

| 1.0 Envisioning Th   | ne Story (Brief Scope & Sequence for Facilitat  | tion - Not Included With Content)   |
|--|---|---|
| Session Title  | Target Audience   | ILT/VILT Learning Environment   |
| Unlock the Treasure: Craft Winning<br>Grant Proposals that Crack Open<br>the Treasure Chest Of Funding | The target audience of this course are new and veteran employees who are seeking to secure grant funding for their projects or initiatives. | <ul> <li>This session was developed for the purposes of delivering this course via an in-person, synchronous learning environment, but it can also be used for an online learning environment with the following considerations:         <ul> <li>Introduction activity's blank treasure map has online accessibility, copying, and editing access for learners</li> </ul> </li> <li>"Think, Share, Pair" activities will need to be adapted to fit your online learning platform (i.e. breakout rooms, leverage chat features, integrate gamified answer submission platforms, have online "notes sheets," etc.)</li> <li>Sharing presentation link with learners via online platform</li> </ul> |
|  |   |   |

## **Producer Pre-Work**

- For this session's introduction activity, learners will need blank paper treasure maps and pencils; these will need to be printed/gathered beforehand.
- There are "Think, Pair, Share" activities consistently integrated throughout this session. Collaborate with the Facilitator to decide if participants should be put into specific pairs based on seating arrangement or if the pairs should be chosen at random/changed up.
- Lastly, for these "Think, Pair, Share" activities, collaborate with the Facilitator to discuss if pairs should have a notes sheet to write their answers on and keep track of them or if they should just discuss the answers

## **Facilitator Pre-Work**

- For this session's introduction activity, learners will need blank paper treasure maps and pencils; these will need to be printed/gathered beforehand.
- There are "Think, Pair, Share" activities consistently integrated throughout this session. Collaborate with the Producer to decide if participants should be put into specific pairs based on seating arrangement or if the pairs should be chosen at random/changed up.
- Lastly, for these "Think, Pair, Share" activities, collaborate with the Producer to discuss if pairs should have a notes sheet to write their answers on and keep track of them or if they should just discuss the answers
- Open the PowerPoint presentation accompanying this guide: *Unlock the Treasure: Craft Winning Grant Proposals that Crack Open the Treasure Chest of Funding*
- While this guide provides some essential talking points and questions, it is important to be ready to contribute your own commentary and questions to enhance the conversation.

| Approximate Session Tir        | ming: 118 minutes/2 hours |
|--------------------------------|---------------------------|
| Introduction: Slides 1.1 - 1.5 | 16 minutes                |
| Part 1: Slides 1.6 - 1.21      | 59 minutes                |
| Part 2: Slides 1.22 - 1.25     | 11 minutes                |
| Part 3: Slides 1.26 - 1.31     | 14 minutes                |
| Part 4: Slides 1.32 - 1.34     | 12 minutes                |
| Conclusion: Slides 1.35 - 1.37 | 6 minutes                 |

|                   |   | 1.1 Slide - Introduction  |  |
|-------------------|---|---|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes   | Producer's Notes   |
| 2 minutes         | UNLOCK THE TREASURE:  CRAFT WINNING GRANT PROPOSALS THAT CRACK OPEN THE TREASURE CHEST OF FUNDING   | <ul> <li>[1] ACTION: <ul> <li>Have PowerPoint Presentation pulled up; Introduction Slide appears</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>"Welcome to today's session: Unlock the Treasure: Craft Winning Grant Proposals That Crack Open the Treasure Chest Of Funding."</li> <li>"Today, we're going to unlock the treasure chest of funding and explore the journey of grant writing."</li> </ul> </li> </ul> | <ul> <li>[1] ACTION: <ul> <li>Greet early learners as needed, letting them know the session will begin shortly</li> <li>Remind learners to have any printed materials ready</li> <li>Check for For Facilitator's readiness</li> </ul> </li> <li>[2] SCRIPT: N/A</li> </ul> |
|                   | 1.2 Slide - Setti   | ng Sail On The High Seas Of Funding   |  |
| Slide<br>Duration | Slide Image   | Facilitator's Notes   | Producer's Notes   |
| 5 minutes         | SETTING SRIL ON THE HIGH SERS OF FUNDING   • Use the blank map provided to create a treasure map journey that you believe leads to a successful grant proposal  • You can draw pictures or symbols to represent different steps in the process - such as identifying a funding source, creating a budget    S MINUTES | <ul> <li>[1] ACTION: <ul> <li>Ensure learners have blank treasure map in front of them (pass out if not already laid out)</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>"We're going to start off our session today by envisioning the grant writing process through the lens of</li> </ul> </li> </ul>   | [1] ACTION: - Set a 5 minute timer - Advance Slide  [2] SCRIPT: N/A  |

