

Grant Writing for Park and Recreation Professionals

GRANT WRITING FOR PARK AND RECREATION PROFESSIONALS

Eddie Hill and Ron Ramsing

Misty Allen

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PART I

PART 1 - GETTING STARTED

A baffled professor once came to my office with the written critiques they had received for a failed proposal. One included this killer remark: “Reads like a journal article.” While grants go unfunded for many reasons, this book will assist you in writing successful grants, avoiding some of the pitfalls we, as well as others, have made while writing small foundations to large federal grants. Grants are becoming increasingly competitive, so it is essential to think through this process critically. Fundamentally, you are trying to sell your idea, so it’s important to communicate effectively on paper and in person. This chapter will provide the foundation of what is expected of you, to be successful in the grant writing game.

CHAPTER 1 - INTRODUCTION

How great would it be if you had an amazing project that you wanted to share, because you knew it would make the world better? Well, there are steps to getting that great project out there—and getting money for it, so that you do not have to pay for everything yourself. Yes, it will take time, a few skills, sleepless nights, a few rejections, and a persevering and resilient attitude. However, with this course, you can do it! Whether it is a program you are creating and are passionate about, an organization looking to support the local community, or even a school looking to support student success and professional development, a grant might be the ticket to making those goals a reality. During times of change, increased accountability, and an era of limited resources, securing extramural funding may be the difference between offering a new program that meets an emerging need, or terminating a service. This course will explore the necessary components, keys, and steps to effective grant writing, and the importance of collaboration. It will also explore tips on where and how to locate funding for your projects. Through the course, you will create a repository of information that will be helpful when submitting a grant. Students will leave with a plan and the resources to access potential grants.

The Importance of Being a Competent Grant Writer

The first step to starting the grant-writing process is to not overthink it. You need to make sure that your idea sounds interesting, and is of value to the granting agency. Do not use jargon or any whimsical phrasing while you construct your masterpiece; the reason for this is granting agencies may not have the background you have regarding important outcomes, theoretical frameworks, etc. Rather, granting agencies want the best grant, that will represent their company while serving some aspect of the local community. The second step is to remain positive, yet persuasive. You want to sell yourself and your idea as best you can without conveying an ego. Tips for this include sharing stories that relate to your grant and the outcomes involved, using accurate phrasing and words that align with the agency, and including graphics to support your written statement. A final point about grant writing is to be authentic and genuine in what you present. Never present outside of your scope of practice or knowledge. Ensure that your research is current and that you provide up-to-date facts, figures, and pertinent information in your application. More tips about writing success will be covered in later chapters.

Where to Begin

Congratulations! You have decided to apply for a grant that will help promote and further your idea or agenda. It's important to know that there are two approaches to seeking a grant: reactive and proactive. Reactive grants are developed as a result of requests for proposals (RFP). Proactive grants identify appropriate funding sources

for specific projects, problem-solving initiatives, and/or programs. In both cases, you must know your audience. Yes, your audience. Who are you writing to and who is it that you are interested in helping? You need to know the people you want to help, so you can explain why the money given to you will assist in your cause. If you don't know the needs of your participant base, how will you explain why you need the money?

Once you can explain what you need the money for and how you will use it, you need to provide line items on how the funding will be used; this is called a budget. Make sure you know all of your costs, because things like indirect costs (IDCs) or facility & administrative costs (FAs) can cut into your budget, and take away from the funds you need to run your program, project, or activity. There are some other costs that you can account for that do not impact your budget. For example, volunteer hours can be counted as a monetary contribution. However, that will be discussed in a later chapter.

There are also visual portions of the grant that need to be submitted. The visual portions are the logic model, representation of the budget, and your evaluation. These pieces will be discussed in later chapters, but you should know they are needed to complete this application process. Once you write down this information, make sure your grant funder aligns with your vision, mission, and values. If the funder's ideals and values differ from your organization, accepting the funding means you will comprise what your organization values, or take someone else's values over your own. Remember that all money is not good money. Keep your and your organization's integrity intact for future grants.

Remember to keep track of all the grants you research and apply for; future grant funders like to know your track record for applying for and receiving grants. You will also want to keep a list, to know which grants you have already applied for if they do not provide repeated funds.

What do basketballs and grant proposals all have in common? They all get rejected, so do not feel bad if your first try is not accepted. If you sit down, rethink, and rewrite, you will be on your way to getting the funding that you desire for your program. Let's get started!

At the end of this course, students should be able to:

1. Articulate the keys, steps, and processes to effective grant writing.
2. Identify various funding sources relevant and applicable to the three pillars of parks and recreation.
3. Articulate, identify, and frame current issues in a way that will lead to a successful grant submission.

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PART II

CHAPTER 2 - LOCATING POSSIBLE FUNDING SOURCES

Locating the right funding source takes time, and if done correctly, increases your chances of getting funding. If your concept fits the organization's mission/vision, and you met the deadline and delivered a well-written proposal (following the instructions), the likelihood of getting funded is much higher. Much of the grant writing process is looking for the best fit from a funder. This takes time. Because there are various ways to locate these sources, this chapter will walk you through the process of locating possible funding sources.

APPLICATION

2.1 - CRITICAL READING FORM

Application 2.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

The content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

Terminology – please identify key terms relevant to the reading:

Question stems – select four. Based on concepts presented in the reading or previously discussed in class, fill in the blanks in the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement:

_____? Support your answer.

- How is _____ related to what we studied earlier?



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<https://uen.pressbooks.pub/grants/?p=53#h5p-1>

APPLICATION

2.2 - IDEA GENERATION

Application 2.2

Grant Proposal Basics – Idea Generation

Overview:

The building block metaphor provides a structured and intuitive framework to better understand and navigate the complexities of grant writing. There are incremental steps and connections between each section of a grant proposal, so as you reflect on each building block, consider how it is related to previous components.

Assignment:

Picture the following scenario. You walk into the office after lunch on a Monday afternoon, and your supervisor asks if you have a few moments to talk about an exciting idea that would help better serve a particular population of interest. As it turns out, your supervisor has been tasked with coming up with several ideas on how to

better meet the needs of a group. You and several of your colleagues are invited to engage in the conversation, although there is little direction on how to move forward. How do you start?

A typical approach to generating ideas includes facilitating a brainstorming session. However, the nuances of effective brainstorming can significantly impact the outcomes. Consider the following steps to effectively generate ideas or expand understanding around a particular idea (Jordan & Ramsing, 2017).

- Set clear guidelines – ensure everyone involved clearly understands the purpose and goals behind the session. Consider setting a time limit (e.g. 3 minutes per section except for the evaluation) and attempt to control the scope of the issue to help with focus.
- Suspend judgment during the process; create a noncritical atmosphere where all have a voice and can contribute.
- Freewheel – generate and record as many ideas as possible. Go for quantity, and remember, there are no poor ideas at this stage. Use a board or paper to show the ideas so all can see what is being produced.
- Build upon each other's ideas.
- After the creative brainstorming session, start the evaluative process to determine the merits of the ideas. Based on the list and your knowledge of the scenario, what items are feasible? What items will likely not work?

Now, let's brainstorm some ideas. Using the process described above, in a small group, generate ideas on the

following topics (plan to freewheel for 3 minutes and discuss the feasibility of ideas for 4 minutes):

- Student engagement in education
- Increasing youth physical activity
- Global warming
- Food insecurity
- Increase in anxiety and mental health challenges of students
- Addressing national trend impacting university student enrollment

Alternative:

Brainstorming for solutions is a common way to generate or refine ideas for a grant. Alternatively, brainstorming for questions rather than answers (e.g. solutions) can be beneficial as a means to explore a topic in-depth and break down cognitive bias (Gregerson, 2018). By focusing on questions versus answers, we can be more creative in our thinking. The process is similar to brainstorming and includes the following steps (Gregerson, 2018):

- Gather a group and frame the discussion as an opportunity to view a topic from a different lens. It is helpful to include people who are not specialists in the particular area. Start by spending **two** minutes to share or frame the problem; there is no need to go into too much detail. Next, share the crucial rules—participants can only contribute questions, and no preambles or justifications are allowed for pitched questions. It is helpful to

frame questions as short, open-ended, and simple. Breakthrough questions are often based on ideas that go beyond basic recall.

