

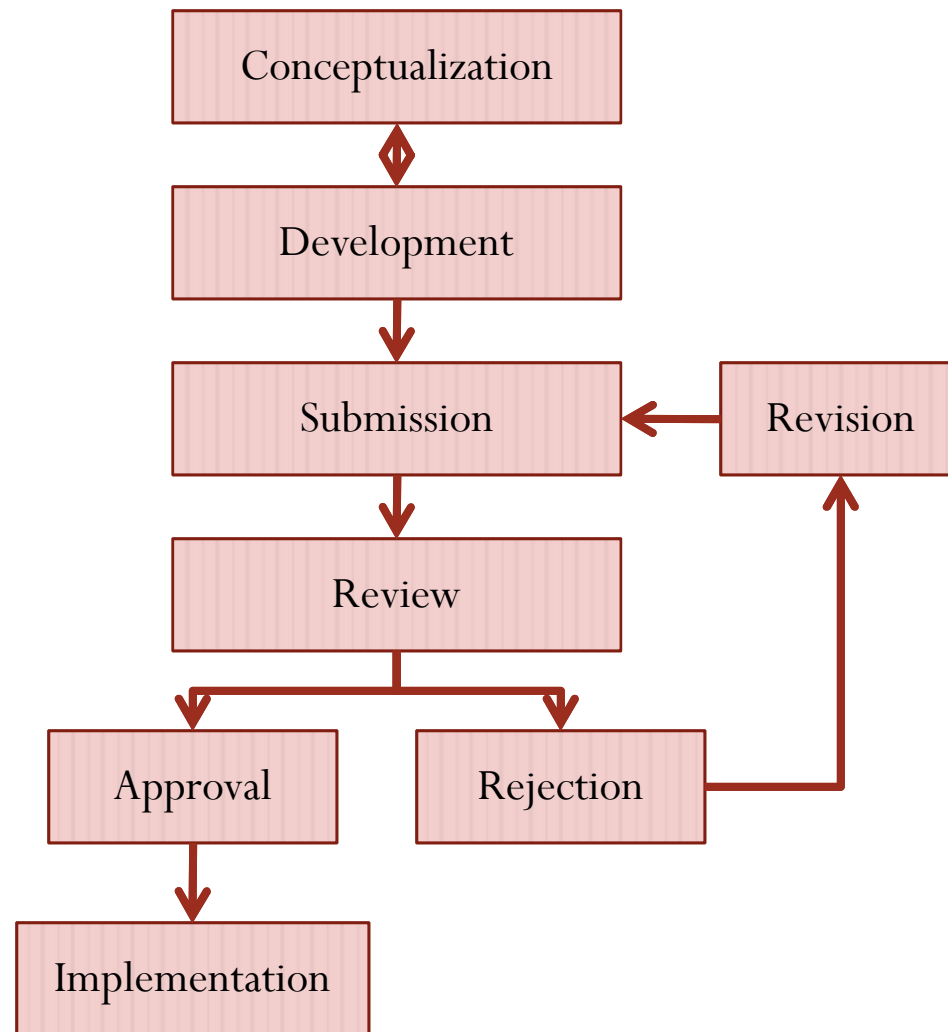
Grant Proposal Writing

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Andrews University

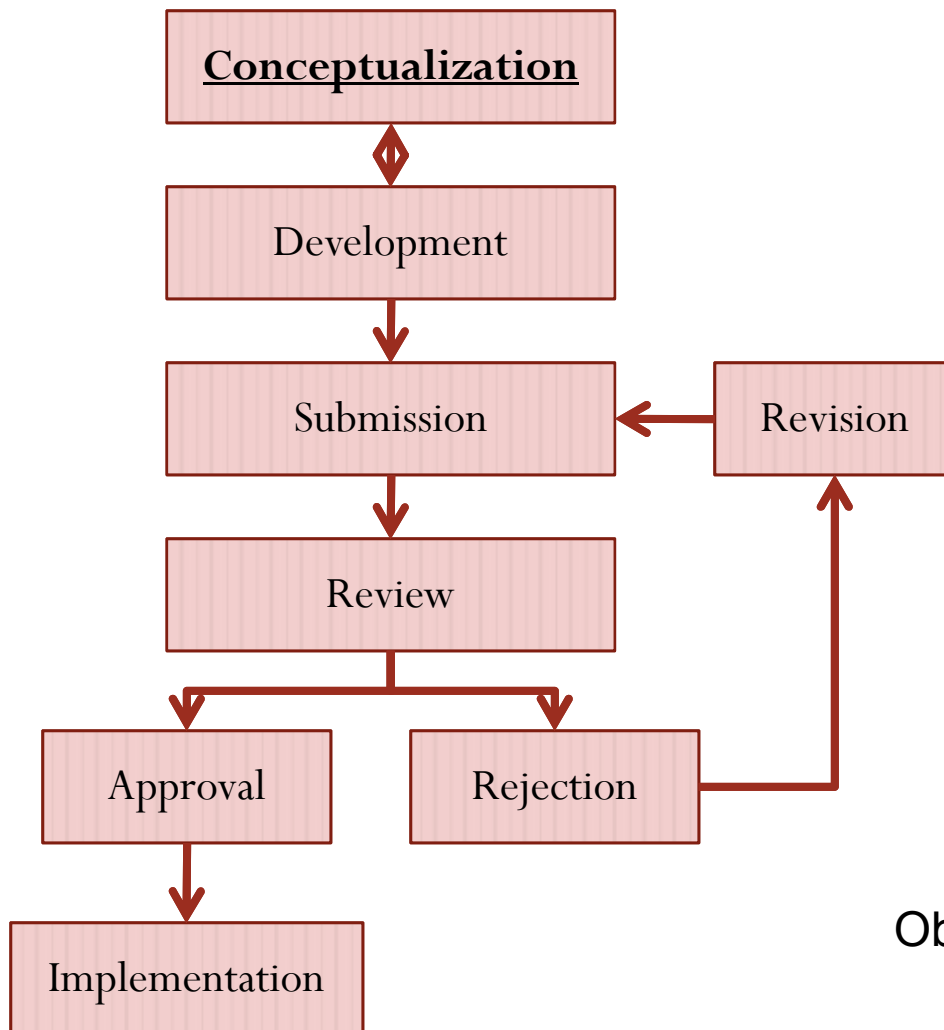
Objectives

- Acquaint the participant with the grant writing process.