|                   |   | searching for and discovering treasure."  - Read Directions on PowerPoint Presentation - emphasize learners have 5 minutes to complete treasure maps   |   |
|-------------------|---|--|---|
|                   | 1.3   | Slide - Think, Pair, Share   |   |
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes  |
| 5 minutes         | THINK - PAIR - SHARE  WHAT DOES YOUR TREASURE MAP JOURNEY FOR GRANT WRITING LOOK LIKE?  WHAT STEPS DID YOU DECIDE TO INCLUDE/NOT INCLUDE IN THE GRANT-WRITING PROCESS?  WHAT ORDER DID YOU INTENTIONALLY PLACE YOUR GRANT WRITING STEPS IN ON THE MAP?  S MINUTES | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>"Okay, now that you have completed your treasure maps, turn to the individual next to you and take 2-3 minutes sharing your grant writing process treasure maps. Then, we'll take some volunteers to share out to everyone."</li> <li>End pair discussions to move on to whole discussion after 2-3 minutes; take minimum 2 volunteers to share answers; if individuals are not volunteering - begin assigning pairs that "they will answer next"</li> </ul> </li> </ul> | [1] ACTION: - Set a 3 minute timer - Advance Slide  [2] SCRIPT: N/A |

|                   | 1.4 Slide - Th  | e Treasure Map Of Grant Proposals  |  |
|-------------------|---|--|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes                         |
| 2 minutes         | THE TREASURE MAP OF GRANT PROPOSALS  JUST AS A TREASURE MAP GUIDES ADVENTURERS THROUGH OBSTACLES TO REACH A VALUABLE PRIZE, A WELL-CRAFTED GRANT PROPOSAL LEADS FUNDERS THROUGH THE RESEARCH, PLANNING, AND IMPLEMENTATION OF A PROJECT THAT ADDRESSES A CRITICAL NEED. TODAY WE WILL COVER:  01. COMPONENTS OF AN EFFECTIVE GRANT PROPOSAL  02. RESEARCHING THE FUNDER  03. OUTLINING A PROPOSAL  04. COMMON MISTAKES TO AVOID | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Read treasure map and grant writing proposal comparison blurb</li> </ul> </li> <li>Preface today's session agenda and list it</li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |
|                   | 1.5 Slide   | e - Today's Learning Objectives  |  |
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes                         |
| 2 minutes         | DEFINE THE COMPONENTS OF AN EFFECTIVE GRANT PROPOSAL.  DEFINE THE COMPONENTS OF AN EFFECTIVE GRANT PROPOSAL.  IEXPLAIN THE IMPORTANCE OF RESEARCHING THE FUNDER AND ALIGNING THE PROPOSAL WITH THEIR INTERESTS AND PRIORITIES.  OUTLINE THE STEPS INVOLVED IN WRITING A SUCCESSFUL GRANT PROPOSAL.  IDENTIFY COMMON MISTAKES TO AVOID IN WRITING GRANT PROPOSALS.   | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>List today's learning objectives - or the skill sets learners should walk away with after today's session</li> </ul> </li> </ul>         | [1] ACTION: - Advance Slide  [2] SCRIPT: |

|                   | 1.6 Slide - Comp  | onents Of An Effective Grant Proposal   |  |
|-------------------|---|---|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes   | Producer's Notes                         |
| 1 minute          | COMPONENTS OF RN EFFECTIVE GRANT PROPOSAL   | [1] ACTION:  - N/A  [2] SCRIPT:  - "Just like a treasure map leads you to a hidden chest of riches, an effective grant proposal guides funders to invest in your project. We'll start off today's session by first laying out the components of an effective, successful grant proposal." | [1] ACTION: - Advance Slide  [2] SCRIPT: |
|                   | 1.7 S   | lide - Charting The Course  |  |
| Slide<br>Duration | Slide Image   | Facilitator's Notes   | Producer's Notes                         |
| 2 minutes         | • The cover letter and executive summary of a grant proposal can be similar to the first clues on a treasure map  • These components set the overall tone of a grant proposal and provide a brief overview of the proposal  • COVER LETTER  EXECUTIVE SUMMERY | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Introduce cover letter and executive summary grant writing components through bullet points</li> </ul> </li> </ul>  | [1] ACTION: - Advance Slide  [2] SCRIPT: |

