

Mentored
Internship
Program



Lunch and Learn Series

Grant Writing



Housekeeping



Join by Phone: Click Join Audio, Phone Call tab, dial the desired phone number, and enter Meeting ID and Participant ID.

01



Camera: Please keep your camera on unless you have low bandwidth.

02



Name: Please change your name to your actual name.

03



Live Captioning: Click CC Live Transcript to show or hide captions.

04



Chat: Click the Chat icon to open the Chat panel.

05



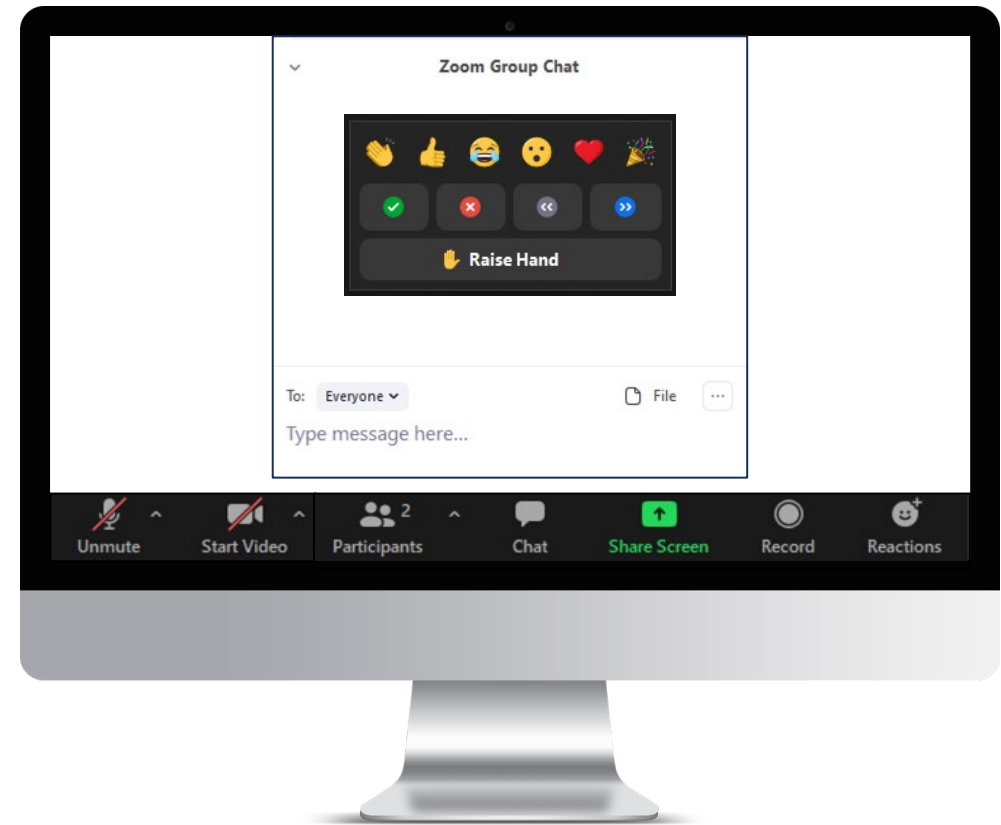
Reactions: Find them on the bottom toolbar.
Full-screen: Double-click to toggle.

06



Need help? Type in the Chat box!

07



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Behavioral
Health
Workforce
Development



AIP
Advocates for
Human Potential, Inc.

DHCS

Indigenous Land Acknowledgement

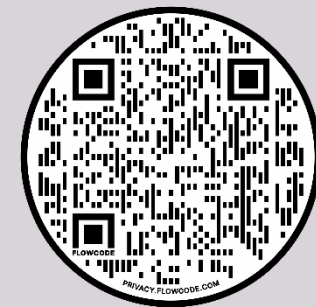
- We respectfully acknowledge that we live and work in territories where indigenous nations and tribal groups are traditional stewards of the land. Our California office resides in Tongva territory.
- Please join us in supporting efforts to affirm tribal sovereignty across what is now known as California and in displaying respect, honor, and gratitude for all indigenous people.

Whose land are you on?

Option 1: Text your ZIP code to 1-907-312-5085

Option 2: Enter your location at <https://native-land.ca>

Option 3: Access Native Land website via QR Code



About Us

Heather Fox, M.S.W.

- 10 years grant writing experience
- Have worked with Victor Community Support Services for 8 years as the primary grant writer
- VCSS provides
- I am also the MIP Coordinator and the Victor Internship Coordinator.
 - 16 MIP Interns
 - Expect up to 48 additional interns under the VIP program
 - Most interns are Master's level, some B.S.W.s. VCSS is a clinical internship.

