Course 15: Grant Writing
Grant Writing

Skill Standard F: Perform administrative functions
Skill Standard J: Perform program management functions

Key Activities: F6/J6: Research and assist with writing and implementing grants and targeting financial resources.

COURSE DESCRIPTION:
Instructor-learners research and identify potential grant sources and develop the attitude and fortitude needed to write competitive grant proposals successfully. By writing and reviewing proposals, instructor-learners will gain competence in writing typical grant components, including a statement of need/rationale, implementation strategies, outcomes, personnel, evaluation, budget, attachments, and an executive summary. This class is especially appropriate for teachers and others interested in education-related grants.

LEARNING OUTCOMES: The instructor-learner will:
• Research potential grant sources to address personal, programmatic, and institutional needs.
• Write competitive grant proposals, including a statement of need/rationale, implementation strategies, outcomes, personnel, evaluation, budget, attachments, and an executive summary, as applicable.
• Review and assess grant proposals according to specified criteria.

OUTCOMES ASSESSMENTS:
• Identify at least 5 potential grant sources that meet programmatic and institutional needs.
• Write up an interview with a grant writer to learn additional techniques and perspectives.
• Write the components of a typical competitive grant proposal, a statement of need/rationale, implementation strategies, outcomes, personnel, evaluation, budget, attachments, and an executive summary.
• Submit a recommendation letter for a fellow student’s grant proposal.

PERFORMANCE INDICATORS:
• Appropriate campus personnel and resources are accessed to investigate grant opportunities.
• Necessary data is procured or provided as requested.
• Necessary forms and/or documents and reports are completed within established guidelines.
• Grant proposal presentations to appropriate personnel are made as necessary.
• Grants are procured.

KNOWLEDGE AND SKILLS: The instructor-learner will:
• Research information and write proposals in accordance with grant guidelines.
• Develop a long-range project plan with accompanying budget.
• Write a statement of need/rationale, implementation strategies, outcomes, personnel, evaluation, attachments, and an executive summary.
• Organize and interpret information and think creatively.
• Develop a list of education-related funding resources.
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<th>Essential Content</th>
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| Matching Project Ideas with Potential Grant Sources | • Which comes first, the idea or the funding source?  
• The importance of fit  
• Differences between public and private grants  
• Researching potential grant sources  
• See Determining the Fit, Different Types of Foundations, and Scenarios attached. |
| Grant Formats and Criteria             | • Each grant application has its own format  
• Follow their rules to make your ideas clear to reviewers; make it easy for them.  
| Peer Review                            | • Being a reviewer will help instructor-learners understand what reviewers will look for in evaluating their grants.                                                   |
| Writing the Statement of Need          | • May also be called Problem Statement or Rationale for the Project  
• Should be clear, compelling, and supported by evidence  
• Don’t use circular reasoning (i.e. “the problem is we lack X, so we need the money to buy X” – instead, what problems does the lack of X create, and for whom?)  
• See Opportunity/Problem Statement and Scenarios: Statement of Need, attached. Also, a variety of possible scenarios are attached that could be used for subsequent writing activities, in lieu of real project proposals. |
| Writing the Implementation Strategies  | • May also be called Activities or Methods  
• Should include specific timelines showing who will do what |
| Writing the Outcomes                   | • May also be called Performance Indicators or Objectives  
• Should be measurable  
• Should focus on impact rather than process (i.e. “85% of participants will pass certification test,” rather than “5 training sessions will be delivered”)  
• See Goals and Objectives, attached. |
| Writing the Key Personnel              | • May also be called Qualifications or Staffing  
• Should include resumes for any project-related people already on staff  
• Should include job descriptions for positions that would be hired if the project is funded |
| Writing the Evaluation                 | • Should include review of both product and process  
• Should describe evaluation methods and criteria, as well as how the data will be used |
| Writing the Budget                     | • Be detailed in your own planning, even if the funder does not require all the details.  
• Matching funds, including cash and in-kind resources |
| Letters of Recommendation and Other Attachments | • May also be called Letters of Support or Commitment  
• Involve people early so they can contribute to the project |
| Essential Content | WRITING GRANT PROPOSALS  
Discussion Topics and Key Points |
|--------------------|-------------------------------------------------|
| Letters of Recommendation and Other Attachments (continued) | • Different people may want different levels of information about the project before agreeing to write a letter.  
• The more specific, the better  
• Other attachments may include data, promotional materials: anything that helps prove your case but is too long to put in the body of the proposal. |
| Writing the Executive Summary | • May also be called an Abstract  
• Although it goes at the beginning, it’s easiest to write it last, once the proposal is done. |