- Brainstorm the questions. Set a timer for **four** minutes, and as a group generate as many questions as possible about the topic. Each question should be displayed for the group to read, on a computer, whiteboard, flip chart, etc. The key is to not answer the questions, nor censor what is being said. Use the process as fodder to build off what others are saying, or to start a new train of thought. The emphasis is on the quantity of questions.
- Review and identify feasible and may work to address the foundational issue. The pathways can be a channel for great grant-writing ideas.

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APPLICATION

2.3 - BEFORE YOU WRITE

Application 2.3

Locating Possible Funding Sources – Developing an Idea

Before You Write

Overview:

Great ideas lead to possible sources of funding. For some, the grand idea is the impetus for writing a grant. For others, the process of refining an idea is what leads to the foundation of a grant. Regardless of the approach, it is important to get your proverbial ducks in a row before starting the writing process. Doing your homework in advance can save time, and may help focus your attention on areas that need further development. Consider the following as you start to give life to your idea and develop the idea for your grant.

Assignment:

Intertwined are tips and questions (some rhetorical) that will lead to building a strong foundation when it comes to writing a grant. Provide a brief response to the statements that follow QUESTION.

- If you were to meet someone on the sidewalk and share your passion for a grant **idea**, could it be refined into a short, engaging, and inspiring statement?
- QUESTION – In one or two sentences, what is your idea that will be the foundation for the grant?

- What are the goals and objectives of the project? While the G&O will be refined in detail later, it is helpful to have a firm direction of where the project is headed and the steps necessary to achieve the overarching goals.
- QUESTION – Write one goal with two or three supporting objectives.

- Consider the following:
- Does the proposed idea solve an existing problem?
- Although you may be passionate about the idea, does it have street cred or is it supported by

existing supports (e.g. literature)?

- How is the proposed idea a significant improvement over current practice? Explain.
- Will the proposed resolution to the challenge/problem lead to additional issues that will need to be addressed?
- QUESTION – How does the proposed idea enhance current practice?

- QUESTION – Will the proposed idea resolve the challenge/issue? If yes, how do you know?

- Gathering **background information** and familiarizing yourself with current literature can assist in better understanding the scope, best and next practice, as hurdles may emerge as the challenge/issue is addressed.
- Search for previously awarded projects or work that is similar to your idea. What stands out as being innovative or something that could benefit your idea? What did you find that you did not previously consider?
- What does the current knowledge and literature say about the scope of the challenge/issue?
- QUESTION – What are some articles that provide a helpful perspective or important information useful to addressing the proposed

challenge/issue? Provide several citations below.

- QUESTION – What other relevant initiatives have been used to address the challenge/issue? What initiative(s) stands out as being a model and something you may adapt for your use?

- Issue popularity matters for funders.
- What are some **new** approaches/ideas/twists applicable to the challenge/issue?
- What are some **innovative** approaches/ideas/twists applicable to the challenge/issue?
- QUESTION – Based on the literature, what new or innovative approach appears to be needed?

- While passions often reign supreme when developing grant ideas, funders also look at the credentials of those seeking support and implementing programs.
- QUESTION – Why are you best suited to lead the project? Discuss specific skills, qualities, and experiences of the team (including yourself) who will assist with the grant and program

implementation.

- While your passion runs high for addressing the issue/challenge, who else is interested in the project and/or outcomes?
- QUESTION – Of the internal and external actors, who are invested in the idea and outcomes? Why?



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APPLICATION

2.4 - SEARCH SITES

Application 2.4

Locating Possible Funding Sources – Searching Sites

Overview:

In the 2023 report by Giving USA, total U.S. charitable giving reached \$499.33 billion in 2022. Although giving declined by 3.4% from 2021 (only the fourth time in 40 years), resources are available to fund grants—we just need to locate possible sources. Yet, it is important to remember that locating prospective funders necessitates solid ideas that address specific needs or challenges. In other words, funders invest in people and programs to make a difference, and it is our obligation to align with the mission and core values of prospective foundations.

While a logical next step in locating prospective funders may include a web search, some additional options can help you gauge the funding landscape. As a starting point, consider adding your name to listservs

and/or signing up for email subscriptions that share funding alerts from foundations that match your interests. For example, if you are interested in youth development, numerous federal and nonprofit listservs can connect you with people and ideas around a similar theme (<http://www.ed.gov/news/newsletters/listserv/preventioned.html>). To stay current on topics such as health, consider adding your credentials to receive funding alerts from organizations such as the Robert Wood Johnson Foundation; emails provide various engagement opportunities that may be helpful in grant preparation. The next step is to focus on websites that can help provide you with prospective funding options.

Assignment:

A deep dive into grant-based websites is a great starting point to familiarize yourself with a myriad of funding sources. Based on your general interest idea for a grant, locate possible funding sources from the sites you find (not comprehensive). For each response, indicate the name of the prospective funder, include the URL to the funder, and briefly describe why you believe the source may be a good match (e.g., aligns with the mission, focus of the foundation, etc.).

Local Community Foundations:

In your browser, search to determine if a community foundation is in your area (e.g., community foundations in Bowling Green, KY).

- Name:
- URL:
- Match:
- State:

Search Fundsnetservices.com. Find a state and see what populates based on your area of interest.

- Name:
- URL:
- Match:
- Federal

Go to grants.gov and in the upper left corner, search grants.

- Name:
- URL:
- Match:

Subscription Databases:

Several powerful databases are available to users, although they are behind paywalls. Some sources are best accessed through an intuition of higher learning, such as a local university or college. Consider the following:

- COS Pivot (https://pivot.proquest.com/funding_main). Pivot is a powerful research tool that provides a database with extensive options for funding.
- Foundation Directory Online (<http://foundationcenter.org/find-funding/fdo-quick-start>). The Foundation Directory is a user-friendly source that allows the grant writer

to search by topic, geographic region, foundation type, etc.

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PART III

CHAPTER 3 - RESEARCHING AND PLANNING FOR SUCCESS

Once you have located possible funding sources, it is time to narrow your selection down to the funds you will go after and prioritize these so you can focus on one fund at a time. One of the most important factors for securing grants is understanding each funding organization's mission, goals, and needs. It is important to research their past areas of support, so you clearly understand what grant proposals have been successful. Part of your plan for success will include starting a relationship with the potential funder (i.e., program officer) before writing the grant. Program officers can share the review criteria for scoring the grant application, and other helpful information that will help position you for success. This will help you further determine whether the solicitation requirements fit your project, and if your organization is eligible. Finally, grant writing is collaborative, so be ready to work with a team! This chapter will give you the necessary tools to research proper grants and plan for success.

APPLICATION

3.1 - CRITICAL READING FORM

Application 3.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

The content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

Question stems – select four. Based on concepts presented in the reading or previously discussed, fill in the blanks in the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement: _____? Support your answer.
- How is _____ related to what we studied earlier?



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APPLICATION

3.2 -

COMMUNICATION

SKILLS

Application 3.2

Communication Skills

Overview:

Communicating your idea to funders is key! This exercise will assist you in identifying strategies to help tell your story.

Assignment:

Identify 10 characteristics needed for effective communication (five oral and five written). Give an example of a time when you have observed effective and ineffective strategies, based on your list.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.





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APPLICATION

3.3 -

RELATIONSHIPS

Application 3.3

Relationships

Overview:

Establishing relations and partners is critical for a successful grant. This takes time, effective communication, and the ability to tell your story.

Assignment:

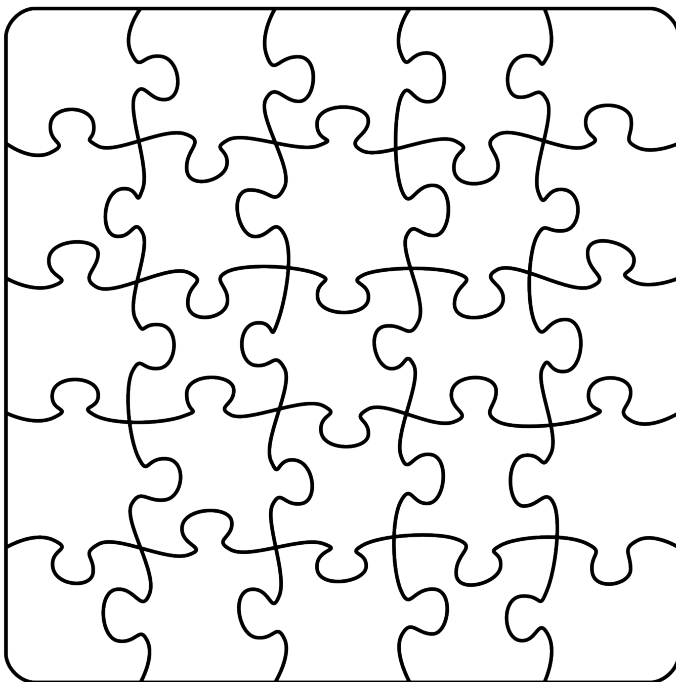
Create relationships with funders, donors, and partners—what about internal actors?

