



# GRANTSMANSHIP WORKSHOP

University of Maryland Baltimore County  
College of Arts, Humanities, and Social Sciences

September 27, 2019



# PRESENTER



## CLINTON DOGGETT

### *Senior Grants Advisor*

Clinton Doggett holds an MFA in Creative Nonfiction (Goucher College) and a BA in English and Communication (University of Pittsburgh). He joined Hanover in 2008 and has served in a range of positions, from research analyst to project manager to team leader, focusing primarily on supporting strategic advising and grant development activities for higher education clients. At Hanover, Clinton serves as the team's Senior Grants Advisor, focused on delivering grantsmanship trainings, providing prospect research consultation, spearheading strategic initiatives, and managing relationships with institutions.





# INTRODUCTION TO HANOVER GRANTS

# BACKGROUND ON HANOVER

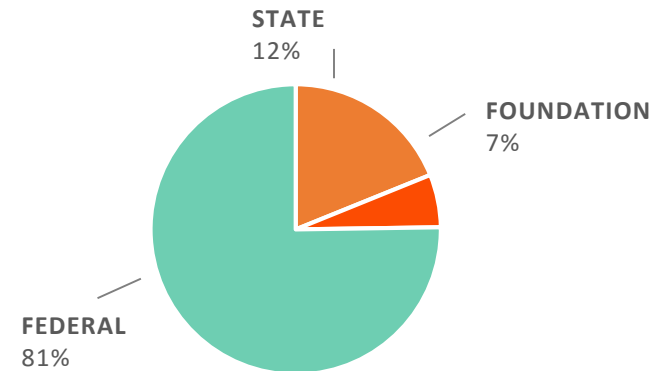
Hanover provides grant development and strategic advising support to higher education and healthcare organizations.

Our grants professionals deliver customized proposal review, revision, and production support, while also helping to align their needs and strategic priorities to funding trends and federal, state, and foundation grant opportunities.

## GRANTS WON

**\$500+**  
MILLION

MORE THAN \$500  
MILLION IN TOTAL  
GRANT FUNDING FOR  
MEMBERS SINCE 2012



## RETURN ON INVESTMENT

**10 to 1**

FOR EVERY \$1 INVESTED IN  
HANOVER MEMBERSHIPS,  
WE HAVE SUPPORTED \$10  
IN GRANT-FUNDED PROJECTS

# OUR SOLUTIONS

## GRANTSEEKING CAPACITY DEVELOPMENT

Supporting the development of organizational capacity to pursue and manage grant funding, through training, strategic assessment, and benchmarking.

## FUNDING RESEARCH

Identifying and evaluating grant opportunities aligned to member projects and funding needs, while facilitating planning through funded project research and forecasting.

## PRE-PROPOSAL SUPPORT

Facilitating the assessment and development of competitive project concepts, helping to navigate funder requirements and build relationships prior to completing submissions.

## PROPOSAL SUPPORT

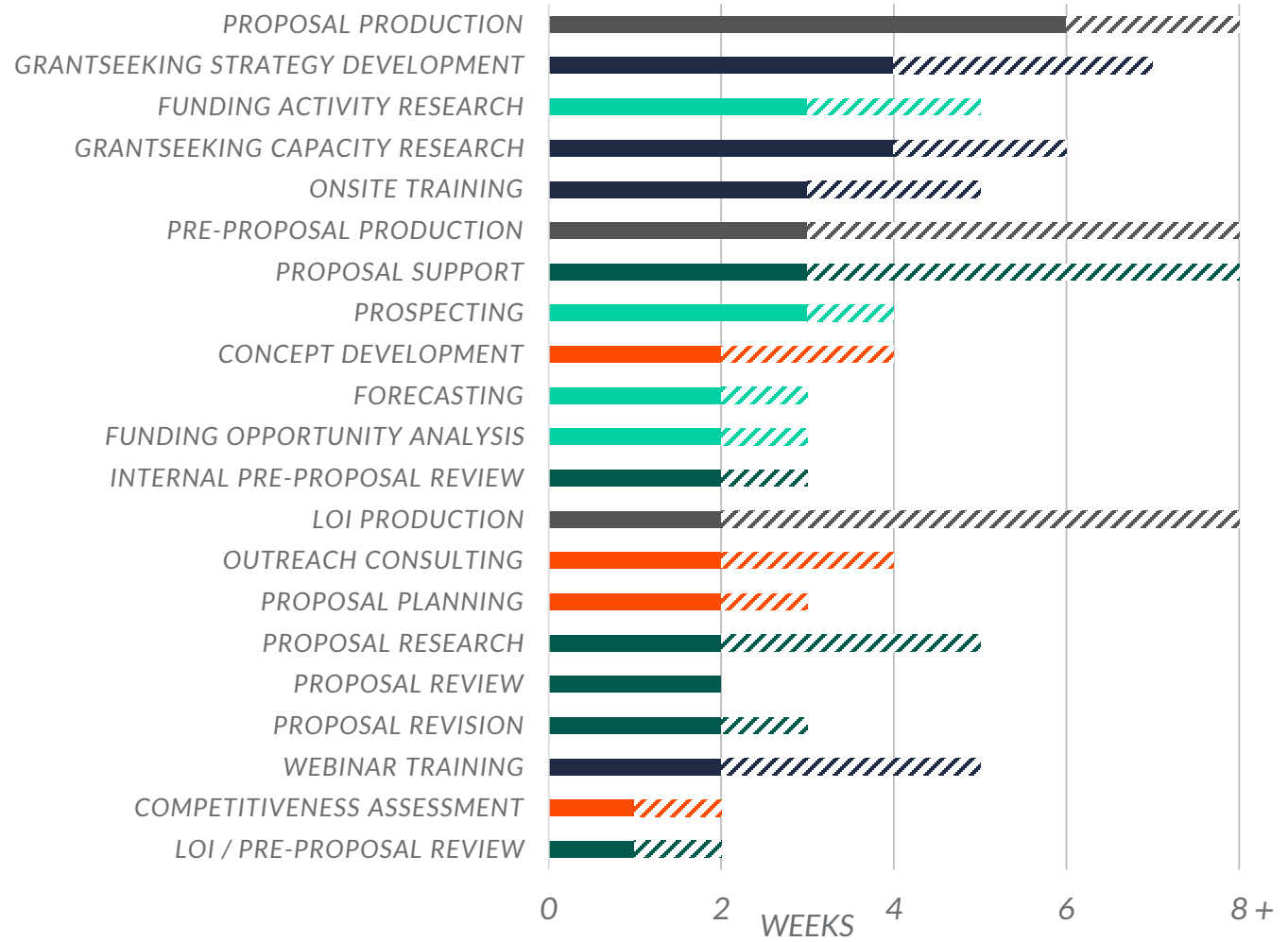
Supporting member-led grant proposal projects by providing review and revision services designed to ensure the strongest possible proposals are submitted.

## PROPOSAL DEVELOPMENT

For programmatic grants, leading proposal production projects as primary writer in close coordination with member teams, developing iterative narrative drafts over a defined timeline towards a polished submission.

# OUR SERVICES

Project windows represent our standard best practices for completion of projects based on typical timeframes needed to produce quality results. Project windows may be impacted by evolving member needs, varying stakeholder participation, or other factors



Solid blocks represent the standard minimum project timelines; shaded pieces reflect the typical outside limit for larger projects.



# PROPOSAL REVIEW AND REVISION



## PROPOSAL REVIEW

Proposal Reviews include comments in the margins of the text, highlighting where the proposal can better align with funder guidelines and priorities.

- **Prescriptive Feedback** – Real and actionable insight into how to improve a proposal. While we may highlight strength areas, our focus is on helping the PI zero in on what can be improved.
- **A Close Eye** – While “reviews” do not include redlining within the text, they may highlight a need for the PI to proofread or otherwise address the writing itself prior to submission.
- **Key Findings** – When delivered, reviews are attached to a concise email that outlines the Grants Consultant’s primary observations.
- **Consultation** – A phone debrief with the Grants Consultant is often possible upon request.



## PROPOSAL REVISION

Proposal Revisions include the elements of a review in addition to *line-item edits* that may range from proofreading to developmental editing, depending on the agreed upon scope.

+



# SAMPLE AWARDS

## RESEARCH GRANTS

**\$730k**

*NSF Faculty Early Career Development Program (CAREER)*

**\$15M**

*DARPA Friend or Foe*

**\$400k**

*NASA Minority University Research and Education Program*

**\$500k**

*NSF Research Traineeship (NRT)*

**\$950k**

*DOD Congressionally Directed Medical Research Programs*

**\$650k**

*NSF Partnerships for International Research and Education (PIRE)*

**\$380k**

*NIH Research Enhancement Award (R15)*

**\$120k**

*AHRQ Small Research Grant Program (R03)*

**\$325k**

*NIH Exploratory/Developmental Research Grant Award (R21)*

**\$20M**

*NSF Experimental Program to Stimulate Competitive Research (EPSCoR)*

**\$230k**

*American Heart Association Scientist Development Grant*

**\$250k**

*Patient-Centered Outcomes Research Institute (PCORI)*

**\$430k**

*NIH Research Enhancement Award (R15)*

**\$300M**

*NSF Major Research Instrumentation (MRI)*

**\$2.8M**

*NIH Research Project Grant Program (R01)*

**\$380k**

*DOE Early Career Research Program*

**\$9M**

*NIH Clinical and Translational Science Award (U54)*

**\$460k**

*NIH Resource-Related Research Projects (R24)*

**\$380k**

*DOD MSI STEM Research & Development Consortium (MSRDC)*

**\$120k**

*NIH Scholarly Works in Biomedicine and Health*

**\$330k**

*NSF Dynamics of Coupled Natural and Human Systems (CNH)*

**\$165k**

*NIH Support of Competitive Research (SCORE) Pilot Project Award*



# SAMPLE AWARDS

## PROGRAM GRANTS

- \$2.1M**  
*ED Title III Strengthening Institutions Program*
- \$600k**  
*NSF Scholarships in STEM (S-STEM)*
- \$3.25M**  
*ED Title V Developing Hispanic Serving Institutions Program*
- \$255k**  
*NSF Improving Undergraduate STEM Education (IUSE)*
- \$2.1M**  
*HRSA Advanced Nursing Education (ANE)*
- \$300k**  
*DOJ Office of Violence Against Women Grants to Reduce Sexual Assault*
- \$300k**  
*Lilly Foundation*
- \$1.75M**  
*CDC HIV Prevention*
- \$500k**  
*ED Student Support Services*
- \$300k**  
*NSF INCLUDES*
- \$3.5M**  
*ED First in the World (FITW)*
- \$100k**  
*HRSA Rural Health Network Development Planning Program*
- \$4.3M**  
*ED HSI - STEM Program*
- \$1M**  
*ARC Partnerships for Opportunity and Workforce and Economic Revitalization (POWER)*
- \$140k**  
*DOT University Transportation Centers*
- \$50k**  
*Robert Wood Johnson Foundation*
- \$50k**  
*NEH Humanities Initiatives at Hispanic-Serving Institutions*
- \$2M**  
*ED Native American-Serving Nontribal Institutions (NASNTI) Program*
- \$400k**  
*Lumina Foundation*
- \$30M**  
*ED Promise Neighborhoods*
- \$50k**  
*Hearst Foundations*
- \$4.2M**  
*ED Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP)*
- \$3M**  
*DOL Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant*



Robert Wood Johnson Foundation



NATIONAL  
ENDOWMENT  
FOR THE  
HUMANITIES



GRANTS

# YOUR TEAM

UMBC has a **dedicated account management team**, with roles outlined below:

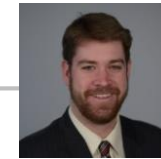


**Audrey  
Ngeow**



## CONTENT DIRECTOR

- Primary project contact
- Evaluates needs and proposes support approach
- Secures and guides appropriate consultants or analysts to support projects
- Ensures timely and quality delivery of support



**Andrew  
Woods**

## RELATIONSHIP DIRECTOR

- Primary commercial and service contact
- Confirms satisfaction with and effective utilization of Hanover services,
- Engages new users to leverage our capabilities.



## GRANTS SUPPORT TEAM

- **Grants Consultants** are deeply experienced grant writing professionals who work with members to complete a range of strategic planning, training, and grant development support projects.
- **Grants Research Analysts** execute a variety of prospecting research, benchmarking, and literature review projects for members.