Cycle of the grant writing process



Cycle of the grant writing process

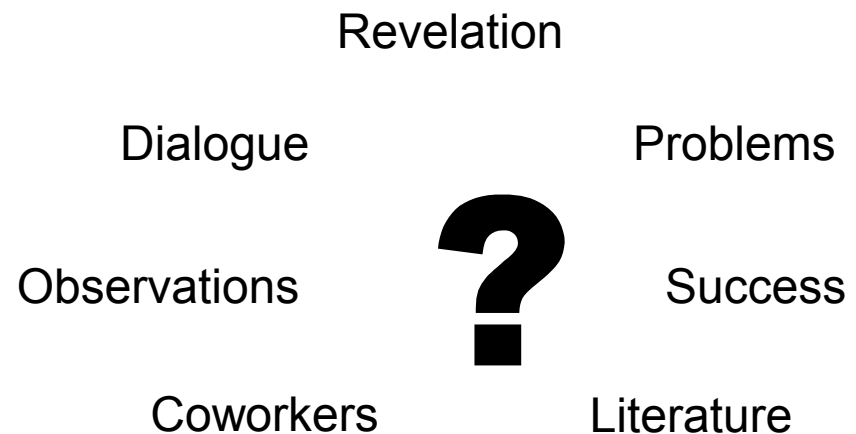


Turning on the light

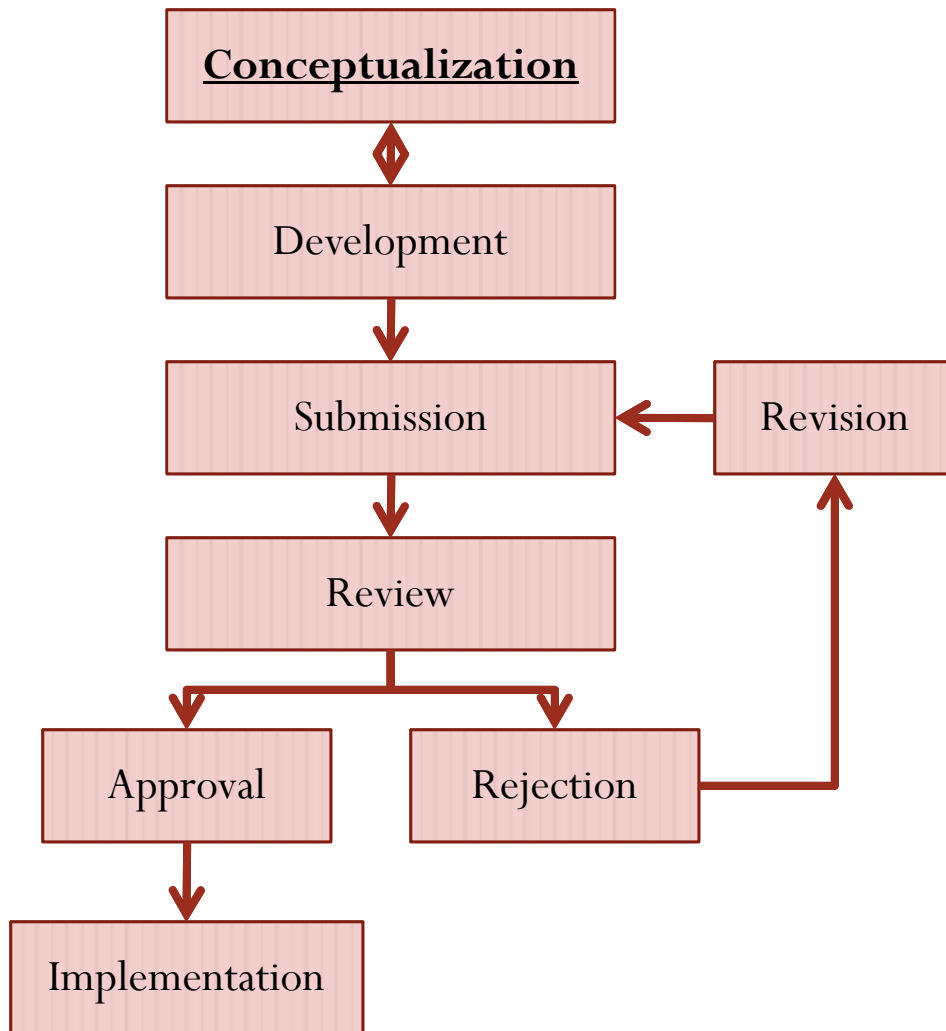
- Key question → fills a knowledge gap
- Key need → promote quality of life

How we identify a...

