

# **GRANTS RESOURCES**

## **USDA/STAKEHOLDERS' INTERACTIVE GRANT WRITING ON WHEELS**

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## **GLOSSARY OF GRANT WRITING TERMS FROM THE USDA- National Institute of Food and Agriculture—Application Kit**

### **Type of Application**

**New**---An application that is being submitted to an organization for the first time

**Resubmission**—An application that was previously submitted but not funded and is being resubmitted for new consideration.

**Renewal**—An application requesting additional funding for a period subsequent to that provided by a current award. A renewal application competes with all other applications and must be developed as fully as though the applicant is applying for the first time

**Continuation**—A non-competitive application for an additional funding/budget period within a previously approved project period.

**Revision**—An application that proposes a change in -1) the Federal Government's financial obligations or contingent liability from an existing obligation; or, 2) any other change in the terms and conditions of the existing award.

### **Project Summary/Abstract**

Project summary/Abstract must contain a summary of the proposed activity suitable for dissemination to the public. It should be a self-contained description of the project and should contain a statement of objectives and methods to be employed in the project. It should be informative to other persons working in the same or related fields and insofar as possible, understandable to a scientifically or technically literate lay reader.

The summary should not include any proprietary/confidential information.

The summary should be approximately 250 words. The names and affiliated organizations of all Project Directors should be listed at the top of the page in addition to the title of the project. The summary should be a self-contained, specific description of the activity to be undertaken and should focus on: overall project goal (s) and supporting objectives; plans to accomplish project goal (s); and relevance of the project to the goals of the program. The importance of a concise, informative Project Summary cannot be overemphasized.

### **Bibliography and References Cited**

In providing a bibliography of any references cited, each reference must include the names of all authors (in the same sequence in which they appear in the publication), the article and journal title, book title, volume number; page numbers, and year of publication. Include only bibliographic citations. Applicants should be especially careful to follow scholarly practices in providing citations for source materials relied upon when preparing any section of the application.

**Facilities and other Resources**

This information is used to assess the capability of the organizational resources available to perform the effort proposed. Identify the facilities to be used (Laboratory, Animal, Computer, Office, Clinical and Other). If appropriate, indicate their capacities, pertinent capabilities, relative proximity, and extent of availability to the project. Describe only those resources that are directly applicable to the proposed work. Provide any information describing the Other Resources available to the project (e.g., machine shop, electronic shop), and the extent to which they would be available to the project.

**Response to Previous Review (One-page limit)**

This requirement only applies to “Resubmitted Applications” and “Resubmitted Renewal Applications.” PDs must respond to the previous review panel summary on no more than one page, titled “Response to Previous Review”

**Cooperation and Institutional Units Involved**

Where a cooperative, multi-institutional or multidisciplinary application is to be submitted, identify each institutional unit contributing to the project and designate the lead institution or institutional unit. Clearly define the programmatic roles, responsibilities and budget for each institutional partner.

**Collaborative Arrangements:** If it will be necessary to enter into formal consulting or collaborative arrangements with others, such arrangements should be fully explained and justified. If the consultant (s) or collaborator (s) are known at the time of application, a vitae or resume should be provided. In addition, evidence (e.g. letter of support should be provided that the collaborators involved have agreed to render these services. The applicant also will be required to provide additional information on consultants and collaborators in the budget portion of the application.

**Senior/Key Person Profile:** Beginning with the PD/PI, provide a profile for each senior/key person proposed. Unless otherwise specified in a grantor’s announcement. Senior/Key Personnel are defined as all individuals who contribute in a substantive measurable way to the scientific or technical development or execution of the project whether or not salaries are requested. Consultants should be included if they meet the definition. Senior/Key Person Profile should be completed at a minimum for the PD, each co-PD, senior associate and other professional personnel. **A paraprofessional** is an individual who through formal education, work experience and/or training has the knowledge and expertise to assist a professional person.

**Biographical Sketch (Senior/Key Personnel)**

Provide a biographical sketch for Senior/Key Personnel. Recommended information includes- Education and Training, Research and Professional Experience, Collaborators and Affiliations (for conflicts of interest), Publications and Synergistic Activities. The vitae should be limited to two (2) pages each in length, excluding publications listings. The vitae should include a presentation of academic, research or technical credentials as applicable, e.g, earned degrees, teaching experience, technical experience, employment history, professional activities, honors and awards, and grants received. A chronological

list of all publications in referred journals during the past four (4) years , including those in press, must be included. Also, list only those non-referred technical publications that have relevance to the proposed project. All authors should be listed in the same order as they appear on each paper cited, along with the title and complete reference as these usually appear in journals.

### **Current and Pending Support**

Provide a list of all current and pending support for the Senior/Key Personnel (even if they do not receive any salary support from the project (s) ) for ongoing projects and pending applications. Show the total award amount for the entire award period (including indirect costs) as well as the number of person-months per year to be devoted to the project by the senior/key person, regardless of source of support. Concurrent submission of an application to other organizations for simultaneous consideration will not prejudice its review.

A current and pending support list should be included for the Senior/Key Personnel. The project being proposed should be identified as pending in the document submitted. The percent of time committed should not exceed 100% of effort for concurrent projects. An application that duplicates or overlaps substantially with an application already funded (or to be funded) by another agency or organization will not be funded under this program.

### **Budget**

Salaries of the project director/principal investigator and other personnel associated directly with the project should constitute direct costs in proportion to their effort devoted to the project. Charges by academic institutions for work performed by faculty members during the summer months or other periods outside the base salary period are to be at a monthly rate not in excess of that which would be applicable under the base salary and other provisions of the applicable cost principles. All salaries requested must be consistent with the regular practices of the institution. Award funds may not be used to augment the total salary of project personnel or to reimburse them for consulting or other time in addition to a regular full-time salary covering the same general period of employment.

If grantee's usual accounting practices provide that its contributions to employee benefits (social security, retirement, etc) be treated as direct costs, the grantor's funds may be requested to fund fringe benefits as a direct cost.

**Other Project Information Form:** The applicant organization may request that salary data on senior personnel not be released to persons outside the Federal government during the review process. Such information may be included as a separate statement. If this method is used, the statement must be submitted electronically as an attachment in the Other Project Information Form. This statement must include all of the information requested on the budget for each person involved. The grantor will not forward the detailed information to reviewers and will hold it privileged to the extent permitted by law.

In most circumstances, the salaries of administrative or clerical staff at educational institutions and nonprofit organizations are included as part of indirect costs. Examples, however, of situations where direct charging of administrative or clerical staff salaries may be appropriate may be found at:

[http://www.whitehouse.gov/omb/circulars/ars/a021/a21\\_2004.htm#exc](http://www.whitehouse.gov/omb/circulars/ars/a021/a21_2004.htm#exc). The circumstances for requiring direct charging of these services must be clearly described in the budget justification.

**Equipment** is defined as an item of property that has an acquisition cost of \$5,000 or more (unless the organization has established lower levels) and an expected service life of more than one year.

**General Purpose Equipment** (equipment whose use is not limited only to research, medical, scientific, educational, or other technical activities; i.e. office equipment and furnishings, air conditioning equipment, reproduction and printing equipment, motor vehicles, and automatic data processing equipment) requires special justification and prior approval from the Office of Extramural Programs.

## **Travel**

**Domestic Travel Costs** (including travel to Canada, Mexico, and U.S. Possessions) Identify the total funds requested for domestic travel. In the budget justification section, include purpose, destination, dates of travel (if known), and number of individuals for each trip. If the dates of travel are not known, specify estimated length of trip (e.g. 3 days) and cost per trip.

**Foreign Travel Costs** –Foreign travel includes any travel outside of North America and/or U.S. Possessions. In the budget justification section, include purpose, destination, dates of travel (if known) and number of individuals for each trip. If the dates of travel are not known, specify estimated length of trip (e.g., 3 days)

**Travel and subsistence** should be in accordance with organization's policy. Irrespective of the organizational policy, allowances for airfare will not normally exceed round trip jet economy air accommodations. Sub-Contract and Consultant Budget Information: Consultant's dairy rate of pay or hourly rate, statement of work, authorizing representative signatures. For sub-contracts, budget, budget narrative, statement of work and authorizing representative's signatures are also required.

**Grant/Cooperative Agreement:** As defined in the Federal Grant and Cooperative Agreement Act (31 U.S.C. 6304 and 6305), a grant or a cooperative agreement is a legal instrument used by a Federal agency to enter into a relationship whose principal purpose is assistance (that is, the transfer of something of value to the recipient to carry out a public purpose of support or stimulation authorized by U.S. law). Thus, grants and cooperative agreements complement procurement contracts and other instruments used for the very different purpose of acquiring goods and services for the direct benefit or use of the U.S. Government. When providing assistance, agencies must use grants when substantial involvement between the recipient and the Government is not contemplated and cooperative agreements when substantial involvement is contemplated.

**Federal Register:**

<http://www.archives.gov/federal-register/the-federal-register/>

## **FUNDING OPPORTUNITIES**

**Where Can I Find Agricultural Funding Sources**

<http://www.nal.usda.gov/afsic/pubs/funding.shtml>

**Federal State Marketing Improvement Program**

<http://www.ams.usda.gov/tmd/fsmip.htm>

**USDA-NIFA Grant Programs Assist Small Farmers**

[http://www.csrees.usda.gov/nea/ag\\_systems/in\\_focus/smallfarms\\_if\\_grant.html](http://www.csrees.usda.gov/nea/ag_systems/in_focus/smallfarms_if_grant.html)

**USDA-CSREES-Small and Mid-Sized Farms-SBIR**

<http://www.csrees.usda.gov/fo/smallandmidsizedfarmssbir.cfm>

**USDA-CSREES –SBIR--Aquaculture**

<http://www.csrees.usda.gov/fo/aquaculturesbir.cfm>

**Community Food Projects**

<http://www.csrees.usda.gov/fo/fundview.cfm?fonum=1080>

**Hispanic Serving Institutions Education Grants Program**

<http://www.csrees.usda.gov/fo/fundview.cfm?fonum=1094>

**USDA-CSREES—Agricultural Prosperity for Small and Medium Sized farms**

<http://www.csrees.usda.gov/fo/smallfarmsagriculturalprosperitynri.cfm>

**Higher Education Challenge Grants**

<http://www.csrees.usda.gov/fo/fundview.cfm?fonum=1082>

**Secondary and Two-Year Post Secondary Agriculture Education Challenge Grants Program**

<http://www.csrees.usda.gov/fo/fundview.cfm?fonum=1083>

Grantseeking—W.K. Kellogg Foundation

<http://www.wkkf.org/default.aspx?tabid=63&ItemID=6&NID=41&LanguageID=0>

**USDA-Rural Development –Value Added Producer Grant**

<http://www.rurdev.usda.gov/rbs/coops/vadg.htm>

**Grants.gov**

<http://www.grants.gov>

**Sustainable Agriculture Research and Education Program--USDA**

<http://www.sare.gov>

**A Guide to Funding Sources**

<http://www.nal.usda.gov/ric/ricpubs/fundguide.html>

**Federal Funding Sources for Rural Areas**

[http://ric.nal.usda.gov/nal\\_web/ric/ffd.php](http://ric.nal.usda.gov/nal_web/ric/ffd.php)

**Small Farm Funding Resources**

[http://www.nal.usda.gov/ric/ricpubs/small\\_farm\\_funding.htm](http://www.nal.usda.gov/ric/ricpubs/small_farm_funding.htm)

**National Science Foundation**

<http://nsf.gov/funding/>

**USDA-National Institute of Food and Agriculture**

<http://www.csrees.usda.gov/fo/funding.cfm>

**National Institute of Health**

<http://grants1.nih.gov/grants/oer.htm>

**Department of Education**

<http://www.ed.gov/fund/landing.jhtml>

**U.S. Environmental Protection Agency**

[http://www.epa.gov/ogd/grants/funding\\_opportunities.htm](http://www.epa.gov/ogd/grants/funding_opportunities.htm)

