PROPOSAL DEVELOPMENT
FOR AMERICAN INDIAN COMMUNITIES

Acknowledgements:
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AAIP/CDC

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SECTION 1:
INTRODUCTION
INTRODUCTION

Purpose and Overview of this Training Manual

The purpose of the training manual on health proposal development is to provide a resource for individuals in tribal communities who may be in a position to offer proposal development training for tribal staff in health and social services. The training is intended for a wide range of staff from Community Health Representatives (CHR’s) to health and social service administrators, nurses, social workers, physicians, and grant writers in the tribes. We suggest that individual tribes decide who may be the best to implement this training (e.g., tribal health and social services administrators, physicians, community health nurse, tribal grant writers, etc.). Our hope is to enhance tribal capacity to apply for small local and state agency grants, mid-level state, regional, and national grants and to partner as appropriate with academic institutions for National Institutes of Health and Centers for Disease Control federal grants.

Format and Resources

The manual is based on a program planning model for program design that includes assessment, development of program goals and objectives, development of methods and strategies, implementation, and evaluation; included is information about community engagement and community based participatory research (CBPR), which is often required in federal grant applications.

The manual is divided into seven lesson plans which correspond to the major components expected in a grant application: 1) Writing the Successful Proposal, which provides an overview of proposal development; 2) Organizing for Proposal Development/Program Planning and Community Engagement; 3) Building the Statement of the Problem/Literature Review; 4) Writing Goals and Objectives/Linking to Activities and Time Line; 5) Methods and Strategies; 6) Budget Preparation; and 7) Evaluation.

Videos for each session are available at the following website: [http://nursing.uw.edu/building-sustainable-indian-tribal-infrastructure-translational-research/news-training](http://nursing.uw.edu/building-sustainable-indian-tribal-infrastructure-translational-research/news-training)
Each lesson plan contains the goals and objectives for the session, a list of materials needed to implement, a lesson plan and copies of materials which may be used in the class. If an exercise is also suggested, the details are provided for the instructor. As may be noted, each session contains an evaluation component that aims to determine the participant gain in knowledge and also their satisfaction with the class session. We suggest that you use the evaluations to enhance learning; you may prefer to do individual pre-post written evaluations or you may elect to do the evaluation verbally with the group using the pre-evaluation questions.

The class sessions are designed to be implemented in approximately 2 hour segments. Each session is designed to assure participant engagement and participation. It is expected that the sessions could be provided in approximately one week in 2 hour sessions each day or extended to be provided for 2 hours each week over several weeks. It is also recognized that some communities may need to be able to offer the program in one hour segments. Each class session is broken into two one hour segments with a short break. If desired, the instructor could use the break to start another session of one hour and thus implement the training in only one hour sessions. It is our hope that we have provided the format in a way that may accommodate a number of implementation situations/needs.

**History of Development and Acknowledgements**

This grant training was first developed as part of a Spirit of Eagles Community Networks Project (CNP) (Dr. Judith Kaur, PI) grant training program offered once per year for one week in Portland, Oregon through a subcontract which Dr. Tom Becker held with the Oregon Health Sciences University; Dr. June Strickland designed and implemented the training. The training was offered in 2-3 hour segments each day and participants completed proposals as part of the program outcome. It was further refined through a National Institute of Nursing Research (NINR) RC 4 grant which Dr. Strickland implemented with two tribes in Washington State; the video series was designed under this funding. The Centers for Disease Control funded the Association of American Indian Physicians to further support this effort by funding the full development of the training manual to support the training video. Thus this work represents approximately 10 years of development and implementation with tribes across the U.S.; your participation in serving as instructor trainers will further the dissemination of this work to
tribes across the U.S.

We recognize that many do not develop proposals because they may not feel they have enough time, skills, or are not comfortable with the process. We also recognize that often the time frames required to submit a proposal are too short for tribes to respond and formats may not well fit Native views on health promotion. One video in our series has been devoted to addressing some of these challenges tribes face in the hope that we can influence funding agencies and better prepare tribes to be able to respond to funding opportunities. Our hope is that you will be able to make the training experience fun for participants and that participants will be given lots of positive feedback and encouragement to undertake proposal development. We know that our communities have many health needs and that funding is available to provide programs that are much needed in our communities.

Our intent in providing this manual, videos, and related trainer preparation is to assure free access to this information for all American Indian/Alaska Native communities and urban health centers. To assure quality and protection of the work, AAIP has copyrighted the manual; this means that the manual cannot be copied for distribution, used in grant training programs, or revised/modified without the permission of the AAIP; trainers using the manual must be certified by the AAIP through participation in training. This manual is intended as a guide, our hope is that you will use it to best meet the needs in your community and provide us with feedback so that further refinements may be made. We thank you for taking this work forward into our tribal communities.
SECTION 2:
LESSON PLANS
LESSON PLAN 1

WRITING THE SUCCESSFUL PROPOSAL
LESSON PLAN 1 TOPIC: Writing the Successful Proposal

GOAL:
The goal of this session is to prepare participants for decision making about when to apply for a grant and to provide information that is important in developing the “winning” grant.

OBJECTIVES
At the end of this class session participants will be able to:
1. List at least 3-4 questions that should be asked about a funding opportunity before making the decision to write the grant.
2. List at least 2-3 funding resources for health programs.
3. Outline 5-6 key criteria for a “winning” grant proposal.
4. Describe some ways to make a grant “unique.”

MATERIALS:
1. Instructor Overview Guide
2. Pre/Post-evaluation Sheets (enough for each participant to have 2)
3. Pre/Post-evaluation Answer Sheet
4. Satisfaction Evaluation
5. Criteria for a Winning Grant
6. URL or video on Writing the Successful Proposal
7. Grant Proposal Worksheet
8. Instructor Suggestion Sheet
9. Abstract Example
10. The Extra Element
LESSON PLAN 1: Writing the Successful Proposal

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-15 min</td>
<td>Introductions</td>
<td>▪ Introduce class objectives - All</td>
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<tr>
<td>15-30 min</td>
<td>Grant ideas</td>
<td>▪ Complete grant worksheet</td>
</tr>
<tr>
<td>30-60 min</td>
<td>Grant ideas</td>
<td>▪ Share ideas</td>
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<td>10 min</td>
<td>BREAK</td>
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</tr>
<tr>
<td>0-10 min</td>
<td>Pre-evaluation</td>
<td>▪ Complete pre-evaluation worksheet (Objectives 1-4)</td>
</tr>
<tr>
<td>10-40 min</td>
<td>Writing the successful proposal</td>
<td>▪ View videos (Objectives 1-4)</td>
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<tr>
<td>40-50 min</td>
<td>Video content</td>
<td>▪ Complete post-evaluation worksheet</td>
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<td></td>
<td></td>
<td>▪ Review answers for pre/post-evaluations (Objectives 1-4)</td>
</tr>
<tr>
<td>50-60 min</td>
<td>Summary / Follow-up readings</td>
<td>▪ Complete satisfaction evaluation</td>
</tr>
</tbody>
</table>

FOLLOW-UP READINGS/HANDOUTS:
1. Criteria for a Winning Grant
2. Abstract Example
3. The Extra Element

INSTRUCTOR MATERIALS:
1. Instructor Overview Guide
2. Grant Proposal Worksheet and Instructor Suggestion Sheet
3. Pre/Post-evaluation Sheets
4. Evaluation Answer Sheet
5. Satisfaction Evaluation
6. Criteria for a Winning Grant
7. Abstract Example and The Extra Element
As you can see by the objectives, the aim of this session is to provide an introduction to proposal development. You want to get the participants thinking about writing a proposal and thus the first hour of the session is designed to engage the participants in thinking about a grant idea, resources, potential partners, and challenges they might encounter. You will be using the Grant Proposal Worksheet to get the participants involved in thinking about these issues, sharing and discussing. Depending on the size of your group, you may break them into groups or have them work individually to complete the Grant Proposal Worksheet and to share the results.