**LEARNING ACTIVITIES:** These activities are for facilitating instructors to use with instructor-learners:

- Instructor-learners access the Internet and other resources to research potential grant sources.
- Instructor-learners conduct an interview with a grant writer.
- Instructor-learners work through scenarios and/or their own project ideas to develop statements of need and other grant proposal components.
- Instructor-learners review and evaluate simulations and fellow students’ grant proposals.

**SUPPORT MATERIALS:**

- Determining the Fit Between Your Organization and a Funding Agency
- Different Types of Foundations
- Scenarios: Potential Targets Activity
- What Makes for a Successful Proposal?
- Common Reasons Why Proposals Are Declined
- What Can I Do To Improve My Chances for Success?
- Opportunity/Problem Statement: Selection from the Washington Development Network (WDN) Application
- Goals and Objectives: Selection from the WDN Application

**PRIMARY TEXTS/RESOURCES:**

**ADDITIONAL READINGS AND RESOURCES:**
• Washington State Board for Community and Technical Colleges. (Application Criteria for WorkFirst Pre-Employment Programs.)

**WEBSITES:**

**Federal Government**

**State Government**
- Office of Superintendent for Public Instruction, [http://www.k12.wa.us/](http://www.k12.wa.us/)

**Foundations Interested in Education (and Other Subjects)**
- Annenberg Foundation, [http://www.whannenberg.org](http://www.whannenberg.org)
- Ford Foundation, [http://www.fordfound.org](http://www.fordfound.org)
- Andrew W. Mellon Foundation, [http://www.mellon.org](http://www.mellon.org)
- David and Lucille Packard Foundation, [http://www.packfound.org](http://www.packfound.org)
- Rockefeller Foundation, [http://www.rockfound.org](http://www.rockfound.org)
- Society of Manufacturing Engineers Education Foundation, start or upgrade a

**Foundations Interested in Technology (and Other Subjects)**

**How to Write Grants, Including Samples**
- Winning Grant Samples, http://www.getagrant.com/samples.html

**Other**
- Educational Funding Strategies, http://www.icu.com/efs/
- The Foundation Center, http://fdncenter.org/
- The Taft Group, http://www.taftgroup.com/

**GLOSSARY:**

**501(c)(3)** - an Internal Revenue Service designation for certain charitable organizations; only organizations with 501(c)(3) status for many government and foundations grants.

**Attachment** - something attached to the proposal to provide additional documentation of the project's worthiness, such as letters of support or recommendation, survey data, promotional materials, or other items that are too large to put in the grant itself.

**Budget** - a description of expected costs for the project, broken into expense categories, to justify why the grant writer is seeking funds.

**Cover letter** - often used, in addition to the executive summary, to introduce grant reviewers to one's organization and explain why the organization is seeking funds.

**Direct costs** - budget items (such as teacher and counselor salaries, equipment, and books) that have a direct impact on the people who would be served in a grant proposal.

**Evaluation Criteria** - specifications used to determine the worthiness of a grant proposal.
Evaluation - a method of monitoring and assessing a funded project to insure its success and assure the funder that the money has been well spent.

Executive Summary - a one-page summary of the grant proposal, also called an abstract.

Grant - a gift (usually money or land) to an organization for a particular purpose.

Indirect costs - budget items (such as administrative salaries) that have only an indirect impact on the people who would be served in a grant proposal; many grant applications have strict limits on the allowable percentage of indirect costs.

Matching funds - some grantors require that, for every dollar they give, the organization must match money or in-kind resources from other sources; this may be a 1:1 or some other ratio.

