

*GRANTS AVAILABLE TO ALBERTA
COMMUNITIES FOR TRAFFIC SAFETY
INITIATIVES*

ALBERTA TRAFFIC SAFETY FUND



USER GUIDE

2010

**Government
of Alberta** ■
Transportation



Alberta Traffic Safety Fund

New Grant Application Format User Guide

Summary

Welcome to the new Alberta Traffic Safety Fund grant application format.

This User Guide will explain the purposes of key elements of the format and suggest some possible ways to respond in particular sections.

For those who have applied for an ATSF grant previously, you will see several changes in the style of grant application from earlier forms. These changes are in response to suggestions from grant applicants for an application form that was less structured, and less complex with fewer “redundant” information requests. Grant recipients also wanted a form that did not require an inordinate investment of time to complete. Whether we have accomplished that remains to be seen.

Changes to the ATSF Grant Program and Application Form (2009)

- The major change to the new ATSF grant application is that it takes the form of a narrative description of your project that is different from the previous question and answer style format. The information you are asked to provide in the narrative description has been edited down to the essentials.
- There is one application form for both smaller and larger grant requests. Smaller grant applications will be limited to a maximum 5 page narrative description of the project while larger grant applications will be limited to 8 pages.
- This new ATSF User Guide is the result of suggests that we provide examples of responses to application requirements. The examples provided were adapted from several actual grant applications and are intended to give you a better understanding of response expectations. The User Guide will assist grant applicants to work through the preparation of grant applications and provide a better understanding of grant process changes.
- The theoretical framework of the ATSF has been broadened to include a new Action Learning Development Model for Traffic Safety Prevention Projects. A description of this model is attached. You will see the influence of the Action Learning Model in the new grant application.
- One benefit of the broadened Action Learning Model framework will be the capacity of the ATSF to accept applications for the same project in subsequent years provided applicants are able to demonstrate improvements to the project based on the Action Learning Model process.
- A new Cover Sheet replaces two pages of “Applicant Information” on the previous application form.
- In order to emphasize the ATSF objective to mobilize community action to develop effective traffic safety prevention projects, previous expectations that projects accomplish community and organizational capacity building and develop sustainability plans are no longer expectations of this application.
- Active project partnerships that address the interests of all parties involved are encouraged ahead of the somewhat more passive project collaborations that often lacked active participation.
- Requirements for drafting project goal and objective statements are replaced by a description of the measurable results you expect for your project. Since most ATSF supported projects are relatively short term, expectations that projects be concerned with achieving long term attitude and behavioural outcomes are not emphasized.

- The intimidating “Evaluation” expectations of previous application forms have given way to a plan to assess project data and report your “findings” or “what we learned” from your analysis of the results achieved by the project.
- The time consuming requirement to secure letters of support for your project has been changed to providing a contact list of supporters who know about and would be prepared to endorse your project if contacted by the Grant Program/Information Coordinator.
- As practioners of our own Action Learning framework, we have made other changes to the ATSF grant program based on things we learned from the wisdom of our grant recipients.
 - With the support of Alberta Transportation’s Office of Traffic Safety, the maximum grant amounts have been increased to \$17,000 for larger grants and to \$5,000 for smaller grants.
 - The 2010/2011 deadlines for the submission of larger grant applications are: **June 15; October 15 and February 15.** The external ATSF Review Committee will meet approximately four to six weeks after these dates to review applications and determine grant approvals.
 - Small grants will still be accepted at any time and reviewed within two weeks of receipt.
 - ACICR will promote Alberta Traffic Safety Fund grant writing workshops at various venues throughout the province.
 - The Funding Opportunities section of the ACICR web site will be made easier to navigate and more user friendly.
 - The ATSF Guidelines will be reviewed and edited to reflect the new Action Learning framework of the program.

Action Learning Model for Traffic Safety Projects

Organization leaders and project managers are encouraged to engage in a deliberate and disciplined process for planning and conducting traffic safety projects. A thorough planning process utilizing the experience and varied perspectives of collaborators and the planning team will help to give vision, leadership and direction to the project, assist communication and decision making, and simplify the evaluation process.

