Grant Writing 102

Grant Writing Strategies for Success
Goals of the Workshop

What you will learn:

- Writing strategies for success (e.g. writing to express not impress, concise writing, inflated words/technical language, use of your first choice words and funder’s “buzz words,” active voice verbs, use of power words).
- Tips to make your proposals physically readable (e.g. use of white space, headings, bullets).
- How to make your grant “stand out” (e.g. use of photos, charts, success stories, quotes).
- Using your addendums to “sell” your agency and program / projects.
- New grammar rules.
The Golden Rule of Grant Writing:

*Write to express, not to impress*

Impress with the strength of your ideas, clarity of your thinking, and passion for your program or project . . . not with the size of your vocabulary, complexity of your sentence structure, or length of your sentences.
Technical support to institutional administrative staffs is authorized for the determination of the availability and appropriate utilization of federal and state entitlements designated to provide assistance in resolution of problems occasioned by the requirements of juveniles with disabilities.

We can help you find federal and state funds for services for children with disabilities. We can also help you plan how best to use these funds.

visit [U.Grantsmagic.org](http://U.Grantsmagic.org) and enroll in our free video mini-course, “The Quick-Start Guide to the One-Page Grant Proposal” and/or considering joining the GrantsMagic U community (4,800 and growing!) at [go.grantsmagic.org/join](http://go.grantsmagic.org/join).
WRITING STRATEGIES FOR SUCCESS

- Remember the reader
  - Write from the reader’s point of view.
  - Respect the reader’s intelligence.
  - Don’t overstate the obvious.
  - Don’t talk “over” the reader.
  - Don’t use acronyms without stating what they represent.
  - Don’t tell the reader how to feel or react.
Ask yourself:

- Does the reader know the who, what, where, when, why and how after reading my submission?
- What questions would the reader have, and have I answered them?
- Have I made him/her understand the need and how this project will solve the problem?
- Does the reader clearly know what we expect to accomplish?
- Does the reader think we are passionate about the proposed project?
- Have I “moved” the reader? (What do you want the reader to think, do, and feel as a result?)
Use a straight-forward writing style

- Use simple language.
- Avoid technical language.
- Don’t use obscure words or language that is too formal.
- Meaning is clearer and it is less energy for reader to read and understand.
Do we really need to use “highfalutin” words?

Example

- fundamental – basic
- proficiency – skill, talent
- escalate – increase
- facilitate – guide
- endeavor – try
- delineate – define
- augment – enlarge
- bolster – strengthen
- heighten – improve
- champion – defend
- fashion – shape, make
Use a storytelling approach

- We want the reader to visualize what we are saying.
- We are trying to captivate them.
- Write in a compelling way that the reader can’t put your application down until she make a positive funding decision.
- Try to make them cry!
Write Concisely

Avoid wordiness – Get to the point.
Eliminate words that say nothing

Example

- Heretofore, thus, hence, henceforth and forthwith
- Needless to say
- In order to
- First and foremost
- It is important to note that
- In excess of
- In the process of
- In actual fact
Get rid of redundancies and repetitions.

Example

- Needs and requirements
- Specific example
- 12 midnight or 12 noon
- Close proximity
- End result
- New innovation
- Period of four days
- Advance planning
- New breakthrough
- Absolutely essential
- Completely unanimous
- Vast majority
Vary your sentence structure

- Sentences average 17-20 words, ranging from 2 to 30 words.
- Keep to 1-2 main ideas per sentence.
- Within a paragraph, try to use a combination of sentences.
Simple sentence
The ESL class meets on Monday.

Compound
The ESL class meets on Monday, and 20 students attend weekly.

Complex
For those students new to the country, the ESL class provides much needed academic support.

Compound-complex
For those students new to the country, the ESL class provides much needed academic support and interaction with others also facing language barriers.
Write with a friendly tone of voice

- Don’t be demanding or aggressive
  
  *Example*
  
  You should fund this because … or this will happen.

- The tone in a proposal should be professional and friendly.
  