- Key question → fills a knowledge gap
- Key need → promote quality of life



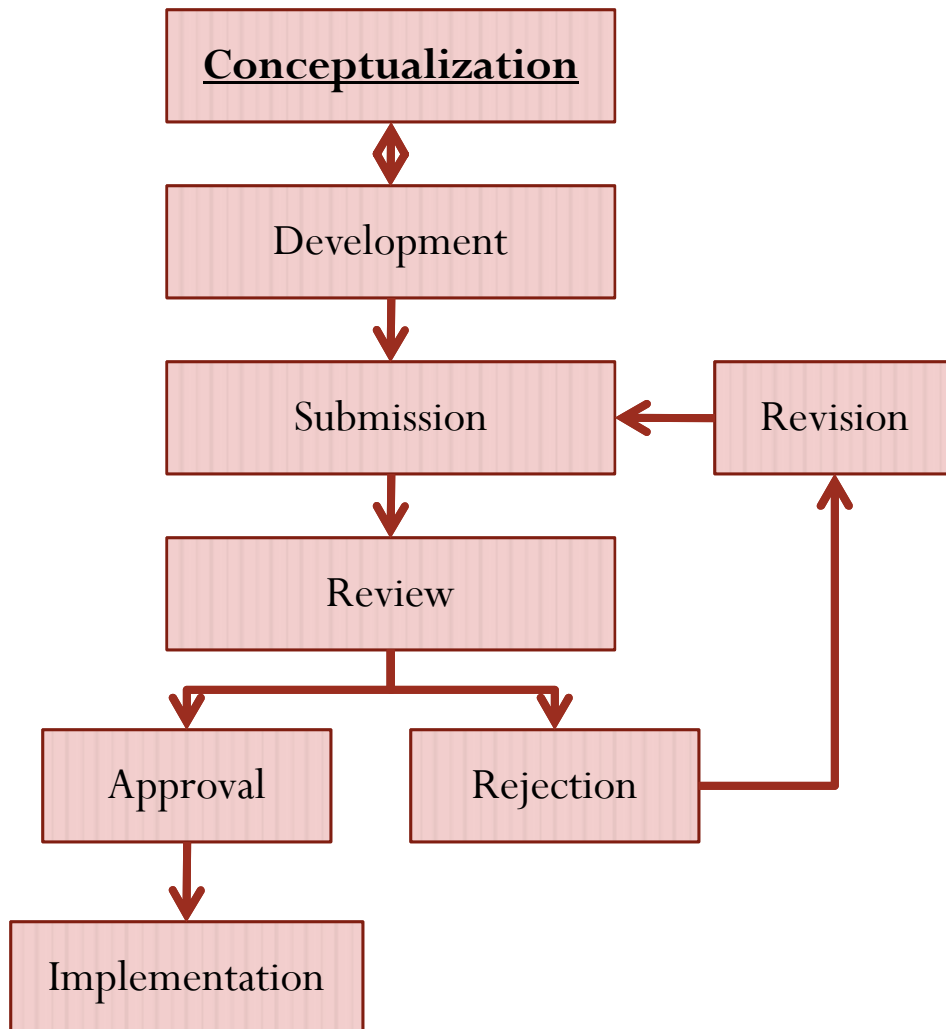
Cycle of the grant writing process



Prioritizing needs/gaps

	<u>High</u>	<u>Medium</u>	<u>Low</u>
-Importance	3	2	1
-Feasibility	3	2	1
-Potential benefit	3	2	1
-Uniqueness	3	2	1
-Timeliness	3	2	1
-Changeability	3	2	1

Cycle of the grant writing process



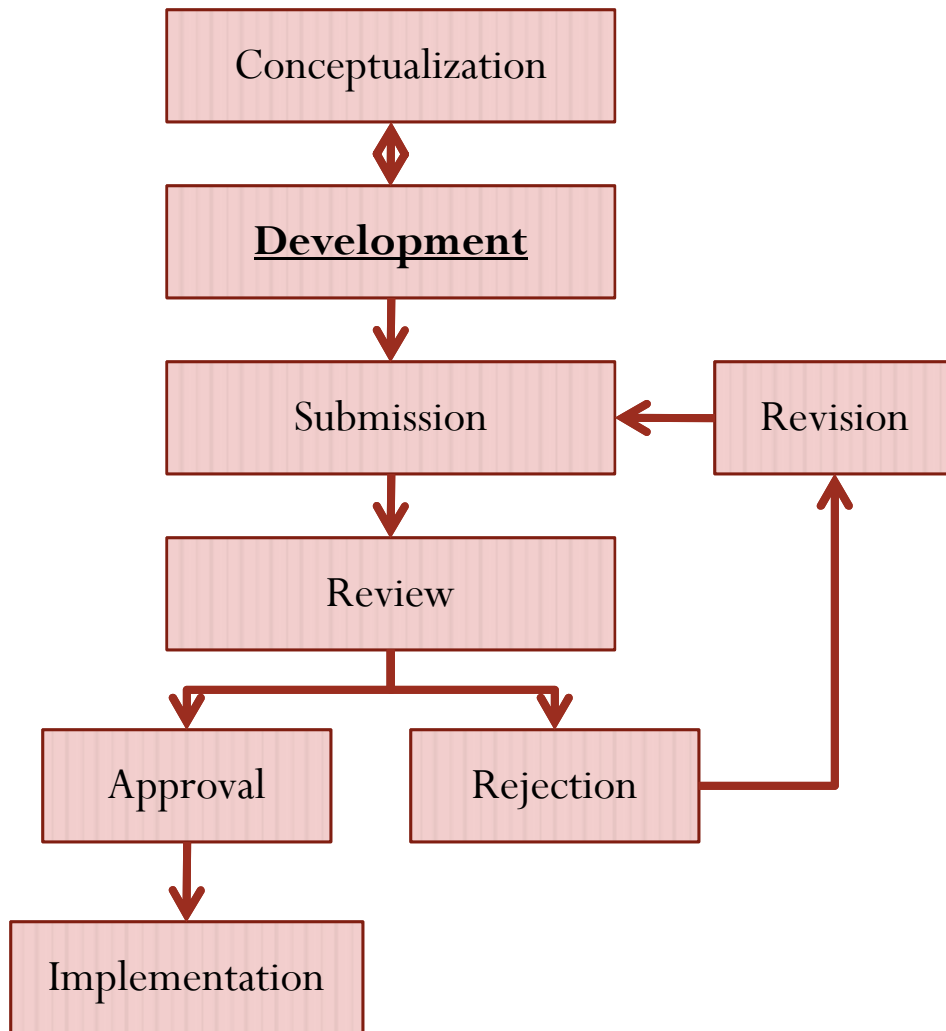
Identify...

- Key question → fills a knowledge gap
- Key need → promote quality of life

Instructions:

1. Form groups of 3-4
2. Identify 3 to 4 key ideas or needs
3. Prioritize those ideas or needs
4. Present in class

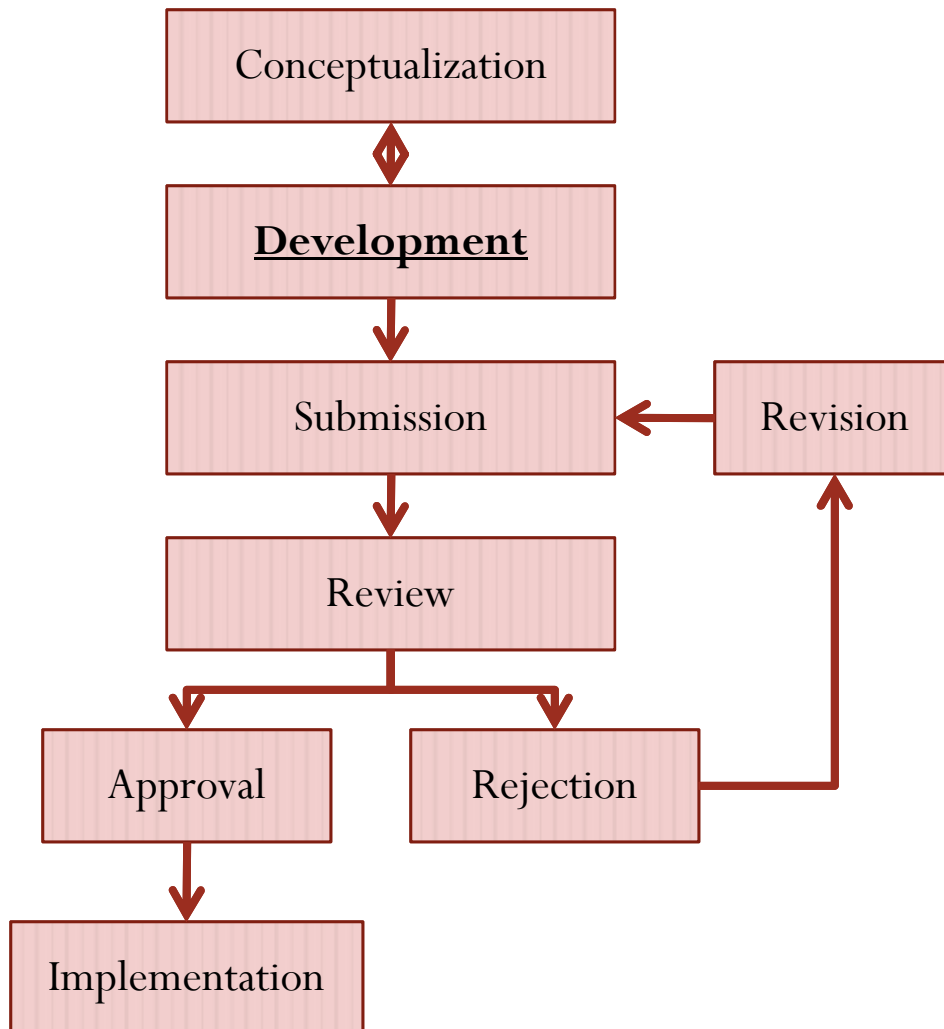
Cycle of the grant writing process



Preliminary assessment

- Capacity
 - Personnel
 - Equipment/facilities
 - Money
 - Time
- Needs
 - Personnel
 - Equipment/facilities
 - Money
 - Time

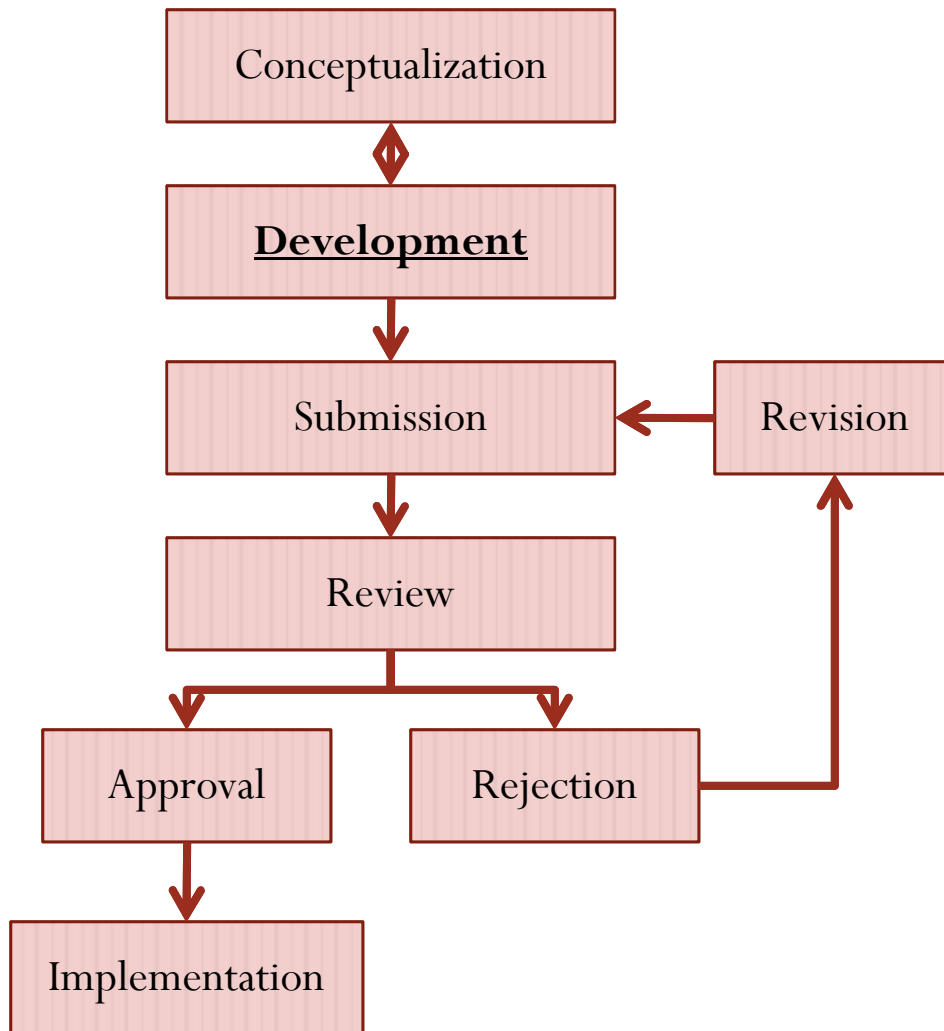
Cycle of the grant writing process



Team building/networking

- Key team plays
 - Competence
 - Chemistry
 - Character
- Giving and taking
 - A win-win approach
- Consultants
 - Cover your weakness
- Multi-institution support/collaboration
 - Local agencies
 - State agencies