Over the past 50 years Action Learning (Revans), Action Research (Lewin), and Participatory Action Research (Freire) have become established models for research and learning in many post secondary institutions. ACICR has adopted some key principles of these strategies to develop a model for the development of traffic safety and injury prevention projects. The model presented below will have the effect of permitting the ATSF to consider extending grant support for projects that apply what they learned, continue to refine the traffic safety problem, and revise their action plans in an increasingly focused and informed manner.

A Framework for Traffic Safety Project Development

The ATSF Action Learning Model for Traffic Safety Projects is a basic problem solving strategy with a group dimension added. It is an experiential learning (learn by doing) approach that is oriented to problem-solving in community settings.

Because problems often have no right answers, critical reflection and questioning are key aspects of learning from actions taken to address the problem and applying the results to better define the problem and then to take new and more informed actions.

The Action Learning approach involves a series of steps, each of which is composed of a cycle of problem identification, fact-finding, planning, action, analysis, and questioning the results of the action to discover what has been learned.

The basic cycle involves the following actions:

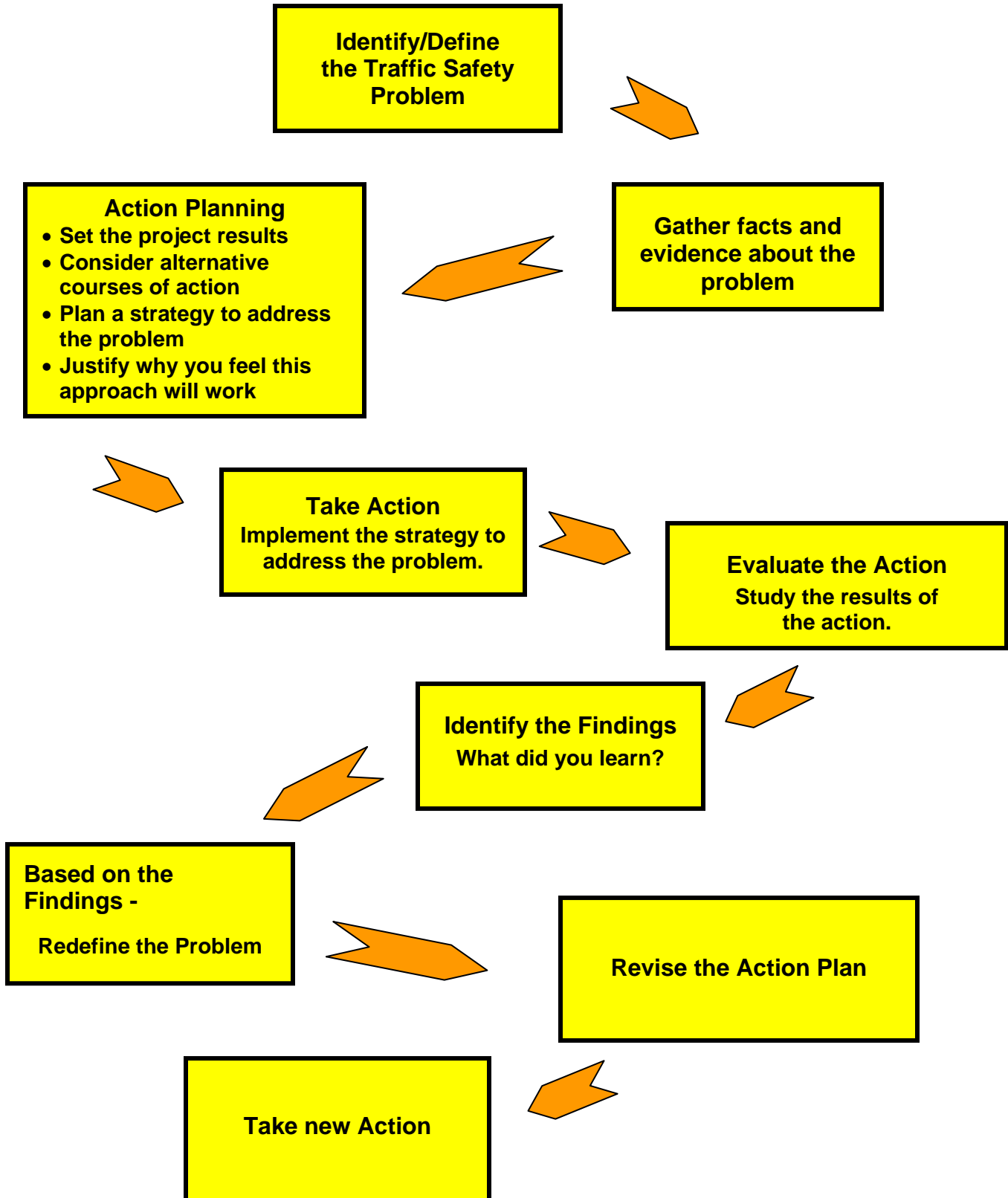
Define the Problem - The first task is to identify and succinctly define the traffic safety problem you intend to address. Assemble the facts and evidence you have about the problem. Examine the problem thoroughly given the information and expertise available. Frequently more fact-finding about the situation is required before you can commit yourself to a clear problem statement. For example, is the real problem of bike helmet use among teen aged boys a problem of limited financial resources, peer pressure, or of an attitude that bike helmets are just not cool? To address any traffic safety problem in the community, this step cannot be undertaken by a single person. It must be informed by collaborative examination of the evidence, fact finding, study and questioning by the whole project team.