# NAVIGATING THE FUNDING LANDSCAPE AND FINDING STRONG PROSPECTS



GRANTS

# SOCIAL SCIENCES FUNDING LANDSCAPE

*Social Sciences funding comes from a variety of public and private entities.*

- **Federal agencies:**
  - National Science Foundation (NSF)
  - National Institutes of Health (NIH)
  - Department of Defense (DOD)
  - Department of Justice (DOJ)
  - Department of Education (ED)
- **Private organizations:**
  - Foundations
  - Corporations
  - Associations

# FUNDING IN THE SOCIAL SCIENCES

## GOV'T AGENCIES



## FOUNDATIONS



FORD  
FOUNDATION



RUSSELL SAGE  
FOUNDATION



William T. Grant  
FOUNDATION

American Council of Learned Societies  
ADVANCING THE HUMANITIES

# SOCIAL SCIENCES GRANT LISTINGS

Many institutions collect grant opportunities in the social sciences for faculty to explore:

- [Grants and Proposals: Social Sciences](#) (NYU)
- [Funding Opportunities in the Social Sciences](#) (Lewis and Clark)
- [Social Sciences Funding Sources](#) (Albert Einstein College of Medicine)
- [Grant Opportunities in the Social Sciences](#) (Cornell)

# GOVERNMENT FUNDERS



# FEDERAL FUNDING

***Federal funding for the social sciences is available from a variety of agencies, including:***

- **National Science Foundation (NSF)**
  - Basic social science research and STEM education
- **Department of Justice (DOJ)**
  - Criminal justice research
- **Department of Defense (DOD)**
  - Social science related to warfighting
- **Department of Education (ED)**
  - Education research and programs
- **National Institutes of Health (NIH)**
  - Behavioral science / health research

# NATIONAL SCIENCE FOUNDATION



*NSF grants fund:*

- Basic science research and supporting equipment
- STEM education at all levels

*NSF grants do not fund:*

- *health-focused research or non-STEM education.*

*NSF makes grants in 7 directorates, with 2 focused on social sciences:*

## **Education and Human Resources (EHR)**

- Division of Graduate Education (DGE)
- Division of Human Resource Development (HRD)
- Division of Undergraduate Education (DUE)
- Research on Learning in Formal and Informal Settings (DRL)

## **Social, Behavioral, and Economic Sciences (SBE)**

- Division of Behavioral and Cognitive Sciences (BCS)
- Division of Social and Economic Sciences (SES)
- National Center for Science and Engineering Statistics (NCSES)
- SBE Office of Multidisciplinary Activities (SMA)

# NSF SBE GRANTS PROGRAM EXAMPLES

## Smart & Connected Communities (S&CC)

Encourages researchers to work with communities and residents to identify and define challenges they are facing, enabling those challenges to motivate use-inspired research questions.

## Geography and Spatial Sciences

Supports basic research about the geographic distributions and interactions of human, physical, and biotic systems on Earth.

## Political Science

Supports scientific research that advances knowledge and understanding of citizenship, government, and politics.

# NSF SBE GRANTS AT UMBC

## Smart & Connected Communities (S&CC)

*Appealing to the Authority of Data:  
Social Complexity, Fragmented  
Decisionmaking, and the Politics of  
Smart Cities (Susan Sterett)*

\$106,436

## Geography and Spatial Sciences

*Doctoral Dissertation Research:  
Impacts of Transnational Volunteerism  
on Economic Development and Labor  
Dynamics (David Lansing)*

\$16,271

## Political Science

*Workshop: Advancing Inclusion and  
Diversity: San Diego, CA: April 17,  
2019 (Susan Sterett)*

\$4,400

# U.S. DEPARTMENT OF JUSTICE (DOJ)



## Office of Justice Programs (OJP)

- Bureau of Justice Assistance (BJA)
- Bureau of Justice Statistics (BJS)
- **National Institute of Justice (NIJ)**
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking (SMART)
- Office for Victims of Crime (OVC)

## Office on Violence Against Women (OVW)

Programs designed to develop the nation's capacity to reduce domestic violence, dating violence, sexual assault, and stalking by strengthening services to victims and holding offenders accountable.

# NATIONAL INSTITUTE OF JUSTICE (NIJ)

## National Institute of Justice (NIJ) funding areas:

- **Research, development and evaluation.** Physical and social science research, development and evaluation **projects about criminal justice** through competitive solicitations.
- **Forensic laboratory enhancement.**
- **Research fellowships.** Two fellowships through annual solicitations.



## EXAMPLE GRANTS DOWN THE STREET AT UMB:

- [Assessing the Impact of a Graduated Response Approach for Youth in the Juvenile Justice System](#)
- [Reducing Gang Violence: A Long-Term Follow-Up of a Randomized Trial of Functional Family Therapy](#)
- [Evaluating Promising School Staff and Resource-Officer Approaches for Reducing Harsh Discipline, Suspensions and Arrests](#)

# INSTITUTE FOR EDUCATION SCIENCES (IES)



## Education Research Grants Programs

Dedicated programs of research (topics) that typically accept applications once per year.



## TOPICS

- Career and Technical Education
- Cognition and Student Learning
- Early Learning Programs and Policies
- Education Technology
- Effective Instruction
- English Learners
- Improving Education Systems
- Postsecondary and Adult Education
- Reading and Writing
- Science, Technology, Engineering, and Mathematics (STEM) Education
- **Social and Behavioral Context for Academic Learning**

# IES EXAMPLE: SOCIAL-BEHAVIORAL

## Education Research Grants Program



### Social and Behavioral Context for Academic Learning

Supports research on social-behavioral competencies (i.e., social skills, attitudes, and behaviors) that improve student achievement and progress in the K to 12 education system.

#### Key priorities as of FY 2020:

- New theories of change to advance our understanding of social behavioral competencies and how they relate to success in school and work.
- Valid measures of social and behavioral competencies for applied purposes.
- Developing and testing new approaches to discipline that provide access to teaching and learning for all students regardless of race and ethnicity, gender, or disability status.



# NATIONAL INSTITUTES OF HEALTH



NIH is the **largest public funder of biomedical research in the world**, investing more than \$32 billion a year to enhance life, and reduce illness and disability.

**Each Institute within NIH has a distinct mission that focuses on a specific disease area, organ system, or stage of life.**

- National Cancer Institute (NCI)
- National Eye Institute (NEI)
- National Heart, Lung, and Blood Institute (NHLBI)
- National Human Genome Research Institute (NHGRI)
- **National Institute on Aging (NIA)**
- National Institute on Alcohol Abuse and Alcoholism (NIAAA)
- National Institute of Allergy and Infectious Diseases (NIAID)
- National Institute of Arthritis and Musculoskeletal and Skin Diseases (NIAMS)
- National Institute of Biomedical Imaging and Bioengineering (NIBIB)
- Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)
- National Institute on Deafness and Other Communication Disorders (NIDCD)
- National Institute of Dental and Craniofacial Research (NIDCR)
- National Institute of Diabetes and Digestive and Kidney Diseases (NIDDK)
- National Institute on Drug Abuse (NIDA)
- National Institute of Environmental Health Sciences (NIEHS)
- National Institute of General Medical Sciences (NIGMS)
- National Institute of Mental Health (NIMH)
- National Institute on Minority Health and Health Disparities (NIMHD)
- National Institute of Neurological Disorders and Stroke (NINDS)
- National Institute of Nursing Research (NINR)
- National Library of Medicine (NLM)

# NATIONAL INSTITUTES OF HEALTH

## National Institute on Aging



### Division of Behavioral and Social Research

- Supports social, behavioral, and economic research and training on the processes of aging at the individual and societal levels.
- Fosters cross-disciplinary research, from genetics to cross-national comparative research, and at stages from basic through translational.

### SAMPLE OPPORTUNITIES...

FOA Number	Title	Release Date	Expiration Date
RFA-AG-20-045	Tailoring Interventions to Improve Preventive Health Service Use (R61/R33 Clinical Trial Required)	09-28-2019	11-05-2019
PAR-17-470	Clinical and Epidemiological Research on Chronic Disease in the Caribbean (R01)	08-25-2017	11-16-2019
PAR-18-544	Basic and Translational Research on Decision Making in Aging and Alzheimer's Disease (R01 - Clinical Trial Optional)	12-21-2017	06-09-2020
PAR-18-581	Emotional Function in Normal Aging and/or MCI and AD/ADRD (R01 - Clinical Trial Optional)	01-12-2018	06-09-2020
PAR-18-582	Emotional Function in Normal Aging and/or MCI and AD/ADRD (R21 - Clinical Trial Not Allowed)	01-12-2018	06-23-2020
PAR-18-538	Basic and Translation Research on Decision Making in Aging and Alzheimer's Disease (R21 - Clinical Trial Optional)	12-21-2017	06-23-2020
PAR-19-133	Academic Research Enhancement Award for Undergraduate-Focused Institutions (R15 Clinical Trial Required)	12-21-2018	01-08-2021

# U.S. DEPARTMENT OF DEFENSE



Provides the military forces needed to deter war and to protect the security of our country.

## NOTABLE DOD PROGRAM:

### [United States Army Research Institute for the Behavioral and Social Sciences](#)

**Broad Agency Announcement** includes the following research focus areas:

- Understanding Team Dynamics
- Improving Leadership and Leader Development
- Identifying, Assessing, and Assigning Quality Personnel
- Enhancing Lifelong Learning

# STATE AGENCIES



Grants and programs support artists and arts organizations in their pursuit of artistic excellence, ensure the accessibility of the arts to all citizens and promote statewide awareness of arts resources and opportunities.



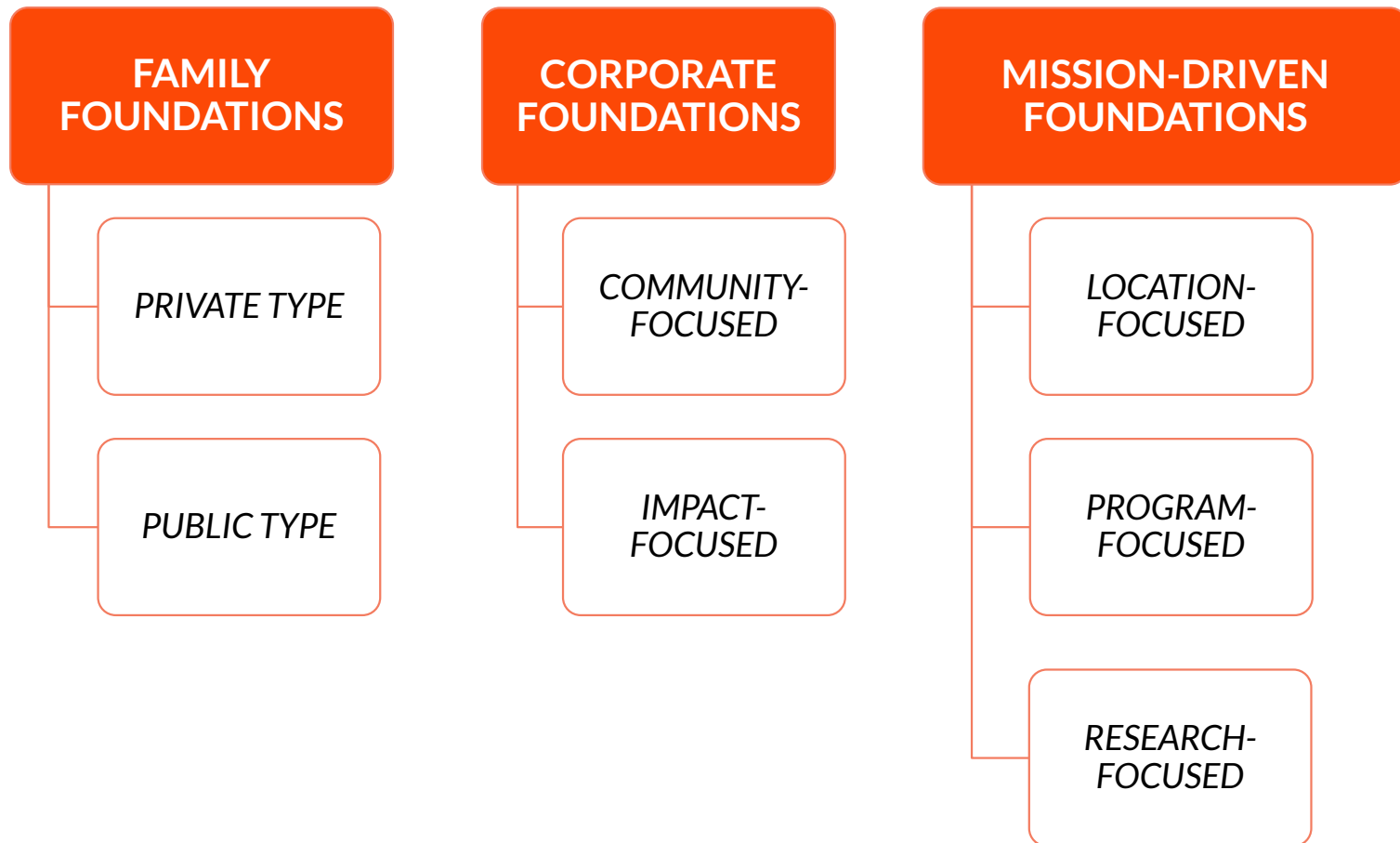
Grants to nonprofit organizations that use the humanities (literature, philosophy, history, etc.) to inspire all Marylanders to embrace lifelong learning, exchange ideas openly, and enrich their communities.

# PRIVATE FUNDERS

# FOUNDATIONS AND ASSOCIATIONS

- **Varied universe of private funders** supports wide range of arts and humanities projects and organizations.
- **National foundations** maintain programs with priorities in the arts/humanities.
- **Local or regional foundations** invest in projects relevant to communities in geographic areas of interest.
- **Independent associations/councils** award small grants and fellowships within disciplinary focus areas.