|                   | 1.8   | 3 Slide - The Cover Letter  |  |
|-------------------|---|---|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes   | Producer's Notes                         |
| 4 minutes         | THE COVER LETTER  • One-page letter that accompanies a grant proposal and serves as an introduction to the funder  • Purpose is to provide a brief overview of the proposal, establish a connection with the funder, and convey enthusiasm and a sense of urgency  **COVER LETTER TIPE**  • KEEP IT BRIEF BUT POWERFUL  • PERSONALIZATION - ADDRESS FUNDER BY NAME  • ESTABLISH A CONNECTION BETWEEN PROPSAL AND FUNDER  • CONVEY ENTHUSIASM AND A SENSE OF URGENCY | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Review grant writing component cover letter bullet points</li> </ul> </li> <li>Tip #1: "In a cover letter, it is important to keep it brief - to one page maximum - but also powerful. That means every word you leverage must be worth the space it is using in your letter."</li> <li>Tip #2: "Ensure you personalize your cover letter as much as possible by addressing the funder's name throughout it."</li> <li>Tip #3: "Do some research on your funder and decide how you may be a necessity to your funder - just as they are a necessity to you. Establishing a strong connection can also outline the theme/topic of your proposal."</li> <li>Tip #4: "Even though you are exciting about this opportunity with the funder, and you want to show</li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |

|                   |   | show urgency in their actions, too. Having a sense of urgency in your tone in this letter can increase your chances of a successful grant proposal."   |  |
|-------------------|---|--|--|
|                   | 1.9 Sli   | de - The Executive Summary   |  |
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes                         |
| 4 minutes         | THE EXECUTIVE SUMMERY   Condensed version of a grant proposal that provides a concise summary of the entire proposal  It should highlight the most important details of the project including the problem, the solution, the methodology, and the expected outcomes  EXECUTIVE SUMMERY TIPS  STRONG OPENING - COMPELLING PROBLEM + SOLUTION CONCISE SUMMARY: METHODOLOGY, OUTCOME, TIMELINE INTEGRATE SPECIFICS - SUCH AS DATA, NUMBER, STATS END WITH CLEAR CALL TO ACTION | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Review grant writing component executive summary bullet points</li> </ul> </li> <li>Tip #1: "When writing an executive summary, the first thing you want to do is indicate the problem your proposal is addressing and how you plan on addressing that problem. Getting right to the point with funders will help provide clarity to your proposal."</li> <li>Tip #2: "Don't include every little detail about your proposal in your executive summary - that's what the meat of your proposal is for. Instead, only include the necessities here: how do you plan to solve the problem? How do you plan to evaluate the successfulness of this</li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |

|   | solution? And what timeline do you have?"  - Tip #3: "Integrate as much data into your proposal as possible. Data can include pre-analysis/needs analysis - such as demographics, prevalence   |  |
|---|--|--|
|   | rates, environmental conditions, expected outcomes." Anywhere you can attach a number or specific data point - do so."   |  |
|   | - Tip #4: "Lastly, end with a clear call to action. Reiterate why this problem needs to be solved now and why your solution is the best way to solve this problem."  |  |
| 1.10  | Slide - Think, Pair, Share   |  |
| Slide Image   | Facilitator's Notes  | Producer's Notes   |
| THINK - PRIR - SHERE  WHAT DO YOU THINK ARE SOME CHALLENGES THAT MAY ARISE WHEN WRITING A COVER LETTER AND EXECUTIVE SUMMARY FOR A GRANT PROPOSAL?  WHAT TIPS DO YOU THINK ARE IMPORTANT TO REMEMBER WHEN COMPLETING BOTH OF THESE COMPONENTS?  HOW CAN YOU ENSURE THAT YOUR PROPOSAL IS UNIQUE AND STANDS OUT FROM OTHERS IN THE SAME FIELD? | [1] ACTION: - N/A  [2] SCRIPT: - "Let's take a few minutes, with the same pairs we were able to talk with last time, answer these three questions. Once 2-3 minutes have passed, I will ask for volunteers to share their answers."  | <ul><li>[1] ACTION:</li><li>Set a 3 minute timer</li><li>Advance Slide</li><li>[2] SCRIPT: N/A</li></ul>   |
|   | Slide Image  THINK - PRIR - SHARE  WHAT DO YOU THINK ARE SOME CHALLENGES THAT MAY ARISE WHEN WRITING A COVER LETTER AND EXECUTIVE SUMMARY FOR A GRANT PROPOSAL?  WHAT TIPS DO YOU THINK ARE IMPORTANT TO REMEMBER WHEN COMPLETING BOTH OF THESE COMPONENTS?  HOW CAN YOU ENSURE THAT YOUR PROPOSAL IS UNIQUE AND STANDS OUT FROM OTHERS IN THE SAME FIELD? | have?"  - Tip #3: "Integrate as much data into your proposal as possible. Data can include pre-analysis/needs analysis - such as demographics, prevalence rates, environmental conditions, expected outcomes." Anywhere you can attach a number or specific data point - do so."  - Tip #4: "Lastly, end with a clear call to action. Reiterate why this problem needs to be solved now and why your solution is the best way to solve this problem."  1.10 Slide - Think, Pair, Share  Slide Image  Facilitator's Notes  [1] ACTION: - N/A    N/A |

