GRANT WRITING WORKSHOP GUIDE

A virtual workshop series on the best practices for applying for federal grants
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INTRODUCTION

In September and October of 2020, the U.S. Department of Housing and Urban Development (HUD) partnered with the Sacramento Promise Zone, the South Stockton Promise Zone, and the California Grants Portal to create a free series of workshops demonstrating the best practices for writing grant proposals for federal funding. The federal landscape is always changing, but organizations can depend on this series as a continuing resource for many years to come.

Guidelines and information provided in this guide are based on the expertise and wealth of knowledge of Pauline Zvonkovic, Sr. Management Analyst at the Salt Lake City HUD Field Office, who hosted each workshop session. Throughout the series of workshops, Zvonkovic guides the viewer on the most effective ways to apply for federal funding for their organization's endeavors.

Each presentation includes downloadable materials for the viewer to use and read as they watch the presentation. Links to these materials, along with the recordings for each presentation, are included in the pages that follow.
PART 1:
Defining the Problem and Documenting Capacity

- The Needs Statement (also known as The Problem Statement)
- What do funders want to know?
  - What is the problem? (Need)
    - The problem in the community that needs addressing
  - Why your organization can address the problem? (Capacity)
    - What makes you special?
  - What will you do with received funding? (Work Plan)
    - What partnerships do you have?
  - How much do you want? (Budget)
  - Who else is giving you money? (Leverage)
  - How will you measure success? (Evaluation)
  - How will you keep going when their funds run out? (Sustainability)
    - Grants are inherently temporary. There is no guarantee that you'll receive more.
- The Problem Statement
  - Addresses “What is the problem? How extensive is it? What data exists to show that this problem is real and needs to be addressed urgently?”
  - Don’t pick a problem that is “too big to solve.” Don’t pick a problem that money won’t make any difference on.
  - Problem must be community-centered.
• Does this specific funder want to solve this specific problem? How do you know?

• The problem should not be about your agency. It needs to be about the community. Verify whether the funder allows otherwise.
  • Example: Don’t make your problem, “I need to hire more staff at my agency.”

• Placing parameters around the problem –
  • WHO is affected? How many people? The narrower your focus, the more likely you can collect data to demonstrate that your efforts had a positive impact.
  • WHAT is happening?
  • WHERE does the situation take place?
    • Pick a census tract or a neighborhood.
    • If you choose a neighborhood, geographically describe what the neighborhood is. If possible, provide a map to show exact target area.
    • No map? Then describe area as succinctly and consistently as possible.
  • WHY is it a problem?
    • Ie. Lead contamination; provide scientific research on health impacts.
  • WHAT ELSE can you tell us about the situation?
    • Other related issues in the community that contribute to the problem, and/or that your agency is already working on as well.
  • WHO else thinks it is a problem?
  • WHAT are the underlying causes?
  • WHAT are the effects of this problem?
  • Is it urgent? Is it getting worse? Is it too big to solve?

• Where to find data/information/statistics to support your funding requests?
  • Internal case studies or data collected from clients
  • Local, county, state databases
  • School districts, anti-poverty research institutions, senior and daycare centers, etc.
  • U.S. Census, American Housing Survey, National databases
  • Consultants or researchers from local, county, or state agency.
  • Suggestions:
    • Utilize census.gov (American FactFinder, etc.). Some applications require census data. However, don’t depend solely on this. Populations are always changing; their data can be outdated.
PART 1:
Defining the Problem and Documenting Capacity

- Local / state government; Consolidated Plan; fair housing plans
- Waiting lists, tax filings, school data, SSI, grant applications from partner agencies, case studies, interviews, focus groups.
- Use comparisons to describe conditions: target area to city, county, state, region, nation
- Avoid jargon, rhetoric, or circular reasoning
  - Just because someone else has something, doesn't mean you need to have it too. ie. Don't say, “Another school has a pool. So we need funding to build a pool as well.”
- Collect various types of info, stories and statistics – in-house information (case files, annual reports...)
- Surveys must be valid! Data must be valid!
- Collect information often! Store it or keep links
- WHO are you? What makes you special? Is your perception of your agency actually accurate?
  - Describe yourself to a funder as the “go to” people who will use these resources the most effectively. Is it because you've been around for a long time? Is it because of something unique to your organization?
  - Have you developed cultural capacity to serve your client group?
    - i.e. A community of people that don't speak English. Does your organization have interpreters prepared to serve these people?
  - Have you operated a program for many years? Was it actually successful?
  - If you've been operating for a long time, explain how more resources would help you succeed even more.
  - Show the difference you've made in the community.
  - Show how your organization is unique.
- Capacity – Demonstrate it by adequately answering these questions:
  - How many people work for your agency?
  - How many programs do you operate?
  - How many years have you operated?
  - How many clients on average are served?
  - What successes have you had in your programs?
  - What role does your board of directors play in your organization, in your fundraising, and are they active?
  - What are your primary sources of funding?
  - Are the financial conditions of your agency healthy?
PART 1:
Defining the Problem and Documenting Capacity