OSPI - Washington State's Office of the Superintendent of Public Instruction. This may be a good source of funds for K-12 programs.

Outcomes - the measurable changes and impact that can be expected to occur if the proposed project is funded.

Personnel - the people who will be paid by the grant in order to carry out the project described in the proposal.

Proposal - written document submitted by an organization to a grant-provider requesting funding for a particular purpose.

Query letter - initial correspondence sent by organization to grant provider.

RFP - request for proposal.

RFQ - request for qualifications, sometimes used by a funder to establish a register of qualified individuals or organizations for future grants or contracts.

Statement of need - an explanation of why the requesting entity needs the grant and what problem it wants to solve.

SBCTC - Washington State's State Board of Community and Technical Colleges. This may be a good source of funds for community and technical college programs.

WDC - Workforce Development Council. A local governmental entity that receives federal funds from the Workforce Investment Act to support workforce training for low-income youth and adults.
Support Materials for Course 15: Grant Writing
Determining the Fit between Your Organization and a Funding Agency
by Beth M. Arman, Associate Dean, Renton Technical College

Typically, the answers to these questions can be found by reading grant directories or a potential funder’s website, annual report, grant application criteria, or other publications.

WHAT TYPE OF ORGANIZATIONS DO THEY FUND?
For example, if your organization is not a 501(c)(3), which is an Internal Revenue Service designation, it will be ineligible for many grants unless you can work through a qualifying fiscal agent. Also, if you work for a single college or high school, but the grant specifies that they only fund consortia, then you had better have in place or work on developing partnerships to meet the grant requirements.

WHAT TYPE OF PROJECTS DO THEY FUND?
If they fund demonstration or pilot projects, and you have a program that has been up and running for several years, this would not be a good match. Similarly, if they fund only capital equipment and you want to cover your operating costs, this would not be the best choice.

WHAT ISSUES ARE THEY INTERESTED IN?
If you are interested in starting or expanding an educational program, a foundation focusing on education will be much more likely to consider your request than one that focuses on health care or social services. Even within the field of education, some grantors are more interested in early childhood education whereas others are more interested in college scholarships. The closer your project is to their area of interest, the more likely it is to be funded.

WHAT IS THE SIZE OF THEIR TYPICAL GRANT AWARD?
If your project could be implemented for under $10,000, then you probably do not want to write a lengthy federal grant proposal that could bring in $1,000,000 if funded. Alternatively, if you need $1,000,000 to get your project up and running, it is generally not worth your time to apply for $5,000 grants even if their application process is easier.

FOR HOW LONG A TIME PERIOD WILL THEY PROVIDE FUNDING?
If you have a one-time need (such as a travel grant for research, or computers or other capital equipment that will last several years), then it is not worthwhile to do a multi-year grant, nor is it likely to be funded. If, on the other hand, you need a few years’ worth of seed money to get a program started, then a multi-year grant is a better alternative than a single year grant.

WHAT OTHER REQUIREMENTS DO THEY HAVE, AND CAN YOU MEET THEM?
A few examples include matching funds (i.e. every dollar they give you must be matched with money or in-kind resources from other sources), agreeing to yearly federal audits, or limiting the amount of money spent on indirect costs. One community-based organization ended up bowing out of a multi-year, federal partnership grant because they realized after the first few years that it actually cost them more than the grant was worth to comply with all of the regulations.
Different Types of Foundations
by Jane Pryor, former Director, Clover Park Technical College Foundation

INDEPENDENT FOUNDATIONS:
Comprising the largest segment of the private foundation universe, independent foundations are generally endowed by an individual or a family. Typically, independent foundations have broad charters but limit their giving to a few fields, sometimes changing their funding focus as societal needs shift. Example: Bullitt Foundation, Cheney Foundation.

CORPORATE FOUNDATIONS:
Although indistinguishable in the tax code from independent private foundations, corporate (or “company-sponsored”), foundations are created and funded by companies in order to make grants and accomplish other philanthropic goals through a separate entity. Often, corporate foundations are not endowed (or hold a relatively small amount of assets) and make grants based on funds received annually from the company. Example: Dayton Hudson Foundation, parent company of Target and Mervyn’s stores, US West Foundation.