In the introduction and review of the objectives, you might ask: “How many of you have written a grant before?” If some have, ask them to share the experience. Use the instructor suggestions sheet to support this session. In the second half of this session, you will use the video on “Writing the Successful Proposal.” Do have the participants complete the pre-evaluation before viewing the video. This will serve as your base line for assessing knowledge gain and it will also cue the participants into what is a priority in viewing the video. After the video ask the participants to now complete the evaluation again; handout the evaluation sheet again. When they have completed the evaluation sheet again, give them back the original pre-evaluation sheet and ask them to compare their answers and discuss what they learned. (Note: you will need to have them put their names on the evaluation sheets to be able to match them at the end.) Give out the handouts: Criteria for a Winning Grant, The Extra Element, and the Abstract Example and use as a review for the summary and for follow-up reading. Do remember to administer the “satisfaction survey too. Do announce the next time and place for the next session at the end of the meeting and use whatever approach seems appropriate to send reminders for the next session. While it is hoped that you will have a group of participants who will attend each week, you may find that some will come only for sessions of particular interest and that is OK too.
## GRANT PROPOSAL WORKSHEET

1. Write about a grant idea you have had:

2. What resources do you have to address the need you have for which you might also seek grant funding? People, space, existing funding, previous work, etc.):

3. Who are some potential partners to address your need?

4. What challenges might you expect?
CLASS SESSION 1: Writing the Successful Proposal

Instructor Suggestions: As you start participants filling out the grant worksheet, you might give an example to help participants in their thinking.

For example:

Grant Idea:
In one tribe we know we have a lot of women with breast cancer and want to raise awareness of the importance of screening for our women. We want to do something in line with our cultural resurgence activities. Our idea is to get our carvers to carve pink paddles so that we can meet the pink canoe that comes ashore with the canoe Journey in the Pacific Northwest and give them the pink paddles.

Resources:
We have good carvers and ladies who will help in giving out the paddles.

Potential Partner:
School of Nursing Students, American Cancer Society, Komen

Challenges:
Short time frame; not sure how much money it will cost and tribe may not be supportive of small grant applications.

THINK OF EXAMPLES YOU MIGHT DRAW FROM YOUR COMMUNITY TO GET FOLKS STARTED.
CLASS SESSION 1: **Writing the Successful Proposal**

**EVALUATION SHEET**

Below is a list of questions to heighten you awareness of what you will be learning in this session. Take a few minutes to do your best to answer the questions. At the end of the session, we will see what you have learned!

1. List 4 important questions you need to ask before deciding to write a grant proposal application in response to a funding opportunity.

2. List at least 2 resources for health and/or social services funding.

3. There are a number of criteria that must be met to have a “winning” grant application. See how many you can list now. Try to get at least 4.

4. What are some ways you could make a proposal application unique?
1. **Four important questions to ask before writing a grant.**
   1. Is your organization eligible?
   2. Are your staff qualified?
   3. Do you have staff to implement if funded?
   4. Is the grant wired for a specific population (not you)?

2. **List two resources for health funding.**
   - 1) CDC, 2) NIH, 3) Spirit of Eagles, 4) Komen, 5) American Cancer Society *(Note: many others may be known in the tribes.)*

3. **List at least 4 elements in a winning grant.**
   - Clear goals and objectives
   - Reasonable budget
   - Evaluation plan
   - Unique
   - Follows directions
   - Qualified staff
   - Transferable to other communities

4. **How can you make your proposal application unique?**
   - Use methods that are unusual (e.g., build on traditional approaches).
   - Focus on a population not well served, e.g., Indian men.
   - Focus on a current high priority area.
   - Examples of unique grants for Indian people.
   - Colon cancer screening.
   - Screening of any kind for men using male role models.
   - Using interventions that are linked to cultural values (e.g., return to traditional foods in nutrition education; building a canoe as part of a tobacco education program).
1. How useful do you feel the information you gained in this session will be for you?

   Circle one of the following. Let 1 = the lowest and 3 = the highest:

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<tr>
<td>Low</td>
<td>Medium</td>
<td>High</td>
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2. What was most helpful in this session?

3. How might we do things differently?

4. Would you encourage others to attend this class?
CLASS SESSION 1: Writing the Successful Proposal

WINNING GRANT CRITERIA

✓ CLEAR PLAN: Goals and objectives

✓ Based on existing research/science

✓ Reasonable budget; well justified

✓ Strong PI credentials

✓ Consultants and letters of support

✓ Solid evaluation plan

✓ Followed grant directions

✓ Innovative/unique
CLASS SESSION 1: Writing the Successful Proposal

‘THE EXTRA ELEMENT’

✓ Unique idea

✓ Timely language

✓ Transferable

✓ Addresses a population not reached

✓ Unique methods/approaches

✓ For research grants: Advances science
CLASS SESSION 1: Writing the Successful Proposal

ABSTRACT EXAMPLE

Statement of the Problem:

American Indian women have higher death rates from breast cancer than other populations and it is believed that much of this disparity is related to low screening rates and delays in seeking screening and follow-up treatment. In our small tribe of only 1,000 people with approximately 250 women over 25, we have had 7 women diagnosed with breast cancer in the past 3 years; many have been identified in late stages of breast cancer.

Funding Aim: We are seeking funding for our community to raise community awareness about the need for mammography screening.

Method: We aim to provide a one day workshop in which our cancer survivors and elder women will take the lead in encouraging our women to seek cancer screening by providing testimony. We also plan to offer a panel discussion provided by providers and a mammography team. Our approach is unique in that we aim to reach whole families in our one day event and ask women to make a commitment to get screening for their families, the tribe and future generations. Basket making and traditional food will be provided.

Evaluation: Evaluation will include the following: 1.) Number of women attending; 2.) Knowledge gain based on a pre/post-evaluation of knowledge about screening; and 3.) Number of women who commit to get a mammogram.

Benefit: We expect that this program will be of benefit to our tribal community and provide a model for other tribal communities seeking to increase breast cancer screening for women.
LESSON PLAN 2

ORGANIZING FOR PROPOSAL DEVELOPMENT/
PROGRAM PLANNING
LESSON PLAN 2 TOPIC: Organizing for Proposal Development/Program Planning

GOAL:
The goal of this session is to lay the foundation for proposal development and to address the practical issues in organizing for proposal development.

OBJECTIVES:
At the end of this class session participants will be able to:
1. Relate program planning to project development and grant writing.
2. List key steps in program planning and relate to the steps in grant writing.
3. List key tasks needed in proposal development.
4. Demonstrate an ability to map a time line for proposal development.

MATERIALS:
1. Instructor Overview Guide
2. Pre/Post-evaluation Sheets (Two for each participant)
3. Evaluation Answer Sheet
4. Winning Grant Criteria (See previous session materials)
5. Worksheet on Program Planning
6. Program Planning Guide
7. Satisfaction Evaluation (See material in previous session)
8. Key Elements in Mapping a Proposal Development Time Line
9. URL or Video on Organizing for Proposal Development
LESSON PLAN 2: **Organizing for Proposal Development/Program Planning**

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<tr>
<td>0-10 min</td>
<td>Goals/winning grant objectives</td>
<td>▪ Review lecture handouts (Objectives 1-4)</td>
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<tr>
<td>10-25 min</td>
<td>Program planning</td>
<td>▪ Planning exercise using planning worksheet (Objective 1)</td>
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<tr>
<td>25-60 min</td>
<td>Program planning</td>
<td>▪ Report on projects</td>
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<td>▪ Relate to program planning guide (Objectives 1-2)</td>
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<tr>
<td>10 min</td>
<td>BREAK</td>
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<tr>
<td>0-10 min</td>
<td>Pre-evaluation</td>
<td>▪ Complete pre-evaluation worksheet (Objectives 3)</td>
</tr>
<tr>
<td>10-40 min</td>
<td>Content on organizing</td>
<td>▪ View URL and video (Objectives 3)</td>
</tr>
<tr>
<td>40-50 min</td>
<td>Post-evaluation</td>
<td>▪ Complete post-evaluation worksheet (Objective 3); Review answers</td>
</tr>
<tr>
<td>50-60 min</td>
<td>Summary lecture</td>
<td>▪ Complete satisfaction evaluation (Objectives 1-4)</td>
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**HOMEWORK:**
1. Mapping a Time Line: Draft a map for your grant

**INSTRUCTOR MATERIALS:**
1. Instructor Overview Guide
2. Winning Grant Criteria (see previous class session)
3. Program Planning Worksheet
4. Program Planning Guide
5. Pre/Post Evaluations
6. Pre/Post-evaluation Answer Sheet
7. Satisfaction Evaluation Sheet (see Lesson Plan 1)
8. Key Elements in Mapping a Time Line Handout
CLASS SESSION 2: Organizing for Proposal Development/Program Planning