**Small Business Research Funding Opportunities under the U.S. Department of Health and Human Services**

<http://grants.nih.gov/grants/funding/sbir.htm>

**American Sociological Association---  
Funding Opportunities**

<http://www.asanet.org/student/funding.html>

**Real Estate and Farm Loans to the Agricultural Community**

<http://www.agloanusa.com/?source=adwords&gclid=CJmIma6Uu44CFSasGgodYEdvxQ>

**Faith Based and Community Initiatives**

<http://www.usda.gov/fbc/funding.html>

**Specialty Crop Block Grant Program**

<http://www.grants.gov/search/search.do?mode=VIEW&oppId=13848>

**Appropriate Technology Transfer for Rural Areas—National Sustainable Agriculture—Information Service**

<http://attra.ncat.org/funding/>

**Love Your Veggies Grants**

<http://www.loveyourveggiesgrants.com/>

**Pulling Together Initiative**

[http://www.nfwf.org/AM/Template.cfm?Section=Browse\\_All\\_Programs&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=6772](http://www.nfwf.org/AM/Template.cfm?Section=Browse_All_Programs&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=6772)

**School Wellness Grants**

<http://www.healthypotato.com/health.asp>

**USDA-Rural Development Funding Opportunities**

<http://www.rurdev.usda.gov/rd/nofas/>

**Business Grants—Grants Available for U.S. Citizens**

<http://www.grantsnowusa.com/>

**Environmental Quality Incentives Program**

<http://www.nrcs.usda.gov/programs/eqip/>

**Strategic Agricultural Initiative Toolbox**

<http://www.aftresearch.org/sai/public/funding-USDA.php>

**Global Greengrants Fund**

<http://www.greengrants.org/>

**Inter American Foundation Grant**

[http://www.iaf.gov/index/index\\_en.asp](http://www.iaf.gov/index/index_en.asp)

**Partners of the Americas**

[http://www.partners.net/partners/Agriculture\\_Funding\\_Opportunities\\_EN.asp?SnID=2](http://www.partners.net/partners/Agriculture_Funding_Opportunities_EN.asp?SnID=2)

## **USDA-Foreign Agricultural Service**

Minority Export Training program (<http://www.fas.usda.gov/mos/em-markets/met.asp>) conducted by the Southern United States Trade Association.

The other is the Emerging Markets Program (EMP). The EMP <http://www.fas.usda.gov/mos/em-markets/em-markets.asp> is focused on conducting market research or marketing activities abroad to create export opportunities.

## **PRIVATE FUNDING**

Community Foundation Finder

<http://lnp.fdncenter.org/finder.html>

Council on Foundations

<http://www.cof.org/>

First Nations Development Institute

<http://www.firstnations.org/>

The Ford Foundation

<http://www.fordfound.org/>

The Foundation Center

<http://www.foundationcenter.org/>

The Foundation for Rural Education and Development

<http://www.fred.org/>

Foundations and Resources for Grantseekers

<http://www.nado.org/links/#GRANTS>

Fundraising on the Internet

<http://www.networkforgood.org/>

Guidestar: Non-profit Organizations and Charities in the United States

<http://www.guidestar.org/>

Local Initiatives Support Corporation

<http://www.lisc.org/>

Action Without Borders

<http://www.idealists.org/>

Network for Good

<http://www.networkforgood.org/>

The Pew Charitable Trusts

<http://www.pewtrusts.org/>

Rural Community Assistance Corporation

<http://www.rcac.org/>

Heifer Project International

<http://www.heifer.org/>

## **Grant Writing Resources**

DUNS Number—Data Universal Numbering System

[http://www.usda.gov/rus/telecom/dlt/pdf\\_files/duns\\_qa.pdf](http://www.usda.gov/rus/telecom/dlt/pdf_files/duns_qa.pdf)

EPA Grant Writing Tips

<http://www.epa.gov/ogd/recipient/tips.htm>

A Guide to Funding Resources

<http://www.nal.usda.gov/ric/ricpubs/fundguide.html>

### **Keys to Success**

- Attend Grantsmanship Workshops – some scholarships are provided! (<http://www.csrees.usda.gov/business/training/cpworkshops.html>)
- Volunteer for peer review panels – get an inside look at how proposals are evaluated.
- Read the RFA carefully to ensure a good fit of your project to the program; check eligibility and matching requirements.
- Call the NPL responsible for the program you are interested in. Discuss your ideas for a proposal to get feedback.
- Allow plenty of time for proposal preparation and submission through grants.gov.

### **Preparing Your Project Description**

- Clearly state expected outcomes and impacts.
- Understand the evaluation criteria cited in the RFA.
- Describe how you plan to measure progress toward meeting your objectives.
- Include current resumes of key personnel, and explain the roles of each participant.
- Include documentation of collaborations through letters attached to the proposal.
- If preparing an Integrated Proposal (one that combines research, education and/or extension), please refer to the CSREES website on Integrated Activities for guidance. ([http://www.csrees.usda.gov/funding/integrated/integrated\\_resources.html](http://www.csrees.usda.gov/funding/integrated/integrated_resources.html))

### **Preparing Your Project Budget**

- Refer to the RFA for allowable expenses. Know whether indirect costs are allowed and whether the RFA requires matching funds.

- Explain in detail in the budget narrative each budget entry. For equipment, explain how it is necessary for the successful completion of the project. Explain, if appropriate, how equipment would be used cooperatively in specific tasks and projects.

### Improving Your Proposal

- *Obtain a successful proposal from a successful colleague.*
- *Review abstracts of recently funded projects in the programs of interest.*
- *Obtain critical reviews from colleagues before you submit.*

### Common Reasons for Lower Ratings

- *Little or no relevance to CSREES mission and/or program priorities*
- *Insufficient preliminary data or evidence from literature*
- *Exceeds page limit, poorly written, unclear objectives or hypotheses*
- *Low scientific merit, basic flaws in logic, demonstrates lack of scientific understanding*
- *Not innovative, little new information gained*
- *Inappropriate methods or methods too vague*
- Poor progress or few results from previous funding
- For integrated proposals, a failure to truly

### *General*

1. *Basic Elements of Grant Writing*. Corporation for Public Broadcasting. <http://www.cpb.org/grants/grantwriting.html>
2. *Developing and Writing Grant Proposals*. Catalog of Federal Domestic Assistance. [http://12.46.245.173/pls/portal30/CATALOG.GRANT\\_PROPOSAL\\_DYN.show](http://12.46.245.173/pls/portal30/CATALOG.GRANT_PROPOSAL_DYN.show)
3. *EPA Grant-Writing Tutorial*. U.S. Environmental Protection Agency. <http://www.epa.gov/seahome/grants.html>
4. *The Foundation Center's User-Friendly Guide to Funding Research & Resources*. <http://fdncenter.org/learn/ufg>
5. *Grant Writing and Fundraising Articles*. TechSoup. <http://www.techsoup.org/howto/articles.cfm?topicid=10&topic=Funding>
6. *A Guide to Proposal Planning and Writing*. Jeremy T. Miner, Lynn E. Miner. <http://209.61.189.163/gs/miner.htm>
7. *Non-Profit Guides: Grant-Writing Tools for Non-Profit Organizations*. <http://www.npguides.org/index.html>
8. *Preparing a Grant Proposal: Five Steps in the Proposal Writing Process*. Appalachian Regional Commission. <http://www.arc.gov/index.do?nodeId=102>
9. *Proposal Budgeting Basics*. Foundation Center. [http://www.fdncenter.org/learn/classroom/prop\\_budget/index.html](http://www.fdncenter.org/learn/classroom/prop_budget/index.html)

10. ***Proposal Writing: The Basic Steps in Planning and Writing A Successful Grant Application.*** Eric Rinehart, Barbara Bouie-Scott.  
<http://www.ildceo.net/NR/rdonlyres/EC10F834-50A0-4CB0-8121-B6185951F91D/0/ProposalWriting2003.pdf>
11. ***Proposal Writing Short Course.*** Available in English and Spanish. Foundation Center. <http://fdncenter.org/learn/shortcourse/prop1.html>
12. ***What Grantmakers Want Applicants to Know.*** GuideStar. <http://www.guidestar.org/news/features/grantadvice.jsp>
13. ***What To Do Before You Write A Grant Proposal.*** Ohio Literacy Resource Center. <http://literacy.kent.edu/Oasis/grants/first.html>
14. ***Writing A Successful Grant Proposal.*** Minnesota Council on Foundations. <http://www.mcf.org/mcf/grant/writing.htm>

### ***Guides for Research Grants***

15. ***The Art of Grantsmanship.*** Jacob Kraicer.  
<http://www.med.unc.edu/toxicology/students-webpage/advice-students-grantsmanship-jacob-kraicer.pdf>
16. ***Grant Policy Manuel.*** National Science Foundation.  
<http://nsf.gov/pubs/2002/nsf02151/start.htm>
17. ***Grants and Grant-Proposal Writing.*** 3rd ed. John O'del.  
<http://eweb.slu.edu/papers2/grantOlv32e.pdf>
18. ***A Guide for Proposal Writing.*** National Science Foundation.  
<http://www.nsf.gov/pubs/2004/nsf04016/start.htm>
19. ***Proposal Writer's Guide.*** Don Thackrey.  
<http://www.research.umich.edu/proposals/pwg/pwgcontents.html>
20. ***Writing From the Winner's Circle: A Guide to Preparing Competitive Grant Proposals.*** David Stanley.  
<http://www.unl.edu/nepscor/newpages/noframes/pubs/winners/writing.html>

### ***Sample Grant Proposals***

21. ***Examples of Grant Proposals.*** Foundation Center.  
<http://fdncenter.org/learn/faqs/html/propsample.html>
22. ***Examples of Successful Proposals.*** Appalachian Regional Commission.  
<http://www.arc.gov/index.do?nodeId=1730>
23. ***Funding: Templates.*** SERA Learning.  
[http://www.sera.com/index.php?section=funding&option=funding&page=funding\\_templates](http://www.sera.com/index.php?section=funding&option=funding&page=funding_templates)
24. ***A Sample Grant Proposal.*** Plugged In.  
[http://www.pluggedin.org/tool\\_kit/sample\\_grant.html](http://www.pluggedin.org/tool_kit/sample_grant.html)
25. ***Sample Grant Proposals.*** The Idea Bank.  
<http://theideabank.com/onlinecourse/samplegrant.html>
26. ***Sample National Grant Proposal: Nashville Cares.*** Gill Foundation.  
[http://www.gillfoundation.org/tata\\_materials/tata\\_materials\\_show.htm?doc\\_id=90214](http://www.gillfoundation.org/tata_materials/tata_materials_show.htm?doc_id=90214)

27. **Sample Proposals**. Non-Profit Guides.  
[http://www.npguides.org/guide/sample\\_proposals.htm](http://www.npguides.org/guide/sample_proposals.htm)
28. **Sample Proposals**. SchoolGrants.  
<http://www.schoolgrants.org/Samples/samples.htm>

### *Glossaries*

29. **Complete Glossary**. Dorothy A. Johnson Center for Philanthropy & Nonprofit Leadership. <http://www.nonprofitbasics.org/CompleteGlossary.aspx?ID=-1>
30. **Glossary**. Foundation Center. [http://fdncenter.org/learn/ufg/ufg\\_gloss1.html](http://fdncenter.org/learn/ufg/ufg_gloss1.html)
31. **Glossary of Grant Terms**. Oakton Community College.  
<http://www.oakton.edu/resource/coldev/process/Terms.htm>
32. **Glossary of Terms**. Fidelity Charitable Gift Fund.  
[http://www.charitablegift.org/basics\\_glossary.shtml](http://www.charitablegift.org/basics_glossary.shtml)
33. **Grantwriting Glossary of Terms**. Marywood University.  
<http://www.marywood.edu/orcc/glossary.htm>
34. **Understanding Financial Terms**. The Robertwood Johnson Foundation.  
<http://www.rwjf.org/grantee/financialGlossary.jhtml>

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## ADDITIONAL RESOURCES

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### Funding Information Sources

- **Dialog Corporation**  
Corporation Headquarters  
11000 Regency Parkway, Suite 10  
Cary, NC 27511  
(800) 3-DIALOG (North America)  
<http://www.dialog.com>

*The Dialog Information Retrieval Service* provides online access, *for a fee*, to more than 450 databases with subject coverage of a wide range of disciplines. The databases include statistical data, bibliographic citations, abstracts, and full-text products. The Dialog include information on funding programs include the *Foundation Grant Index*, the *Grants Database*, and the *Foundation Directory*.