CORPORATE GIVING PROGRAMS:
Companies give directly from their earnings through the corporate giving program. The funds are under full control of the corporation, and giving staff often have corporate responsibilities in addition to their grantmaking duties. Example: Puget Sound Power & Light Company, Shearson and Lehman Brothers.

PRIVATE OPERATING FOUNDATION:
Established to operate research, social welfare or other charitable programs, operating foundations are endowed, private foundations. They may make some grants, but the majority of funds support their own programs. Example: Clover Park Technical College Foundation.

COMMUNITY FOUNDATIONS:
Dedicated to a specific community or region, community foundations receive their funds from a variety of different donors. Their grantmaking activities are administered by a governing body or distribution committee representative of community interests. Classified as “public charities” by the Internal Revenue Service, they are required to meet a “public support test” each year, meaning that they raise a portion of their total revenues from the public. Example: Greater Tacoma Community Foundation, Seattle Community Foundation.

PUBLIC FOUNDATIONS:
Also public charities, these foundations annually raise the funds they distribute to causes or charities. A growing phenomena in recent years, they are often hailed as a prototype of future philanthropy. Example: United Way.
Scenarios: Potential Targets Activity
by Beth M. Arman, Associate Dean, Renton Technical College

You want to develop a program to teach work readiness to disabled high school students and assist in their school to work transition. **Which of these organizations do you think might be a potential target for funding this type of project? Why or why not?**

- **Carl Perkins money from the Office of Superintendent of Public Instruction** - services for women, minorities, or other special needs students in vocational education.
- **National School to Work Office** - funds state and local School to Work systems that can get “to scale” and serve all students.
- **Annie E. Casey Foundation** - services to youth and families, especially relating to education.
- **Department of Housing and Urban Development** - School to Work programs for low-income youth in public housing projects.
- **Projects with Industry, Department of Labor** - job preparation and placement assistance for young adults with disabilities.
- **Summer Youth Employment money through a local Workforce Development Council** - work readiness and work experience for low-income youth with barriers to employment.

What Makes For A Successful Proposal?
by Jane Pryor, former Director, Clover Park Technical College Foundation

1. A program/project that is within the scope of the funder’s area of giving.
2. Sufficient documentation supported with facts.
3. A project that reflects people needs, not organizational needs.
4. Gifts/grants that seek fund partners, not servants. Remember, in the 1990s gifts/grants are treated as investments in hopes of a better condition.

Common Reasons Why Proposals Are Declined
by Jane Pryor, former Director, Clover Park Technical College Foundation

1. Problem hasn’t been documented properly.
2. Problem does not strike reviewer as significant (It failed to “grab” the reader).
3. Prospective client groups have not been involved in planning and determining project goals.
4. Proposal is poorly written, hard to understand.
5. Proposal objectives do not match objectives of the funding source.
6. Proposal budget is not within the range of funding available through the funding agency.
7. Proposal program has not been coordinated with other individuals and organizations working in the same area.
8. Funding source does not know the capabilities of those submitting the proposal.
9. Project objectives are too ambitious in scope.
10. Writer did not follow guidelines provided by the funding agency.
11. Insufficient evidence that the project can sustain itself beyond the life of the grant.
12. Evaluation procedure is inadequate.
What Can I Do To Improve Chances For Success?
by Jane Pryor, former Director, Clover Park Technical College Foundation

1. **DO YOUR HOMEWORK BY RESEARCHING FUNDING SOURCES.**
   Competitive grants are for projects the funder wants to fund. Once you know what you want to do, research prospective funding sources. Key information:
   - Does the funder make grants in your geographical area?
   - Has the funder funded projects similar to yours in the past?
   - Does your project fall within the funder's funding parameters?
   - Is your budget within the range of awards the funder grants?