Example:

***REACH Weber:** Primary Children's Hospital-Intermountain Diabetes Clinic; University of Utah-Health Diabetes and Endocrinology Center; Lions Clubs of Multi-District 28.*

With whom and how will you initiate

relationships? Who are your allies? How will you maintain the relationships? Each puzzle piece represents a contact—how did you do?



Application 3.3 image



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PART IV

CHAPTER 4 - WRITING TIPS FOR SUCCESS

If you are accustomed to Academic Writing, such as theory and thesis, you will need to shift your approach when writing grants. This chapter will help you consider such things as:

- Emphasizing a plan of action, and drawing the reader into the realm of that action, so the reader understands how your proposal is important to them.
- Conveying how your project idea will support and/or advance the funding agency's mission and goals, and/or the goals listed in the request for proposal.

It will also provide writing guidance and tips to ensure you can provide a polished and well-written proposal.

APPLICATION

4.1 - CRITICAL READING FORM

Application 4.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

The content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

If a grant, this project should/shouldn't be funded. Please support your response:

Question stems – select four. Based on concepts presented in the reading or previously discussed, fill in the blanks in the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement: _____? Support your answer.
- How is _____ related to what we studied earlier?



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<https://uen.pressbooks.pub/grants/?p=97#h5p-1>

APPLICATION

4.2 -

TERMINOLOGY

EXERCISE

Application 4.2

Terminology Exercise

List of Action Verbs

Overview: Writing Style

Follow grant guidelines – details matter

- Use active voice, first person, and action verbs
- Write with a positive tone to convey energy and a positive attitude
- Write short and declarative sentences
- Use simple language instead of technical jargon

Explain why your project matters ...

- Picture the reader—friendly, fair, and educated—yet ignorant of the needs of your community
- Use compelling facts and stories
- Write persuasive rhetoric

Grants are investments

- Boards want smart investments
- Speak the Funder's language

Write to excite

- Use language from the RFP or foundation call

Assignment:

Select two terms from each of the eight categories (e.g., management) below. Next, write a sentence for each action verb that could be used in a grant proposal.

1. Management/ Leadership

administered	enforced	organized
analyzed	enhanced	originated
appointed	established	overhauled
approved	executed	oversaw
assigned	generated	planned
attained	handled	presided
authorized	headed	prioritized
consolidated	hired	produced
contracted	hosted	recommended
controlled	improved	reorganized
converted	incorporated	replaced
coordinated	increased	restored
decided	initiated	reviewed
delegated	inspected	scheduled
developed	instituted	streamlined
directed	managed	strengthened
eliminated	merged	supervised
emphasized	motivated	terminated

1.

2.

2. Communication/ People Skills

addressed	discussed	observed
advertised	drafted	outlined
arbitrated	edited	participated
arranged	elicited	persuaded
articulated	enlisted	presented
authored	explained	promoted
clarified	expressed	proposed
collaborated	formulated	publicized
communicated	furnished	reconciled
composed	incorporated	recruited
condensed	influenced	referred
conferred	interacted	reinforced
consulted	interpreted	reported
contacted	interviewed	resolved
conveyed	involved	responded
convinced	lectured	solicited
corresponded	listened	specified
debated	marketed	suggested
defined	mediated	summarized
developed	moderated	synthesized
directed	negotiated	translated

1.

2.

3. Research Skills

analyzed	experimented	located
clarified	explored	measured
collected	extracted	organized
compared	formulated	researched
conducted	gathered	searched
critiqued	identified	solved
detected	inspected	summarized
determined	interpreted	surveyed
diagnosed	interviewed	systematized
evaluated	invented	tested
examined	investigated	inquired

1.

2.

4. Teaching Skills

adapted	encouraged	motivated
advised	evaluated	persuaded
clarified	explained	set goals
coached	facilitated	simulated
communicated	focused	stimulated
conducted	guided	taught
coordinated	individualized	tested
critiqued	informed	trained
developed	instilled	transmitted
enabled	instructed	tutored

1.

2.

5. Helping skills

adapted	counseled	insured
advocated	demonstrated	intervened
aided	diagnosed	motivated
answered	educated	provided
arranged	encouraged	referred
assessed	ensured	rehabilitated
assisted	expedited	presented
cared for	facilitated	resolved
clarified	familiarize	simplified
coached	furthered	supplied
collaborated	guided	supported
contributed	helped	volunteered

1.

2.

6. Financial/ Data Skills

administered	computed	marketed
adjusted	conserved	measured
allocated	corrected	planned
analyzed	determined	programmed
appraised	developed	projected
assessed	estimated	reconciled
audited	forecasted	reduced
balanced	managed	researched
calculated	invested	retrieved

1.

2.

7. Creative Skills

acted	drew	invented
adapted	entertained	modeled
began	established	modified
combined	fashioned	originated
conceptualized	formulated	performed
condensed	founded	photographed
created	illustrated	planned
customized	initiated	revised
designed	instituted	revitalized
developed	integrated	shaped
directed	introduced	solved

1.

2.

8. More verbs for Accomplishments

achieved	improved	restored
completed	pioneered	spearheaded
expanded	reduced (losses)	succeeded
exceeded	resolved (issues)	surpassed

1.

2.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=108#h5p-5>

APPLICATION

4.3 - PROPOSAL

DESCRIPTION

Application 4.3

Proposal Description

Overview: Writing style

Follow grant guidelines – details matter

- Use active voice, first person, and action verbs
- Write with a positive tone to convey energy and a positive attitude
- Write short and declarative sentences
- Use simple language instead of technical jargon

Explain why your project matters ...

- Picture the reader—friendly, fair, and educated—yet ignorant of the needs of your community
- Use compelling facts and stories

- Write persuasive rhetoric

Grants are investments

- Boards want smart investments
- Speak the Funder's language

Write to excite!

- Use language from the RFP or foundation call

Assignment:

Write a 5-7 sentence paragraph, using your new action verbs, that describes your proposal. Try to convince the reader of its importance (remember, they may not know anything about your topic). Once done, trade with a partner... read each other's work, and provide a peer review.

Example:

Recreation services for youth with type 1 diabetes can serve as a fun conduit for diabetes education, while also providing fertile environments for cohort studies to understand and improve quality of life. The Recreate, Educate, Advocate, and Climb Higher (REACH) Weber program is a new, Utah-based, year-round recreation service, serving youth with T1D and their families by promoting healthy lifestyles. Studies have supported that attending medical specialty recreation programs can provide positive outcomes for children with chronic illnesses

(Hill et al., 2019). Participants who attend specialty camp programs have feelings of being “just a kid” and appreciate being the majority within their peer group, unlike their everyday life (DiDomizio, & Gillard, 2018). It will include a year-round monthly program, a 5-day Tween/Teen Day Camp on a college campus, and a Family Diabetes camp that, unlike existing diabetes camps, includes T1D youth up to age 18. Through a partnership with Primary Children’s Hospital, Weber State, the University of Utah, and the Lions Clubs, REACH will provide the only comprehensive programming of diabetes education, recreation, wellness, and psychosocial development available in Utah.



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://uen.pressbooks.pub/grants/?p=111#h5p-6>

PART V

CHAPTER 5 - ARTICULATING YOUR STATEMENT OF NEED

This chapter aims to articulate your statement of need or problems and ensure reviewers understand exactly why your project is important. Gathering information or data from the literature helps to justify the need for your project, and can be useful in helping the reviewer see how your project addresses the identified need or helps to solve a problem. This chapter will teach you how to write a well-articulated statement of need or problems.