- **The Foundation Center**  
79 Fifth Avenue/ 16th Street  
New York, NY 10003  
(800) 424-9836  
<http://www.fdncenter.org>

*The Foundation Center* provides up-to-date information on foundation and corporate giving. Its national collections are located in Washington, DC and New York, NY. At both locations, grantseekers have free access to core Center publications plus a wide range of books, periodicals, and research documents relating to foundations and philanthropy. The Center's website contains many useful funding information resources. The Foundation Center provides both CD-ROM and online subscription access to the *Foundation Directory Online*, Providing access to more than 77,000 grant makers.

- ***Grants Database***

Greenwood Publishing Group, Inc.  
88 Post Road West, P.O. Box 5007  
Westport, CT 06881-5007  
(800)-225-5800  
<http://www.greenwood.com>

*Grants* provides information on more than 10,000 available grants offered by federal, state, and local government, commercial organizations, associations, and private foundations. Each entry includes full description, qualification, money available, and renewability. Full name, address, and telephone number for each sponsoring organization, if available, are also included. The Grants database corresponds to the print publications *Directory of Research Grants*, *Directory of Biomedical and Health Care Grants*, *Grants in the Humanities*, *Funding Sources for Community and Economic Development*, *Funding Sources for K-12 Schools and Educational Organizations* and *Operating Grants for Nonprofit Organizations*. The *Grants Database* is available from DIALOG online on a fee-based subscription service.

### **Grant Writing Publications**

1. *Asking for Money*. The Grantsmanship Center. Los Angeles: TGCI.  
  
Brief guide on how to approach face-to-face situations in fund raising.
2. *Best of Both Worlds: Winning Government Funding for Commercial Product Development under the Small Business Innovation Research Program*. Wellesley Hills, MA: SPHINX Technologies, 1994. 245 p.

Presents an overview of the SBIR and STTR programs. Includes topics formulating a winning technical proposal, preparing a cost proposal, and managing your SBIR project.

3. ***Earning More Funds: Effective, Proven Fundraising Strategies for Every Nonprofit Group***. Chip & Ralfie Blasius. Fort Wayne, IN: B.C. Creations, 1995. 180 p.

Provides an overview of several tested fundraising strategies.

4. ***Finding Funding: Grant Writing From Start to Finish, Including Project Management and Internet Use***, 4th ed. Ernest W. Brewer, Charles M. Achilles, and Jay R. Fuhriman. Thousand Oaks, CA: Corwin Press, 2001. 392 p.

Introduces where to look for government grants and how to write proposals. Describes the steps involved with implementing, conducting, and following a project through to completion.

5. ***Finding Funding: The Comprehensive Guide to Grant Writing***, 2nd ed. Daniel M. Barber. Long Beach, CA: Bond Street Publishers, 2002. 287 p.

Appropriate for the beginning grant writer or the experienced fund seeker. Covers every aspect of the grant process.

6. ***The Foundation Center's Guide to Proposal Writing***. Foundation Center. New York: The Center. Updated regularly.

Provides guidance on every aspect of proposal preparation and follow-up. It gives a step-by-step approach; provides actual sample proposals, cover letters, project descriptions and budgets; and covers information on current trends in grantmaking and the proposal review process.

7. ***Foundation Fundamentals: A Guide for Grantseekers***. New York: Foundation Center. Updated regularly.

Includes basic procedures of grant application and a complete overview of the grant-making process and points the user to appropriate funding sources.

8. ***Fund Raising Basics: A Complete Guide***, 2nd ed. Barbara Kushner Ciconte and Jeanne G. Jacob. Gaithersburg, MD: Aspen Publishers, 2001.

Offers a comprehensive view of fund raising. It covers the basics, such as the vocabulary of fund raising; trends; case studies; diverse approaches; and real life examples. It is written for both development staff and novice fund raisers.

9. ***Fundraising Ideas: Over 225 Money Making Events for Community Groups, with a Resource Directory***. Janell Shride Amos. Jefferson, NC: McFarland & Company, 1995. 148 p.

Provides a brief description of the event, helpful planning tips and creative suggestions, notes about the type of workers and tools needed to ensure success, cross- references to related ideas, and resource recommendations.

10. ***Grant Application Writer's Handbook***, 4th ed. Liane Reif-Lehrer. Sudbury, MA: Jones & Bartlett Publishers, 2004. 416 p.

Introduces several tips and tricks for every aspect of the fund raising process. There are sections about proposal writing, as well as following up your requests for funding.

11. ***Grantwriting, Fundraising, and Partnerships: Strategies that Work!*** Karen B. Ruskin, Charles M. Achilles. Thousand Oaks, CA: Corwin Press, 1995. 200 p.

Helps schools identify funders, describe the school setting with effective catchwords, market the grant proposal, and develop relationships with community businesses.

12. ***Handbook for Writing Proposals***. Robert J. Hamper and L. Sue Baugh. Lincolnwood, IL: NTC/Contemporary Publishing Group, 1995. 209 p.

Reviews steps involved in choosing the right project to bid on, conducting research, and producing documents to follow up the project. It also has samples from every stage of the process, including helpful graphics.

13. ***The "How To" Grants Manual: Successful Grantseeking Techniques for Obtaining Public and Private Grants***. David. G. Bauer. 5th ed. Westport, CT: Praeger Publishers. 2003.

Describes how to organize the grantseeking process, discusses proposal development, and describes how to research funding sources.

14. ***Keys to Successful Funding: A Small Community Guide to Federal & Foundation Resources***. Hamilton Brown, Nancy Stark, Dennis Reader. Washington, DC: National Center for Small Communities, 1999. 96 p.

Focuses on federal grants for small towns and rural areas, especially in the areas of infrastructure rebuilding and economic development. It also offers a section on grant proposal writing.

15. ***Practical Guide to Planned Giving***. Taft Group. Farmington Hills, MI: Taft Group.

Includes basic information on marketing and running a planned giving program, describes planned giving options and explains the advantages and disadvantages

of each, lists additional information sources, and discusses tax laws related to planned giving.

16. ***Program Planning & Proposal Writing***. Expanded Version. TGCI. Los Angeles: TGCI. 48 p.

Offers a basic introduction to the fundamentals of proposal writing.

17. ***Proposal Planning & Writing***. 3d ed. Lynn E. Miner, Jeremy T. Miner. Westport, CT: Greenwood Press, 2003. 216 p

Features a concise, straightforward, and topical approach to grant seeking. It identifies print and non-print foundation, corporate, and federal funding resources. Charts, outlines, and proposal examples are included.

18. ***Proposal Writer's Guide***. 2nd ed. Michael E. Burns. New Haven: Development and Technical Assistance Center, 1993. 64 p.

Provides quick information on proposal writing.

19. ***Raising Money from Grants and Other Sources Success Kit***. Tyler G. Hicks. Merrick, NY: International Wealth Success, Inc., 1998-9.

Collection of seven books on fundraising.

20. ***Successful Fundraising for Arts and Cultural Organizations***. 2nd ed. Karen Brooks Hopkins and Carolyn Stolper Friedman. Phoenix, AZ: Oryx Press, 1997. 280 p.

Focuses on corporate sponsorship, but also covers endowment campaigns. Includes statistics, examples, and many types of sample documents and forms.

21. ***Winning Grants Step by Step: The Complete Workbook for Planning, Developing, Writing Successful Proposals***, 2nd ed. Mim Carlson. San Francisco: Jossey-Bass Publishers, 2002.

Structured Exercises both government and private foundation proposals guide the reader of through the entire proposal writing process. The exercises are for .

## Foundation Directories

For *health-related* funding sources, see the following Rural Information Center publications:

- *Rural Health Services Funding: A Resource Guide* at <http://www.nal.usda.gov/ric/ricpubs/healthguide.htm>
- *Capital Assistance Funding: A Rural Health Resource Guide* at <http://www.nal.usda.gov/ric/richspub/capasist.htm>
- *Rural Health Funding Sources: National Foundations* at <http://www.nal.usda.gov/ric/richs/foundat.htm>

The following directories are divided into subject categories for easier access. Directories that cover the entire range of grant givers are listed under the heading: *General*.

### *Arts and Humanities*

1. *Arts Funding: An Update on Foundation Trends*. New York: Foundation Center. Updated regularly.

Analyzes grantmaking and grantmakers in arts and culture, allowing the user to determine how and where to find the best funding opportunities.

2. *Directory of Grants in the Humanities*. Westport, CT: Oryx Press. Updated annually.

Contains nearly 4,000 entries with information on private, government, and corporate grants available for projects in the arts and humanities. Include a guide to proposal planning and writing.

3. *National Guide to Funding in Arts and Culture*. New York: Foundation Center. Updated regularly.

Includes descriptions of foundations and corporations that support arts and culture and advice on researching them. A partial listing of areas includes theaters, museums, archeology projects, orchestras, and dance groups.

### *Building, Construction, and Technology*

4. *Directory of Building and Equipment Grants*. Richard M. Eckstein. Loxahatchee, FL: Research Grant Guides, Inc.

Includes over 5,000 funding entries covering grants for building, equipment, and renovation.

5. ***Directory of Computer and High Technology Grants***. Loxahatchee, FL: Research Grant Guides, Inc.

Includes over 500 foundations that provide funding for computers and technological equipment are profiled.

6. ***National Guide to Funding for Information Technology***. New York: Foundation Center. Updated regularly.

Covers grantmakers of awards for projects in computer science, engineering and technology, telecommunications, and related fields of information technology.

### ***Disabilities***

7. ***Directory of Grants for Organizations Serving People with Disabilities***. Loxahatchee, FL: Research Grants Guides, Inc.

Contains information on more than 800 foundations and 2,700 grant entries. Indexed by subject categories.

8. ***Financial Aid for Persons with Visual Impairments***. El Dorado Hills, CA: Reference Service Press. Updated regularly.

Describes nearly 200 programs that offer financial aid to persons with visual impairments. Available in regular and large print versions.

9. ***Financial Aid for the Disabled & Their Families***. El Dorado Hills, CA: Reference Service Press. Updated regularly.

Describes scholarships, fellowships, loans, grants, awards, and internships.

### ***Education***

10. ***The Distance Learning Funding Sourcebook: A Guide to Foundation, Corporate, and Government Support for Telecommunications and the New Media***. Arlene Krebs, ed. Dubuque, IA: Kendall/Hunt Publishing, 1998. 448 p.

Provides information about foundations, federal government programs, regional and local telephone companies, corporations, and contacts in the cable television industry.

11. ***Funding Sources for K-12 Schools and Adult Basic Education***. Westport, CT: Oryx Press. Updated regularly.

Covers grants/funding available for technology, arts in education, teacher development, career education, literacy, language and citizenship, and job-skills training for minorities, women, veterans, immigrants, and the disadvantaged.

12. ***Guide to Federal Funding for Education***. Washington, DC : Educational Funding Research Council. Updated quarterly

Includes information on funds available to state education agencies, school districts, colleges, and community groups. Each entry includes the program's purpose and goals, application procedures and deadlines, program restrictions, information about previous grant recipients, and contact information.

13. ***National Guide to Funding for Elementary and Secondary Education***. New York: Foundation Center. Updated regularly.

Profiles foundation support for elementary and secondary education projects.

14. ***National Guide to Funding in Higher Education***. New York: Foundation Center. Updated regularly.

Covers nearly 4,000 foundations and corporate programs that have previously awarded grants for higher-education projects and institutions.

### ***Elderly***

15. ***National Guide to Funding in Aging***. New York: Foundation Center. Updated regularly.

Covers funding programs of state and federal agencies, foundations, and nonprofit organizations that support programs for the elderly.

### ***General***

16. ***America's New Foundations***. Farmington Hills, MI: Taft Group. Updated annually.

Provides details on private, corporate, and community foundations created since 1988. Includes listing of grants.

17. ***Annual Register of Grant Support: A Directory of Funding Sources***. New Providence, NJ: R.R. Bowker.