INSTRUCTOR OVERVIEW GUIDE

In this session you will be laying the foundation for participant understanding of program planning and how it relates to the development of a proposal. You will also be addressing task that need to be accomplished in developing a plan for writing a proposal and encouraging the participants to develop a proposal development work plan. Carefully review your objectives for this session. In the first half of the session you will be focusing on program planning. Review the session goals and objectives and engage the participants in the program planning exercise using the Program Planning Worksheet. Note you may ask them to work in groups or individually. Once they have completed the exercise, engage them in sharing and then follow-up with the information on program planning provided in the Program Planning Guide sheet. You may make copies of the Guide for them to keep. The second half of the session, administer the pre-evaluation questionnaire. Show the video on Organizing for proposal development. After the video administer the evaluation again and compare to see what has been learned. Share the answers from the Evaluation answer sheet. Summarize key points from this session and administer the satisfaction evaluation sheet. Give out the sheet on “Mapping a Time Line for Work” and ask the participants to complete the tasks on the sheet and bring to the next class session for discussion.
CLASS SESSION 2: Organizing for Proposal Development/Program Planning

PROGRAM PLANNING WORKSHEET

1. Remember a project you may have implemented in your community as a part of your work or that you were involved with personally but was not work related. Describe what you did and who all were involved.

2. List as many activities or steps that were taken in this project from the beginning to the end.
   - For example, what was done first? Why? What was accomplished in the step and who were involved?

3. Who all were involved in the project? Why? Who provided the leadership?
CLASS SESSION 2: Organizing for Proposal Development/Program Planning

PROGRAM PLANNING GUIDE

1. Program planning is grounded in community organization theory.

2. Program planning results in identification of needs, prioritization for action, and the development of plans/strategies to address needs.

3. Supporting creation of the vision, building on community strengths, applying energy and collaborative leadership are important.

4. Steps in the process include the following:
   a. Assessing
   b. Identifying needs/defining priorities
   c. Establishing goals and objectives
   d. Designing methods and strategies
   e. Implementing
   f. Evaluating

These are the steps that provide the information needed in a grant application.

1. Program planning is a circular, moving, dynamic process.

2. Evaluation must be addressed at the beginning with the formulation of the program objectives.
CLASS SESSION 2: Organizing for Proposal Development/Program Planning

PRE/POST-EVALUATION SHEET

Below is a list of questions to heighten your awareness of what you will be learning in this session. Take a few minutes to answer the questions. At the end of this session, we will see what you have learned.

1. List as many activities as you can that may be needed to develop a program or project for which you might seek grant funding to implement. (For example, assess community needs, analyze data, etc.).

2. List as many tasks as you can that you think would be needed in organizing to submit a grant proposal for the project or program you may have been thinking about in question #1. (For example, determining who would be involved, who would write the grant?).

3. To develop a work plan for getting a proposal submitted, discuss key information you would need to develop the plan and map the time line.
1. List the steps needed to design a program to submit for funding.
   a. Assessment of needs, identification of the problem
   b. Involving all appropriate people to agree on the goals and objectives
   c. Development of methods, strategies and a time line
   d. Allocating resources for implementation
   e. Designing evaluation

2. List as many tasks as you can that would be needed to organize to submit a grant proposal.
   a. Identify key personnel, get CV and/or biosketches
   b. Identify partners and get letters of support
   c. Prepare the CORE text of the grant
   d. Create the abstract
   e. Prepare the budget
   f. Describe existing resources
   g. Other: Get appropriate approvals

3. To develop a work plan for getting a proposal submitted, discuss key information you would need to map a time line.
   a. Who will be the PI?
   b. What is the need and how quickly can you get the supporting data?
   c. Who is available to work on tasks needed to submit the grant?
   d. Which departments, divisions need to be involved? How can you achieve coordination?
   e. Who can prepare the budget and how available are they?
   f. When must the grant be submitted? The letter of intent and how, e.g., e-mail or mail?
CLASS SESSION 2: Organizing for Proposal Development/Program Planning

SATISFACTION EVALUATION

1. How useful do you feel the information you gained in this session will be for you?

*Circle one of the following. Let 1 = the lowest and 3 = the highest:*

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<td>2 Medium</td>
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</table>

2. What was most helpful in this session?

3. How might we do things differently?

4. Would you encourage others to attend this class?
CLASS SESSION 2: Organizing for Proposal Development/Program Planning

<table>
<thead>
<tr>
<th>MAPPING A TIME LINE WORKSHEET: KEY ELEMENTS IN MAPPING A TIME LINE FOR PROPOSAL DEVELOPMENT</th>
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</thead>
<tbody>
<tr>
<td>1. Identify key personnel on the grant. Identify the PI and obtain a CV or biographical sketch as required for all key personnel.</td>
</tr>
<tr>
<td>2. Identify key partners; draft and request letters of support; get letters of support. Determine who will monitor getting the letters of support.</td>
</tr>
<tr>
<td>3. Prepare the CORE text of the proposal including the statement of the problem, review of literature, project aims/objectives, and activities, time lines, and evaluation.</td>
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<tr>
<td>4. Create the abstract.</td>
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<tr>
<td>5. Prepare the budget.</td>
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<tr>
<td>6. Describe the resources (see if there are templates).</td>
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<tr>
<td>7. Obtain approvals as needed.</td>
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<tr>
<td>8. Other: Watch for items specific to the wording of the grant application, e.g., submitting the letter of intent.</td>
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In mapping a worksheet time line/plan for getting a proposal submitted, do create a time line in which you list the tasks above. Start with the date the grant has to be submitted and work backwards (including slack time for unforeseen delays) and map out the time by which each task has to be accomplished and who will be responsible for the task and for monitoring the entire plan. Do include meetings of the planning team if desired.
LESSON PLAN 3

BUILDING THE STATEMENT OF THE PROBLEM /
LITERATURE REVIEW
LESSON PLAN 3 TOPIC: Building the Statement of the Problem/Literature Review

GOAL:
The goal of this session is to raise participant awareness of the importance of using all available information, e.g., data, literature review to demonstrate the need for the project and to illustrate the value of the contribution.

OBJECTIVES:
At the end of this session participants will be able to:
1. Demonstrate an ability to map a time line for proposal development related to an identified grant.
2. List and discuss at least 3-4 methods of assessment which might be used to build the statement of need/problem in a grant application.
3. Identify at least 2-3 challenges which might be encountered in building a statement of the problem.
4. List at least 2-3 kinds of information that may be expected in the “Statement of the Problem” section of a grant application.
5. List 2-3 aims that the grant writer must achieve in writing the “Statement of the Problem” section of a grant application.

MATERIALS:
1. Instructor Overview Guide, URL and Video
2. Pre/Post Evaluations
3. Evaluation Answer Sheet
4. Satisfaction Evaluation
5. Assessment Worksheet
6. Assessment Methods Handout
7. Writing Goals and Objectives Homework
LESSON PLAN 3: **Building the Statement of the Problem/Literature Review**

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<tr>
<td>0-10 min</td>
<td>Summary of last session and review of goals and objectives</td>
<td>▪ Lecture using goals and objectives and notes from last session</td>
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<tr>
<td>10-30 min</td>
<td>Mapping a time line</td>
<td>▪ Share mappings on time line (Objective 4 last session)</td>
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<tr>
<td>30-50 min</td>
<td>Assessment methods</td>
<td>▪ Assessment exercise using assessment worksheet (Objective 2)</td>
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<tr>
<td>0-60 min</td>
<td>Summary</td>
<td>▪ Assessment methods sheet</td>
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<td>10 min</td>
<td>BREAK</td>
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<tr>
<td>0-10 min</td>
<td>Pre-evaluation</td>
<td>▪ Complete pre-evaluation sheet (Objectives 2-4)</td>
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<td>10-45 min</td>
<td>The statement of the problem</td>
<td>▪ View videos (Objectives 2-4)</td>
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<td>45-55 min</td>
<td>Post-evaluation</td>
<td>▪ Complete post-evaluation sheet; review answers</td>
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<td>▪ Complete satisfaction survey (Objectives 2-4)</td>
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<td>55-60 min</td>
<td>Summary</td>
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**FOLLOW-UP HOMEWORK: WRITING GOALS AND OBJECTIVES:**

Give out Writing Goals and Objectives sheet for participants to read before next class.