|                   |  | - End pair discussions to move on to whole discussion after 2-3 minutes; take minimum 2 volunteers to share answers; if individuals are not volunteering - begin assigning pairs questions to answer |  |
|-------------------|--|--|--|
|                   | 1.11 Slid  | e - Your Navigational Compass  |  |
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes                         |
| 2 minutes         | The problem statement and overall objectives of a grant proposal can be similar to your navigational compass on your treasure hunt  These components can be used to establish a clear vision - or navigational path - for the proposal  PROBLEM STRIEMENT OVERALL OBJECTIVES | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Introduce problem statement and overall objectives grant writing components through bullet points</li> </ul> </li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |
|                   | 1.12   | Slide - Problem Statement  |  |
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes                         |

| 4 minutes         | THE PROBLEM STRIBMENT   • A concise statement that identifies a specific problem that a proposal aims to address  • Explains the gap or need that the proposal will fill and provides a basis for understanding why it is important to solve the problem     SAMPLE PROBLEM STRIBMENT   THE HIGH PREVALENCE OF FOOD INSECURITY IN OUR COMMUNITY IS LEADING TO SIGNIFICANT HEALTH AND SOCIAL CONSEQUENCES-SUCH AS MALNUTRITION, CHRONIC DISEASE, AND POVERTY. OUR ORGANIZATION IS SEEKING FUNDING TO DEVELOP AND IMPLEMENT A COMPREHENSIVE FOOD SECURITY PROGRAM THAT WILL PROVIDE ACCESS TO NUTRITIOUS FOOD FOR LOW-INCOME FAMILIES. | [1] ACTION: - N/A  [2] SCRIPT: - Review grant writing component problem statements bullet points - Read sample problem statement |    |
|-------------------|--|--|----|
| Slide<br>Duration | Slide Image  | Slide - Overall Objectives  Facilitator's Notes  |    |
| minutes           | OVERFILL DEJECTIVES  Overarching goals that the proposal aims to achieve; provides a clear direction for the proposal to guide the development of specific activities, outputs, and outcomes  These objectives should be specific, measurable, achievable, relevant, and time-bound (SMART)  SAMPLE OVERFILL OBJECTIVE   | [1] ACTION: - N/A  [2] SCRIPT: - Review grant writing component overall objectives bullet points                                 | [2 |

Read sample objective statement

| [1] <b>ACTION:</b> - Advance Slide |
|------------------------------------|
| [2] SCRIPT:                        |
|                                    |
|                                    |
| Producer's Notes                   |
|                                    |
| [1] ACTION: - Advance Slide        |
|                                    |
| - Advance Slide                    |

|                   | 1.14 Slide - Think, Pair, Share  |  |   |  |
|-------------------|--|--|---|--|
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes  |  |
| 7 minutes         | THINK - PRIR - SHARE  • WRITE A SAMPLE PROBLEM STATEMENT AND ONE OVERALL OBJECTIVE WITH THE FOLLOWING SCENARIO:  MANY STUDENTS IN OUR COMMUNITY STRUGGLE WITH ACADEMIC ACHIEVEMENT AND FACE PROMINENT BARRIERS. SUCH AS LACK OF ACCESS TO EDUCATIONAL SUPPORT FROM FAMILY AND PEERS. YOUR ORGANIZATION IS SEEKING FUNDING TO DEVELOP AND IMPLEMENT AN EDUCATIONAL SUPPORT PROGRAM THAT ADDRESSES THE UNIQUE NEEDS OF STUDENTS FROM LOWINCOME AND MARGINALIZED COMMUNITIES.   (I) 5 MINUTES | [1] ACTION: - N/A  [2] SCRIPT: - "Let's take a few minutes, with the same pairs we were able to talk with last time, and this time we're going to create our own problem statement and overall accompanying objective. You can use the paper provided to you to write these answers out - but that is not required. Once 5 minutes have passed, I will ask for volunteers to share their answers." - End pair discussions to move on to whole discussion after 5 minutes; take minimum 2 volunteers to share answers; if individuals are not volunteering - begin assigning pairs that "they will answer next" | [1] ACTION: - Set a 5 minute timer - Advance Slide  [2] SCRIPT: N/A |  |