# FOUNDATION TYPE WILL INFLUENCE APPROACH



# NATIONAL FUNDERS: RUSSELL SAGE FDN



The Russell Sage Foundation is focused on the conduct and dissemination of social science research. Funding priorities

- *Behavioral Economics*
- *Future of Work*
- *Race, Ethnicity, and Immigration*
- *Social, Political and Economic Inequality*
- *The Social, Economic, and Political Effects of the Affordable Care Act*
- *Computational Social Science*
- *Immigration and Immigrant Integration*
- *Non-Standard Work*
- *Decision Making and Human Behavior in Context*



# NATIONAL FUNDERS: WENNER-GREN



**Wenner-Gren Foundation for Anthropological Research** is a major international funding sources for anthropological research and is actively engaged with the anthropological community through various grant, fellowship, conference, and capacity building programs.

# COUNCILS AND ASSOCIATIONS: ACLS

## American Council of Learned Societies ADVANCING THE HUMANITIES

- Leading private institution supporting scholars in the humanities and related social sciences at the doctoral and postdoctoral levels.
- In 2017-18, ACLS funded about 350 fellows and scholars through grant programs, supporting humanistic work at over 100 US institutions of higher education and scores more outside the United States.

# FELLOWSHIPS

## What is a fellowship?

A professional development opportunity sponsored by an organization wanting to support new leadership in its field, typically lasting short periods of time (from a few months to a few years).

## Explore Fellowship Opportunities

- [Funding in the Arts, Humanities and Social Sciences](#) (Northeastern University)
- [Fellowship Opportunities](#) (U of Chicago Social Sciences Research Center)

# THE ART OF PROSPECTING

# PROSPECTING: WHO WILL FUND YOUR WORK?

*Prospecting is the art of matching projects with likely funders.*

GOOD PROSPECTIVE FUNDERS HAVE:

- ✓ A mission that aligns with your mission
- ✓ A history of funding similar or related projects
- ✓ Stated priorities that encompass your project area
- ✓ No restrictions that would preclude funding your project

# WHO IS FUNDING SIMILAR WORK?

*Funders' giving history and stated priorities provide a means for identifying prospects.*

- Use multiple **databases** and search tools.
- Search for **keywords** that relate to your mission and project.
- Search by funder type, funding type, and funding region.
- Note funding **restrictions**.
- Note typical funding **amounts**.
- Note key **deadlines** and other timing constraints.

# WHAT KINDS OF PROJECTS ARE FUNDABLE?

- Some ideas and funding needs are **not realistic candidates for external grants**. Common challenges:
  - General support
  - Equipment grants with no programmatic tie-in
  - “Planning”
- Take note **of what types of projects actually get grant funding** – and at what levels.
  - Different levels of funding for different types and stages of work.
- Don't **waste time** searching for prospects that don't exist.

# TYPES OF PROSPECTING RESOURCES

- **Federal Funding Databases** contain information on past, current, and future funding opportunities, in addition to information on funded projects.
- **Funder Award Databases** provide detail on the projects supported by a grantmaker.
- **Funder Websites** contain background on active programs, giving interests, past giving, and guidelines for proposals.
- **Foundation Databases** catalog past foundation grant awards and provide funder background information



# PROSPECTING RESOURCES: GRANT FORWARD



- Specialized search algorithm and team of specialists allows for constantly adding new funding opportunities.
- Adaptive search filters to find grant opportunities.
- Dynamic search engine with a personalized funding recommendation service.

# FEDERAL DATABASES

*Government grants databases provide **vast datasets** on federal giving history and grant competition announcements*

- Put search terms in “quotes.”
- Check off **closed and/or expired opportunities** in your search. (Grants.gov)
- **Export the raw data** and reduce it to key data points.

# USASPENDING.GOV

*USAspending.gov  
houses a massive  
database with  
information on US-  
funded grants*

The screenshot displays the USAspending.gov website interface. At the top, there is a navigation menu with links for HOME, ABOUT, WHERE IS THE MONEY GOING, REFERENCES, DOWNLOAD CENTER, and CONTACT US. A prominent red banner contains an attention notice: "ATTENTION: In the fall of 2017, we will release a new version of USAspending.gov. The new site will continue to provide data on federal awards as well as include data on agency expenditures. Please note that in advance of that transition, financial assistance awards, such as grants and loans, are now being updated on [beta.usaspending.gov](http://beta.usaspending.gov) only. Please visit the new site and give us your feedback at [Contact Us](#) or join the [Community](#)." Below the navigation is a breadcrumb trail: "USAspending > Advanced Data Search". The main heading is "ADVANCED DATA SEARCH". A paragraph explains that Fiscal Year and Spending Type are required selections and that search results display up to 1,000,000 transactions. A "+ SEARCH CRITERIA" button is visible. The "RESULTS SUMMARY" section shows filters for "water quality" and Grants from FY 2018 to FY 2008. Three summary boxes display: "Total Number of Transactions: 8,087", "Total Prime Recipient Transaction Amount: \$3,725,404,712", and "Total Sub-Award Amount: \$1,600,000,000". Below these are buttons for "0 Contracts", "8,087 Grants", "0 Loans", and "0 Other". The "SEARCH RESULTS" section includes a pagination control (1 to 50 of 8,087 transactions) and a table with columns: Recipient, Award ID, Award Amount, Award Date, Award Type, and Awarding Agency. The first row shows: Recipient: 1854 Authority, Award ID: 00E00425, Award Amount: \$85,375, Award Date: 12/19/2012, Award Type: Grants, Awarding Agency: Environmental Protection Agency.

**USASPENDING.gov** BETA

**ATTENTION:** In the fall of 2017, we will release a new version of USAspending.gov. The new site will continue to provide data on federal awards as well as include data on agency expenditures. Please note that in advance of that transition, financial assistance awards, such as grants and loans, are now being updated on [beta.usaspending.gov](http://beta.usaspending.gov) only. Please visit the new site and give us your feedback at [Contact Us](#) or join the [Community](#).

HOME ABOUT WHERE IS THE MONEY GOING REFERENCES DOWNLOAD CENTER CONTACT US

USAspending > Advanced Data Search

## ADVANCED DATA SEARCH

Fiscal Year and Spending Type are required selections; you may select multiple filters in every category. Search results display up to 1,000,000 transactions. The downloaded zip file contains spreadsheets for each Spending Type selected. Sub-award data for all Spending Types is in a sep: In the Search Results, click on Recipient Name to go to the Recipient Profile; click on the Award ID to see the Award Summary; click on header to so

**+ SEARCH CRITERIA**

## RESULTS SUMMARY

Filters: "water quality"; Grants; FY 2018, FY 2017, FY 2016, FY 2015, FY 2014, FY 2013, FY 2012, FY 2011, FY 2010, FY 2009, FY 2008

<b>Total Number of Transactions</b> <b>8,087</b>	<b>Total Prime Recipient Transaction Amount</b> <b>\$3,725,404,712</b>	<b>Total Sub-Award Amount</b> <b>\$1,600,000,000</b>	
<b>0 Contracts</b>	<b>8,087 Grants</b>	<b>0 Loans</b>	<b>0 Other</b>

## SEARCH RESULTS

«« 1 2 3 4 5 »» 1 to 50 of 8,087 transactions.

Recipient ▲	Award ID †	Award Amount †	Award Date †	Award Type †	Awarding Agency †
1854 Authority	00E00425	\$85,375	12/19/2012	Grants	Environmental Protection Agency
					Environmental Protection

*Grants.gov is a key resource for learning about grant competitions*

The screenshot shows the Grants.gov search results page. The search criteria include the keyword "mathematics". The results are sorted by Relevance (Descending) and show 72 matching results. The table below displays the first 10 results.

Opportunity Number	Opportunity Title	Agency	Opportunity Status	Posted Date	Close Date
<a href="#">PD-16-1266</a>	Applied Mathematics	NSF	Posted	09/27/2016	11/15/2018
<a href="#">17-527</a>	NSF Scholarships in Science, Technology, Engineering, and Mathematics Program	NSF	Posted	12/03/2016	03/28/2018
<a href="#">N00014-18-S-F003</a>	FY18 Funding Opportunity Announcement (FOA) for the Office of Naval Research (ONR) Navy and Marine Corps Science, Technology, Engineering & Mathematics (STEM), Education and Workforce Program	DOD-ONR	Posted	11/16/2017	09/28/2018
<a href="#">AID-263-14-000005</a>	US-Egypt Learning Program	USAID-EGY	Posted	03/25/2014	
<a href="#">N00014-17-S-F015</a>	FY2018 VANNEVAR BUSH FACULTY FELLOWSHIP	DOD-ONR	Posted	06/14/2017	01/08/2018
<a href="#">17-541</a>	Robert Noyce Teacher Scholarship Program	NSF	Posted	02/10/2017	08/28/2018
<a href="#">PD-12-8084</a>	Computational and Data-Enabled Science and Engineering	NSF	Posted	07/17/2012	12/11/2017
<a href="#">PD-16-8069</a>	Computational and Data-Enabled Science and Engineering in Mathematical and Statistical Sciences	NSF	Posted	10/05/2016	12/11/2017
<a href="#">PD-16-1281</a>	Analysis	NSF	Posted	01/30/2016	10/02/2018
<a href="#">N00014-17-S-F017</a>	FY2018 Historically Black Colleges and Universities/Minority Institutions (HBCU/MI) Program	DOD-ONR	Posted	09/28/2017	03/16/2018

# FUNDER-CURATED AWARD DATABASES

*Funder-maintained grant databases are almost always **more detailed and current** than external sources tracking grants.*

## TIPS

- **Not all federal agencies** maintain their user-friendly award databases.
- **Large national foundations** are more likely to maintain their own giving databases than small foundations.

# AWARD DATABASES: NSF

**National Science Foundation**  
WHERE DISCOVERIES BEGIN

SEARCH

HOME | RESEARCH AREAS | FUNDING | AWARDS | DOCUMENT LIBRARY | NEWS | ABOUT NSF

Simple Search | Advanced Search | Popular Searches | Download Awards | Send Comments | Award Search Help

### Simple Search Results

Search award for: "water quality" [Search](#)

Export up to 3,000 Awards: [CSV](#) | [XML](#) | [Excel](#) | [Text](#)

Sort By: [Relevance](#) | Results size: [30 per page](#) | [Table](#) | [List](#) | [Customize Columns](#)

Click on column header to sort (except Programs, Co-Principal Investigator and Awarded Amount to Date)

Award Number	Title	NSF Organization	Programs	Start Date
1151458	CAREER: Water Quality and Climate Change Adaptation to Extreme Precipitation Events	BCS	GEOGRAPHY AND SPATIAL SCIENCES , EPSCoR Co-Funding	07/01/2012
1743412	EAGER: CITIZEN SCIENCE BASED WATER QUALITY MONITORING IN UTAH LAKE	CBET	SPECIAL INITIATIVES	09/01/2017
1360286	WSC-Category 1 Collaborative Proposal: Coupled Multi-scale Economic, Hydrologic, and Estuarine Modeling to Assess Impacts of Climate Change on Water Quality Management	CBET	CR-Water Sustainability & Clim	07/01/2014
1360285	WSC-Category 1 Collaborative Proposal: Coupled Multi-scale Economic, Hydrologic, and Estuarine Modeling to Assess Impacts of Climate Change on Water Quality Management	CBET	CR-Water Sustainability & Clim	07/01/2014

**You Searched For:**  
"water quality"

**Active Awards** true

**Refined by**

**Refine Search**


**State**  
Alaska(1)  
Alabama(4)  
Arkansas(3)  
Arizona(11)  
California(31)  
[Show More ...](#)

**NSF Organization**  
[Office Of The Director\(20\)](#)  
[Direct For Mathematical & Physical Scien\(19\)](#)  
[Direct For Social, Behav & Economic Scie\(18\)](#)  
[Direct For Computer & Info Scie & Enginr\(9\)](#)  
[Directorate For Geosciences\(124\)](#)  
[Directorate For Engineering\(127\)](#)  
[Direct For Biological Sciences\(96\)](#)

# AWARD DATABASES: NSF TIPS

- Search by **general keywords** to cast wide net.
- Search by **program name** to find example grants for targeted program
- Look for the **most recent examples**.
- Use **“Table” view** to observe patterns.

# AWARD DATABASES: NIH

**Research Portfolio Online Reporting Tools  
(RePORT)**

Search


[HOME](#) | [ABOUT RePORT](#) | [FAQs](#) | [GLOSSARY](#) | [CONTACT US](#)

---

**QUICK LINKS**   **RESEARCH**   **ORGANIZATIONS**   **WORKFORCE**   **FUNDING**   **REPORTS**   **LINKS & DATA**

---

[Home](#) > [RePORTER](#) > Query Form **MyRePORTER**   [Login](#) | [Register](#) | [RePORTER Manual](#)   System Health: GREEN

 **NIH RePORTER**  
Version: 7.40.0

[About RePORTER DATA](#)   [FAQ](#)   [ExPORTER](#)   [RSS of Newly Added Projects](#)

**FIND PROGRAM OFFICIALS OR SIMILAR PROJECTS**

---

**QUERY**   **BROWSE NIH**   **MATCHMAKER**   **SEARCH PUBLICATIONS BETA**

---

**SUBMIT QUERY**   **CLEAR QUERY**   Fiscal Year (FY):  **SELECT**  
Current FY is 2019

**RESEARCHER AND ORGANIZATION**

Principal Investigator (PI) / Project Leader:    
(Last Name, First Name)   Use '%' for wildcard in PI names  
[Enter several PI/Project Leader names OR PI Profile IDs](#)

Organization:  **LOOKUP**  
Please enter at least 3 characters to use Lookup.  
 Contains    Begins with    Exact

Department Type:  **SELECT**

Organization Type:  **SELECT**

City:    Use '%' for wildcard

State:  **SELECT**

Country:  **SELECT**

Congressional District:  **SELECT**

DUNS Number:

**TEXT SEARCH**

Text Search (Logic):    **Characters left: 2500**

**And**    **Or**    **Advanced**

Search in:  Projects    Publications    News

Limit Project search to:  Project Title    Project Terms    Project Abstracts

Limit Publication search to: Start Year:    End Year:



# AWARD DATABASES: NIH TIPS

- Search by **keyword** to find programs/institutes.
- Search by **institute** to find examples of funded projects.
- Use **Matchmaker** to find similar projects and program officials.
- Observe which **funding mechanisms** are most common (R03, K01, U54, etc.).

