



***Strategies for  
Preparing a  
Successful  
Grant  
Application***

**PREPARED BY**

**AMERICAN INDIAN DEVELOPMENT ASSOCIATES**

**Contributing Authors:**

**Michelle Chino, PhD. Consultant  
Ada Pecos Melton, MPA, President**

**2401 12<sup>th</sup> St., NW, Suite 212  
Albuquerque, NM 87104  
(505) 842-1122**



# TABLE OF CONTENTS

Acknowledgements .....	ii
Forward .....	iii
I. Overview of the Grant Process .....	1
2. First Steps .....	5
3. Getting Ready to Write .....	11
4. Key Sections of a Grant Proposal .....	17
5. Understanding the Peer Review Process .....	37
6. Program Implementation and Sustainability .....	41
7. General Tips to Enhance a Grant Proposal.....	45
8. Grantwriting Exercise - Mock RFP .....	47
9. Grant Writing Exercise .....	53
10. Components of a Grant Proposal .....	55
11. A Few Useful Websites .....	59
12. Where to Start Looking for Resources .....	61
Appendix A: Sample Workplan Charts .....	73

## ACKNOWLEDGEMENTS

American Indian Development Associates would like to thank the following people and organizations that contributed to the writing of this document:

- *The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, Training and Technical Assistance Division,*
- *Michelle Chino, Ph.D. a University of New Mexico (UNM) graduate is currently the Director of the Nevada Institute for Children at the University of Nevada-Las Vegas where she conducts research and teaches graduate and undergraduate courses. Dr. Chino previously served as the Director of Injury Prevention at UNM.*
- *Ada Pecos Melton, MPA a University of New Mexico graduate is President of American Indian Development Associates, a 100% Indian owned small business in Albuquerque, New Mexico. Previously, she had a fifteen-year public service career as a Juvenile Probation Officer, Court Administrator, Director of the Jemez Youth Program in New Mexico and the first Director of the U.S. Office of Justice Programs, American Indian and Alaska Native Affairs Office in Washington, DC.*

American Indian Development Associates prepared this document through funding from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (98-JN-FX-K002). The opinions, findings and conclusions or recommendations expressed in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

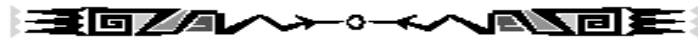
## FORWARD

The U.S. Department of Justice (DOJ), Office of Juvenile Justice and Delinquency Prevention (OJJDP) is concerned with helping Indian nations to address the problems, needs and wants in their communities to better serve children, youth and families. Through the *Tribal Youth Training and Technical Assistance Program*, OJJDP provides technical assistance to help Indian nations develop comprehensive juvenile justice systems and programs. Under the training component, OJJDP provides opportunities for training in various areas to help Indian nations build their capacity to address the factors that put Indian youth at risk and increase protective factors to help build healthy communities for young people to live in. Through this initiative, OJJDP provides Indian nations with the information and tools they need to help their young people in times of need, when they need extra care and to support them as they grow up.

In this handbook, the contributing authors write about strategies to prepare successful grant applications aimed at helping Indian nations to acquire funding to implement programs, provide services or initiate systems change in their communities. Additionally, they offer several strategies and recommendations for Indian nations to consider when applying for funds.



# STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION



## I. OVERVIEW OF THE GRANT PROCESS

Grants are sums of money awarded to finance a particular activity or facility. Federal agencies and other organizations sponsor grant programs for various reasons. Most grants are the result of an identified need. A public or private entity often appropriates funds to develop resources, conduct research or support existing services. Grantmakers usually distribute funds through solicitations such as Request for Proposals (RFP), concept papers or grant announcements and bidding processes. Review committees read, score and make recommendations for funding. In allocating funds, grantmakers base their decisions on the applicant's ability to fit its proposed activities within the grantmaker's interest areas.

### A. TYPES OF GRANTS

Most grants fall into three categories.

1. Federal and state agencies make *government grants* through legislative appropriations.
2. *Private grants* generally come from foundations and private organizations and businesses.
3. Businesses make *corporate grants* that serve the general community, such as banks that offer grants to enhance the community in some way.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Each type of grant has different grant processes, different requirements and different review processes. There is also a different focus or purpose depending on the funding agency. Corporations give money for a variety of reasons ranging from tax shields to public relations. Since grant making is optional for these businesses, it helps to show how your organization will be beneficial to them when developing your grant proposal.

Foundations and government agencies, on the other hand, are mandated to give. A foundation must donate a percentage of its assets every year to avoid tax complications. It is best to read a foundation's annual report and observe the pattern of giving before tailoring a proposal that enhances or compliments the foundation's special areas of interest. Government agencies, from local to federal levels, are designed with rigid guidelines, deadlines, and restrictions. These grant applications are often very detailed and complicated, so you must pay close attention to all instructions. It is also a good idea to study the language of the legislation that organized the proposal and then mirror the terminology when you draft the proposal.

### **B. WHERE TO FIND GRANTS**

There are many places to look for grants. Where you look depends on the type of grant. The best place to begin is probably the Internet, however information is usually made available through a variety of publications. Each federal agency has a website that includes information about current and recent grant opportunities. State agencies may publish funding announcements on state websites or other state publications. Foundations and corporations may

## ***STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION***



publish grant announcements on their websites or other corporate information bulletins and publications. Foundation grant information is also published annually in a variety of books and documents. Grant information is also available at most libraries through foundation guides, state and federal informational bulletins and guides and through Internet access. Many universities publish information about available grants although these sites may only be available to students and staff.

All federal agencies publicly announce the availability of funds for grants, demonstration projects and contracts in two major publications—the Federal Register and the Commerce Business Daily. These publications and the information they contain are available on the Internet or through a variety of grant guides. The Federal Register and the Commerce Business Daily are available free of charge, but may be difficult to navigate. Numerous organizations publish grant guides that for a fee will give you complete grant information in a more user-friendly format. With a little practice, however, it is not too difficult to become familiar with free grant sources.

**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**





## **2. FIRST STEPS**

### **A. READ THE COMPLETE FUNDING ANNOUNCEMENT**

The first step is to get a copy of the full funding announcement and application kit. Sometimes the announcement is only a summary of the complete solicitation or RFP. Often the complete solicitation is available on the Internet. You can also call the funding agency and ask them to send you a copy of the solicitation and complete application materials. Different federal and state agencies have different requirements and different application forms so be sure you have the right application materials.

### **B. DETERMINE IF THE RFP IS RIGHT FOR YOU**

It is important for an applicant to become familiar with eligibility requirements and other criteria related to the organization and grant program from which assistance is sought. Applicants should remember that the basic requirements, application forms, information, deadlines, and procedures vary for each funding agency or organization, even when they are from the same agency. For example, the U.S. Department of Justice, Office of Justice Programs has nine offices and bureaus that have grant authority, and each has its own funding process and forms. Since funding information changes, applicants are strongly encouraged to contact the funding source before preparing an application. It is important to ask yourself the following questions:

***Are you eligible?*** Sometimes governmental agencies, including Tribes, are not eligible. Most tribal programs should be eligible for discretionary funding and

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



demonstration projects. Sometimes only the Tribe, as a government entity, is eligible. A particular grant program may only serve rural areas, or certain states. For some grant programs only a certain type of agency, such as a non-profit, may be eligible. Sometimes funding agencies may have a small, but essential requirement that you are unable to meet. For example, some grants may require that the principal investigator or project director have certain credentials. If you are not sure that you are eligible, ask the funding agency.

### ***Does your project fit with the funding agency's goals and objectives?***

Funding agencies are very clear about what type of project or program they will fund. If your goals are not in line with the funding agency's goals, it is unlikely that they will fund your program or idea.

***Will your costs be allowable?*** The funding announcement will also be very clear about what types of costs are allowable. Do not ask for funding for things that will not be approved. For example many RFPs do not allow construction costs. Sometimes, grantmakers will not allow indirect costs or limit it to a certain percentage. Sometimes unallowable costs can become allowable, if the language of the RFP is too broad or unclear. Read the RFP carefully and if you are not sure ask the funding agency.

***Can you come up with the matching funds, if required?*** Some types of funding require matching funds. This means that for every dollar you request from the funding agency, you must provide funds (for example 25%) from your agency or organization to help support the project. Sometimes Tribes are exempt from having to provide matching funds. In other cases, a match can be

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



in-kind contributions, such as equipment, office space, or personnel time. If you have to provide matching funds, make sure this money is available and your organization or Tribe approves the match. Matching funds cannot be used for anything else and they cannot be funds from another federally funded project. Check with your organization's fiscal officer and the funding agency to be sure that you have appropriate funds for a required match. Also, be sure to include the matching funds in the program budget, whether they are in-kind funds or a cash match.

### **C. MATCH YOUR NEEDS TO THE RFP**

Before developing a grant proposal it is vitally important to understand the goals of the particular federal agency or private organization and of the grant program itself. In order for a particular project to be eligible for funding, the original concept may need to be modified to meet the criteria of the grant program. It is rare that solicitations will exactly address an organization or community's specific needs. More often, the solicitation will provide options that will allow you to develop your ideas in a way that will meet both your community's needs and the needs of the funding agency. It is important to take the time to think through your options and develop an idea that will be realistic and useful while at the same time be able to address the goals of the funding agency.

Think about what you want to do, what your community needs and what is realistic to accomplish during the grant period. What problems can you address, what needs can be met, what wants can be fulfilled? This brainstorming

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



process should actually be a prelude to developing the project goals and objectives. You will need to identify program options:

- 1) Will this be a new program?
- 2) Will this project enhance an existing program?
- 3) Will this project continue existing services?

Remember there is a difference between needs and wants. Before you start developing goals and objectives it is important to know the difference between what your program and community needs and what they want. Needs are requirements or obligations that are objectively observed. Wants are things you desire, wish for or long for. They involve a judgment or perception of need. However, it is important to understand that while needs and wants may be clear, sometimes community readiness issues may hinder or limit what funding you apply for on behalf of the Tribe, community or program.

### **D. IDENTIFY CHALLENGES AND BENEFITS**

Part of the process of developing your idea(s) is to understand what challenges your project might face and who the potential beneficiaries of your project will be. People or groups who will benefit from your program and those who may contribute to your program should be part of the planning process. They can provide ideas, linkages, and support. There may be key individuals whose support you should have, but who might be difficult to reach. Start early to reach out to them to present your plan and obtain their input.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



### **E. IDENTIFY POTENTIAL PARTNERS**

Whom you work with will determine how your project will develop and progress. Partnerships will strengthen your project, but they also require some extra work. Most funding agencies encourage, if not mandate, partnerships. There may be potential partners in your own Tribe or organization. There may be potential partners outside your Tribe or organization who have a stake or interest in your project. There may also be partners who can help you leverage your project with additional resources and funds. Partners such as policy makers can affect changes at a broader level. Even those who have been critical of your program or projects in the past should be considered. New projects can be a way of building bridges and expanding your networks and resources. Consider all possibilities!