APPLICATION

5.1 - CRITICAL READING FORM

Application 5.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

If a grant, the content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

Terminology – please identify key terms relevant to the reading:

Question stems – select four. Based on concepts presented in the reading or previously discussed in class, fill in the blanks for the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement:

_____? Support your answer.

- How is _____ related to what we studied earlier?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uen.pressbooks.pub/grants/?p=118#h5p-1>

APPLICATION

5.2 - GRANT RATIONALE

Application 5.2

Grant Rationale

Overview:

The key to an effective grant application is a well-crafted and logical rationale. A rationale—sometimes referred to as a statement of need, need statement, or problem statement—is the foundation for a grant. It should connect the agency with a prospective funder (e.g. mission), state specifically who or what is being served or addressed, and provide evidence that supports the cause, all while being realistic. A strong rationale is easy to follow, does not use jargon, and paints a picture of what can be. A compelling rationale leads the reader, clearly states what needs to be addressed, provokes a response from the reader, and has the power to secure funding. Conversely, a weak idea and a poorly drafted rationale can dissuade funders from examining a grant in detail—they have left the party before it even started.

Assignment:

Below are several examples of rationales used in grant applications; both projects were funded by foundations. After reading each rationale, answer the following ten questions. Next, using your understanding of a successful rationale, compare and contrast the two rationales to include positive attributes and areas of improvement.

Questions for Each Rationale

What is the problem/need? How do you know it is a problem?

Is the problem pressing and something that needs to be addressed? Why does it need to be addressed now?

Does the need statement use comparative data (e.g. year to year)? Is it effective?

Is the support in the rationale current and credible? Does it include qualitative and quantitative data on the nature, size, and scope of the need to be addressed?

What is the target population of the program?

Why should your organization be selected to address the problem/need? Explain.

Is there evidence that the problem statement is connected to the prospective funder's mission? Explain.

Does the statement explain how your organization, given its history, size, and resources, can address the problem meaningfully? Explain.

Is the writing style clear, concise, and easy to follow? Explain areas for improvement.

Explain what parts of the problem statement are compelling, persuasive, and engaging. Is it too wordy, about right, or needs elaboration? Explain.

Comparison Question

- What elements of each rationale are informative and helpful in making the case for funding? Explain.

- What areas are distracting and/or areas for improvement? Explain.

- What data and statistics are missing that would help support the case?

- Of the two rationales, which one would you support and why?

Rationale 1 – Pilot Environmental Education Program

We request \$25,000 from the Fund to establish a pilot program in environmental education for underserved youth at Parker Bennett Community Center in Bowling Green, KY. The pilot program will utilize the resources at the McChesney Field Campus (MFC) to include a newly constructed pavilion and outdoor classroom. The program aims to introduce underserved youth to the outdoors through experiential learning that will either complement what they currently do in the school classroom (science, art, reading, etc.) or fill a void due to deficiencies in their curriculum. The ultimate goal is to scale the initiative to serve elementary school age (e.g. 5th and 6th grade) in the Bowling Green and Warren County Kentucky School Districts.

Benefits of Environmental Education

While there is clear evidence that youth participating in environmental education (EE) programs gain knowledge about the environment, the benefits are much broader. In a study analyzing over 119 peer-reviewed articles between 1994 and 2015 on the benefits of EE, the findings suggest enhancement in overall academic performance, critical thinking skills, and the development of personal growth and life-building skills such as confidence, autonomy, and leadership (Ardoin et al., 2017). The study further shows increased civic engagement – an invaluable outcome that can provide youth with a voice.

While the benefits of EE are well established, they are only as good as youth having access to natural

resources. The racial and economic disparities in communities profoundly impact the access and use of natural resources. The historical exclusion of people of color from public lands and natural places has had a long-term impact on behaviors and views of outdoor spaces (Rowland-Shea et al., 2020). Moreover, legacies of exclusion have impacted “visitation to national parks and other public lands and participation in outdoor recreation, as well as causes people of color to feel unwelcome or in danger in nature.” (Rowland-Shea, 2020, p.1). Fortunately, the evidence points out that being outdoors (even without involvement in an environmental education program) is invaluable for youth and enhances overall health and cognitive function, strong motor coordination, reduced stress, and enhanced social skills (Strife, & Downey, 2009). The proposed environmental education program could be a start in addressing access to natural places for underserved populations.

Pilot

The initial program will serve the youth of Parker Bennett Community Center – a public parks and recreation center primarily serving youth who reside in Section 8 housing. The community center was selected because of the population they serve, and an existing relationship with the leadership. The center needs programming assistance and has limited resources to engage youth in natural settings. Based on formative and summative findings, the program will be scaled to serve more youth in elementary schools with the hope of building a sustainable outdoor program for environmental education.

McChesney Field Campus

The McChesney Field Campus (MFC) is a 130-acre outdoor education site nestled between the Green River and Indian Creek; the Mary Frances Kindell Pavilion is the centerpiece of the facility and includes a classroom, covered open-air pavilion, and restrooms. The unique forested area has 3.5 miles of hiking trails; two primitive campsites; a canoe storage facility; a spring; two caves; and multiple cultural sites, including a cemetery, stone walls, a ferry landing, and ruins of an old home site.

Rationale 2 – Bike-Friendly Program

We are requesting \$5,000 to sponsor a three-day training workshop to certify bike safety instructors (i.e. League Certified Instructors or LCI) who will subsequently implement riding/safety clinics (e.g. bike rodeos) in the Bowling Green, KY community.

Organization Information

Western Kentucky University is a public comprehensive institution that consists of five academic colleges serving nearly 17,000 students. Undergraduate students may select from 93 academic majors, 77+ minors, and 21 certificates. The Graduate School at WKU offers 92 degrees and certificate programs. The bike safety workshop is the first phase of a bike-friendly initiative based out of the School of Kinesiology, Recreation, and Sport (KRS), part of the College of Health and Human Services. The initiative was conceived and supported by several key university and community stakeholders including, WKU Parking and

Transportation, WKU Sustainability office, Bowling Green Metropolitan Planning Organization, and the School of KRS.

Rationale

Multiple surveys in the Bowling Green community show a high demand for improved walking and biking facilities, and increased pedestrian and cycling safety. One way of measuring progress toward becoming bicycle-friendly is to pursue “Bicycle Friendly” status through the League of American Bicyclists. The “Bicycle Friendly Communities” and “Bicycle Friendly Campuses” programs certify communities based on five evaluation criteria:

- **Enforcement:** presence and enforcement of bicycle-friendly laws (such as a 3’ distance law for vehicles passing cyclists)
- **Education:** public education, outreach, adult cycling courses, and secondary school programs
- **Engineering:** bicycle facilities such as bike lanes, greenways, and bike racks, access to mass transportation
- **Evaluation:** incorporating bikes into the transportation planning process
- **Encouragement:** sponsoring rides and events that promote cycling, having an active advisory group, having an active cycling club

Bowling Green scores well on most evaluation criteria except for “education”. Our current education efforts are a patchwork of community volunteers loosely organized through BikeWalkBG (formerly the

Greenways Commission) in planning and zoning. As a community, we lack a network of trained instructors who can conduct bicycle skills development and bicycle safety courses.

The goal of the bicycle-friendly initiative at WKU and in the surrounding community is twofold: increasing the number of cyclists while decreasing the number of bicycle crashes and fatalities in the area, and improving the overall health and wellness of campus and community members. The goals are timely and important because the report card on bike-friendly states ranks Kentucky at 43rd (out of 50) and grades the state low on community health metrics. By improving the safety of bicyclists and increasing the physical activity of riders, many accidents (i.e. injury or death by car/bike collisions), health conditions, and diseases can be reduced.

Description of the Work/Solution

This bike-friendly initiative seeks to fill the education gap by sponsoring several individuals at WKU and in the Bowling Green community to become certified League Cycling Instructors (LCIs). Each sponsored LCI will conduct a minimum of three outreach programs per year in the WKU, Bowling Green, or South Central Kentucky area. This can include civic groups, school groups, or public events (such as the Bike Rodeo event at the annual Arbor Day celebration at Kereiakas Park, a local municipal park).

We seek to develop a stable program by housing it at the WKU School of Kinesiology, Recreation, and Sport. This project aligns with the school's educational mission and incorporates faculty and student engagement.

Faculty will not only serve as certified instructors, but they will also conduct applied research to learn the effectiveness of the education programs and information that can be useful in shaping public policy. Students in the program will get hands-on experience, both in the research and in helping to coordinate the outreach programs.

We are working with several community partners, including the city, county, and civic groups to support this project. Several entities will provide in-kind support of equipment, transportation, and storage space, while others will provide personnel to become LCIs themselves. We are also working with the local cycling club, the Bowling Green League of Bicyclists, who are interested in supporting bike safety initiatives.