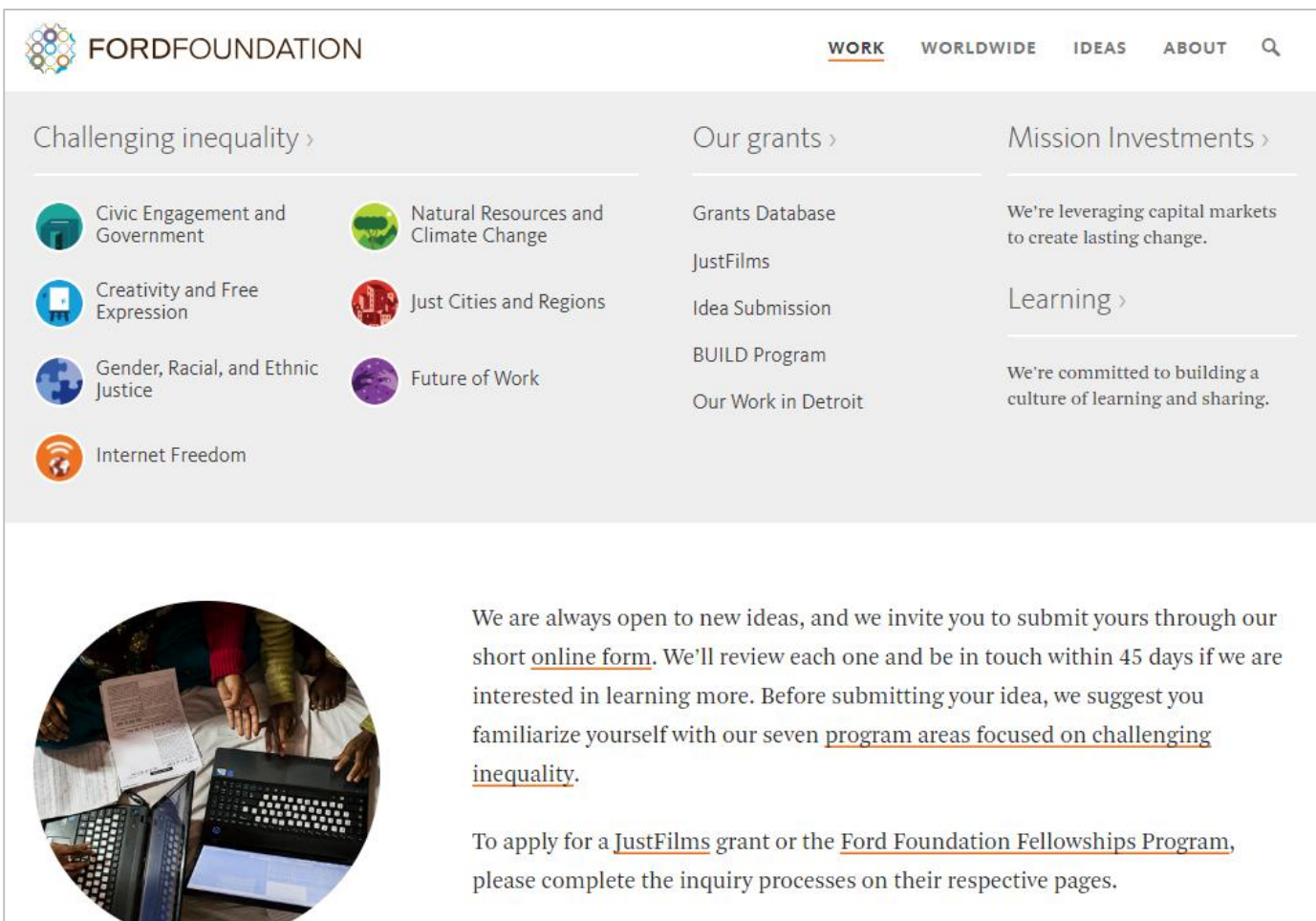
# FUNDER WEBSITES

*Outside of direct contact with funders, their **websites are the best resources** for up-to-date information.*

## TIPS

- Look for the **most recent grant examples** on funder websites.
- Get a feel for the **mission** of the funder.
- Learn the **character and quirks** of the funder.

# FUNDER WEBSITES



The screenshot shows the Ford Foundation website with the following elements:

- Logo:** FORDFOUNDATION
- Navigation:** WORK, WORLDWIDE, IDEAS, ABOUT, and a search icon.
- Challenging inequality >**
  - Civic Engagement and Government
  - Natural Resources and Climate Change
  - Creativity and Free Expression
  - Just Cities and Regions
  - Gender, Racial, and Ethnic Justice
  - Future of Work
  - Internet Freedom
- Our grants >**
  - Grants Database
  - JustFilms
  - Idea Submission
  - BUILD Program
  - Our Work in Detroit
- Mission Investments >**
  - We're leveraging capital markets to create lasting change.
  - Learning >
  - We're committed to building a culture of learning and sharing.

**Text Content:**

We are always open to new ideas, and we invite you to submit yours through our short [online form](#). We'll review each one and be in touch within 45 days if we are interested in learning more. Before submitting your idea, we suggest you familiarize yourself with our seven [program areas focused on challenging inequality](#).

To apply for a [JustFilms](#) grant or the [Ford Foundation Fellowships Program](#), please complete the inquiry processes on their respective pages.

# FOUNDATION DATABASES

*Foundation grant databases **catalog the grants awarded by foundations** and collect background info on funders.*

## TIPS

- Focus first on a grantmaking history.
- Look for as many indicators as you can find of a good fit.
- “Recent” award data is not always reflective of current funder priorities.

# FOUNDATION DIRECTORY ONLINE

*Foundation Directory Online has a flexible and powerful search interface.*

**FOUNDATION DIRECTORY**  
O N L I N E  
*Professional*

A service of the  
FOUNDATION CENTER

[Power Search](#)   [Search Grantmakers](#)   [Search Companies](#)   [Search Grants](#)   [Search 990s](#)

---

**Fields of Interest**

Type here to filter the list

**A B C D E F G H I J K L M N O P Q R**  
**S T U V W X Y Z**

- Abuse prevention (866)
- Academic libraries (40)
- Academics (33562)
- Activists (31)
- Adaptive sports (103)
- Addiction services (798)
- Adolescent parenting (50)
- Adolescent parents (7)
- Adolescents (5365)
- Adoption (253)
- Adult and child mentoring (290)
- Adult day care (80)
- Adult education (487)
- Adult literacy (149)
- Adult numeracy (4)
- Adults (3276)

**Search Grantmakers**   [Saved Searches](#)   [Last Search](#)

**Grantmaker Name** view index

**EIN**

**Grantmaker Location** More location options

**Fields of Interest** view index

**Support Strategy** view index

**Transaction Type** view index

**Geographic Focus** view index

# EVALUATING OPPORTUNITIES

# GATHER PROSPECT INFORMATION

*Keep notes in a list, spreadsheet, or database for further analysis.*

- ✓ Funder type and mission
- ✓ Eligibility restrictions
- ✓ Allowable costs/activities
- ✓ Award information
- ✓ Relevant grantmaking history
- ✓ Key Contacts, Staff and Trustee names and profiles
- ✓ Funding process (e.g., eligibility, timing, amounts, requirements)
- ✓ Indicators of competitiveness
- ✓ Opportunities for connection and communication

# WHAT MAKES A GOOD **GOV'T** PROSPECT?

- Does the program **align with the goals** of my project?
- Does the program **support activities** I plan to pursue in my project?
- Does the program grant **enough funding** to support my project?
- Is there **evidence of past support** to projects similar to mine?
- Is the opportunity well-suited to the **stage of my research**?
- Has the **program officer confirmed alignment** with the program's goals?



# WHAT MAKES A GOOD **PRIVATE** PROSPECT?

- Are your mission and the funder's mission **well-aligned**?
- What is the long-term **potential of the relationship**?
- How **challenging** will it be to develop a relationship with the funder?
- Is there **evidence of past support** to projects similar to mine?
- Are there **existing connections** I can leverage through my colleagues or through my institution to cultivate a relationship of my own?

# WHO IS THE IDEAL GRANTEE?

*Gain an understanding of the ideal grantee from the funder's perspective and do everything you can to match that profile.*

- Who is your **competition**?
- In a **perfect world**, which organizations does the funder want to support?
- What **resources, history, expertise, partnerships, and strategic positioning** does the ideal grantee have?
- What **distinguishes your organization** as an exceptional candidate against the field?

# CAST A WIDE NET

*A single funder often won't support a whole project or initiative in perpetuity.*

- Understand the **different components** of your project and how each could be positioned towards different funders.
  - Giving priorities
  - Allowable activities
  - Grant amounts
- Demonstrating **wide support** for a project is a selling point to prospects.
- Show funders you're already thinking of what to do when they're **out of the picture**.

# EXERCISE: FUNDING SEARCH



1. *Use web search and/or prospecting tools to select one federal program relevant to your research interests.*
2. *Within this program identify one or more examples of funded projects similar or relevant to your interests.*
3. *Confirm key dates and deadlines associated with the program you've selected.*
4. *Identify the program officer to contact and any guidelines regarding how to engage with program staff.*



QUESTIONS?

A black and white photograph of a desk. In the center, a hand-drawn sketch of a lightbulb is shown. The bulb's base is shaded with horizontal lines, and the filament is drawn with several vertical lines. Inside the bulb, a piece of crumpled paper is visible. Surrounding the sketch are several other pieces of crumpled paper. A pencil lies diagonally in the upper left corner. In the bottom left corner, the spiral binding of a notebook is visible. The background is a wooden desk surface.

# GOOD IDEAS VS. FUNDABLE PROPOSALS

# GOOD VS. FUNDABLE IDEAS

## A GOOD IDEA

- *Helps someone*
- *Advances an important agenda*
- *Serves a wise/substantial purpose*
- *Creates interest*
- *Involves growth or learning*
  
- *Can have undefined steps or processes*
- *Builds something of value*
  
- *Can be of any scale*
  
- *Can be a one-time effort*

## A FUNDABLE IDEA

- *Addresses funder's target audience*
- *Advances funder's agenda*
- *Has "significance"*
- *Aligns with institutional priorities*
- *Measures/Analyzes/Evaluate objectives and impacts*
- *Solid, well-articulated methodology and approach*
- *Is innovative/adds to body of knowledge/advances the field*
  
- *Is scaled by prior experience and to the budget*
  
- *Should be replicable*

# GENERATING GOOD IDEAS



# PROBLEMS, PROBLEMS EVERYWHERE



- Narrow scientific/research problems
- Platform problems (requiring enabling tech)
- Regional workforce problems
- Capacity/Infrastructure problems
- Information/Visibility/Assessment problems
- Discipline-specific teaching problems
- Population-specific progress problems
- Etc.

# PICK A SOLUTION

- Build expertise/experience
- Apply content/methodological interest
- Test existing approach in a new context
- Leverage partner expertise/experience



# IS MY IDEA BAD, GOOD, OR FUNDABLE?

- Positive preliminary data
- Novelty
- Low cost
- Institutional/external financial support
- Existing partnerships
- Sustainability
- Meaningful outcomes

*Project outcomes are grantmakers' ROI.*

# SET THE STAGE: KNOW YOUR FIELD

## *How does your work relate to other work in the field?*

- What **gap in knowledge** or services will this work fill?
- Does this work **build on previous work**? Which work?
- Does this work **solve a fundamental challenge** facing the field?
- Does this work **duplicate other work**?
- How does this work **relate to other work** currently in process?
- How will this work **contribute to the field** in the short and long term?
- Is this work **a priority** for the field?

# DESIGNING STRONG PROJECTS

# WHAT IS PROJECT DESIGN?

***“Project Design”  
refers to the  
structure of a  
grant project.***

*Project Design includes:*

- Who
- What
- When
- Where
- Why
- How
- ...and how those elements work together to accomplish your goal.