### **F. CONDUCT A RESOURCE ANALYSIS**

A good way to understand what you will need in order to implement your project is to conduct a resource analysis. This analysis is short and quick and can help you think through what is realistic and what is not. The purpose of a resource analysis is to understand what you will need to implement your project or program. This will help you know what is:

- Do-able,
- Reachable,
- Reachable with substantial effort, or
- Unrealistic.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Before you can make effective program decisions you need to know the forces you influence or control, the forces working for you, new forces you can bring to bear, and the forces working against you. This will help you be realistic, avoid big problems, and be prepared for successful project implementation. Resource analysis helps to identify barriers to overcome before applying or beginning to write the grant proposal. You might want to make a list of everything you need to develop and implement the project. Then assess whether forces such as people, politics, finances, training etc., are working for you or against you. You can then determine whether particular components or strategies are do-able. With this knowledge, you can re-adjust your project design accordingly. Even if you cannot do everything you want at the beginning, start with components that are “do-able”. Your project will be more likely to succeed. You can always add components to a successful project.

### **ONE MORE THING BEFORE YOU GET STARTED...**

Make sure you have enough time to produce a quality proposal. Most solicitations and RFPs only allow for about eight weeks between the proposal announcement and the proposal deadline. If you get the announcement late you may only have a short time. Two weeks is rarely enough time to complete a proposal especially if you need letters of commitment, a tribal resolution, or other documents that may take time to acquire.



### **3. GETTING READY TO WRITE**

Like many difficult tasks, writing a grant takes some preparation. Before you are ready to write the narrative you need to organize your thoughts and organize your information. The most important thing is that you carefully read the solicitation and understand what the funding agency wants. Sometimes the solicitation will include an outline of specific questions that you need to answer. You can start by writing down all the questions that need to be answered leaving space between the questions so that you can begin formulating your answers. You can start filling in the spaces with information you have on hand. This will let you know what information may be missing and which sections you can start writing. If any of the questions are unclear, discuss them with others working on the grant or call the funding agency for clarification. Although the actual writing of the grant may be the job of one person, developing a proposal is a group effort. Make sure you have input from all the appropriate people.

Some of the people who can help develop ideas include:

- Project Director or Coordinator,
- Staff who will be assigned to administer the new project,
- Other program or project managers who may be affected by your project,
- Outside stakeholders including leveraging agencies,
- Consumers who will be affected by your project,
- Budget or financial management staff, and
- Tribal officials and other policy makers who can champion your project.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



**W-R-I-T-E**, five letters, one word and is the one activity that stops most interested, and deserving, parties from finding funding. Two secrets should help. One is to pre-write, early and away from the pressure of the deadline. Set aside 20 to 30 minutes each workday (not the first half-hour, do the coffeepot and water cooler first), but an early and short writing session. Prepare the history of the organization, list previous grants or contracts your organization has received, thumbnail biographies of key personnel, jot down a short version of the key idea, others you might joint venture with and similar elements of the proposal that can help get you started.

The second secret weapon is to write *inside out*. Don't start on page one, write what ever is easiest, it's like hanging meat on a skeleton, and the skeleton is your floppy disk in your word processor; it doesn't care what part comes on or when. You will find that this method will get you to a rough draft relatively quickly and easily, and then you can edit, circulate and fine tune knowing you are near the finish (and funding) line.

### **A. DEALING WITH WRITERS BLOCK**

Even when you have all the information you need, writing is not always easy. It may be even more difficult due to time constraints and the pressure to write a winning grant. There are a number of things that stop you from writing.

**No Time.** One challenge to writing is not having enough time. Too often people who are already very busy are asked to write grants. Try to see writing as an important, but temporary task that could benefit everyone. Make time to write. Try to block out a section of time when you will not be distracted or

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



disturbed. Work somewhere other than your usual office or desk where you can concentrate. Some people close their office doors and put up a sign such as “Writing A Grant – Enter at your own risk”. This is a humorous, but effective way of letting people know you are doing something very important and should not be disturbed.

**Personal Problems or Illness.** If you are unhappy or not feeling well you will probably find it difficult to concentrate on writing. If you recognize that there is a personal issue that is preventing you from writing you can sometimes consciously put those issues aside for a while. You might also try to get someone to help you. We do not always realize how life problems can interfere with accomplishing important tasks.

**Brain Is Recharging, Ideas Are Percolating.** Sometimes we think we have writer’s block when actually our brains are either recharging or working very hard developing ideas. We are just not ready to write it all down in an organized way. Many grant writers find that doing some routine tasks, such as organizing shelves or re-arranging their desks helps jumpstart the creative parts of the brain. After doing that, it seems easier to get started writing.

**You Don’t Know What to Do.** Unfortunately, sometimes we have trouble writing because we just do not know what to do. Try reading the solicitation or RFP again. Talk to someone who has written a grant before who can help guide you. Sometimes making outlines is easier than writing prose. Start with a brief outline and keep adding detail.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



**You Don't Know Where To Begin.** Even when we know what we need to do, getting started is not easy. Where do you begin? With a grant proposal, you can begin anywhere. Start with a section that you have a lot of information about or start with the work plan (see below). If you are really stuck, try starting with the budget, sometimes thinking about how to use the available funding helps put things in perspective.

Whatever you do, do not be too hard on yourself and above all, do not quit. The more you pressure yourself, the harder it will be to get started. If you quit you might miss out on an important opportunity for your organization or your Tribe. Just try your best. Some things that might help are:

- Take a break, do something else for a while then try again.
- Figure out what might be wrong and try to solve the problem.
- Stop obsessing, relax and just start writing.
- Write one word, one sentence, or one paragraph. Write an inarticulate paragraph just to get started. Just start writing.
- Start with a simple outline then keep adding words and ideas.

Some things to think about before you begin writing the grant proposal:

*Believe that someone wants to give you the money!*

Project your organization into the future. Start with the end in mind...look at your organization's big picture. Who are you? What are your strengths and priorities? Create a plan not just a proposal. Show how your program fits into the big picture. Share your ideas and cultivate a shared vision of what your program will do for the Tribe.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



*Do your homework!*

You must research prospective funding agencies. Try and search locally first. Target a funding source that has interest in your organization and program.

*Do not rely on grant funding alone.*

If you need the money now, you have started too late. There are no guarantees that you will be funded. While seeking grant funds look for other sources of funding and support for your project.

**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**





## **4. KEY SECTIONS OF A GRANT PROPOSAL**

A successful grant proposal is one that is thoughtfully planned, well prepared, and concisely packaged. All solicitations and RFPs are different, but most have a similar format. Several elements are usually required in a proposal and 10 basic components comprise a typical proposal package:

1. Proposal Abstract or Summary
2. Introduction
3. Problem or Needs Statement
4. Project Goals and Objectives
5. Project Methods or Design
6. Project Evaluation
7. Project Management
8. Organizational Capabilities
9. Project Budget
10. Appendices

While most solicitations have a page limit, they generally do not dictate how long each section should be. If one section is too long it takes valuable space away from other sections. One way to determine how long each section should be is to look at the point value and use that as a guide. If a section is worth 20% of the total points, then the section should be 20% of your total page allowance. For example, for a 40-page proposal 20% would be eight pages. This should not be a strict limit for different sections, but rather a guide to help ensure that all sections include sufficient information.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Grant proposals are not like other documents. Although each section requires unique information, it is a good idea to repeat key concepts in each section to show how they are linked to one another. Keep language clear and simple; spell out acronyms and abbreviations in each section. Avoid jargon and terms specific to your program or field that might be subject to alternative interpretations.

### **1. PROPOSAL ABSTRACT OR SUMMARY**

You may not have to write an abstract or summary, but if you do, the funding agency will usually tell you how long it should be. The abstract is usually a short (less than a page) summary of your proposal. The proposal summary or abstract appears at the beginning of the proposal and describes what the project proposes, methods and outcomes. It should be brief: no longer than two or three paragraphs. One way to write an abstract is to start with at least one sentence from each section of the proposal. It is often helpful to prepare the summary after the proposal has been developed. This makes it easier to include all the key points necessary to communicate the objectives of the project. The summary document becomes the foundation of the proposal. The first impression it gives will be critical to the success of the venture. It could very possibly be the only part of the proposal package reviewed before a decision to review the rest of the proposal.

#### ***Tips for writing the abstract:***

- Write the abstract last.
- Include a sentence from each section.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



- Make a good first impression.

### **2. THE INTRODUCTION**

An introduction may or may not be requested in the solicitation, however, it is a good idea to begin the proposal with a brief (not more than two page) introductory section. The introduction should briefly describe the focus of the project and the applicant's qualifications. Summarize who your organization is and what you intend to accomplish. Catch the reader's attention with a succinct overview of the proposed project and why you are the best applicant. In a way, this is a sales pitch—you want to engage the reader and get their interest right away. The introduction can set the tone of the entire narrative and provide a preview of what is in the coming sections.

#### ***Tips for writing the introduction:***

- Be concise, specific and compelling.
- Build credibility for your organization. (Start a "credibility" file.)
- Reinforce the connection between you and the funder.
- Establish a context for your problem statement.
- In BRIEF: Describe the project components—who, what, where, when, why, and how much!

### **3. THE PROBLEM OR NEEDS STATEMENT**

This section is usually required and may be called the problem statement or the needs statement. Both contain the same information presented in a different way. For example, a problem statement might focus on how crime has spread among Indian youth by describing growth increases over a given time period for

## ***STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION***



youth assaults such as battery, rape, burglary, and fights. A needs statement might focus on the lack of community based sentencing alternatives needed to address the growth of violent youth crime.

This section describes the specific need(s) to be met or the problem(s) to be addressed by the proposed project. The goal is not to describe all the problems that exist for a community, but to clearly describe the specific problem that will be addressed by the proposed project or program. You may need to briefly discuss related problems or issues in order to provide a clearer understanding of the problem and your proposed solution. This section should also include factors that contribute to the problem and relevant data that help quantify the problem. While quantitative data is important, qualitative data often helps to explain how problems impact the community. Qualitative data is sometimes considered anecdotal information. If qualitative data is collected through a survey or focus group that has been analyzed, it can be used to add further explanation to the problem(s) or need(s). For example, the growth in violent crime is often meaningless until you add the perceptions that people have about why crime is on the rise, what fears it arouses and what people think should happen.

If you need to discuss an issue in broader terms, you should include a literature review. Any research proposal should also contain a review of current literature on the issue. For instance, if your project will address some aspect of delinquency prevention you may want to discuss some recent articles or recent data to emphasize your key points. If you are proposing a unique or novel

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



solution, you should again include a discussion of any recent literature on the topic that will support your proposed plan. Recent literature usually refers to articles from academic journals and publications from recognized federal agencies such as the U.S. Office of Juvenile Justice and Delinquency Prevention bulletins or National Institute of Justice studies or Bureau of Justice Statistics crime analysis reports.

