

# Transcription

**Media File Name:** Grant Writing Part Two.mp3

**Media File ID:** 2668496

**Media Duration:** 1:07:48

**Order Number:** 1932120

**Date Ordered:** 2018-08-02

Transcription by Speechpad

[www.speechpad.com](http://www.speechpad.com)

Support questions: [support@speechpad.com](mailto:support@speechpad.com)

Sales questions: [sales@speechpad.com](mailto:sales@speechpad.com)

Naima: Hello, everyone, and welcome to the "Ask the Expert" webinar, "Developing an Effective Grant Proposal: Part Two." I'm Naima Cozier, with the Healthy Start EPIC Center and welcome you to today's webinar. We have approximately 90 minutes set aside today. This webinar is being recorded. The recording along with the transcripts and slides will be posted to the EPIC Center website following the webinar. We want your participation, so at any point please enter your questions or comments in the chat box, which is located on the bottom left corner of your screen. We will be taking all questions via chat. Also, we would love to have your feedback on this webinar, so please take a moment following the webinar to complete the survey that will pop up immediately following the close.

Julie Powers and I will be your co-presenters today. This is the second of two webinars that will provide a general overview of the basic structure of a grant proposal. It will include helpful hints, strategies specifically to develop smart objectives and other techniques. We will not be discussing any specific funding announcement. So I wanna repeat that, we will not be discussing any specific funding announcement.

Let's begin with our webinar objective. So by the end of today's session, we will hopefully give you some great tips for developing smart goals and objectives. And then overall, we will be sharing more best practices and helpful hints specifically around effective writing.

So based on our last webinar we discussed the importance of conducting an organizational assessment before you have the opportunity and you're anticipating something being released, getting that organizational assessment done before then, and really using that assessment to review your readiness and the [inaudible 00:02:10] for the proposed grant that is going to be released.

We also discuss tips on planning your application. So we talked about developing an outline, a timeline for writing making sure you have all the pieces together and, of course, some tips on developing an effective writing team.

We also discussed the main components of a typical grant proposal, again, because we're talking in general, not to a specific release of a grant proposal. These are just some of the commonly shared components that typically go into a grant. And so last webinar we talked about table of contents, we talked about an abstract, writing your need

assessment, your need statement and, of course, the first part of the program plan which we covered the logic model. So today we'll be covering the remaining portions of the components, the mining components for a grant proposal. And so let's begin by talking a little bit about our objective.

I'm sure you're all very familiar with the objectives. These are what we're working to achieve, and they should be as specific and measurable as possible. And essentially, objectives are the action steps that will get us closer to our overall goal. What's important to note is that whatever the objectives are that you are writing your grant proposal so you will be held accountable for. So objectives are something that you do wanna take a lot of care and be very thoughtful about when you write them, and especially when they are gonna be submitted for funding.

Let's take a moment to talk about some of the types of objectives. There are two types. What we have here is an example of the first type which are process objectives, and these are tightly aligned with your logic model. And it is specifically the input, the activities, and the output of your logic model.

They're typically what we track and report throughout program implementation. So they include things like the number of staff trained, the number of Healthy Start participants enrolled or the number of reproductive life plans that have been developed over a certain period. On the slide we have an example, so by December 31st, 2018, 50% of the pregnant women engaged during outreach events will be enrolled in the Healthy Start Program. This is just an example of our process objective.

The second type are our outcome objectives. And so, essentially our outcome objective are those that show the change in knowledge, attitudes, or beliefs or behaviors that you would like to see as a result of our program. And the example we have here is by March 31st, 2019 there will be a 50% increase of pregnant Healthy Start participants who smoke that participate in the Smoking Cessation Program. And this outcome objective can be short-term, intermediate, and long-term.

Having a clearly stated and well thought out goals and objective are key to every successful project, and it is an essential step of your program design. This provides your framework, a clear direction, and of course, lays the groundwork for your ability to be able to consistently measure and gather data for reporting, and monitoring, and evaluating your

program. You need to be able to clearly communicate your program design in your proposal.

So before we continue to talk about smart objectives, we wanna do a very quick poll. We have this objective here on the screen, increase the proportion of Healthy Start participants who had a birth spacing of at least 18 months. I would like you to participate in the poll. Is that an example of a smart objective? Increase the proportion of Healthy Start participants who have a birth spacing of at least 18 months. We will give folks a chance to respond.

All right, it looks like 68%, a majority of us, 68% of us said no, which is the correct answer. It is not an example of a smart objective. And so next, I just wanna give us a refresher on what makes something a smart objective or what isn't a smart objective.

So when we talk about smart objective, then many of you maybe already familiar. We're talking about objectives that are specific, measurable, attainable, relevant, and they are in smart. There are some variations. Some of us may have heard or used realistic. For our purposes, we really like relevant because realistic and attainable are very similar. And then the last piece of the smart objective is time-based. So again it has to be specific, measurable, attainable, relevance, and time-based.