  *Example*
  
  ARC seeks a partner who shares our passion for …. and wants to make a difference in the lives of …
State information positively and avoid negative words

Example

Students will not get advanced to the next level until they can pass the end-of-course test. Upon passing the end-of-course test, students will be advanced to the next level.

Preschoolers fail to return library books on time. To encourage preschoolers to return library books on time . . .
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Exceptional</td>
<td>16. Essential</td>
<td>30. Recommend</td>
<td>44. Renowned</td>
</tr>
<tr>
<td>5. Excellent</td>
<td>19. Exclusive</td>
<td>33. Amazing</td>
<td>47. Thriving</td>
</tr>
<tr>
<td>13. Splendid</td>
<td>27. Inspiring</td>
<td>41. Memorable</td>
<td>55. Spectacular</td>
</tr>
</tbody>
</table>
Maintain an active voice

**Active:** subject acts  **Passive:** subject is acted upon

**PASSIVE:** These benefits are received by the Project Succeed participants.

**ACTIVE:** Project Succeed participants received these benefits.

**PASSIVE:** The evaluation of the proposed project is such that data gathered will be compared to the baseline for each student established at the inception of the proposed project. Data will be collected and entered in the state management system.

**ACTIVE:** Pre- and post-data is gathered, entered in the state management system, and analyzed for each student.
Keep your copy audience-focused

- Emphasize the target population rather than what you are going to do for them

**Example**

- We plan to implement the program in August 2018.
- Students at Albany High School will meet with community mentors in August 2018 to begin career exploration.
Re-use your “first-choice” words

- So reader receives a clear and repetitious message.
- Avoids reader confusion.

Example

Members of the Drug Free Capital Club will plan and implement an anti-drug workshop in May. The full day Saturday practicum will feature expert speakers and discussions on various topics related to drug addiction. In addition, the program offers a morning clinic on the various popular drugs, including fentanyl. The seminar also includes a Narcan training. Registration for this session is free. This activity is sure to be a valuable learning experience for all.
Use of buzz words

Understand the funder’s language and “spew back” in a subtle way.

You can typically find buzz words in foundation’s mission statement, strategic plan and annual report.

Example

Student-centered, technology-based solutions, long-term self-sufficiency
<table>
<thead>
<tr>
<th>Use power grant writing words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize</td>
</tr>
<tr>
<td>Emote</td>
</tr>
<tr>
<td>Interface</td>
</tr>
<tr>
<td>Comprise</td>
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<tr>
<td>Escalate</td>
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<tr>
<td>Elevate</td>
</tr>
<tr>
<td>Input</td>
</tr>
<tr>
<td>Imperative</td>
</tr>
<tr>
<td>Immediately</td>
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<tr>
<td>Align</td>
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<tr>
<td>Sharp</td>
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<tr>
<td>Dialogue</td>
</tr>
<tr>
<td>Best Practice</td>
</tr>
<tr>
<td>Sustainable</td>
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<tr>
<td>Outreach</td>
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</tbody>
</table>
Show your passion / enthusiasm for the program / project

- Avoid saying “We are passionate about the proposed project because …”
- You goal is to sound like you are eager, competent, and ready to go.
- Use vivid language to give reader a “picture” and show your passion for the project.

Example

“We will accomplish our vision when they are the first in their families to go to college, breaking the chains of poverty and becoming anything they want to be!”
Try to show how your program / project is transformative

- Unique, extraordinary, out of the norm.
- Creative, innovative, original, exciting.
- Pie-in-the-sky idea, big dream idea.
- Addressing an unmet need through a innovative approach.
- Something never done before.
- High impact on beneficiaries / significant outcomes.
- Not only solving a problem, but impacting the person’s life.
- Wouldn’t be able to do this project without this money – their money is making a real difference.
- Resulting in change to the organization – not an incremental change, but whole new level of service.
Incorporate a case study
- Include a real story of a client.
- Change their name to protect confidentiality.
- Humanizes your proposal.
Canny name

- A catchy name like “Brighter Futures” college prep program, which is also descriptive of the project, captures attention.
- Remember they will want to promote your project proudly as one of their success stories.
Focus your need on something that your project can actually do something about

Don’t focus on a general need (e.g., teen pregnancy rates are too high).