2. **ATTEND A TECHNICAL ASSISTANCE WORKSHOP (IF APPLICABLE/AVAILABLE).**
   Many grantmakers (especially state and county agencies and some federal offices) provide technical assistance workshops for prospective grant applicants. The underlying philosophy of the funding program is discussed and the application - section by section - is reviewed. Often prospective grantees identify discrepancies within the application during these workshops, and clarifying information often follows. Grantmakers might also review a successful proposal from a previous funding cycle during a workshop, as well as discuss allowable and nonallowable budget items.

3. **READ PREVIOUSLY SUCCESSFUL PROPOSALS.**
   If you’ve never written a grant before, or have previously been unsuccessful in applying to a particular grant program, try reading a few successful proposals before you begin. Most federal offices (in Washington, D.C.) will let you read as many successful proposals as you like in their offices. You can’t take them with you or copy them, but reading them will give you a better sense of what the funder wants to fund and where your proposal is weak. Most grantees are willing to share their successes and will mail you a copy of their proposal upon request. Annual reports from corporate funders will usually include a synopsis of projects funded—these too, will give you a better idea of what the funder wants to fund.

4. **TALK TO A PROGRAM OFFICER.**
   Most federal and state funding agencies, as well as many corporate and private foundations have program staff. Call and ask if you might review your project to see if it might be of interest. Most program officers will respond—they don’t want you applying if they know their board won’t be receptive. They can also give you helpful hints in preparing the proposal.

5. **FOLLOW THE INSTRUCTIONS.**
   Read the application materials carefully before you begin to write the proposal. One of the most common complaints reviewers make is that they became frustrated and annoyed at people who do not follow the instructions. It makes it harder for the reviewers to rate the proposals.

6. **DON’T RE-ORDER THE NARRATIVE OUTLINE.**
   In most cases, readers will rate your proposal using established review criteria. They will follow the criteria section by section, so if you have re-ordered the narrative outline, chances are you’ll lose points because the reader won’t be able to find the section.

7. **RESPOND TO ALL SECTIONS.**
   If you’re unsure of how to respond to a particular section, call a program officer or your
organization’s grants expert to help in strategizing your response. If you skip a section entirely, you will not be awarded any points for that section, thereby lowering your overall score (and chances for funding).

8. CHECK FOR SPELLING, PUNCTUATION, AND MATH ERRORS.
If writing and grammar skills are not your strong points, run the proposal by an English teacher or journalist. Keep in mind that a proposal should read like a newspaper article, clear and succinct (who, what, why, when, where, how). Poorly written or sloppily prepared proposals make a bad impression on reviewers. Double check your math.

9. THE NEED STATEMENT MUST BE CLEAR AND COMPELLING.
If the reviewer does not understand the need or does not believe a need exists, then no matter how well structured the rest of the grant is, the reviewer will not recommend funding. A mix of statistical and anecdotal information helps the reviewer get a clear picture of the extent of the need. Keep in mind whom you are serving when preparing this section, e.g., what difference will the project make for your students/clients/community in their ability to learn and succeed?

10. CITE REFERENCES FOR ANY MATERIALS THAT MAY BE UNFAMILIAR TO THE REVIEWER.
This shows you’ve done some research and strengthens the credibility of your argument. If your proposed approach has been successful at other colleges or in other communities, say so. Don’t be afraid to name names here.

11. DON’T ASSUME THE REVIEWER SHARES YOUR VIEWS OR UNDERSTANDING OF THE PROBLEM.
Write the proposal in a way that anyone could clearly understand what the need is and what you plan to do to address the need.

12. AVOID THE USE OF JARGON AND ABBREVIATIONS.
If you must use them, explain their meaning when first used in the text. When abbreviating terms with initials, first define them, e.g., Adult Basic Education (ABE).

13. DON’T TRY TO SECOND-GUESS THE PROCESS.
There are no “magic words” or hidden agendas in the process. The grants that are funded are the ones that are the most compelling, clearly understood, reflect a high degree of planning and thought, and appear to have the most likelihood of success.

14. HAVE SOMEONE WITH WHOM YOU HAVE NOT DISCUSSED THE PROJECT READ YOUR PROPOSAL.
Any questions they have will very likely be the same ones raised by reviewers. Revise the proposal, making sure that each of these questions is addressed.