So a quick tip on generating smart objective is to share by when, for who, where and what will you do, and by how much. This little formula will help you keep the objective simple and clear. And you also wanna consider words such as increase, demonstrate, or identify. These actionable words.

Another tip around smart objective is to be careful you're not writing compound objective. So an objective that's written in one that could probably be broken down into two. So you just wanna be very mindful of that, and if there is the word and, A-N-D, in your objective, it is probably not smart.

Let's do another quick poll. I'd like you to take a look at this objective by 2020, increase the proportion of Healthy Start participants who have a birth spacing of at least 18 months by 50%. Is this a smart objective? And if you could enter your answer in the poll.

[00:09:29]

[Silence]

[00:09:41]

All right, great. So yes, it is a smart objective, and we have about 93% of us that agreed that that is a smart objective. So that's our quick refresher on objective as a part of your program designed. So I now wanna transition to the work plan component of the grant proposal.

So the work plan should include all the required tasks as they are stated in the grant and, of course, the timeline for completion. It is the document that will allow the funders to see the agency's proposed strategy to address all the activities beginning with the program startup. So additionally, the work plan should also allow an agency to identify your staffing needs and responsibilities for all of the proposed activities. And, of course, your work plans can vary depending on what's asked in the proposal. Sometimes they'll ask for a comprehensive work plan. So if the funding is for three years, they would like a work plan that covers all three years or they just may ask you, "We only need a work plan for the first year of implementation."

Here's an example of a chart that can be used to develop a work plan. And again this is just an example that we like. So it helps you organize all the grant, or program design or program plan activities, the associate timelines, who will be responsible so what staff will be responsible for making sure that that is met, and, of course, your measures. So how do you know whether or not you have completed that activity?

Again, this is just one example of what a work plan would look like. A lot of times, your funding...the funding proposal you're responding to may have, you know, requirements of what they want that work plan to look like. And oftentimes, sometimes they ask you to include the population served, which this example doesn't include.

One of the nice things with having a really well-organized work plan is that you can then use it for project management once you get funding. And so, the program manager and the project director can use it to ensure that the activity and the deliverable that had been promised in the grant are being fulfilled as expected.

But in addition to a detailed work plan, we also wanted to share with you a sample of timeline that can be an effective tool for potential funders

and project managers. So here is this one example of one that we like to use, and it lists all of the programmed tasks on the left going down the page down the chart. And then, it also, across the top, includes the time frame, which we've included it months. It's just a simpler way to get a big picture view of everything that needs to be done.

And so then, the shaded boxes are when the activities are anticipated to occur. And, of course, this example doesn't have it, but you could shade over multiple boxes. So if a task is gonna take three or six months to complete, then, you know, continuing to shade those boxes. And again, just like the work plan, this is also a very helpful tool to be used by project management to make sure that deliverables and tasks are moving forward as planned. I am now gonna have Julie talk about the types of evaluation.

Julie: Great. Thank you, Naima. So Naima just shared some visuals or some tools that are great addition to your proposal because it's very nice for the reviewer to be able to see things at a glance and see a snapshot. So when you can incorporate things like those charts or other templates that you adapt for the specific funding opportunity you wanna do that. It gives the reviewer a chance to, I guess, see something else in a different way, but it's also a nice at-a-glance tool.

The image we are looking at now is not something that you are including in the proposal itself, but because an evaluation plan is an important part of your grant proposal, we wanna take a look at the types of evaluations first. So in looking at these, we already heard some of the terms. Naima talked about process objectives and outcome objectives. So those words are gonna come up again when we're talking here about the price of evaluation.

So let's start at the bottom where it says formative evaluation, and typically, formative evaluation comes even before you get the funding, even before the program. It helps inform your program design. So this may be the work that you do before the funding opportunity comes up that community assessment or the organizational assessment. We talked a lot about identifying your strengths and your competitive advantage, and where you sit as far as the opportunities. But it may also be something like a pilot testing materials that you will use for implementation. So it really is the base and it forms the backbone and informs everything that comes after that.

Moving up our pyramid, we have process monitoring, and so our

process monitoring occurred during the program. And this helps us look at what is being done with whom and how much. So these are the things that you're used to counting. So whether it's the number of participants enrolled in your program, whether it's the number of home visits conducted, the number of pack-and-plays distributed. These are the things that we count and we keep track of. So that's our process monitoring level.

Moving up a level and as we go up, we need more and more information. We're gonna look at process evaluation. So this is going to occur after a specific time period. So process monitoring is ongoing, process evaluation is after a specific time period. And what we're able to do is compare what you said you were going to do with what you actually accomplished.

So, in this case, it helped us answer that question that Naima posted before with our objectives, did we meet those objectives that we submitted? And for instance, if you projected you would conduct, let's say, X number of home visits in the reporting period. And obviously, X would be real number. Then you would look at how many you actually conducted to see if you met that objective. And one of the things that is important when we are thinking about process evaluation, and this is more of a tip for ongoing program implementation. And if you did not meet that objective, why not? What else is going on? What happened? What were the circumstances that led you not to meet that objective? So we'll continue moving up our pyramid and look at outcome monitoring.