With LCIs in the Bowling Green area, we can develop a “train the trainers” program that will not only sustain this program in Bowling Green but will spread bicycle safety skills in communities where the LCIs may travel.

Project Benefits

The benefits of the LCI and Bike Friendly initiative are numerous and include the following:

- People who become LCIs will benefit personally by acquiring new cycling safety and teaching skills.
- Faculty involved in the program will benefit from scholarly research, as they work with students to assess the constraints of bicycle use for youth, explore the intersection of bicycle use and wellness, and examine best practices for

policy change for communities that are becoming bike-friendly.

- Students involved in the program will benefit from hands-on experience in organizing outreach activities and conducting field research.
- Community members who partake in bike safety courses taught by the LCIs will benefit by acquiring bicycle safety skills.
- The community will benefit by experiencing fewer bicycle-related crashes and fatalities and improving its bicycle-friendly status.
- Active participants reap the benefits of increased wellness and reduce the risk of several diseases and health conditions.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=121#h5p-7>

APPLICATION

5.3 -

STATEMENT OF

NEED

Application 5.3

Statement of Need – Using the Literature

Overview:

Using current literature to support your ideas is critical for various reasons. First, being current demonstrates your knowledge of the field, issue, or idea—this helps with credibility and may yield support from grant reviewers. Second, staying current with the literature can also help identify gaps that need to be addressed; these gaps can be the foundation to justify the need for a prospective funder. Third, staying up to date with the literature can also help expose different perspectives and ethical considerations that may not have been fully explored without being immersed in the literature. For example, while the topic of sportsmanship may be universally accepted as something we strive for with

youth, immersion into the literature may show that there are many perspectives on this topic. The issues may range from the lack of consistent standards by sport (e.g. lacrosse versus soccer versus football), professionalization of youth sports (travel sports for youth), different cultural backgrounds, and an over-emphasis on winning (Proulx, Macchia, & Aknin, 2023). Immersing yourself in the literature can assist grant writers in making a case for funding.

Assignment:

In a small group discussion, discuss sources you use to explore current literature—where do you turn to get current literature on a topic? Select either option 1 or 2 below, and extract information from the source(s) that may help draft a rationale.

Option 1:

Mobile food pantries are a viable option to meet the growing issue of food insecurity. These pantries can meet people wherever they are – delivering nutritious food to individuals in need. Having adequate amounts of food for individuals and families is a real issue, with an estimated 32 million individuals (including 5 million youth), being food insecure at some point in 2021 (Coleman-Jensen et al., 2022).

What examples of data, statistics, and evidence may help make the case that food insecurity is an issue? To answer this question, find three different sources and provide a one or two sentence statement, using the data, that could help make the case.

Source #1 (using 7th edition APA format):

Statement #1:

Source #2:

Statement #2:

Source #3:

Statement #3:

Example of comparative data (e.g. comparing data from 2000 to 2020):

Example of qualitative data that may support the cause:

What data, statistics, or evidence helps establish a sense of urgency or importance for the issue?

Option 2:

Based on a topic of interest to you, jump into the literature and locate data, stats, or evidence (within the last five years), that supports the existence or importance of the issue.

Source #1 (using 7th edition APA format):

Statement #1:

Source #2:

Statement #2:

Source #3:

Statement #3:

Example of comparative data (e.g. comparing data from 2000 to 2020):

Example of qualitative data that may support the cause:

What data, statistics, or evidence helps establish a sense of urgency or importance for the issue?

References

Coleman-Jensen, A., Rabbit, M., Gregory, C., & Singh, A. (2022). Household food security in the United States

in 2021. U.S. Department of Agriculture Economic Research Service. https://www.ers.usda.gov/webdocs/publications/104656/err-309_summary.pdf?v=2718.6

Proulx, J., Macchia, L., and Akin, L. (2023). Can repeated and reflective prosocial experiences in sport increase generosity in adolescent athletes? *Journal of Positive Psychology*, DOI: 10.1080/17439760.2023.2178955



An interactive H5P element has been excluded from this version of the text. You can view it online here: <https://uen.pressbooks.pub/grants/?p=123#h5p-8>

PART VI

CHAPTER 6 - WRITING YOUR PROJECT DESCRIPTION

Now that you have captured the attention of the grant reviewers with your abstract, and helped them to understand the need for your project, you will likely need to provide a detailed, step-by-step description of the scope of your entire project. This chapter will help you learn how to create a winning project description that will showcase your ability to execute the project within the grant time frame.

APPLICATION

6.1 - CRITICAL READING FORM

Application 6.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

If a grant, the content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

Terminology – please identify key terms relevant to the reading:

Question stems – select four. Based on concepts presented in the reading or previously discussed in class, fill in the blanks for the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement:

_____? Support your answer.

- How is _____ related to what we studied earlier?



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<https://uen.pressbooks.pub/grants/?p=125#h5p-1>

APPLICATION

6.2 - GOALS

AND

OBJECTIVES

Application 6.2

Goals & Objectives Exercise

Assignment:

Create three project goals and corresponding objectives to meet each of those goals. Goals should be SMARTie: Specific, Measurable, Achievable, Realistic, Time-bound, inclusive, and equitable. When writing objectives, consider ABCD: Audience (who is doing the action), Behavior (the action), Condition (how and/or when), and Degree (how well the action is performed).

Example:

Goal: Introduce a year-round recreation education program for youth with type 1 diabetes and their families to serve as a platform for healthy lifestyles.

Objective: Participants will identify three new healthy choices at each REACH session by sharing choices they can make that promote effective diabetes management.

Goal 1:

Objective 1:

Objective 2:

Goal 2:

Objective 1:

Objective 2:

Goal 3:

Objective 1:

Objective 2:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=127#h5p-9>

APPLICATION

6.3 - GRANT SEEKING

Application 6.3

Grant Seeking Assignment

To further hone your new skills, please visit <https://www.grants.gov/web/grants/search-grants.html>. There you will find *hundreds* of grants to familiarize yourself with some federal agencies and their corresponding guidelines. Choose a grant you find interesting, and imagine how you might design and implement a project that aligns with the funding agency. Compose a sample project description and use the template above to include a logic model (if applicable). Share with a colleague for proofreading and tips on potential improvements. REMEMBER: Be specific, be brief, and make it clear that the project's goals align with those of the funding organization. If you'd prefer, you may choose to perform your own edits of the following example.

APPLICATION

6.4 -

STRATEGIES

Application 6.4

Strategies Assignment

Assignment:

Creating strategies (methods, procedures, or activities) is critical for planning—what will be your approach? These strategies explain how you will accomplish the work or satisfy the program's needs. Create a plan detailing what and how you would do it.

Example:

Collectively, the REACH program allows youth impacted by T1D to have fun, connect with others, and learn about diabetes management year-round. The REACH program will encourage them to grow and develop certain psychological needs with each session they attend. Held on the Weber State University and

University of Utah campuses, this program adopts the Camps on Campus model by utilizing campus recreation facilities. This adds a unique piece to medical specialty programs because youth participants can interact directly with college-age volunteers (many who also have T1D) on the college campus. With this, they can observe how older individuals have successfully managed their diabetes while away from their parents. This recreation-based program was created due to the gap in programming specifically for youth with diabetes. The Utah-based REACH program can positively impact hundreds of youth and their families. Plans for Utah-based REACH programming mirror our current services at our site in Virginia, and include three subprograms:

REACH Mini-Camp Monthly Programs:

The REACH monthly program is a community-based program for youth ages 6–18 with diabetes. Held on campus, this program will offer the opportunity for youth with T1D to participate in fun and exciting activities. The REACH monthly program offers opportunities to socialize with friends and speak to medical staff, recreation therapists, and college students. The REACH program will also share knowledge about proper nutrition and skills that assist in overcoming adversity. Although the program is designed for youth

with diabetes, participants are encouraged to bring along a friend or sibling to join the fun.

REACH Family Day Camp:

The REACH Family Camp is an action-packed weekend held on a college campus, occasionally using off-site locations. This special retreat is for young people with diabetes, between the ages of 6 and 18, and their families (including parents, siblings, and/or grandparents). Because this is a family weekend, one adult from each family must attend with the child. The goals of the weekend are to learn more about diabetes self-care management and to share experiences with other families.

