Grant Writing for the Human Resource Development Professional

Wendy Dresser-Recktenwald
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The Graduate Human Resource Development Program

in the

School of Adult and Graduate Education

Grant Writing for the Human Resource Development Professional

A Paper in Human Resource Development

By

Wendy Dresser-Recktenwald

Submitted in Partial Fulfillment
Of the Requirements
For the Degree of

Master of Science

July, 2001
St. John Fisher College
The Graduate Human Resource Development Program
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I would like to thank my family for providing to me the emotional support to attend St. John Fisher College for the past two years. It has been an exhilarating opportunity for which I am thankful.

Justin
Thank you for laughing with me and crying with me, but most of all for believing in me. I hope you are as proud of me as I am of you.

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Thank you for making me laugh when I wanted to cry and for always worrying about me driving to Rochester. Your support throughout my educational endeavor gave me the strength to continue. I am proud of you.

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Thank you for understanding that being a mother to my children had to be my first priority, and for providing me the support to continue. You have been in my shoes and have felt the unending pull in several different directions a working mother experiences. You have been a mentor, a teacher, a leader, a role model, and a friend.

*A journey of a thousand miles must begin with a single step.*
Chinese Proverb
We approve this paper of Wendy Dresser-Recktenwald

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Appendix A: Grant Writing for the HRD Professional
CHAPTER ONE

Introduction

The ability to write a successful grant is a critical skill to have. In 2000, over $150 billion was awarded in grant funding (Miner & Miner, 2000). Today, more and more public and private agencies, as well as professional organizations are both competing for and relying on federal funds. At a time of shrinking public dollars and increased competition for private funding, it is imperative for Human Resource Development professionals to possess the ability to write a quality grant.

Grants can provide needed human resources, equipment and materials, networking opportunities, time, and visibility for your agency. Grant writers seek funding in order to search for new ways to solve problems in the field, or to train personnel entering a profession. Organizations can benefit considerably from the acquisition of grant dollars.

The purpose of this paper is to document the development of a resource guide for the HRD professional, detailing how to identify a funding need, how to identify a funding source, how to obtain a request for proposal (RFP), how to prepare a proposal, and how to lay the groundwork for successfully completing the grant project. The research conducted for this project specifically examines the skills and knowledge required of an individual to manage and to design the development of a grant proposal. Furthermore, this project reflects the analytical,
business, interpersonal, leadership, technical, and technological competencies required of effective Human Resource Development (HRD) professionals.

Background

The ability to write dates back to the year 3000 BC (Eby, 2000). According to Eby (2000), some historians refer to it as the greatest event in human history. An early civilization named the Sumerians invented a writing system called pictographs or pictures depicting objects, ideas, and sounds. Today, writing has evolved into one method in which humans communicate; it is considered to be a basic life skill (Eby, 2000). Today, the ability to write well is a critical skill to possess in the workforce (Broadbent, 1997). Regardless of how good your technical skills may be, it will be difficult for you to move up the ladder unless your writing measures up (Jacobs, 1998). Whether you are pitching a business case, writing a proposal, or justifying a budget, the quality of your writing can determine success or failure. Jacobs (1998) contends that writing ability is especially important in consumer communication. Business proposals, grant proposals, status reports, customer documentation, technical support, or even e-mail replies all depend on clear, written communication.

The increased competition for grant funding demands effective proposal writing skills. The federal government, private foundations, and corporations award billions of dollars in grants annually (Evans, 2000). In the face of decreasing local and state revenues, organizations can benefit considerably from the acquisition of grant dollars. Grant writing is highly competitive (Evans,
When a proposal is submitted to an agency, a panel of peer reviewers reviews it. The reviewers evaluate whether the proposal meets the purpose of the funding agency, demonstrates a need for the project, links the operational plan to the identified need, delineates a realistic budget and evaluation plan, and documents the availability of personnel and resources to support the project. According to Evans (2000), it takes more than a good idea to get a proposal funded; it takes an understanding of the basic principles of good writing.

A grant is a document written by the grant seeker (any organization looking for a way to fund an idea or need) to convince the grant maker (any organization or foundation offering money for an idea, product or service) to provide the necessary dollars to fund an idea, product or service.

Grant writing is an essential skill to possess. Grant seeking is a multibillion-dollar-a-year industry (Evans, 2000). What used to be considered “charity” for non-profit agencies is fast becoming an important resource for both public and private organizations. Today, there are literally thousands of foundations, corporations, and public and private agencies dispersing funds to organizations whose mission and vision, or ideas, products and services match theirs.

Grant makers are willing to give monitory support because they are concerned about social problems or injustices, or they support research, ideas or products. They are willing to invest their money to address these needs. A
successful grant writer is able to understand the grant makers "point of view" and express that view throughout the grant proposal.

One may ask the question, How can grant writing really help an HRD professional? An HRD professional may find their organization has a need yet doesn’t have the dollars to fund the need. For example, the New York State Department of Labor and Workforce Development agencies frequently offer grants to businesses and industries to improve the skills of their employees. HRD professionals can respond to an RFP (request for proposal), a document sometimes sent out by organizations requesting proposals for a product or service. The RFP gives guidelines on what the proposal should cover, when it should be written, and to whom it should be sent. The answer is clear; if written correctly, grants can be an investment in an improved future, a future that may mean a part of the billions of dollars awarded yearly in grants. For employers, individuals who possess good writing skills are critical assets in today’s workforce.

In 1992, the National Adult Literacy Survey conducted by the U.S. Department of Education’s National Center for Education Statistics showed that 21 percent of the U.S. adult population older than 16 has rudimentary reading and writing skills (Baynton, 2001). This means most adults in this category cannot draft a simple letter explaining an error on a billing statement. The National Adult Literacy Survey will be completed again in 2002. It is estimated U.S. businesses lose more than $60 billion in productivity each year due to
employees' lack of basic communication skills (Baynton, 2001). With the advancement of technology over the past several years, most people who are in the workforce have focused their attention on learning how to adapt to the computer age. However, a study conducted by an independent research team surveyed 150 executives from large companies throughout the United States and found that writing skills are considered essential skills and yet many employees do not possess them (Baynton, 2001).

