

Grant Writing

NTPT6203

Course Outline

Description: This two day course will introduce you to the complex, yet rewarding realm of grant writing. Learn the terrain of the grant writing submission process from successful grant applicants. You will discover how to manage your proposals from budget and objective clarification to writing style and format.

Course Goals:

- To provide students with an understanding of the grant writing cycle
- To explore the issues and challenges in grant writing
- To enable student to develop and implement strategies to be successful in writing grants
- To provide students with tips for effective proposal writing
- To outline elements of successful proposals and unsuccessful proposals
- To prepare students to plan and conceptualize a program for the grant writing process

Course Objectives: At the completion of this course, the student will be able to:

- Write a compelling needs statement
- Define clear goals and objectives
- Prepare the evaluation component
- Develop sustainability strategies
- Prepare a program budget
- Write the organizational background
- Write the proposal summary
- Put the entire grant package together
- Identify potential sources of grants
- Identify funder's priorities and how relate their program to priorities

Attendance Requirements:

Students are required to attend 100% of class time in order to receive a completion for this course. A grade report can be printed from myWCS.

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Code of Student Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/board/code.pdf>

Course Schedule:

Day 1:

- 9:00 – 9:20 Introductions – name, organization, background in writing grants, success stories, challenges and learning expectations/interests
- 9:20 – 9:30 Housekeeping – washrooms, breaks, lunch, schedule
- 9:30 – 9:40 Overview of the course, learning outcomes and objectives
- 9:40 – 10:30 Introduction to grant writing – definition of a grant and where grants come from
Different types of grants: Project & Operational
Overview of the grant writing process
Grant application components
Determining if you need a grant
Benefits of grants/why grants are not always the answer
- 10:30 – 10:45 Break
- 10:45 – 12:00 Planning the Grant Writing Process
Preparing Narratives
Tips for Writing Successful Proposals
Characteristics of Unsuccessful Proposals
Collaborations
- 12:00 – 1:00 Lunch
- 1:00 – 2:15 Identifying Funders
- 2:15 – 2:30 Break
- 2:30 – 4:00 Identifying Funders Cont'd
Writing Tips

Day 2:

- 9:00 – 9:15 Overview of Day 2, Questions
- 9:15 – 10:30 Describing the Organization
Developing the Program Model
Defining the Program Plan

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- 10:30 – 10:45 Break
- 10:45 – 12:00 Proving the Need and Composing a Strong Needs Statement
Writing Objectives
Creating the Evaluation Plan
- 12:00 – 1:00 Lunch
- 1:00 – 2:30 Creating the Evaluation Plan Cont'd
Creating a Budget
Addressing Sustainability
Writing the Project Summary
Putting it Together – Cover Page, Table of Contents, Appendix
- 2:30 – 2:45 Break
- 2:45 – 4:00 Proving the You Can Get the Job Done
After the Proposal – Follow Up and Site Visits
Not Getting the Grant: What Comes Next
Case Study: Putting It All Together

Evaluation Method:

As part of the course/instructor evaluation, a survey will be sent to you electronically by Continuing Studies. You will be asked the following questions. Please consider these throughout the course.

1. How would you rate your overall experience?
2. Please indicate your agreement with the following statements:
 - a. The course content was relevant and valuable.
 - b. The instructor conducted class sessions in an organized, well-planned manner.
 - c. The instructor explained concepts clearly.
 - d. The instructor displayed enthusiasm and energy in conducting class sessions.
 - e. The instructor made me feel comfortable in the learning environment.
 - f. The instructor encouraged my participation and interaction.