REACH Tween/Teen Camp:

The REACH Tween/Teen Camp promotes healthy lifestyles and focuses on competence, independence, and friendships for youth ages 11–17. Campers develop these outcomes through critical thinking, technical skills, and physical challenges. The activities will help campers to develop competence, family citizenship, responsibility, teamwork, friendship skills, and diabetes management. These skills will be attained through cooperative activities co-led by students and faculty from Weber State University and the University of Utah. REACH Teen University will take place on campus.

Your turn! What strategies will you utilize to implement your plan? How will you do it? (400 words).



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=131#h5p-10>

APPLICATION

6.5 - PEOPLE SERVED

Application 6.5

People Served

Please describe the strategy or method used to estimate the number and demographics of people who need the service and will be reached (400 words or less).

Example:

As an autoimmune disease, T1D causes the immune system to attack healthy beta cells that produce insulin to regulate blood sugar (Rewers et al., 2018). T1D typically presents in two adolescent peaks, between ages 4–7 and 10–14 (ADA.org, n.d.). Genetics, family environment, socio-demographics, and geographic factors can impact the onset of both diabetes types (Akeson et al., 2009; McCullough et al., 2021). Medical advancements combined with a decades-long push for patient agency through diabetes

education and patient self-care have increased patient mortality (Dedding et al, 2014; Mistry et al., 2022), according to the ADA's "The Burden of Diabetes in Utah" (2021), the disease wreaks a devastating physical, emotional, and financial impact on those diagnosed and their families. In 2020 alone, Utah hospitals recorded more than 1,200 emergency department encounters and 829 hospital admittances of patients under age 24 for diabetes mellitus-related care (Public Health, n.d.).

According to the American Diabetes Association (2021), diabetes in Utah is epidemic. Approximately 8% of Utah's adult population has been diagnosed with diabetes, and those numbers increase annually (Lawrence et al., 2021; "The Burden of Diabetes in Utah," 2021). Until 2018, national year-over-year increases in the pediatric diagnosis rate of T1D fell between 3-5% (Rewers et al., 2018). Yet, doctors at Salt Lake City's Primary Children's Hospital have reported more than a 25% increase in new-onset diabetes cases from 2020 to 2021. Research has suggested that a recent infection of COVID-19 can trigger an on-set of T1D (Gujral et al., 2022), and the CDC's January 2022 Morbidity and Mortality Weekly Report estimates that children diagnosed with COVID-19 have a 30% – 150% higher risk of developing diabetes. Based on studies that 1 in 300 children will develop T1D (Rewers et al., 2018), the prevalence of pediatric T1D in the project area is estimated at 3,190 in

Utah, and 1,876 in combined metropolitan areas. The University of Utah Health and Primary Children's Hospital has reported a 25% increase in children diagnosed with diabetes (T1D and T2D) from 2020 to 2021. Worldwide, the number of people living with T1D is expected to double by 2040 (Gregory et al., 2022).

Your turn! Identify and describe the target population. How will you estimate the number of participants? How will they be included in your project?



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=133#h5p-11>

APPLICATION

6.6 - LOGIC

MODEL

Application 6.6

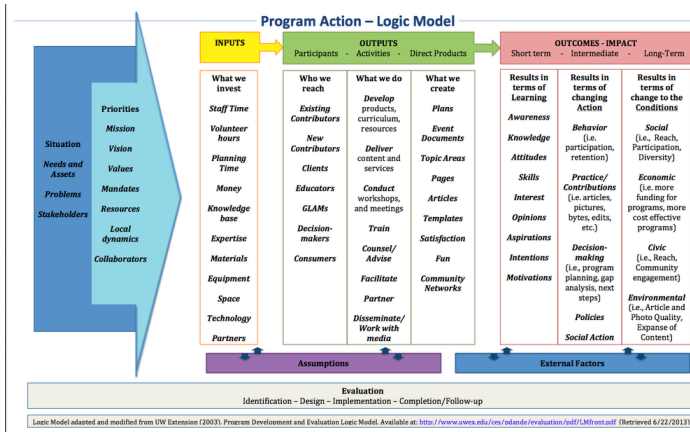
Logic Model

Assignment:

Review the description and examples below.
Next, create your own logic model based on your proposal/grant.

Process Components (planning elements)	Examples
Inputs (resources needed – what we invest)	Funding, staff, materials, volunteers, equipment, knowledge base, expertise, space, partners
Activities (services provided – what we do)	Activities we do, train, classes/programs coordinate, mentor, build, supervise
Outputs (products of activities – what we create)	How many? Youth served? Classes? Users? Programs, templates, fun, articles

Outcome Components (Intended effects)		Examples
Short-term outcomes – learning (immediate effects: weeks-months)		New knowledge and un new skills
Intermediate outcomes – changing action (intended effects that occur over the mid-term; months-years)		Confidence, changed at
Long-term Outcomes – change to the condition(s) (long-term intended effects: years-decades)		Reading at grade level, c status



Application 6.6 image 1 – Wiki exemplar Logic Model

A blank logic model is available from the University of Wisconsin-Madison:

<https://logicmodel.extension.wisc.edu/files/2022/06/LM-worksheet.pdf>

Media Attributions

- Application 6.6 image 1 – Wiki exemplar Logic Model © Jaime L. K. Anstee is licensed under a CC BY (Attribution) license

APPLICATION

6.7 - WORK FLOW

Application 6.7

Workflow

Project management & workflow – who will do what, and when will it be done?

Assignment:

Please describe how the REACH Weber program and technical assistance will be managed. For example: who will be the lead contact and is there a team working on this project? How is that person or team positioned within the department or city (if applicable)? How much time will be devoted to the project? (400 words or less.)

Example:

Drs. Eddie Hill and Ron Ramsing, from Weber State University and Western Kentucky University, will be the lead contacts and co-directors of the REACH. During the past 10 years since the first REACH Camp was established, we generally have had

twenty (20) or more Lions Clubs financially supporting the REACH Program each Lions Year. At least 8–10 Lions Clubs were represented during the camp to assist with logistical needs, and provide water and snacks for campers during the daily activities. The Lions have also contributed entertainment and first aid supplies, and coordinated with the camp location to provide safety and security for the campers.

The Lions of Districts 28-U and 28-T will be responsible for planning and implementing the Lions Diabetes Family Camp. It begins with the appointment of a Diabetes Camp chairperson and committee by the incoming District Governor, each Lions Year. The Committee is responsible for assisting with developing the camp brochure and registration forms, and the distribution to more than 30 Lions Clubs comprising Districts 28-U and 28-T.

Weber students will facilitate recreation activities for all three REACH programs (e.g., Tween/Teen Camp). The student volunteers are studying Outdoor Community Recreation Education (OCRE), Exercise Science, Health Promotion, Nursing, and Physician's Assistant (PA) programs. Their responsibilities will be tied to community-engaged service learning and volunteer hours. REACH camps are programmed into the respective course curriculum required for the OCRE degree. This service-learning component is considered one of the high-impact practices by the American Association of Colleges and Universities (AAC&U).

All staff and students participating will have completed the appropriate screening and background checks required by state regulations to work at youth camps.

Primary Children's Hospital, U of U Health Diabetes Clinic, and other healthcare professionals will volunteer for REACH programming (e.g. monthly activities).

Please describe how your project will be managed. Include the role of additional community partners, how decisions will be made, which part of the community will benefit most, and why it was chosen.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=27#h5p-12>

PART VII

CHAPTER 7 - FORMULATING YOUR EVALUATION PLAN

Funders want to support successful projects, so success must be defined and measurable. This chapter provides the tools needed to create an evaluation plan within your proposal.

APPLICATION

7.1 - CRITICAL READING FORM

Application 7.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

The content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

Terminology – please identify key terms relevant to the reading:

Question stems – select four. Based on concepts presented in the reading or previously discussed in class, fill in the blanks for the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement:

_____? Support your answer.

- How is _____ related to what we studied earlier?



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=143#h5p-1>

APPLICATION

7.2 - WRITING

OUTCOMES

Application 7.2

Writing Outcomes

For your own program, develop three short outcomes:



Identify the specific measurable indicator and the performance target threshold for each outcome:



For your own program, develop three intermediate outcomes:



Identify the specific measurable indicator and the performance target threshold for each outcome:

For your own program, develop three long-term outcomes:



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=141#h5p-13>

APPLICATION

7.3 -

DISCUSSION

Application 7.3

Discussion Questions

Why should you include an evaluation plan with your grant proposal?