Specify what part of the general problem you’re going to do something about. (e.g. A higher than expected number of abuse/neglect referrals come from teen parents compared to older parents. This proposal will provide parent education to better equip teen parents to manage stress and avoid abuse/neglect.)
Tie yourself to a major regional or national issue, if possible

- Position your proposal as a model to be replicated once you’ve proved your idea works. You are not just benefiting 50 students at Troy High School, but you’re solving a problem shared by most schools, and possibly creating a replicable national model.

- A specific strategy for broadly sharing your solution should be part of your proposal plan.
Diverse evaluation plan

- Quantitative and qualitative techniques.
- Use varied techniques – e.g., survey, focus group, observation, secondary data, etc.
- Consider professional evaluator.
- Include who will do the evaluation and how often.
Be creative with sustainability plan

- Fee for service, entrepreneurial business ventures (e.g., thrift shop), annual fund campaign, major gifts, online giving, corporate sponsorships, cause marketing, employee-based fundraising, additional event, etc.

- Do not write: “We will apply for more grants.”
Avoid the obvious

Example

This proves the need for ...
The program is ready to begin.
The advisory board meets regularly.
Thank you for the grant.
Tips to make your proposal readable

- Use one inch margins. Use plenty of white space that comforts the reviewer’s eye.
- Vary paragraph lengths.
- Use different **font sizes** and **styles** for headings and body text.
- Use heading (e.g. Target Population, Goal and Objectives, Anticipated Outcomes and Evaluation)
- Number pages sequentially.
Use CAPS, underlines, **bolds** and *italics*.

Bullet copy (e.g. program components, objectives, outcomes).

Use of contractions is fine.

Include testimonials, success stories and quotes from happy constituents.

Insert meaningful photos.

Use of color.

Use pie or bar charts and graphs.

Insert a box to highlight a stat, quote, outcomes, etc.

Include link to videos.
**Lifting Up Westchester • Brighter Futures Mentoring Program**

Lifting Up Westchester respectfully requests a $15,000 grant from the Wells Fargo Foundation to support our Brighter Futures After-School Mentoring Program for low-income, homeless youth in Westchester County, New York.

**NEEDS STATEMENT**
The number of homeless students in Westchester County is rising. According to data from Southern Westchester Board of Cooperative Educational Services (BOCES), student homelessness in Westchester was up 48% last year with the number of homeless students now at nearly 2,800 (up 1,000 students from last count). This includes students in families doubled up with relatives, living in shelters, or other temporary accommodations.

For homeless and low-income children, a college degree is one of the most important factors affecting the likelihood of upward income mobility and long-term success. According to Princeton University and Brookings Institution researchers, students from low-income families who earn a four-year degree are 80% less likely to be poor. Poorer children have more difficulty reaching college and being academically prepared to succeed there because they often attend urban K-12 schools that fail to meet basic state academic standards; this denies students a fundamental level of education that is the norm in other communities.

Of nine local schools deemed “struggling” by NYS, eight are in Yonkers where the majority of our students go to school and where the majority of our programming takes place. Yonkers schools spend far less per student than schools in surrounding wealthier districts. Youth in these districts need extra academic enrichment and support in order to master key skills, stay focused on academic success, pass the NY Regents and other entrance exams, graduate high school, develop college and career plans, and navigate their path out of poverty to success. The Brighter Futures Mentoring Program helps homeless and very low-income youth overcome barriers that prevent them from graduating high school and attending college at the same rates as their peers from higher income households.

**TARGET POPULATION**
Lifting Up Westchester (LUW)’s Brighter Futures Program serves approximately 430 exceptionally vulnerable homeless and low-income children, ages 5-19. Participants are primarily from Yonkers and White Plains; many reside in the Coachman Family Center, a family shelter in White Plains. All participants are homeless or have household income levels near or below poverty level. Demographically, 43% of our students are African American, 51% Hispanic and 6% White/Asian/Bi-racial. Approximately 30% of the children are ESL students; many of them have non-English speaking parents.