Cycle of the grant writing process

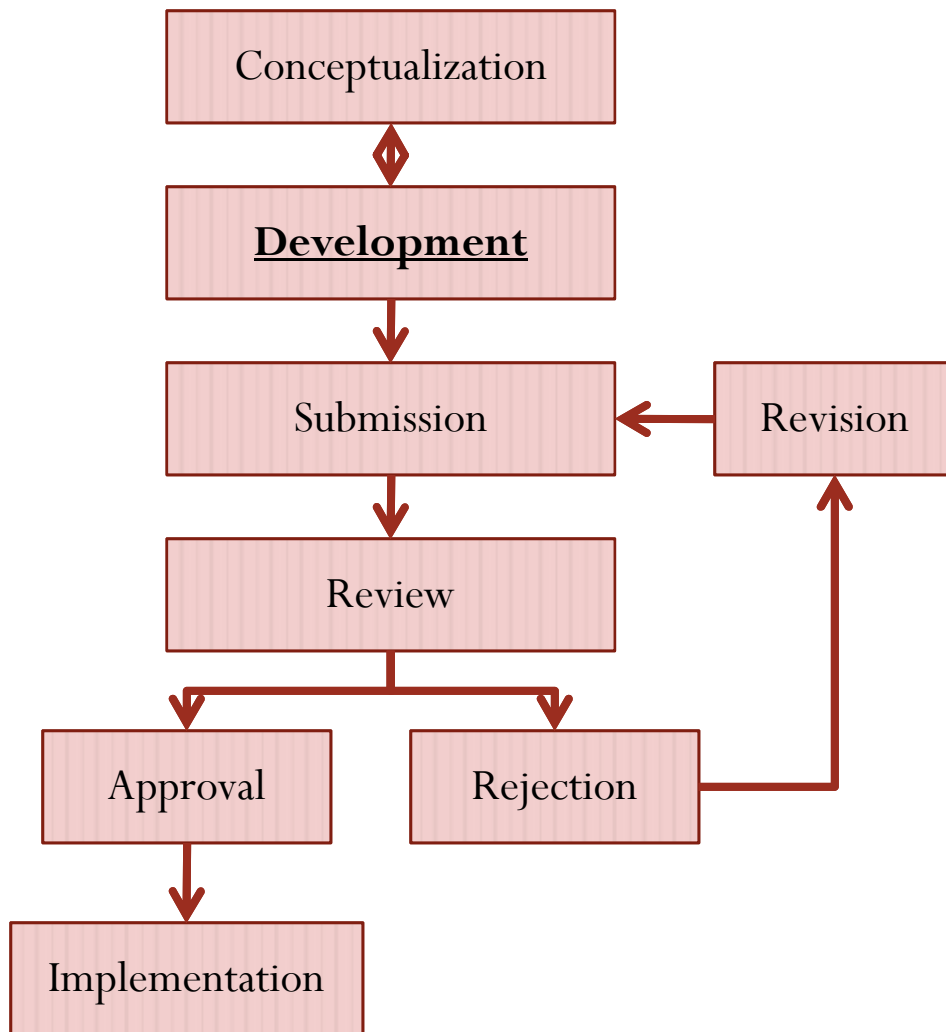


Open channels of communication

-Communicate regularly with:

- Funding agency
- Project colleagues
- Consultants
- Institutional Review Board
- Institutional Research Representative
- Budgeting personnel

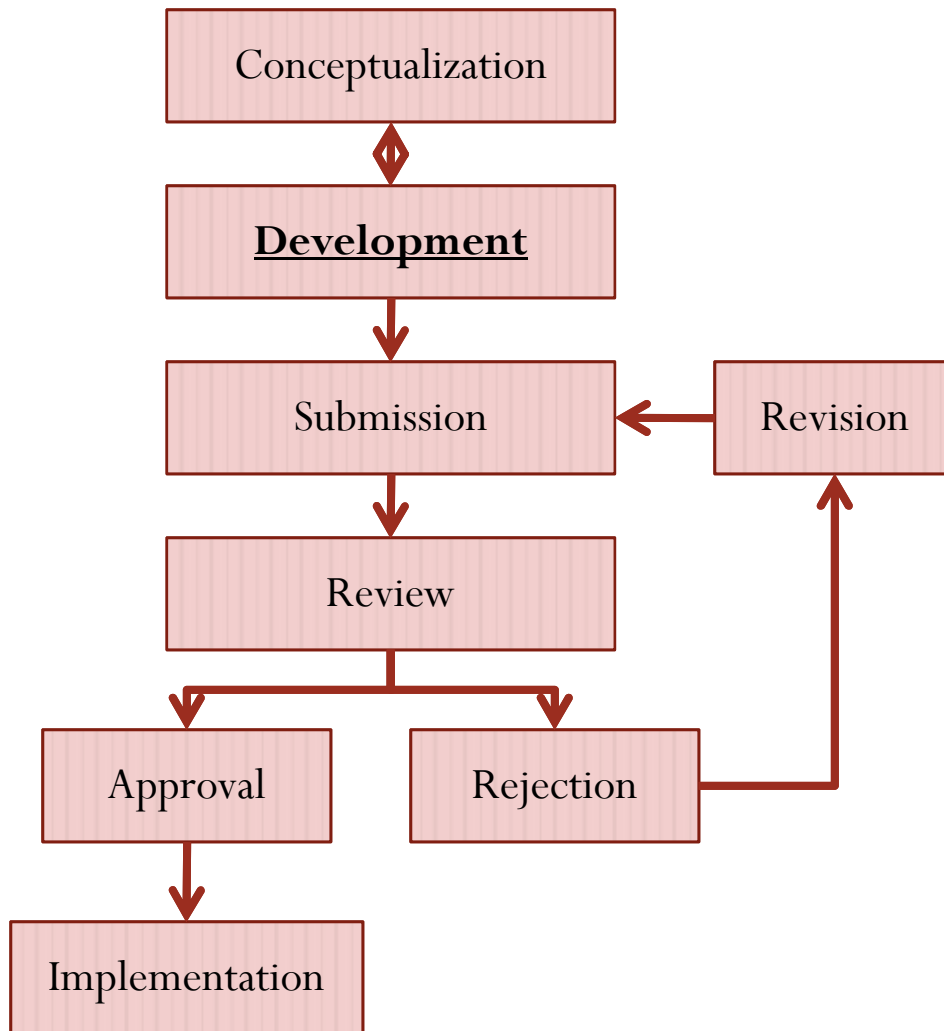
Cycle of the grant writing process



Seeking funders/supporters

- Institutional support
 - Seed grants
- Government funding
 - Local & state grants
 - Federal grants
 - Euroaid
 - Usaid
 - NHI
 - NSF
 - UNICEF
 - Etc.
- Foundations