# PROJECT DESIGN VS. PROGRAM DESIGN

*“Project Design” is not the same thing as “Program Design.”*

*Grants usually fund projects that are:*

- **Discrete**, with activities that are separable from the applicant’s other work
- **Time-bound**, with specific start and end dates
- **Concrete**, with specific and measurable products and impact

# COMPETITIVE PROJECT DESIGN

***A strong design makes a project competitive.***

*Strong project design is:*

- **Clear**, with all elements delineated
- **Logical**, with sensible and well-defined processes
- **Impact-oriented**, with all elements working together to produce results

***A strong project design convinces the reader that the project is both “do-able” and worth doing.***



# THE PROJECT DESIGN PROCESS

*Use a step-by-step process for a well-designed project.*

1. Understand the **funder's mission and requirements**.
2. Articulate **specific outcomes** / impact goals that align with the funder's mission and requirements.
3. Build the **project logic model** based on outcomes / impact goals.
4. Confirm the practicability of the project **using a budget**.
5. Design the **project evaluation**.

**An “outcomes-based” design process will ensure a strong Project Design.**

# FUNDER'S REQUIREMENTS

*To understand the funder, start by carefully reviewing their materials.*

## REVIEW:

- Grantmaker guidance
- Specific grant solicitation
- Funded grants (if possible)
- Previous review comments (if possible)

## NOTE:

- Grantmaker intentions and priorities
- Specific requirements

# DIVING INTO PROJECT DESIGN

*To begin Project Design, articulate mission alignment and outcome goals.*

*To understand mission alignment with the funder, ask:*

- What do I want to accomplish with funding?
- What does the funder want to accomplish?
- Where do my mission and the funder's mission overlap?

*To articulate outcome goals, ask:*

- What specific outcomes are highest priority for me and for the funder?
- What can I accomplish, given the funder's requirements?

**Articulate concrete, measurable outcomes / impact goals.**

# USE OUTCOMES TO DRIVE DESIGN

*Build a concrete logic model beginning with outcomes / impact goals.*

- **What impact** do you want your project to have?
- Given the impact you want to have, **what results** will you need?
- **What activities** will create those results?
- **What resources** will you need to conduct those activities?



Resources	Activities	Results	Impact

# BUILD A LOGIC MODEL

INPUTS → ACTIVITIES → OUTPUTS → OUTCOMES

*Resources  
invested in  
the project*

Personnel,  
Partners,  
Funding,  
Facilities, etc.

*Actions the  
project will  
perform*

Recruitment,  
Training,  
Marketing,  
Evaluation, etc.

*Expected  
results*

Focus on  
project  
implementation

*Expected  
impact*

Focus on  
project  
effectiveness

# HOW WILL A LOGIC MODEL HELP?

- Forces you to **concisely describe approach**
- **Summarizes linkages** more simply than prose
- Emphasizes **research basis** for project
- Narrows focus on **meaningful outcomes**

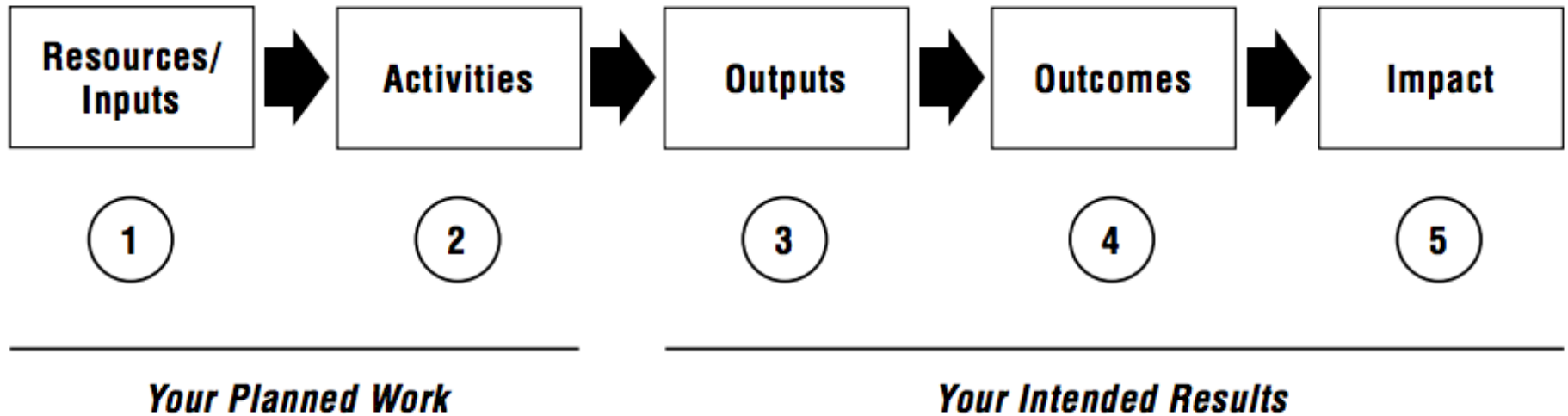
# SAMPLE LOGIC MODEL TABLE

Inputs/Resources	Outputs		Outcomes -- Impact		
	Activities	Products	Short	Medium	Long

**Assumptions**

**External Factors**

# USING THE WK KELLOGG LOGIC MODEL SET-UP





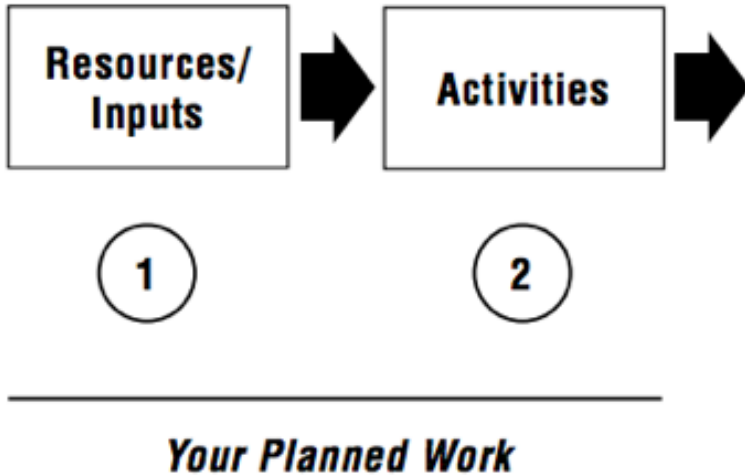
# RESOURCES/INPUTS

## Resources/ Inputs

1

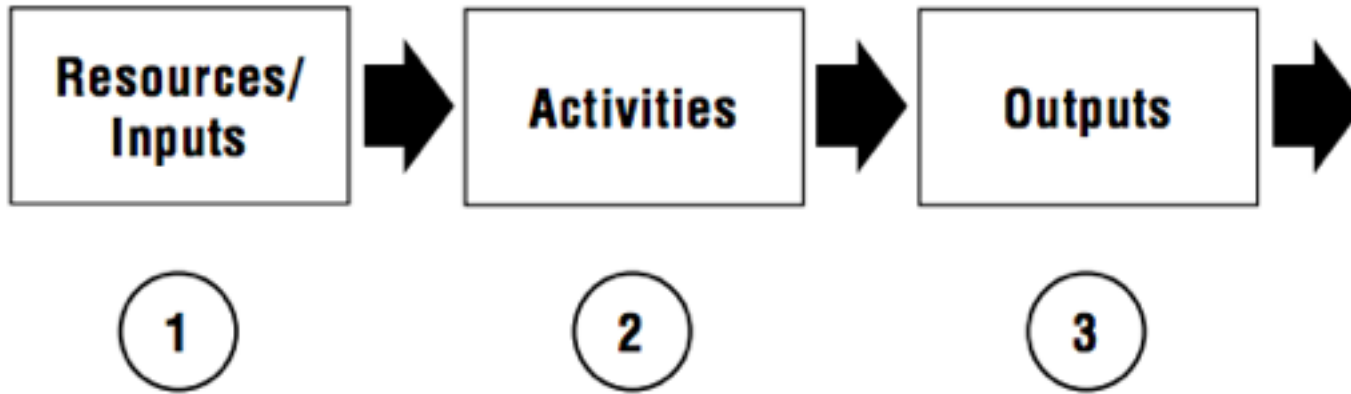
- **Funding**
- **Staff**
- **Partners**
- **Volunteers**
- **Program materials**
- **Site/Facilities**
- **Equipment**

# ACTIVITIES



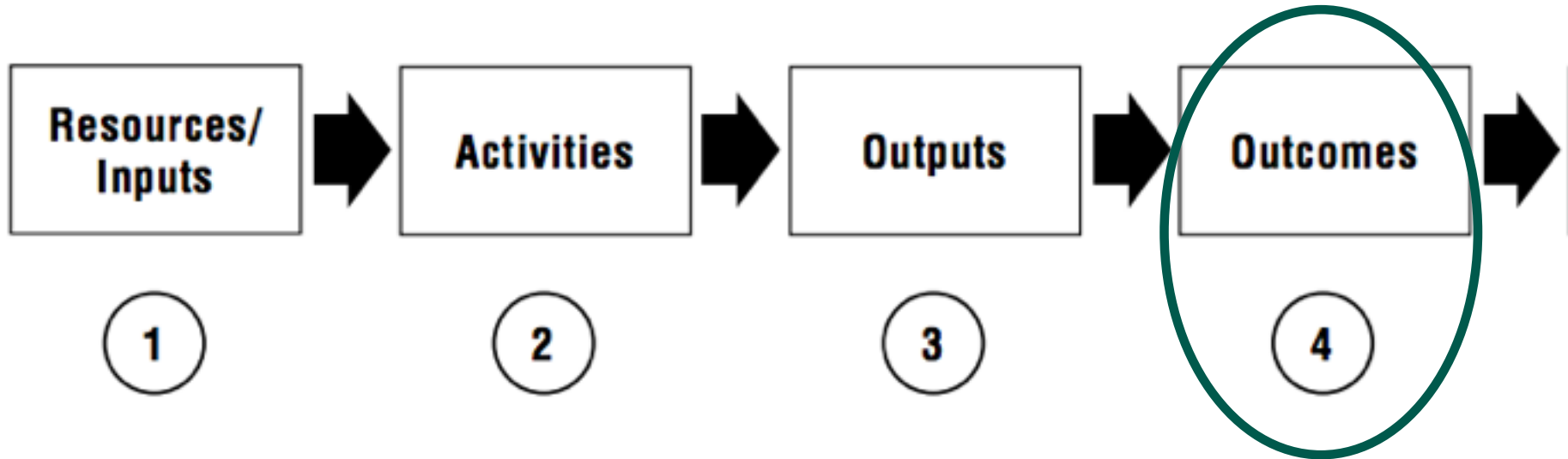
- Hire staff
- Staff training
- Recruit volunteers
- Volunteer training
- Recruit partners
- Implement programming
- Collect data
- Analyze data

# OUTPUTS



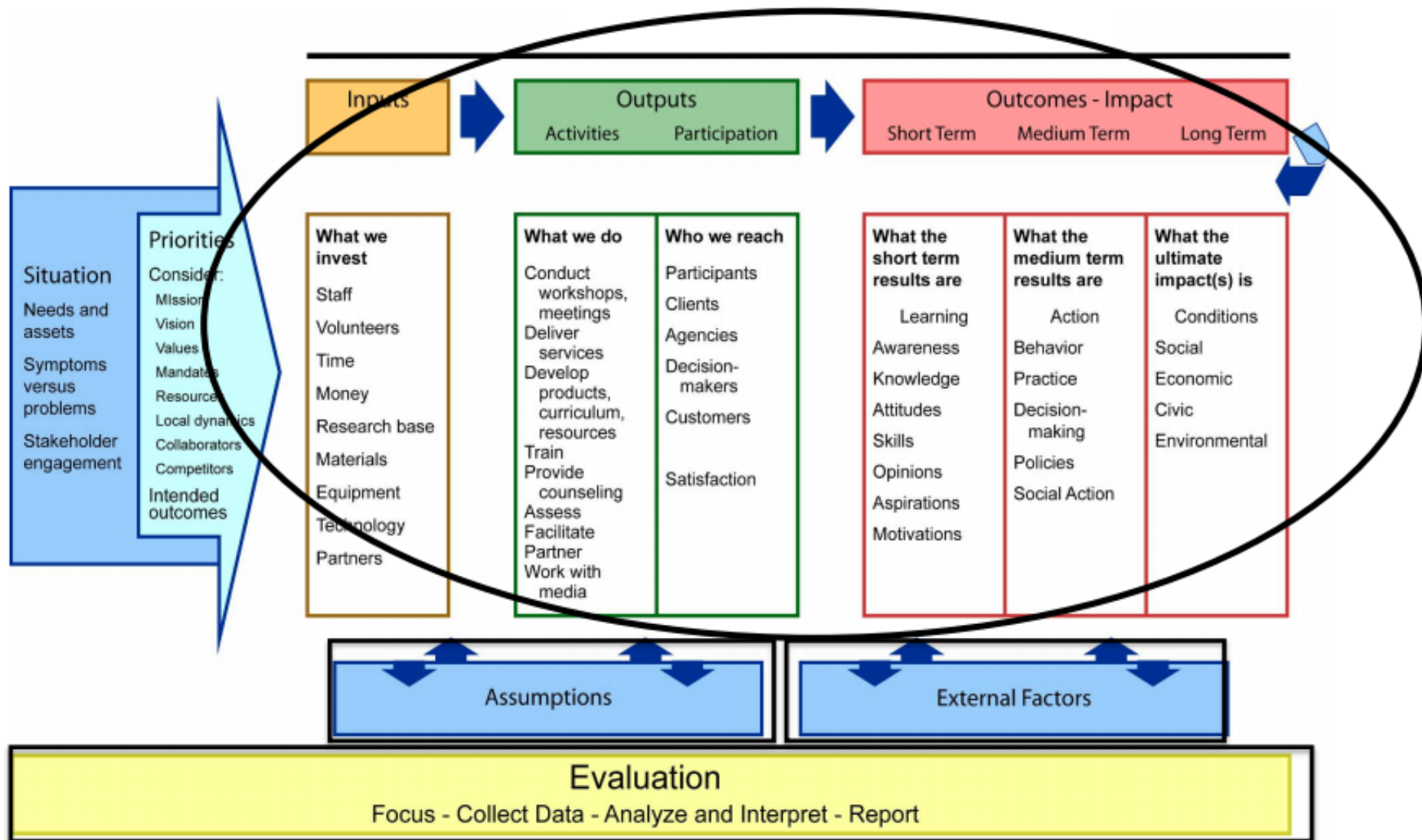
- **Staff is hired**
- **Staff is trained/proficient**
- **Volunteers are recruited**
- **Volunteers are trained/proficient**
- **Program implemented to 50 individuals**
- **Program evaluation**