Action Planning - Successful planning of your project should result in two products: namely, a master plan of action that defines the actions and the expected results of the project, and secondly, a decision about the first steps to take. The master plan should also clearly explain how you will measure your success in achieving the results you set for the project. Often action planning activity results in a modified definition of the original problem.

Take Action, Evaluate and Learn - The next steps are a sequence of taking action, evaluating (questioning) the results and consequences of that action, and of articulating the findings (what you learned) from the action taken. The knowledge and insights gained from thoughtful questioning, study and critical reflection of the project's results can provide a basis to re-examine and probably redefine the problem. It is important that this questioning be done by the project team. The results of that questioning will guide future action, lead you to modify the overall plan, and improve performance.

Professor Revans urged his students to engage in thoughtful questioning to gain insight by using four "major" questions – Where? Who? When? What? and three "minor" questions Why? How many? and How much? He showed that much powerful learning comes from people learning 'with and from others. Revans placed group questioning at the heart of the action learning process.

Action Learning Model for Traffic Safety Projects



[Adapted](#) from - Lewin, K. (1946) Action research and minority problems. J Soc. Issues 2(4): 34-46

For Further Investigation:

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The Alberta Traffic Safety Fund User Guide

This User Guide will help applicants to make the best use of the new application format. It will explain the purposes of key elements of the format and by using examples suggest some possible ways to respond in particular sections.

While we have attempted to discuss points that may be unclear, it is important that you contact the Grant Program Coordinator if you have questions about the information requested in the various sections of the application form.

Formatting Notes:

It may seem trivial, but Review Committee members do care about how applications are formatted. This is not about embellishments like colour photos or elaborate graphics, but it is about a focus on format elements that contribute to ease of reading – good layout, single sided pages, 12-point font size (Times or similar), one-inch margins all around, and page numbers on every page.

Proposals should **not** be placed in binders or folders; one staple or paper clip in the upper-left hand corner, securing all pages, is sufficient.

Although attachments that help to better understand your project application are encouraged, there are certain items that should NOT be sent without prior discussion with the Grant Program Coordinator. These include, but are not limited to, newspaper clippings, video tapes, or any bulky or irregularly shaped items. DVDs may be attached if they are encased in a cellophane sleeve not in a plastic jewel case.

Review Committee members often need to read many applications in a short period of time, and a document that is easy to read and whose content is clear is much more likely to be given sympathetic consideration. Please observe the formatting requirements.

THE REVISED ATSF GRANT APPLICATION FOR 2010

Grant Application Cover Page

The first part of the ATSF Application is the cover page. On it you record basic information about your organization including the contact person (usually the project manager) for the grant proposal and basic facts about the proposal. This information is used for record keeping and grant tracking purposes. The Principal Applicant is usually the senior administrator of the organization submitting the application. However, whoever signs the application must be authorized to commit the organization to the course of action proposed.