Lists thousands of United States and foreign grant sources. It includes foundations, corporate giving programs, federal agencies, education associations,

professional associations, church organizations, and social-service agencies. Includes contact information; type and amount of each grant; application instructions and deadlines; and eligibility requirements.

18. ***Corporate Giving Directory***. Farmington Hills, MI: Taft Group. Updated annually

Offers profiles of the 1,000 largest corporate foundations and corporate charitable giving programs.

19. ***The Directory of Corporate and Foundation Givers***. Farmington Hills, MI: Taft Group. Updated annually.

Profiles over 8,000 private foundations that have assets of at least \$1.8 million or that distribute at least \$250,000 annually in grants, describes 3,900 corporate giving programs, and gives details on nearly 50,000 actual grants. Customized versions are available on diskette and magnetic tape.

20. ***Directory of Operating Grants***. Loxahatchee, FL: Research Grant Guides, Inc. Updated annually.

Profiles more than 640 foundations and includes 4,000 funding entries in the following categories: AIDS, animal welfare, community funds, culture, disabled, education, elderly, environment, health, hospitals, minorities, recreation, religion, social welfare, universities, women, and youth.

21. ***Foundation 1000***. New York: Foundation Center. Updated regularly.

Profiles the largest 1,000 grant makers listed in The Foundation Directory. It also includes extensive lists of grants the donors have made in the past.

22. ***The Foundation Center's Guide to Grantseeking on the Web***. New York: Foundation Center. 2003. Approx. 800 p.

Includes an introduction to the World Wide Web and a structured guide through Web-based grants resources. Provides abstracts of 200+ Web sites; profiles of searchable databases; and lists of government resources, online journals and newsletters, and interactive services.

23. ***The Foundation Directory***. New York: Foundation Center. Updated annually.

Provides information, arranged by state, on over 10,000 U.S. grantmaking foundations that hold assets of at least \$2 million or that award grants totaling \$200,000 or more annually. Information is included for more than 200 specific subject areas.

24. ***Foundation Directory Part 2: A Guide to Grant Programs \$50,000-\$200,000.*** New York: Foundation Center. Updated annually.

Provides information, arranged by state, on the second 10,000 U.S. grantmaking foundations that award grants totaling \$50,000 to \$200,000 annually. Information is included for more than 200 specific subject areas.

25. ***Foundation Yearbook: Facts and Figures on Private and Community Foundations.*** New York: Foundation Center. Updated annually.

Presents an overview of recent trends in grantmaking and summarizes the history of the growth in foundation giving.

26. ***Foundation Grants Index.*** New York: Foundation Center. Updated annually.

An index of recently awarded grants, divided into subject areas, then broken down geographically. More recent updates are available in The Foundation Grants Index Quarterly.

27. ***Foundation Reporter: Comprehensive Profiles and Giving Analyses of America's Major Private Foundations.*** Taft Group. Farmington Hills, MI: Taft Group. Updated regularly.

Lists comprehensive profiles and analyses of America's major private foundations. It covers more than 1,000 leading foundations in the United States that have assets of at least \$10 million or that annually give a minimum of \$500,000. It is indexed by state, and by type and location of grant recipient.

28. ***Government Assistance Almanac.*** Detroit, MI: Omnigraphics, Inc. Update annually.

Includes more than 1,500 federal domestic assistance programs and includes coverage of grants, loans, fellowships, and scholarships.

29. ***The Grants Register.*** New York: Palgrave Macmillan. Updated annually.

Describes assistance available, from government agencies and organizations, for professional or advanced vocational training and for students above the graduate level. Includes scholarships, fellowships, research grants, grants-in-aid, artistic or scientific project grants, professional awards, and vocational awards.

30. ***Guide to Federal Funding for Governments and Nonprofits.*** Washington DC: Thompson Publishing Group. Updated regularly.

Includes a primer on the federal grants process, descriptions for hundreds of federal programs, contact information, and information on online resources.

31. ***National Directory of Corporate Giving***. New York: Foundation Center. Updated regularly.

Provides information on over 2,800 company-sponsored foundations and more than 900 direct corporate giving programs.

32. ***National Directory of Nonprofit Organizations***. Farmington Hills, MI: Taft Group. Updated regularly.

Comprehensive resource aid to locating funding from charitable organizations of all varieties. Volume 1 covers organizations with annual revenues of over \$1 million. Volume 2 covers organizations with annual revenues between \$25,000 and \$99,999. Additional indexes allow users to locate organizations by activity and geographical location.

33. ***National Guide to Funding for the Environment & Animal Welfare***. New York: Foundation Center. Updated regularly.

Provides information on over 2,900 foundations that support for those working on projects involving the environment or animal welfare.

34. ***The PRI Directory: Charitable Loans and Other Program-Related Investments by Foundations, 2nd ed.*** New York: Foundation Center, 155 p. 2003.

Lists leading PRI(program-related investing) providers and includes tips on how to seek out and manage PRIs. PRIs have been used to support community revitalization, low-income housing, microenterprise development, historic preservation, human services, and more.

35. ***Who Gets Grants: Foundation Grants to Nonprofit Organizations***. New York: Foundation Center. Updated regularly.

Allows grantseekers to pinpoint typical funding sources for organizations similar to their own. Indexed by subject areas and by locale within each subject area.

### ***Government, Community, and Economic Development***

36. ***Funding Sources for Community and Economic Development***. Westport, CT: Oryx Press. Updated regularly.

Includes funding for capital construction, equipment, travel, outreach, and ongoing support for community programs and projects.

37. ***National Guide to Funding for Community Development***. New York: Foundation Center. Updated regularly.

Profiles more than 2,600 programs and focuses on grantmakers that have contributed to economic development projects. Examples include housing construction and rehabilitation, community groups, and employment and vocational training programs.

38. ***Foundation Grants to Individuals***. New York: Foundation Center. Updated regularly.

Includes opportunities for support in education, the arts and culture, and research, and grants for company employees, professionals, and others. Also includes prizes and awards, and grants by nomination. Indexed by subject area, types of support, geographic area, sponsoring company, educational institution, and grantmaker name.

### ***Libraries and Museums***

39. ***The Big Book of Library Grant Money, 2004/2005***. Prepared by the Taft Group for the American Library Association. Chicago, IL: The Association, 2004.

Includes library-specific funding programs from the broader, more expensive funding directories.

40. ***The Big Book of Museum Grant Money***. American Association of Museums. Washington, DC: The Association, 1996. 896 p.

Profiles 3,000 private sector funders that have contributed to museum programs.

41. ***Libraries and Information Services Grant Guide***. New York: Foundation Center. Updated regularly.

Describes foundation grants of at least \$10,000 awarded for library and information services.

42. ***National Guide to Funding for Libraries and Information Services***. New York: Foundation Center. Updated regularly.

Lists approximately 800 funding sources for libraries and information services.

### ***Minorities***

43. ***Financial Aid for African Americans***. El Dorado Hills, CA: Reference Service Press. Updated regularly.

Describes scholarships, fellowships, loans, grants, awards, and internships.

44. *Financial Aid for Asian Americans*. El Dorado Hills, CA: Reference Service Press. Updated regularly.

Describes funding opportunities for Asian Americans.

45. *Financial Aid for Hispanic Americans*. El Dorado Hills, CA: Reference Service Press. Updated regularly.

Describes funding opportunities for Hispanic Americans.

46. *Financial Aid for Native Americans*. El Dorado Hills, CA: Reference Service Press. Updated regularly.

Describes funding opportunities for Native Americans, Alaskans, and Pacific Islanders.

### ***Religious Organizations***

47. *Fund Raiser's Guide to Religious Philanthropy*. Farmington Hills, MI: Taft Group. Updated regularly.

Includes over 500 corporate and private philanthropies who have recently awarded grants for religious causes.

48. *National Guide to Funding in Religion*. New York: Foundation Center. Updated regularly.

Provides information on more than 8,400 corporate giving programs and foundations that provide funding for programs sponsored by organizations affiliated with religion. Includes contact information, application requirements and deadlines, and descriptions of recently-awarded funds.

### ***Research***

49. *Directory of Research Grants*. Westport CT: Oryx Press. Updated regularly.

A comprehensive guide to research funding from foundations, private sources, state and local organizations, and federal sources.

### ***Social Services***

50. *Directory of Social Service Grants*. 2nd ed. Loxahatchee, FL: Research Grant Guides, Inc, 1998.

Profiles more than 900 foundations that offer grants to disadvantaged groups and special populations. Examples of subject categories include child welfare, the disabled, the elderly, family services, food banks, substance abuse, and women.

51. ***Fund Raiser's Guide to Human Service Funding***. Taft Group. Farmington Hills, MI: Taft Group. Updated.

Profiles more than 1,850 leading private and corporate foundations that provide support for human service organizations. Cites potential funding sources for programs for the elderly, homeless, disabled, children, family, and for other human service programs.

52. ***National Guide to Funding for Children, Youth, and Families***. New York: Foundation Center. Updated regularly.

Includes data on foundations and corporate direct giving programs that award grants for programs designed to benefit children, youth, or families.

### ***Veterans***

53. ***Financial Aid for Veterans, Military Personnel, and Their Dependents***. El Dorado Hills, CA: Reference Service Press. Updated regularly.

Describes scholarships, fellowships, loans, grants, awards, and internships set aside specifically for veterans, military personnel, and their families.

### ***Women***

54. ***Directory of Financial Aids For Women***. El Dorado Hills, CA: Reference Service Press. Updated regularly.

Aids in locating fellowships, awards, grants, internships, loans, and scholarships for women.

55. ***National Guide to Funding for Women and Girls***. New York: Foundation Center. Updated regularly.

Profiles foundations and corporate giving programs that award grants to programs designed to benefit women and girls. Funding is available for education programs, health clinics, shelters for abused or homeless women, girls' clubs, employment programs, and in other subject areas.

## Newsletters

1. ***Aid for Education Report.*** Silver Spring, MD: CD Publications. Semi-monthly.  
  
Provides information, including application deadlines and eligibility, on private and public funding sources for all levels of education, programs, and services related to aging. Indexed by subject, location, and type of organization supported.
2. ***Charity Rating Guide and Watchdog Report.*** Chicago: American Institute of Philanthropy. Quarterly.  
  
Reviews charities and foundations based on factors such as percentage of total expenses spent on charitable programs. Monitors regulations affecting charities and news about fraudulent programs.
3. ***Children and Youth Funding Report.*** Silver Spring, MD: CD Publications. Semi-monthly.  
  
Covers grants (foundation, private, and federal) available for child and youth programs. Includes news coverage that affects organizations that work with adolescents.
4. ***The Chronicle of Philanthropy.*** Washington, DC: The Chronicle. Bimonthly.  
  
Contains news articles, a listing of new grants, summaries of foundation annual reports, book reviews, software reviews, an event date book, and other philanthropic information.
5. ***Corporate Giving Watch.*** Farmington Hills, MI: Taft Group. Twelve issues per year.  
  
Provides up-to-date information on corporate funding. Covers trends in corporate philanthropy, new grants, funding program changes, statistics, information sources, and other topics.
6. ***Corporate Philanthropy Report.*** Alexandria, VA: Capitol Publications. Monthly.  
  
Provides spotlights on philanthropy by industry or issue.
7. ***Development Director's Letter.*** Silver Spring, MD: CD Publications. Monthly.  
  
Contains grantseeking tips and fundraising strategies to help nonprofit and government administrators gain additional support for programs in health care, education, family services, child welfare, crime prevention, and other critical areas.

8. ***Disability Funding Week***. Silver Spring, MD: CD Publications. Semi-monthly.  
  
Provides details on funding opportunities for persons with disabilities, including grants for housing, transportation, rehabilitation, research, special education, and more.
9. ***Federal Assistance Monitor***. Silver Spring, MD: CD Publications. Semi-monthly.  
  
Contains reviews on federal funding information, private grants, and legislative actions that affect community programs such as education and health.
10. ***Federal Grants & Contracts Weekly***. Washington, DC: Capital Publishing Group. Weekly.  
  
Highlights notices from the *Federal Register* and the *Commerce Business Daily* and contains information on federal grants and contracts related to research, training, and services.
11. ***Foundation Giving Watch***. Farmington Hills, MI: Taft Group. Twelve issues per year.  
  