**Importance of the Project**

This project is important to the field of Human Resource Development (HRD) because it documents the process and need for grant writing in the HRD profession, and the process of developing a successful grant proposal. Furthermore, it helps to establish a link between grant writing and the HRD profession.

The competency requirements for a Human Resource Development professional (HRD) are evolving to meet present and future challenges. Corporate organizations recognize these competencies as important to maintaining a competitive edge. Rothwell (1996) states “HRD professionals must take responsibility for building their competence in line with their employers' needs and their own career goals” (p.49). McLegan contends, "competencies are internal capabilities that people bring to their jobs; capabilities which may be expressed in a broad, even infinite, array of on-the-job behaviors” (Rothwell & Sredl, 2000, p. 110). HRD professionals require specific competencies to fulfill
their job requirements, including analytical, business, interpersonal, leadership, technical, and technological competencies which include research and writing skills (Rothwell & Sredl, 2000). Rothwell states, “all HRD professionals should possess the skill to organize and write a good proposal” (personal communication, February 17, 2001). Grant proposal writing falls within the category of a proposal.

**Output of the Project**

A grant writing guide will lay the foundation for HRD professionals to reference as they identify a funding need, a funding source, obtain a request for proposal, prepare a proposal, and lay the groundwork for successfully completing the grant project. The purpose of documenting the process of the development of the grant writing resource guide is to establish a link between grant writing and HRD.

A detailed review of related literature, found in Chapter Two, helps the reader to understand how the two topics, grant writing and the HRD profession, fuse into one.

Chapter Three describes the process followed to develop the resource guide and why specific material was chosen.

Finally, Chapter Four details an outline of the results of the grant writing resource guide and conclusion.

The grant writing guide is included in the appendix as Appendix A: Grant Writing for the HRD Professional.
CHAPTER TWO

Literature Review

Chapter Two presents a review of related literature to provide a conceptual framework for this project. The purpose of this project is to develop a resource guide detailing how to identify a funding need, how to identify a funding source, how to obtain a request for proposal, how to prepare a proposal, and how to lay the groundwork for successfully completing the grant project.

Much has been written about the various skills and knowledge grant writers should command in order to be successful in the performance of grant proposal development and writing. The literature covers complex information regarding competencies and skills as well as grant writing suggestions on how to prepare a successful proposal, valuable writing tips, and important websites of potential funders. Originally, the sole purpose of researching the topic of grant writing was to develop a comprehensive grant writing guide for HRD professionals emphasizing up-to-date best practices and information. However, it is also to establish a link between grant writing and its eminent importance to the HRD field. It is important to note the American Society for Training and Development (ASTD) website and the Society of Human Resource Management (SHRM) website (both websites are specifically developed as a resource for Human Resource professionals) offer grant writing workshops and training, but
there is little literature found specifically documenting the importance of grant writing to the HRD profession.

The following presents the literature review providing the conceptual framework for this project. Three aspects are discussed: (a) competencies specific to HRD; (b) competencies specific to grant writing; and (c) grant writing specifics.

**HRD Competencies**

A review of the literature provides much information regarding the skills and competencies one should command in order to perform the role of a successful HRD professional.

There have been several competency studies describing what HRD professionals should know or do in order to perform their job. According to Rothwell (1996) "current thinking on HRD competencies dates back from the work of Leonard Nadler and his 1962 doctoral dissertation, which examined the needs of a sampling of training directors in Pennsylvania" (p.57). Since 1962, there have been several studies examining competencies of HRD professionals.

Rothwell and Sredl (2000) detail competencies of the HRD practitioner identified in *Models for HRD Practice*, a competency study of the HRD field published in 1989. This study lists 11 HRD roles, 35 competencies, and 74 work outputs (Rothwell & Sredl, 2000 p. 95). The competencies include technical competencies, business competencies, interpersonal competencies, and intellectual competencies. Under these categories, the authors list a number of
skills and outputs for HRD professionals. In all cases, the competency requirements appropriate for successful performance as an HRD professional are the same as the knowledge and skills required of a grant writer.

In 1997 a new competency study was conducted to update the understanding of the competencies required of HRD professionals. The focus of this study was workplace learning and performance. Workplace learning and performance (WPL) is a new term in use according to Rothwell and Stredl (2000) to better reflect the changing nature of the field than the term HRD. The competency study, ASTD Models, lists the following competencies required of WPL professionals: Analytical, Business, Interpersonal, Leadership, Technical and Technological (Rothwell & Stredl, 2000). All of these competencies can be linked to the competencies required of a successful grant writer.

Patricia A. McLagan (1997) states "corporate organizations are turning their attention to their competencies as an important source of competitive edge." McLagan describes the concept of attribute bundles as competencies that combine work and people related competencies (1997). McLagan further describes the term "attribute bundles" as a collection of knowledge, skills, and attitudes—task outputs, and results (1997). Grant writing in the HRD profession requires the writer to possess attribute bundles, or a collection of different competencies. In most cases, the HRD professional will not apply all of the competencies at the same time but will utilize them in the different roles they may play at their place of employment.
In short, many of the competencies required of an HRD professional are also required for grant writers. This helps to establish a natural fit between the two disciplines.

**Grant Writing Competencies**

A review of the literature provides much information regarding the skills and competencies one should command in order to write an effective grant proposal, and why they are important. To produce a quality grant proposal from start to finish the grant writer must possess analytical, business, interpersonal, leadership, technical, and technological competencies.

Rice (1997) stresses that writing is a critical skill to possess in the business world to be successful. "Writing is our means of connecting to the world" (Rice, 1997, p. 3). Throughout his article, Rice (1997) details the goals of business writing and creating documents such as grants that communicate and achieve their intended purpose. Rice (1997) uses an acronym called POWER to get his point across and defines "POWER" as planning, organizing, writing, editing, and rewriting. Rice (1997) details the planning, organizing, writing, and editing competencies required of one who writes for business. Similar to Rothwell’s competencies for HRD professionals and McLagan’s attribute bundles, Rice details a list of competencies that are imperative for business writing, specifically grant writing.