The problem or needs statement is a key element of your proposal. It should be a clear, concise, well-supported statement of the problem to be overcome or needs to be met by the funding you are requesting. Data collected during a needs assessment should be included to illustrate the problems to be addressed. Provide information that is factual and directly related to the problem addressed by the proposal.

### ***Tips for the problem statement:***

- Zero in on a specific problem you want to solve or an issue you want to address.
- Do not make assumptions of the reviewers.
- Use statistics to support existence of your problem or issue.
- Make a connection between the issue and your organization.
- Make a case for your project locally, not just nationally.
- Demonstrate your knowledge of the issue or problem.
- Set-up the delivery of your goals and objectives.

## **4. GOALS AND OBJECTIVES**

## ***STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION***



The project goals and objectives section should clearly describe the goals of the project. Applicants should explain the expected results and benefits of each objective. This section outlines what the project will accomplish and establishes the benefits to be achieved in both general and measurable terms. This is usually a small section but critical to the development of the proposal. Extra time spent developing strong goals and objectives will pay off when you work on other sections of the proposal. More importantly, strong goals and objectives will make program implementation easier and make program evaluation easier.

Before writing goals and objectives, it is important to understand the differences between goals and objectives and how they work together. Goals describe some future condition that you hope to achieve by the end of the project period. Goals are broad statements that express general intentions. Goals are abstract ideas that cannot be easily measured. Objectives should be very specific. Objectives are precise statements of concrete concepts that must be measurable.

Objectives describe the steps necessary to reach your goal. Objectives address the specifics of program implementation. They describe the outcomes we expect to accomplish with the program. Objectives provide the foundation for assessing the clients' knowledge, skills, and abilities. They also serve as the basis for measuring the effectiveness of the program. Without clear, measurable objectives, a program cannot be evaluated. The project design

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



section (below) identifies the various tasks and activities you need to accomplish in order to complete your objectives and thereby, reach your goal.

One way to understand the relationship between goals, objectives, and project activities, is to view them as parts of a staircase. Imagine you are climbing to the top of a two-story structure. Your goal is to reach the top floor. To get there you must first reach each landing point that relates to your different objectives. However, to get to each landing point you must take individual steps. The idea is that, if you complete each step (complete each activity or task) you will make it to each landing (reach each objective), and ultimately you will achieve your goal of getting to the top floor.

The ABCDs of objectives can help you make sure that your objectives are complete. Writing SMART objectives can help you be sure they will be effective. These tools make it easier to define the tasks, activities and people needed to complete each objective.

### ***ABCD: Objectives should address:***

- A - AUDIENCE—who is the focus of the objective?
- B - BEHAVIOR—what do we want the audience to be able know or do?
- C - CIRCUMSTANCES—under what conditions will behavior or knowledge change?
- D - DEGREE—what level of change do we expect within the given timeframe?

### ***SMART: Objectives should be:***

- S - Specific
- M - measurable
- A - Action oriented
- R - Realistic
- T - Time oriented

- Goals are general and offer the evaluator an understanding of the intent of your program.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



- Objectives are specific, measurable outcomes. They should be realistic and attainable.
- Objectives help solve the problem or address the issue.
- If your objectives make reference to a number or quantity— make sure it is do-able.
- Do not confuse objectives with methods.
- Be realistic.

### **5. PROJECT DESIGN OR METHODS**

The project methods section outlines the tasks that will be accomplished with the available resources. It is helpful to structure the project design section as a timeline. Early in the planning process, applicants should list the tasks that will have to be completed to meet the goals of the project. They can then break these into smaller tasks and lay them out in a schedule over the grant period. This will provide a chance to consider what personnel and materials and other resources that will be needed to carry out the tasks. The project design section describes the activities, the people and the resources that will be employed to achieve the desired goals and objectives. Basically this section is about the *who, what, where, when, how, and why* of project activities. If you have put time into developing realistic goals and SMART objectives, the essential elements of the project design section should not be too difficult to develop. The design section usually has the highest point value so be sure to spend enough time working on it.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



In addition to details about the project activities, this section should also include detailed information on several related topics:

**Project Participants**—This includes who will be targeted for services, and why, the age groups that will be included, and whether both males and females will be included. If the program will only serve certain groups of people you should discuss how people will enter the program (recruitment strategies), how long they will stay in the program and how they will leave the program (i.e., completion).

**Data Collection and Analysis**—If your program will collect any type of data (and almost all programs do), then you must discuss the data collection process. This includes what data you will collect and why, how you will maintain the confidentiality and security of the data, and your plan for analyzing the data. These issues often require specialized skills, so you may want to discuss your proposal with someone who works with data. Not only can some assistance during the grant writing process help you write this part of the proposal, it may save you many hours of grief once the project starts and you begin collecting information.

**Project Partners**—If your program includes project partners, then you should describe the partners in this section. Tell whom they are, why they are important to the project and what their roles and responsibilities will be. In particular, partners' in-kind contributions need to be identified in the proposal narrative and quantified in the budget.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



**Expected Outcomes**—It is important to talk about what you hope to accomplish during the project. This goes back to your project goals. It is also good to discuss any particular strengths of your project plan and any limitations or challenges you may face. This type of discussion tells the funding agency that you have thought carefully about your project’s design and will be prepared for the challenges of implementation.

**Human Subjects Protections**—If you will be conducting any type of research as part of your project, you will need to discuss how human subjects will be protected. Even simple research activities such as focus groups, which are funded by federal dollars, require approval from an Institutional Review Board (IRB). Many Tribes are developing their own IRBs and all universities have them. Solicitations usually provide information about requirements for human subjects protections. If not, ask the funding agency for guidance. Remember that if you need IRB approval, you should estimate that the process might take several months so do not plan data collection too early in the project.

**Work Plans**—Most solicitations do not specifically request work plans but they are very useful. A work plan is a table or chart that summarizes the project design and provides a snapshot of how the goals and objectives are connected to the outcomes, the time allotted to accomplishing different components of a program and who will be involved. The work plan can help you put your ideas together and it can provide the funding agency with a brief overview of your project. A sample work plan is in the appendix.

***Tips for project methods or design:***

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



- Describe in detail the activities that will help to achieve desired results.
- Make sure your methods are realistic.
- Describe WHY you have chosen these activities. Justify them over all other approaches you could have taken.
- Show your knowledge of the bigger picture.
- Include a timetable of major milestones.

### **6. PROJECT EVALUATION**

Applicants should develop evaluation criteria to evaluate progress towards project goals. It is important to define carefully and exactly how success will be determined. Applicants should ask themselves what they expect to be different once the project is complete. This is also the section where you need to talk about how you plan to evaluate your project. As with data collection and analysis, evaluation is a specialized skill. It is usually a good idea to talk with an evaluator early to explain your project, determine the best way to evaluate it, and get help writing this section. Evaluation begins with a clear understand of program assumptions, goals, objectives, and activities. Evaluation provides opportunities for program feedback, program accountability, and program development. Four general areas of a program are usually included in an evaluation.

**1) Effort**—How much effort was required by the project? This includes the project activities, staff qualifications, staff time, staff training, and services provided by the project.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



**2) Efficiency**—Was the project efficient with regard to cost, time and energy? This includes project costs relative to the time and resources invested in the project.

**3) Effectiveness**—Was the project effective? This includes an assessment of the degree to which the project achieved the stated goals and objectives.

**4) Appropriateness**—Was the project appropriate to the needs of the targeted population? This includes whether the project was culturally relevant, age and gender appropriate, and whether the project used the right methods to address the needs of the participants and the community and clients. Although you will probably hire an evaluation consultant, you might want to learn a little about program evaluation, so you can feel more comfortable with the process; in particular, to convey that you understand what a program evaluation is in the proposal.

### ***Tips for project evaluation:***

- Evaluation is very important, but often missing or poorly described in the proposal.
- Describe summative and formative evaluation process:
  - ☞ *A formative evaluation or process evaluation* is a plan to evaluate the project during and after its execution. It can be used as a tool to make appropriate changes along the way.
  - ☞ *A summative evaluation* is a plan to evaluate how well you met your objectives at the end of the project period.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



- If you are having a problem developing your evaluation process, you should take another look at your objectives.
- Be ready to begin evaluation as you begin your project.

### **7. PROJECT MANAGEMENT**

This section describes the staffing needs, project administration and financial management aspects of your project. This is where you tell the funding agency about the infrastructure that will manage the proposed project. You should identify the key staff (not support staff) and briefly summarize their skills and experience and their roles and responsibilities on the project. Key staff usually includes: the principal investigator (usually for research projects), the project director, and any other individuals who will substantially contribute to the project. This section should also include details about any consultants or contractors who will work on the project. Be sure to attach resumes for all of these individuals in the appendix. If you do not know who the staff will be, then include a position description in lieu of a resume. This section should also discuss who would be responsible for supervising and training staff, who will be responsible for project reports, how project finances will be managed and who will provide general oversight and administration of the project.

### **8. ORGANIZATIONAL CAPABILITIES**

Most proposals require a description of an applicant's organization and its past, present and projected operations. Some features to consider are: a brief biography of board members and key staff members, the organization's goals, philosophy, record with other grantors and success stories. The data should be

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



relevant to the goals of the granting organization and its grant program, and should establish the applicant's credibility.

Organizational capabilities differ from program management in some important ways. Sometimes these two sections may be combined, but they need to be addressed separately. The purpose of this section is to show the funding agency why your organization is capable of undertaking the project, that it is an appropriate entity to accomplish the proposed tasks and that you have a high probability of being successful. This section should include your organization's mission, any current projects that will support the proposed project and any past projects that are related to your current efforts. You should also mention projects that were funded by the same agency or similar agencies. This demonstrates your ability to manage grant funds. You may be asked to include an organizational chart and discuss your indirect cost agreement. These documents should be included in the appendix.

### **9. PROJECT BUDGET**

The budget is easy for some and difficult for others. And in some organizations it might be the among the first elements written if your boss wants to know the BBL (big bottom line) before you spend any time on the grant proposal. In any event, budgeting also follows the suggestions of the funding source and is no more difficult than planning your vacation—miles driven, hotels, meals, consultants, equipment, supplies, etc. DO NOT panic; clearly indicate your actual costs and explain in a budget note any areas not clear,

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



including the basis and rate for your overhead, indirect or administrative charges. Usual budget items include:

1. Personnel and fringe benefits
2. Travel
3. Equipment
4. Supplies
5. Construction costs
6. Contractual services
7. Other costs
8. Indirect or general and administrative costs

Make sure that your budget reflects all the activities that your project proposes to do. DO NOT prepare a budget that is over the limit UNLESS your Tribe is going to leverage the remaining amount. Make sure that what you plan to pay project staff is commensurate with tribal wage and salary policies.