Covers foundation funding, including foundation giving trends, grant programs, and new foundations. Include new grant-related resources and publications, as well as information on private foundation grantmaking trends.
12. ***Foundation Grants Index Quarterly***. New York: Foundation Center. Quarterly.  
  
Covers more than 5,000 recently awarded grants. Includes updated information on grant makers and on recent publications such as annual reports and newsletters produced by corporate giving programs, foundations, and grant-maker associations.
13. ***Foundation News & Commentary***. Washington, DC: Council on Foundations, Inc. Bimonthly.  
  
Profiles private foundation funding programs and discusses trends in giving.
14. ***The Local/State Funding Report***. Washington, DC: Government Information Services. Fifty issues per year.  
  
Focuses on grants and funding information for state and local governments, non-profits, and community groups. Keeps readers abreast of federal regulations and new and existing programs and features selected announcements from the *Federal Register* and *Commerce Business Daily*.

15. **Responsive Philanthropy.** Washington, DC: National Committee for Responsive Philanthropy (NCRF). Quarterly.

Includes information on trends in philanthropic giving to racial and ethnic, women's, low-income, and other social justice movements.

16. **Taft Monthly Portfolio.** Farmington Hills, MI: Taft Group. Twelve issues per year.

Contains articles on fundraising, with cases studies and surveys, especially aimed at non-profits.

*This publication contains material that is considered accurate, readable, and available. The opinions expressed in this publication do not necessarily reflect the views of the United States Department of Agriculture. Inclusion of publications, software, and databases in this publication does not imply product endorsement. Last Modified: Sep. 19, 2005*

**SOURCE:**

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**USDA, Rural Information Center  
National Agricultural Library  
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Beltsville, MD 20705-2351  
[ric@nal.usda.gov](mailto:ric@nal.usda.gov)  
1-800-633-7701**

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# **Tip Sheet on Characteristics of CSREES Award-Winning Grants**

**Stephanie Koziski, USDA-CSREES, 2006 (Now NIFA)**

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## General Proposal Writing Recommendations

- Familiarize yourself with and follow all guidelines in the Request for Applications (RFAs) or a Notice of Funds Availability—NOFA). Follow the outline in the RFA, using titles and sub-titles that match those in the RFA.
- Check to be sure your proposal idea supports the agency mission and fits within the RFA program priorities – consider the relevance of your project to the program priorities and whether expected short-term and/or long-term impacts relate directly to the program goals.
- Review abstracts of recently funded projects in programs where you want to apply. Consider obtaining a successful proposal to study from a colleague. *(Note: asking a federal agency for a copy of a funded project involves a Freedom of Information Act request and sanitizing the proposal of proprietary information, which takes time.)*
- Make sure your project addresses relevant programmatic issues of concern in the food and agricultural sciences and related fields and that you can provide a specific solution to a specific problem.
- Develop your project to potentially serve as a model for State, regional, multi-institutional, national or world-wide programs.
- If your proposal idea is high risk, describe the risk, design a project for high potential impact, and include plans for all contingencies. Provide sufficient information to convince the peer review panel and the funding agency that you have a well designed and timely project with a potential for success.
- Prepare a well written proposal that flows from clearly stated objectives, contains well described activities, and is, therefore, easily understood.
- When preparing a proposal summary, include only highlights of the most essential points of your proposal and give the reviewers a clear understanding of what it is you plan to accomplish. Include overall project goals and supporting objectives, plans to accomplish those objectives, and a statement of the relevance of the project to the goals of the agency.
- Ask your colleagues and partners to do a critical review of your proposal before submission.

- Call the “program contact” (specified in the RFA) when you have questions.
- Obtain all necessary signatures, complete all required paperwork and forms, and submit the proposal using the correct method to be received by the funding agency ***on the deadline specified*** in the RFA.

### Preparing Your Project Description

- The title of your proposal should “describe” what the program outcome will be. Use action words like “reducing,” “improving,” “assuring,” “decreasing,” or “enhancing.” *Example: “Decreasing the Incidence of Diabetes through Diet Change.”*
- The “Situation Statement” should reflect the local, regional or national problem or issue that needs to be addressed. Include documentation about what has already been done, what needs to be done in the future, and how your proposal will address unmet, or unique, needs.
- Clearly state the project’s goals and objectives. Present these in a way that is practical, logical, sequential, realistic and appropriately designed to achieve expected outcomes. Be sure your objectives are well developed and are attainable within the time and manpower allotted to accomplish the work. Relate elements of your proposal back to your goals and objectives, demonstrating how you intend to meet them.
- Provide a well designed project approach and identify all project plan facets. If you plan to implement an integrated (one that combines research, education and/or extension) project, clearly describe all elements of your project. (See [http://www.csrees.usda.gov/funding/integrated/integrated\\_resources.html](http://www.csrees.usda.gov/funding/integrated/integrated_resources.html) for guidance.)
- Clearly state expected outcomes and impacts.
- Provide a thorough, explicit and reasonable timetable for each element of your plan of action, including start and end dates.
- Anticipate and address potential pitfalls, such as shortcoming of test results, technology or equipment failure, and unexpected personnel changes. Suggest ways to work around unexpected pitfalls and keep the project moving forward.
- Present a thorough and well designed evaluation plan. Describe how you plan to measure progress toward meeting your objectives. (Resources: “Enhancing Program Performance with Logic Models” at <http://www.uwex.edu/ces/lmcourse>. Context-Input-Process-Product (CIPP) Evaluation Model” at <http://www.wmich.edu/evalctr/checklists/cippchecklist.htm>.)

- Include, where appropriate, future plans for continuity and sustainability of the project beyond award period.
- Include resumes of key personnel and be sure they are current, well written, relevant, and show a track record of experience and qualifications required for the project. Explain who will do what, when, how, where and for how long. Provide a clear picture of how institution faculty and staff will be adequate to carry out the proposed project.
- Include a list of partners and clearly describe the role and planned contribution of each partnering agency or institution. Include partnerships with scientists and educators from other 1862, 1890 and 1994 land-grant institutions, other colleges and universities, federal and state governments and the private sector. Partnerships enhance the capabilities of the scientific/educational team.
- Include documentation of partnerships through letters attached to the proposal. The letters should describe the partner's intent and the value of the support offered specifically for the project.
- When requested in the RFA, include the objectives and the accomplishments toward meeting those objectives for projects previously funded. Previously funded proposals that are submitted to the same funding source for continuation and/or supplementation must include a progress report on the agree-upon objectives with accomplishments to date.
- Include a plan for dissemination of results, which may include an electronic mail system, Web pages and publications. Include plans to share results with the scientific and educational communities, stakeholders, partners, students, the public, etc.
- Eliminate redundant statements and information.
- Be selective in the information and documentation provided in the appendices – do not overload.
- Understand that reviewers will be using the evaluation criteria cited in the RFA to assign points to your proposal and evaluate it against other proposals received.

### Preparing Your Project Budget

- Refer to the RFA for allowable expenses. Know whether indirect costs are allowed and whether the RFA requires matching funds.
- Explain in detail in the budget narrative each budget entry and make sure per diem rates and other costs are reasonable for your area. Refer to the RFA for allowable expenses.
- Justify equipment needs. Explain how they are necessary for the successful completion of the project. Explain, if appropriate, how equipment would be used cooperatively in specific tasks and projects.

### Additional Recommendations for Proposals Containing a Research Component

- Clearly describe the significant problem or opportunity the research is designed to address and what investigators hope to accomplish.
- Clearly state hypotheses or research questions.
- Explain how the research project is likely to make a contribution to science and produce results of practical use with immediate real-life applications. These may include:
  - finding solutions to issues of a relevant or significant regional, national or international nature;
  - producing valuable data that addresses growing problems relating to human or animal health or the environment;
  - producing important economic benefits;
  - significantly increasing food safety;
  - increasing food security;
  - adding to nutritional policy or health;
  - helping an industry adopt a new cultural practice in the field of agriculture;
  - making a major contribution toward understanding a significant social problem.
- The experimental design should detail the hypotheses to be tested; for example, how human subjects, if used, will be recruited; how animal or plant subjects, if used, will be selected; what experiments will be conducted.
- Be aware of federal requirements regarding the protection of human subjects, the humane treatment of animals and monitoring the use of recombinant DNA.

- Clearly describe what is novel or innovative in the proposed approach; describe new techniques that may be cost-effective and lend themselves to research breakthroughs.
- Develop and describe quality control methods to address circumstances such as difficulty in obtaining certain data, assuring compatibility of data from different cooperators, and addressing potential experimental failures.
- Demonstrate an acute awareness of the local culture, environment and economics of the samples to be investigated.
- Include an appropriate literature review showing similar or comparative studies and briefly point out how your proposed research approach will take a unique turn for enhancement or innovation. Describe library and information retrieval services, as appropriate.
- Select an interdisciplinary team that possesses complementary qualifications and skills. Demonstrate that there is a proper mix of technical and scientific skills necessary for the research project to be undertaken. Include students in the project.
- Include a plan to transfer research results through Cooperative Extension and other channels (describe). Plan to report research results in scientific literature.

#### Additional Recommendations for Proposals Containing an Education Component

- Demonstrate that you have thoroughly identified ways to draw on the wealth of subject-matter disciplines, both on and off campus, to truly establish partnerships in developing course offerings. Show that a critical mass of faculty exists to staff programs envisioned in your proposal. Where appropriate, supplement course offerings with off campus experts.
- *If developing curriculum or a new degree program* – Present strong justification for the new curriculum or program. Include, if appropriate, a survey of potential employers and relate the development of the curriculum or program to employment trends. Include an advisory committee in the development process. Give specific class examples and times, identify the targeted audience, and provide dates for the expected graduates. Identify the training that will be provided and the range of scientific instruments that will be used by the students. Explain the extent of hands-on experience and what is expected of student output. Include plans for student presentations, such as oral presentations and posters, at major events.
- *If enhancing student recruitment and retention* – Clearly demonstrate how the project holds the potential for contributing a positive stimulus to attracting, graduating and placing students. Explain how the project will attract more

underrepresented graduates to a certain field. Provide information on previous graduates, such as the courses they took and employment they found.

- *If developing instruction delivery systems* – Make a strong case for the critical need for adequate data base systems in an information age. Draw on computer departments on campus. Describe the outreach implications of library enhancement.

#### Additional Recommendations for Proposals Containing an Extension Component

- Program objectives should be what you expect from your targeted audience and/or participants, not what you are developing to address the issue. These are referred to as “client-centered” or “client-based.” By formulating client-based objectives, you automatically establish a foundation that will facilitate sound evaluations no matter which evaluation model you use.
- Do not write your objectives without first considering the methods of evaluation. Consider three levels of outcome success that you might expect to produce from your project. First is the “learning level” or “knowledge gained.” This can be measured from delivering educational programming and conducting a survey after the activity to determine what the participants have learned. Next is the “behavior changed” level. This can be determined by observation and post-education surveys asking if the individuals changed their behaviors as a result of the activities in which they have participated. Finally, answer the “So What?” question. So what if the participants learned something and changed their behavior? Did this change in learning levels and change in behavior translate into solving the problem you identified?
- Include a complete description of your target audience, but avoid lengthy details that do not pertain directly to the individuals that will be the focus of your project.
- Include an advisory committee with broad community representation in the development of your proposal and throughout the implementation of your project.

#### Common Reasons for Low Ratings by Peer Review Panelists

- Project is of little or no relevance to CSREES mission and/or program priorities.
- The proposal contains insufficient preliminary data or evidence from literature.
- The writer does not follow RFA directions.
- The proposal exceeds the page limit. Fonts used are too small because writer tries to fit as much information as possible on the applications forms, making the proposal more difficult for reviewers to read.

- The proposal is poorly written; objectives and/or hypotheses are unclear.
- The proposal duplicates previous work or is not innovative.
- Methodology is inappropriate or too vague.
- The proposal contains a weak evaluation plan.
- The proposal contains a poor progress report or summary of results from previous funding.
- The proposal is not as exciting as other proposals (i.e., it may be worth funding, but funds have run out).