**INSTRUCTOR MATERIALS:**

1. Instructor Overview Guide  
2. Assessment Worksheet  
3. Assessment Methods  
4. Pre/Post-evaluation  
5. Pre/Post-evaluation Answers  
6. Satisfaction Survey (see Lesson Plan 1)  
7. Video  
8. Writing Goals and Objectives Handout
CLASS SESSION 3: Building the Statement of the Problem/Literature Review

INSTRUCTOR OVERVIEW GUIDE

In this session you will be following up on the previous session on mapping the time line for proposal development and laying the foundation for understanding the tasks to be accomplished in developing the statement of the problem and literature review by focusing on assessment methods. Carefully review the session objectives and copy all your needed materials. Begin by reviewing the last session using notes from previous session. Review your outline and approach with the participants. Also review the objectives for this session. Begin by engaging the participants in sharing their time line mapping work. Note, if none or few have done this, just review the tasks in this time and encourage them to do this. Move on to the work on assessment methods. Ask the participants to complete the Assessment Worksheet. Engage them in sharing what they have written on the Worksheet. Use the Assessment Methods sheet to review the how, why, what and sources of information for assessment. Emphasize the importance of assessment to determining the need for the proposal and to illustrate the relationship of assessment to building the statement of the problem and literature review. In the second part of the session, administer the pre-evaluation first. Show the video. After the video has been shown, ask the participants to complete the evaluation again and compare to see what they have learned. Share the answer sheet. Do have them complete the satisfaction sheet as well. Do aim to summarize the key points from the video. Give out the information on writing goals and objectives for participants to read before the next session and alert them to the time and place of the next session.
CLASS SESSION 3: Building the Statement of the Problem/Literature Review

ASSESSMENT WORKSHEET

1. List assessment approaches you may have used in the past to assess needs for a program or project. What challenges did you encounter? Could they be used in the current grant application you are considering?

2. What sources of data do you have to build the statement of the problem for this grant you are considering? Can you access the data? What challenges do you anticipate?

3. In the grant application you are considering, will you need a literature review to show other efforts that may help in guiding this project? Does the grant application seem to expect a literature review? Can you do a literature review or will you need outside help?
CLASS SESSION 3: Building the Statement of the Problem/Literature Review

ASSESSMENT METHODS

1. **Methods of Assessment:**
   Methods commonly used in assessment include the following:
   a. Survey
   b. Interview
   c. Focus Group
   d. Data review
   e. Observation

2. **Why Assess:**
   To gain information (community strengths and needs and what has already been done) to address the need for which you are seeking funding or what exists in the literature on programs similar to the one you are hoping to implement to show how you will be adding to understanding in your project.

3. **What to Assess:**
   a. National, regional, and local data related to your project, e.g., numbers of people who need to be reached, behavioral information related if needed.
   b. What has been done in your community or reported in the literature.
   c. Community strengths to address the issue.

4. **Sources of Information:**
   a. National, regional and local websites of organizations such as the Indian Health Boards
   b. Tribal or urban center specific data
   c. Departmental held data
   d. CDC and NIH websites
   e. Literature review on projects
1. List 2-3 approaches to assessment.

2. Identify 2-3 challenges you might encounter in building the “Statement of the Problem” for a grant.

3. List 2-3 kinds of information that may be expected in the “Statement of the Problem” section of a grant proposal.

4. List 2-3 aims the grant writer needs to achieve in writing the “Statement of the Problem” section of a grant proposal.
CLASS SESSION 3: Building the Statement of the Problem/Literature Review

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<th>PRE/POST-EVALUATION ANSWER SHEET</th>
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1. **List 2-3 approaches to assessment.**
   Answer: Survey, Interview, focus group, observations, data analyses

2. **Identify 2-3 challenges you might encounter in building the “Statement of the Problem” for a grant.**
   Answer:
   a. Insufficient community specific data.
   b. No data or time to collect.
   c. Limited staff or support to adequately assess.
   d. Too short a time frame to submit the grant to get the needed data.
   e. Misclassification/missing data to fully show the extent to the need.

3. **List 2-3 kinds of information that may be expected in the “Statement of the Problem” section of a grant proposal.**
   Answer:
   a. Number of people affected.
   b. Cost of the problem to the community (not just financial costs).
   c. Specific data related to your need.
   d. Visual imagery of your land and people.
   e. What you have done.

   **DO AIM TO APPEAL TO THE HEART AS WELL AS PROVIDE SPECIFIC DATA.**

4. **List 2-3 aims the grant writer needs to achieve in writing the “Statement of the Problem” section of a grant proposal.**
   Answer:
   a. Raise awareness of the need, appeal to the heart.
   b. Present data in a compelling way.
   c. Quantify the need with data.
   d. Highlight the uniqueness of your program.
   e. Show how it can serve as a model for other communities.
CLASS SESSION 3: **Building the Statement of the Problem/Literature Review**

## WRITING GOALS AND OBJECTIVES

### GOALS:

1. Provide the big picture and topic for the work.
2. May be very general and include a discussion of the intended audience.
3. DOES NOT have to be measurable.

### OBJECTIVES:

1. May be designed to influence individual, group, population behaviors or to address system change.
2. May be focused on affecting the **process** or **outcomes** of the program.
3. Need to be very specific in terms of the following:
   a. Who or what will change?
   b. What percentage or numbers are expected to change?
   c. When is the change expected to occur?
   d. How will the change be measured?

**Example:** At the end of this class session, at least 75 % of the participants will be able to list at least 3 approaches to assessment as determined by a post-test evaluation.

Use **action** verbs that are easily measured.
LESSON PLAN 4

WRITING GOALS AND OBJECTIVES:
LINKING TO ACTIVITIES AND A TIME LINE
LESSON PLAN 4 TOPIC: Writing Goals and Objectives

GOAL:
The goal of this session is to familiarize participants with key elements in writing goals and objectives and relating activities with objectives and a time line.

OBJECTIVES:
At the end of this session participants will be able to:
1. Demonstrate an ability to write at least one objective that contains the key elements needed in an objective.
2. Explain the key difference between a goal and an objective.
3. List and discuss the key elements needed in an objective.
4. List and discuss action verbs most useful in writing objectives.
5. Demonstrate an ability to relate a grant goal, objective, activities, and a time line for achievement.

MATERIALS:
1. Instructor Overview Guide
2. Pre/Post-evaluation
3. Post-evaluation Answer Sheet
4. Satisfaction Evaluation
5. URL/ Video on Writing Goals and Objectives
6. Instructor Guide Sheet on Writing Goals and Objectives
7. Writing Goals and Objectives Worksheet
8. Activities Time Line Worksheet Handout
LESSON PLAN 4: Writing Goals and Objectives

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<th>TIME</th>
<th>TOPIC</th>
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<tr>
<td>0-10 min</td>
<td>Session objectives</td>
<td>▪ Review objectives</td>
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<td>0-10 min</td>
<td>Pre-evaluation</td>
<td>▪ Complete pre-evaluation (Objectives 1-4)</td>
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<tr>
<td>20-55 min</td>
<td>Writing goals and objectives</td>
<td>▪ View videos (Objectives 1-4)</td>
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<tr>
<td>55-60 min</td>
<td>Post-evaluation</td>
<td>▪ Complete post-evaluation sheets</td>
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<td></td>
<td></td>
<td>▪ Review answers (Objectives 2-4)</td>
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<tr>
<td>10 min</td>
<td>BREAK</td>
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<tr>
<td>0-40 min</td>
<td>Writing goals and objectives</td>
<td>▪ Exercise on writing goals and objectives using the worksheet (Objective 1)</td>
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<tr>
<td>40-50 min</td>
<td>Satisfaction evaluation</td>
<td>▪ Complete satisfaction evaluation (Objectives 1-4)</td>
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<tr>
<td>50-60 min</td>
<td>Summary</td>
<td>▪ Provide a summary (Objectives 1-4)</td>
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**FOLLOW-UP:**

Estimate a time line related to a goal/objective, activities (Objective 5); distribute Activities Time Line Worksheet and ask participants to address the assignment for next class session

**INSTRUCTOR MATERIALS:**

1. Instructor Overview Guide
2. Pre/Post Evaluation
3. Post-evaluation Answer Sheet
4. Satisfaction Questionnaire (see Lesson Plan 1)
5. Instructor Guide for Writing Goals and Objectives Exercise
6. Writing Goals and Objectives Worksheet
7. Activities Time Line Worksheet
LESSON PLAN 4: **Writing Goals and Objectives**

**INSTRUCTOR OVERVIEW GUIDE**

In this session, you will be teaching the participants the importance of writing clear goals and objectives that can be measured. Carefully review your session goal, objectives, materials, and lesson plan. Copy all needed materials in advance of the session. First review the session goal, objectives, and format with the participants. Have them complete the pre-evaluation sheet and be sure they put their name on it. View the video on writing goals and objectives. Administer the evaluation questionnaire again and compare results. Review the answers as a summary for this part of the session. After the break you will move to engaging the participants in actually writing goals and objectives. Review your instructor guide for this exercise. Do use the model on the instructor exercise guide in your summary. Administer the satisfaction survey and collect. Summarize key points for the session. Distribute the Activities Time Line Worksheet and ask participants to aim to consider the time line for their objectives and activities and bring to the next session.