15. ASK FOR HELP.
Some program officers will review draft proposals prior to submission. If that’s the case, use their expertise. They will, in essence, write the proposal for you, by telling you which sections need work, what budget items are non-allowable, etc. Your local grants expert (if your organization has one), can also help.
Opportunity/Problem Statement: Selection from the Washington Development Network (WDN) Application: Appendix B
by Washington State Community, Trade, and Economic Development staff

OPPORTUNITY/PROBLEM STATEMENT:
The Opportunity/Problem Statement should not simply be “We need to complete a plan.” It should describe how the specific planning needs fit within the general community setting.

Listed below are examples of both strong and weak statements:

Developing Community Plans and Priorities:
**Strong:** The city is facing many community development demands and is lacking the tools to assess, prioritize, and strategically address these needs.
**Weak:** The city is facing many community development demands.

Site Specific Planning:
**Strong:** The port has the opportunity to expand, and it needs to determine whether an expansion is economically feasible and has broad-based support.
**Weak:** The port would like to expand and wants a study to back it up.

Infrastructure and Comprehensive Planning:
**Strong:** The Public Utility District is facing an inadequate water supply and needs to determine what is the best solution and how to fund it.
**Weak:** The PUD needs to complete a water CFP to apply for a PWTF loan.

Business Assistance:
**Strong:** The Downtown Association wants to assess the potential for improving the local economy through tourism in the downtown sector.
**Weak:** The Downtown Association needs more tourism in the downtown sector.
Scenarios: Statement of Need
by Beth M. Arman, Associate Dean, Renton Technical College

You want to teach work readiness to disabled high school students and assist in their school to work transition. Your school has initiated innovative career awareness programs in the past. Students with disabilities make up 10% of the school's population. Many learning disabilities go undiagnosed, but limit students' performance at school and at work. People with disabilities are often under-employed, and have higher unemployment and poverty rates than people without disabilities. Your town has many small employers who worry about how the ADA will affect them. The unemployment rate in your town is 4.5%. Good-paying jobs are often not available to teenagers because employers would prefer to hire people whom they think will be more mature.

Write a statement of need, of no more than 5 sentences, that addresses:
• What is the problem you're trying to solve?
• Why should we care about this problem?
• How will you solve this problem?

The statement of need will be evaluated on:
• how clear and easy it is to read.
• how significant the problem is.
• how feasible your solution is to carry out.
• how much impact your solution will have.
• how logically your solution follows from the problem.

Scenarios: Dislocated Workers
by Beth M. Arman, Associate Dean, Renton Technical College

Your union wants to start a retraining program for its members, who are dislocated timber workers. Many people in the timber industry have lost their jobs and have not been able to find work, at least not at their old wages. The union has historically been a source of pride and community, but with the lay-offs members feel angry and disillusioned. On the other hand, they trust the company and the government even less.

The area has an unemployment rate of 20%. The town has a community college and some government agencies. There is one major private sector employer, which has been downsizing, and some smaller companies in the service sector.

You are applying for funding from the State Board of Community and Technical Colleges, which funds dislocated worker programs. They value private sector involvement.
Scenarios: Defense Conversion
by Beth M. Arman, Associate Dean, Renton Technical College

You want to help former military personnel who have lost their jobs due to defense conversion. Although they live in your community now, many have moved around a lot with the military. The military's ways of training and classifying work experience are fairly different than in the civilian economy, although many skills are probably transferable. Your non-profit organization has experience providing employment services such as career counseling and resume writing. The economy is fairly good, and there is a growing computer software industry in your community.

You are applying for funds from a defense conversion office within the Department of Defense. Within the broad category of employment and training assistance, there are few restrictions for what the money can be used.

Scenarios: Apprenticeship and School to Work

Your joint labor-management apprenticeship program wants to help high school students learn more about the building trades. Although 18 is the minimum age for entering an apprenticeship program, you want to expose students to your program and to apprenticeships more generally.

Construction jobs typically pay more than $25/hour for journey-level workers, but most young people do not consider them. Most high school students know only the occupations their parents do, or get their information about the work world from watching TV.