*Note:* Talk with the program director/leader to discuss reasons for proposal rejections. Ask if it would be worthwhile for your institution to resubmit the proposal for future funding. Some applicants resubmit a proposal – *which they have taken care to revise to address peer reviewers' comments* – several times before the proposal receives funding. So don't give up if your first proposal is not recommended for funding!

#### Additional Suggestions

Attend CSREES'S grantsmanship workshops – some scholarships are provided (See <http://www.csrees.usda.gov/business/training/cpworkshops.html> for details).

Also, volunteer for peer review panels and get an inside look at how proposals are evaluated. To be considered as a potential reviewer, send an e-mail message with the name of your department, institution, organization, or business and area(s) of expertise (limit to 4 or 5 keywords) to [newreviewer@csrees.usda.gov](mailto:newreviewer@csrees.usda.gov).

*(Developed by Stephanie Koziski (202-205-4490, [Stephanie.Koziski@usda.gov](mailto:Stephanie.Koziski@usda.gov)), Joan Gill (202-720-6487, [jgill@csrees.usda.gov](mailto:jgill@csrees.usda.gov)) and Saleia Afele-Faamuli (202-720-0384, [sfaamuli@csrees.usda.gov](mailto:sfaamuli@csrees.usda.gov)), with input from Mark Bailey, USDA-Cooperative State Research, Education and Extension Service.)*

*August 2006*

# Tips to Writing a Successful Proposal

## James Hill, Sustainable Agriculture Research and Education Program and Fort Valley State University, Fort Valley, Georgia

- 1.) **Follow the rules** in the Call for Proposals. Use 12 point font. Don't include anything not requested in this Call for Proposals.
- 2.) **Develop clear goals.** Whether you are trying to solve an insect pest problem, conduct a marketing project or do something no one's even thought of yet, **simple and clear goals** let the reviewers know **WHAT** your goal is. Then—as they read your application—they can see **HOW** you are going to reach your goal.
- 3.) **Plan ahead on how to accomplish your project.** Think about the details before you fill out the proposal. If you are doing a research project and choose to use an experimental design, make sure the design is capable of yielding conclusive results. If you need help on a research design, include a cooperator with experience in on-farm research.
- 4.) **Measure your results.** Chances are you are going to measure something. So, whether it is crop yield, milk protein content, bigger tomatoes, increased market share for a cooperative, etc. make sure that what you are measuring will give you the information you need to tell if you have accomplished your objectives. If you take samples—for example, plants, or insects—make sure that your samples are representative of the whole field or plot.
- 5.) **Timing is everything.** Let the reviewers know **WHEN** you will be doing the things you plan to do. A **detailed** timetable lets them know that you have given this work some thought and that you have a clear idea of the time it will take.
- 6.) **Choose cooperators to complement your skills.** When you enlist the cooperation of people who have expertise in areas that you don't—research, marketing, outreach, whatever—they'll help you make your project better and increase your chances of receiving funding. **Pick your cooperators carefully, and make sure each one has the skills you need.**
- 7.) **Develop a clear outreach plan** to share what you learn from your project. Outreach activities can include field days, workshops, publications or any method to get results of your project to people who can use those results to practice sustainable agriculture.
- 8.) **Develop a realistic budget.** Please carefully itemize your expenses on the budget worksheet and enter your sub-totals for funds requested. Do this for each year funds are requested. Look at the sample budget (sample budget included in Producer, On-Farm and Sustainable Community CFP) Round the cents to the nearest dollar.

# Getting Grants: Ten Things You Gotta Do To Get Money

**Dr. Mark R. Bailey**  
USDA – CSREES (Now NIFA)  
Washington, DC

Foreword: The information presented in this presentation was prepared to assist those who have not had much experience and/or success in preparing and submitting proposals to various competitive programs, be they government sponsored, non-governmental organization sponsored, or other entities who may sponsor such programs. The presentation is generic in the sense that it lays out a number of principles, recommendations and “hints” that are based on common sense and over 20 years of experience in research, research administration, integrated program leadership and extension competitive programs. The hints and recommendations are useful regardless of the type of grant program being considered or sponsoring organization. It goes without saying that there is no guarantee of successfully submitting and receiving a grant if all the principles, hints and suggestions are followed, but at the same time, the information presented should not be cause for any proposal to be rejected. MRB

## **Ten Things You Gotta Do To Get Money:**

The following recommendations provide a logical approach to organize one’s activities and thoughts while going about the process of preparing a proposal for submission to a grant program.

1. Find the program right for you and your idea
2. Become a “student” of the RFA/ RFP/NOFA (Request for applications; Request for Proposals; Notice of Funds Availability)
3. Develop a calendar of key proposal preparation and submission events
4. Understand criteria used to evaluate your proposal
5. Write the proposal logically and clearly
6. Develop a plan by which you will evaluate your project against expected outcomes
7. Prepare budget with strong justification-a budget narrative
8. Know about the review process and your reviewers
9. Fill out forms completely and correctly
10. Schedule enough time when you are “finished” for others to provide an honest and objective critique and for administrative requirements; Send to arrive on time

**General Rules of the Game:** Before getting into the things you need to do to get money, it is important that anyone contemplating preparing and submitting a proposal ensure that their idea incorporated the following before they begin preparing a proposal. Can you meet the following tests with regard to your proposal?

- Is your idea **appropriate** to the program to which you wish to apply to?
- Is your idea **relevant** to the purposes of the funding program?
- Are you and your organization **eligible** to even apply (some programs are limited to particular target groups or organizations?)

- Have you **obtained and read** program materials (if not, how will you answer these questions)?
- Have in your mind an **exciting and informative** project description for the program manager and reviewers
- Are you **aware** of what forms and other paperwork is required as part of your proposal?
- Do you know what the **deadlines** and time frames are of the program? Can you get everything done in time?
- Do you feel **comfortable** calling the program manager or director with questions?

### **Finding the Right Program -- WHICH PROGRAM?**

Many Federal and State agencies and other organizations may have an array of various programs? The National Science Foundation, the National Institutes of Health, and the National Research Initiative have numerous programs they sponsor. The Cooperative State Research, Education and Extension Service also has a number of other programs that are not research based, such as the Community Food Projects Program, The agricultural risk Management education Program, the SARE Program, and others. The US Department of Agriculture with its many agencies has many funding opportunities. Does your idea fit the aim of the program you are thinking about applying to?

- Agriculture and Food Research Initiative (AFRI-NIFA)
- Federal-State Marketing Improvement Program (FSMIP-AMS)
- Capacity Building (NIFA Higher Education Programs)
- Community Food Projects (NIFA)
- Challenge Grants (NIFA Higher Education Programs)
- Integrated Programs (NIFA-research, extension or combinations thereof)
- Small Business Innovation Research Program (Government-wide, including NIFA)
- Multicultural Scholars Program (NIFA-Higher Education Programs)
- Agricultural Risk Management Education Program (NIFA and the Risk Management Agency, USDA)

### **Finding the Right Program for You and Your Idea**

How do you find out about all of these programs?

- Network - talk to friends, , colleagues, university folks- Ask them what they know about available funding programs and whether your idea fits
- Examine some RFA's even if they are a year or two old...programs rarely change significantly year-to-year – Does your idea fit somewhere?
- When you think you've found the right program for your idea or project, get the most recent Request for Applications
- In the RFA – Check on eligibility...BUT not totally critical; doesn't matter who gets the grant as long as you get some bucks, right? Partnering goes a long way here and actually many programs have partnerships and collaborators as important

- parts of their evaluation criteria; If you or your organization are not eligible, then work with someone who is eligible
- Outline main purposes of the program-determine where your idea fits in; Mainstream? Or is it on the fringe? This increases the challenges!
  - Find out where the abstracts of previously funded projects are...great source of information (most are now on line...somewhere)
  - Call the program contact and discuss your ideas relative to the program in which you think it fits
  - If your idea is covered but does not appear mainstream, you've got a big challenge-competition is tough and tight, and being on the periphery of a central theme or major program goal does not help you
  - Eligibility-do not waste your time if you are not eligible? Your proposal will be sent back or trashed. Call the program contact if you are not sure.
  - Deadline Dates: receive date vs. transmittal (postmark) date (most programs now use receipt dates). If your proposal is late without any mitigating circumstances, it will be sent back or trashed.
  - Indirect Costs - allowed? Limits? Talk to your office of sponsored programs or call the program contact and discuss.
  - Is a Funding Match Required? Critical...if a match is required and you have none, guess what?
  - Major Goal of Purpose(s) of the Program – will you be addressing it?

### **Become a “student” of the RFA**

The Request for Applications (RFA; Notice of Funds Availability – NOFA; Request for Proposals - RFP) is the key document that provides all the information you need to develop, organize, and prepare your proposal. Most include a format outline as well as evaluation criteria.

- You gotta understand the main purposes of the program BEFORE you begin your proposal – that is usually upfront in the RFA!
- Does your idea fit within the main purposes?
- Do not waste time applying to the wrong program...square pegs do not fit in round holes
- Never hesitate to call the program contact-there is always a point of contact in every RFA; if the program contact says your idea fits, then it is up to you to properly represent that idea in your proposal
- Once you are pretty sure your idea fits, then the fun begins, the drudgery, the toil, the work, the boredom, the challenge!!!
- The RFA holds the info you need to prepare a competitive proposal
- Directions, outline, evaluation criteria, deadlines
- Know the RFA forward and backward...if something is confusing, who do you call? The program contact
- Most RFAs contain directions as to how to prepare a proposal, often times including a topical outline
- Use this topical outline also for your Table of Contents format

- If no outline, look at the evaluation criteria, for these often give good hints as to what folks are looking for and their relative importance
- By becoming a student of the RFA you become seeped with understanding the key components of the program – its goals and areas of emphasis
- Your proposal will (better) reflect the key components in a logical, coherent way
- Reviewers first read the proposal summary to see if the proposal fits within the program; so your project summary is one of the most important paragraph(s) you will write

### **A Calendar of Events is your Friend**

A calendar can help you organize your work schedule. Note the following:

- Deadlines ARE NOT MADE to be broken
- A deadline is a deadline is a deadline-no flexibility here!
- “Back plan” two-three weeks from the deadline noted in the RFA - that is when your proposal writing needs to be done
- Establish a non-revocable “I am finished” deadlines for various sections of your proposal
- Allow 2-3 weeks for review by calloused, insensitive experts who could care less whether they hurt your feelings; also allow time for administrative review at your university or organization
- Develop a detailed outline of your proposal and establish time periods for each major section; crosscheck your outline with RFA instructions and evaluation criteria
- If you hurry a proposal, reviewers will see this and will raise questions about your scheduling and organizational skills...if they raise questions on these issues, they will not be kind

### **Criteria Used by Reviewers – Must Know**

Nearly all RFAs contain the criteria by which proposals will be judged. It is imperative that you understand and are familiar with the criteria, and their weights if they are so noted.

- RFA’s ordinarily contain a section on the criteria that will be used by reviewers to evaluate your proposal; if you don’t see such criteria, call the program contact
- Understand these criteria BEFORE you begin preparing your proposal
- Write them down; put them on mirrors, windows, desktops...get ‘em down good-these are a major guide for you
- Criteria often come with “weights” or percentages, or some other means of measure
- Provides you with great understanding as to where you really need to put your efforts
- Put yourself in the shoes of a reviewer, contemplating the evaluation criteria, and then reading your proposal

**Writing the Proposal – Logic and Clarity:** Easy to say, hard to do. This is hard and difficult work. Every word counts; Each sentence counts.

- Most Important 250 words (or other limitations as provided by the RFA you are working with) in the entire proposal: THE SUMMARY or ABSTRACT
- The summary or abstract captures the essence of your proposal – must be clear, concise, well articulated and logical – usually limited to half of what you “need” to write!
- Write the summary after everything else is completed; make sure it does what you need it to do – EXCITE YOUR REVIEWERS!!!!
- The summary is often the only item read by all reviewers
- The summary sets the tone for your proposal
- Organize the proposals around the RFA provided outline or evaluation criteria whichever is most logical
- Reviewers will at least know you read the RFA (in some proposal evaluation panels or sessions, the author has heard reviewers wonder out loud as to whether the applicant had actually read the RFA)
- Following the prescribed format makes reviewers happy and more generous: an easier to read proposal when compared to others gives the former a significant advantage (assuming of course the idea has relevance and legitimacy)
- Making reviewers work hard is like shooting one’s own foot...and that hurts!