• What is in your toolbox?
  • History: How long have you been around? How many programs, clients served, awards, budget…?
  • Staff: experience, years, education, certifications, awards…
  • Board: directors, members, structure, decision making, executive officers…
  • Partnerships: With whom? What do you do together? Formal MOU, subcontract…

• Clients:
  • How many? Any growth in services, demand, or expansion?
  • Results: successes, case management, audit, and monitoring results

• Budget
  • Total agency budget
  • Program budget
  • Percent of budget for the targeted program/people
  • Grants/revenue/obligations/debt
  • Ability to operate on a reimbursable basis
    • Federal funding operates on a reimbursement basis
    • When first starting operations, you usually use funding from non-federal sources because you need to start somewhere. This initial funding has to be reported when requesting federal funding.

• Even a one-page grant application can require you to provide details about the capacity of your organization to conduct a program or project that will impact your community.

• Having all of the above information already prepared will save you a lot of time!

• Agency Resume – Collect what you can early and have it available when a funding opportunity presents itself.
  • Job descriptions
  • Paid staff, volunteers - number/positions (Are volunteers professional?)
  • Qualifications of staff, include resumes (if applicable)
  • Demonstrate staff’s ability to relate to target population (cultural competency)
  • Align salaries with time and effort
  • Grants and success stories of fundraising and program accomplishment
  • Board and leadership
  • Consultants
  • Financial health
  • Community impact
  • Success stories
PART 1:  
Defining the Problem and Documenting Capacity

- Security, ethics, and any issues of concern
- Partnerships

**Capacity and Need**
- Collect “Need” information NOW
- Collect “Agency Resume” information NOW
  - Make sure it’s up-to-date and readily available.
- Do it ASAP – it saves time
• Logic Models – Graphically show how a program will be evaluated over time.
• It’s about parameters. The more you define the boundaries of your program, the easier it will be to describe it and evaluate how it has made an impact on the community you’re serving.
• Work Plans should answer these questions:
  • What are you going to do?
  • Where are you going to do it?
  • Who are you going to serve?
  • How will you protect their information?
  • How and when will you conduct the program?
  • Who are your partners?
    • What is the extent of your support network? Who else is funding your program? Show that you have broad-based support, including from other funding agencies.
  • When will it begin/end?
  • How long will it take?
    How long will it (program/project) last?
  • How will you measure changes resulting from your work?
  • How will you keep going when funding ends?
    • Don’t admit in your application that you intend to ask them for more funding after it runs out.
PART 2: Application Workplan and Logic Models as Evaluation Tools

- **Work Plan – Scope of services**
  - Addresses the need described in the problem statement
  - Reflects the life of the grant funds (may be different than the life of the program)
  - Be well-crafted and clear, define roles of staff and volunteers
  - Why your approach will be successful (ex. Replication of a program shown to be successful elsewhere)
  - Recruit clients – marketing strategy (who will/will not be served?) How will the community know your program is available? This is especially important in marginalized communities.
  - Describe partnerships, consultant work, contract(s), MOU(s)
  - How will you track progress and measure success, and continue when funds expire?
  - Develop contingency plans (if funds do not materialize, have a Plan B)

- **Program / Project Design – considerations**
  - Make sure others are not performing the same work, in the same area, for the same population. Just because you are aware of the problem, it doesn’t mean that groups are not already working to correct it.
  - Create a pilot program. When it works, expand it.
    - Make sure the program can be scaled up to serve more people. Often pilot programs show great success but fail to be sustained overtime. Funders drift for various reasons and projects go dormant, or end.
  - Involve stakeholders and “customers” in the program or project design. Document their input.
    - Address cultural competency: the ability to work, communicate, and interact with people that hold culturally different views compared to your own. Describe your partners and what they specifically do (MOU, contracts, etc.)
    - Describe your marketing / recruitment strategy, & screening process.
    - **Incorporate program evaluations into the work plan. Determine timelines, benchmarks, and reporting schedules. CRITICAL ELEMENT.**
    - As you collect information on the persons who you serve, how will their private information be protected? Who will/must you share it with?
PART 2:
Application Workplan and Logic Models as Evaluation Tools