So this is going to examine whether there were any changes in our participants, and again, it's gonna be based on your program goals. So did behavior change? Did knowledge change? Did access to services change? So for instance, when we think about our program, did we see an increase proportion of Healthy Start participants who initiated breastfeeding within one month of birth? Or maybe an increased proportion of women who receive prenatal care beginning in the first trimester? Those are the outcomes that we're interested in and what we are monitoring for our implementation. That's why we're doing the work we're doing.

And then finally at the tip of our pyramid here have our outcome evaluation. And this is when we are going to compare what happens with the participants in the intervention or in the program versus a control group. And this is not something that we're typically doing in program implementation. This is what happens in research. And so,

when we talk about effective intervention, they have gone through this process. They've gone through a controlled trial to look at those differences. So from our program perspective, we're looking really at process monitoring, processor evaluation, and outcome monitoring.

And then when we align those with our evaluation plan, we're looking at formative assessment in the planning stage, and then our process monitoring and process evaluation during implementation, and finally, again our outcome monitoring allows us to look at those outcomes we're hoping to see as a result of our program activities.

So when you develop your evaluation plan in your proposal, you need a clear plan that is going to answer the questions, how do you know you're doing what you said you were going to do? And how will you know the result of what you're doing? So you want to make sure that as you're developing your proposal, you are following any guidance that is listed in the funding opportunity. That informs how you structure your evaluation plan. But as a minimum, you wanna make sure you're describing your activities that are gonna track that progress towards your measurable outcome.

You may also build on some of the information that you include in your work plan, for instance, data sources, and you're gonna more fully describe how you actually are going to collect those data, the methods to do so. Data security measures are often a piece of the evaluation plans section as well as data analysis, reporting, and perhaps most importantly, how you use your data to improve the services you deliver. So in our evaluation plan, you have outlined a clear plan that measures your goals, outcomes, program, activities, and the processes that you're going through with implementation.

So just as we saw from other examples of tools to help organize the information, this is a matrix to help organize our evaluation plan. So in this example, we have a space for the evaluation question and then that's followed by the corresponding objective and measures that help us determine the answer to that question. Additionally, you want to make sure that you're outlining the data source you're going to use to calculate that measure as well as who is responsible for that, so which staff are actually going to be collecting that information, and the time frame associated with it.

So there's space on this particular template for two separate evaluation questions with corresponding objectives. Obviously, you would tailor this

tool for as many objectives as you need. It's not necessarily a one to one ratio. But just as we saw with the work plan, this is also a really helpful tool not just for the proposal itself, but actually for program implementation and program management. Naima talked about the fact that when you write objectives in your grant proposal you are going to be held accountable for them. You are going to have to measure them. So if you, later during implementation, realize you don't have a way to collect those data or to determine if you met the objectives, then it's too late and you're gonna have some issues. So this helps you plan in advance and truly outline what is the objective and the questions that it is responding to as well as how are you going to answer that question and determine whether you've met your objective.

So when you're writing your evaluation section, again, you, as we've stressed around this webinar and the previous one, always look to the guidance in the funding opportunity. And particularly when we're looking at evaluation, it may, in the funding opportunity itself, give you a logic model. They may give you specific outcome objectives that you have to reach. They may give you specific measures. So you need to make sure that whatever you are proposing aligns with whatever the funder has described in the funding opportunity.

But in addition to that, you need to make sure that you have your plan. You're not just reiterating everything that's in there. So there's your plan, is it clear? Do you have a clear plan to make sure that you're able to account for your activities and measure your goals, outcomes, and processes? Again, does it align with what has already been established in the funding opportunity? Are there specific measures that you need to incorporate into your own plan? And do they require a logic model? Not always requiring a logic model, so make sure that when you're thinking about the evaluation section, you're taking all those into account.

The other thing that I noted before is increasingly data security is a major component in funding opportunities. And we're seeing those sections requiring certain elements for data security are getting longer and longer. So often it aligns with the data we're collecting about our participants, so make sure that you have addressed any data security requirements as well.

So then we're gonna move on to the evaluation and look at another section which is organizational capacity. And this section is where you are able to tell your story about who you are. And what this section allows you to do is answer the question, how does the funder know that

your organization can do what you are proposing? So again make sure you are following the requirements as they're outlined in the funding opportunity. It may require that you describe your experience with a specific population, or in a specific geographic area, or maybe for a specific time period there's a requirement, or a staff expertise. So you wanna make sure that as your drafting your organizational capacity section, which is gonna include things about your organization so your mission, vision, scope, and objective. Things that we've talked about previously as far as who you are and your competitive advantage, your past experiences with similar projects, with similar populations as well, and similar work.

You're going within the organizational capacity section describe governance, the structure of the organization. This is where you may have an organizational chart for your program, but for your organization at large as well. Management capabilities come into play here. We've talked a bit about the evaluation plan. That may also be reflected in your organizational capacity as it relates to the other areas, or as I mentioned data security. And this is also the place to tweak your own horn as far as why you are so great at doing those work, and why you should be awarded this funding as well.