REMEMBER THIS:

- You make reviewers work hard by not following directions and formats and that gives rise to one of many of Bailey’s idioms: **The degree to which you make a reviewer work hard decreases the probability of success exponentially**
- Be logical in proposal construction
  - Your background description establishes the need for your project and that it fits the program
  - The need can be readily identified with the purposes of the program...make sure you tell them that in the proposal – Be Explicit
  - Follow Directions; Follow Directions –it is amazing how many proposals do NOT follow directions!
- Have your proposal flow logically
  - Goals
  - Objectives
  - Methodologies with associated timelines
  - Expected Outcomes and Impacts
  - Evaluation-how you will measure expected outcomes
- Your proposal’s mission is to make sure reviewers are convinced that:
  - The proposal **goal(s)** reflect major purposes of programs
  - That if you accomplish your stated **objectives**, you will attain the goal(s)
  - That if **methodology** is followed, objectives will be attained
  - That the **expected results** are directly related to overall goals and purposes of program
  - That you can do the job!

- Reviewers must be convinced that:
  - The evaluation plan you present will keep you on track and will identify problems that are subject to solutions
  - That the probability of your project success is acceptable – reviews think the project can be successfully accomplished, thereby making it a contributor to the programs purposes and goals
  - That the proposal NEEDS to be FUNDED (relative to other proposals)
  - And another Bailey idiom: If, through your proposal you create a reviewer champion(s), the probability of success increases exponentially!!!

### **The Budget and Narrative**

Many proposal submitters have a hard time with this part of a proposal. Budgets vary by type of proposal, region of the country the proposal comes from, and myriad of other variables and factors. The test usually followed is the “test of reasonableness!” Is your budget, given what you propose to do, and the people and supplies, travel, etc., included, is it reasonable? Many programs do not use budgets as an evaluation factor, but a poorly justified budget or an inadequate narrative raises questions that go far beyond the budget per se. So look at previous funded projects... what did they get? Is your budget over that maximum specified in the RFA? Often your office of sponsored programs or the equivalent will have some sound advice!

- Use the timelines to compute amount of time various people will spend in carrying out the project (person months, for example)
- While usually not part of the evaluation, unreasonable budgets kill proposals for they create skeptics within reviewer ranks
- Keep budgets within guidelines as provided in the RFA; budgets are judged on the degree of reasonableness given the proposed amount of work
- Understand what you are allowed to spend on and what you are not allowed to spend on
- Use the budget form provided and then provide detailed justification for each line item in a budget narrative; FOLLOW the budget line order found on the form (do not make reviewers work hard)
- The Narrative, or justification, should spell out how you compute each line item.
- Salary: hourly rate times number of hours times days; or on a monthly basis
  - Provide percentage of benefits if not computed in indirect costs
  - Make sure the numbers add up
  - Talk to program contact about summer salaries – are they allowed?
  - Put yourself in the shoes of a reviewer who has read about 25 proposals and their accompanying budgets

### **Understand the Review Process - Who are the Reviewers**

In various competitive programs, proposals may be reviewed using many different techniques. The USDA-National Institute of Food and Agriculture’s Agriculture and Food Research Initiative, for example, as does the National Science Foundation and the National Institutes of Health use peer panels to review proposals. In programs where relatively few proposals are received, the program may use a system of

merit reviews, in house with usually an independent, out-of-house reviewer or two. It is important to understand how your proposal will be reviewed.

- Reviewers depending on programs are provided guidance on evaluating proposals using evaluation criteria as published in the RFA – most times, you have what the reviewers have
- Reviewers discuss each proposal-strengths, weakness, qualifications, probability of success, etc.
- Remember, you can fool some of the people some times, but you can't fool reviewers!!!!
- Reviewers give individual scores and then when they meet as a group, they discuss the proposal and arrive at a “consensus score”
- Reviewers are looking for proposals they can champion and those they can dismiss-make it hard for them to dismiss yours
- By following directions found in the RFA, you help the reviewers review – they really like that!
- Not following directions makes them work hard, they get angry, cheap, and unforgiving, mean and cranky!
- Proposals in any given year are judged against all other proposals reviewed in the program in that year
- For the most part, reviewers are people like you and me-always busy, no time for extras
- They take on the additional burden of reviewing proposals gratis, thereby making great contributions to the professions
- Your goal is to have your proposal make at least one reviewer champion, so think like one
- For the most part (and I really mean most part) reviewers are fair and objective; in panel situations, they police each other

### **Dumb but Important Stuff: Filling out the Forms**

Often a proposal will be accepted for review, but certain information is missing, or the forms are filled out incorrectly. When this happens, questions are raised that go far further than the form being reviewed. If the abstract or summary guidance says 250 words, and you provide 500 words, that is not looked on very positively!

- Fill out all the required forms completely...if you have questions who do you call????? The program contact!!!
- When the form asks for telephone numbers, provide the telephone numbers and not FAX numbers and vice versa
- Make sure email addresses are complete; exceedingly important in the e-GOV/e-GRANTS world!
- The amount requested on the Coversheet should be the amount you computed for your total budget; Make sure the numbers are the same and consistent throughout your proposal
- Make sure you as Project Director sign the Proposal Cover Page
- Make sure the Authorized Organizational Representative (he or she who can approve expenditures) signs as well

- Make sure the Summary Page (or equivalent) is filled out completely
- The Summary is the most important words you will write as part of the proposal
- Again, if have questions, call the National Program Leader or the program contact

### **Critique and Submission**

Most proposals that receive in-house critical reviews are often those that fare the best when evaluated. Most of us have experienced the situation where we become “too close” to that which we are doing, and fail to see some pretty stupid stuff...stuff that the conscientious reviewer will invariably see. SO:

- Make sure you allow time for an in-house critique before submission
- Send it to someone who is not your good friend...someone WHO:
  - talks frankly, bluntly and clearly; You do not want someone who beats around the bush
  - has little sympathy for you or your ego
  - is smart, crafty and wise
  - Is insensitive to your sensitivities
  - has had success in obtaining grants in the past
- Incorporate relevant critique comments as appropriate
- eGOV/eGRANTS proposal system will be implemented by all government agencies in the relatively near future; make sure you submit proposal using correct media (paper? Electronically?)
- DO NOT MISS the DEADLINE-and make sure you understand when that is
- If an “Act of God” occurs resulting in you being unable to make the deadline, call the program contact immediately; you must document the circumstances if you are to receive an extension

### **Final Proposal Preparation Words**

Some final words...

- Always assume luck is on your side for luck never hurts
- If at first you don't succeed, don't take it personally; be persistent and try and try again
- If have any questions, who do you call????? The program contact, of course!

### **Leveraging Your Grant Dollars**

When resources are constrained, which they most often are, it makes sense to leverage any grant dollars you may receive. One project in one program can lead to another project in another program. The proposal that can show some leveraging of funds, when compared to an equal quality proposal without leveraged funds, usually wins the tie-breaker. Often, your proposal discusses an idea that may have application in other programs. So learn the differences, and submitted another proposal to that program. Do not send the same proposal to two different programs without informing both programs that you have done so. This should not prejudice either proposal but not informing both programs can pose great problems in the future. Most funding agencies are precluded from fund the same proposal that has or is being funded by another agency or program.

The following may prove useful as you go about the process of developing, writing, and submitting a proposal:

- Learn the details of as many programs as you can – do not limit yourself to one agency or one program, per se
- One program may fund an initial study or project that leads to funding a continued project by another program
- If find two similar programs in one or more agencies, use your basic idea and develop two related but not duplicate proposals and submit to both programs...make sure you tell each program what you are doing. Proposals are judged similar relative to the similarity of their objectives. Different objectives basically mean different proposals
- Be an entrepreneur...market you're idea or proposals to other programs
- Call and discuss basic ideas with the program contact – the key is to find out whether your idea is main stream
- Work the program contact hard – pump for hints for success; ask specific questions relative to your proposal or similar, previously submitted proposals
- Partner with those who have similar projects, thoughts, or ideas
- Use collaborations to bring in missing expertise – adds credibility to proposal (get specific letters of commitment; make sure it is part of your budget and budget narrative)
- Be persistent...in most competitive programs, funding is not available to fund all the proposal that reviewers recommend funding; hence you may have a very good proposal but because of limited funds, your proposal ends up falling below the funding loan. Use the reviewer comments to improve your proposal and resubmit during the next solicitation period.
- Do not limit yourself to just one source of funding; go after multiple sources!
- Pester non-governmental organizations – Ford, Kellogg, Aspen, and other foundations/grant-making entities with your thoughts and ideas
- Use results of one study to bolster the need for an additional study
- Documented outcomes and impacts of those outcomes from previous grants provide your best credibility; if just starting, make sure reviewers know that (your vitae)

### **Common Errors Made on Submitted Applications to NIFA**

1. Program Codes not entered as indicated in the Request for Applications (RFA)
2. Attachments not in Portable Document Format (PDF)
3. Conflict of Interest information not included as requested by the RFA
4. Current and Pending information not included as requested by the RFA
5. Budget and budget narrative not in agreement
6. Ineligible for RFA
7. Previous Review not addressed
8. NEPA not properly addressed
9. Assurances for Human Subjects and Animals not properly addressed
10. Waiting until the last day to submit

### **Common Reasons Applicants were Rejected by NIFA**

1. Attachments not in Portable Document Format (PDF)
2. Duplicate Submissions of the same application
3. Application Doesn't Fit the Program as indicated in the RFA
4. Application Submitted Past the Deadline Date as indicated in the RFA
5. Incomplete Applications
6. Not Eligible for Program Applying
7. Exceeded the Allowable Funding Request
8. Exceeded the Allowable Page Limit

### **Common Reasons Applicants were Rejected by Grants.gov**

1. Authorized Organizational Representative (AOR) is not designated to submit applications on behalf on the organization.
2. The DUNS number entered in your package is invalid or does not match the DUNS number that is registered with the Central Contractor Registry (CCR).

The Closing Date of the grant opportunity for which you have applied has already passed and the grantor agency is no longer accepting applications

# Obtaining a DUNS Number

## DUNS—Data Universal Numbering System

A Guide for Federal Grant and Cooperative Agreement Applicants

The Federal government requires that all applicants for Federal grants and cooperative agreements with the exception of individuals other than sole proprietors, have a DUNS number.

(See policy at: [http://www.omb.gov/grants/grants\\_docs](http://www.omb.gov/grants/grants_docs)). The Federal government will use the DUNS number to better identify related organizations that are receiving funding under grants and cooperative agreements, and to provide consistent name and address data for electronic grant application systems.

Data Universal Number System (DUNS) Number

- The Data Universal Numbering System (DUNS) number is a unique nine-digit identification number provided by Dun & Bradstreet (D&B).
- The DUNS Number is site-specific. Therefore, each distinct physical location of an entity (such as branches, divisions, and headquarters) may be assigned a DUNS number. Organizations should try and keep DUNS numbers to a minimum. In many instances, a central DUNS number with a DUNS number for each major division/department/agency that applies for a grant may be sufficient.

In order to provide on-the-spot DUNS number assignment, the requestor should do this by telephone. (See telephone number below.)

Obtaining a DUNS Number

- You should verify that you have a DUNS number or take the steps needed to obtain one as soon as possible, if there is a possibility you will be applying for future Federal grants or cooperative agreements. There is no need to wait until you are submitting a particular application.