• Example NEED – More affordable housing
  • Program Options:
    • Construct new homes
    • Acquire and rehabilitate affordable rental units
    • Create a self-help homeownership program
    • Offer down payment or low-rate financing to qualified L/I clients to buy housing
    • Increase the number of Section 8 public housing vouchers
    • Develop new low-income senior living facilities
    • Obtain support from landlords to increase participation in the Section 8 Program
    • Market the low-income housing tax credit program
  • Affordable Housing program outline:
    • Develop 10 new affordable homes for families earning less than 40% area median income over the course of 2 years using:
      • Land donated by the city
      • Sweat equity provided by the homeowners
      • Material grants from XYZ construction company
      • Construction management from your non-profit development firm
      • A partner agency will solicit and screen potential homeowners
      • The partner will provide homeownership counseling in English and Spanish during the first 3 months of the program while infrastructure is installed for the homes
    • Program will begin May 1
  • Be strategic in describing your program
    • Do not make your program so complex that you can't show how it has made an impact!
    • Place parameters around your program. Box it in. Give it a beginning and an end. What will money do for this part of the program?
    • You are conducting an activity (activities) for a set of people, over a specific time period, in a defined area, with help from specific partners, using “x” amount of money from a defined list of supporters and there will be short-, medium- and long-term outcomes.
  • Accountability
    • What gets measured gets done
    • If you don't measure results, you can't tell success from the failure
PART 2: Application Workplan and Logic Models as Evaluation Tools

- If you can't see success, you can't reward it.
- If you can't reward success, you're probably rewarding failure.
- If you can't see success, you can't learn from it.
- If you can't recognize failure, you can't correct it.
- If you can demonstrate results, you can win public support.

- Evaluations = Accountability
  - There's no escaping accountability today.
  - Misspending funds is the worst act an organization can do.
  - Consequences – Reputation can be damaged for many years. Funds often need to be repaid. If found guilty, people can be sent to jail/prison. Intentionally misusing federal dollars = federal crime!
  - Evidence-based decision making is a BIG thing.
  - Change must be visible – It must be clearly tied to your workplan (program/project)
  - If you can't see change, how do you know your activities made a difference?
  - “Continuous improvement in social programs requires lots of types of information, including data on how well a program reaches its target population, whether the needs of that population are changing, whether interventions are effectively implemented, and whether outcomes are moving as expected.” – Jennifer Brooks

- Evaluations – Data Analysis
  - You need to know what information will be recorded and how it will be stored.
  - What will be measured? How often?
  - Who will conduct the analysis?
  - How will information be stored, protected, and reported?
    - Not just by your own agency, but also by all involved partners
  - What are expected outcomes?
  - How will the data be used to improve results?

- Logic Models – a tool to consider
  - There are many ways to show the effectiveness of a program/project.
  - A “Logic Model” is one way to graphically do so.
    - A tool used to describe an evaluation strategy
    - Can aid in tracking the program over time
    - Provides information on changes observed linked back to implementation of the program
PART 2: Application Workplan and Logic Models as Evaluation Tools

- Logic models are simply graphs. They're a way to visualize aspects of a program/project.
- You transform knowledge into a behavior. That behavior has long-term impact, leading to change.
- Logic Model - Structure
  - Program Planning – It structures your thinking through your program strategy.
  - Program Management – It “connects the dots.” It allows you to track and monitor results and serves as a foundation for budget management.
  - Communication – It shows others a clear picture of your program’s activities and your outcomes.
  - Consensus Building – It builds a common understanding of the program both internally and externally.
  - Fundraising – You can clearly show your funders what your program will do and what its outcomes are expected to be.
  - Logic Models have unique terms that can be confusing – Input, Output, Outcomes, Short/Medium/Long-term Outcomes

For free logic model worksheet, press the “Click for Slides” button on pg.9

- Inputs: What you bring to the table
  - Staff – Charged with development of program.
  - Materials – Technical help, slides, phone, assistants, etc
  - Equipment – Phone, technology, computers
  - Partnerships
  - Presenters
  - Registration and other technical tools
  - Money, assets, volunteers – Describe amount of volunteers, if applicable