You have had discussions with a local Tech Prep consortium, which could help recruit and refer students. You want to make this project the showcase of a larger School to Work system and are applying for state School to Work funds.

Scenarios: Non-Traditional Programs

As a junior high teacher, you want to encourage your female students to take more math classes because these are important for many career options. Research shows that girls often begin to lose confidence in their abilities, particularly in math, in their early teens. Your city has a technical college, a university, and several manufacturing employers. The college and university programs, as well as the employers, are interested in diversifying but have limited experience in doing so. Although manufacturing is an important part of the city's economy, many people have a negative image of it as "dirty" or "rough."

You are applying for a Carl Perkins grant, which focuses on non-traditional (particularly high-paying) employment options for young women.
Scenarios: Applied Academics
by Beth M. Arman, Associate Dean, Renton Technical College

Your school’s metal shop is outdated, making it hard for you to teach the latest technology and techniques to your high school students. You have received some equipment donations from local employers, but you would like to be able to make major changes to the program’s equipment and curriculum. About 10% of your school’s graduates get a 4-year degree, about 50% get a 2-year degree or other type of post-secondary training, and the rest get no additional education after high school. Jobs in your area, as well as nationally, increasingly require higher skills.

You are applying for a National Science Foundation grant which emphasizes an integrated (applied) approach to science education.

Criteria for Scenario Grant Proposals
by Beth M. Arman, Associate Dean, Renton Technical College

Evaluate each element of the grant on a scale of 1 to 5 (with 5 being the highest), according to how well the proposal answers each question.

• Why is your project needed? What societal problem(s) does it solve?
• How do you intend to solve these problems - what goals are you trying to reach, and how will you reach them?
• What is your project design, i.e.
  o what will the project accomplish (including specific outcomes you expect to see)?
  o how will you accomplish these goals?
  o who will do the work?
  o what is the timeline?
• What is the organization’s capacity to do the work - how does this project fit in with the organization’s mission and past experience?
• How will you evaluate the project’s success?
• What kind of budget will you need to do the work effectively?
GOALS AND OBJECTIVES STATEMENTS:
The Goal Statement realistically describes what to expect in the future after you are able to solve your community's problems. It also indicates what the future will be if you can take advantage of an opportunity. It does not tell how to achieve your goal or exactly when it will be realized.

SAMPLE GOAL STATEMENTS
#1. Our overall goal is to diversify the local economy.
#2. Our goal is to revitalize the downtown.

Objectives are concise statements of measurable activities that need to take place in order to achieve the desired goal. Several objectives and a time frame for meeting each one are usually needed to accomplish a goal. Objectives are the basis for a work plan and are used to evaluate the project's success. Objectives are more specific than the goal statement, but do not include the detail of a Work plan. Objectives may include a short time frame of a few months, or longer time frames of two to five years.

SAMPLE OBJECTIVE #1: Entrepreneurial Training Program
1. By October 1996 offer 8 mini-seminars at sites throughout the region to combine orientation to business ownership and introduction to the ETP. Target 160 participants for the mini-seminars and 80 participants for the assessment workshops.
2. By December 1996 offer four 1-week (10 hours per week) assessment workshops.
3. Attract 20 candidates to each assessment workshop and from this pool, appoint ETP participants.

SAMPLE OBJECTIVE #2: A neighborhood economic revitalization strategy
1. To secure investments by commercial enterprises.
   • Measurement: Number of specific businesses which are attracted to or expand in the neighborhood and dollars of new investment from 1996 - 1998.
   • Target: 50-100 companies with $10 to $100 million in capital investments.
2. To provide employment for local residents in desirable jobs.
   • Measurement: Aggregate total of jobs created along with values for wages and benefits from June 1, 1996, through December 31, 1998.
   • Target: 200-1,000 permanent jobs with payrolls over $10/hour.
3. To improve the visible environment with sustainable increases in the public tax base.
   • Measurement: Above trend level building permits, retail and use taxes, business and occupation income, city government utility revenues and property appraisals from June 1, 1996, through December 31, 1998.
   • Target: $500,000 to over $2 million in annual above trend level state and local revenues.