Our Learning Objectives

Participants will be able to:

- Identify the four types of funding available
- Search for a variety of grants (federal, state, and private/corporate)
- Develop a grant plan
- Understand the common components of grants

Four Types of Funding

- General Support
 - Sometimes called unrestricted funding or operating support
- Special Project
- Capacity Building
- Capital
 - Includes equipment

Types of Funders/Grants

- Federal Grants
 - SAMHSA
 - HRSA
- State Grants
 - Example: DHCS
- Foundation Grants
 - Corporate and private foundations
- County Funding
 - Often a pass-through for state or federal funds
 - More of a competitive contracting process, but falls under grant writing

Show Me the Money: Where to Find Grants

- Federal Grants
 - <https://www.grants.gov>
- State Grants
 - <https://www.grants.ca.gov>
- Corporate and Private Foundations
 - Foundation directory: <https://fconline.foundationcenter.org>
 - Individual corporate sites: Lowe's
- Counties
 - BidSync/Periscope
 - Individual county sites

Funder Search

- Foundation directory: <https://fconline.foundationcenter.org>
- Develop a grant plan.
 - See template
- A thorough funder search
 - Is time consuming
 - Should utilize a variety of sources for finding grants (e.g., directory, individual corporate sites, google searches, other NPOs)
 - Should be developed in tandem with a grant calendar

“There is no such thing as the perfect proposal, so let that idea go. Write a proposal that is true to who you are, that is a genuine reflection of what you do, and realistically identifies what you need in order to do that even better.”

-Tom David, California Wellness Foundation
(Carlson & O’Neal-McElrath, 2008)

Grant Components

- Need
 - What is the need? Why is there a need for your proposed project?
- Capacity & Readiness
 - Can your organization do this well?
- Goals & Objectives
 - What is the overall goal? How will you meet that goal? (General)
- Activities
 - Specific methods and activities you will use to achieve your goals
 - Good to support with a theory—Why this approach and not another?
- Outcomes/Evaluation
 - How will we know if your program worked?
- Sustainability
 - How will the program keep going after the grant ends?
- Budget
 - Is it worth our investment?

Population & Need

Needs Statements:

- Who
 - Who is our target population?
- What
 - What is the issue/problem we are trying to solve?
- When
 - Needs to be a **“now”** problem
 - Is it growing? Anticipated to get worse? Why?
- Where
 - Geographic location of focus (e.g., city, county, state, specific region)

Target Population

- Who are your target population(s)?
 - If more than one, introduce the relevant populations; then connect their differing needs to the same issue.
- What do we need to know and tell the reader about them?
- How can we understand and demonstrate need?

Statement of Need

- Everyone has need—your job is to make the case for why your need is particularly worth paying attention to.
- Describe the problem, the population, and what they are experiencing (i.e., the need you are looking to meet).
- You must **hook** the funders so that they want to help—that is what will keep them reading to see what you plan to do.

Statement of Need

- Use nontechnical language to tell a story of need.
- Support your need with well-documented data.
- Use real statistics as much as possible, not assumptions or undocumented assertions.
- Use comparative statistics whenever possible.
- Numbers alone don't always mean much. They take on more meaning when we see them compared to something else.

Comparative Statements

The national unemployment rate is 3.6 percent, while in Butte County it is 4.2 percent.

There are 18 times as many gun dealers in California as there are McDonald's restaurants.

Types of Comparisons

- **Raw totals**
 - Last year, the number of deaths from smoking exceeded the number of deaths from car accidents and AIDS combined.
- **Percentages**
 - In California, 23 percent of American Indian students drop out of high school as compared with 11 percent of white students.
- **Ratios**
 - California has a student-to-teacher ratio of 21 to 1, while the national average is 16 to 1.
- **Spending**
 - Arizona spends an average of \$9,375 per pupil, while New York spends \$18,617 per pupil. California ranks 35th in the nation in per-pupil spending.
- **Before-and-after numbers**
 - Before antipollution efforts, California had an average of 61 high pollution alerts a year. Since the current antipollution efforts have gone into place, California has an average of 21 high pollution alerts a year.
- **With and without**
 - The students who received after-school tutoring had an average grade of “B” in math, while those who did not receive tutoring had an average grade of “C.”

Documenting the Need

- Focus your explanation of need on the specific geographic area you plan to serve.
- Quote authorities on the topic.
- Give a sense of the urgency of the need. Tell them why you need the funds now.
- Support the data with a touching story.
- You want to convince them that the need is ***real, current, and very important***. In later sections, you will convince them that you can address the need. The only thing missing is the funding that they can provide.

Sites for Data

- AskCHIS: The California Health Interview Survey—the largest state health survey in the US.
- U.S. Census Bureau
 - QuickFacts, data.census.gov
- Strategic plan from cities, counties, states, or any organization doing similar work or serving the same population
- Hospital community needs assessments
- National organizations
 - E.g., NAMI, American Lung Association
- Child welfare data: California Child Welfare Indicators Project, University of California at Berkeley

Goals

- A goal is a focus of accomplishment supported by a series of objectives that are needed to realize it.
- Goals are
 - Broad, general intentions, intangible, abstract
 - Client-centered
 - Focused on the result if your program is successful. The big thing that you are aiming for
 - Usually not achievable right away, in the short term
 - Not easily measurable
- Helpful to ask: What will the community look like when we're done?
- Examples: reduce the drop out rate, increase a group's financial independence
- Goals tell us what the big impact will be if your program goes well.