### ***Tips for the budget:***

- Budget expenditures should correlate to objectives and methods.  
Timelines are often found here, also.
- Justify requests for salary.
- Should you plan to hire someone with the funding, include a position description.
- A match shows commitment on your part.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



### **10. APPENDIX**

This section usually has few limitations and is the place for all your supporting documentation. Since the narrative section is usually limited in the number of pages you are allowed, it is a good idea to put items such as charts, tables and graphs in the appendices. Be sure to reference each item in the narrative. Do not put things in the appendix that are not mentioned in the narrative or specifically asked for. The funding agency may not know what they are. Label each item and make sure copies are legible. It is also a good idea to number all the pages. Avoid packing the appendix with brochures or pictures unless specifically requested or essential to the proposal. You want to make it easy for the funding agency to find specific documents in the appendix and understand all the items you have attached. Some of the items that should be in the appendix include: resumes, position descriptions, organizational charts, maps, tribal resolutions, letters of support and commitment from partners, intergovernmental or interagency agreements, indirect cost rate agreements, audit reports (if requested), and construction plans if appropriate.

**Letters of Support**—Support letters indicate the project is needed and is a good idea. They also show the funding agency that there are others in the community who have confidence in your abilities and will be supportive of your efforts.

**Letters of Commitment**—In an era of fewer resources to provide services, more federal agencies are requiring applicants to form collaborative partnerships to share costs and responsibilities in implementing a program.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Commitment letters are generally provided by formal partners that indicates not only support, but also specifies what the committing agency will provide, such as matching funds, material resources, space, staff, technical assistance, training, transportation or services. It is essential that you include the dollar value of their contribution(s) in the budget.

**Intergovernmental or Interagency Agreements**—Memorandums of Understanding (MOU) or Agreement (MOA) are detailed, binding documents that specify each partners' role and responsibilities in the project and the resources or funds that they will commit to the project. However, it is rare that an MOU or MOA is prepared for submission with the proposal. They are usually developed once a project is funded. Nonetheless, some solicitations or RFPs may require an MOU. Be sure to calculate the time you will need to prepare the document and have it signed by all parties.

**Tribal Resolutions**—A signed tribal resolution is being requested more frequently by funding agencies. This is proof that tribal leadership has been informed of the proposed project and request for funding and that they support your efforts. Ideally, the tribal resolution should be the starting point for developing your project. This process serves to inform the Tribe's decision-makers about the project, it also serves to notify them and gain their support. Contents of the resolution should be clear and accurate, because it is a legally binding document. Each Tribe usually has their own format and most take time to complete. You need to determine when the Tribal Council or signing authority will be meeting and prepare to present the resolution for approval and

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



signature. Do this early on, but not before you are clear in your mind what it is that you want to do, what problem or need you want to address and what you expect to change or improve. It is important for you to convey your vision or mission of what the program or project will be. A signed resolution is a statement that the Tribe shares this vision or mission.

Include the resolution in your application packet. It is never too early to start communicating with tribal leaders and understanding the tribal process. A signed resolution also attests to your ability to work effectively with your leaders.

### ***Tips for appendices:***

- Resumes:
  - Shows qualifications.
  - Shows work ethic and commitment.
  - Sometimes can be a few paragraphs.
- List other grants you have managed.
- Letters of Support or Commitment—They are DIFFERENT:
  - Support implies allies.
  - Commitment implies partners that will share responsibilities.
  - Letters should be sent to you, the applicant and included in the proposal package. They should not be sent separately to the funder.
- Other attachments:
  - Do not include unless they are requested

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



### **FINAL TOUCHES**

**Funding Agency Forms**—Most grant application packets include several forms that need to be part of your proposal. Be sure to fill out all forms thoroughly and include them as required by the funding agency. You may have the best proposal in the world, but if you leave out a funding agency form, your proposal may not be considered. There are many forms and reports to fill out during the grant application process. However, not all forms are required for all programs and applicants will need to consult the particular program they are interested in to understand which forms apply to them.

**Packaging, Politicking and Refunding**—The last acts of writing a winning proposal are often as important as the first. Carefully determine to whom and when an application must be sent, the enclosure of all forms and supporting documents are as critical as clearly stating the need, method, project plan and budget. The best advice for politicking is to do it before you need it. Make friends first then raise funds. Be sure that your funding source is at least generally aware of your organization before the "ask" is made, but do not be reluctant to let your elected officials know that you have a proposal pending!

For refunding, be ready to revise and re-submit your proposal, persistence pays off. Particular expenses should be outlined in detail in the project budget. It can also be helpful to divide the budget into categories, such as personnel salaries and benefits, travel, equipment, supplies, contract costs, etc. Many grant applications request a line item budget. The budget should show how

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



funds will be spent and by whom. The budget should also demonstrate consistency with project activities.

### ***Tips for final checks:***

- Read the proposal out loud.
- Go through your checklist.
- Triple check your attachments.
- Check your math, again.



## **5. UNDERSTANDING THE PEER REVIEW PROCESS**

Once you submit your proposal to the funding agency the review process begins. Usually the funder will have a screening process where all proposals are screened to make sure they are complete, appropriate to the topic area, include all required forms and conform to the funding agency's requirements for preparing proposals. If you have not followed the instructions, do not meet the agency's requirements, or if you left out anything important you may not make it through the review process. Your proposal will probably be sent back to you or you may receive a notice indicating what was missing in your proposal.

If you make it past the screening process (most do) your proposal will be sent to a review committee. Review committees differ from agency to agency, but they all have some common elements. Reviewers are usually consultants who are contracted by the agency strictly for the review process. They are professionals, researchers, practitioners and others who have expertise in the subject area. For example, a committee reviewing a proposal for mental health services for juvenile offenders may be comprised of a mental health counselor, a juvenile probation officer and a researcher. Most proposals for tribal programs include one or more individuals that are American Indian and/or who work in tribal communities. Be aware, however, that the reviewer may not be an expert in your field so explain things clearly.

The size of the review committee will depend upon how many proposals need to be read. An average committee will include 3 or 4 reviewers, reading about 10 to 12 proposals. Usually everyone reads all the proposals. When there

## ***STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION***



are a large number of proposals (50+) there may be several committees. Reviewers may only read a few of the proposals. You never know who or how many people read your proposal. Because you do not know, never make any assumptions about the reviewers. Most funding agencies work hard to find capable and experienced reviewers. Most reviewers take the job very seriously. Even so, human beings will read your proposal. They may not understand something you wrote or they may misinterpret your ideas. Reviewers also have very little time to read and review the proposals they have been assigned. You have to catch their attention and make your ideas easy to understand. Write your proposal for someone who does not know you, your community or what you want to do. A representative of the funding agency is also part of the review process. Their role is to moderate the discussion. They do not comment on any of the proposals.

After reading each proposal, the reviewers will individually score each section according to criteria established by the funding agency. After all the proposals have been reviewed, the committee gets together to compare scores and discuss each proposal. Reviewers may change their scores based on the group discussion or they may stand on their original scores. At the end of the discussion process the top rated proposals are recommended for funding. It is then up to the funding agency to decide who will be funded. Final funding decisions may depend upon how much money is available, past experience with the funding agency or the ability to meet financial or other criteria.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Once the process is complete and you have been notified of the results, you may request a copy of your scores and the reviewer comments. You will not be given the reviewer's names, however, you will be given a copy of their written comments. If you were not funded, and even if you were, these comments can be very helpful. Do not look at them as criticism of you or your project. See them as tools for improving your grant writing and for better understanding the funding agency. One of the best ways to become a better grant writer is to offer to be a reviewer. That is probably the number one reason people review grants. You can learn a lot from the mistakes and successes of other people and programs.

### **A REVIEWER'S PERSPECTIVE**

Below are some quotes from people who review grant proposals:

"If I can't understand the title, then I don't fund it."

"If you haven't told us what you want by the end of the third paragraph, chances are you're not going to get it."

"Be thorough in your preparation and research before attempting to initiate contact with a funder."

"Statistics are important, but can be confusing. Use them when they set the stage and give a context for the project."

"Ideas need to stand out. If the format of the proposal helps accomplish that, then it is O.K. But fancy fonts and layout don't carry much weight in and of themselves."

## ***STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION***



"If it is clear, concise, to the point, everything should be there without having to look for it. There should be meat on the bones but no fat."

"Start with clarity and no fluff. I remember one proposal that was just bullet format. It was clear, succinct and to the point. From a literary point of view, it was dull, but programmatically, it was clear and precise."

"We like to see more, rather than less, information in the budget. We want to see how our money will be used, how it will fit into the whole picture."

"What makes me crazy is an organization ignoring our guidelines."

"Don't try to pull the wool over our eyes. Be honest and straightforward."

"I hate proposals in plastic or loose leaf binders with lots of tabs and indices."



## **6. PROGRAM IMPLEMENTATION AND SUSTAINABILITY**

### **A. PLANNING FOR SUSTAINABILITY**

In the excitement of developing project ideas and writing the proposal, we often neglect to look into the future. We tend to think only about the two or three years in which the project will be funded. Now is the time, however, to think about the long-term success of your project. Now is the time to think about and plan for sustainability.

Sustainability is about maintaining and continuing program services after the funding period is over. Sustainability does not always mean the project will continue intact. New programs and projects are often parts of changing and evolving community systems. The most successful components should become part of the overall process of positive change for the organization and the community.

The goals of sustainability are to integrate your program into the community, to make your program accepted and well used, to institutionalize it into local systems and be part of a network of services and resources. Sustainability includes extending program partnerships and developing long term relationships. Evaluation results can help to guide decision-making about ways to continue the program or project or to continue achieving sustainable results in other ways. Your program evaluation can help you know in which directions your program should stay the same or evolve and develop and whether you should diversify or specialize. Often only parts of a new program

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



are sustainable; again, your evaluation can help you know which components are most likely to be successful over the long term.

Sustainability is not just about more money, it is about:

- Relationships,
- Finding a niche,
- Multiple funding sources, and
- Flexibility.

### **B. STEPS TO SUSTAINABILITY**

**Program Visibility And Support**—The first and perhaps most important step is program visibility and support. Ensure that people are aware of the program from the beginning. Promote your program and program results to the public, to community leaders and to other community services. Integrate social marketing strategies into your program plan. Seek support from project partners, and others in your Tribe or organization, potential consumers, and those who can help you leverage your project with additional resources and funds. Supporters such as policy makers can affect changes at a broader level. Even people who may have been critical of your program or project can become supporters. Show the community your project is important and successful.

**Community Involvement**—The second step is to involve the community, particularly community leadership. Create opportunities for participation, collaboration, and resource sharing. Identify allies and natural community leaders to be part of program efforts. Seek a common language with other

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



programs (open communication). Educate the community by providing information about the issue or problems the program address and how the program reaches different segments of the community. Let people know the program is a leader in addressing the problem or issue. Provide training opportunities and opportunities for leadership within the program.

**Diverse Funding**—The third step is to create a diverse base for program funding and support. Seek support from multiple levels of community, program, administration and leadership. Diversify funding and reduce reliance on a sole funding source or funding type. Look for ways to move resources from low to higher yield activities. Make it a requirement and job responsibility of your Project Director or Coordinator to seek additional funds. Work with your financial staff to see if the Tribe can finance the project at the conclusion of the grant.

