



The Application Package

Basic components:

- Need statement
- Program strategy and design
- Management and organizational capacity
- Collaboration
- Goals and evaluation
- Review criteria

Need Statement

Do your research. Remember to write about the problem and its potential causes, not just the symptoms of the problem. What are you going to solve, or attempt to solve?

Examples:

- (1) On April 25, 2005, the Bureau of Justice Statistics reported that the nation's jail and prison population had grown by 2.4% during the past year. Put into human terms, that meant that in 2004, one in every 138 residents was in prison or jail. More than half leave behind a child when they are incarcerated. **In New Mexico alone, up to 10,000 children every year have a parent in a correctional facility.** These children endure psychological effects from the trauma and shame of the associated social stigma, including anxiety, depression, and diminished self-esteem, as well as suffer in terms of an impaired parent-child bond, delayed social and emotional development, developmental regression, and rebellion. [1] Without intervention, children of prisoners are seven times more likely to become involved in the criminal justice system than other children.[2]
[1] *Blue Ribbon Commission on the Welfare of Children of Jailed and Incarcerated Parents: Leaving No Child Unattended*, November 1, 2006. [2] *Breaking the Cycle of Intergenerational Crime*, PB&J, 2004.
- (2) While TVI has an effective TAX HELP program, there is a great need to continue to expand current services in the vulnerable South Valley area. Over \$2,000,000 in tax return refunds to needy elderly citizens has resulted from this program over the past three years, and the number of clientele being served has risen from 700 in 2004 to 1,328 in 2006, almost doubling over the three year period. However, according to the 2000 U.S. Census, there are approximately 4,000 elderly residents in the South Valley that qualify for free TAX HELP and tax credit refunds. This indicates that only 33% of the qualified population is being served. Therefore, expansion of services is desperately needed by the elderly residents in the South Valley. **The long-term goal of the program is to serve all 4,000 elderly residents who qualify for TAX HELP New Mexico services, for an estimated \$3,000,000 returned to the pockets of these residents and infused into the South Valley economy.**
- (3) New Mexico has the unfortunate distinction of having the third-highest rate of sex crimes per capita in the country.[1] Recent reports cited New Mexico's capital, Santa Fe, as having one of the highest incidences of rape per capita in the nation: 94 per 100,000 people, as compared to the national average of 36 per 100,000 people.[2]



- [1] Grammer, Geoff. "Center Strives to Raise Rape Awareness," *The New Mexican*. June 3, 2004;
[2] City of Santa Fe Planning and Land Use Department. "Santa Fe Trends" 2004.

In this last example, what are the potential causes of New Mexico's sex offender problem? Here are some possible reasons. Note that the reasons are concrete and could be addressed through the grant award:

- Lack of a research-based approach to management.
- Weak registration laws and a lack of resources and information.
- Quantity and quality of sex offender treatment providers.

GRANTWRITING TIP: Consider using "weighty" words as you make your case:

- innovative, ground-breaking, pioneering
- impoverished, poverty-stricken, needy
- unique, exclusive, inimitable, matchless, exceptional
- severe, acute, grave
- essential, indispensable, crucial, critical
- emerging, rising, budding, promising
- intense, passionate, powerful

Program Strategy and Design

The program strategy and design section illustrates what the applicant proposes to do. In other words, *how* will you address the causes of the problem you outlined in the Need Statement?

Examples:

- (1) Following the outstanding acclaim for its "You're Always Welcome" program in area elementary schools, VTM is expanding its character-education program to include area middle school students and violence prevention. This interactive project capitalizes on talents displayed in songwriting and video journalism students who have demonstrated aptitude and motivation in music composition and/or beginning knowledge and interest in video filmmaking. These highly capable students will ultimately deliver the character education and violence prevention messages to their peers, increasing the likelihood of internalization by its audience. VTM is collaborating with John Adams Middle School in order to bring character education and violence prevention to APS students.
- (2) Mission: Literacy will provide one-on-one tutoring sessions and small-group instruction using the English—No Problem! series, which is published by New Readers Press. The textbook and supplemental materials include a five-level theme-based series for adults from beginning through high-intermediate levels. It provides a strongly communicative approach that fosters language development and use through integrated skills practice, task- and project-based lessons, and an extensive opportunity for collaborative learning experiences and authentic interactions. We also tutor students with various handouts, cards, games, computer programs, and field-trip experiences for a well-rounded ESL curriculum.

Management and Organizational Capacity



- Are you capable of doing what you say you will do? Establish credibility.
- How will the funder know their money will be used wisely?
- Major accomplishments
- Awards, other acclamation
- Staff experience
- Board of directors
- Collaborators

GRANTWRITING TIP: If you are a start-up, highlight the experience and qualifications of both the board and staff that they have had before your organization was founded. Discuss why the organization was founded and what you will be contributing to the field. Emphasize your collaborators.

Collaboration is becoming increasingly important to a number of grantmakers. They want to ensure that their funds are being used to the fullest extent possible, to serve the greatest number of people.

Goals, Objectives, and Evaluation

In general, goals are steps toward achieving your program mission. Objectives are the measurable steps to achieving your goals. Note that funders may use different terminology—make sure you match the funder’s preferences.

- Make sure that your goals and objectives address problem-related outcomes of your project.
- Back up goals with concrete, measurable objectives.
- Do not confuse objectives with methods. *What vs. How.*
- Keep objectives SIMPLE: Specific, Immediate, Measurable, Practical, Logical & Evaluable.
- As you set your goals and objectives, think about what will happen, who will be doing it, why are they doing it, and when it will be done. Your action steps will flow from this.

Example:

Goal A: To train staff and parents to use a family friendly, dynamic, and interactive approach to assessment that provides ongoing feedback to families about the child’s developmental progress.

Objective A-1: Each child’s family/caregivers will observe, reflect on, and capture their child’s developmental progress and the environment that supports the child’s development.

Objective A-2: 100% of parents/caregivers will increase their knowledge of childhood development.

Note that you will need to talk about *how* you will measure these things. You may collect curriculum samples, track program records, administer surveys, etc.

You will need to measure your impact on your target population, and report on this to the funder.

Example:

We will track such indicators as student demographics and other outcomes, including the number of students who:



- Entered employment,
- Retained employment,
- Improved employability skills (including oral communication, reading, arithmetic and other basic skills),
- Received GED or other secondary school diploma,
- Entered other education and/or training,
- Reduced receipt of public assistance,
- Met professional goals (short term and long term goals),
- Obtained citizenship/achieved citizenship skills,
- Registered to vote/voted for the first time,
- Increased involvement in community activities,
- Increased involvement in children's educational activities,
- Attained consumer skills,
- Obtained wellness and healthy lifestyles information, and/or
- Achieved other personal goals.

In your evaluation section, you may want to discuss what you hope your evaluation will do for you as an organization, and for your field as a whole. For example, will you use your evaluation at the end of the project period, or will it be ongoing, allowing you to improve your services as you go? How will you disseminate your newfound knowledge?

Discuss your methods. How will you determine whether your clients met the goals and objectives that you set?

Review

Be sure to look in the RFP for any Review criteria. Especially with Federal RFPs, the review criteria is generally listed separately from the program description section. You will want to be sure to address all the points listed in the review.

GRANTWRITING TIP: When applying for a federal grant, contact the program manager or other listed individual to see if there are any webinars planned or additional material that you can request that will help you put your application together. Sometimes these are unpublished, but are invaluable in writing your narrative to match the review criteria.