Gladis (1991) discusses how important it is for training managers to possess good writing skills. Although Gladis (1991) specifically addresses the
training component of the HRD profession, the information is appropriate for grant writers. This article details how and why training managers should increase their writing skills as one of the more important duties trainers are charged with is to "put it in writing." Trainers have a responsibility to make sure their writing is correct. Gladis (1991) explores how training managers can ensure their writing is correct and evaluate their writing effectively. Gladis (1991) contends that trainers need to focus on their communication and leadership competencies and collaborate with a group when developing written documents. Broadbent (1997) states "writing is an important aspect of a trainer's profession." Trainers should develop their writing skills, place value on their writing, establish personal standards, and edit their work (Broadbent, 1997). Zaslow (1991) writes about trainers and their writing skills. Gladis (1993) agrees with Zaslow (1991). Writing is a critical skill to the HRD profession, and Zaslow (1991) further explains that all writers go through the same process to produce effective documents. Similar to writing a grant proposal, Zaslow (1991) states, trainers need to develop ideas and then to organize ideas by "shaping them into patterns that readers can understand." Once organized and shaped, Zaslow (1991) describes writers need to create drafts by "committing words, sentences, and paragraphs to paper." Lastly, Zaslow (1991) states, good writers edit by reversing documents until they are as clear as possible. Zaslow (1991) discusses gaps in ability and skill as it relates to writing and suggests ideas to close the gap. Zaslow encourages professionals to take the needed time to be better
writers, "they can't afford not to" (1991). Gladis (1993) researched the personality differences should be considered regarding writing skills. Using a Myers-Briggs Type Indicator, employers would be able to classify writers into four basic types: correspondents, technical writers, creative writers, and analytic writers. Knowing what type of writer a person is will help them improve their business writing competencies, and could be used as a guide for choosing employees for various writing assignments such as writing a grant proposal (Gladis, 1993).

Jacobs (1998) writes about the importance of strong writing skills for success. Jacobs (1998) clearly states, "you won't move up the career ladder unless your writing measures up" (p.1). Jacobs (1998) writes about knowledge being power, but effective organization and mastery of the English language in written and oral forms is primary. McNerney (1994) writes about communications skills for HR professionals. The article details three basic communication skills to be constantly honed by HR professionals. Those skills include listening, speaking, and writing. McNerney (1994) recognizes that in an effort to facilitate higher productivity goals in the human resources department, writing skills are imperative.

McShane (1996) details the importance of research competencies in producing a successful grant proposal. McShane (1996) contends grant writers should be able to provide an extensive review of literature, good sample population targeting and effective random sampling. Furthermore, McShane
(1996) explains that proficient grant proposal writers need to possess the ability to pay attention to the details and presentation of their materials.

In addition to research and writing skills, Evans (2000) contends that grant writers need to be competent in the basics of grant writing. Grant writers need to know how to identify funding sources which requires basic Internet or computer skills. Evans (2000) describes the necessary grant writing competencies as the following: (a) understanding the basic principles of good writing; (b) being current about professional issues in the funding area; (c) possessing good research skills; (c) the ability to identify funding sources; (d) the ability to follow directions; (e) the ability to write; (f) the ability to formulate a budget. When compared to the competencies listed by Rothwell and Sredl (2000), the competency requirements are basically the same and translate into technical competencies, business competencies, interpersonal competencies, and intellectual competencies.

Grant Writing Specifics

There is extensive literature offering specific instruction on grant writing best practices. Numerous books are available as well as an abundant amount of Internet based information.

According to McShane (1996) "grants represent the chance for you to develop projects that your agency ordinarily wouldn’t be able to fund, to try new approaches you think might be effective, or to search for ways to solve problems in your field." Grants can provide needed human resources, equipment and
Grant Writing for the HRD Professional

materials, networking opportunities, time, and visibility for your agency. McShane (1996) offers the reader tips on producing a successful grant proposal, with the article’s content emphasizing research. McShane (1996) contends that reviewers will be selected to evaluate the proposal because they are familiar with the topic and knowledgeable of the related literature. McShane (1996) emphasizes research and writing skills as she details her thoughts on how to produce a successful grant proposal.

In 2000, over $150 billion was awarded in grant funding (Miner & Miner, 2000). Couch and Knack (1996) put it very well when they said, “proficient grant writers are like major league baseball players. In both endeavors, a batting average of .300 is considered top notch.” That means even the best grant writers typically fail two-thirds of the time. Miner and Miner (2000) and Couch and Knack (1996) agree that writing successful proposals requires confidence, an understanding of the types of funding available, and strong organizational and communication skills. Both articles suggest grant writing tips such as proposal organization and ensuring that the document is well written.

DeTienne and Aldler (1994) state that the ability to create effective proposals is a “key to competing in today’s global markets.” This article recognizes how imperative it is to possess the ability to master the skills necessary to successfully write a proposal. DeTienne and Aldler (1994) organize their information into two sections; (a) planning to write, and (b) actually writing the proposal. The article centers on the importance of thorough research of the
proposal, and suggests the research should answer three specific questions:

What is the client, agency, or department looking for? Is our company a serious competitor? Does our company want the contract/grant?

The best method for improving a project’s chance of success is to improve the quality of its proposal through collaboration (Famiglietti, 1998). Famiglietti (1998) describes the importance of collaboration among program, administrative, and financial staff, at grant seeking institutions early in the proposal’s development. Famiglietti argues that without the benefits of collaboration, little problems arise that could jeopardize the proposal.

Gattuso (1997) writes about the importance of grant writing to fund raising. An important issue Gattuso (1997) raises is that grant writing is an important job. Writing is communicating what is judged by one’s organization as important information that should be shared with the masses Gattuso (1997). Gattuso (1997) writes about the agony and the ecstasy of grant writing, and what an important job it is to business and industry. The difficulty of working with words, commas, periods, and making sure the t’s are crossed and the i’s dotted can be troubling when trying to create a well-polished piece. Gattuso (1997) confirms the fear many writers have when embarking on a grant proposal. The reality is that writers do experience writer’s block and stress as they strive to create a successful product. This information is necessary for grant writers to know and understand as they embark on the venture of writing a grant.
Boyer and Cockriel (1998) examined factors motivating and hindering faculty in their pursuit of grants. The authors concluded, "adequate training in grant writing is essential." The results of this study found specific barriers to writing grants including "lack of training in grant seeking and grant writing, lack of knowledge of budget development, and lack of knowledge of funding sources" (Boyer & Crockriel, 1998).