In many families, parents work two or more jobs, struggle with addiction and mental illness, or are incarcerated. More than 30% of the older students work 15+ hours a week to help support their families. Additionally, many of the students in the program have learning disabilities. For these and many other reasons, the children in the program are at an extremely high risk of dropping out, not graduating within four years, participating in risky behavior, and perpetuating the cycle of poverty.

**PROJECT DESCRIPTION**
LUW’s Brighter Futures Program is a free after-school educational enrichment program for homeless and low-income children that provides them with the tools to perform better in school, make better
We are pleased to report that our programming has made a discernible impact on the lives of program participants. Teacher feedback forms indicate that many students expressed a strong interest in the science of nature, indicated the desire to protect the environment, and learned more about the current environmental issues. Based on a variety of evaluation techniques, we can confidently report that we have achieved or exceeded the outcomes anticipated in the original grant:

- 98% of participants increased their knowledge of and appreciation/respect for the environment;
- 93% of participants show increased interest in conserving, protecting, and improving natural resources;
- 92% of participants have exhibited improved analytical skills;
- 100% of participants have understood what they do individually and in collective groups makes a difference.

**Project Need**

There is an on-going need for Teatown’s NCLI and NBN programs to counteract today’s indoor, plugged-in lifestyles that leave children at risk of never learning to explore and appreciate the natural world. Knowledge of science and the environment is more important than ever to ensure conservation of increasingly scarce natural resources. As stated by the National Institute of Environmental Health Sciences, “Sustainability has come to the forefront in the wake of increased global understanding that economics, environmental health and human well-being are interconnected and interdependent” (www.niehs.nih.gov/about/). Accordingly, there is a tremendous need to cultivate the next generation of environmental stewards who will contribute to a stronger, healthier relationship between humans and the environment. Students from low-resource schools stand to benefit the most from Teatown’s programs because they often come from low-income families and live in urban areas where opportunities to engage with nature are limited compared to students from affluent areas. However, despite Teatown’s modest per child fee, the schools serving under-resourced communities and Head Start programs typically cannot afford field trips due to budgetary constraints.

**Project Description**

The NCLI and NBN programs help students from low-resource schools and organizations learn about nature and environmental sciences at an early age, and on par with peers from more affluent schools, by making Teatown’s environmental education programs accessible to low income schools.

**No Child Left Inside (NCLI)**

NCLI is a signature program to level the playing field in environmental education by providing financial assistance to school districts in Westchester County with extreme need (e.g. New Rochelle, Ossining, Yonkers, Peekskill, Mt. Vernon) to help pay Teatown’s program fees and/or transportation costs. In so doing, NCLI makes experiential environmental education opportunities available to at-risk Pre-K – 9th grade (ages 3 to 14). Most students in the districts served do not have opportunities to engage in the natural world. Since its inception in 2007, NCLI has made it possible for over 15,000 students from under-resourced schools to participate in Teatown programs.

The NCLI program runs throughout the school year, from September to June. Programming is coordinated with the State’s approved science curricula, and affords participating children an experiential component to supplement in-class studies. Schools select from 19 science topics, divided into 3 main categories: Appreciating Nature, Conserving Nature, and Connecting People and Nature. Classes cover such topics as:

- Birds of prey
- Wetland ecology
- Hudson Valley wildlife
- Vernal pool ecology
- Forest exploration
- Native Americans
- Insects
- Maple sugaring
- Pond Study
- Geology of the Hudson River
- Map and compass orienteering

**Nurtured by Nature (NBN)**

NBN is a student learning and faculty development program for low-resource preschools. NBN seeks to integrate environmental learning into the school curriculum using seasonal observations and hands-on activities. NBN is structured to engage schools at three levels: ideally schools will start their NBN program with Teatown at Level I, progress to Level II, and ultimately achieve and maintain a Level III partnership. All three levels of the program provide faculty development and student learning. And, all three levels use the outdoors as a classroom as often as weather permits; and introduce nature and science concepts through play, touch, observation and lively discussion with the students. Each participating school takes three visits to Teatown – fall, winter and spring.