**Promote Systems Change**—The fourth step is to promote systems change. First, make sure people understand how the current system works and why change is needed. Then propose realistic changes and the benefits of change. Start with small changes in as many different levels as possible.

### **C. TRACKING PROJECT IMPLEMENTATION**

Once you receive your award, you will have a lot of work to do. Remember that the funding agency will hold you to everything you said you would do. You may be able to make some modifications along the way, but your project should not differ substantially from your original plan. Funding agencies realize that things change in the six months between submitting a proposal and beginning a

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



project. They also realize that things do not always go as planned. While you are waiting for the funding decision, you may want to work on developing an implementation plan. Think through what you need in order to begin the project. Implementation strategies detail what you need to know or do to get the program started. Develop contingency plans for things that might not go as you had hoped. Write job announcements, keep talking to project partners and do as much as you can in anticipation of funding. If you receive the award, you will be way ahead of the game. If your proposal does not receive funding, you will still have information and ideas that you can use the next time.

If you are funded you will only have a short time to finalize startup tasks to begin implementation and develop your new staff. Assign someone to continuously monitor the project and maintain contact with the funding agency. There may be many questions from both sides in the beginning. Make sure your financial staff understands how fund drawdowns occur and the process for billing. Review the budget frequently to ensure you are spending appropriately and consistently. (Funding agencies become concerned when projects do not spend money.) This is also a good time to develop and formalize your reporting process. The more you do up front the easier it will be later on. One more thing about program tracking—talk to your project evaluator now to make sure you are building an *evaluable* program!



## **7. GENERAL TIPS TO ENHANCE A GRANT PROPOSAL**

- Read the Request for Proposals (RFP) carefully!
- Organize your proposal according to the RFP.
- Pay attention to the point allocation before you begin writing.
- Explain things — do not DECLARE them!
- Do not make assumptions of your reviewers.
- Avoid jargon and A.C.R.O.N.Y.M.S.
- Do not simply reiterate buzzwords.
- Be innovative and identify new audiences and new techniques, etc.
- Be passionate.
- Be realistic.
- Be specific. I would like this much in order to do this.
- Show the funder the return on investment.
- Check grammar, spelling, and typos.
- Ask someone else to review it.
- Solicit and engage partners.
- If the funder says "no," ask why.
- Offer to be a grant reviewer.

**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**





## **8. GRANTWRITING EXERCISE - MOCK RFP**

### **Pathways to Success**

**Purpose:** To prevent juvenile delinquency and other behavior problems related to delinquency through the implementation and promotion of vocational skills, entrepreneurship, recreation, and arts education programs during non-school hours (including weekends) and in the summer.

**Background:** This program implements Section 261 (a)(5) of the Juvenile Justice and Delinquency Prevention Act of 1974, as amended, and jointly funded by OJJDP, the Bureau of Justice Assistance, and the National Endowment for the Arts.

Mortimer (1994) reports that adolescents are at greater risk today, and that more adolescents are experimenting with drugs at younger ages, especially before age 15. Seventy-seven percent of eighth graders report having used alcohol, and 27 percent report having five or more drinks on one occasion within a 2-week period. Adolescents are sexually active at younger ages with about 30 percent reporting sexual intercourse by age 15 and 60 percent reporting that they did not use any contraception at first intercourse. The percentage of births to unmarried adolescent girls has risen from 14 percent in 1940 to 69 percent in 1991. Similarly, suicide rates have increased 75 percent among 10-14 year olds and 34 1/2 percent among 15-19 year olds between 1979 and 1988. Additionally, the school dropout rate for our youth is among the highest in all industrialized nations and is particularly acute among African-Americans, Native Americans, and Latino-Americans living in poverty. Studies about young adolescents' use of time show that 20 million youth spend 40 percent of their waking hours outside school (Mortimer, 1994). These out-of-school hours present both risk and opportunity. However, the Carnegie study points out that time spent alone is not the crucial contributor to high risk, but, in fact, it is what youth do during that time and where and with whom that leads to positive or negative consequences. Vocational skills, entrepreneurship, recreation, and arts education programs during non-school hours offer many opportunities for youth to socialize with peers and adults, to gain knowledge and skills that provide pathways to success, to contribute to the community, to belong to a valued group, and to feel competent (Mortimer, 1994). These programs provide learning opportunities that replace destructive alternatives and create a climate of high expectations and respect for quality and work. These programs can also provide opportunities for parental involvement and linkages to other community resources. Additionally, these alternative learning methods benefit youth who have difficulty learning by traditional methods and provide opportunities for them to gain hands-on practice of the theories and information learned in the school setting. Similarly, summer programs can extend learning from the school year to increase knowledge retention.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Extensive research shows that when youth are provided with safe places to engage in meaningful activities and opportunities to spend time with adults learning a variety of job oriented and social skills, students begin to see potential within themselves, understand the importance of completing their education, and make connections in the community as they become productive citizens. Several studies have suggested that programs designed to change the roles of at-risk youth in the community and increase their motivation toward pro social behavior can be at least moderately effective in reducing serious antisocial behavior. A critical aspect of the effectiveness of such interventions seems to be that they are provided as part of a larger scale focus that promotes community development (Tolan and Guerra, 1994).

**Goal:** To prevent juvenile delinquency and other behavior problems such as substance abuse, teen pregnancy, school dropout, and violence, by providing opportunities for juveniles to gain skills that provides them with pathways to be successful academically and vocationally.

**Objectives:** 1. To provide at-risk juveniles with a variety of age-appropriate programs in the vocational, entrepreneurial, recreation, and arts education fields that allows them to build on existing strengths and develop new skills. 2. To provide and promote coordinated, collaborative prevention efforts that target at-risk youth.

**Program Strategy:** OJJDP invites applications from public and private nonprofit community-based agencies, institutions and organizations that have or are developing comprehensive, collaborative, and coordinated strategies for after school, weekend, and summer programs in vocational training, entrepreneurship, recreation, and arts education. Prospective applicants are not required to cover the full year or the full range of programs, but may do so if they wish. Examples of programs include arts education projects such as murals or mosaic structures as part of a community beautification effort; live theater performance focusing on conflict resolution skills; computer graphics; and working with youth to develop business plans to market products they have created or skills they have developed, such as carpentry or landscaping.

Program designs should provide an additional link to existing community services and should address as many needs and strengths as possible. When linked to existing programs and activities, the proposed activities should contribute to the development of a service continuum or continuum of care for youth at risk of delinquency. The program gives broad flexibility to applicants to design a program most relevant and needed for their community.

Applicants must describe their strategy for establishing or expanding an after school, weekend, and/or summer program for at-risk youth ages 6-18. However, the program should be age-appropriate and does not need to serve the full age-range.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



- The identified target population, including age, gender, ethnicity, and characteristics that indicate risk, should be clearly defined.
- A comprehensive strategy designed to reduce risks and build protective factors in the lives of at risk youth through one or more of the following areas: vocational skills training, entrepreneurship, recreation, and arts education should be identified. The strategy should also include a vision statement with identified goals and objectives. Objectives should be quantified and measurable.
- Applicants should provide clear evidence that the proposed activities are appropriate for the targeted population. The program design must be culturally relevant to the target community and activities should be integrated into and utilize the community as much as possible, including meaningful parent involvement.
- Commitments to collaborate by leveraging funds, in-kind services, equipment, or other resources should be described, and evidence of collaboration and commitment, particularly through the inclusion of written documentation, should be provided.
- A lasting benefit to the community and the youth who participate should be identified and described (i.e., activities that will last beyond the program funding cycle and will contribute to the community and/or provide skills to youth).
- Plans should be described to sustain the program beyond the funding cycle by leveraging resources, demonstrating ability to access additional funding, and/or adoption into an existing community program that can maintain the after school, weekend, and summer programs' missions.
- An evaluation should be in place, including quantitative outcomes and performance measures that will enable the applicant to measure progress toward the outcomes, and data collection mechanisms for gathering pre- and post-data, school achievement and attendance data, probation reports or other relevant indicators.

### **References:**

1. Development Research and Programs, Inc., "Communities That Care: Risk-Focused Prevention Using the Social Development Strategy." Seattle, W A: 1993. [Available from the Juvenile Justice Clearinghouse, 1-800-638-8736].

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



2. Mortimer, Allyn M., "Consultation on Afterschool Programs." Carnegie Corporation, NY: 1994. National Center for Injury Prevention and Control, "The Prevention of Youth Violence: A Framework for Community Action." Centers for Disease Control and Prevention, Atlanta, GA: 1993.
3. National Commission on Children. *Beyond Rhetoric: A New American Agenda for Children and Families*. U.S Government Printing Office, Washington, DC: 1993.
4. Schorr, L. *Within Our Reach: Breaking the Cycle of Disadvantage*. Doubleday Press, New York, NY: 1989.
5. Tolan, P. and Guerra. N., "What Works in Reducing Adolescent Violence: An Empirical Review of the Field." The Center for the Study and Prevention of Violence, University of Colorado, Boulder, CO: July 1994.

**Concept Papers:** Interested, eligible parties should submit a concept paper of no more than five, 8 inch - by 11-inch double-spaced, typewritten pages in a standard 10 or 12-point font on one side of the paper. Applicants may submit materials in the appendixes that demonstrate a capacity to carry out the scope of work described. The concept paper must address the goals and objectives of this program as stated above. OJJDP will select the most promising ideas submitted and invite up to 15 full applications. Parties not selected will be notified in writing.

Concept papers will be judged on the proposed approaches, relevance to delinquency prevention, uniqueness, innovativeness and the quality of proposed project design. Concept papers will also be judged on organizational capacity, the applicant's ability to coordinate and leverage resources and existing services in the community and sustain the project beyond the limit of this solicitation. Selection criteria for concept papers also include the selection criteria described below for full applications. However, the level of detail should be appropriately modified to meet the page limit requirement set forth above.

**Eligibility Requirements:** OJJDP invites concept papers from public and private nonprofit agencies, organizations, institutions, and individuals who can demonstrate the experience and capability to undertake activities related to this solicitation. Those submitting concept papers must demonstrate current coordinated and collaborative efforts related to the project or a strong written commitment to collaborate for purposes of this solicitation. Examples of this commitment and strong evidence of partnership and collaboration might include a chart of program resources listing the amount of funds being committed, the purpose of the commitment, the duration of the commitment, memorandum of

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



understanding, or other formal partnership commitments. These materials should be submitted as appendixes.

**Selection Criteria:** As noted above, OJJDP will invite up to 15 full applications from those submitting the most promising concept papers. Full applications will be rated by a peer review panel based on the extent to which applications meet the following criteria.

***Problem(s) To Be Addressed. (20 points)*** Applicants must provide a clear description of a risk-focused community assessment that also addresses community strengths.

***Goals and Objectives. (10 points)*** Applicants must provide succinct statements demonstrating an understanding of the goals, objectives, and tasks associated with the project. Objectives must be quantifiable and measurable. Applicants must convey a clear understanding of the purpose, work, and expected results of the project.