Murphy (1999) cites the ABCs of writing a grant by offering the writer a checklist of suggestions in grant writing and development. The suggestions discussed include: (a) know the reason you are writing the grant; (b) do your homework; (c) read the entire grant application; (d) check your spelling; (f) send your proposal to an actual person; (g) adhere to their deadline; (h) keep the proposal people centered; and (i) have measurable outcomes.

Carlson (1995) offers the reader a workbook to use while planning, developing, and writing successful proposals. This workbook offers the reader activities to improve their grant writing ability by practicing writing goals and objectives and completing questionnaires. Norris (1998) details creative ideas for getting started in writing grants. Norris (1998) offers suggestions for a complete and easy how-to's for writing the perfect proposal. Norris (1998) discusses the importance of collaboration, and a grant writing team. One of the classic mistakes writers make when embarking on a grant writing project is they attempt to do it alone. Norris (1998) contends collaboration is an essential ingredient of every grant proposal.
Pfeiffer (1998) offers a textbook approach to technical writing, which provides extensive details on how to write a successful proposal. Pfeiffer (1998) takes the reader through a flow chart example of writing grants and proposals, with an emphasis on technical writing. Due to the increased competition for research grants, the person submitting the grant must write an effective proposal. Moffat (1994) describes the highly competitive world of grant writing and her thoughts on how to write a proposal that stands out amidst the heightened competition. Moffat (1994) cautions that many writers "shoot themselves in the foot by not following guidelines, by general sloppiness and poor grantsmanship." Moffat (1994) writes that failure to edit, to proofread, to include references that have been cited, or to give clear explanations can ruin the chance of getting funded. Moffat (1994) stresses the importance of using up-to-date research within the grant proposal, but states grant applications may be funded on their scientific merit, but merit has to be communicated in writing.

The literature review offered this writer insight into the skills and knowledge required to write successful grant proposals. From my own experience, writing grants was an expected job task, although I had no formal training. The research concluded that significant barriers to writing grants included: (a) lack of training in grant seeking and writing, (b) lack of knowledge of budget development, and (c) lack of knowledge of funding sources.

Evans (2000) details a list of grant writing specifics for the novice grant writer. The specifics relate to common mistakes, which are frequently seen by
reviewers. Evans (2000) details a comprehensive list of tips for grant writers, which is comparable to lists found in most books and articles detailing grant writing. The list is comprised of the following suggestions regarding grant writing specifics: (1) Read the RFP closely; (2) do not wait until the last minute to prepare the proposal; (3) include all the requisite information in the appropriate sections; (4) request funds for projects that are within the scope of the criteria for that competition; (5) make sure all costs are reasonable and justified; (6) write well; (7) keep the reader in mind; (8) include best practices data and research citations to support the project; (9) make sure the proposal is reviewed by an insider; (10) use good visuals; (11) be positive about the project; (12) state specific outcomes; (13) demonstrate the match between the agencies needs and the project; (14) do not accept failure.

With these specific issues in mind, this writer set out to develop a resource guide that would both address the above issues and be useful to HRD professionals. Grant writing can be a satisfying and creative endeavor. Furthermore, it can be demanding, frustrating, and difficult work.
CHAPTER THREE

Method

The purpose of this project is to develop a resource guide for HRD professionals to reference for information describing how to identify a funding need, how to identify a funding source, how to obtain a request for proposal, how to prepare a proposal, and how to lay the groundwork for successfully completing the grant project.

Research is limited as to how grant writing specifically relates to Human Resource Development, although the skills and competencies needed for writing a successful grant proposal are the same as those required for HRD professionals.

This project was developed in response to a perceived gap in competencies suggested by students in the GHRD program at St. John Fisher College. Questions such as: What is available for grants?; How do I find appropriate grants?; How do I get started writing a grant?; and Why would I write a grant? were kept in mind as the process for this project evolved. The development of the research guide was in direct response to the literature review and my personal experience writing grants. The goal was to produce a product that would be useful to the HRD professional. The guide was designed to meet the specific needs of a busy HRD professional who would use it as a quick reference. The intent was to provide a brief overview of most of the important aspects involved in grant writing, based on a literature search and experience.
After researching available information about grant writing and the relevant competencies and best practices, it is evident that grant writing should be an important skill for HRD professionals.
CHAPTER FOUR

Results

The purpose of this project is to document the development of a resource guide for HRD professionals, detailing how to identify a funding need, a funding source, how to obtain a request for proposal, how to prepare a proposal, and how to lay the groundwork for successfully completing the grant project. The research conducted for this project specifically examines the skills and knowledge required to manage and to design the development of a grant proposal. Furthermore, this project reflects the analytical, business, interpersonal, leadership, technical, and technological competencies required of effective Human Resource Development professionals (HRD).

Structure of the Resource Guide

The resource guide was written to provide a brief, comprehensive overview of grant writing to the HRD professional. It was necessary to provide the HRD professional with information they will use, and to exclude unnecessary information. For this reason, the resource guide was specifically developed to be brief.

The research guide was developed based on an extensive literature review, my own experience writing grants, and feedback offered to me during a grant writing workshop for Alfred State College faculty on May 14, 2000. The Alfred State College workshop was prepared and based purposefully on the
grant writing resource guide. This allowed me to get feedback on the material content prior to presenting it to the HRD profession.

**Part One.** This section of the resource guide emphasizes the importance of grant writing to the HRD profession, and establishes reasons one might consider grant writing as a means to develop projects, try new approaches, or search for ways to solve problems in the field. Grants can provide needed human resources, equipment and materials, networking opportunities, time, and visibility for an agency. Part One describes activities that are important steps to writing grants such as meetings, literature reviews/research, needs assessments, project management, focus groups, budget development, and writing. A glossary of terms is included in Part One, allowing the reader to become familiar with the basic terminology of grant writing such as grant, grant seeker, RFP, and grant maker. Initial preparation of the grant is discussed in Part One, emphasizing the most critical aspect of the process—defining the project. The three basic categories of support are described in this section; detailing the areas organizations may need to seek funding to support. The three areas detailed are: general support, special projects, and capital/equipment.

