



# 21<sup>st</sup> CCLC Grant Writing General Guidelines

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Alaska Department of Education &  
Early Development (EED)

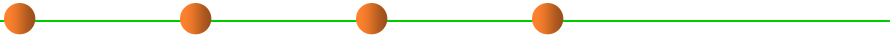
2012

# Objectives for this Power Point

- Readers will gain knowledge of grant writing basics
- Readers will gain knowledge of common grant writing “mistakes”



# Top Ten for Successful Grant Writing



# #10 – Note Page Limitations

- Do NOT stretch beyond limits
- Do NOT shrink font, use smaller margins, narrow font etc.
- **Do** number all pages in the same location
- **Do** ensure page orientation is portrait unless specified.

# #9 – Careful of Acronyms

- **D.N.U.T.U.P.I** – Do not use these unless previously identified
- **Do** give a brief explanation where necessary –reviewer may not be familiar with your program/service, etc.

## #8- Write for this Request for Applications (RFA)

- Make sure all answers are easy to follow and make sense
- Make sure to answer in the order of the questions/sections
- Tailor application's goals and narrative directly to THIS application's purpose
- Determine if this grant matches YOUR objectives or mission

# #7 – Less is More

- Cut to the chase
- Say what you want to do and why
- Use graphs and charts to describe or highlight points or goals

# #6 – Understand your service recipients

- Understand the needs of your population
- Understand the community including the support/desires that may be in place
- Base decisions on Reliable, Accurate and Current data

# #5 - Capacity

- Demonstrate capacity to provide proposed services
- Include realistic plans for hiring expertise, if necessary
- Applicants should anticipate for unforeseen changes; such as difficulties in hiring personnel, and plan accordingly

# #4 - Funding

- Only ask for what you need
- Do not “pad” budget
- Multi-year grants should reflect changes in
  - Cost of living expenses
  - Equipment needs
  - Continued Professional Development

# #3 – Direct Services

- Most grant dollars should be focused on services to target population

## #2 – Priority Areas

- Applicants should recognize any targeted or priority populations expressed in the application
- Applicants should have planned services, research based programs, or other evaluated initiatives that are well articulated and comply with application stipulations
- Applicants should consider their ability to apply for this funding

# #1 – Innovative Solutions

- Don't use "more of the same" if it clearly isn't reaching the goals
- Find ways to involve hard to reach populations in the crafting of the solution
- Make sure solutions are tied to research or the application articulates CLEARLY the evaluation already in existence

# Understanding the 21<sup>st</sup> CCLC RFA

## – Section I



### Program Purpose

- Does the funding match your need?

### Eligible Recipients

- Are you an eligible entity to apply?
- Would your proposed program meet the needs of the intended audience?

### Available Funding and Related Conditions

- Does the amount of funding available meet your needs?

### Use of Funds

- Is what you are suggesting “allowable” under this funding source?

# Understanding the Generic EED RFA – Section I

## Technical Assistance and Application Review Process

- Are you taking advantage of the technical assistance opportunities available?
- If you have applied for this grant previously, have you reviewed the comments from reviewers to see how you can improve your application?

## Assurances

- Can you get all the necessary signatures and fulfill all assurance requirements?

## Conditions of Grant Award, Appeal Process

- Do you fully understand your rights and responsibilities?

# Understanding the Generic EED RFA – Section I

## Timelines

- Have you carefully looked at all required timelines, including those for the letter of intent to apply and deadline for applications?

## Application Submission

- Do you understand all submission requirements?

# Understanding the Generic EED RFA – Section II

- Application and directions
  - The “meat” of the application
  - Cover Page
  - Table of Contents
  - Program Summary/Abstract
  - Narrative
  - Budget
  - Appendix

# Understanding the Generic EED RFA – Section II

- What about Rubrics?
  - Rubrics tell exactly what reviewers will look for in responses
  - Every section is important, but some are worth more points
  - Reviewers will be able to use all numbers on the point scale during the review
  - Some responses impact understanding (and scoring) in more than one section

# Proposal Trouble Spots

- When it is not clear what is being addressed by the proposal or why it is worth addressing
- When there is no evidence that the proposal has a good chance of succeeding
- When the applicants are unaware of other efforts in their communities
- When the proposal is too expensive for the probable gain

# Proposal Trouble Spots

- When the proposal is more appropriately funded through other sources
- When the proposal is badly presented and/or filled with spelling and grammatical errors
- When the proposal uses portions of previous applications without updating
- When the proposal does not following guidelines/deadlines (timelines for submission, fonts, charts, orientation etc.)

# Biggest Common Mistake for Proposal Writers

- Understanding that your application is a commitment, like a contract, and if you say you are going to do it (and you are funded) - we will expect you to do it.

# Need more information?

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