So you wanna tie it to the grant's objectives and emphasize your experience as it relates to the funding opportunity. And again always looking to the evaluation criteria as they are outlined in the funding opportunity to make sure you are responding and writing to whatever it is that you're getting the points for in the evaluation of the application.

And staff certainly staff are big part of your organizational capacity. So in describing your staffing structure or whatever you propose, you want to make sure that you are including adequate staff support to respond to the responsibilities, to the proposed activities as you have outlined in your work plan and as they're outlined in the funding opportunity. So this also includes things like supervision, it includes reporting, it includes invoicing, accounting. So those other capabilities are gonna be really important. Everything it takes to do your program, you need the staff who are able to do that.

One thing we wanna know is that if you are using volunteers, volunteer are great, but you need to describe their role, you need to describe how they are going to be recruited, how they're going to be trained, how they're going to be supervised and who is going to do that. Again, volunteers are great, but they do take work. It's not just free labor. So

ensuring that you have adequate structures in place to support a volunteer program. And then what do you do to ensure continuity of services given volunteer turnover? We have some great volunteers who stay with us for, you know, long period of time, but they don't necessarily have to remain or have that commitment. So how do you ensure sustainability if you're depending on volunteers for specific roles?

When you are describing the experience of your key staff, you also want to talk about and describe how they reflect or have worked with the population. As well as any needs as far as training or certifications, other qualifications that are required. Many times, if it is a new project that you're proposing, there's gonna be a start-up period where you may need to hire new staff that you don't have everyone on board yet, so you may have some vacant positions, and those staff will require both training and getting up to speed and everything within the beginning of the program. So as you plan your work plan, make sure you account for that as well particularly if it's new initiative or a new program.

So collaborations and partnerships, I think more and more we're seeing funding opportunities that require that you demonstrate collaboration and partnership. And we honestly can't be everything to everyone. And really, given limited resources, we shouldn't be. So collaborations and partnerships may be a standalone section, it might be incorporated into another section, but you need to describe what this collaboration consists of, the characteristics of the organizations or the agencies with which you're collaborating, the roles and responsibilities of each of the partners, clearly defined and delineated. And also, how are you going to monitor the partnership? How are you going to ensure that, if this is a subcontractor that they are doing what they're supposed to be doing? What does that look like? And if it's not a fiscal relationship but it's just a partnership ensuring that you have those relevant memoranda of understanding or agreement included in your application as well. I think one of the things to know when we think about collaborations and partnerships is that you are describing how this partnership strengthens your ability to do the work that you're proposing? How does it strengthen your ability to serve the intended population or provide the services that you are going to provide?

So that gets us through the majority of what we have as the bulk of our narrative section. So we've walked through, again, at a very high-level, but a brief overview of all of the narrative sections. And typically, those are the things that count in your page limits. Again, we talked about this, I think the previous webinar, but make sure you know exactly what

counts in the page limits and what doesn't count. Oftentimes appendices do not count, but they are still required. So make sure you know what is required. As we also noted as just a good practice helpful tip, see what are required as far as appendices and get started on those early, especially when you need signatures or letters from outside entities, maybe a board of directors. Get that process started earlier because it takes longer for people to respond. It takes longer for people to write letters. Even if they're fully supportive people, until the end it takes time. So make sure you're planning and allowing plenty of time to be able to collect all these additional documents that are required as part of your application.

So again, at the beginning when you were first outlining the requirements in the funding opportunity, outline those appendices. What appendices are required in that particular funding opportunity? They always depend on the funding opportunity, they differ. We have a list here that is, kind of, common thing, but always go back to the guidance. So you might need information about the board of directors. Certainly letters of support may be something that is included in the application memoranda of agreement or understanding, sometimes MOA or MOU. We call them different things. You might have to submit legal documentation. There might be something related to, again, the data security piece, financial documents, audit-related things. So make sure that whatever it is, you have all of those documents detailed. You have created table of content for your appendices. Don't make it difficult for your reviewer to find where things are, label them clearly A, B, C, D, E with your table of contents, and label each one clearly. And make sure that you're addressing everything that's required.

So our favorite part, we're gonna switch a little bit and talk about a program budget. Now, typically the budget justification is a separate document, and in many cases, it's reviewed separately from the narrative. Many times we see in funding opportunities that the narrative is scored and that carries greater weight. And then if there are equal scores, then the government may look at cost as an additional factor. In other cases, cost maybe more importantly, but typically, this is separate from your narrative and reviewed separately.

So I hope you all have your budget person who's helping you develop the budget. You may be that budget person. But we certainly depend on these people. We, in this overview, are just gonna provide a very high-level overview of the budget. You are certainly not and become budget experts by the end of this few slides. But make sure that whoever is

developing your budget that you are complying with all your agency protocols and agency procedures. As well as all of those required government regulations and fiscal management responsibilities that, again, we're not gonna go to detail here, but certainly an important part of being a good steward of your funds.