**Part Two.** In this section, the identification of funding sources is discussed. Grant opportunities are available; you just need to know where to look. Part Two lists the types of grants business and industry might apply for, and offers a concise list of funder’s web sites where additional information can be found. This section provides a list of funding sources specific to New York
State. Part Two discusses how to acquire the proposal guidelines and the importance of working with your agency when searching for grants. The key to funding is linking the proposal to the overall mission of the organization seeking funding.

Part Three. Part Three details ideas to manage the grant project. This section emphasizes project organization and planning. Furthermore, Part Three describes the generally accepted format for most grants and proposal preparation. This part offers the reader a brief description of the components of a proposal, and ideas for laying the groundwork for successfully completing the grant project.

Part Four. This final section offers the reader a list of additional resources to assist the HRD professional as they embark on a grant-writing project. The resources listed will help any grant writer seasoned or otherwise search for, research, and prepare a successful grant proposal.

Recommendations

It is evident there is a natural fit between the competencies expected of grant writers and those expected of HRD professionals. After extensive research, it was a stretch to find a strong documented link between the HRD professional and grant writing. For future study, a survey should be developed and HRD professionals polled to document the necessity of tools such as grant writing guides for the profession.
Conclusion

The Grant Writing Resource Guide is just that—a guide to help the HRD professional when they are considering a grant writing project. It is not intended to be a book, rather a booklet offering the reader tidbits of information without inundating them with unnecessary information. The websites offer the HRD professional a wealth of information specific to HRD. A grant writing workshop is in the process of being developed in an effort to expound upon the information provided in the guide. The resource guide is the first of many expected revisions as HRD professionals request additional information to be included that may be pertinent to the field.
References


http://web2.infotrac.galegroup.com.../purl=rcl_EAIM_0_A53643801

http://web1.infotrac.galegroup.com.../purl=rcl_EAIM_0_A19537775


http://web2.infotrac.galegroup.com.../purl=rcl_EAIM_0_A18990165

http://web7.infotrac.galegroup.com...152

http://www.teleport.com/~arden/writing.htm


http://web1.infotrac.gale.com/purl=rcl_EAIM_0_A18990101

http://web6.infotrac.gale.com/purl=rcl_EAIM_0_A10888786

http://web6.infotrac.gale.com/purl=rcl_EAIM_0_A14349883

http://web6.infotrac.gale.com/purl=rcl_EAIM_0_A20908138

http://.../purl=rcl_EAIM_0_A20766511


(Original work published 1987)


http://web6.infotrac.gale.com/ps/pu?&v=rcf&sid=rcl_EAIM&u=A11056609
GRANT WRITING FOR THE HRD PROFESSIONAL

A Resource Guide

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PART ONE

Grant Writing for the HRD Professional
1. Importance Of Grant Writing For The HRD Professional

This guide will provide a practical approach to the identification of a funding need, a funding source, obtaining a request for proposal, preparing a proposal, and laying the groundwork for successfully completing the grant project.

The ability to write a successful grant is a critical skill to have, especially if you work in the non-profit sector. In 2000, over $150 billion was awarded in grant funding (Minor & Minor, 2000). Today, more and more public and private agencies as well as professional organizations are both competing for and relying on federal funds. At a time of shrinking public dollars and increased competition for private funding, it is imperative for Human Resource Development professionals to possess the ability to write a quality grant.

Grants provide the chance for you to develop projects that your agency ordinarily wouldn't be able to fund, to try new approaches you think might be effective, or to search for new ways to solve problems in your field. Grants can provide the needed human resources, equipment and materials, networking opportunities, time and visibility for your agency.

The mere thought of writing a grant can make your stomach queasy and make your heart pound. Where do I find information? How do I get started? How much time will it take to complete? The truth is, depending on the grant, it can take several hours of activities that may include meetings, research, needs assessment, project management, focus groups, budget development, writing and editing. All competencies required of HRD professionals!

2. An Overview Of The Grant Writing Process

Sometimes, you stumble upon a grant opportunity. A Request for Proposal, or RFP, comes across your desk and offers dollars for a specific program or cause. You may develop your program or ideas around that request for proposal. This is called reactionary. However, the best way to prepare for a grant is to be proactive and do your homework. Learn what kinds of funding are available for your project and what you must do to get it, and what deadlines must be met.
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As an organization, it is up to you to decide if you can write the grant or if you need to hire a professional. Proposals under $100,000 should be easily managed by in-house staff while requests over $100,000 will benefit from the skill and expertise of a seasoned grant writer with the time to focus on presenting a polished and complete proposal. Grant writing is not a rocket science. A good solid grant starts with good, solid research.

3. Understanding Important Terms:

- **Grant**
  A grant is a document written by the grant seeker to convince the grant maker to adopt an idea, product or a service to provide the necessary dollars to fund it.

- **RFP**
  A RFP is a “request for proposal.” A request for proposal is a document sometimes sent out by organizations requesting proposals for a product or service. The RFP gives guidelines on what the proposal should cover, when it should be written, and to whom it should be sent.

- **Grant seeker**
  A grant seeker is any organization looking for a grant to fund their idea or need.

- **Grant maker**
  A grant maker is any organization or foundation offering money for an idea, product or service.

- **Grant development team**
  A grant development team is a group of individuals convened in order to develop and prepare a proposal, or to respond to a grant or RFP.

4. Preparation

The preliminary grant writing steps can be the most time consuming, yet most critical aspect of the process. The best way to get started is to define your project. Clarify the purpose of your project and write a general mission statement. If a grant project is to
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be successful it must be linked to the organizational mission. If you can define the scope of your work, it will help to focus your funding search. The most successful grants are well organized and well written. The best method to improve the project’s chance of success is to improve the quality of your proposal.

Couch and Knack (1996) put it very well when they said, “proficient grant writers are like major league baseball players.” In both endeavors, a batting average of .300 is considered topnotch. This means even the best grant writers typically fail two-thirds of the time. You can’t take it personally. You have to keep trying!

5. Categories Of Support

Organizations have several areas they may need to seek funding to support. The following categorizes areas an organization may seek funding to support:

1. General support (operating): Funds for general support are used to cover the costs of running a program. Funds to support operational costs are the most difficult to acquire.

