities and objectives.

- This should equal 60% of your budgeted time.
- So where does your other 40% go?



Budgets: Wisdom Acquired...The Hard Way (con't)

So where does the other 40% go?

- Allow 10% of your time for agency staff meetings, opening your mail, and other stuff.
- Allow an additional 20% for the things that will take longer than you thought or that will go wrong. **This will happen.**
- Allow an additional 10% for the things that will be wonderful, outstanding, serendipitous opportunities that did not exist when you wrote your proposal.



PURPOSE

- **Provide sufficient money to accomplish the project or program you are proposing.**
- **Explain how you are going to spend the money.**
- **Demonstrate your understanding of the financial realities of program implementation.**



WHERE DO I START?

- **Read the RFA/RFP and be aware of the specific requirements. Note:**
 - inclusions**
 - exclusions**
- **Identify the requirements of your organization.**
- **Ask for advice and consult with your financial and administrative sources.**



WHAT ELSE SHOULD I DO?

- **Draft your budget and justification.**
- **List, but leave blank, information you do not yet have.**
- **Begin to track down the missing costs.**
- **Be realistic and reasonable.**



ALLOCATE MONEY FOR EVALUATION

10% of budget and include:

- **Consultant if appropriate**
- **Data Collection**
- **Data Analysis**
- **Report**



SMOKE AND MIRRORS

- You will often have a specified range or limit; otherwise you will make a realistic guess.
- You will adjust the budget up and down as you determined what things will cost.
- You are generally trying to find a reasonable balance between people to do the work and the operating costs necessary to make it happen.



BUT HOW WILL I KNOW?

- **You won't, so relax.**
- **Build in a margin of 10-15% to allow for the unexpected.**
- **Expect to change your budget as you experience the creative process... keep your budget notes.**
- **Learn to use a computer spreadsheet or buy lots of erasers.**



Budget and Justification

Important things to remember

- The budget should directly reflect what is included in the scope of work and narrative.
- If other funding sources are paying for a portion of the proposed program, let the funder know this.
 - If not stated in the RFA/RFP, check with the funder to see how this should be acknowledged within the budget and justification.



Budget and Justification

Exercise: Budget and Justification

- Based on your program narrative and your scope of work (which is a more detailed and expanded version of your narrative), create a budget based only on the program components you have identified thus far.
- After the budget has been created, write a budget justification for everything you have included in the budget you just created.



Budget and Justification

Checking the budget and justification:

- ✓ Does your budget accurately reflect the costs associated with carrying out the program components you have identified in the proposal.
- ✓ Is there enough detail so anyone reviewing it would understand what each of the program components will cost?
- ✓ Did you include/exclude what was mandated/forbidden in the RFA/RFP?
- ✓ Did you calculate everything correctly?



Budget and Justification (con't)

- ✓ Does the justification match the budget?
- ✓ Have you explained each cost?
- ✓ Did you include an explanation of costs that are associated with the program but not paid for by this funder?
- ✓ Has someone else reviewed the final budget and justification?



The Proposal: How do I finish this thing?

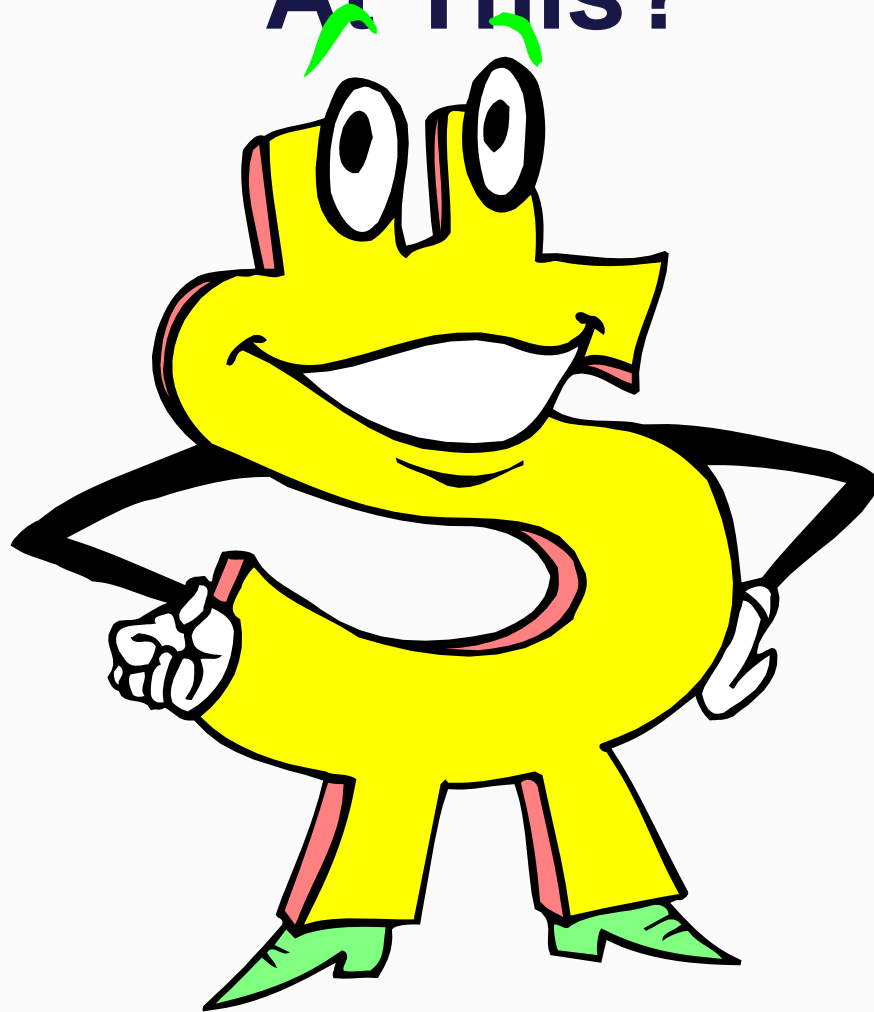
- Make sure you know WHO in your organization needs to review your proposal and budget before you submit it to the funder.**
- Recruit appropriate colleagues to review both the grant and the budget.**



LAST BUT NOT LEAST...

- **Read the RFA/RFP budget instructions again to make sure you dotted the i's and crossed the t's.**
- **Make sure that there is \$\$\$ to cover what you are proposing to do.**

Section 8- How Do I Get Better At This?





HOW DO I GET BETTER AT THIS?

- Volunteer to serve as an editor when colleagues are writing grants.
- Read RFAs/RFPs even if you are not going to respond.
- Highlight or make copies of good ideas, save them in an "idea file."



HOW DO I GET BETTER AT THIS? (cont'd)

- **Solicit feedback from organizations to whom you have submitted grants, ask “How could I do this better?”**
- **Serve as a reviewer of grants, see the process from the selection side.**



HOW DO I GET BETTER AT THIS? (cont'd)

- Fund grants or mini-grants, plan and implement a grant process.
- Discuss grant writing with colleagues.
- Take advantage of classes offered in your area.

Now go out there and get some funding....