***Project Design. (40 points)*** Applicants must clearly describe program activities that are culturally relevant and engage both community and parent participation. Establishment or existence of evaluation infrastructure should be clearly demonstrated, including products such as data collection tools. The project design must clearly relate to the goals and objectives for this project and contain elements that are clearly linked to the successful implementation of the project.

***Project Management (10 points)*** In addition to the basic project management structure, applicants should specifically describe coordination and collaboration efforts related to the project. Preference points will be given to those applicants that can clearly demonstrate existing efforts through memoranda of understanding, interagency agreements, coordination meeting minutes, letters of commitment with specified arrangements, and other formal commitments of bona fide partnership (e.g., collapsed funding streams, wrap-around services, multi-service centers, and procedures for service coordination). These documents may be attached as appendixes. However, the collaborative relationship must be clearly described within the application.

***Organizational Capability (10 points)*** In addition to describing and demonstrating organizational capability, applicants must address the capability to access additional funds as well as plans for sustaining the program beyond the funding cycle for this project. Staff resumes should be attached.

***Budget (10 points)*** Applicants must provide a proposed budget that is complete, detailed, reasonable, allowable, and cost-effective for the activities to be undertaken. Preference points will be given to applicants who demonstrate

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



that grant funds will be leveraged for the purpose of this project including the specification of firm dollar commitments and/or in-kind resources.

Applications are limited to no more than 25 doubled-spaced pages in standard 10 or 12 point font. Applicants are not required to count Federal application forms as part of the 25-page maximum. However, all six of the selection criteria must be addressed within the 25-page proposal. Applicants may submit examples, such as work products, job descriptions, and brochures, to demonstrate a capacity to carry out the scope of work described in this solicitation in appendixes. Applicants are also encouraged to submit materials in the appendixes that demonstrate active and existing collaboration activity as well as firm letters of commitment with specified in-kind and dollar amounts of contribution.

**Award Period:** The project period will be 24 months.

**Award Amount:** A total of \$250,000 is available for an initial 12-month budget period for up to five projects to be selected for grant awards under this program. At least one of the funded applications will be an arts education project. Individual application budgets may not exceed \$50,000 for each 12-month budget period. Second year funding is dependent upon grantee performance, availability of funds, and other criteria established at the time of award.

**Delivery Instructions:** All application packages should be mailed or delivered to the Office of the Administrator, Office of Juvenile Justice and Delinquency Prevention, c/o Juvenile Justice Resource Center, 1600 Research Boulevard, Mail Stop 3K, Rockville, MD 20850. *Note: In the lower left hand corner of the envelope, you must clearly mark the name of the program to which you are applying and the name of the program contact person contained in this solicitation.*

**Due Dates:** Applicants are responsible for insuring that the original and four copies their concept paper package is received by close of business (5 p.m. e.d.t.) on October 30, 2001. OJJDP will review the concept papers and invite selected applicants to submit full applications for competitive award. OJJDP will notify applicants in writing within 21 days after the concept paper submission deadline date. The original and five copies of full applications must be received by mail or delivered within 45 days of the date of the written notification.

**Contact:** For further information, contact Jane Smith, Program Manager, Special Emphasis Division, (202) 307-5914.



## **9. GRANT WRITING EXERCISE**

Read the RFP and look for the answers to the following questions.

1. Are Tribes / tribal programs eligible?
2. How much money can you apply for?
3. What type of solicitation is it?
4. How many pages should the concept paper be?
5. When is the concept paper due?
6. How many pages should the proposal be?
7. When is the proposal due?
8. How long is the project period?
9. What forms do you need?
10. What specific attachments do you need?
11. Where do you send the proposal?
12. Does the program require any collaboration or coordination with other programs?
13. Do you need a tribal resolution?
14. What is the requested target population?

Write practice sections addressing the mock RFP guidelines.

**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**





## **10. COMPONENTS OF A GRANT PROPOSAL**

**1. Abstract or Summary:** Briefly describes the project and the applicant agency.

- Include at least one sentence from each section of the proposal.
- Write this part last.

**2. The Introduction:** briefly describes the focus of the project and the applicant's qualifications.

- Briefly describe the focus of the project and what you intend to do
- Briefly identify the applicant agency
- Catch the readers attention

**3. The Problem Statement:** This section documents the need to be met or the problem to be solved by the proposed research or program.

- Describe the problem – what, who, how much, where, when
- Discuss Contributing factors
- Include a review of the literature and/or supporting documentation, local needs assessment
- Include relevant data – compare local with other areas or national if possible

**4. Project Goals and Objectives:** This section outlines what the project will accomplish and establishes the benefits to be achieved in both general and measurable terms. This is a small section but critical to the development of the proposal.

• Goals are:

- A goal describes some future condition we hope to achieve within the project period.
- A goal is a dream with a deadline.

• An Objective is:

- A clear statement of the steps necessary to reach our goal
- Objectives address the specifics of program implementation.
- Objectives describe the outcomes we expect to be accomplished by the program.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



- Objectives address:
  - A** Audience—who is the focus, e.g., the client, the program
  - B** Behavior—what we want the client to be able to do or know
  - C** Circumstances—the conditions under which behavior/knowledge will change
  - D** Degree—the level of change expected within the given timeframe

Objectives are:

- S** Specific—detailed and focused so everyone knows what is expected.
- M** Measurable—outcomes that are measurable.
- A** Action oriented—specify how change will occur using action words.
- R** Realistic—objectives reflect the realities of the program and the clients.
- T** Time oriented—include a specific timeframe for completion.

The difference between goals and objectives:

- Goals are broad; objectives are specific.
- Goals are general intentions; objectives are precise.
- Goals are intangible; objectives are tangible.
- Goals are abstract; objectives are concrete.
- Goals can't be measured as is; objectives can be measured.

**5. Project Design or Methods:** This section describes in detail the activities, people and resources that will be employed to achieve the desired goals and objectives

- Describe who, what, where, when, how, why of project activities.
- Participant population.
- Data collection and analysis.
- Project partners.
- Expected outcomes.
- Project strengths and limitations.
- Human subjects protections.
- Evaluation – start on day one - how we will know we have succeeded.
- Work plans identify tasks, staffing, timeframes, resources and evaluation measures.

**6. Management and Organizational Capabilities:** This section describes the staff needed, program administration, and financial management.

- Principal investigator and project staff
- Consultants and contractors
- Financial management

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



- Staff supervision
- Project oversight and administration
- Past projects related to the current effort

**7. Budget:** This section clearly identifies the costs related to the project.

- Personnel – salaries, time on task, job title
- Fringe Benefits – approved rate or breakdown of benefits
- Travel – mileage, lodging, per diem and airfare by location and number of trips
- Equipment – usually over \$1,000 ( e.g., computers)
- Supplies – consumable supplies, training supplies, report binding,
- Consultants/Contracts – anyone not on salary, survey participants, evaluators
- Other – printing,
- Indirect – must have an established rate or not allowed

### **TIPS FOR SUCCESS**

1. Put yourself in the reviewers' shoes.
2. Write for someone that has no clue who you are and what you want to do.
3. Redundancy is good.
4. Tables really help.
5. Avoid jargon and excessive abbreviations.
6. Keep charts and diagrams clear and simple.
7. Read all instructions carefully.
8. Keep a grants folder with all supporting documents.
9. Set up a timetable and a check off list.
10. Triple check your math.
11. Pay attention to detail.
12. Don't underestimate your reviewer but know they can be swayed.
13. WWWWWH.
14. Read your narrative out loud.
15. Match the size sections to the point value.
16. Check spelling and consistency.
17. Is this really do-able?
18. Write positively – negativism comes across and could hurt your chances.
19. Neatness counts.
20. Make sure all forms are complete.

**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**





## **11. A FEW USEFUL WEBSITES**

<http://www.communityhealth.hrsa.gov/> Community Health Status Reports

<http://www.census.gov/prod/www/statistical-abstract-us.html> Census data

<http://ojjdp.ncjrs.org/> OJJDP home page

<http://www.ojp.usdoj.gov/> Office of Justice Programs home page

<http://www.ojp.usdoj.gov/ovc/> Office for Victims of Crime home page

<http://www.ojp.usdoj.gov/nij/> National Institute of Justice home page

<http://www.ojp.usdoj.gov/BJA/> Bureau of Justice Assistance home page

<http://www.cdc.gov/> Centers for Disease Control and Prevention home page

<http://www.ed.gov/> US Department of Education home page

<http://www.ncjrs.org/fedgrant.htm#sl000442> NCJRS Grants information

<http://ncjfcj.unr.edu/homepage/ncji/homepage--revised/front.html> National Center for Juvenile Justice

<http://www.ojjdp.ncjrs.org/facts/ezaccess.html#require> EZAccess juvenile justice data

<http://www.hhs.gov/grantsnet/> DHHS Grantsnet

<http://ohrp.osophs.dhhs.gov/> Information on protecting research subjects

<http://www.ihs.gov/> Indian Health Service

[http://www.access.gpo.gov/su\\_docs/index.html](http://www.access.gpo.gov/su_docs/index.html) Government Information

<http://hsc.unm.edu/nhrd/> Native Health Research Database

<http://www.tgci.com/> The Grantsmanship Center

<http://cbdnet.access.gpo.gov/> Commerce Business Daily

<http://www.grantsnet.org/> Grantsnet

[http://www.access.gpo.gov/su\\_docs/aces/aces140.html](http://www.access.gpo.gov/su_docs/aces/aces140.html) Federal Register

**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**





## **12. WHERE TO START LOOKING FOR RESOURCES**

This section provides a selected list of public, non-profit and private agencies. Hopefully you will find funding for training and technical assistance, publications and videos, and clearinghouses and networking opportunities to address at least one identified problem occurring in Indian communities, substance abuse. It is organized in three sections: Federal Agencies, State Resources, and Private and Non-Profits.

### **FEDERAL AGENCIES**

Federal Domestic Assistance Catalog  
[www.gsa.gov/fdac/queryfdac.html](http://www.gsa.gov/fdac/queryfdac.html)

The Federal Register  
Office of the Federal Register (NF)  
National Archives and Records Administration  
700 Pennsylvania Avenue, NW  
Washington, DC 20408-0001  
Phone: (202) 512-1800  
[www.nara.gov/nara/fedreg/](http://www.nara.gov/nara/fedreg/)

### **U.S. DEPARTMENT OF EDUCATION**

Safe and Drug-Free Schools Program  
Department of Education  
1250 Maryland Avenue, SW, Room 604  
Washington, D.C. 20202-6123  
Phone: (202) 260-1856 Fax: (202) 260-7767  
[www.ed.gov/offices/OESE/SDFS](http://www.ed.gov/offices/OESE/SDFS)

*Summary:* The Safe and Drug-Free Schools Program provides support for school- and community-based programs to help our Nation's communities prevent drug and alcohol abuse and violence. Technical assistance, training and grants are available through the Department.