2. Special projects: Funds for special projects are usually monies restricted by the funder to starting a new program or for undertaking a special project having a limited time frame. An example of a special project may be a training project to increase employee skills or knowledge.

3. Capital/equipment: Funds for construction, remodeling, renovation, building expansion, and the purchase of land or equipment. Corporations, Foundations and Government agencies have funds available for capital/equipment. Funders like to buy “things”.


PART TWO

Identifying Funding Sources
1. Finding Grant Opportunities

Grant opportunities are available; you just need to know where to look. The Web and e-mail have made the search for funding fast and easy. A general Internet search will bring up hundreds of resources available to assist you. In searching for potential grant funding sources, you will find foundation centers, computerized databases, development offices, publications, libraries, and RFP's. What you are funding drives where you might look. The opportunities for grant funding are limitless.

It is appropriate to contact the funders. Think of the funders as a resource and ask them to address specific questions. Some funders will offer technical assistance workshops to grant seekers. It is imperative you have a good match between your project and the funder—so take your time and do the research.

Reactive Grants: Detail grant opportunities you hear about in publications, magazines, and bulletins over the Internet. These include but are not limited to federal or state government, private or public foundation, corporate giving organizations, or private citizens announcing the availability of funds to solve certain educational problems. Some examples of where to find reactive grants are:

http://www.gsa.gov/fdac
http://www.access.gpo.gov/su_docs/ (Federal Register)
http://www.nsf.gov/ (National Science Foundation)
http://www.nasa.gov/ (NASA)
http://www.ims.fed.us/ (Institute of Museum Services)
http://www.epa.gov/ (Environmental Protection Agency)
http://ed.gov/ (Education Department)
http://infoserv.sirronet.psu.edu/ (Grants web)
http://wdsn.org/ (New York State Workforce Development)
http://empire.state.ny.us/serv_help.html (Empire State Development)
http://www.emsc.nysed.gov (NYS Workforce Preparation)
http://www.labor.state.ny.us/html (NYS Department of Labor)

Proactive Grants: Several organizations throughout the United States have educational grants available. They announce their funding in publications and wait
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to be contacted. Each organization will state its own funding priorities. Proactive funding organizations are very particular about what they fund and often require a pre-proposal. If the organization is still interested in your project after a pre-proposal is submitted, they will usually initiate contact with you. Proactive grants are usually family-owned institutions or foundations. Some examples of proactive websites are:

http://www.carnegie.org/ (Andrew Carnegie Foundation)
http://www.rfif.org/ (Robert Wood Johnson Foundation)
http://www.silcom.com/webflight/ (Points of Light Foundation)
http://www.fdncenter.org/ (Foundation Center)
http://www.cof.org/ (Council of Foundations)
http://www.dana.org/ (Charles A. Dana Foundation)
http://www.nast.org/programs (NSTA)

2. Sources Specific To New York State:

1. **NYS Dept. of Economic Development Empire State Development Corp**
   Helps firms meet location, expansion, modernization marketing and training needs. [www.empire.state.ny.us](http://www.empire.state.ny.us)

2. **NYS Office of Science, Technology and Academic Research**
   Matching grants for feasibility studies. University based research grants. Industrial innovation extension. Capital for companies to commercialize innovative technologies. [www.nystar.state.ny.us](http://www.nystar.state.ny.us)

3. **NYS Department of Labor**
   Helps firms with costs of training and upgrading employee skills on site, using federal funds. [www.labor.state.ny.us](http://www.labor.state.ny.us)

4. **NYS Department of Transportation**
   Industrial Access Program grants/loans for bridge access related to certain job creation/retention and investment leveraging. [www.dot.state.ny.us](http://www.dot.state.ny.us)

5. **NYS Education Department**
   Apprenticeship training in trades and crafts for the unemployed. Employment preparation for adults lacking high school or with low literacy levels. [www.nysed.gov](http://www.nysed.gov)
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6. NYS Office of Parks, Recreation and Historic Preservation
Technical and financial assistance with projects related to New York destinations with historic tourism and natural heritage potential. www.nysparks.state.ny.us

7. NYS Power Authority
Dedicates 400 megawatts of power, over three years, to business in danger of closing, curtailing or leaving the electric grid. www.mpa.gov

8. NYS Energy Research and Development Authority
Technical and financial assistance for industrial, commercial, including new construction and renovations. www.nyserda.org

9. Governor's Office for Small Cities
Loans and grants for housing, economic development. www.nysmallcities.com

10. Contact individual state agencies
http://www.nysl.nysed.gov/its/topics/grants.htm

11. Subscribe to Grants Action News
Published by the Office of Sheldon Silver. http://assembly.state.ny.us/gan/

12. Consult the Catalog of State and Federal Programs Aiding New York's Local Governments. Revised every two years, the catalog contains information on hundreds of funding programs available to local governments and agencies. http://assembly.state.ny.us/Reports/Local/1999/

13. New York Regional Association of Grantmakers
A nonprofit membership association of grantmaking organizations in the tri-state area. Although NYRAG is not a grantmaking association, it offers opportunities for grantseekers to meet funders, publishes an online, full-text newsletter and provides a New York/New Jersey Common Application Form, which is accepted by 60 grantmaking organizations. http://www.nyrag.org/

3. HRD And Funding Opportunities
HRD professionals may submit grant applications on behalf of another agency especially if they work in an outsourcing training department. From time to time there are grant dollars available to upgrade workforce skills for business and industry. These funding opportunities in New York State can be accessed through such offices as New York State Department of Labor and New York State Empire State Development, as well as the New York State WIB (Workforce
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Investment Boards. Many of these funders require collaboration or consortium applications.

http://www.labor.state.ny.us/html/ (New York State Dept. of Labor)
http://wdsnyn.org (New York State Workforce Development)
http://empire.state.ny.us/serv_help.html (Empire State Development)
http://www.emsc.nysed.gov (NYS Workforce Preparation)
http://www.doleta.gov (USDOL Employment and Training Administration)
http://www.usworkforce.org (Workforce Investment Act Information)
http://www.workingforamerica.org (Americas Labor Market Information System)
http://www.workforceinfo.net (Business Coalition for Workforce Development)
http://www.nab.com (National Alliance of Business)
http://www.nam.org (National Association of Manufacturers)
http://www.nssb.org (National Skills Standards Board)
http://www.uschamber.org (US Chamber of Commerce)
http://www.aacc.nche.edu (American Association of Community Colleges)

4. How To Obtain The Proposal Guidelines

Proposal guidelines are necessary and inform potential grant seekers about submission deadlines, eligibility, proposal format review timetables, budgets, funding goals and priorities, award levels, evaluation process, criteria, contact information, and other submission requirements. Many times potential funders will mail out Requests for Proposals or RFP’s to appropriate agencies or institutions. RFP’s are usually reactive grants. Proposal applications can be obtained by downloading them from the Internet or calling the funder and requesting that the proposal and guidelines be sent to you.