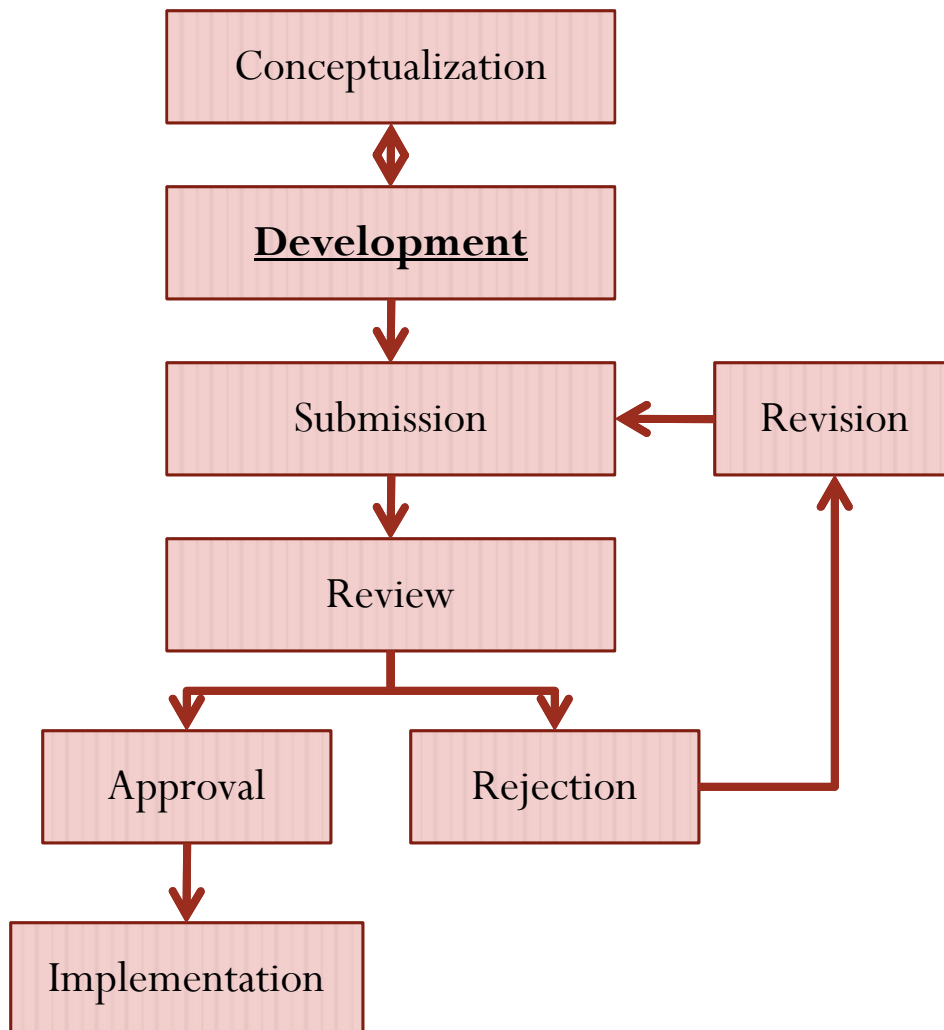
Cycle of the grant writing process



Writing the proposal

- A persuasive document
- Easy to read
- Logical and systematic flow
- Follow a “less is more” approach in:
 - Information
 - Length (follow guidelines)
 - Complexity
 - Expenses
- An evidence-based project justification
 - Document the need or gap
 - Causes/determinants
 - Dimensions
 - Trends
 - Distribution
 - Consequences/implications
 - Document your approach
 - Document the potential benefits

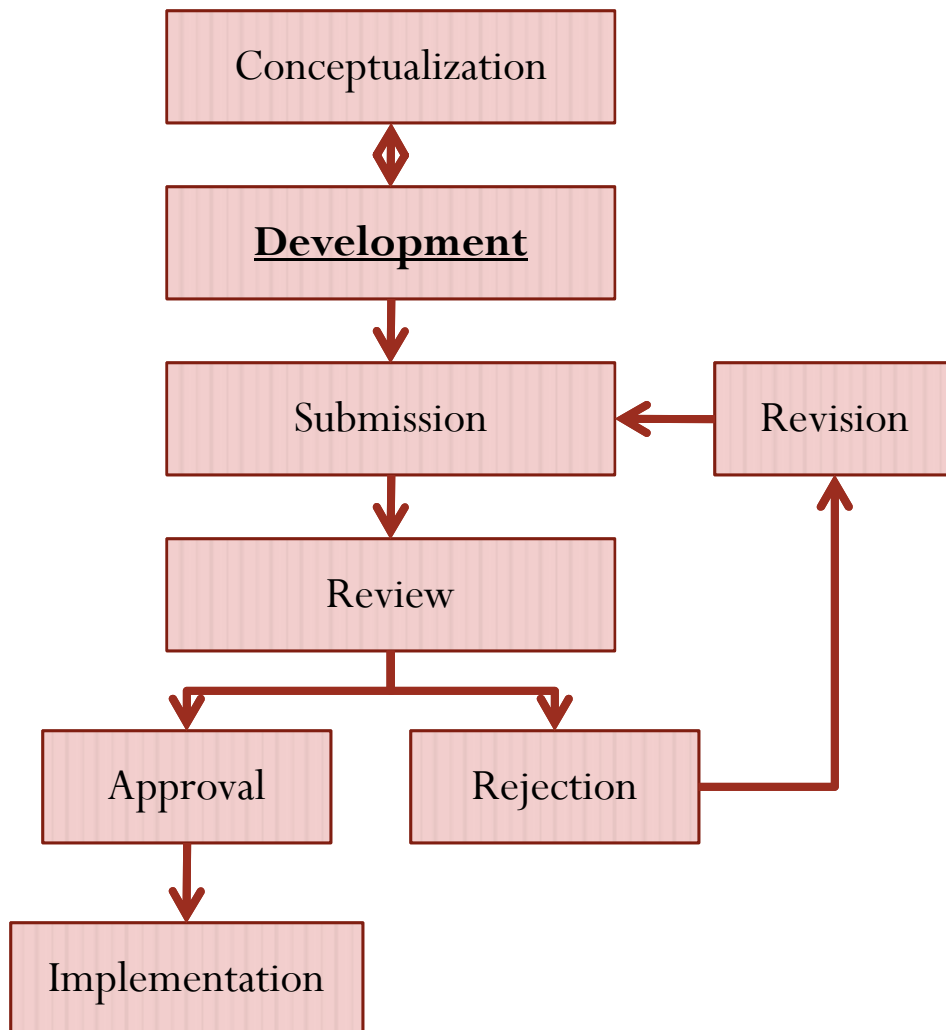
Cycle of the grant writing process



Writing the proposal

- Problem
 - Gap of knowledge
 - Need (deficit-Existing<Expected)
- Aims
- Clear feasible measurable objectives
 - What will happen
 - Whom will benefit
 - How much – expected change
 - When will happen
- Mirror RFA,s
- Literature support
 - Problem
 - Theoretical background
 - Rational
 - Justification
 - Methodology