Section A: Purpose

Section A asks for the purpose of your funding request – in other words, what you will use the funding to do. Your response needs to include a) the traffic safety problem or need to be addressed; b) the target group; c) the number of individuals potentially affected, and d) the geographic area(s) that will benefit from this proposal. It should be brief (100 words maximum), and not attempt to provide an in-depth introduction to the traffic safety topic as a whole.

Example: *The Shortgrass Traffic Safety Society (STSS) requests a \$15,000 ATSF grant to deliver a “Speeding and the Distracted Driver Safety Campaign” to address a major problem in the Shortgrass Traffic Safety Region – speeding and the distracted driver. The Campaign will provide and evaluate five driver safety workshops for youths 14 – 24 within the region. The workshops offer safety strategies related to speeding and driver distractions - cell phones; driver fatigue; drinking and drugs; the designated driver; and nerve-rattling loud music. A team of STSS staff and specialists will tour the region throughout the summer. We expect 200 participants will attend. (100 words)*

Notice that this description of purpose addresses the key questions of what? who? how? when? where? why? and how much?

Section B: Project Narrative Description

Section B, the Project Narrative Description, is the main body of the application. It is a description of the project for which you are requesting grant support. You are asked to provide that description in a structured way in the same order as the points listed below. Keep in mind you must complete your proposal in either 5 or 8 pages depending on the level of your grant request.

Describe the proposed project. As you develop the project narrative include the information requested in the following points:

1. Specifically identify the traffic safety problem you will address. Include evidence that this is a problem in your community (e.g. traffic safety profile, statistics, news articles, anecdotes).
 2. Describe the target and/or sub-target identified in the Alberta Traffic Safety Plan this project aligns with.
 3. Identify the target population and the estimated number of people who could benefit from the project. Explain how you will inform the target group about your project. Comment on whether anyone from the target group will be involved in the planning or delivery of the project.
 4. What is the plan for implementation? Describe how you will implement with project plan. Provide evidence that support why you think this strategy will achieve the results you expect.
 5. Based on the implementation plan, what measurable results do you expect to achieve over the course of this project? What methods/ strategies will be used to gather data on the project? How will you assess the success of the project?
 6. Describe what you will do to analyze the project's results and to determine **what was learned** from the actions taken.
 7. Describe your plan to document the results of your project and what you learned from it. How will the project evaluation report be used?
- 1. Specifically identify the traffic safety problem you will address. Include evidence that this is a problem in your community (traffic safety profile, statistics, news articles, anecdotes).**

This is essentially the same information as the Purpose statement in Section A. However, it should be somewhat more expansive and present specific examples of the traffic safety problem in your community or region. The best way to do this is to use statistics, fact sheets, or traffic safety statistics (usually available through ACICR), but in some cases you may need to cite newspaper reports, anecdotal evidence, or research findings.

Often it is difficult to get reliable statistics for smaller communities, but statistical information about your Traffic Safety Region or the province will provide good and reliable evidence of your specific traffic safety problem. If specific traffic safety events have been reported in your local paper that can help to substantiate your position, it would be helpful to include photocopied clippings of the reports with your application.

If reliable statistical evidence is not available, there are still good reasons why your organization decided to take action on this traffic safety problem. It will help if you can explain those reasons for the benefit of the grant reviewers

Example: *Speeding and driver distractions are serious traffic safety problems among Shortgrass drivers, particularly young drivers. According to ACICR and Shortgrass Health Region reports, speeding is the leading cause of hospitalizations for young drivers 16 to 27 years of age. In the last three years approximately 65% of all traffic related hospitalizations for people in this age range were due to speeding. Another 25% of hospitalizations can be attributed to various driver distractions. On a per capita basis the rate of hospitalizations of Shortgrass drivers was over 20% higher than the province's rural average. In July the Shortgrass Clarion reported that last year the RCMP wrote 1,400 speeding citations for Shortgrass drivers under 25 years of age.*

The Clarion recently reported that a 20 year old local delivery van driver was arrested for careless driving when he collided with another vehicle as he attempted to make a left hand turn. At the time of the incident he was holding a coffee in one hand while talking on a cell

phone and attempting to make the turn by steering the van with his elbow. The Shortgrass Traffic Safety Society is committed to reversing these unacceptable facts and behaviours.