# OUTCOMES

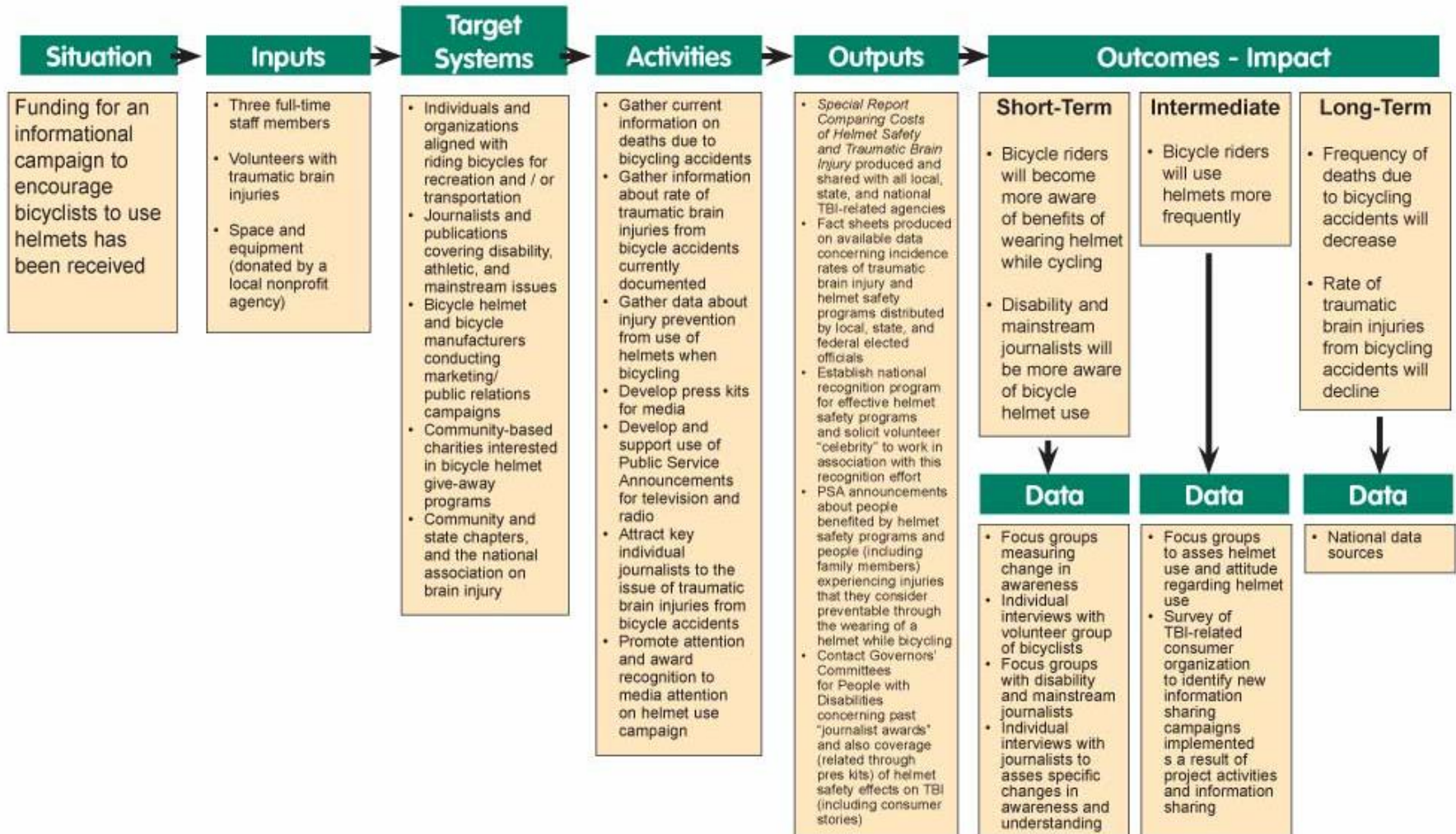


- **Short-Term Outcomes** (immediate effects: weeks-months)
  - Increased proportion of patients treated; changes in knowledge, skills, or beliefs
- **Intermediate Outcomes** (intended effects that occur over the mid-term: months-years)
  - Change in policies or behaviors
- **Long-Term Outcomes** (long-term intended effects: years-decades)
  - Reduced disease prevalence; changes in morbidity and/or mortality

# Fully detailed logic model



# EXAMPLE: BIKE HELMET AWARENESS



# SET SMART TARGETS

*Using the logic model, articulate the specific objectives of the project.*

Objectives should be SMART targets.

*SMART objective:*

By project month 12, provide 10 hours of training in lab techniques to 50 undergraduate students.

*Not-so-SMART objective:*

Train students in lab techniques.



# USE BUDGETS TO DRIVE REALISTIC DESIGN

*To ensure project design is realistic, draft a budget early in the process.*

1. Begin by determining the **total funding available** from all sources.
2. Next, identify **budget restrictions** and requirements.
3. Use totals and restrictions to **draft a basic line item budget.**
4. **Map the budget onto the logic model** and objectives.
5. **Adjust project design** and budget as necessary.



# EVALUATION

*Before the project design is final, design the evaluation.*

- Evaluation is how you know **whether you've succeeded**.
- Most program grants, and some research grants, require **independent evaluation**.
- An independent evaluator should be **independent of the project**, and may also need to be independent of your institution, depending on funder requirements.
- The independent evaluator should be **involved in the development of the evaluation plan at the design stage**.

*Evaluation plans should reflect activities, outputs, and outcomes in the logic model.*

# EVALUATION DESIGN

*Design the evaluation based on funder requirements and aims.*

*A thorough evaluation should include:*

- **Summative evaluation:** What did you accomplish?
- **Formative evaluation:** How did the process go?
- **Feedback mechanisms** that allow you to make course corrections based on mid-project evaluation results.

# WHAT THE REVIEWERS ARE LOOKING FOR

- ✓ The proposal evaluation is based on **measuring stated outcomes**.
- ✓ The proposal clearly **describes processes and schedules** for data collection, tracking, review, analysis, and synthesis, including descriptions of any necessary privacy protections, recruitment activities, etc.
- ✓ The proposal evaluation **methodologies are theoretically-based** or justified.
- ✓ The proposal states the **role, responsibility, identity, and experience of the evaluator**. For internal evaluators, the proposal describes the steps to be taken to ensure the evaluation is valid and unbiased. For external evaluators, the proposal describes the role of the evaluator in planning and preparing the proposal (should be limited to evaluation and not include program design).
- ✓ The proposal describes **how quantitative and qualitative data will be used** to inform decisions about revisions to program activities, goals, and objectives, (i.e. formative evaluation) and how the project's overall results will be measured.

# PROGRAM EVALUATION RESOURCES

- The Center for Advancement of Informal Science Education (CAISE) maintains a list of [evaluation planning resources](#).
- The Institute of Museum and Library Services also provides a list of [evaluation resources](#).
- The US Department of Education Institute for Education Sciences (IES) maintains the [What Works Clearinghouse](#), which includes specific standards that apply to many DoE-funded grant evaluations.
- The National Organization for Research Development Professionals (NORDP) maintains a [list of program evaluators](#).
- The American Evaluation Association maintains a [database of member evaluators](#).

# DEVELOP A CONCEPT PAPER

*Many funders specify Concept Paper (or Letter of Inquiry) parameters, but in lieu of specific direction:*

- **Executive Summary**
  - Org/PI, Project Title, Amount, Term, Alignment
- **Problem/Need**
- **Project Description**
- **Expected Impact/Outcomes**
  - Alignment with Funder Aims
  - Sustainability or Next Stage Impact
- **Management Plan**
  - Personnel, Resources & Timeline
  - Experience with Similar Successful Projects
- **Budget/Amount Requested**
- **Conclusion**

# CONSULT A PROGRAM OFFICER

1. Develop a one-page Concept Paper (more detail = better)
2. Make contact early to show preparedness / seriousness
3. Request a consultation
4. Ask great questions, and take copious notes!

# CASE STUDY: RURAL K-6 STEM PEDAGOGY



# PURSUIT OF NSF DRK-12

- Hanover client expresses interest in NSF DRK-12
- Wants \$\$ to study a pedagogy to improve K-6 STEM ed
- Unsure of best approach, baselines and outcome(s)



## Assets

- Partnerships with rural districts/teachers
- Publications in core pedagogical approach
- Piloted prof devt workshop prior summer
- Nine-month proposal devt lead time



## Liabilities

- No prior external grants
- No prior NSF submissions



# ANALYZE THE RFP

DRK-12 seeks to enhance the learning and teaching of STEM by preK-12 students and teachers, through R&D of STEM ed innovations and approaches. Projects will build on fundamental research in STEM ed and prior R&D efforts that provide theoretical and empirical justification for proposed projects.

## Three R&D Strands:

- Assessment
- Learning
- Teaching

## Six Project Types:

- Exploratory
- Design and Development
- Impact
- Implementation and Improvement
- Syntheses
- Conferences

# GATHER PRELIMINARY DATA

- Did not collect impact data from pilot summer workshop
- Hanover recommended fielding an **informal survey of partner teachers** to collect access / challenges data

## Results

- STEM often embedded in literacy lessons due to time constraints and standards.
- Face-to-face PD workshops rarely offered, because rural schools are dispersed.

# REVIEW LITERATURE

- *Clear basis to try to increase access to STEM prof devt, especially for rural elementary teachers*
- *Early indications that online/hybrid prof devt works*
- *No strong studies comparing prof devt models*



# DECISIONS, DECISIONS, DECISIONS

## Three R&D Strands:

- *Assessment*
- *Learning*
- *Teaching*

## Six Project Types:

- *Exploratory*
- *Design and Development*
- *Impact*
- *Implementation and Improvement*
- *Syntheses*
- *Conferences*

# DECISIONS, DECISIONS, DECISIONS

## Strands: **Teaching**

Proposals to research and develop STEM education innovations or approaches to teacher education.

## Project Type: **Exploratory Studies**

Exploratory Studies provide investigators with opportunities to **investigate approaches to STEM education problems that establish the basis** for design and development of STEM education innovations or approaches.

# CONCEPT EVOLUTION

- Asked Program Officer about **testing professional development models**
- Adjusted concept to address **rural access** to testing professional development
- Scaled back to **Exploratory budget**
- Focused on **Teaching** not Learning outcomes
- Integrated **preferred pedagogy** into workshops(!)
- Recruited **senior Advisory Board**
- Recruited **experienced Evaluator**

# EXERCISE: PROJECT ALIGNMENT

FIND A PROGRAM ALIGNED TO THE PROJECT IDEAS BELOW

## NEH PROJECTS

### I want to...

- Digitize and provide access to 800 video oral history interviews of veterans of Japanese American military units in World War II.
- Establish a program offering college-level liberal arts learning and civic education to underserved and first generation college-bound high school students across LA.
- Research and write a book on Jewish revenge after the Holocaust.
- Create a prototype digital map of three indigenous American nations that will document their geographic ranges, languages, architectural styles, and cultural practices both before and after contact with European settlers.

## NSF PROJECTS

### I want to...

- Compare the skeletons of individuals who were overweight and healthy-weight during life to determine the effects of increased loading and altered walking mechanics on bone microstructure.
- Examine the role of sleep and brain development on memory during early childhood, specifically as children transition out of naps.
- Examine the extent to which the public and employers view military spouse job seekers differently than their civilian peers.

# EXERCISE: PROJECT ALIGNMENT (NEH)

- Digitize and provide access to 800 video oral history interviews of veterans of Japanese American military units in World War II.
- Establish a program offering college-level liberal arts learning and civic education to underserved and first generation college-bound high school students across LA.
- Research and write a book on Jewish revenge after the Holocaust.
- Create a prototype digital map of three indigenous American nations that will document their geographic ranges, languages, architectural styles, and cultural practices both before and after contact with European settlers.