|                   | 1.15 Slide - Keys To Treasure Trove  |  |  |  |  |
|-------------------|--|--|--|--|--|
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes                         |  |  |
| 2 minutes         | **Nethodology and evaluation of a grant proposal can be similar to the keys that unlock you treasure chest  **Methodology can be used to unlock insights and findings obtained through evaluation  **METHODOLOGY**  EVALUATION   | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Introduce methodology and evaluation grant writing components through bullet points</li> </ul> </li> </ul>         | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |
|                   | 1  | .16 Slide - Methodology  |  |  |  |
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes                         |  |  |
| 4 minutes         | A systematic approach and procedures that will be used to carry out the proposed project or program     Aligns with the overall objectives of the proposal and tailored to the specific needs of the target population      EXRIPLES OF METHODOLOGY  SURVEYS INTERVIEWS FOCUS GROUPS  SITE VISITS CASE STUDIES | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Review grant writing component methodology bullet points</li> </ul> </li> <li>Read methodology examples</li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |

|                   | 1.17 Slide - Evaluation   |  |  |  |
|-------------------|---|--|--|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes                         |  |
| 4 minutes         | Ongoing process that should be integrated into proposal - rather than a one-time event that happens at the end of a proposal  Results should be reported in a clear manner - using both numerical and narrative data - to provide a comprehensive picture of the program's impact and effectiveness  EXHIPLES OF EVALUATION  PROCESS EVALUATION OUTCOME EVALUATION  IMPACT EVALUATION COST-EFFECTIVENESS ANALYSIS | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Review grant writing component evaluation bullet points</li> </ul> </li> <li>Read evaluation examples</li> <li>"Process Evaluation is when you assess the implementation and delivery of a program or intervention to determine if it was carried out as intended." <ul> <li>"Outcome Evaluation is measuring the immediate effects of a program or intervention on the target population or problem."</li> <li>"Impact Evaluation examines the long-term effects of a program or intervention on the target population or problem."</li> <li>"And Cost-Effectiveness Evaluation assesses the relationship between the costs and benefits of a program or intervention to determine if it provides good value for money."</li> </ul> </li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |

|                   | 1.18 Slide - Think, Pair, Share   |  |   |  |
|-------------------|---|--|---|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes  |  |
| 5 minutes         | THINK - PRIR - SHARE  IF FALSE, CORRECT EACH STATEMENT TO MAKE IT "TRUE"  EVALUATION IS A ONE-TIME EVENT THAT HAPPENS AT THE END OF A PROGRAM OR PROJECT.  TRUE FRISE  METHODOLOGY REFERS TO THE SPECIFIC APPROACH AND PROCEDURES USED TO CONDUCT A RESEARCH STUDY OR PROGRAM EVALUATION.  TRUE FRISE  () 5 MINUTES | [1] ACTION: - N/A  [2] SCRIPT: - "Let's take a few minutes, with the same pairs we were able to talk with last time, answer these true/false questions. Once 2-3 minutes have passed, I will ask for volunteers to share their answers."  - End pair discussions to move on to whole discussion after 2-3 minutes; take minimum 2 volunteers to share answers; if individuals are not volunteering - begin assigning pairs questions to answer | [1] ACTION: - Set a 2 minute timer - Advance Slide  [2] SCRIPT: N/A |  |

|                   | 1.19 Slide - Counting The Gold Coins  |  |  |  |
|-------------------|---|--|--|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes                         |  |
| 2 minutes         | Just as gold coins are a finite resource, the budget of a grant proposal represents a limited amount of funding that must be allocated efficiently and effectively to achieve the proposed objectives  THE BUDGET   | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Introduce the budget grant writing components through bullet points</li> </ul> </li> </ul>                               | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |
|                   |   | 1.20 Slide - The Budget  |  |  |
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes                         |  |
| 4 minutes         | Plan for tracking and monitoring expenses throughout the project; have a process for modifying the budget as needed  PERSONNEL COSTS (WAGES, STAFF TRAINING)  MATERIALS & SUPPLIES COSTS (OFFICES SUPPLIES, LABOR)  TRAVEL COSTS (TRANSPORTATION, LODGING)  MARKETING COSTS (ADVERTISING, EVENT FEES) | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Review grant writing component budget bullet points</li> </ul> </li> <li>Read budget components bullet points</li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |

|                   | 1.21 Think, Pair, Share  |  |   |  |
|-------------------|--|--|---|--|
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes  |  |
| 5 minutes         | THINK - PAIR - SHARE  • YOU HAVE BEEN AWARDED A \$50,000 GRANT TO IMPLEMENT A COMMUNITY OUTREACH PROGRAM AIMED AT INCREASING PHYSICAL ACTIVITY AMONG LOW-INCOME YOUTH IN YOUR CITY, YOUR TASK IS TO A LLOCATE THE FUNDS AND CAREFULLY CONSIDER HOW TO BEST UTILIZE THE GRANT FUNDS TO ACHIEVE THE PROGRAM'S GOALS, YOU WILL NEED TO ALLOCATE THE FUNDS TO THE FOLLOWING CATEGORIES:  • PERSONNEL COSTS • MATERIALS COSTS • MARKETING COSTS • MARKETING COSTS  • MARKETING COSTS  • MARKETING COSTS • MARKETING COSTS • MARKETING COSTS • MARKETING COSTS | [1] ACTION: - N/A  [2] SCRIPT: - "Let's take a few minutes, with the same pairs we were able to talk with last time, read the following grant proposal scenario. Then, allocate the money indicated to the four different categories included in the bullet points. When you allocate the money, make sure you're specific with what you will use the money for. List and itemize your allocations. Once 2-3 minutes have passed, I will ask for volunteers to share their answers."  - End pair discussions to move on to whole discussion after 2-3 minutes; take minimum 2 volunteers to share answers; if individuals are not volunteering - begin assigning pairs questions to answer | [1] ACTION: - Set a 3 minute timer - Advance Slide  [2] SCRIPT: N/A |  |

|                   | 1.22 Slide - Researching The Funder  |  |  |  |  |
|-------------------|--|--|--|--|--|
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes                         |  |  |
| 1 minute          | RESERRCHING<br>THE FUNDER  | [1] ACTION: - N/A  [2] SCRIPT: - "Now that we have laid the groundwork for our treasure map and have reviewed the components of a grant writing proposal, we'll now talk about how important it is to research your funder in order to find where 'X marks the spot' on your treasure hunt journey!" | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |
|                   | 1.23   | Slide - X Marks The Spot   |  |  |  |
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes                         |  |  |
| 1 minute          | **RESEARCHING THE FUNDER CAN BE LIKE FINDING THE X ON A TREASURE MAP BECAUSE IT CAN LEAD YOU TO VALUABLE INFORMATION ON THE FUNDER'S PRIORITIES AND PREFERENCES - INCREASING YOUR CHANCES OF RECEIVING FUNDING | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Introduce how important it is to research the funder of your grant proposal through the blurb/bullet point</li> </ul> </li> </ul>  | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |

|                   | 1.24 Slide - Researching The Funder   |  |   |  |
|-------------------|---|--|---|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes  |  |
| 4 minutes         | Check the funder's website  Check the funder's website  Review funder's past grant recipients  Cook for recent news/press funder is in  Network with funders through their events   | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Review researching the funder bullet points</li> </ul> </li> </ul>   | [1] ACTION: - Advance Slide  [2] SCRIPT:                            |  |
|                   | 1.25  | 5 Slide - Think, Pair, Share   |   |  |
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes  |  |
| 5 minutes         | THINK - PRIR - SHIRE  *SCENARIO: JASMINE IS THE EXECUTIVE DIRECTOR OF A COMMUNITY-BASED ORGANIZATION THAT PROVIDES FREE MENTAL HEALTH SERVICES TO LOW-INCOME FAMILIES. SHE WAS SUPER EXCITED TO APPLY FOR A GRANT TO ASSIST WITH THESE SERVICES THROUGH THE "ARTWORKS FOUNDATION." AFTER SEVERAL WEEKS OF ANTICIPATION, JASMINE RECIEVED WORD FROM THE FUNDER THAT HER GRANT APPLICATION WAS REJECTED.  *WHY DO YOU THINK JASMINE'S GRANT APPLICATION WAS DENIED? WHAT STEPS COULD JASMINE DO IN THE FUTURE TO ENSURE HER GRANT PROPOSALS ARE SUCCESSFUL?  () 5 MINUTES | [1] ACTION:  - N/A  [2] SCRIPT:  - "Let's take a few minutes, with the same pairs we were able to talk with last time, read the following grant proposal scenario. Then, decide why the grant proposal in the scenario was rejected." Once 2-3 minutes have passed, I will ask for volunteers to share their answers." | [1] ACTION: - Set a 3 minute timer - Advance Slide  [2] SCRIPT: N/A |  |