5. Working With Your Agency

It is important you communicate throughout your organization about your intent to locate and submit a grant. Many organizations do not have grant writing policies and procedures developed. It is important to ensure everyone knows about the grant proposal and is in agreement that the potential grant proposal is important and appropriate for the organization. If you haven’t done your homework, it could prove disastrous for your organization. It is important your
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organization is supportive of the grant and will facilitate the grant proposal. All proposals should be linked to the overall organizational mission.
1. Managing The Grant Project

In this section, you will learn how to develop a project management plan to ensure efficient organization of the grant process. These activities are important parts of front-loading the proposal development process. Organizing the "team" is integral to the overall writing process.

Chances are, the grant is not necessarily your idea. However, you may be the appropriate person to write the grant based on your competencies as an HRD professional. Remember HRD professionals should possess the necessary research and writing skills to undertake such a project. You must develop a project management plan whether you are writing the grant for yourself based on your own ideas or for someone else. It is helpful to organize the process and therefore reduce the chances of omissions of critical information.

The very first step in preparing your proposal is to appoint a grant proposal team. This team will be responsible for working together to evaluate the proposal progress, participating in the project, and making final recommendations. It is important to have people who are directly involved in the proposed project be involved in the grant development. It is imperative that "passion" for the project is embedded in the grant.

To be completely responsive to the grant or request for proposal, you must understand the funding sources requirements. You can lose a proposal competition by failing to include all the requirements. You can develop a requirements organizational checklist by:

1. reviewing the grant or request,
2. attending the technical writing workshops (if appropriate), and
3. reviewing written communications from your grant development team meetings, correspondence, and telephone conversations.

List all of the requirements of the grant by developing a requirements checklist. The checklist details every item required of the grant, the date it is required, the person responsible, and a check-off box when completed.

<table>
<thead>
<tr>
<th>Check when completed ✓</th>
<th>Responsible Person</th>
<th>Date due</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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2. Developing A Project Management Plan

Writing a grant is similar to managing a large project. Items need to be prioritized and a strategy for tackling the grant proposal needs to be developed. A project management outline gives your proposal structure and cohesiveness. It helps you stick to the issues as listed in the requirements checklist. Developing a project management plan allows you to see a visual of the scope of the project. It should be shared with all participants on the grant writing team. This will ensure the project gets started correctly, emphasizing organization and efficiency. A project management plan details how you will manage the project and who is responsible for what activities, and when they are due. For example, you may be responsible for writing the grant while someone else is responsible for conducting the research. It is always helpful to make clear who will be responsible for what activities and when they are expected to be completed. The very first step of this plan should be to detail who is in charge of the project. A grant project director will ensure who is ultimately responsible for the grant. It is helpful to ensure everyone involved is working from the same assumptions and everyone is clear about the expectations. It is necessary to understand that many grants are announced leaving the grant seekers only a few weeks in which to develop their project and respond to the RFP. The more organized the writer and project leader is, the more effective and efficient your grant will be.

The project planning team needs to address the following questions prior to writing the grant:

1. Is this project compatible with the current mission and purpose?
2. Who else is doing projects such as this—are we duplicating effort?
3. What need does this project address? (Needs statement)
4. What does the current research say? (Program Development)
5. What is our vision for the project? (Goals and Objectives)
6. What do we want to improve or accomplish? (Methods)
7. How will we know our project has been successful? (Evaluation)
8. How much will this project cost? (Budget)
9. How will we continue the project? (Future funding)
10. Do we have the current expertise to do this project or will we need to develop a new position and secure the funding for this position? (Staff)
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Tips for success:
- develop a clear project management plan,
- know and understand your funder,
- target your proposal, and
- write a well-organized grant.

3. Types Of Proposals:

1. A letter of intent: A short summary usually two-pages detailing a description of the project. This letter is mailed prior to the actual grant application.

2. A letter proposal: A short letter usually three to five pages providing details of the proposed project and the organization requesting the funds including a project budget.

3. A long proposal: A detailed format including the cover letter and lengthy proposal narrative. Foundation and government funders usually request this format.

4. Preparing The Proposal

There is generally an accepted format to most grants, although funders may change the format based on their individual needs. The components of a proposal include the following:

1. cover letter,
2. abstract or executive summary,
3. needs statement,
4. goals and objectives,
5. methodology,
6. evaluation,
7. request for support and future funding,
8. budget,
9. budget narrative, and
10. appendices.

5. The Writing Stage

Writing a grant can be a long and burdensome task. Without proper organization and planning the process can be frustrating. Structure and attention
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to the specifications of the grant and budget can make the difference between success and failure. The research shows several versions and "how-to's" to preparing the narrative. The following provides a short explanation of what the narrative should entail. This is a version and is by no means the only version to writing a narrative.

1. Cover Letter
The cover letter, which accompanies the proposal, offers important details of the requesting organization and briefly describes the significance of the project.

2. Abstract or Executive Summary
The abstract is a brief, succinct overview describing the proposed project. The abstract is usually written last, and encompasses the who, what, where, when, why, and how much of the proposed project.

3. Needs Statement
The needs statement specifically focuses on the problem to be solved by the proposed grant project. The needs statement needs to clearly describe the problem and to provide the documentation and supporting evidence that the problem exists.

4. Goals and Objectives
The goal is a broad statement, which describes the desired outcome. Goals are long-range and general.

Program goals are usually written for the organization as part of the long-range planning process.

The objectives are the measurable results or the milestones the project wishes to reach along the way. Objectives are simply time-specific outcomes or results expected to be accomplished as part of the grant. Objectives should be tied to the needs statement and should describe the target population.