## **Preservation and Access**

*> Humanities Collections and Reference Resources*

## **Challenge Grants**

*> Humanities Access Grants*

## **Research Programs**

*> Summer Stipends*

## **Digital Humanities**

*> Digital Humanities Advancement Grants*



# EXERCISE: PROJECT ALIGNMENT (NSF)

- Compare the skeletons of individuals who were overweight and healthy-weight during life to determine the effects of increased loading and altered walking mechanics on bone microstructure.
- Examine the role of sleep and brain development on memory during early childhood, specifically as children transition out of naps.
- Examine the extent to which the public and employers view military spouse job seekers differently than their civilian peers.

**Biological Anthropology**

**Science of Learning**

**Sociology**



**QUESTIONS?**



# EFFECTIVE PROPOSAL DEVELOPMENT

# REVIEW GRANTMAKER MATERIALS

*Start by carefully reviewing all grantmaker materials.*

## REVIEW:

- Grantmaker guidance (e.g., NSF Grant Proposal Guide)
- Solicitation
- Funded grants (if possible)

## CONFIRM:

- Eligibility
- Deadlines
- Submission process and method

# REVIEW MATERIALS: SOLICITATION

*The grant solicitation gives information on the requirements associated with the particular grant program.*

*Most solicitations contain:*

- **Goals:** Mission and objectives of the grantmaker with regard to the competition.
- **Background:** How the grant program was developed; links to other programs.
- **Award Information:** Number and amount of planned grant awards.
- **Eligibility:** Specific individuals and entities that may apply for the grant.
- **Timing:** Key deadlines and timelines for submission and review.
- **Program Requirements:** What applicants must propose to do.
- **Selection Criteria:** What the grantmaker is looking for in a proposal.
- **Review Process:** How the grantmaker will review and select proposals for funding.
- **Administrative Process:** How funding will be managed.

# SAMPLE RFP COMPONENTS

## NATIONAL SCIENCE FOUNDATION

- I. Introduction
- II. Program Description
- III. Award Information
- IV. Eligibility Information
- V. Proposal Preparation and Submission Instructions
- VI. NSF Proposal Processing and Review Procedures
- VII. Award Administration Information
- VIII. Agency Contacts
- IX. Other Information

## NATIONAL INSTITUTES OF HEALTH

- I. Funding Opportunity Description
- II. Award Information
- III. Eligibility Information
- IV. Application and Submission Information
- V. Application Review Information
- VI. Award Administration Information
- VII. Agency Contacts
- VIII. Other Information

## ROBERT WOOD JOHNSON FOUNDATION

- I. Background and Purpose
- II. Program Fit
- III. Approaches & Outcomes
- IV. What We're Funding
- V. Total Awards
- VI. Eligibility Criteria
- VII. Diversity Statement
- VIII. Selection Criteria
- IX. Evaluation and Monitoring
- X. Use of Grant Funds
- XI. Application Timeline
- XII. Program Direction

# REVIEW YOUR PROJECT DESIGN

- **After reviewing all grantmaker guidance, assess:**
  - What are the funder's aims?
  - How does your project accomplish these aims?
- **Refine your project design with funder aims, Program Officer guidance, and RFP requirements in mind.**

# MAKE A GRANT DEVELOPMENT PLAN

*Map out your strategy to develop and submit the proposal on time.*

- CREATE:**
- Checklist of all required proposal elements
  - Timeline for proposal development, including key dates
  - Narrative Outline based on the scoring rubric or key section headings

*Always allow time for derailments: plan to submit well before the deadline.*



# OUTLINE THE NARRATIVE

*Strong narratives have similar core elements:*

- Statement of the Problem
- Literature Review
- Conceptual Framework
- Hypotheses or Research Questions
- Methodology/ Strategy
- Scope of Work
- Management Plan
- Staff and Institutional Qualifications

*Each solicitation will require information to be presented in specific ways.*

# CORE QUESTIONS FOR PROPOSAL NARRATIVES

*The best proposals make the reviewers say “I wish I had thought of that!”*

- **What** do you want to do, how much will it **cost**, and how much **time** will it take?
- How does the proposed project relate to the **sponsor's interests**?
- **What difference** will the project make to your university, your students, your discipline, the state, the nation, and other stakeholders?
- What has **already been done**, and how will your project advance that work?
- How do you plan to **implement and accomplish** project goals and outcomes?
- How will the results be **evaluated**?
- **Why** should **you**, rather than someone else, be selected to do this project?

# STATEMENT OF THE PROBLEM

*Include a clear and concise statement of the purpose of the project.*

## FOR RESEARCH GRANTS:

- **Specific question(s)** to be answered
- Brief explanation of the **need** for or **significance** of the study
- Explanation of how the results will **contribute to the existing body of knowledge** and the expected results

## FOR PROGRAM GRANTS:

- Statement of need, including statistics and qualitative data

*Do not simply restate or paraphrase the RFP*

# LITERATURE REVIEW

*Convey your understanding of relevant literature and how the proposed study or project fits in context.*

- Make it comprehensive but **concise**.
- Trace the **central themes** in the literature, highlight major areas of disagreement, and reflect a critical stance toward the materials reviewed.

# CONCEPTUAL FRAMEWORK

*Identify theories or concepts that will guide the project.*

- Describe **strengths and weaknesses** of the proposed framework.
- Show understanding of the **theoretical perspective** and relevance.
- Describe how or why they suggest the **specific hypotheses** or research questions.
- Connect your conceptual framework to your **logic model**, if applicable.

# HYPOTHESES OR RESEARCH QUESTIONS

Provide clear statement(s) regarding the research hypotheses (formal or informal) and key questions/expectations.

- Explain why testing the hypotheses or answering key questions is **appropriate** for elucidating the research problems.
- Be absolutely sure that your “hypotheses” are actual hypotheses—they must be **fully testable and falsifiable**.

# METHODOLOGY/STRATEGY

Describe  
implementation  
methods.

- Proposed methodology should contain **enough detail** to indicate applicant knows what s/he is doing and allow reviewers to assess both feasibility and appropriateness to the research questions.
- Include details for **all procedures**, work, and implementation protocols.
- Describe the **instruments** that will be used for collecting data, explain why are they appropriate for this study, and provide evidence of the instruments' reliability and validity.
- Provide detailed data **analysis procedures**.

# SCOPE OF WORK

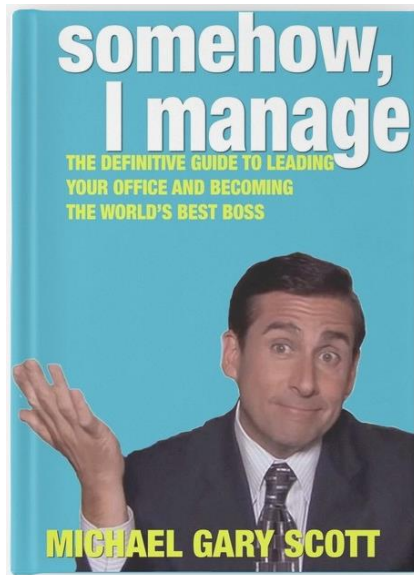
*Indicate exactly what will be done, including the sequence of the proposed activities and the anticipated outcomes and/or deliverables.*

- Specify the tasks, outcomes/deliverables, and schedule in sufficient detail.
- Include all activities necessary for completing the project.
- Provide a viable schedule for carrying out the tasks (work plan).



# MANAGEMENT PLAN

*Explain how you will manage the project.*



- Indicate who will be responsible for each work component.
- Describe how each element of the project will be coordinated.

# STAFF AND INSTITUTIONAL QUALIFICATIONS

*Explain why your staff and institution are qualified to implement the project.*

- Include discussion of the **qualifications** and experience of the proposed staff (be brief but comprehensive), including how they are qualified to conduct the project.
- List **capabilities** of the institution (applicant and/or partners).
- Where applicable, include information on **facilities and equipment**.

# REFINE THE NARRATIVE

*Your narrative should communicate your project clearly and appropriately.*



**TIPS FOR  
NARRATIVE  
DEVELOPMENT:**

- ✓ Know your audience.
- ✓ Write clearly and in an appropriate style.
- ✓ Use SMART goals.
- ✓ Provide logic models where appropriate.
- ✓ Present information in tables and figures where appropriate.
- ✓ Use skillful repetition.
- ✓ Seek feedback from peers and grant professionals.
- ✓ Refine and edit.

# EVALUATION

*Evaluation is how you—and your funder—know whether you've succeeded.*

- Most program grants, and some research grants, require independent evaluation.
- An independent evaluator should be independent of the project, and may also need to be independent of your institution, depending on funder requirements.
- The independent evaluator should be **involved in the development of the evaluation plan at the proposal stage.**

# EVALUATION

*Increasingly, grant funders require robust evaluations, even for education and outreach projects.*

- Understand the funder's evaluation needs.
- Connect with an evaluator early.
- **Work collaboratively** to design a project that is easy to evaluate.
- Make sure you allocate **sufficient time** and funding to evaluation activities.

**Make sure your evaluator is qualified for the level of evaluation required by the grant.**

# EVALUATION ELEMENTS

A thorough evaluation should include:

- ❑ **Summative evaluation:** What did you accomplish?
- ❑ **Formative evaluation:** How did the process go?
- ❑ **Feedback mechanisms** that allow you to make course corrections based on mid-project evaluation results.

*Evaluation plans should reflect activities, outputs, and outcomes in the logic model.*

# BUDGET

## TYPICAL BUDGET LINES INCLUDE



- Personnel
- Fringe Benefits (standard rates)
- Travel
- Equipment (durable, long-lasting, costs more than \$5,000 each)
- Supplies (expendable, short-term)
- Contractual
- Construction
- Indirect Costs (note limitations)
- Other

*It is often helpful to develop the budget in a separate spreadsheet using categories that make sense internally, and only “translate” to the grantmaker’s required form after the budget is final.*

# BUDGET NARRATIVE

*The budget narrative must be consistent with the project narrative.*

**TIPS FOR  
BUDGET  
NARRATIVE  
DEVELOPMENT:**



- Show a **clear method** of calculation for each item.
- Link each item back to **grant activities** and grantmaker goals.
- Use the **same terminology** that you used in the project narrative.
- A **table** can make the information easier to digest, even in the budget narrative.
- **Be specific!**



# CREATE ATTACHMENTS

*Attachments vary by funder and solicitation, but often include:*

- Abstract / Project Summary (*Write it last!*)
- Biosketches / CVs
- Quotations or documentation for specific budget items
- Detailed project timelines
- Letters of commitment or Memoranda of Understanding
- Agency-specific documents (e.g., NSF's Current and Pending Support)

***Keep careful track of all your attachments!***

# ASSEMBLE PACKAGE AND SUBMIT

*After each element of the proposal is complete,  
assemble the final package.*

- Review the package as a whole:
  - Is it internally consistent?
  - Does it follow all funder guidelines?
  - Will a reviewer be able to find everything in the package?
  - Will a reviewer who doesn't know you, your institution, or your work need any additional information to understand your project?
- Double check to make sure the package is complete.
- Obtain internal approval for submission.
- Submit the package before the deadline date if at all possible.

# OVERALL TIPS & SUGGESTIONS

- Start the grant submission process early
- Build the *Budget* early and as you go
- Write the *Abstract/Executive Summary* last
- Less is not more
- Repetition can help to emphasize keys points
- Don't be shy of talking with Program Officers
- Seek an objective review before submitting

# WHAT IF I FAIL?

*Remember that by submitting a grant you will have...*

- Practiced the process
- Established and/or deepened connections
- Developed text and material for future grants and other projects
- Designed a new project
- Put your name/ideas/work in front of disciplinary experts
- Gathered constructive criticism

# LEARN FROM THE PROCESS

*Grantseeking is a **competitive, iterative** process.*

- Many grants aren't funded on the first submission.
- Learn as much as you can from each grantseeking process.
- Reviewers' comments are very valuable: pay attention.
- A grant decline can be the opening step in funder relationship development.

# TIPS FOR NSF PROPOSALS

# ELEMENTS OF AN NSF PROPOSAL

- A. Cover Sheet
- B. Project Summary**
- C. Table of Contents
- D. Project Description**
- E. References Cited
- F. Biographical Sketch(es)
- G. Budget and Budget Justification
- H. Current and Pending Support
- I. Facilities, Equipment and Other Resources
- J. Special Information and Supplementary Documentation
  - Data Management Plan
  - Postdoctoral Mentoring Plan (if applicable)

# THE PROJECT SUMMARY

The one-page NSF Project Summary contains three sections.

- **Overview:** A summary of activities, objectives, and methods.
- **Intellectual Merit:** A statement of how the project advances knowledge.
- **Broader Impacts:** A statement of how the project benefits society and contributes to NSF's specific desired outcomes.