**NOTE:** In helping them understand how to write objectives, you may find that most can think of the actual activities they want to do and then have to back track to consider what they were hoping to accomplish with the task.
CLASS SESSION 4: Writing Goals and Objectives

### PRE/POST EVALUATION

1. List and discuss at least one to two differences between a goal and an objective.

2. List and discuss the key elements required in an objective.

3. Circle the verbs that are strong action and are most easy to measure:

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<th>Demonstrate</th>
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<th>Understand</th>
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<tr>
<td>Complete</td>
<td>Consider</td>
<td>Name</td>
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</table>
1. List and discuss at least one to two difference between a goal and an objective.
   Answer: A goal is general and an objective is specific;
   a. A goal does not have to be measured and an objective does.
   b. A goal does not have to contain details related to expected change and an objective does.
   c. A goal does not have to specify a time frame and an objective does.

2. List and discuss the key elements required in an objective.
   Answer:
   a. Who or what will change
   b. How many or what percentage change is expected
   c. When must the change happen
   d. How will the change be measured

4. Circle the verbs that describe measurable action and are best for objectives.

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</table>
CLASS SESSION 4: Writing Goals and Objectives

<table>
<thead>
<tr>
<th>INSTRUCTOR GUIDE FOR EXERCISE ON WRITING GOALS AND OBJECTIVES</th>
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<tbody>
<tr>
<td>1. The purpose of this exercise is to support the participants in relating activities to objectives, and goals.</td>
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<tr>
<td>2. You may ask participants to work independently or in teams depending on the size of your group.</td>
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<td>3. Pass out the exercise sheet.</td>
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<tr>
<td>4. Move among the participants and observe what they are doing; gently help them keep on track; be sure they understand the difference between an activity, goal and objectives.</td>
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<tr>
<td>5. Have the participants report on their exercise.</td>
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<td>6. Summarize and add in items that may have been missed.</td>
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<td>7. The linkage between the goal, objectives, and activities are as follows: Use this model in summarizing.</td>
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**GOAL:**
To increase the number of grant trainers in American Indian Country through the provision of a workshop.

**OBJECTIVE:**
To assure that at least 4-5 trainers have the knowledge, skills, and materials to provide grant training in Indian communities by the end of a workshop provided on October 15 as measured by demonstration of 75% comprehension of key content knowledge measured with a pre/post-test and follow-up observations/reporting of implementing the 100% of the training over one year.
CLASS SESSION 4: **Writing Goals and Objectives**

**ACTIVITIES:**

1. Provide a one day workshop:
   - **Sub activities:**
     a. Secure Lodging and conference space
     b. Assure a trainer

2. Carefully observe the participant responses to the exercise and answer questions, provide suggestions to make sure they are on track.

3. Examples of 3-4 overarching tasks/activities might be the following:
   - a. Secure lodging
   - b. Assure a trainer
   - c. Decide on a date for the conference

4. **Sub activities** might be:
   - a. **Secure lodging:** Identify possible venues, contact sites, compare costs, secure a contract.
   - b. **Assure a trainer:** Identify potential trainers, call potential trainers, Secure a contract with a trainer.
   - c. **Decide on a date for the workshop:** Review potential dates, examine competing events, consider dates in relation to the trainer and sites, decide on the date.

   *NOTE THAT THE SUB ACTIVITIES DETAIL MAY NOT ALWAYS BE NEEDED IN A GRANT BUT DESERVE ATTENTION IN PREPARING A TIME LINE FOR THE WORK.*

5. Example of one objective that could be written related to the goal of preparing grant writing trainers:
   - a. By October 15, (year) the planning coordinator for this grant will have secured lodging and conference space for the training as evidenced by a signed contract with the selection site.
CLASS SESSION 4: Writing Goals and Objectives

WRITING GOALS AND OBJECTIVES EXERCISE WORKSHEET

1. Imagine that you are writing a grant in which the goal is to increase the number of grant trainers in AI country by providing a one day workshop.

2. List at least 3-4 tasks that would have to be accomplished to provide the workshop.

3. Now consider subtasks that would have to be accomplished under the 3-4 tasks you have listed.

4. Examine the subtasks and the 3-4 overarching tasks you have created. Now think about what you are trying to achieve with the tasks and write at least one objective that addresses all the key elements needed in writing a grant.
1. Examine your worksheet exercise in which you identified tasks needed to provide a workshop.

2. Note the 3-4 major tasks and sub tasks that you identified.

3. Estimate the time needed to accomplish at least 1 of the major tasks, considering all the sub task activities.

4. Estimate the total time to accomplish the task identified in #3 and relate to the time for each of the sub tasks.

   For example, if you elect to focus on securing the trainer, think about/list the steps and time to accomplish each sub task related to this major task. How long will it take you to identify potential trainers? To contact them? To compare costs of trainers? Sign a contract with a trainer?

5. Come to class prepared to share your thinking on the relation of the goal, objectives, and tasks to the time line.
LESSON PLAN 5

METHODS AND STRATEGIES FOR IMPLEMENTATION
LESSON PLAN 5 TOPIC: Methods and Strategies for Implementation

GOAL:
The goal of this session is to raise participant awareness of the differences in service/foundation grants and advancement of science grants in relation to methods and strategies and to prepare them to partner with academic institutions as appropriate on advancement of science grants.

OBJECTIVES:
At the end of this session participants will be able to:

1. Demonstrate an ability to link objectives and tasks to a time line;
2. List 2-3 differences between a service grant and an advancement of science grant;
3. List and discuss at least 2-3 key strengths that communities bring to advancement of science grants;
4. List and discuss at least 2-3 methods/strategies that are most often used in service grants.

MATERIALS:

1. Pre/Post Evaluations and Satisfaction Questionnaire
2. URL/video on Methods and Strategies in Implementation
3. Instructor Guide and Notes on Objectives 2 & 3
4. Task Time Line Sheet and Instructor Guide
5. Budget Preparation Worksheet
LESSON PLAN 5: **Methods and Strategies for Implementation**

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<tr>
<th>TIME</th>
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<tr>
<td>0-10 min</td>
<td>Goals and objectives</td>
<td>▪ Review session on goals and objectives</td>
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<tr>
<td>10-30 min</td>
<td>Preparing the time line of work</td>
<td>▪ Exercise on developing the time Line</td>
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<tr>
<td>30-50 min</td>
<td>Preparing the time line of work</td>
<td>▪ Sharing the exercise on preparing the time line</td>
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<tr>
<td>50-60 min</td>
<td>Preparing the time line of work</td>
<td>▪ Summary using the instructor guide</td>
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<td>10 min</td>
<td>BREAK</td>
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<td>0-10 min</td>
<td>Pre-evaluation</td>
<td>▪ Complete the pre-evaluation</td>
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<tr>
<td>10-40 min</td>
<td>Methods and strategies</td>
<td>▪ View video</td>
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<td>40-50 min</td>
<td>Methods and strategies</td>
<td>▪ Lecture discussion using the instructor notes provided</td>
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<tr>
<td>50-60 min</td>
<td>Post evaluation/ satisfaction summary</td>
<td>▪ Complete post-evaluation and satisfaction questionnaire ▪ Review answers for post-evaluation</td>
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**FOLLOW-UP:**

Ask participants to think about the budget for a grant for the next class session; distribute a handout on budget preparation.