### **U.S DEPARTMENT OF HEALTH AND HUMAN SERVICES**

Centers for Disease Control (CDC)  
1600 Clifton Road, M.S.D. 14  
Atlanta, GA 30333  
Phone: (404) 639-7000 Fax: (404) 639-7111

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



*Summary:* The Center for Disease Control aids in conducting research for alcohol and drug abuse throughout the country. Results from their studies will help you review prevention and intervention methods used by health care and mental health care professionals. Some highlights of the web site are a prevention database and search functions.

Center for Substance Abuse Prevention (CSAP)  
5600 Fishers Lane Rockwall II  
Rockville, MD 20857  
Phone: (301) 443-0365 Fax: (301) 443-5447  
nnadal@samhsa.gov

*Summary:* CSAP provides national leadership in federal efforts to prevent alcohol, tobacco and other drug (ATOD) use, which are linked to other serious national crime and violence problems. CSAP connects people to resources, ideas and strategies combating and reducing ATOD use nationally and internationally. One highlight of the web site is the Regional Alcohol and Drug Awareness Resource (RADAR) Network providing practitioners current prevention information. RADAR Network Centers are located in every State and U.S. and are available to all community members.

Center for Substance Abuse Treatment (CSAT)  
5600 Fishers Lane, Rockwall II  
Rockville, MD 20857  
Phone: (301) 443-5700 Fax: (301) 443-8751  
[www.samhsa.gov/csat/](http://www.samhsa.gov/csat/)

*Summary:* CSAT works with state, local communities, health care providers, and national organizations to upgrade the quality of addiction treatment, to improve the effectiveness of substance abuse treatment programs, and to provide resources to ensure provision of services through the Comprehensive Treatment Recovery Continuum.

Indian Health Service (IHS)  
5600 Fishers Lane  
Parklawn Building  
Rockville, MD 20857  
Phone: (301) 443-1083 Fax: (301) 443-4794  
<http://www.his.gov/index.asp>

*Summary:* The IHS provides funding to develop innovative strategies that address mental health, behavioral and substance abuse and community safety needs of Native Americans. Visit its web site to obtain information, grant resources and links to the 12 IHS areas throughout the country.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



National Clearinghouse for Alcohol and Drug Information (NCADI)  
P.O. Box 2345  
Rockville, MD 20847-2345  
Phone: (800) 729-6686 or (800) 487-4889TDD  
[info@health.org](mailto:info@health.org)

*Summary:* The NCADI offers application kits to potential grantee organizations and offers the latest research and information of alcohol related issues as they become known. Publications and grant announcements, videos, and other materials can be obtained. It also lists alcohol treatment sources in your area. The NCADI clearinghouse provides information for:

Publications for Native Americans  
[www.health.org/multicul/natamer/napubs.htm](http://www.health.org/multicul/natamer/napubs.htm)

Resources and Organizations for Native Americans  
[www.health.org.multicul/natamer/nares.htm](http://www.health.org.multicul/natamer/nares.htm)

Treatment Improvement Protocols (TIPS) is a series of publications produced by a panel of experienced researchers and clinicians who worked with alcohol and drug users.

National Clearinghouse on Families and Youth  
P.O. Box 13505  
Silver Spring, MD 20911-3505  
(301) 608-8098 Fax (301) 608-8721  
[acy.dhhs.gov/programs/fysb/programs/ncfy.htm](http://acy.dhhs.gov/programs/fysb/programs/ncfy.htm)

Provides information and links to sources for family strengthening and youth development.

National Institute on Alcohol and Abuse and Alcoholism (NIAAA)  
6000 Executive Boulevard, Suite 400  
Willco Building, M.S.C. 7003  
Bethesda, MD 20892-7003  
Phone: (301) 443-3860 Fax: (301) 445-4703  
[www.niaaa.nih.gov](http://www.niaaa.nih.gov).

*Summary:* The NIAAA conducts biomedical and behavioral research on the causes, consequences, treatment and prevention of alcoholism and alcohol-related problems, including research, information and resources. Grants and contracts are made available for funding. It monitors alcohol-related legislation and policy development and proposals made by the Secretary of Health and Human Services and Congress.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Substance Abuse and Mental Health Services Administration (SAMHSA)  
5515 Security Lane Rockwell II  
Rockville, MD 20857  
Phone: (800) 729-6686 or (301) 443-3958 FAX:  
[www.samhsa.gov/index.htm](http://www.samhsa.gov/index.htm)

*Summary:* SAMHSA is the lead federal agency for improving access to quality substance abuse prevention, addiction treatment and mental health services. It provides training and technical assistance for grantees in local, state, and tribal substance abuse programs.

### **U. S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT**

Indian Housing Drug Elimination Program  
Office of Native American Programs (ONAP)  
1999 Broadway, Suite 3390  
Denver, CO 80202  
Phone: (303) 675-1600 Fax: (303) 675-1660  
[www.codetalk.fed.us](http://www.codetalk.fed.us)

*Summary:* Grants totaling \$22 million are being funded through the U.S. Housing and Urban Development (HUD) Department for the elimination of drugs in Native American communities. Indian nations and Native American Housing Assistance and Self-Determination Act recipients are eligible to apply. ONAP provides training and technical assistance for Indian nations regarding program planning, development and management.

Resident Initiatives' Drug Information and Strategy Clearinghouse  
P.O. Box 8577  
Silver Springs, MD 20907  
Phone: (800) 955-2232

*Summary:* This Clearinghouse provides information on drug use elimination in public and Native American housing. It offers a collection of current information through publications, documents, and a newsletter. An Informational Specialist assists with referrals and obtaining technical grant assistance.

### **U.S. DEPARTMENT OF INTERIOR**

Bureau of Indian Affairs (BIA)  
1849 C Street, NW, MS-460 MIB  
Washington, DC 20240-0001  
Phone: (202) 208-3711 Fax: (202) 501-1516  
[www.doi.gov/bia/](http://www.doi.gov/bia/)

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



*Summary:* The BIA mission is to assist American Indian and Alaska Natives in achievement of their self-determination goals, and to enhance the Federal governments responsibility to provide opportunities for Indian nations to address alcohol and substance abuse. Their goals are met by coordinating with the Indian Health Service and Federal government agencies to provide resources and funding support for Indian nations and programs. More specifically, the Office of Alcohol and Substance Abuse Prevention provides leadership and direction for all BIA alcohol and substance abuse prevention activities. Also visit the BIA Highway Safety Program at the web site address above and at (505) 248-5053.

### **U.S. DEPARTMENT OF JUSTICE**

American Indian and Alaskan Native Affairs Office  
810 7th St. NW  
Washington, D.C. 20531  
Phone: (202) 616-3205 Fax: (202) 514-7805  
[www.ojp.usdoj.gov/aian/](http://www.ojp.usdoj.gov/aian/)

*Summary:* The American Indian and Alaska Native Affairs office has been established to enhance access to information by Federally recognized American Indian and Alaskan Native Indian nations regarding funding opportunities, training and technical assistance and other relevant information.

Bureau of Justice Assistance (BJA)  
810 7th St. NW, 4th Floor  
Washington, D. C. 20531  
Phone: (202) 616-6500 Fax: (202) 305-1367  
[www.ojp.usdoj.gov/bja/](http://www.ojp.usdoj.gov/bja/)

*Summary:* BJA provides funding, training, and technical assistance to local, state and tribal governments to combat and reduce violent and drug-related crime and help improve the criminal justice system.

Bureau of Justice Statistics (BJS)  
810 7th St. NW  
Washington, DC 20531  
Phone: (202) 307-0765 Fax: (202) 307-5846  
[www.ojp.usdoj.gov/bjs/](http://www.ojp.usdoj.gov/bjs/)

*Summary:* BJS collects and analyzes statistical data on crime, criminal offenders, crime victims and the operations of justice systems at all levels of government. It also provides financial and technical support to state statistical agencies and administers special programs that aid state and local

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



governments in improving their criminal history records and information systems and can be a source of alcohol-related crime information.

Corrections Program Office (CPO)  
810 7th St. NW  
Washington, DC 20531  
Phone: (202) 307-3914 Fax: (202) 307-2019  
[www.ojp.usdoj.gov/cpo/](http://www.ojp.usdoj.gov/cpo/)

*Summary:* CPO provides financial and technical assistance to state and local governments to implement corrections-related programs, including correctional facility construction and corrections-based drug treatment programs located near the home of the offender.

Drug Courts Program Office (DCPO)  
810 7th St., NW, 8th Floor  
Washington, D.C. 20531  
Phone: (202) 616-5001 Fax: (202) 305-9075  
[www.ojp.usdoj.gov/dcpo/](http://www.ojp.usdoj.gov/dcpo/)

*Summary:* The DCPO supports the development, implementation, and improvement of drug courts. State governments, courts, and tribal governments are eligible to apply for resources. Technical assistance and training is available.

Executive Office for Weed and Seed (EOWS)  
810 7th St., NW, 6th Floor  
Washington, D.C. 20531  
Phone: (202) 616-1152 Fax: (202) 616-1159  
[www.ojp.usdoj.gov/eows/](http://www.ojp.usdoj.gov/eows/)

*Summary:* EOWS helps communities build stronger, safer neighborhoods by implementing the Weed and Seed strategy, a community-based, multi-disciplinary approach to combating crime. Weed and Seed involves both law enforcement and community-building activities, including economic development and support services.

National Institute of Justice (NIJ)  
810 7th St., NW  
Washington, DC 20531  
Phone: (202) 307-2942 Fax: (202) 307-6394  
[www.ojp.usdoj.gov/nij/](http://www.ojp.usdoj.gov/nij/)

*Summary:* NIJ supports research and development programs, conducts demonstrations of innovative approaches to improve criminal justice, develops new criminal justice technologies, and evaluates the effectiveness of

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



government funded programs. Funding and technical assistance are available for research and evaluation programs including those in Indian communities.

Office of Community Oriented Policing Services (COPS)  
U.S. Department of Justice  
1100 Vermont Avenue, NW 9th Floor  
Washington, DC 20530  
Phone: (800) 421-6770 Fax: (202) 616-9612  
[www.usdoj.gov/cops](http://www.usdoj.gov/cops)

*Summary:* COPS provides funding opportunities to federally recognized Indian nations. The COPS' Tribal Resources Program provides law enforcement training, equipment and officer positions. Indian nations are eligible to apply for grants, such as COPS' MORE and FAST programs.

Office of Juvenile Justice Delinquency and Prevention (OJJDP)  
810 7th St, NW  
Washington, D.C. 20531  
Phone: (202) 307-5911 Fax: (202) 514-6382  
[www.ojjdp.ncjrs.org](http://www.ojjdp.ncjrs.org)

*Summary:* OJJDP provides grants and contracts to states and Indian nations to improve their juvenile justice systems. It sponsors innovative research, demonstration, evaluation, statistics, replication, technical assistance and training programs to help improve understanding of and response to juvenile violence, delinquency and victimization. OJJDP manages the Tribal Youth Program, Enforcement of Underage Drinking Laws Program, which includes funding to Indian nations and funds the Tribal Youth Training and Technical Assistance Program.