So here's a snapshot of our budget we're gonna walk through each of the sections in the slides that follow. But when we are developing our budget, we're looking at our direct expenses, so that's gonna include our personnel and our other operating expenses, and then our indirect expenses, and together they give us the total cost of implementing our proposed plan.

So as you're developing your budget go back to your work plan. It's really helpful to have your work plan, and then make sure that you are taking into account everything that you have outlined in that work plan. So does the funder require that you attend a grantee meeting? Do you have to purchase additional materials or resources so some pack-and-plays or other educational materials, or are there other things? We talked briefly before about the fact that this might be a new project, and so you have some startup costs or staffing plan that requires recruiting, hiring and training new staff. That may have some budget implications as well as time implications when you're looking at your timeline.

So personnel expenses, we are...starting with our project staff wages. So when you are developing your budget for personnel, again you need to align everything that you're putting in your budget with what is in your narrative, what is in your work plan, what is in your management section, your staffing section of the narrative. All of these things have to align. And your reviewers, when they do get that, they need to match. So make sure that if you have a separate person developing your project that they are also either looking at or collaborating closely with those working on your program plan.

So one of the things when thinking about what you're proposing in your program plan, do you actually have enough funds to do what you're saying you're gonna do with what you proposed. So maybe you need to go back to your logic model, to your plans, to your objective, and make some revisions if it is unrealistic. If it's gonna take a certain number of staff and staff time, and the budget doesn't allow for that, then you're gonna have to go back and make some adjustments. So again it is important that you build in the time to be able to go back and forth and make adjustments as needed.

And just a couple thing that I wanna say about the wages and staff. I think it's a struggle certainly, especially when we are relying on grant funding. But we also need to make sure that we're offering a competitive salary. So you can use salary surveys to see the going rate for the position in your area. But what happens if we don't offer a competitive salary? We have turnover, and then turnover, of course, require that we recruit new staff and hire new staff and train new staff, and that all requires resources. Not to mention the fact that we're going to lose time in having that vacancy. And the burden falls on other staff who remain behind, which can lead to burn out. So it becomes a bit of a cycle. So I know sometimes things are outside of our control, but I would really encourage you when you're thinking about your personnel expenses to be thinking about what those actually look like as far as wages. And investing in your staff and planning for the life of the grant, not just planning for a year or planning for you know, a short time period.

Another note about staff is that breaking up staff and putting them with a small percentage on everything single budget is the red flag. So you want to make sure that staff has significant time to actually do the work that's required, and it's not 20 people at 5% because that's just ready for slide.

Also, be careful with what you propose for in-kind contributions of in-house staff. So don't promise too much because funders are gonna hold you to it, but you also need to be realistic. So maybe a director of the division is going to provide guidance or supervision on the project. Then go head and put that in. But if they are providing that in kind, then that is not included as far as their salary on the proposed budget. What we do see often times is that program budgets are too hot top heavy with senior management staff, and many of those either should not be included on every budget or maybe they should be in kind. But really thinking about who needs... which staff needs to be on the budget and how much time are they in that budget? And again, it all goes back to what is it going to take to implement the program effectively? And are you allocating your resources in the right areas? So in addition to staff wages, fringe benefits are also calculated as part of your personal expenses and should be detailed in your budget narrative. How you calculate those?

So we will move on to operating expenses, and our operating expenses fall under multiple categories. So when we talk about travel make sure you are, again, accounting for any travel or any trips that are required by

the funder. So whether it's a meeting not conference, the training. Any other travel that you have outlined in the work plan make sure those are counted for in your budget as well. You're gonna separate in-state travel and out-of-state travel, but for all your travel you need to provide a detailed justification. So when we're developing our budget we have our Excel spreadsheet, we're developing the...crunching our numbers, but then we have a detail budget narrative that describe and justifies where all those numbers come from. So for our travel...your justification is describing what is that anticipated travel? Where are they going? The number of staff who are traveling, the number of trips. If it's mileage, then you need to provide the number of miles, and again that's an estimation at the point, but you need to think through these things, the cost per mile, the reimbursement rate. If travelled by air, you have to provide an estimated cost of airfare. Again, this is all part of the justification to get at your total numbers. If overnight stays are required, then you have to per diem in lodging to be paid. So you need to include the number of days, the rate of the per diem, the number of nights and costs of lodging, ground transportation. All those are part of your travel cost.

When we are thinking about equipment we are looking at pieces that equipment, kind of, last longer than a year and has a cost of \$5,000 or more. So if you have an individual laptop that cost \$1,000 that does not count as equipment. So equipment costs are \$5,000 a month. That's typically our threshold there. Everything else falls under supplies and those are those consumables that we're using within our project. The other thing about equipment is if you have purchased equipment with government funds, at the end of the funding period, at the end of the project you have to account for that equipment as well. So inventory is important and you may have to turn over that equipment back to the funder.