Teatown will continue to work with Yorktown Head Start, which is a Level III partnerships. Teatown will make 9 visits to the school throughout the year and teach multiple classes at each visit (total of 60 preschool children), and also conduct 3 teacher trainings. Teatown will use funds to offer our NBN Level II programming at Little School Park’s First Steps Program (in Ossining). At the Little
Donation amount requested
The annual cost to supply a family with five days per month of baby food and diapering supplies is $150 to $622, depending on the age of the child. Our estimates are calculated as follows:

<table>
<thead>
<tr>
<th>BABY'S FIRST YEAR</th>
<th>ONE-YEAR-OLD</th>
<th>TWO-YEAR-OLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formula $312</td>
<td>Cereal &amp; Baby Food $85</td>
<td>Diapers $125</td>
</tr>
<tr>
<td>Cereal &amp; Baby Food $85</td>
<td>Diapers $175</td>
<td>Baby Wipes $25</td>
</tr>
<tr>
<td>Diapers $175</td>
<td>Baby Wipes $50</td>
<td>CCNW ANNUAL COST per CHILD $150</td>
</tr>
<tr>
<td>BBW ANNUAL COST per CHILD $622</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CCNW requests $3,500 from TOPS Markets*, which will meet the needs of 8 babies, 16 one-year old children or 33 two-year old children for an entire year.

Outcomes and evaluation
As a result of the Baby and Toddler Food/Supplies program, CCNW expects to achieve:
- Increased health and well-being of 325 children under three years of age
- Reduced stress and greater peace of mind among 150 families with young children
- Increase the number of families who are able to take advantage of low-cost daycare options because they have sufficient diaper supplies to send with their child
- Increased donations of baby and toddler supplies from community.

To evaluate success at reaching the objectives and outcomes, each month CCNW will measure and record the amount and value of the food/supplies received, number of families served, pounds of food and supplies distributed, etc. To measure change, we will compare these numbers to results from prior years. To measure the qualitative results, such as reduced stress among parents, we will conduct on-site interviews during client visits at the food pantry.

Our patrons have made clear to us that baby and toddler food and supplies are a major need and cause of stress in their households. We appreciate your consideration of our request and would be thrilled to have TOPS Markets* as a partner while we embark on this important project. If you have any questions about this request, please contact me by phone at 914-232-6572, x101 or by email at cmurray@communitycenternw.org.

Sincerely,

Clare Murray
Executive Director

Shelley from Yorktown –
A victim of domestic violence, Shelley had to resort to living in a shelter with her 3 boys to be safe. She was eventually found housing but with no employment and as a single parent she struggled to keep food on the table and a roof over their heads. She turned to the Community Center for help. For 3 years, Shelley received supplemental food and clothing for her family and was able to focus on her efforts to find work. She found interview clothes in our clothing boutique and was successful in being hired for a full-time managerial position with a salary much higher than she had dreamed off. Her thank you note

* Dear Community Center family, Thank you so much for the substantial support you have given me and my family over these years. Your encouragement and guidance have been invaluable in our survival and becoming self-reliant. Many blessings*
C. Services to underserved or at risk populations

About 35% of the clients who use GCW’s Breast Cancer Support Services are non-English speaking, and about 70% are living in poverty. Hispanic women with breast cancer who do not speak fluent English are often hesitant about seeking support from someone not of their background. GCW has found that telephone support is important for this population; 70% of the women who have used our phone support line are Hispanic. Many women in the targeted areas lack transportation, work one or more jobs and have child-care constraints, which are all obstacles to on-site assistance. That said, many of our phone clients do come to Gilda’s Club in person afterwards to participate in support groups, additional counseling, workshops and wellness activities.

The following table shows the breakdown by ethnic/racial target group of the target communities from the 2010 Census. Note that the actual percent of Hispanic populations is believed to be much, much higher than what is reported in the Census. For example, the Ossining Union Free School District reports 54% of its student population is Hispanic (compared to 34.3% reported below) and the Union Free School District of the Tarrytowns reports 58% of its population is Hispanic (compared to 16.8% reported below).