- If you already have a DUNS number. If you, as the entity applying for a Federal grant or cooperative agreement, previously obtained a DUNS number in connection with the Federal acquisition process or requested or had one assigned to you for another purpose, you should use that number on all of your applications. It is not necessary to request another DUNS number from D&B. You may request D&B to supply a family-tree report of the DUNS numbers associated with your organization. Organizations should work with D&B to ensure the right information is on the report. Organizations should not establish new numbers, but use existing numbers and update/validate the information associated with the number.
- If you are not sure if you have a DUNS number. Call D&B using the toll-free number, 1-866-705-5711 and indicate that you are a Federal grant applicant/prospective applicant. D&B will tell you if you already have a number. If you do not have a DUNS number, D&B will ask you to provide the information listed below and will immediately assign you a number, free of charge.
- If you know you do not have a DUNS number. Call D&B using the toll-free number, 1-866-705-5711 and indicate that you are a Federal grant applicant/prospective applicant. D&B will ask you to provide the information listed below and will immediately assign you a number, free of charge.

## Managing Your DUNS Number

- D&B periodically contacts organizations with DUNS numbers to verify that their information is current. Organizations with multiple DUNS numbers may request a free family tree listing from D&B to help determine what branches/divisions have numbers and whether the information is current. Please call the dedicated toll-free DUNS Number request line at 1-866-705-5711 to request your family tree.
- D&B recommends that organizations with multiple DUNS numbers have a single point of contact for controlling DUNS number requests to ensure that the appropriate branches/divisions have DUNS numbers for Federal purposes.
- As a result of obtaining a DUNS number you have the option to be included on D&B's marketing list that is sold to other companies. If you do not want your name/organization included on this marketing list, request to be de-listed from D&B's marketing file when you are speaking with a D&B representative during your DUNS number telephone application.

Obtaining a DUNS number is absolutely Free for all entities doing business with the Federal government. This includes grant and cooperative agreement applicants/prospective applicants and Federal contractors. Be certain that you identify yourself as a Federal grant applicant/prospective applicant.

### To Obtain Your DUNS Number

- Please call the dedicated toll-free DUNS Number request line for Federal grant and cooperative agreement applicants or prospective grant applicants at:

1-866-705-5711

The number is staffed from 8 a.m. to 6 p.m. (local time of the caller when calling from within the continental

United States) Calls placed to the above number outside of those hours will receive a recorded message requesting the caller to call back between the operating hours.

- The process to request number takes about 5-10 minutes.
- A DUNS number will be assigned at the conclusion of the call.
- You will need to provide the following information:
- Legal Name
- Headquarters name and address for your organization
- Doing business as (DBA) or other name by which your organization is commonly known or recognized
- Physical Address, City, State and Zip Code
- Mailing Address(is separate from Headquarters and/or physical address)
- Telephone Number
- Contact Name and Title
- Number of Employees at your physical location

## MYTHS ABOUT GRANT WRITING

Linda Oliphant

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**Myth:** Writing Grant Proposals is an ordeal.

**Reality:** Proposal Writing is predictable and simple.

**Myth:** You need to “know someone” to get a grant.

**Reality:** You don’t need to know anyone to start, and relationships can be built as you go.

**Myth:** Grants are few, huge, and national.

**Reality:** Grants are most often small, numerous, and local.

### GENERAL TIPS

1. Begin early.
2. Apply early and often.
3. Don’t forget to include a cover letter with your application.
- 4 Answer all questions. (Pre-exempt all questions.)
5. If rejected, revise your proposal and apply again.
6. Give them what they want. Follow the application guidelines exactly.
7. Be explicit and specific.
8. Be realistic in designing the project.

9. Make explicit the connections between your research questions and objectives, your objectives and methods, your methods and results, and your results and dissemination plan.

10. Follow the application guidelines exactly. (This is very important.)

11. Don't hesitate to ask questions. Applicants are generally not penalized for asking questions. It is better to ask, than to display your ignorance in your proposal or to violate the culture of an organization by making inappropriate contacts?

12. Demonstrate community support. Letters or other forms of testimony supporting your proposal can be very helpful to the organization and to your cause if they are highly specific.

13. Be prepared to address controversy, if necessary. Many organizations are hesitant to become involved with controversy. Respond forthrightly to all questions.

## FINDING THE RIGHT FUNDER

- Does the funder express an interest in organizations such as yours?
- Have they funded similar projects?
- What are their areas of interest?
- Does the funder give the type of grants you are looking for?
- What are their geographic limitations?
- Are there any other limitations that would disqualify your agency?
- Is the grant amount you seek appropriate for the funder?
- Do your needs match the objectives or mission of the organization?
- Do they give grants in your specific subject area?
- What type of grants have they made over the last few years?
- Do they give to individuals or only to organizations?
- Are there any limitations on their grants that might rule out your project as a recipient?
- How much money do they have to give away?
- What is the average size of their awards?

## STRENGTHENING FUNDING POSSIBILITIES INCLUDE:

- Originality
- Significance of the idea
- Confidence in the quality of the program
- Interagency Cooperation
- Letters of Support
- Independent Review - Have someone not involved with the program or process read a draft of your application. Ask the person to tell you why you are applying; what the program entails, and how you are going to manage and pay for the project. If your proposal makes sense to your reviewer, you can at least be assured that your proposal is clearly written.

## WHY PROPOSALS ARE NOT FUNDED

1. Failure to conform to the grantor's guidelines and/or to confer with the grantor prior to submitting the proposal.
2. Proposed program and target populations are not clearly defined.
3. Carelessness in preparation of the proposal.
4. Proposal budget is not within the range of funding available through the funding agency.
5. The funding source has not been made aware that those individuals submitting the proposal are able to carry out what is proposed.
6. Insufficient evidence that the project can sustain itself beyond the life of the grant.
7. Outcomes and products are not clearly identified and defined.
8. Failure to report progress on funded grants in the past.

# GRANT WRITING TIPS

DENIS EBODAGHE-

USDA-National Institute of Food and Agriculture

The more difficult an applicant makes it for a proposal reviewer to make out what you are trying to say in your write-up or to locate or identify specific items asked for in a proposal, the lower the applicant's scores on the proposal compared to other proposals which have clearly addressed items asked for. Be sure to carefully cross your Ts and dot your Is.

When you are trying to make a point in a proposal write-up, do not direct the peer reviewer to go to page XYZ to find that point of interest. If you have a point you are trying to get across, make your point and move on. Instructing a reviewer to go to another page to look up an item is a turn-off.

Ensure that you number your pages using a word processor or typewriter. Do not write in your page numbers by hand—this is a turn off for the reviewer.

Ensure that you have a table of contents; a proposal without a table of contents is like looking for a needle in a haystack. Without a table of contents, you are not giving the reviewer a clear guidance as to where all your items are placed within your proposal.

Do not forget to include a project summary with your proposal. Make sure that your first paragraph of the project summary captures the substance of your proposal. An interesting first paragraph that is clear, concise and easy to read makes your reviewer want to keep reading without taking a break. You want the reviewer to be excited about reading your proposal.

**Innovation:** If the proposal calls for innovative ideas, do not plan on working on a project that is of “common occurrence”; you want to bewilder the reviewer. Come up with innovative ideas that will make any reader ask, “Why didn't I think about this?”

If you live in a desert environment or climate and you work on a research idea in an attempt to discover a sunflower hybrid that is tolerant to stress and can reproduce in low rainfall region. This type of idea is innovative. Come up with ideas that will make your proposal stand out from the rest of the proposals.

Taking a mobile trailer full of computers to communities to teach farmers how to use the computer and do recordkeeping is innovative as opposed to having these farmers meet in a usual classroom setting. Remember!! Work on proposals that will make your proposals stand out from the pack.

If page limit calls for 25 pages, do not stretch it by submitting a write-up with 30 pages.

**Funding:**

If the maximum amount you can request for is \$300,000, do not ask for \$400,000. That is an automatic turn off for all reviewers and if your proposal is not returned, you may not

get funded on the long run. Trust me. It is always a good strategy to ask for an amount that is a little less than the cap. Asking for the exact amount of cap makes you as an applicant look greedy even though you may need all the money. It is a good strategy to come in requesting funds a little less than the maximum amount that can be funded.

Remember that peer reviewing of proposals is subjective and not responding to multiple choice questions, so you do not want to upset the reviewer by not following instructions.

**Eligibility:** Read eligibility requirements very well before submitting applications. It is an embarrassment for you as a Project Investigator and your institution to submit an application to a program where you do not meet the eligibility criteria.

**Cost sharing or matching:** If the program asks for matching, be sure you satisfy that requirement. If it does not ask for one, it is always a good idea to send in a match anyway. Although the evaluation criteria may say that matching will not be used in scoring, in the eyes of the reviewer, it is impressive that the applicant attempted to put in a match. It shows that you are hardworking and committed to your work.

**Late submissions:** It is never a good idea to procrastinate. Do not wait until the last minute to submit your application. Most Programs will return late submissions to the applicant. It is always a good idea to send your applications via an urgent express or a medium where you can have in your possession a receipt of having sent in the application. You want to be able to trace an application if it gets in late due to no fault of yours. In some programs, if your application is late being received and you sent it on time, it will be accepted if a proof can be shown that the lateness was weather related such as hurricane, tornado or some mischief that got in the way. So keep that in mind and defend your application if it gets delayed on route to submission. My rule of thumb is - start early during the application process and submit your application on time. One week prior to deadline is a safe bet. In these days of electronic submissions, it is very critical to be very timely.

**Evaluation:** You will be surprised as to the number of proposals that fail to explain how their projects will be evaluated. It is a good idea to explain the method you will utilize in evaluating your proposal when it has been funded. It is more impressive to indicate that you will bring in outside evaluators and do not forget to invite the funding organization to be a part of the evaluation process.

The link below is a training resource available through the University of Wisconsin Extension that will assist educators and others to learn evaluation skills and prepare logic models and impact statements.

<http://www.uwex.edu/ces/pdande/evaluation/>

**Panel membership:** Always volunteer your time to serve on a panel. It gives you insight on how the process works. Do not volunteer to serve on a panel in a program where you are submitting a proposal. You will not be accepted and that is of course a conflict of interest.

**Continuation of Project Support beyond Current Funding:** You will be surprised at the number of applicants who fail to explain how their projects will be supported beyond USDA funding. (assuming that USDA is supporting the project). It is always a good idea to have in place some organizations who can be prospects for future support and send in letters of support from those groups stating their pledge to support your project after you have expended USDA funds. Not to have outside support to continue project work beyond your current support is a sure way of getting a low score on your review in the funding section. It is an insurance for project longevity.

**Project Goals:** Readjust your project goals so you can respond appropriately to a grantor's evaluation criteria.

**Partnership:**

If your project is going to involve working with farmers, make sure you get letters of support from the farmers who are in support of your ideas. Not all the farmers, but the key farm leaders showing their commitment to the effort.

**Institutional Commitment:** Make sure that you get a letter or letters of support from your institution's Administration such as the Dean, Director or Administrator at the least stating support for the project and you will need to state the institution's level of commitment. If you can get a letter of support from the President of your institution, that will be more impressive. Ensure that the role of the cooperator is clearly stated in the letter. Avoid form letters where all the letters carry the same message.

**Caution on Grant Application Submissions via Grants.gov**

Each year NIFA receives thousands of application through the Grants.gov system. Based on our experience with this system, we want to make some suggestions to make the submission of your application go smoothly. As you approach the deadline of any grant application submissions via Grants.gov, please ensure that you do not wait until the last hour or two before transmittal. Before sending your grant application through Grants.gov, ensure that you have converted all the required documents in that grant application into the necessary or required format. Any documents sent via Grants.gov in the wrong format do get received as blank copies or gibberish. It is recommended that you submit at least 24 hours before the deadline.

Starting early allows you the time to overcome errors in the preparation of your application that result in submission problems. If circumstances necessitate that your grant application be submitted at the last hour, bear in mind that your transmittal may be slow getting accepted because other colleagues are trying to do the same. We always hope that you are successful getting through at your initial trial. If not, do not give up. Keep trying. If you encounter any difficulties, please be sure to contact the Grants.gov HelpDesk as instructed. If you are not satisfied with the response, it will not hurt to contact the Project Director by email to explain your situation towards resolving the challenge and document that these actions are being taken before the program deadline.

Be sure to obtain a tracking number to ensure that you have a record of your transaction. If you try and try without succeeding, keep trying until you are successful in transmitting your grant application. So please follow instructions carefully, and go over your materials several times in addition to having one or two additional colleagues go over your format. Select colleagues who will be critical and not those who will be afraid to hurt your feelings.

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