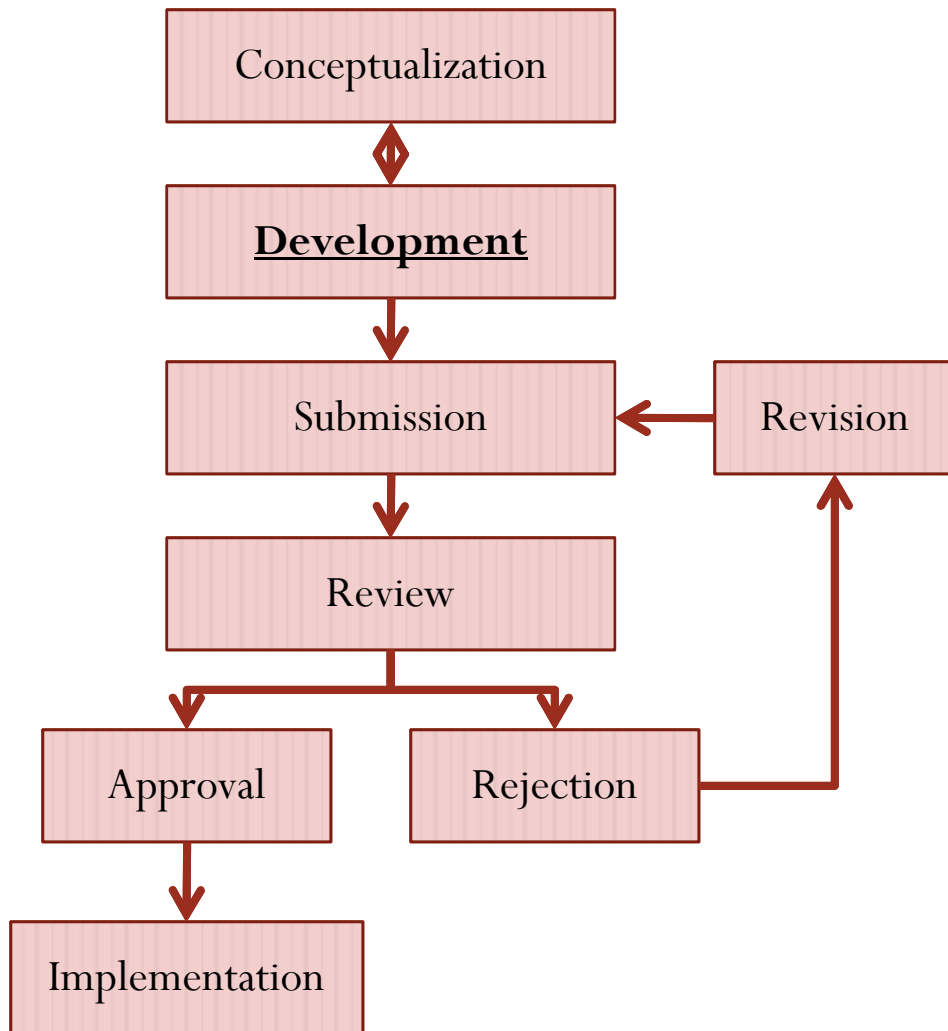
Cycle of the grant writing process



Writing the proposal

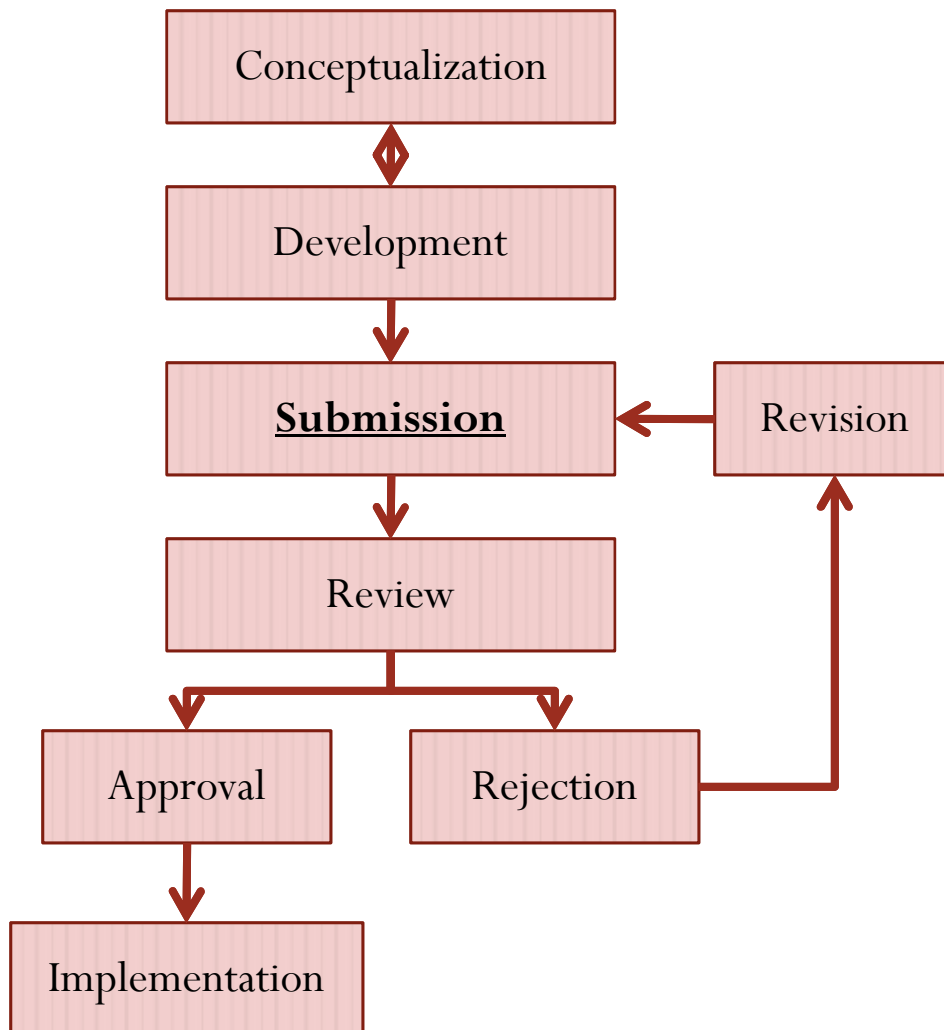
- Approach/methodology
 - Sample size (power analysis)
 - Inclusion/exclusion criterias
 - Design (experiment, survey, etc.)
 - Valid assessment instruments
 - Preexisting - ideally
 - Customized - frequently
 - New – rarely
 - Measurable indicators
- Data collection plan
- Data analysis plan
- Create a realistic budget
 - Justify every item
 - Avoid over or under estimations