This example puts the problem of speeding and distracted driving by young drivers in the context of the Traffic Safety Region by citing reliable data reports. And while it is unlikely there would be specific statistical data for Shortgrass, the citations from the local newspaper help to underline the urgency of the problem for the applicants.

2. Describe the target identified in the Alberta Traffic Safety Plan this project aligns with.

The Alberta Traffic Safety Plan includes strategies to address traffic safety issues in 10 targeted areas:

1. Unbelted occupants and occupant restraints
2. Impaired Driving
3. Speeding
4. Intersections
5. Rural roadways
6. Commercial vehicles
7. Young drivers and riders
8. Vulnerable road users
9. High risk and medically unfit drivers
10. Aging drivers

3. Identify the target group and the estimated number of people who could benefit from the project. Explain how you will inform the target group about your project. Comment on whether anyone from the target group will be involved in the planning or delivery of the project.

The information requested helps to focus the traffic safety problem on a specific target group. The request has three parts – identify the target group, inform the target group, and target group involvement.

Identify the target group and the estimated number of people who could benefit from the project. Explain how you will inform the target group about your project. Include a comment on whether anyone from the target group will be involved in the planning or delivery of the project.

Example: *The Speeding and the Distracted Driver Safety Campaign will target young adults aged 14 – 24. There are about 4,500 young drivers in the Shortgrass Traffic Safety Region. We estimate that at least half of those drivers could benefit from a renewed awareness of the safety messages in this Campaign. A broad based promotional campaign will include news articles and advertisements in the Shortgrass Clarion and on Shortgrass Free Radio. A poster campaign will see posters in all local businesses, public buildings, churches and on notice boards throughout the region. The RCMP will identify young drivers who have been tagged within the last six months and send them a special personalized invitation to attend.*

Efforts will be made to recruit young drivers to the project planning team. We will particularly attempt to recruit one or two young drivers who have been recently tagged for speeding or who own muscle cars in order to accommodate their points of view into the project plan.

This paragraph clearly identifies the specific target group for the program, describes an ambitious advertising campaign and describes an optimistic plan to recruit representative involvement on the planning group from the target group.

4. What is the plan for implementation? What existing community resources will be used?

The **implementation plan** is a narrative description of how the project will address the problem by describing the specific tasks that will take place. You should describe the approach you will use but keep the description focused. Is this project approach based on evidence of effectiveness or “best practices?” That is, is your approach based on a successful program offered elsewhere or based on your own previous program delivery that has been shown to “work” - to get concrete measurable results? Is the

project strategy based on standards, accepted methods, research consensus, or positive evaluations, etc? If so, refer to these sources in support of your application. If possible quote key findings from those sources. Sometimes you will be able to find papers or research reports on the world-wide-web that have examined and commented on the approach you intend to use. Reviewers are interested in knowing whether a project conforms to common understandings of “what works.” However, funders also recognize that it is not always the case that a program draws on best practices.

If you are proposing a **new** approach, explain how the project approach was developed. Reviewers are interested in understanding how you decided to take the particular action you are planning. What factors went into your decision? Was there demand from the community or target population? Was there a change in circumstances - a sudden spike in traffic safety statistics or new legislation etc.? When you examined the alternatives, why did this particular response emerge as the best?

For a **repeat** project: what measurable results (defined as observable, verifiable concrete results) were achieved in the previous delivery? Did the results of the previous delivery lead you to redefine the traffic safety problem you are going to address? What changes in your new action plan resulted from what you learned from the previous delivery of the project?

5. Based on the implementation plan, what measurable results will be achieved over the course of this project? What instruments, methods/ strategies will be used to gather data on the project? How will the project evaluation report be used?

This requirement has four parts: measurable results to be achieved; data collection instruments, methods and strategies; and how the project evaluation will be used.