- Outputs: The number of things to get done – actions/activities. Always a number!
  - Number of houses built
  - Number of counseling sessions conducted
  - Number of jobs created
  - Volume of educational materials distributed
  - Number of participants served
  - Number of staff involved
  - Action items – Steps taken – Activities performed
PART 2: Application Workplan and Logic Models as Evaluation Tools

• Outcomes: The benefits resulting from the program or service
  • Individuals
  • Families
  • Organizations
  • Communities
• Outcomes are always measurable and answer the big “So what?” questions
• They demonstrate “change” over time.
• Output vs. Outcome – Example:
  • Number of patients discharged from state mental hospital is the output.
  • Percentage of discharged who are capable of living independently is an outcome.
• Evaluations are harder for programs that have been operating for a long time. Funders might request data and reports from previous operating years, and that data might not have been collected. This can require re-training employees.
• Satisfaction – Data about participant satisfaction can be important to collect. If satisfaction is high, then you know you’re on the right track. If satisfaction is poor, then participation rates may also lower eventually.
• Outcomes – short-term, medium-term, long-term. Demonstrating long-term impact is the most important.
• Assumptions – The beliefs we have about the program, the participants, and how the program will work. Clarifying assumptions demands knowledge of the research or “best practice” in the substantive area, as well as “common sense.”
  • The problem or existing situation
  • Program operations
  • Expected outcomes and benefits
  • The participants, how they learn and behave, and their motivations
  • Resources, staff, the knowledge base
  • External environment: influences
• Common assumptions:
  • Funding will be secure throughout the project’s life
  • Staff can be recruited and hired with the necessary skills and abilities
  • People will be motivated to participate
• Common external factors:
  • Factors or variables that influence project success but which we have little control over (ie. Viral pandemic, political changes)
  • May influence the project and achievement outcomes
  • Constraints and risks
• Theory of Change – Underlying a logic model is a series of “if-then” relationships that express the program's theory of change.

• “A theory of change is a description of how and why a set of activities – be they part of a highly focused program or a comprehensive initiative – is expected to lead to early, intermediate, and long-term outcomes over a specified period.”

• Example: If we invest time and money, then we can provide tutoring 3hrs/week for 1 school year to 50 children. If academically-struggling students can be tutored, then they will learn and improve their skills.

• Prevention Programs – Outcomes for these are not changes in a problem. They're changes in the factors that cause the problem. You are trying to stop something from happening or reduce the incidence of something.

  • Grants are social investments intended to produce positive change. Funders can become confused when you promote something that you frame as “reducing something.” Be careful and clear with your wording.

• Logic Model Limitations – Logic models are not the end-all, be-all of everything. They have limits.

  1. A logic model represents intention; it is not reality.

  2. It focuses on expected outcomes so people might overlook unintended outcomes (positive and negative).

  3. It focuses on positive change, but change isn't always positive in reality.

  4. It may simplify the complex nature of causal attribution where many factors influence process and outcomes. It doesn't factor in all outside influences that may exist.

  5. It doesn't address whether we are doing the right thing – we may get caught up in creating a logic model and lose track of whether the program is the right thing to do.

  6. It may stifle creativity and spontaneity.
• **Budget** – Do you know all of the following?
  • How is your agency/organization’s budget developed?
  • What role does the board of directors play in budget development?
  • Has the budget increased/decreased from last year? Why?
  • What is the income breakdown: committed/identified, unsecured, unknown?
  • You want a program or project funded; how much of the program’s budget is reflected in your overall organization’s budget?
    • A small project might only take 5% of the organization’s budget. Loss of funding for the project would therefore not cause the organization to close down.
    • However, if a project reflects +80% of the organization’s budget, losing funding will be devastating to the organization.

• **Financial Systems and Reporting**
  • If your agency receives money from the federal government in a single year, the agency is required to have an independent financial audit (known as “single audit”).
  • Various state/local laws might require independent financial audits as well. Verify and follow regulations/laws that apply to your organization.
Critical financial questions to know the answer to:
- What is your organization’s financing condition?
- Have you borrowed funds? What are the terms of repayment? Was the loan intended to cover capital expenses or to cover losses?
- Do you need to reduce your debt and if so, what is the plan to do so?
- Are there operating losses? How will you avoid them in the future?
- Where do you see the organization financially in 5 years?