Cycle of the grant writing process



Come up with one...

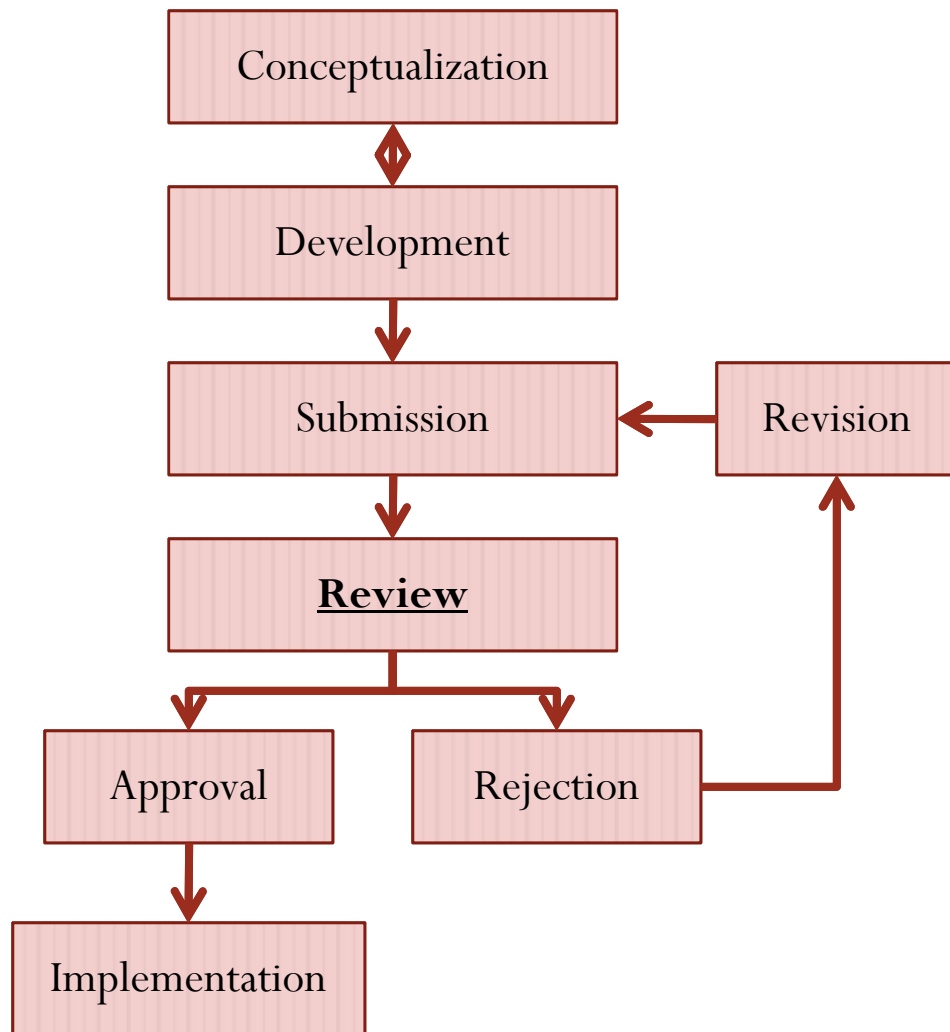
Cycle of the grant writing process



Submitting the proposal

- Comply with all the formatting rules
- Communicate with agency to clarify your questions and concerns
- Make sure that meets the criterias for review
- Meet the deadline by:
 - Targeting early submission
 - Negotiating ahead budgets
 - Seeking early letters of institutional support
 - Setting at front a detailed timeline
 - Negotiating early multi-institution agreements
 - Having the right address.

Cycle of the grant writing process



Criteria for review

- Read before writing the grant the CRITERIAS for review
- Ensure that you will meet those criterias

Merit of the Application for Science Research, Education, and/or Extension

- Project objectives and outcomes are clearly described, adequate, and appropriate. All project components (i.e., research, education, extension)--at least two are required--are reflected in one or more project objectives;
- Proposed approach, procedures, or methodologies are innovative, original, clearly described, suitable, and feasible;
- Expected results or outcomes are clearly stated, measurable, and achievable within the allotted time frame;
- Proposed research fills knowledge gaps that are critical to the development of practices and programs to address the stated problem or issue;
- Proposed extension leads to measurable, documented changes in learning, actions, or conditions in an identified audience or stakeholder group; and
- Proposed education (teaching) has an impact upon and advances the quality of food and agricultural sciences by strengthening institutional capacities and curricula to meet clearly delineated needs and train the next generation of

Qualifications of Project Personnel, Adequacy of Facilities, and Project Management

- Roles of key personnel are clearly defined;
- Key personnel have sufficient expertise to complete the proposed project, and where appropriate, partnerships with other disciplines (e.g., social science or economics) and institutions are established;
- Evidence of institutional capacity and competence in the proposed area of work is provided;
- Support personnel, facilities, and instrumentation are sufficient;
- A clear plan is articulated for project management, including time allocated for attainment of objectives and delivery of products, maintenance of partnerships and collaborations, and a strategy to enhance communication, data sharing, and reporting among members of the project team; and
- The budget clearly allocates sufficient resources to carry out a set of research, education (teaching), and/or extension activities that will lead to desired outcomes with no more than two-thirds of the budget focused on a