What is your organization's designed data collection process?

What will you do with your outcome measurements?



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=139#h5p-14>

APPLICATION

7.4 - QUIZ TIME

Application 7.4

Quiz

Match the terms below with the corresponding definition or description by indicating the appropriate letter for each term.

1. Output:

A. The results of your program and the benefits for

2. Process
evaluation:

B. Specific data measurements used to identify how
program is achieving an outcome

3. Outcome:

C. Meaningful changes in participants' condition or

4. Ultimate
outcome:

D. Evaluation of what your organization did

5. Indicator:

E. The direct product of program operation such as
or number of classes taught

6. Methods
plan:-----

F. The design of the measurement and data collection

PART VIII

CHAPTER 8 - DEVELOPING YOUR BUDGET AND BUDGET NARRATIVE

For the grant writer, putting a dollar figure to an idea can be vexing. Yet, the budget is the first step in understanding the true costs associated with making your dream a reality. While the grant requirements may necessitate a different type of budget, the spirit behind the request is putting dollar figures into ideas. The budget narrative provides the details behind the line items of the budget and is essential to the justification process. The narrative provides an explanation of the ideas to include, matching funds and nuances of the budget that may be lost elsewhere in the grant. Some grant reviewers rely heavily on the budget, while others find value in the budget narrative, but both are important parts of the grant writing process. This chapter will show you how to develop your budget and create a budget narrative.

APPLICATION

8.1 - CRITICAL READING FORM

Application 8.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

If a grant, the content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

Terminology – please identify key terms relevant to the reading:

Question stems – select four. Based on concepts presented in the reading or previously discussed, fill in the blanks in the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement:

_____? Support your answer.

- How is _____ related to what we studied earlier?



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://uen.pressbooks.pub/grants/?p=150#h5p-1>

APPLICATION

8.2 - PROGRAM BUDGET

Application 8.2

Program Budget

Overview:

For the grant writer, putting a dollar figure to an idea can be vexing. Yet, the budget is the first step in understanding the true costs associated with making your dream a reality. While the grant requirements may necessitate a different type of budget, the spirit behind the request is putting dollar figures into ideas. The budget narrative provides the details behind the line items in the budget and is essential to the justification process. The narrative explains what to include (matching funds and nuances of the budget) that may be lost elsewhere in the grant. Some grant reviewers rely heavily on the budget, while others find value in the budget narrative, but both are important parts of the grant writing process.

When approaching the budget section of a grant

application, it is vital that the grant writer already have a basic understanding of what a budget is, and the general components that make up a budget. Serving as the financial plan for the grant period, budgets reflect the agency's priorities in assets, liabilities, and equity. Assets are anything an agency owns that has value, such as programming material already purchased, revenue, or capital (like equipment or owned facilities). Salaries, expenses, and debt can be categorized as a liability, which is something that an agency owes to someone else. Budgets reflect the effectiveness and efficiency of resource allocation illustrated through the budget, which can determine whether an agency receives funding.

Drafting a Budget – In Three Easy Steps

Step 1 of creating an impactful budget starts with the creator fully understanding the grant requirements and doing the required research. Some grant applications require an operating budget for the organization, which includes all income, expenses, and other assets needed to achieve the organization's mission. Some grant applications merely desire a program budget where the organization isolates funding specific to the program or project, not the entire organization. Knowing what the prospective funding agency requires with the budget is an essential part of the planning process.

The research portion of a budget starts by gathering the resources necessary to put numbers with ideas. This typically begins with examining expenses such as personnel (salaries and wages), direct costs (expenditures associated with production or provision of a service such as materials, supplies, equipment, and personnel), and indirect costs (general expenses related to

operations such as rent, office supplies, utilities – items not directly tied to the program/project outcomes). As discussed in Chapter 6, a logic model can be a great place to start, because of the visual representation of what it takes to offer a program. By examining the inputs, outputs, and outcomes, one can get a good sense of the expenses associated with developing a program.

A budget is a blueprint of what you want to achieve. Therefore, step 2 of developing a budget is identifying and then communicating the *who*, *what*, *when*, *where*, *how*, and *why* of the program. The *who* of the budget discusses the individuals carrying out the program or project, as described in the grant proposal. This may include instructors, administrative team, or even volunteers. The *what* explains the expenses needed to run the program, including direct, indirect, and in-kind costs (goods and services provided versus cash). *When* will the project/program take place? It is important to understand the timeline of the project, and when funding is needed through the budget to the funding agency. The grant writer may find that the funding timeline, presented by the agency they are applying to does, not align with the organization's budget cycle. The *where* includes the actual location; the *why* is important when keeping track of outcomes, and when creating a budget, includes closing the loop from an evaluation standpoint.

The 3rd and final step of the budget process is putting text and meaning to numerical values. The budget narrative provides descriptive details and justification for the line items on a budget sheet and may serve as the subject of review for funders. The budget narrative explains why the funds are needed and is usually a companion to the written budget. It also provides the

opportunity to connect line items to the organizational objectives.

Assignment:

Based on the following scenario, create a line-item budget proposal for the program. Is there enough revenue to cover the cost of the program? If not, what is the amount needed to cover all expenses in the program?

Bike On:

An organization wants to start a program for youth in the area, whose mission is to promote healthy lifestyles through cycling. The program is open to 15 youth. The program will have two facilitators working for \$10 an hour, for eight hours. A challenging course will be utilized for the program. The course rental is \$50 an hour and is needed for eight hours total. Three bikes (\$120 per bike) need to be purchased. \$100 will be spent on supplies including snacks, paper, drinks, cups, and napkins. Revenue for the program includes \$10 per camper and a \$200 donation from a local business. In addition, 25 shirts will be ordered, costing \$10 per shirt.

PART IX

CHAPTER 9 - FINALIZING YOUR GRANT PROPOSAL

While rushing to the finish line is important in a race, putting the finishing touches on a grant requires time and patience – more than you may expect. This chapter will walk you through the necessary steps to finalize your grant proposal for submission. The last words you write will typically be the first ones a reviewer reads. Your executive summary or abstract normally appears at the beginning of a grant; it may be the only section some reviewers read. Thus, this section is critical and essential to success. This chapter focuses on creating a clear, concise, and effective executive summary or abstract. Please note, that this will be the last piece to write (or rewrite).

APPLICATION

9.1 - CRITICAL READING FORM

Application 9.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

The content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

Terminology – please identify key terms relevant to the reading:

Question stems – select four. Based on concepts presented in the reading or previously discussed in class, fill in the blanks for the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement:

_____? Support your answer.

- How is _____ related to what we studied earlier?



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<https://uen.pressbooks.pub/grants/?p=156#h5p-1>

PART X

CHAPTER 10 - RECEIVING THE GRANT: TIME TO DELIVER

Congratulations—you have been awarded a grant to make your dream a reality! While a celebration is in order, it is time to get to work. Successful grant administration is based on regular and effective communication. With award notification, it is time to reconnect with the team that helped drive the proposal from the start. This chapter helps you focus on moving forward, to ensure you achieve what you set out to accomplish in your grant proposal.

APPLICATION

10.1 - CRITICAL REVIEW FORM

Application 10.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

If a grant, the content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

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Question stems – select four. Based on concepts presented in the reading or previously discussed, fill in the blanks in the question stems below. You do not have to answer the questions.

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- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement:

_____? Support your answer.

- How is _____ related to what we studied earlier?



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<https://uen.pressbooks.pub/grants/?p=166#h5p-1>

APPLICATION

10.2 - SITE VISIT

Application 10.2

Site Visit

Overview:

You completed writing your grant application, submitted the document, and thought you were done... However, the prospective funder asked to conduct a site visit as part of the evaluation process. While a visit is great news, and suggests you are in the running to receiving support from the foundation, there is no guarantee you will receive funding. How will you prepare for the visit?

Assignment:

You were given a seven-day notice of the site visit—what will you do when the team visits your organization? For this assignment, you will develop an agenda for a two-hour program highlighting your organization, the

proposed program, key internal staff and community members, and a tour of the facilities. In your plan, include a timeline, who will lead each portion of the event, and items that will accompany the tour (e.g. promotional material, videos, testimonials, etc.). Provide a brief description for each item in the agenda to explain what will be accomplished. In addition to the well-developed plan, develop a checklist that will be used to ensure the team is on the same page for all elements of the planning and the actual visit.