What measurable results will be achieved?

What specific changes or impact do you expect this program will make or have in the grant period?

Looking longer term, what does this project hope to achieve?

Example: Short term measurable results include:

- Recruit at least 20 teens to register for the first Speed Kills workshop;
- Increase the overall awareness of participants about the risks and behaviours that are associated with speeding by 20%;
- Increase participants' knowledge of how cars handle at high speeds and the increased risks associated with high speed by an average of 25%;
- Establish a viable teen auto safety interest group where members can exchange experiences, new information and resources by the end of the first year of the project; and
- Within one year establish contact with at least 10 other traffic safety interests in the community to make them aware of the Speed Kills program, its objectives and the progress of its participants.

Over the longer term our aim is to:

- Expand the program to five communities across the Shortgrass Traffic Safety Region within three years;
- Register at least 500 teens into the Speed Kills program within three years;
- Record a decrease of 10% in the number of speeding tickets to teens by the end of the first full year of program delivery; and
- Observe a sustained declining trend in the rate of teens' speeding tickets in the Shortgrass Traffic Safety Region over the next five to seven years.

The above examples illustrate ways to state your results so that they can be measured. Notice that some of these measures suggest that you might use a pre – post test strategy for measuring increased knowledge and awareness, as well as maintaining a database of the number of speeding tickets issued to teenaged drivers over several years.

Data gathering instruments, methods and strategies:

How will you be gathering information on your program? Will there be surveys or tests? Will data be gathered by staff, or by a consultant? Will data gathering be ongoing, or just at the beginning and end? What are the reasons for the methods you are proposing?

Example: *The project manager will provide a written progress report and data update every six weeks on project activities including participation demographic descriptions, numbers of participants, and achievement targets reached by participants on pre-post tests. In addition, participants will be given knowledge, attitude and behaviour assessments on their first day of participation and will be given follow-up assessments at the conclusion of eight, 12 and 16 sessions. Shortgrass Traffic Safety and Enforcement will maintain a separate database of speeding tickets issued to teenaged drivers in the Shortgrass region over the next seven years.*

6. Describe what you will do to analyze the project's results and to determine WHAT WAS LEARNED from the actions taken.

7. Describe your plan to document the results of your project and what you learned from doing it. How will the findings be used?

For the purposes of the Alberta Traffic Safety Fund, project evaluation is a process usually conducted by the project management group, of studying the data collected, analyzing, questioning and discussing reports, participant feedback and assessing the results of the project. The outcome of that process will be a report that describes what was learned. This part of the process will be particularly important if you decide to reapply to the ATSF for grant support for another delivery of the project in which you intend to make changes to the action plan based on the lessons learned from the earlier project.

Describe your plan to document the results of you project and what you learned from doing it.

Example: *Project data on each of the measurable results will be compiled by the Project Manager and presented to the project management team for review within two weeks of project completion. The task of the management team is to examine the data and other relevant information and to articulate **the lessons learned** from the project delivery. They will also have the task of making comments, suggestions and recommendations that could be useful for future delivery of the project. The project manager will be responsible for drafting a summary of the project's proceedings and the results of the management team's assessment of results into a final project report for submission to ACICR and distributed to the project's partners. A summary of findings ("What was learned") will be incorporated into the final project report. The Project Manager will also post the final report on the Shortgrass Traffic Safety Region website. A summary of the project and the management team's findings will be drafted for publication on the Health In Action database.*

How will the evaluation findings be used?

Example: *Data collected from program participants will allow project organizers to examine what information (or misinformation) teens come to Speed Kills program with and what behaviours are affected as a result of the project. Organizers will utilize this information to strengthen the program content, practices, and supporting resources. First year project data will also be a baseline against which to measure the success of potential improvements to the project. In time the evaluation findings will be the basis for a re-examination of our original definition of the teen driver speeding problem which in turn will require a rethinking of our action plan strategies and expected results.*

There are other questions you may wish to consider in responding to the question about how you will use the findings from the evaluation.

- How does this program fit into the work of this organization?