Additional operating expenses include things like contracts or subcontracts. So if you have outside services maybe translation, transcription if you have an outside evaluator, you can put those under your contractual ones. Contractual is not something we typically see, but it is what it says it is. And then we have a line for other, and so other expenses, we have some examples here telephone, postage, printing, but it might be things like conference fees or training expenses or software expenses. That's, kind of, a large group of other. So when you total your personal expenses and your other operating costs, you get your total direct cost. So this is what it takes to personnel and direct expenses.

But then we have our indirect cost. So on top of our direct cost, the indirect costs are those things that are necessary to operate your program, but they're not necessarily specific to one program. So these are cost-related facilities and administration. Those might be administrative salaries. They might be things like rent, utilities. Those fall under the umbrella of indirect cost. And to claim indirect cost, you must have a current approved indirect cost rate agreement established with the federal agency. So a copy of that agreement has to be included with the application. If you do not have an indirect...a negotiated indirect cost rate, then the cost normally identified as an indirect cost, those things that contribute to your overhead can be budgeted and they go on as direct costs.

So, in a nutshell, our direct cost plus our indirect cost equals our total expenses for the project. Obviously, this is not a very expensive project here. This one on the slide is \$100 of direct cost and then \$10 of indirect cost gives us a total of \$110. So again that 100 is what is actually going towards your personnel and your operating cost, and then that 10 is separated out as your overhead and other costs.

So couple points in your budget justification. Again, your justification needs to be detailed specifically when we are talking here about a funding opportunity, don't try to hide things, be more specific. Actually, we talked about the travels, all of those components of travel need to be outlined. Don't try to hide expenses, don't...vague narrative does not work. So make sure you're providing enough detail and enough information, you're following cost principle that you're doing everything that you're supposed to do. You have that person who actually is your budget person is the accounting staff helping with the to make sure that you are aligned with everything you're supposed to be doing. And I think with that I turn it back over to Naima, for some additional tip for us.

Naima: Thanks, Julie. So we wanted to just give some...that was an awesome overview on the budget and some really good tips. So we also wanted to give just some general tips on writing overall. And so, one of the biggest messages that we can tell you for effective grant proposing writing is to use clear and simple language. It is very, very important a lot of times you know, we have limited space when writing her narrative and so the clearer and simpler we can be, the better.

Another tip is to make sure that the language and the terms you are using are consistent with how the funder have described them in the

request for the proposal or the funding. You know, it's very, very important for the reviewer to be able to see that you are speaking to what the funder has asked in their request for proposal.

Just another thing around clear and simple language, I know a lot of times we wanna sound fancy and use words that, you know, sound really good, however, again, we wanna keep it simple and go for shorter words. So an example is, you know, maybe we think it's better to use the word utilize versus use. And so, again it's always better to use the shorter and simpler words. You can make sure you can add a lot more to your narrative, get more in there. So whoever's doing editing of the narrative should keep that in mind and feel free to cut out language that is too complicated or jargony or long, and feel comfortable writing the simpler version.

Another writing tip is never to use the passive where you can use active language. So an example is, say I work for an organization ABC Health, and I am writing a grant proposal so I'm writing, "ABC Health will submit monthly report by the fifth day of the month." Okay, pretty clear and concise. You wanna write that instead of writing, "The monthly report will be submitted by ABC Health." And so you can see where it's active ABC Health will submit versus the monthly report will be submitted by ABC Health, which is passive. So just another tip there.

You also wanna write to the evaluation criteria. The first webinar we talked about the importance of the evaluation criteria, and so, you constantly wanna make sure you're writing to it and referencing it. And whoever is your editor has an evaluation criterion in comparing it to the draft of whatever the close to final version you're submitting.

With that, just to back up what Julie had mentioned earlier is the importance of making it really easy for the reviewer to read through your grant proposal. And so we have a couple of tips to make it as easy as possible for your viewer. So the first of which is to use the format, order, and heading of the RFP. It's really easy as a reviewer. So again, they're gonna look at that request for proposal and look at your narrative, what you've submitted. And it's really easy if you're using the same format, order and heading for them to follow along.

Another tip is to make sure you don't reference any answers that were written in previous sections or a different component of the proposal. If something needs to be restated, go ahead and restate that, but you don't want to have the reviewer trying to flip back 10 pages to see what

you're referencing. And then the last tip for making it easy for your reviewer is it's really, really important to assume that the person reviewer knows nothing about your organization and community so that you're clearly communicating, and stating, and describing who you are in the communities that you serve.

Just an additional tip, we wanna make sure that there is nothing missing. You again making sure you're answering all the criteria, all the questions in the request for proposal, make sure you're addressing all the requirements. One common pitfall that we see is folks will forget to cite their sources. So you wanna make sure you cite sources and use it with recent data as possible. We talked a lot about the program plan over the last two webinars, so, right, including a logic model, which may or may not be required, writing your smart objectives, your work plan, and your timeline. And so, just thinking through those and make sure you have clearly communicated that program plan.