OJJDP National Training and Technical Assistance Center  
10530 Rosehaven St., Suite 400  
Fairfax, VA 22030  
Phone: (800) 830-4031 Fax: (703) 385-3206  
[www.nttac.org](http://www.nttac.org)

*Summary:* The OJJDP National Training and Technical Assistance Center enhances the expertise of OJJDP's training and technical assistance providers by developing a common framework for the delivery of training and technical assistance.

Office of Justice Programs (OJP)  
Office of Assistant Attorney General  
810 7th St., NW  
Washington, D.C. 20531  
Phone: (202) 307-5933 Fax: (202) 514-7805

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



[www.ojp.usdoj.gov](http://www.ojp.usdoj.gov)

*Summary:* OJP was created in 1984 to provide Federal leadership in developing the nation's capacity to prevent and control crime, administer justice, and assist crime victims. OJP also works to reduce crime in Indian country, enhance technology use within the criminal and juvenile justice systems, and support state and local efforts through technical assistance and training.

### **OFFICE OF NATIONAL DRUG CONTROL POLICY (ONDCP)**

Executive Office of the President

Washington, D.C. 20530

Phone: (202) 395-6645 Fax: (202) 395-5653

[www.whitehousedrugpolicy.gov](http://www.whitehousedrugpolicy.gov)

*Summary:* ONDCP is a White House agency that assists the President in achieving goals for addressing drug abuse problems by assisting with public policy development and providing input on prevention, intervention, suppression and eradication of drugs throughout the country. Visits the web site to get the latest on White House sponsored initiatives and links to other sources.

### **DEPARTMENT OF TRANSPORTATION**

Impaired Driving Division

National Highway Traffic Safety Administration (NHTSA)

400 Seventh Street, SW

Washington, D.C. 20590

Phone: (202) 366-2715 Fax: (202) 366-2766

[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)

*Summary:* The goal of the NHTSA Impaired Driving Program is to reduce alcohol-related fatalities to 11,000 by 2005. Through this program, a partnership between the Indian Health Service, BIA Indian Highway Safety Program and UNITY was formed to combat motor vehicle related fatalities and injuries. Visits its web site to obtain information about highway safety, training and technical assistance, funding and programs in your state.

### **DEPARTMENT OF TREASURY**

Bureau of Alcohol, Tobacco and Firearms (ATF)

650 Massachusetts Avenue, NW

Washington, D.C. 20226

Phone: (202) 927-8500 Fax: (202) 927-8868

[www.atf.treas.gov/](http://www.atf.treas.gov/)

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



*Summary:* ATF works with other government agencies, public advocacy, and community groups to develop a partnership to combat underage drinking and driving.

### **STATE RESOURCES**

Generally, Indian nations and tribal organizations are eligible for funding, training and technical assistance from states, but criteria for eligibility vary by location. Federal and state resources include formula funds, pass-through grants and block grants. Below are web sites for the points of contact in each state agency. Contact the respective federal public affairs office for more information.

State Administering Agencies:

\* Department of Health and Human Services-Substance Abuse and Mental Health Services Administration

Use the combined addresses to access state resource information, also contact the state point of contact to inquire about funding amounts for formula and discretionary grants.

[www.aphsa.org](http://www.aphsa.org)

[www.samhsa.gov/programs/statesum/summary.htm](http://www.samhsa.gov/programs/statesum/summary.htm)

\* Department of Justice

[www.ojp.usdoj.gov/ocpa/map](http://www.ojp.usdoj.gov/ocpa/map)

\* Department of Transportation

[www.nhtsa.dot.gov/nhtsa/whatsup/tea21/tea21programs/index.html](http://www.nhtsa.dot.gov/nhtsa/whatsup/tea21/tea21programs/index.html)

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



### **PRIVATE AND NON-PROFIT RESOURCES**

American Indian Development Associates (AIDA)  
2401 12th St. NW, Suite 212  
Albuquerque, NM 87104  
Phone: (505) 842-1122 Fax (505) 842-9652  
aidainc@flash.net

*Summary:* AIDA provides training and technical assistance for tribal juvenile justice systems under a Cooperative Agreement with the U.S. Office of Juvenile Justice and Delinquency Prevention. In particular, training and technical assistance in substance abuse prevention and intervention to Tribal Youth Program Grantees will begin in FY 2000.

Boys & Girls Clubs of America  
1230 West Peachtree Street, NW  
Atlanta, GA 30309  
Phone: (404) 815-5700 Fax:(404) 815-5789  
www.bgca.org

*Summary:* The Boys & Girls Club of America is a national non-profit organization with members throughout America, including 75 clubs located in Indian country. The organization receives Federal and private funds to support various prevention and intervention programs for positive youth development.

The Council of Foundations  
<http://www.cof.org/>

The Foundation Center  
<http://www.fdncenter.org>

Mothers Against Drunk Driving (MADD)  
National MADD Office  
511 F John Carpenter HW, Suite 700  
Irving, TX 75062  
Phone: (800) 438-6233  
www.madd.org

*Summary:* MADD is a grassroots, non-profit organization with over 600 chapters nationwide. It focuses on development of effective solutions to drunk driving and underage drinking problems. It supports victims and those who have loss someone due to drunk driving. Currently, there are two Indian MADD chapters. Contact MADD for assistance in starting a chapter in your community.

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



National Association of Drug Court Professionals (NADCP)  
901 North Pitt St., Suite 370  
Alexandria, VA 22304  
Phone: (703) 706-0576 Fax: (703) 706-0577  
[www.nadcp.org](http://www.nadcp.org)

*Summary:* In partnership with the U.S. Drug Courts Program Office, NADCP assists states and tribal governments in the development of drug courts through training and technical assistance.

National Indian Child Welfare Association (NICWA)  
3611 SW Hood Street, Suite 201  
Portland, OR 97201  
Phone: (503) 222-4044 FAX: (503) 222-4007  
[www.nicwa.org](http://www.nicwa.org)

*Summary:* NICWA is a non-profit advocacy organization for Indian children. It provides a booklet on fetal alcohol syndrome and posters on substance abuse prevention. Visit its web site for links to other Indian specific child welfare sources and publications.

Native American Health Resource on the Internet  
[hanksville.phast.umass.edu/misc/indices/Nahealth.html](http://hanksville.phast.umass.edu/misc/indices/Nahealth.html)

*Summary:* Native American Health Resource on the Internet provides a comprehensive listing of health resources and organizations pertaining to American Indians and Alaska Natives.

Pacific Institute for Research and Evaluation (PIRE)  
11140 Rockville Pike, Suite 600  
Rockville, MD 20852  
Phone: (301) 984-6500 Fax: (301) 984-6559

*Summary:* PIRE provides technical assistance and training to states, units of local government, selected demonstration sites, and American Indian and Alaskan Native communities in support of the U.S. Office of Juvenile Justice and Delinquency Prevention's Enforcing Underage Drinking Laws Program. Call or visit its web site for valuable information on public policies to deter underage drinking and links to other resources.

The Robert Wood Johnson Foundation  
P.O. Box 2316  
Princeton, NJ 08543-2316  
Phone: (609) 452-8701  
[www.rwjf.org/main.html](http://www.rwjf.org/main.html)

## **STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



*Summary:* The RWJ Foundation is one of the nation's leading philanthropy organizations devoted to health and health care. It provides funding for substance abuse prevention and other health related initiatives. It also lists numerous resources for publications and other valuable links.

Students Against Destructive Decisions (SADD)  
P.O. Box 800  
Marlboro, MA 01752  
Phone: (800) 787-5777 Fax: (508) 481-5759  
[www.saddonline.com](http://www.saddonline.com)

*Summary:* SADD is a school-based organization dedicated to addressing the issues of underage drinking. Check out the source for information on starting a chapter in your community.

Substance Abuse Treatment Facility Locator  
[substanceabuse.about.com](http://substanceabuse.about.com)

*Summary:* An online version of the most recent National Directory of Drug Abuse and Alcoholism Treatment Programs. The directory lists Federal, State, local, and private facilities that provide drug abuse and alcoholism treatment services.

Tribal Law and Policy Institute (TLP)  
P.O. Box 460370  
San Francisco, CA 94146  
Phone: (415) 647-1755 FAX: (415) 647-1760  
[www.tribal-institute.org](http://www.tribal-institute.org)

*Summary:* TLP is the technical assistance provider for the U.S. Drug Court Program Office, which funds the Tribal Wellness and Healing Courts. It also provides information on tribal courts and law related topics, including links to the National American Indian Court Judges Association and other Indian specific resources.



## APPENDIX A: SAMPLE WORKPLAN CHARTS

Activity 1: Take 15-20 minutes to identify the W's and H of your program or project using the following chart.

<b>WHO</b>	<b>WHY</b>
<b>WHERE</b>	<b>WHEN</b>
<b>WHAT</b>	<b>HOW</b>

Activity 2: Take 10 minutes to identify how you will know you are successful in achieving your goal. Record the standards below.

**STANDARDS FOR SUCCESS:**

Activity 3: Take 15-20 minutes to write your goal(s) using the W's and H chart and make sure that it has a verb, a subject, adverbs or adjectives, and a timeline.

**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



**GOAL STATEMENT**

<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
-------------------------------------------------------------

No.	SUBGOALS STATEMENTS



**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Activity 5: Take 15 minutes to conduct a resource analysis.

<b>3. RESOURCE ANALYSIS</b>	
<b>Forces you influence or control</b>	<b>Forces working for you</b>
<b>New forces you can bring</b>	<b>Forces working against you</b>

Activity 6: Using the categories list take 15-20 minutes to write your objective (s) for your program or project and make sure that it has a verb, a subject, adverbs or adjectives, and a timeline. Now check for the ABCD's. Next check to see if it is a SMART objective.

<b>OBJECTIVE STATEMENTS</b>	

**STRATEGIES FOR PREPARING A SUCCESSFUL GRANT APPLICATION**



Activity 7: Now that you have identified the goals, objectives, tasks and activities, its time to chart out how they be done by whom, when and where and link it to the expected outcome or result.

1. Write the goal statement, objective number and task or activity including expected outcome.
2. Identify who will be responsible or assist in conducting the task or activity. E.g. TYP coordinator probation officer, counselor, clerk, etc.
3. Determine when the task or activity begins; first identify the start date, i.e. 9/12/00. Then describe how often it will occur, i.e. daily, weekly 3/week, bi-monthly, etc. Next, identify when the task or activity will end by date (12/31/00) and quarter (1<sup>st</sup> quarter).
4. Identify where the task or activity will occur. E.g. school, home visits, gym, recreation center, community center, wilderness, campsites, etc.

<b>TYP WORKPLAN</b>						
<b>Goal:</b>						
<b>Obj. #</b>	<b>Task or Activity</b>	<b>Who</b>	<b>Where</b>	<b>Begins</b>	<b>Ends</b>	<b>Result or Outcome</b>