# PROJECT SUMMARY TIPS

- ❑ **Write it last**, after all the details of the proposal are in place.
- ❑ Write it **in the third person** (though the Project Description is usually written in the first person).
- ❑ The three sections may **not total more than 4,600 characters**, including spaces.
- ❑ Normally, the Project Summary is **copied and pasted into the appropriate sections in FastLane**.
- ❑ If the Project Summary **contains special characters** (e.g., mathematical notation), it may be uploaded as a PDF Supplementary document.
- ❑ If uploaded as a PDF, the Project Summary must contain the three separate required sections with **individual headers**

# PROJECT DESCRIPTION

The Project Description provides the following information to NSF:

- **What** the PI wants to do
- **Why** they want to do it
- How they **plan** to do it
- How they will know if they **succeed**
- What **benefits** could accrue if the project is successful

# PROJECT DESCRIPTION TIPS

- ❑ Provide reviewers with a **clear organizational structure**, including consistent headings.
- ❑ Provide clear and **easy-to-read formatting**, following the GPG requirements.
- ❑ Provide **consistent internal references** and number tables and figures sequentially.
- ❑ Remember that reviewers are very busy, and have many, many documents to read; **make their lives easier**.
- ❑ Provide **enough detail** so the reviewer knows what you want to do, but not so much that they get lost.
- ❑ **Edit and proofread carefully**; good writing matters to NSF.
- ❑ The structure of the Project Description is flexible, but it **must contain a separate section titled “Broader Impacts of the Proposed Work.”**
- ❑ The Project Description is **limited to 15 pages**, of which up to 5 may describe the results of prior NSF support.

# SAMPLE PROJECT DESCRIPTION OUTLINE

## **I. Introduction**

## **II. Objectives**

## **III. Rationale**

- A. Review of the Literature
- B. Contribution to the Field  
(Intellectual Merit)

## **IV. Research Plan**

- A. Methods
- B. Resources
- C. Project Management Plan
- D. Timeline

## **V. Education Plan**

- A. Rationale
- B. Methods
- C. Evaluation

## **VI. Broader Impacts of the Proposed Work**

# TIPS FOR NIH PROPOSALS

# TEAM COMPOSITION TIPS

*Collaborate with senior or more experienced PIs if you lack experience.*

## KEY STRATEGIES

- ✓ Specific to the research proposed
- ✓ Necessary expertise to implement all aspects of the project
- ✓ Personnel with a history of NIH funding
- ✓ Personnel and collaborators who can augment PI's weaknesses
- ✓ Multi-disciplinary teams where appropriate
- ✓ Leverage the strengths

## KEY MISTAKES

- ✗ PI with no history of funded research
- ✗ Gaps in expertise relative to project needs
- ✗ Poorly defined roles for Senior/Key Personnel
- ✗ Failure to provide evidence of past or current collaborations

# PROPOSAL STRUCTURE

## Writing Tips:

- **Use first person** rather than third person.
- NIH proposals are not foundation proposals – **reviewers are not amused** or positively influenced by inspirational quotes, heartwarming vignettes, or other approaches designed to establish an emotional connection.
- **Tell a logical story** – identify the problem or question, place it in scientific / public health context, identify what sets the proposed work apart from what has been done previously, and provide a convincing, detailed approach to fill the knowledge gap.
- Focus on **content first** and length last.

# RESEARCH PLAN

*Do not add or take away sections. Place them in the exact order specified.*

## Prepare research plan narrative outline/draft with holes

- The research plan is the **main part of the grant application** describing a principal investigator's proposed research, stating its importance and how it will be conducted
- A typical research plan has four main sections:
  - A. Specific Aims
  - B. Significance
  - C. Innovation
  - D. Approach



# SPECIFIC AIMS (1 PAGE)

- Open with an **interest grabbing sentence** that will get the reviewers' attention
- In 3-5 sentences **present the current knowledge** that supports your proposal
- Describe **how your proposed project will build** upon and/or differ from what has been done in the field
- Add a **statement of need**.
- Discuss **how your study meets the need** and the consequence is if the need is not met
- Write a **what, why, who approach paragraph** where you will state your long-term research goal, the objective of this proposal and a central hypothesis
- List each **aim** and related **hypothesis**
- Conclude with a **statement that expresses the potential impact on your field** and human health

# SIGNIFICANCE

**Importance of the problem:**  
What problem or critical barrier your research addresses

- *Opening sentence/problem being addressed...*
- *It is widely appreciated that...*
- *There is a clear lack of...*
- *There is an urgent need...*

**Rigor of prior research:**  
Reliable foundation on which your proposal is built.

- *Numerous studies have...*
- *However, none has...*
- *Toward this end we will...*
- *Thus, our proposed studies will address limitations of prior research ...by...*

**Significance of the expected research contribution:** The research contributions you expect to make;

- Impact of the project on **scientific knowledge:**  
The significance of the information to the scientific community, and the positive (broad) impact that will result from your studies.
- Impact of the project on **the field:**  
The specific impacts of your proposed work, and how the results will vertically advance the field.

# INNOVATION

## KEY STRATEGIES

- ✓ Review existing strategies being used to address the problem of interest and **their limitations**.
- ✓ Show **how the proposed research is innovative**: How the proposed project differs from the status quo.
- ✓ Emphasize **advancements that are only possible** because of this new approach.

## KEY MISTAKES

- ✗ Making **claims of novelty that are not true** or not supported by the literature cited.
- ✗ Failing to identify **all innovative aspects** of the work.
- ✗ Relying on minimally **incremental innovation** (e.g., previous work was with men ages 30-45 and the proposed work is ages 30-50).
- ✗ Promoting **innovation without impact**.

# APPROACH

## KEY STRATEGIES

- ✓ Most successful proposals are **hypothesis driven**
- ✓ Aims and approach must **directly address the hypothesis** or focus
- ✓ Scope of project must be **constrained** by budget, length, and available resources (including personnel)
- ✓ Use **literature and experience** to inform design

## KEY MISTAKES

- ✗ **No hypotheses**
- ✗ **No clear focus** or direction; unrelated research questions
- ✗ Overly **ambitious**
- ✗ Accepting **design flaws** due to resource constraints
- ✗ **Inadequate rationale** for design choices/parameters
- ✗ Underpowered studies due to **resource limitations** or failure to properly estimate sample size
- ✗ **Inappropriate design** for the research question

# EXERCISE: DISSECTING AN RFP

Answer the following questions about the NSF Smart and Connected Communities (S&CC) program from [the solicitation](#)

1. What is the program's primary goal?
2. Is an LOI required for the Integrative Research Grants (IRG)?
3. What are the page limits for IRG and PG project descriptions?
4. What standard activities are within the general scope of the Planning Grants (PG) track?
5. What is the budget limit and project period for an IRG Track 2 project?



*"Thank God! A panel of experts!"*

# EXERCISE: DISSECTING AN RFP

*Answer the following questions about the NSF Smart and Connected Communities (S&CC) program from [the solicitation](#)*

1. What is the program's primary goal?
2. Is an LOI required for the Integrative Research Grants (IRG)?
3. What are the page limits for IRG and PG project descriptions?
4. What standard activities are within the general scope of the Planning Grants track?
5. What is the budget limit and project period for an IRG Track 2 project?

Supports integrative research that addresses fundamental technological and social science dimensions of smart and connected communities

Yes, but they will not be reviewed for merit.

Project Descriptions for SCC-IRG proposals are limited to 15 pages in length and SCC-PG proposals are limited to 5 pages in length.

Travel, multidisciplinary workshops, stakeholder meetings, data collection, preliminary experiments, and pilots.

Track 2 is for budgets not to exceed \$1,500,000, and for up to three years of support.



QUESTIONS?



# CONNECTING WITH GRANTMAKERS



# COMMUNICATING WITH FUNDERS

- Evidence suggests that **most funded proposals involve contact** with the program officers at the funding agency
- For many opportunities, it is **not worth submitting a proposal** if you have not first connected with a Program Officer.

# RESISTANCE TO RELATIONSHIP-BUILDING

*Grantseekers sometimes resist building relationships with funders.*

- It can be challenging to reach out to new people, especially for introverts.
- In most cases, relationship-building is not part of the “official” required process.

# WHY COMMUNICATING MATTERS

- Program staff **influence funding decisions**.
- Pre-proposal communication helps to **establish a relationship** with the sponsor.
- The program officer's **immediate response** to a project is a good predictor (although not a guarantee) of success/denial.

# REASONS TO CONTACT A PROGRAM OFFICER

- To confirm if a **project idea fits** with the sponsor's and the program's objectives.
- To obtain **guidance about a project's design**, collaboration, budget, and timeline.
- To **discover underlying considerations**, methodology trends, preferences, dislikes, and shifting priorities that do not appear in published material.
- To ask for **clarification** of stated guidelines or an RFP.
- To discuss ways to **strengthen the project** if a prior application was not successful.

# CONNECTING AT THE CONCEPT STAGE

*With a concept paper in hand, you are ready to connect with funders.*

Connecting with a funder at the concept stage allows you to:

- Introduce yourself, your work, and your concept.
- Solicit feedback on project alignment and funder interest.
- Verify funder priorities and preferences.
- Build your reputation with the funding agency or organization.
- Develop a long-term relationship to facilitate future funding.

# PUBLIC FUNDER OUTREACH

*Connecting with a Program Officer at a public funder (e.g., a federal agency) is a fairly straightforward process.*

Always follow the agency's preferred practice. A general guide:

- Reach out and introduce yourself via email first.
- Ask for a meeting, on the phone or in person.
- Note that some POs prefer not to meet in person.
- If the PO prefers to answer questions via email, go with that.

# OUTREACH EMAIL

## *Sample email to a Program Officer*

*Subject: Request for call to discuss XXX due on DATE*

*Dear Dr. X:*

*I am interested in submitting a proposal for RFA #XXX “RFA Title” and would like to schedule a call with you to discuss whether my research is appropriate for this opportunity. [If your request is urgent, indicate that here and explain why.]*

*[Briefly describe your proposed work and why you think it is a good fit.] If it would be helpful, I can provide a [brief concept paper / project summary / specific aims] for you to review prior to our call. [If you have specific questions that you want the PO to consider, include them here.]*

*[Provide possible days/times or indicate that you can be available at the PO’s convenience.]*

*Thank you in advance for your assistance. I look forward to talking with you soon.*

*Contact Information*

# PUBLIC FUNDER MEETING

*Always prepare questions before your meeting with a PO.*

- Is this project a **good fit** for this opportunity / your funding priorities?
- Are there **other opportunities** that would be a better fit?
- What are your **recommendations for improving** the fit / competitiveness?
- What **other recommendations** do you have?
- What are the most common causes for proposals **being declined**?
- What are the **usual success rates** for this program?
- What is your **preferred method** for me to **contact** you if I have additional questions?



# LISTEN TO THE P.O.

- Remember to spend **as much time listening as talking**: Program officers can provide very valuable feedback and guidance.
- Take the program officer's **advice to heart**—this feedback can be essential in making the proposal competitive.

# PUBLIC FUNDER FOLLOW-UP

*Always follow up after meeting with a PO, and send questions as soon as they arise in the proposal development process.*

- Follow up with an email thanking the PO.
- In any future communication about this opportunity, reference your call.
- Use the subject line of your email to reflect the purpose and urgency of the request.
- Remember that Program Officers are very busy: **make things easy for them with clear, specific, actionable communication and a courteous tone.**

# APPROACHING PRIVATE FUNDERS

- Faculty **should not** approach foundations directly because it may be disruptive to an existing relationship or pending request.
- First contact [Corporate and Foundation Relations](#).
- See handout for details on procedures and protocols on engaging with foundations.

# PRIVATE FUNDER CULTIVATION

*Connecting with private funders (e.g., foundations, corporations) can be a bit “stickier” than connecting with public funders, but it is no less important.*

## REMEMBER THAT PRIVATE FUNDERS:

- Are **not required to be transparent** or straightforward about their processes.
- Often **say one thing and do another.**
- Are much more likely to award funding to an individual or **entity that they know and trust.**

# CULTIVATION PLANNING

*To prepare for cultivation, assess and analyze your connections and potential connections to the target funder and its personnel, as well as opportunities for building additional connections.*

- Research **institutional history** with the funder.
- Identify **connections** to the funder, funder personnel, or people and organizations connected to the funder.
- **Gather intelligence** and/or request introductions from connections.
- Identify online and **in-person connection opportunities**.

# CULTIVATION STRATEGY

*With internal support, develop and implement a cultivation strategy for each target funder.*

1. Reach out to the funder, either through connections or “cold.”
2. Introduce yourself and your work.
3. Gather information on funder priorities and preferences.
4. Ask how you might work together.
5. Continue the conversation.

# PREPARING FOR THE CONVERSATION

## *Key Tips:*

- ❑ Be **succinct** and focus on impact.
- ❑ **Leave room** for questions and conversation.
- ❑ Approach the conversation as **sharing enthusiasm** or “geeking out” rather than convincing someone of something.

# LEARNING FROM THE CONVERSATION

## *Key Questions:*

- How did it go?
- What was most difficult?
- What was easiest?
- What did you learn?
- What do you still need to work on?
- Did you identify any good conversation “hooks” that you can use to talk about your work?



# RELATIONSHIPS DRIVE GRANTMAKING

*Even in formalized grantseeking structures, relationships are an **essential** element of the funding process.*

- A monetary award involves trust; **people trust people they know.**
- Grants are awarded in the context of **communities;** communities are built on relationships.

# EXERCISE: FUNDER ENGAGEMENT

*Use insights from this section to answer any of the following questions:*

1. You are an early career Economics professor working on an [NSF RUI](#) proposal. Find the right contact for your inquiry and draft an email requesting time for a conversation to receive feedback on your project concept.
2. You have identified a local foundation that appears to support projects like the one you are developing. You discover during your research that this foundation has awarded multiple grants to UMBC during recent years. What are your initial steps for developing a strategy?





**QUESTIONS?**