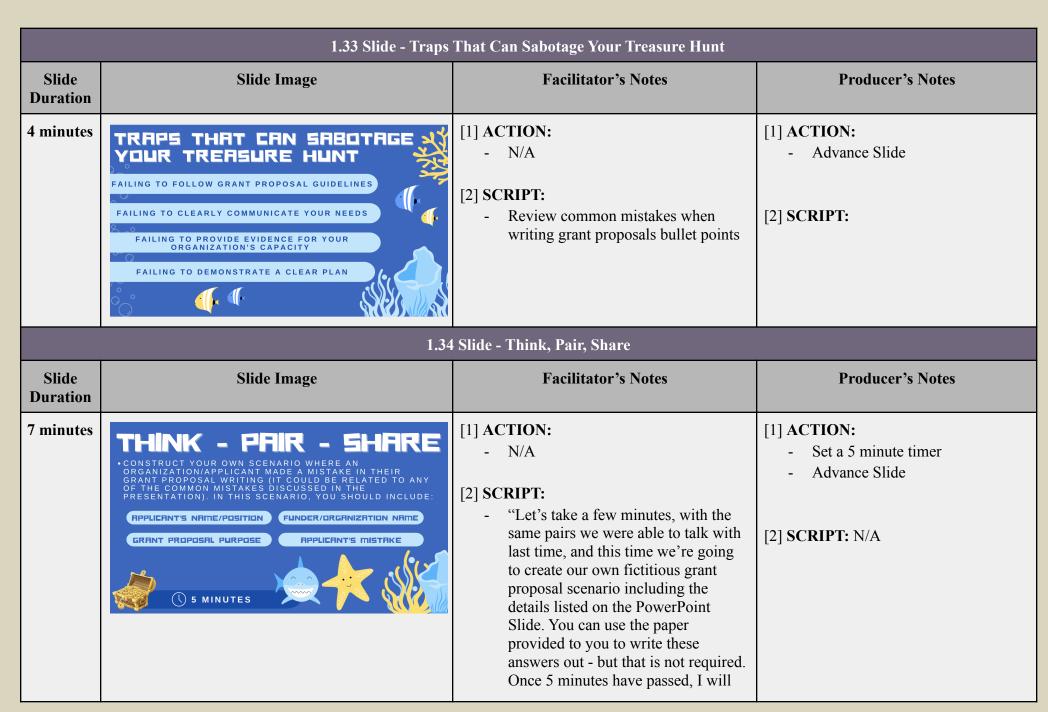
|                   |                         | - End pair discussions to move on to whole discussion after 2-3 minutes; take minimum 2 volunteers to share answers; if individuals are not volunteering - begin assigning pairs questions to answer   |  |
|-------------------|-------------------------|--|--|
|                   | 1.26 9                  | Slide - Outlining A Proposal   |  |
| Slide<br>Duration | Slide Image             | Facilitator's Notes  | Producer's Notes                         |
| 1 minute          | OUTLINING R<br>PROPOSAL | [1] ACTION: - N/A  [2] SCRIPT: - "We first reviewed the components and parts of an actual grant proposal. Then, we talked about why researching the funder of your grant proposal matters. Now, we're going to get into the tangible fundamentals of writing a grant proposal." And we're one step closer to finding our coveted treasure! | [1] ACTION: - Advance Slide  [2] SCRIPT: |

|                   | 1.27 Slide - Digging For Treasure  |   |  |  |  |
|-------------------|--|---|--|--|--|
| Slide<br>Duration | Slide Image  | Facilitator's Notes   | Producer's Notes                         |  |  |
| 2 minutes         | DIGGING FOR TREASURE  PREWRITING, DRAFTING, AND EDITING A GRANT PROPOSAL CAN BE LIKE DIGGING FOR TREASURE AS THEY REQUIRE DIGGING DEEP INTO IDEAS, REFINING THEM, AND POLISHING THEM TO UNCOVER THE GEMS THAT WILL ATTRACT THE ATTENTION AND SUPPORT OF FUNDERS  PREWRITING  DRAFTING  EDITING | <ul> <li>[1] ACTION:         <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT:         <ul> <li>Compare grant proposal writing outline to digging for treasure through blurb</li> </ul> </li> <li>Introduce outlining grant proposal through prewriting, drafting, editing bullet points</li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |
|                   |  | 1.28 Slide - Prewriting   |  |  |  |
| Slide<br>Duration | Slide Image  | Facilitator's Notes   | Producer's Notes                         |  |  |
| 2 minutes         | PREMRITING  SWOT (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS) ANALYSIS  ENGAGE WITH YOUR COMMUNITY  LEVERAGE THOUGHT WEBS, MIND MAPS  | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Introduce the prewriting grant proposal outline through bullet points</li> </ul> </li> </ul>  | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |

|                   | 1.29 Slide - Drafting  |  |  |  |  |
|-------------------|--|--|--|--|--|
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes                         |  |  |
| 2 minutes         | • USE HEADINGS AND SUBHEADINGS TO BREAK UP THE CONTENT AND MAKE IT EASIER TO READ  • AVOID JARGON AND TECHNICAL TERMS THAT MAY BE UNFAMILIAR TO THE FUNDER  • USE EXAMPLES AND ANECDOTES TO ILLUSTRATE YOUR POINTS AND BRING YOUR PROPOSAL TO LIFE                                   | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Introduce the drafting grant proposal outline through bullet points</li> </ul> </li> </ul> | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |
|                   |  | 1.30 Slide - Editing   |  |  |  |
| Slide<br>Duration | Slide Image  | Facilitator's Notes  | Producer's Notes                         |  |  |
| 2 minutes         | EDITING  • ENSURE THAT YOUR PROPOSAL IS CONSISTENT IN TONE AND STYLE  • SET ASIDE AMPLE TIME FOR EDITING - IDEALLY A DAY OR TWO AFTER DRAFTING TO ALLOW YOU TO REVIEW IT WITH FRESH EYES  • SEEK FEEDBACK FROM OTHERS TO HELP YOU IDENTIFY AREAS THAT COULD BE IMPROVED OR CLARIFIED | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Introduce the editing grant proposal outline through bullet points</li> </ul> </li> </ul>  | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |

|                   | 1.31 Slide - Think, Pair, Share   |  |   |  |
|-------------------|---|--|---|--|
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes  |  |
| 5 minutes         | THINK - PAIR - SHARE  • MATCH EACH OF THE FOLLOWING DESCRIPTIONS WITH THEIR CORRECT PROCESS IN THE GRANT WRITING PROCESS:  PREWRITING, DRAFTING, OR EDITING  1. USE HEADINGS AND SUBHEADINGS TO BREAK UP THE CONTENT 2. ENGAGE WITH YOUR COMMUNITY  3. ENSURE YOUR PROPOSAL IS CONSISTENT IN TONE AND STYLE 4. LEVERAGING THOUGHT WEBS AND MIND MAPS 5. USE EXAMPLES AND ANECDOTES TO ILLUSTRATE CONCEPTS  () 5 MINUTES | [1] ACTION: - N/A  [2] SCRIPT: - "Let's take a few minutes, with the same pairs we were able to talk with last time, decide which of the following statements belongs in each of the grant proposal outline steps: prewriting, drafting, or editing." Once 2-3 minutes have passed, I will ask for volunteers to share their answers."  - End pair discussions to move on to whole discussion after 2-3 minutes; take minimum 2 volunteers to share answers; if individuals are not volunteering - begin assigning pairs questions to answer | [1] ACTION: - Set a 3 minute timer - Advance Slide  [2] SCRIPT: N/A |  |

| 1.32 Slide - Common Mistakes In Proposal Writing |                                      |  |  |  |
|--|--------------------------------------|--|--|--|
| Slide<br>Duration                                | Slide Image                          | Facilitator's Notes  | Producer's Notes                         |  |
| 1 minute   | COMMON MISTRICES IN PROPOSAL WRITING | [1] ACTION: - N/A  [2] SCRIPT: - "As we come to the end of our session, we can now deem ourselves 'experts' grant writers and treasure hunters. After reviewing the grant proposal structure, discussing strategies to leverage when researching your funder, and walking through the grant proposal writing process, we'll now talk about common mistakes to avoid when constructing your own grant proposals. The last thing we would want is for your treasure hunt journey to be sabotaged and go off course!" | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |



|                   |   | ask for volunteers to share their answers."  - End pair discussions to move on to whole discussion after 5 minutes; take minimum 2 volunteers to share answers; if individuals are not volunteering - begin assigning pairs that "they will answer next" |  |  |  |
|-------------------|---|--|--|--|--|
|                   | 1.35 Slide - The Treasure Map Of Grant Proposals  |  |  |  |  |
| Slide<br>Duration | Slide Image   | Facilitator's Notes  | Producer's Notes                         |  |  |
| 2 minutes         | THE TREASURE MAP GUIDES ADVENTURERS THROUGH OBSTACLES TO REACH A VALUABLE PRIZE, A WELL-CRAFTED GRANT PROPOSAL LEADS FUNDERS THROUGH THE RESEARCH, PLANNING, AND IMPLEMENTATION OF A PROJECT THAT ADDRESSES A CRITICAL NEED. TODAY WE WILL COVER:  11 COMPONENTS OF AN EFFECTIVE GRANT PROPOSAL  12 RESEARCHING THE FUNDER 13 OUTLINING A PROPOSAL  14 COMMON MISTAKES TO AVOID | <ul> <li>[1] ACTION: <ul> <li>N/A</li> </ul> </li> <li>[2] SCRIPT: <ul> <li>Reiterate treasure map and grant writing proposal comparison blurb</li> </ul> </li> <li>Preface/review today's session agenda and list it</li> </ul>                         | [1] ACTION: - Advance Slide  [2] SCRIPT: |  |  |