Remember...
- Goals and objectives should tie directly with the needs statement.
- Objectives are not methods. Opening a computer-training department is a method. Reducing computer illiteracy in the workforce by 20 percent in 2001 is an objective because it describes a result.

5. Methodology
The methodology describes the methods intended to be used to achieve the desired outcomes. Many grants request a timeline be submitted for activities constituting the method or approach used to describe to the reviewers that the project is well organized.
The method section describes how you will achieve your results as stated in the goals and objectives. You must tie the method to your objectives and to your needs statement. The methods should give the funder a clear picture of all of the important steps and activities you will take to accomplish the objectives you have detailed in the goals and objective section. A good way to develop your methods is to think of the following:

- What specific activities or tasks need to be completed?
- What resources will you need to complete the activities or tasks?
- When will you begin the activities or tasks and when will you end them?

**Example of a time line:**

A time line is a visual example provided for the potential grant funder to see how the proposed program will run.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>July</th>
<th>Aug</th>
<th>Sep</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hire a program director</td>
<td>X</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2. Purchase equipment</td>
<td></td>
<td>X</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3. Start training program advertisement</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

6. **Evaluation**

The evaluation describes how the project will be monitored and evaluated. An evaluation outlines the criteria against which progress will be measured. This section also describes who will be evaluating the project and the specific points the evaluation will be conducted. Evaluations can be continuous throughout the duration of the project and as a measure of final achievement. A good evaluation plan infused throughout the project offers assurances to the funder that evaluation of the project is critical to your cause. Funders are becoming more and more interested in the method of evaluation that the chosen. Remember, funders want to get the most out of their money, and accountability is very important. Funders may request an outside agency provide the evaluation for your project. This is a way to ensure you are doing exactly what you say you are going to do.

7. **Request for support and future funding**

Future funding usually is not decided until after the budget is determined for the current program. Many funders want to see how the grant project will continue after the funding ends. They want to see the project become part of the fabric or infrastructure of the organization. An organization with previous successes in
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funding projects after the life of the grant should describe these accomplishments and demonstrate how the new project will be funded successfully.

8. Budget
The budget is the plan for using the money. The budget should be realistic, include only eligible expenses, and be within the minimum of the grant. The budget needs to follow the specific grant guidelines. Estimate as close as possible the costs and prepare a realistic readable budget with detail describing all expenditures.

Simple steps for the budgeting process include:
1. establish the budget period,
2. estimate your expenses,
3. decide how to calculate and include your overhead costs,
4. estimate “in-kind” goods or donated services to be used,
5. estimate anticipated revenues for the project, and
6. double check your numbers.

To develop the budget, you should decide on the length of time of the proposal, then develop a budget for that length of time. If the proposal is for one-year, the project budget should reflect one year of income and expenses. Remember, develop your budget for the exact period of time the project will run. It does not need to correlate with the fiscal year of your organization. It is suggested the grant project director work closely with the fiscal office of your organization to establish the budget. Indirect costs and overhead are costs shared by all programs of an organization. Some funders, such as government agencies, will set a maximum allowable percentage for indirect costs.

Some grants require in-kind services to be reported. Not all costs of the project need to be monetary. Donated goods and volunteer time can be estimated as in-kind goods or services. In-kind contributions demonstrate organization or community support for the project.

If the project you are proposing may be funded by more than one source, you should include other sources in the budget. Generally, funders expect to see a balanced budget.

When your budget is completed, always double-check your figures. Mistakes happen and many funders frown upon funding a project from an organization that can’t submit a balanced budget.
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You can easily create a budget worksheet to help when developing your budget. **An example of a budget worksheet:**

<table>
<thead>
<tr>
<th>Required Cash</th>
<th>In-Kind Contributions</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Revenue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Expenses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Budget Narrative

The budget narrative describes in detail for the grant evaluation, each specific amount listed in the budget. It gives the grant evaluator an explanation of the numbers. The explanation should be justified in the proposal.

10. Appendices

The appendices include detailed information referred to in the grant. Examples of appendices may include, letters of support, resumes of project personnel, supporting reports, audited financial statements, letters of incorporation, cost documentation, and other data justified in the narrative.
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PART FOUR

Additional Resources
GRANT WRITING

1. Additional Resources

In conclusion, this resource guide is designed to be a tool for the HRD professional. It is not all-inclusive. This project utilizes research to organize important aspects to grant writing to provide a general understanding. There are many good books that describe grant and/or proposal writing that can further assist the reader.

If you find you really enjoy writing grants but still need additional help or training, grant-writing classes are available on-line that can provide you with in-depth information, actual practice sessions, and feedback.

- Grant writing on-line training
  http://www.cd2go.com/alfred

The following provides a list of common research tools used by grants offices that may provide helpful information on federal, foundation and corporate grant opportunities.

- Commerce Business Daily
  http://cbdbnet.access.gpo.gov

- Catalog of Federal Domestic Assistance (CFDA)
  http://www.gsa.gov/fdac/default.htm

- Federal Register
  http://www.nara.gov/fedreg/

The following provides a list of selected web resources on grants and grant writing that may provide helpful information.

- Foundation Center
  http://www.fdncenter.org
  The place to look for information on grants, especially private and corporate foundation grants. This web page includes short (free) tutorials and FAQ’s on how to use the site and the many FC services, how to write a proposal, and how to find information on foundations.

- Council on Foundations
  http://www.cofofoundation.org/applications/locators/index.cfm
  An organization for foundations, this site includes a “Locator” that identifies small and large foundations by region and by name. Includes links to foundation web pages when available.
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- Publications from the University of Delaware
  http://www2.lib.udel.edu/subj/foce/internet.htm

- Foundations and Other Funding Agencies: A Resource Guide
  http://www2.lib.udel.edu/subj/foce/resguide/found.htm

- Templates for preparing grants
  http://www.sera.com/resources/templates.html
  Includes useful templates for the preparation of letters of inquiry, cover letters, proposals and budgets.

- Organizations that assist with finding funding opportunities
  www.grantsnet.com (free)
  www.cos.com (subscription based)
  www.infoed.org (subscription based)
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REFERENCES
References