Program/Project Budget Overview
- How much will the project cost?
- Who will contribute and how much?
- What requirements and restrictions apply?
- What internal accounting controls are in place in your agency? (single audit)
- What happens if you do not get the funds you are requesting from this or another funder (Plan B)

A funder (the granting agency) wants to know:
- How much money do you need for the entire program?
  - If the funding is meant to support a large program with multiple funding sources, calculate the cost per client or service. Offer that information in the funding application. For every dollar, what % of that dollar goes to the service in comparison to the administrative cost? How many people are served with that dollar?
- How much do you need from this funder organization or foundation?
- How much money are you getting from other sources?
- What is the cost vs the benefit?

Any nonfederal entity that spends more than $750,000 in federal award funds during a fiscal year is required to obtain the single audit. Be fully aware of requirements like this tied to federal funds.

Funders want to know that you have internal controls necessary to make sure that funds are spent wisely.

Is a grant application worth the effort?
- Not all funders are created equal. Review the application criteria.
- Ensure that the amount of funds you are requesting is sufficient in size, and the reporting requirements are reasonable prior to developing the proposal.
- Consider how much time it will take you to complete an application.
- A higher amount of funding will usually have more strings attached. More money = more reporting = more time = more staff.
• Budgets tied to workplans
  • Is it a *program*?
    • How many people will it serve?
    • What geography will it cover?
    • Referrals – drop-in – clients – marketing?
    • Who will qualify? Will you screen participants?
    • Who will you turn away?
    • How long will it operate?
  • Is it a *construction project*?
    • Do you have site control?
    • Will it meet the zoning code?
    • Will you own it, maintain it, manage it, and keep operating programs within the space?
    • How long will the building be standing?
      • Store buildings often last only a few decades. Residential buildings can last many decades (7+). You probably won’t live as long as the residential building remains standing. How are you structuring the project to ensure that its requirements are met even after you’re gone?
  • Bidding system – Davis Bacon wages – Section 3 regulations
• Budgets require access and information
  • Conversations necessary for good budgeting:
    • *Executive Director* ± Development Director to decide which grants to apply for – (Board Agreement)
    • Department Managers – Aid in developing narrative and scope of services
    • *Program Staff* – Understand what is working on the ground. They identify problems and understand workload.
      • Nonprofits tend to have higher turnover due to lower wages. To compensate, agencies offer various incentives to staff such as flexible hours, transit assistance, monthly office events; anything you can do to maintain staff is important.
    • *Finance* – Existing budget or compliance issues.
• Budget categories
  • *Personnel* – Anyone you employ who will be paid through this grant or other sources.
  • *Fringe Benefits* – FICA, unemployment, health insurance, retirement, taxes, etc.
PART 3: Budgeting, Submissions and Resource Identification

• **Travel** – Generally only includes out of state travel. Local travel goes under Other.
  • CAUTION: For most federal grants, travel costs can be covered if essential to work plan and may receive extra scrutiny by reviewers. Travel costs for training should be for training not available locally.

• **Supplies** – most general purchases are listed here (including computers)
  • Includes tablets, laptops, smartphones
  • **Contractual** – products or services to be secured using a sub-contract. This includes people, product, or software leases.

• **Other** – any essential expenses that don't fit under the categories above. Consultants often go under Other. Rent & phone costs might also go here.

• **Indirect Charges** – costs that aren't directly tied to a program but keep your agency running
  • You can only charge this if you have an existing approved indirect cost rate already in place with the federal government or are using a *de minimis* rate.
  • Federal programs

• When you purchase assets with a value of $5,000 or greater using federal grants or pass-through funds, you are required to report annually on the status of such property for the life of the grant, even though title is vested in the grant recipient.

• However, capitalized property remains an accountable asset even if not purchased with grant dollars. Both the balance sheet of financial statements and the audit will be negatively impacted if capitalized assets are not dealt with properly.

• **Cost-sharing and Matching Funds**
  • Non-federal cash, goods, or services in the budget to fund the project. Sources: current assets, grants, earned income, volunteers, in-kind donations, etc.
  • Matching funds are usually required in federal grant programs and most funders require you to “leverage” public and/or private funds.
    • The term “matching” is a specific type of cost sharing, typically used when a sponsor requires the grantee to “match” the sponsor funding according to a specified ratio.

• **Volunteers = Money**
  • Independent Sector – an agency that analyzes what 1 hour of volunteer time should be valued.
  • As of July 2020, 1 hour of volunteer time is approx. $27.20 an hour.
• General rule when determining if contributed services meet the Federal Accounting Standards Board criteria for financial forms is to determine whether the organization would’ve purchased the services if they had not been donated.
• If a volunteer is providing a professional service (dental work, medical exams, etc.), then the value is based on the market value of such a service.