You wanna make sure you have the right staff on the project. Typically, there are staffing point to the team that will be implementation team that are allotted in the evaluation criteria and so you wanna make sure you have the right staff or plan to hire the right people if you are rewarded. We don't wanna ignore the important role of culture and, of course, how culture plays out within in our communities and the work that we do. So being sure too reference that in your narrative wherever you can.

And dedicating the appropriate resources to evaluation. Julie, when she did the highlight of the budget, talked about many times we have to contract out an evaluator. There may be some of us that have in-house evaluator, so either way, because of the reporting that we have to do and the data that has to be submitted, making sure that you're giving, whoever that evaluator is, adequate enough time to do a really effective job with your evaluation.

And then, of course, making sure, Julie talked a lot about this, that your work plan, that your narrative, that your objectives match to your budget. And so, internally, again, looking at that budget, looking at your work, and making sure you've included everything that you're gonna need the funding for.

So a couple of things before we close, and we talked a lot about the review process, so we wanna make sure there is significant time built in for a review. Not only review, but you got to revise. So, for example, if you have a reviewer and it's really ideal that your reviewer is somebody

that has not been involved in the process because they can replicate the actual review process once your grant is submitted. So someone that has been a couple levels removed, but really good, of course, at editing and, kinda, catching things to build in that time for them to review it, and then for them to send you edits, and then for you to make those revisions.

So that includes any proofreading that needs to be done around grammar, spelling, formats. Making sure that that internal reviewer as your agency whoever that is has the review criteria so they can make those comparison, making sure that all the proposal questions are answered. Oftentimes we, you know, you might wanna create a checklist. We talked about this in the first webinar a checklist of all the components to make sure everything is there. And having that reviewer look to see if there's any gaps in the narrative, things that we have not been included that are really important for the evaluation criteria.

A big, big reminder, and a best practice is if there is electronic submission has someone responsible for figuring that part out and not waiting until the day it's due, maybe two hours before and you're power goes out. So a big, big best practice is to make sure you log in early, get your passwords, you know how to upload, and you can complete all the online electronic form. Because there's nothing worse as putting so much time to create a grant proposal, and then, you know, you missed the deadline because you're having some issues with the electronic submission. A lot of those things can be uploaded early in the process, and then when you're actually uploading, the last thing you're uploading is entering your abstract and the actual difference your budget narrative or cost proposal as well as your technical proposal. But all that other stuff is then already taken care of and it's not scrambling at the last minute.

Julie: Absolutely.

Naima: We also wanted to share some online ready resources. Julie Powers is my grammar girl. So I give everything to her to review and she catches things every time. You may have other staff like that at your agency that are really awesome in spotting, you know, in grammar, edits, misspellings just overall proofing. But these are three online resources for writing. So there's grammar girl, quick and dirty tips for better writing. And Julie introduce that one to me, she uses it all the time even as much as she knows about grammar it's a great place to just double check some of the grammar rules. But to do online writing labs

and then the University of Illinois, Center for Writing Studies are three great resources.

So we now like to...we are done with our content, we wanna open it up for questions. And you know, we can't answer anything specific. We don't know what's coming out. But just, in general, anything over this webinar is the last webinar. Please, go ahead in the bottom left corner, enter your questions, and Julie and I will do our best to answer your questions.

Julie: Also noting, we are not accountants.

Naima: Yeah, while her budget section was pretty amazing, we are not grant managers. And you know, that the grant sections are always very unique, but those are just the common things that we've seen from our federal and our state-level grants, just some of the common things around budget.

All right, so one question here is, "Can you provide another example for formative evaluation?" The second part of the question is, "Will that be needed for the upcoming FOA?" So Krystal, I'm not sure if that's gonna be needed for the upcoming FOA, but formative evaluation out there, and then I'll have Julie. I'd like to think if it a lot of times it's like your needs assessment. So before you're doing your programs design, before you're doing, you know, collecting the evidence-based interventions that you wanna implement in the community, this is actually your thorough needs assessment.

Julie: Yeah, this is why you're doing what you're proposing to do. You're basing it on something, and so that needs assessment gives you that information to be able to determine what the community needs and why you're proposing this program. So yeah, it's, kind of, the backgrounds, it's the foundation that informs everything that comes after.

Naima: And I'll just go back to that pyramid. So just like it's the foundation for our program plan, it is the foundation for our evaluation and different type of evaluation. But that's a great question, and it's another term as a term that's used for needs assessment. We are talking about the type of the evaluation.

Julie: And I think I mentioned as well pilot testing. If you're doing a survey or your, you have, new material that you want to disseminate, you might have a focus group participants.

Naima: Yeah, key informative interviews.

Julie: Key informative interview. So getting their feedback on materials and that would be another example. Or if you're currently funded for a program, getting your feedback on the overall, you know, how the program has been going or specific aspects of the program. Because if you're thinking about revamping for the next funding announcement doing that formative evaluation. So again, the focus groups that came for my interview can give you some tips on what might be a stronger program designed for the next round of funding.