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=164#h5p-15>

APPLICATION

10.3 - PRESS RELEASE

Application 10.3

Press Release

Overview:

Congratulations are in order—you have received the grant that you spent so much time preparing. Well done! Although you have already sent a thank you email and a formal thank you letter (signed by your organization's executive director), it is time to continue the celebration through a press release. The benefit of a press release following grant funding can be a boon for an agency. Public recognition can create a buzz and a sense of excitement resulting in increased awareness about the program or cause, increased credibility, and further engagement by key players and the public. A press release can attract the attention of future funders and can assist in fundraising due to the increased publicity. A press release can also help with donor relations, in that

the funding organization will be recognized for its important contribution to the cause and/or program.

A strong press release starts with a headline that will capture the audience's attention; the headline should be compelling and capture the essence of the grant and its importance. The introduction should provide an overview of the grant, the source of funding, and info about the organization receiving the grant. Key details should be infused into the release, as you elaborate on the purpose of the grant. The addition of testimonials and quotes can be an effective way to humanize the initiative and bring a level of credibility. As the document is drafted, ensure facts and data are used to enhance creditability and provide context. End with a brief paragraph about your organization, mission, and achievements. The final step after editing is to strategically distribute the press release to media outlets, social media, and websites.

REACH Weber press release example.

Assignment:

You have been awarded a grant from the Elysian Foundation. Using the information above, draft a document that could be used to share the news about being awarded a grant.



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— version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=162#h5p-16>

APPLICATION

10.4 - KUDOS

Application 10.4

Kudos

Overview:

Creating a culture of appreciation can help a team thrive, especially when they have been working on all cylinders to wrap up the grant application. How do you give praise, say thank you, honor someone for an outstanding accomplishment, or congratulate a team for their hard work? For some, a handwritten card or thank you note speaks to sincerity and conveys a human touch that is difficult to achieve through other mediums. For others, an email may suffice. In the digital age, many approaches are available to give kudos.

Assignment:

Take a moment and conduct an internet search for digital thank you notes/cards that are free for the user. Identify several sites and rank them in order of preference. Now try kudoboard.com. Create a

kudoboard and send it to someone you know, thanking them for their effort. Before you send the document, do a screen capture and paste the card below.



PART XI

CHAPTER 11 - NO GRANT? NO PROBLEM!

Grant writing can be difficult. If you do not receive the funding you request, do not take it personally. Reflect, seek to strengthen the relationship with the funder, and develop a plan to resubmit.

ONLY READ THIS CHAPTER IF YOU DID NOT
RECEIVE THE GRANT.

APPLICATION

11.1 - CRITICAL READING FORM

Application 11.1

Critical Reading Form (CRF)

Overview:

The goal of this form is to have you gain a deeper understanding of the content, assess its strengths and weaknesses, and form well-supported opinions and interpretations. The CRF allows you to engage with the reading as you explore the author's arguments and perspectives while helping you develop analytical and critical thinking skills.

Assignment:

Source (e.g., book, grant, journal article, RFP, needs assessment, etc.):

--

Organization (if applicable):

Please make sure to **TYPE** your comments below AND use **COMPLETE SENTENCES**.

Based on this reading, I learned:

If a grant, the content of this reading aligns with the funding agency because:

Identify several recommendations to strengthen this proposal/document:

A question I still have or something I wonder about is:

**If a grant, this project should/shouldn't be funded.
Please support your response:**

Terminology – please identify key terms relevant to the reading:

Question stems – select four. Based on concepts presented in the reading or previously discussed, fill in the blanks in the question stems below. You do not have to answer the questions.

- How would you use _____ to _____?
- What is an example of _____?
- Explain why _____?
- What do you think would happen if _____?
- What is the difference between _____ and _____?
- How are _____ and _____ similar?
- What is a possible solution to the problem of _____?
- What conclusions can you draw about _____?
- How does _____ affect _____?
- In your opinion, which is best _____ or _____? Why?
- What are the strengths and weaknesses of _____?
- Do you agree or disagree with the statement:

_____? Support your answer.

- How is _____ related to what we studied earlier?



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<https://uen.pressbooks.pub/grants/?p=177#h5p-1>

APPLICATION

11.2 -

REFLECTION

Application 11.2

Reflection

Overview:

Grant writing can be difficult. You have a great idea, spend time and energy vetting prospective funders and justifying the need (while working on sustaining the program), only to learn you did not receive funding from a foundation. It happens. In fact, it happens frequently. Is it time to throw in the towel, or are there other options that may benefit you and your organization in the long term? The obvious answer is the latter, and it all starts with relationships.

Although you did not receive the grant, it is important to continue fostering relationships with key players and organizations in your community, because you never know when there will be an opportunity for collaboration.

Assignment:

There are three parts to the assignment. First, if you have not already done so, share your grant application with a neutral third party for their review and feedback (this may be a peer in your class). Ideally, find someone with some knowledge and experience with grant writing so the feedback will be specific to the mechanics, as well as the conceptual idea of the program. Next, give a critical appraisal of the process you used to draft the grant application. In your reflection, share the lessons learned, challenges faced, and recommendations that will help you write another grant. Be sure to reflect on all parts of the process – from the conception of an idea to receiving notification that the grant application was rejected. Finally, what are the next steps, and how do you intend to move forward with your idea?



An interactive H5P element has been excluded from this version of the text. You can view it online here:
<https://uen.pressbooks.pub/grants/?p=175#h5p-17>

APPENDIX

List of Action Verbs

Management/ Leadership

administered
analyzed
appointed
approved
assigned
attained
authorized
consolidated
contracted
controlled
converted
coordinated
decided
delegated
developed
directed
eliminated
emphasized
enforced
enhanced
established

executed
generated
handled
headed
hired
hosted
improved
incorporated
increased
initiated
inspected
instituted
managed
merged
motivated
organized
originated
overhauled
oversaw
planned
presided
prioritized
produced
recommended
reorganized
replaced
restored
reviewed
scheduled
streamlined
strengthened
supervised
terminated

Communication/ People Skills

addressed
advertised
arbitrated
arranged
articulated
authored
clarified
collaborated
communicated
composed
condensed
conferred
consulted
contacted
conveyed
convinced
corresponded
debated
defined
developed
directed
discussed
drafted
edited
elicited
enlisted
explained
expressed
formulated
furnished
incorporated
influenced

interacted
interpreted
interviewed
involved
lectured
listened
marketed
mediated
moderated
negotiated
observed
outlined
participated
persuaded
presented
promoted
proposed
publicized
reconciled
recruited
referred
reinforced
reported
resolved
responded
solicited
specified
suggested
summarized
synthesized
translated

Research Skills

analyzed
clarified
collected
compared
conducted
critiqued
detected
determined
diagnosed
evaluated
examined
experimented
explored
extracted
formulated
gathered
identified
inquired
inspected
interpreted
interviewed
invented
investigated
located
measured
organized
researched
searched
solved
summarized
surveyed

systematized
tested

Teaching Skills

adapted
advised
clarified
coached
communicated
conducted
coordinated
critiqued
developed
enabled
encouraged
evaluated
explained
facilitated
focused
guided
individualized
informed
instilled
instructed
motivated
persuaded
set goals
simulated
stimulated
taught
tested
trained
transmitted

tutored

Helping Skills

adapted

advocated

aided

answered

arranged

assessed

assisted

cared for

clarified

coached

collaborated

contributed

counseled

demonstrated

diagnosed

educated

encouraged

ensured

expedited

facilitated

familiarize

furthered

guided

helped

insured

intervened

motivated

provided

referred

rehabilitated

presented
resolved
simplified
supplied
supported
volunteered

Financial/ Data Skills

administered
adjusted
allocated
analyzed
appraised
assessed
audited
balanced
calculated
computed
conserved
corrected
determined
developed
estimated
forecasted
invested
managed
marketed
measured
planned
programmed
projected
reconciled
reduced

researched
retrieved

Creative Skills

acted
adapted
began
combined
conceptualized
condensed
created
customized
designed
developed
directed
drew
entertained
established
fashioned
formulated
founded
illustrated
initiated
instituted
integrated
introduced
invented
modeled
modified
originated
performed
photographed
planned

revised
revitalized
shaped
solved

More Verbs for Accomplishments

achieved
completed
expanded
exceeded
improved
pioneered
reduced (losses)
resolved (issues)
restored
spearheaded
succeeded
surpassed