<table>
<thead>
<tr>
<th>Community</th>
<th>Hispanic or Latino *</th>
<th>Black</th>
<th>White alone</th>
<th>Asian</th>
<th>American Indian, Hawaiian, Pacific Islander</th>
<th>Two or more races</th>
<th>Below poverty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ossining</td>
<td>34.3%</td>
<td>15.9%</td>
<td>61.5%</td>
<td>4.9%</td>
<td>.1%</td>
<td>3.2%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Yonkers</td>
<td>29.5%</td>
<td>18.9%</td>
<td>58.4%</td>
<td>6.0%</td>
<td>.2%</td>
<td>2.0%</td>
<td>13.7%</td>
</tr>
<tr>
<td>Peekskill</td>
<td>37.2%</td>
<td>19.7%</td>
<td>54.2%</td>
<td>3.4%</td>
<td>.4%</td>
<td>2.3%</td>
<td>12.8%</td>
</tr>
<tr>
<td>Tuckahoe</td>
<td>14.5%</td>
<td>15.4%</td>
<td>65.6%</td>
<td>9.9%</td>
<td>0%</td>
<td>3.4%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Port Chester</td>
<td>48.1%</td>
<td>6.9%</td>
<td>56.3%</td>
<td>1.9%</td>
<td>.2%</td>
<td>2.0%</td>
<td>11.5%</td>
</tr>
<tr>
<td>Sleepy Hollow</td>
<td>46.8%</td>
<td>4.2%</td>
<td>70.8%</td>
<td>2.3%</td>
<td>.2%</td>
<td>2.5%</td>
<td>12.6%</td>
</tr>
<tr>
<td>Tarrytown</td>
<td>16.8%</td>
<td>8.1%</td>
<td>73.7%</td>
<td>10.6%</td>
<td>0%</td>
<td>.6%</td>
<td>4.8%</td>
</tr>
<tr>
<td>New Rochelle</td>
<td>22.7%</td>
<td>18.5%</td>
<td>65.7%</td>
<td>6.4%</td>
<td>.1%</td>
<td>1.7%</td>
<td>10.8%</td>
</tr>
<tr>
<td>White Plains</td>
<td>26.1%</td>
<td>13.7%</td>
<td>66.9%</td>
<td>6.4%</td>
<td>.1%</td>
<td>3.9%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Mt. Vernon</td>
<td>14.1%</td>
<td>59.1%</td>
<td>27.6%</td>
<td>2.1%</td>
<td>.1%</td>
<td>2.3%</td>
<td>11.9%</td>
</tr>
<tr>
<td>Greenburgh</td>
<td>10.2%</td>
<td>20.2%</td>
<td>62.3%</td>
<td>11.7%</td>
<td>.1%</td>
<td>2.0%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

*Census 2015*

D. Unique aspects of the program; what distinguishes this program from others in your catchment area

There are several unique aspects to this project:

1) **Our telephone-based distress-level screening** adapts a successful model of assessing survivors’ stress and need for support to a broader audience. GCW was the first organization in the country to adapt the CANCERSUPPORTSOURCE™ distress screening tool by phone.
G. Evaluation plan detailing how achievement of goals will be measured

GCW will track the number of people participating in various program components, how often each individual participates, etc. The CSS distress screening tool given pre- and post- short-term counseling will capture changes in distress levels. A survey tool will be used to capture other aspects of counseling clients' coping abilities pre- and post- short-term counseling. We will also distribute post- community presentation satisfaction and knowledge surveys and health center and hospital post- training satisfaction and knowledge surveys. In-house registration forms will assess increased use of services. Staff observation will note qualitative feedback such as feelings and opinions about the programming.

All survey forms will be professionally reviewed by our Program Task Force. Ms. Erica Forest, Director of Clinical Support, will be responsible for completing any progress and final reports. Additionally, the findings will be shared with collaborating partners to discuss if any collaborative efforts need adjusting. After analyzing the evaluations, any necessary adjustments to programming or delivery will be made to improve outcomes.