Naima: Other questions. So people, do you know if the FOA will be released this month? We have no idea, so the EPIC Center is just in the dark of the timing for the new FOA as everybody else. So unfortunately, we don't know. Thank you, for your questions I mean, you know, there's a question as I wish we could have more details to share, but we don't. The intention of this webinars and again both recording will be available and the slides will be available. Is a general overview on how to prep in and a lot of the things that can be done before the funding announcement comes out in preparation, kinda, save you some time. Can you please re-explain the difference between monitoring and evaluation at each step of the pyramid?

Julie: Sure, so we are on the pyramid slide. So we just talked about formative evaluation. I think we probably have that, so process monitoring. Process monitoring are the things you keep track of. It's what you count. So the number of participants in your program, the number of incentives provided if you provide incentives, the number of presentations given. It is the things we keep track of and count during implementation. At the end of a period, whether it's a month, a year, you have a specific target for that time period so what you're gonna do at that period is say, "Okay, we said we were gonna do, I don't know, 10 presentations in this reporting period." I'm making things up here.

And we actually only did six. So we said we're gonna do 10, and we only did 6. That's process evaluation. It helps you look at what you said you were gonna do and your objectives and what you actually did. So you've kept track of it through process monitoring, and then at the end of a time period or reporting period you look at your objective and said, "I proposed this. This is what we actually did." Maybe we meant it, we said we're gonna do 10, we did do 10. So that is process evaluation. And then our outcome monitoring is just looking at changes, the expected

outcomes we hope to see in our participants. So increased proportion to initiate breastfeeding.

Naima: Smoking cessation.

Julie: Increased proportion who stopped smoking within that.

Naima: Increased number of women that are seeking prenatal care in the first trimester. So yeah, those are all the changes behavior.

Julie: Behavior, knowledge, attitude, things that change. So oftentimes for the outcome monitoring we see increased, decreased because we'll looking at change. Whereas our process, we're just keeping count and keeping track. So that's a big difference. And then outcome evaluation is really tinny because it takes a lot of time and resources to actually do those, and so a lot of our research study, all our evidence-based interventions actually spend those years coming, you know, really looking at the outcome evaluation and looking at the change over time.

And so typically because we're using the evidence-based model, in a lot of times even if we're not we're using our own homegrown intervention. We just don't have the resources to do that. Or if you're using the evidence-based model, which is what the gold standard is, you can assume that had already been done and that's why it's been found affected in an evidence-based model because the outcome evaluation has already been done for us. So when we're looking at program implementation of that pyramid, we're looking at those three centerpieces the process monitoring, process evaluation, and outcome monitoring. Let me help that helped a little bit to bring that a little...

Naima: Other question while we are waiting for those to come in.

Julie: Okay, Valerie said it was good.

Naima: Thanks, Valerie. We just wanted to remind you of some other activities that are coming up. There will be a conversation with the Division of Healthy Start and Perinatal Services August 16th, at 1:00 p.m. Eastern. And then stay tuned there's gonna be fatherhood coordinated talk Tuesday, three virtual meetings in September, October, November. And so just wanted to make sure if you are interested you can go to the EPIC Center website and we can make sure you get more information on both of those. But while we are waiting, are there other question?

The slides please. The slides just a reminder as always after all these webinars, the slides will be available part one and part two. I think right now part one of the webinar questions from the first part are currently available. And we just need a couple of days to make part two these slides three today, by the way, compliant and they also will be available on the EPIC Center website as well.

Oh, Diane, says, "It's not, okay." Thank you, Diane. Part one of the webinars is not available yet, but we are having our team 508 come. Anything we put on the website it has to be 508-compliant before we can post. So just stay tuned. There will be a follow-up e-mail for the participants with the link to the resources that we have prepared and some other materials. So just stay tuned, those will be made available to everyone.

We will just post other comments or questions. Is there's anything you would like to learn more about? Again, maybe and are part of another webinar. Again we can't share...we don't know anything about the funding when it's coming out and even if we did we can't share that. We can't speak specifically to it, but I don't know if there were any parts of the series that we did that you're interested in learning more about. You can enter that into the chat.

Julie: I'm just gonna reiterate the timeline and preparing in advance and sticking to your timeline. When Naima was giving some hints I noted that power sometimes goes out. So since our last webinar I have heard from two other individuals who have submitted proposals that one done it in the nick of time because the power went out when she was going to submit. It and it was right before the deadline and had to run somewhere else to submit. It's not what she wanna be doing.

And the other one was I think 30 minutes before the deadline. That's what makes me too nervous. So remember, look at your final deadline, subtract two days, and use that because everything takes longer than you think it's going to go and stick to your timelines. You know, you have that little caution, but it's not a position you wanna be after all that effort and work so potentially not get it in on time, especially if you got...it's an electronic submission and then there's an issue with the submission process.

Naima: Well, thank you, Julie.

Julie: Sure.

Naima: No more questions have come. So we just wanna thank you, for your participation and your questions. And stay tuned to an e-mail with some of the resources and more information on when the slides will be available. We hope you enjoy the rest of your afternoon, talk to you soon.