**INSTRUCTOR MATERIALS:**

1. Pre/Post-evaluation and Post-evaluation Answer Sheet
2. Satisfaction Questionnaire (see Lesson Plan 1)
3. URL/Video on Methods and Strategies
4. Instructor Guide and Notes on Objectives 2 and 3
5. Activities Time Line Worksheet and Instructor Guide
6. Budget Preparation Worksheet
CLASS SESSION 5: *Methods and Strategies for Implementation*

**PRE/POST-EVALUATION QUESTIONNAIRE**

1. List at least 2-3 differences between a service grant and an advancement of science grant.

2. List and discuss at least 2-3 strengths that the community brings to an advancement of science grant.

3. List and discuss at least 2-3 methods and strategies used most often in service grants.
CLASS SESSION 5: **Methods and Strategies for Implementation**

EVALUATION ANSWER SHEET

1. **List and discuss 2-3 differences between a service grant and an advancement of science grant.**
   Answer:
   1.) Advancement of science grants require a detailed literature review and research methods section;
   2.) Advancement of science grants require a PI with academic advanced degree credentials, e.g. Ph.D.; and
   3.) Advancement of science grants are primarily to advance the science and may or may not meet community specific needs.

2. **List and discuss at least 2-3 strengths that the community brings to an advancement of science grant.**
   Answer:
   1.) Understanding the community service needs;
   2.) Local data to build the statement of the need for the funding; and
   3.) Practical understanding of who, how, and what is possible in implementation.

3. **List and discuss at least 2-3 methods/strategies most often used in service grants.**
   Answer:
   1.) Education, e.g. workshops, education classes;
   2.) Assessment of needs;
   3.) Training/team building; and
   4.) Evaluation design.
CLASS SESSION 5: Methods and Strategies for Implementation

<table>
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<tr>
<th>INSTRUCTOR GUIDE OVERVIEW</th>
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<tr>
<td>In this class session, which is broken into two 60 minute segments, you will be devoting the first part of the work to a review of the past session efforts in writing goals and objective and relating that to the development of a time line – specific instructions are provided for the time line preparation work.</td>
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<td>In the second part for this class session, you will be reviewing the video on METHODS AND STRATEGIES and using the pre/post-evaluation questionnaire to determine knowledge gained. As with other sessions, you will first administer the evaluation questionnaire, and then show the video. This will be followed by a short lecture (notes provided)/discussion. Then you will administer the post-evaluation and share the answers and also ask participants to complete the satisfaction evaluation sheet as well. Close with a summary and distribute the assignment for the next session on budget preparation.</td>
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CLASS SESSION 5: **Methods and Strategies for Implementation**

**INSTRUCTOR GUIDE FOR FACILITATING DEVELOPING THE TASK/TIME LINE SHEET**

1. Ask participants about the tasks needed from the last class session work on writing goals and objectives, e.g., securing lodging, assuring a trainer, deciding on the date for the workshop, etc. Engage the participants in a brief discussion about any challenges they encountered in considering the time line to accomplish the tasks.

2. Break participants into groups of 2 (if possible); try to pair participants who are working on the same tasks.

3. Distribute the time/task sheet. Ask groups to list the subtasks that may be related to the selected major tasks and with that aim to estimate times to complete the tasks and put that on the time line. Allow about 15-20 minutes for this task.

4. Have the each group report to the larger group and share their work including challenges. As they are sharing, do ask them to consider practical issues in implementation and the need to create some slack in the planning.

5. Summarize by focusing on the following key points:
   a. Building a time line requires a practical knowledge of time to accomplish tasks;
   b. Building a time line requires very clear and detailed thinking;
   c. Building a time line requires very concrete/practical thinking; and
   d. Assuring flexibility by creating some slack is crucial in planning and creating a time line.
CLASS SESSION 5: **Methods and Strategies for Implementation**

### TASK TIME LINE WORKSHEET

* Note: Use X-----X to show the time period for the task.

#### Task #1:

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CLASS SESSION 5: **Methods and Strategies for Implementation**

**INSTRUCTOR LECTURE NOTES ON PART TWO OF THIS CLASS SESSION**

(*Lecture notes to use after you have shown the methods/strategies video.*)

1. After you have shown the video, refer the participants to objectives 2 and 3 for this class session. Ask them to consider ways that advancement of science grants differ from service grants.

2. Be sure that the following is considered in this discussion.
   a. Advancement of science grants:
      1.) Require more detailed research methods;
      2.) Require an extensive literature review on previous research;
      3.) PI must have academic credentials, e.g. Ph.D.; and
      4.) May or may not meet community specific service needs
   
   b. Service grants:
      1.) Are designed to meet community needs;
      2.) Usually are short terms and not intended to pay for long term services;
      3.) Require strong community involvement;
      4.) Usually does not provide as much funding as research grants; and
      5.) Are not intended to advance science.

3. Ask participants to consider and discuss the strengths that communities bring to advancement of science grants.
   1.) Understanding of the community;
   2.) Local data;
   3.) Practical understanding of resources and issues in implementation;
   4.) Knowledge of who should be involved; staff available to implement;
   5.) Practical understanding of evaluation issues; and
   6.) Community costs.

*(continued)*
CLASS SESSION 5: \textbf{Methods and Strategies for Implementation}

4. Ask participants to list and discuss methods that are most often appropriate for service grants.
   1.) Education;
   2.) Assessment;
   3.) Evaluation;
   4.) Community engagement; and
   5.) Summarize all and add in any other considerations appropriate for your population.
CLASS SESSION 5: Methods and Strategies for Implementation

BUDGET PLANNING

INSTRUCTIONS:

Before your next class session on budget preparation, give some thought to the cost of a grant you might submit, have submitted, or plan to submit. Focus on the following key categories of cost:

1. Key Personnel
2. Consultants
3. Equipment
4. Supplies
5. Travel
6. Sub contracts
7. Indirect costs

Do aim to provide information about who you will most likely coordinate with in your organization to prepare the budget such as the Grants Officer.

Note: If you have never submitted a grant or been involved in preparing a budget, aim to talk with someone in your system who has to address some of the issues in budget preparation.
LESSON PLAN 6

BUDGET PREPARATION
LESSON PLAN 6 TOPIC: **Budget Preparation**

**GOAL:**
The goal of this session is to raise participant awareness of the key items needed in budget development, the importance of being able to fully explain the cost of a budget item, and the value of working with staff who prepare budgets.

**OBJECTIVES:**
At the end of this session participants will be able to:

1. List 2-3 tasks the grant writer needs to have completed before seeing the budget staff;
2. List key items that are usually required in a grant budget;
3. Outline and fully describe how the cost for at least 2-3 budget items were determined;
4. Identify budget staff in his or her community; and
5. Demonstrate an ability to work with others in budget preparation.

**MATERIALS:**
1. Pre/Post-evaluation and Answer Sheet
2. Instructor Guide/Overview
3. Lecture Notes on Preparing the Budget
4. Budget Preparation Direction Sheet
5. Budget Preparation Worksheet
6. URL/video on Budget Preparation
7. Satisfaction Questionnaire
LESSON PLAN 6: Budget Preparation

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<th>TIME</th>
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<tbody>
<tr>
<td>0-10 min</td>
<td>Session objectives</td>
<td>▪ Review the session objectives</td>
</tr>
<tr>
<td>10-20 min</td>
<td>Pre-evaluation</td>
<td>▪ Complete pre-evaluation worksheet</td>
</tr>
<tr>
<td>20-55 min</td>
<td>Preparing the budget</td>
<td>▪ View video on preparing the budget</td>
</tr>
<tr>
<td>55-60 min</td>
<td>Preparing the budget</td>
<td>▪ Summarize and answer questions</td>
</tr>
<tr>
<td>10 min</td>
<td>BREAK</td>
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<tr>
<td>0-10 min</td>
<td>Preparing the budget</td>
<td>▪ Mini lecture highlighting the key information using the lecture notes</td>
</tr>
<tr>
<td>10-20 min</td>
<td>Post-evaluation</td>
<td>▪ Complete post-evaluation and review answers</td>
</tr>
<tr>
<td>20-45 min</td>
<td>Preparing the budget</td>
<td>▪ Exercise on budget preparation</td>
</tr>
<tr>
<td>45-55 min</td>
<td>Preparing the budget</td>
<td>▪ Sharing from the exercise</td>
</tr>
<tr>
<td>55-60 min</td>
<td>Summary/satisfaction</td>
<td>▪ Complete the satisfaction questionnaire</td>
</tr>
</tbody>
</table>

FOLLOW-UP READINGS/HANDOUTS:
None

INSTRUCTOR MATERIALS:
1. Pre/Post-evaluation and Answer Sheet
2. Instructor Guide and Overview
3. Lecture Notes on Preparing the Budget
4. Budget Preparation Direction Sheet
5. Budget Preparation Worksheet
6. URL/Video on Budget Preparation
7. Satisfaction Questionnaire (See Lesson Plan 1)
CLASS SESSION 6: Budget Preparation

INSTRUCTOR GUIDE/OVERVIEW

In this class session you will be showing the video on budget preparation first so do review the session goals and objectives and follow with the pre-evaluation questionnaire. Do ask the participants about their efforts in thinking about budget preparation from the homework assignment as well.