Evaluation by Goal

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Activities</th>
<th>Assessment Tool</th>
</tr>
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</table>
| At least 200 individuals with breast cancer will be able to identify the best types of services for their individual stress factors (e.g. counseling, nutrition, wellness workshops, yoga). | • CancerSupportSource™ and one-hour clinical assessment will be offered in person at White Plains facility or via bilingual phone call | • CancerSupportSource™ pre- and post-tests
• Staff records that track number of screenings performed |
| At least 90% of the 150 individuals with breast cancer (50 from underserved communities) who receive support will decrease their levels of stress/anxiety and increase their ability to cope with the challenges, fears and difficulties that accompany a breast cancer diagnosis. | • Short-term, bi-lingual phone counseling services (in-person or phone)
• In-house programs at the White Plains facility (i.e., networking/support groups; Cancer Survivorship Series; workshops/lectures; nutrition education; yoga; exercise classes) | • CancerSupportSource™ pre and post tests
• Pre- and post-participation surveys
• Staff observations and notes
• Staff records that track number of attendees, counseling sessions, referrals, etc. |
| There will be an increased awareness of the value of psychosocial support by professionals, cancer survivors and families, and community leaders. | • Distribution of bilingual breast cancer information and wallet sized cards containing information about GCW’s Breast Cancer Outreach Support Services Program by | • Post-presentation surveys
• Staff observations and notes
• Number of brochures/material packets distributed |
Using addendums to “sell” your agency and program / project

- 990 copy (e.g. services)
- Program budget – spell out staff functions, program supplies, etc.
- Board list with affiliations
- Other supporters list
- Support letters / politician letters
- Include annual report, brochure, newsletter, PR
- Staff bio / resumes
- Photo sheet, especially if capital project
Take full advantage of addendums

Include narrative addendum if offered the opportunity
Tell the same story in the budget

- Opportunity to demonstrate your credibility.
- Often the first thing looked at.
- Everything in budget should be reflected in the narrative.
Confirm contact information

Before submitting always call to verify contact information.

Never submit on the last day

Some funders find this insulting - you don’t care enough about their foundation if you wait until the last minute.
GRAMMAR RULES FOR GRANT WRITING

- Ok to capitalize (e.g. program name, staff titles)
- One space after a period.
- No comma between month and year without a date (e.g. September 2018).
- Fragments are not all bad; exceptions made to emphasize mood or feeling

**Example**

- e.g. No food, no housing, not even a change of clothing. Absolutely nothing.
- Currently, 84 graduates of the program are in college – all are first generation college students.
- Book titles are in italics, not underlined. (Underlined words now denote clickable links in documents.)
- Numbers zero to nine are spelled out; 10 and over are written as numerals.
- Sentences can start with conjunctions such as “and,” “so,” “but” and “because.”
- Using hyphens for emphasis – to highlight a thought.
- Forget about ©, ® and ™; these are lawyer terms.
- Write in third person.
OBJECTIVES AND OUTCOMES

Objectives are your specific action steps – steps you take in order to reach the outcomes you promise. Always start with “to ______.”

Outcomes describe how your target audience will benefit from the program / project.

Both must be clear, focused, specific and measurable.

Relate to each other.

If you do the 3-5 stated objectives, you have a likelihood of achieving the 4-5 outcomes.
S-M-A-R-T OBJECTIVES

**S - SPECIFIC**
Objective should specify on major result directly related to the program goal, stating who is going to be doing what, to whom, by how much, and in what time-frame. It should specify how the accomplishment will be measured.

**M - MEASURABLE**
Objective should be able to describe in realistic terms the expected result and specify how such results will be measured.

**A - ACHIEVABLE**
Accomplishment specified in the objective should be achievable within the proposed time line and as a direct result of the program activities.

**R - REALISTIC**
Objective should be reasonable in nature. Specified outcomes, expected results should all be expressed in realistic terms.

**T - TIME-FRAMED**
Objective should specify a target date or time for its accomplishments. It should state who is going to be doing what, by when.