- Is this program the core of the organization's work, or substantially similar to other work? Is it a departure or expansion? If so, why does the organization see it as important to depart or expand in this way, at this time?
- How does this program relate to the work of other organizations in the same field and/or geographic area?
- Are there other organizations working in your project focus area? If so, is this program complimentary? Is it unique? How? How does your work fit into the work of other organizations in the neighbourhood or area you are working in?
- What resources (financial, personnel, partnerships, etc.) will be needed to sustain this effort over time? How will those resources be secured?
- Assuming the need that generated this program is not going away any time soon, what will be required to sustain and grow the program over time? If you are successful, will more staff need to be hired?
- Can the program model be expanded to other areas?

Section C: Partnership

This information is not counted as part of the narrative.

In the boxes provide a list of your project partners, e.g. community agencies/organizations, businesses, groups, and individuals that have committed to actively participate as a sponsor, an advisor, partner or funder, volunteer provider, or by contributing other resources to this project. Briefly describe the role they will play in the project. Include the name of the Regional Traffic Safety Coordinator contacted and, if applicable, the Safe Community representative. (The Grant Program Coordinator can provide you with contacts if necessary.)

This section should not cause you much difficulty. What Reviewers like to see is a strong mix of community support. Organizations in the community that have an interest in your traffic safety problem should be contacted about what contributions they might like to make to the project. Those that you invite to be a part of the project should be active participants contributing skills or resources. Those that choose not to participate in the project may agree to have their names added to your list of community partners (see section E). Of course letters of endorsement may be solicited from interests that can not commit to be project partners as evidence of widespread community awareness and support.

Section D: Proposed Budget

This information is not counted as part of the narrative.

Provide a proposed budget and information about financial support being sought or already committed to the project from the ATSF and other sources.

Footnotes are encouraged to explain budget items.

Reviewers are interested in knowing to what other sources you have applied for funding of the request, and for what percentage of the total they are being approached. They also like to see that the project is supported through in kind contributions from across the community. Notice that volunteer help can be given a financial value by multiplying the number of hours contributed by \$19.51 (current value). This value does not adequately reflect the help of professionals contributing their advice, guidance or other services to the project, but it is a useful average.

Section E: Indications of Support and Other Attachments

This information is not counted as part of the narrative.

Attach a list of the names and contact information (including email addresses) for people/ organizations collaborators, interested/affected community members and/or public or private agencies that have agreed to voice their support for your project. It is not necessary, but acceptable, to attach hard copies of letters of support. Verify that you have advised the Regional Traffic Safety Coordinator of your project and invited her participation. If there is a Safe Community coalition in your area, please verify you have also contacted them with information about the project.

The need to accumulate time and energy consuming letters of support for your project is replaced by providing a list of names and contact information for community supporters of your project. It is assumed you have contacted these people and secured their support. The Grant Program Coordinator may contact people on your list to verify their support.

Although attachments that help to better understand your project application are encouraged, there are certain items that should NOT be sent without prior discussion with the Grant Program Coordinator. These include, but are not limited to, newspaper clippings, video tapes, or any bulky or irregularly shaped items. DVDs may be attached if they are encased in a cellophane sleeve, not in a plastic jewel case.

Section F: Submission Declaration – Submission Checklist

6 Tips for Writing Successful Grant Applications

- 1) **Communicate with the Grant Program Coordinator.** When in doubt, ask for clarification. Make sure you understand what is expected.
- 2) **Follow the directions.** Respond to the application questions in the order listed, submit the number of copies requested, and include only the materials that are specifically relevant to your application.
- 3) **Be creative, clear, concise, and accurate.** Make the case for your grant request in your own unique way, but include precise data. Avoid jargon. Use plain language - resist wordy embellishments.
- 4) **Emphasize what your organization will do.** Spend more time describing your solution than the issue. Economize content and avoid repetition. Less is more.
- 5) **Action learning counts.** Keep the assessment of project results and what you want to learn in mind. Ensure the assessment tools you use to collect the data are appropriate (e.g., records, surveys, interviews, pre- and post-tests).
- 6) **Proofread carefully.** Make sure numbers add up and typos are removed. Then proofread again.