After the break, in the second part of this class session, you will be asking the participants to apply the information gained in the preparation of a budget. You will start this second part of the class session with a mini lecture (notes are provided) to highlight some of the key content. Then you will administer the post-evaluation and review the answers.

You will then engage the participants in work on a budget. Directions for the budget exercise are provided; go over that with the participants and distribute a budget preparation worksheet. If possible work in groups. Allow about 25 minutes for this exercise and then ask participants to share the result including the challenges. Finally close with the administration of the satisfaction questionnaire.
CLASS SESSION 6: Budget Preparation

**PRE/POST-EVALUATION QUESTIONNAIRE**

1. List 2-3 tasks the grant writer needs to have completed before going to the budget staff for consultation.

2. List key items that are usually required in a grant budget.

3. Outline and describe in detail how you derived the costs for 2-3 budget items, e.g., personnel salary, travel, equipment.
CLASS SESSION 6: Budget Preparation

PRE/POST-EVALUATION ANSWER SHEET

1. List 2-3 tasks the grant writer needs to have completed before going to the budget staff for consultation.
   
   **Answer:**
   
   a. Determined if he or she is eligible to submit the grant and know the date of submission requirement;
   
   b. Secured commitment of those involved in writing the grant;
   
   c. Developed a brief outline of what will be done with the grant funding; and
   
   d. Drafted budget items needed and estimated costs.

2. List key items that are usually required in a grant budget.
   
   **Answer:**
   
   a. Personnel
   
   b. Consultants
   
   c. Travel
   
   d. Supplies and materials
   
   e. Equipment
   
   f. Retirement/benefits, and
   
   g. Indirect costs
   
   h. Subcontracts (if any)

3. Outline and fully explain how you arrived at the costs for 2-3 budget items.
   
   **Answer example:**
   
   a. Salary: Number of people @ what % time x the salary base and number of people (the budget person often adds in the benefits part).

   b. Consultant: Number of consultants needed x the cost per hour of each x the number of hours needed.

   c. Equipment: Definition what is considered equipment in your system. Describe the kind of equipment, number needed and cost for each based on the cost determined in your system purchasing. You must justify well and tell how it will be used.
CLASS SESSION 6: **Budget Preparation**

**INSTRUCTOR MINI LECTURE NOTES**

Note: There are some objectives listed in this session that are NOT provided in the video on preparing the budget. This short lecture is intended to provide this additional content. Do engage the participants as you provide the information; this information is about preparation for work with the budget staff in your organization. First engage the group in sharing their experiences in preparing a budget and working with the budget staff.

**KEY POINTS**

1. It is important in preparing your budget for a grant to work with a budget staff person in your organization.

2. Before engaging the budget staff, you must have done your homework and prepared for the meeting with the budget staff. Preparation should include the following:
   a. Determine that you are eligible to submit the grant;
   b. Secure the commitment of grant writing team;
   c. Developed a description of what you want to do with the grant funding; and
   d. Drafted a budget estimate and determined that it is in the range of the funding.
CLASS SESSION 6: **Budget Preparation**

<table>
<thead>
<tr>
<th>DIRECTIONS FOR DRAFTING A BUDGET</th>
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1. Break into groups of 2-3 if possible.

2. Consider your class session in which you planned to offer a grant training workshop.

3. Reflect on the major tasks/subtasks that you identified in that class session.

4. Review the attached budget sheet and aim to complete it as best you can for the grant training workshop.

5. Keep notes on how you arrived at the items and costs that you put on your budget sheet. If you have time, consider the budget justification for at least one of the items.

6. Plan to report/share your work with the larger group.
### CLASS SESSION 6: Budget Preparation

#### BUDGET

**1. Personnel**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Salary Rate</th>
<th>%FTE</th>
<th>Benefits</th>
<th>Total</th>
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Subtotal:

**2. Retirement/Benefits**

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Subtotal:

**3. Consultants/Contractual Services** *(Number of hours X rate per hour)*

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Subtotal:

**4. Travel**

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Subtotal:

**5. Supplies and Materials**

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Subtotal:

**6. Equipment**

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Subtotal:

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Total:
LESSON PLAN 7

EVALUATION
LESSON PLAN 7 TOPIC: Evaluation

GOAL:
The goal of this session is to prepare participants to address both process and outcome evaluation in program design.

OBJECTIVES:
At the end of this session participants will be able to:
1. List 3-5 key elements of importance in evaluation design;
2. Define and explain both formative and outcome evaluation;
3. List at least 2-3 approaches to evaluation; and
4. Discuss at least one approach to evaluation that might be used in relation to an identified program objectives.

MATERIALS:
1. Pre/Post-evaluation Questionnaire
2. Pre/Post-evaluation Answers
3. PowerPoint on Evaluation
4. Instructor Guide
5. Evaluation Exercise Worksheet
6. Satisfaction Questionnaire
LESSON PLAN 7: **Evaluation**

<table>
<thead>
<tr>
<th>TIME</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>0-10 min</td>
<td>Class session objectives</td>
<td>▪ Review class session objectives</td>
</tr>
<tr>
<td>10-20 min</td>
<td>Pre-evaluation</td>
<td>▪ Complete the pre-evaluation questionnaire</td>
</tr>
<tr>
<td>20-45 min</td>
<td>Evaluation</td>
<td>▪ Lecture using PowerPoint content</td>
</tr>
<tr>
<td>45-60 min</td>
<td>Post-evaluation</td>
<td>▪ Complete and review answers</td>
</tr>
<tr>
<td>10 min</td>
<td>BREAK</td>
<td></td>
</tr>
<tr>
<td>0-40 min</td>
<td>Evaluation</td>
<td>▪ Evaluation exercise</td>
</tr>
<tr>
<td>40-50 min</td>
<td>Satisfaction questionnaire</td>
<td>▪ Complete satisfaction questionnaire</td>
</tr>
<tr>
<td>50-60 min</td>
<td>Summary</td>
<td>▪ Summarize key points and answer questions using the instructor guide</td>
</tr>
</tbody>
</table>

**FOLLOW-UP READINGS/HANDOUTS:**

None

**INSTRUCTOR MATERIALS:**

1. Pre/Post Evaluation
2. Post-evaluation Answer Sheet
3. Satisfaction Questionnaire (See Lesson Plan 1)
4. PowerPoint on Evaluation
5. Instructor Guide
6. Evaluation Exercise Worksheet
CLASS SESSION 7: Evaluation

INSTRUCTOR GUIDE/OVERVIEW

In this class session, you will be presenting information about evaluation first and then in the second half of the class session, engaging participants in an exercise designed to apply knowledge learned from the first part of the session. Therefore you will need to administer the pre-evaluation questionnaire at the beginning of this session and again after the lecture. We do not have a video that accompanies this session. You have been provided a PowerPoint which you may use for the lecture session. You may want to review information on evaluation provided in the references if you do not have experience with the content.

You will want to emphasize that evaluation needs to be considered at the beginning of the proposal development effort since the objectives must be stated in both specific measurable and possible to measure terms in order for evaluation to follow.