Strategies: Activities

- What specific things will we do with or for the population to make change happen?
- What activities and services will we offer?
- How will we get started? Who will do what and when will they do it? These are the tasks or activities that will help meet your goal.
- Support your proposed activities with evidence or substantiated theory.

Organizational Capacity

- What resources do you have and what will you need to make the program actually happen?
 - Staffing:
 - Current staff who will support and new staff to be hired
 - What type of staff?
 - Are there physical space requirements?
 - What other resources are needed?
 - Curriculum? EBP training? Printed materials?
- Logic Model

Evaluation: Measuring the Impact of Your Work

- How will you know whether what you are doing is producing the intended outcome?
- How do you measure whether you actually did what you said you were going to do?
- The difference between where you are now (current status) and where you want to be (goals) is what you do (objectives and methods).
- Two types of objectives: process and outcome
 - Process objectives are the outputs component.
 - Outcome objectives are the outcomes.

Outputs vs. Outcomes

- In terms of outputs:
 - How many clients will be served?
 - How many trainings will be offered?
 - How many hours of services will be offered?
- In terms of outcomes:
 - How will the clients' lives be changed in the short term, mid term, and long term?
 - How will we measure all these things to demonstrate that what we are doing is working?

Example of Goals & Objectives

- **Goal:** To improve the quality of health/wellness care for women 30-65 living at or below the poverty level.
- **Long-Term Outcome:** To reduce cardiac events among members of the target population by 20 percent
- **Mid-Term Outcome:** By December 2014, to reduce the risk factors for cardiac events by 30 percent, to be measured by self-report and doctor assessments
- **Process (outputs):** By May 2013, to train 15 wellness mentors to support healthy eating and exercise.
- **Process (outputs):** By October 2013, to increase the number of blood pressure follow-ups and BMI screenings by 50 percent
- **Process (outputs):** By March 2014, to increase the intake of fruit and vegetables and reduce intake of processed food in 70 percent of participants

Sustainability

- Funders want their money to make a difference.
- The most successful proposals will include a clear plan to sustain the project beyond the initial grant funding.
- Planning for sustainability should begin when you are forming your plan to apply for funding.

Budget

- Your budget is your plan expressed in dollars. When done right, it translates your activities into dollar amounts.
- A budget is an estimate, your best guess. Be as accurate as you can; do not pad or underestimate.
- If you are given a format for the budget, use it.
- Some funders may want only the project or program budget, and some will want an entire agency budget.

Budget Process

- Determine the length of time the budget covers.
- Estimate expenses.
- Decide whether and how to include overhead costs.
- Estimate the donated goods and services that will be used.
- Estimate anticipated revenues for the project.
- Check that the whole budget makes sense and conveys the right message to the funder.

Revenue

- Can your proposed project generate any revenue to support the program?
- In-kind donations
 - Things we use but don't pay for
 - Can include volunteer time, donated computers or other equipment, donated food, and donated items for fundraisers
 - Show funders you have support in the community and that you can get help/funds from various sources
 - In-kind things should show up as revenue and as expenditures.

Estimating Expenses

Categories to consider:

- Program staff salaries and benefits
- Supplies
- Equipment
- Program-related travel
- Program-related rent
- Printing
- Training/curriculum
- Overhead/indirect costs

Tips

- Create a checklist for complicated grants (example provided).
- ***Do not*** wait until the last day to submit.
 - Set an internal deadline and stick to it.
- Online applications:
 - Create a Word document and complete offline.
 - Copy and paste into the online form when ready to submit.
- Ask for feedback (always)!
- Spell out all acronyms.
- The ‘Great Aunt’ test

Grant Challenges

- Long waits
 - Grant funding can take a long time to become a reality
- Lousy odds
 - “Thirty percent success rate would make you a grants superstar.”
- Soft money
 - They may fund you only once, or maybe a few times, but most funders want you to find other sources.
- Restricted money
 - There are often rules about how you can spend the money.
- Grants don't empower your group.
 - Money is coming from outside your community.
- Work can get distorted in pursuit of money.

Resources

- Logic Model
- Checklist Template
- Funder Search Template
- Carlson, M. & O'Neal-McElrath, T. (2008). *Winning grants step by step* (3rd edition). Jossey-Bass. <https://a.co/d/cuqyevu>

Q & A

Upcoming Events and Important Reminders

MIP Events:		
Continuing the Conversation—Grant Writing	4/19/23	1-2 p.m.