

Writing a Problem Description

In your grant proposal, you will need to explain to your reader what **health problem** you are addressing as well as the **priority population** most impacted by this problem.

Your **health problem** description should:

- Identify and describe the health problem.
- Include relevant international, national, state, and local statistics and data (see *Infosheets #19-20*). This research will provide evidence as to the prevalence of your problem and its impact on certain populations. This research will also connect to the next part of the task: your description of the **priority population**.

Your **priority population** should:

- Be defined by community. *Who* does this health problem most effect? Is this group defined by: Age? Race? Behavioral risk factors? Socioeconomic class? Region? Are there any other defining characteristics of this group?
- Be identified by your health problem statistics. Do these statistics support that this group is acutely impacted by your health problem?

Writing a Needs Assessment Plan: Methods and Measures

You have identified your **health problem** and your **priority population**, and you have provided your reader with evidence regarding the impact of your health problem at the international, national, state, and local levels, particularly as this problem affects a priority population (see *Infosheet #1*). A **needs assessment plan** will now identify exactly what you need to know about this priority population to address this health problem as well as explaining how you will find this information out.

A **needs assessment plan** begins by describing:

- The **priority population** and evidence that this population is impacted by the **health problem**.
- The **measures** through which you will gain information from this population. For example, will you use focus group questions? Surveys? What other forms might you use to assess this population? You will also need to explain why these **measures** are appropriate for this population.
- The **methods** through which these **measures** will reach your population. How will you select the focus group, for example? How will you distribute the surveys?

See *Infosheet #3* for the next part of the **needs assessment plan**.

Writing a Problem Analysis and Program Rationale: Problem Description and Goal Statement

The **problem analysis and program rationale** begins with:

- An identification of the **health problem** and the **priority population**, using secondary evidence (international, national, state, and (most importantly) local data) (see *Infosheet #1*).

It then includes:

- A **goal statement**, or a program synthesis of problem description. This statement gives: the name, purpose, and type or method of the proposed program. For example, is it an educational intervention? Case management? A combination of both? It also states, in a few sentences, how this method will benefit the **priority population**.

See *Infosheets #5-6* for the next parts of the assignment.

Writing a Needs Assessment Plan: Analyzing Data and Identifying Program Focus

Once you identify the **methods and measures** through which to gain information from your **priority population** (see *Infosheet #2*), you will need to explain how you will analyze this data and identify a **program focus** based on the information you receive.

This part of your **needs assessment plan** will include:

- The means of **analysis**. Once you have your data from the assessment, how will you analyze and interpret it? Will you use statistical software? Qualitative software? Other methods of data analysis?
- A **report and identification of program focus**. You will conclude your **needs assessment plan** by explaining how this data will persuade a grant proposal reader that there is a reason for targeting the **health problem** in your **priority population**.
- You will also need to describe how the **needs assessment** data you collect will connect to **secondary data**, or the evidence you have collected from outside sources on the health problem's impact on this population (see *Infosheets #19-20*).

Writing a Problem Analysis and Program Rationale: Problem Analysis

Your **problem analysis**, or an analysis of the influencing **factors/determinants** of your health problem will use **secondary data**, or information that you find from research rather than collecting yourself. In your problem analysis:

- You must identify the **planning model** you will use to analyze determinants and to plan the proposed program.
- You must also identify the behavioral and/or environmental risk factors leading to your **health problem** based on your research.
- You must connect these **determinants**, or causes, to:
 1. **Predisposing** (knowledge, attitudes, values, beliefs) factors;
 2. **Enabling** (access to and quality of health care and health education) factors;
 3. **Reinforcing** (feedback of environment) factors that lead to this **health problem** within the **priority population**.

Are there any other **determinants** for this health problem? You should be sure to use credible **secondary sources** (see *Infosheets #19-20*) and to cite them properly (see *Infosheets #21-23*) as you research the **determinants** for the **health problem** on your **priority population**. See *Infosheet #6* for the next part of the assignment, a **program rationale**.

Writing a Problem Analysis and Program Rationale: Program Rationale

You have identified your **health problem** and **priority population**, your **goal statement** for addressing this problem in the population, and your **problem analysis** research explaining the key **determinants**, or causes, of this problem in your priority population (see *Infosheets #5-6*).

You will now offer your reader a **program rationale**, or a statement of need for the program and its associated benefits. This final section of the assignment, in other words, will explain what your program is and why it will benefit the population. Here is what it will include:

- You will need to identify the program's name and explain any acronyms.
- You will need to state your program's **goal, methods, and timeline**.
- You will need to specifically explain the benefits of your program for both the **priority population** and for society in general.
- Finally, you will need to explain why this program will work. A convincing way to do this is to compare your program to another, related program that you have learned about in your research (see *Infosheets #19-20*).