In the second part of this class session, you will need to draw on the previous session in which you taught writing goals and objectives in that you will be asking the participants to look at objectives written then. Be sure to keep some of those objectives and remind your participants to bring them to this class session. This is the session in which you were developing objectives to provide a training workshop and had tasks such as the following: a.) Securing the venue, b.) Obtaining a trainer, and c.) deciding on a date for the event. Look at the overarching objectives from that session. Look carefully at the exercise directions for this activity.
CLASS SESSION 7: Evaluation

PRE/POST-EVALUATION

1. List at least 3-5 key elements that must be considered in the design of evaluation.

2. Define formative evaluation and give an example.

3. Define outcome evaluation and give an example.

4. List at least 2-3 approaches for evaluation.
CLASS SESSION 7: Evaluation

PRE/POST-EVALUATION ANSWER SHEET

1. List at least 3-5 key elements that must be considered in the design of evaluation.
   Answer:
   a. Relevancy to the objectives;
   b. Costs;
   c. Progress/process;
   d. Effectiveness; and
   e. Outcome.

2. Define formative evaluation and give an example.
   Answer: Formative evaluation focuses on the progress and process of the evaluation implementation and asks how well the program worked in terms of costs, time, staff, materials, space, etc.
   An example would be to keep observation notes on the program participants’ reactions to the program in terms of time, space. You could conduct interviews with the staff providing the program in which you asked how well the program worked in terms of time, space, costs, content, etc. You could also survey the participants about process items as well.

3. Define outcome evaluation.
   Answer: Outcome evaluation may be short or long term and based on the program participant achievement of the program objectives. The evaluator is looking for the change achieved as a result of the intervention.
   An example is as follows: Suppose you are offering an education program in which you are expecting at least 75% of the participants to be able to list at least 2-3 reasons why evaluation is important. You evaluation could be based on a pre/post-test of knowledge gain from the program in terms of the percentage of participants who showed a change and an ability to list 2-3 reasons why evaluation is important at the end of the program.

4. List at least 2-3 approaches for evaluation.
   Answer: Pre/post-test of knowledge gain through survey; Interviews in person, or by phone, focus group discussion, observations.
1. Break into groups of 2-3 if possible.

2. Review the objectives you developed from the class session on writing goals and objectives in which you aimed to develop a training workshop.

3. Examine your objectives – consider whether they were written specifically enough to evaluate? If not, revise at least one to two to make them measurable.

4. As you may recall in this exercise, you identified 3 major tasks that needed to be accomplished: a.) Secure a venue for the workshop, b.) Obtain a trainer, and c.) Decide on a date for the workshop. Also look at our overarching objectives in that session.

5. Write at least one approach to evaluate at least one of our previously designed objectives. Consider how you will conduct the evaluation; also consider the materials, staff needed to implement the evaluation. Do consider the most culturally appropriate way to conduct the evaluation as well.

6. Have one person from your group report on your work. Do discuss challenges you encountered.
CLASS SESSION 7: Evaluation

ADDITIONAL INSTRUCTOR NOTES FOR SUMMARY

Note: You do not have a video for this session. Do review the PowerPoint in advance and use the pages that best fit for your audience. Keep the discussion practical and it is OK to take out some of the more theoretical parts.

For your final summary, make sure you have covered the following key points.

1. Evaluation needs to be planned when the objectives are being written.
2. Both the management of the process of implementation and outcome of a program need to be addressed in evaluation.
3. The evaluation must be tailored to the cultural values and patterns of communication of your program participants.
4. Evaluation occurs in a political environment and is both objective and subjective.
5. The cost of evaluation should not be more than the cost to implement the program.
6. In designing evaluation, be mindful of who will review the results; write to your target audiences and aim to address the needs and issues of your funding agency and any other relevant reviewers.
CLASS SESSION 7: Evaluation

EVALUATION

NCLIN 409
C. JUNE Strickland, Ph.D., R.N.
ASSOCIATE PROFESSOR

Evaluation Definitions

- “Those activities aimed at determining the worth or value of something”
- In Community Health Nursing:
- “Those activities aimed at determining information about the process or outcome of a program or intervention.”
CLASS SESSION 7: Evaluation

PLANNING FOR EVALUATION

- Determine the criteria based on program goals and objectives
- Determine the type and kinds of data needed
- Determine the needed resources
- Determine who and how the evaluation will be conducted

Key Elements of Evaluation

- Relevancy to objectives
- Costs
- Progress
- Effectiveness
- Outcomes
CLASS SESSION 7: Evaluation

Key Considerations

- Must build on the program objectives
- May reflect a number of theoretical orientations, i.e. rational, political, participatory, theory driven, etc.
- Always has a subjective component
- May address process and outcome

Kinds of Evaluations

- Formative: Focuses on process. How well did the program or intervention work in terms of costs, time, staff, materials.
- Outcome: At the individual, normative or structural levels. What were the objectives and how well were they met.
CLASS SESSION 7: Evaluation

**Evaluation Activities**
- Survey
- Pre/post test
- Observations
- Participant observation
- Interviews and phone calls
- Focus groups
- Case Study

**Related Issues**
- Political: Timing, format, who wants to know
- Goal Free..unintended outcomes
- Rationality..and limits some baseline data can not be obtained
- Cultural issues
CLASS SESSION 7: Evaluation

SUMMARY

- Evaluation is a crucial part of intervention design
- It may focus on the process or outcome or both
- It needs to closely link to objectives
- It can be fairly simple or very complex
- ALWAYS CONSIDER WHO WANT TO KNOW AND THINK ABOUT THE TIMING

EXAMPLE FROM A STUDY
CLASS SESSION 7: Evaluation

**Program Objectives**
- To increase Pap tests and BSE among women (10 women) 18-40 yrs. in the Tribe
- To implement a provider intervention message that screening is important
- To implement a 45 minute education program
- To conduct follow-up

**EVALUATION ACTIVITIES**
- Pre/post Test of Knowledge and demonstration
- Survey of client satisfaction
- Observations of implementation
- Interviews with all staff involved: Physicians, nurses, educators, recruiters
- Reported screening data
CLASS SESSION 7: Evaluation

Activities by Type

- Formative:
  - Observation/surveys on satisfaction
  - Interviews on:
    - Costs and flow of data
    - Time and materials

- Summative:
  - Data on change instruments
  - Data on reported BSE
  - Data from screening records
SECTION 3:
REFERENCES AND RESOURCES
REFERENCES AND RESOURCES

**Advanced Community Health Nursing Practice: Population-focused Care**  
Chapter 4: Overview of Community Assessment Process;  
Chapter 7: Using Methods of Data Collection; and  
Chapters 10-14: Part III Program Planning (pp. 225-322).  

**Collaboration With City Agencies: A Winning Approach to Community Assessment**  
Elizabeth Reifsnider, Amy Dominquez, Jana Friesenhahan, Pamela Hodges,  
Journal of Nursing Education, 44(7): 323-325.

**Community as Partner: Theory and Practice. 6th Edition**  
Elizabeth Anderson & Judith McFarlane (2010).  
Philadelphia, PA: Lippincott, Williams, and Wilkins.

**Community Assessment**  
Unpublished reference sheet used in NCLIN 409 Clinical Course.  
E-mail: jstrickl@uw.edu. University of Washington School of Nursing, Seattle, WA.

**Debunking Some Myths About Grant Writing**  

**General Tips on Writing a Competitive Grant Proposal and Preparing the Budget**  
U.S. Environmental Protection Agency (2013).  
Available from: [http://www.epa.gov/ogd/recipient/tips.htm](http://www.epa.gov/ogd/recipient/tips.htm).

**Grant Writing 101: Resources for Grant Writers**  
REFERENCES AND RESOURCES (continued)

Grant Writing Demystified

Introduction to Grant Writing
Purdue University (2014). Purdue University Online Writing Lab.
Available from: https://owl.english.purdue.edu/owl/resources/981/1/.

Learning to Write Grants
Puget Sound Grantwriters Association (2014).

Program Planning
E-mail: jstrickl@uw.edu. University of Washington School of Nursing,
Seattle, WA.

Program Planning and Proposal Writing
The Grantsmanship Center. (2014). (Pamphlet.)
Available from: http://www.tgci.com/publications-purchase

The Art of Grantsmanship
Jacob Kraicer (2010). Human Frontier Science Program.

The Foundation Center’s Guide to Proposal Writing. 6th Edition

The Foundation Center New York books are available in many libraries or can be purchased from the Foundation Center Marketplace. Condensed versions are available online for free for some publications.
Available from: http://foundationcenter.org/getstarted/