• Documenting Costs/Assets
  • Letters of Commitment
  • Memorandums of Understandings
  • Appraisals of land or building(s), asset donation(s)
  • Volunteers - Their hourly commitment is worth money. Ensure there’s a way to track and verify hours of volunteer service.

• Letters of Commitment
  • Letterhead of the granting organization, dated, keep original on file
  • Signed by someone authorized to commit the resource
  • Name of the agency receiving the funds, & the program the funds will go to
  • Name of the grant program requiring the commitment letter
  • Time frame for the funds being committed to the project
  • Source of the funds
  • Any special conditions – math, disbursement over time, etc.
  • Unlike letters of commitment, letters of support provide no info on funding or other type of financial support.

• Budget Suggestions
  • Make notes of the sources used for line items in budgets.
  • Federal grants have standard budget forms, and often require additional budget info. Use these given budget categories for your program estimates.
  • Project the activities, resources, staff, and other items that will cost money in a timeline so you understand what money is needed and when. (Cash flow production.)
  • The budget should reference the same activities, resources, staff, etc. as your program.

• Budget Narrative – required in most applications. Rule to follow is clarity.
• Additional Suggestions – accounting or financing class; workshops; books/articles on nonprofit finance; download copies of 990s for nonprofits at GuideStar.org; become familiar with “Standards for Internal Control in the Federal Government” if awarded federal funds.
PART 3:
Budgeting, Submissions and Resource Identification

• Submissions and Rules
  • Be mindful of submission requirements. If they want an application mailed and they want it on pink paper, with purple ink... you do exactly as they say.
  • Don't question their requirements, no matter how strange they might seem. Follow the golden rule: "Those with the gold, set the rules!"

• Where to Go Next:
  • Your workplan is developed – and now... A grant application is published.
  • Assemble a grant management team
  • Prepare and distribute the grant requirements sections – (memorandum if working outside your organization)
  • Hold the initial grant management meeting
  • Check-in – All assigned tasks have timeframes. Keep track & keep people on track. Everyone on the team contributes.
  • If you're working solo on the application, keep an application section/task calendar and stick to it. Highlight due dates of elements. Schedule completing sections by due date by element.
  • Schedule time within your work week to conquer sections.
  • Example: Organization Capacity – will be drafted by October 10th; the Problem Statement by October 15th, etc. (This is why gathering info early is so important.)

• Proofreaders – invaluable assets. Once the grant application is drafted, it's read for REVIEW, not submission.
  • Look for TWO people (minimum) to review the application.
    • 1st person: Someone who has a good understanding of the program you're running or developing.
    • 2nd person – Someone who is a good writer/editor. Someone to review your budget and any completed forms.
  • Take their comments seriously & adjust the application based on their recommendations & suggestions.

• Where to Find Funding
  • HUD Exchange Webinar Archives: [https://www.hudexchange.info/programs/housing-counseling/webinars/](https://www.hudexchange.info/programs/housing-counseling/webinars/)

• Submitting the application
  • The NOFA/RFP/NOFO etc. will provide submission details
    • Grants.gov and Agency-specific website
  • Be aware of all registration procedures and complete paperwork EARLY
  • Allow sufficient time to correct submission problems. At least 72 hours before deadline, if possible at all.
Don’t leave parts blank just because you don’t understand them.

Spend your federal dollars in a timely manner. If in your grant application, you said the funding was critical and that the money was desperately needed, then why is it still sitting in the federal coffers?

Additional Resources

- Grants.gov – THE place to apply for federal grants.
  - Workspace – allows a team to work on a grant application together
- The Grantsmanship Center – [www.tgci.com](http://www.tgci.com) – offers grant classes online and in-person on specific topics. Classes are expensive, not free. Their newsletter IS free.
- Candid Learning – [learning.candid.org](http://learning.candid.org) – many free sample resources, such as cover letters.
- For small agencies with building projects, HUD Exchange offers “Small Contractors Initiative Training” on their website.
ADDITIONAL RESOURCES

The following resources were created by external parties. They can serve as an additional aid to any organization seeking to apply for grants.

Grant Writing Template

This free sample template by Social Solutions serves as a sample grant application, with fill-in-the-blank prompts that you can use to lay out your organizations’ needs in a concise way so you can be well on your way to proving your impact. The template contains some of the most common questions asked during the grant application process.

[Click to download template]

Ultimate Fundraising Planning Toolkit

This guide provides the important details and questions to keep in mind while preparing a fundraising plan.

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