Writing a Host Agency and Proposed Program: Host Agency and Intervention Identification

This document will describe the mission of the **host agency** and give the scope of its services and general organizational structure. It will also describe the **proposed intervention**, including its functional operations, staff, involved **partnerships**, and **timeline** (see *Infosheet #8*). The first part of writing a **host agency and proposed program** includes:

- In no more than a few sentences, the philosophy and mission of the **host agency** as well as its contact information (address, telephone number, email and web address if applicable)
- A **scope of services** at the agency including both past and present services, and including current projects (free or pay-for-service). It will also include the agency's funding sources.
- A **general organizational structure** of the agency, including an identification of the office, department, or unit that serves as its "administrative home." It should also include the staffing pattern of the administrative home.
- A **general description of the proposed intervention**, or the **problem description** (including the **health problem** and **priority population** descriptions) and **goal statement** (see *Infosheet #4*).

**Writing a Host Agency and Proposed Program:
Description of the Operation of the Proposed Intervention**

After identifying the **host agency** and **proposed intervention** (see *Infosheet #7*), you will need to describe *how* this intervention will work. In order to do so, you must address the following:

- How will this operation function? How will it be staffed? (See *Infosheet #9*).
- What **partnerships** will be involved in this program? What is the **timeline** of the program? (See *Infosheet #10*).

Writing a Host Agency and Proposed Program: Operation Function and Staffing

In your **description of the operation of the proposed intervention** (see *Infosheet #8*), you will include a description of the function of the operation and your operation's staffing which will answer these questions for the reader:

- How will this operation function? You will need to include:
 1. The office or unit in which the program will be administratively housed.
 2. Hours and days of operation.
 3. Location of program activities.
 4. The kinds of programs that will be offered. Will there be educational sessions or case management, for example?
 5. The theoretical basis for the program.
 6. Marketing to attract participants to the program.
 7. Incentives to keep participants in the program.
- How will this program be staffed? You will need to include:
 1. The position titles of all program staff involved in the planning, implementation, and evaluation of this program.
 2. The minimum and/or preferred qualifications for this program staff.
 3. Job descriptions for this program staff.
 4. Staff salary, either hourly or annually depending on the position.

Your **description of the operation of the proposed intervention** will also include partnerships and your program's timeline (see *Infosheet #10*).

Writing a Host Agency and Proposed Program: Partnerships and Timeline

In the final part of your **description of the operation of the proposed intervention** (see *Infosheets #8-9*), you must include any **partnerships** your agency has and a **timeline** for your project:

- What **partnerships** will be involved in this program? You will need to include:
 1. The title and address of any outside agency, organization, or institution involved in the planning, implementation, and evaluation of this program.
 2. The manner in which the outside institution will support or participate in the program.
- What is the **timeline** of the program? You will need to include:
 1. Each step of the planning, implementing, and evaluation phases of the program including dates of completion for each step.
 2. Staff members responsible for these tasks.

Writing an Educational Intervention/Lesson Plan: Educational Intervention

The beginning **educational intervention** section of the **Educational Intervention/Lesson Plan** describes your agency's intervention related to the **health problem** in your **priority population**, giving it a name and explaining in one or two sentences its central purpose to the reader.

Your **educational intervention** should then:

- Describe the **theories and/or models** upon which your intervention is based.
- Give the **constructs** addressed in each session of the intervention.
- Explain specifically how these constructs will be addressed by the **activities** of the intervention.
- **Outline** the topics covered in the intervention.
- Give the **order of topics** covered in the intervention by session.
- Provide sample **learning and behavioral objectives** and resources for each session.
- Identify the person or agency responsible for each session.

See *Infosheet #12* for details on the next part of the assignment which involves providing a sample lesson plan for one session of your intervention.

Writing an Educational Intervention/Lesson Plan: Lesson Plan

In this second part of the assignment, you will give a sample lesson plan connected to your described educational intervention (see *Infosheet #11*).

Your lesson plan should:

- Identify a central **aim or goal** for the lesson.
- Identify the **learning objectives** for the lesson.
- Identify **behavioral objectives**, resulting from the learning objectives, for the lesson.
- Provide an **opening activity**.
- List all of the **materials** needed for the lesson.
- Clearly describe in **sequence** all of the lesson's activities.
- Identify **formal or informal assessment strategies** to determine whether or not the objectives were met.
- Include some form of **extended learning** to reinforce the lesson objectives.

See *Appendix #1* for a sample lesson plan to use as a model.

Composing a Letter of Intent

Your **letter of intent** is a persuasive document that must clearly identify your organization and its purpose as well as arguing for the importance of addressing your **health problem** and the effectiveness of your organization's program to address this problem. It must do all of this in **two pages** or less. See *Appendix #2* for a sample letter. The **letter of intent** should:

- Give the name of your applying agency and organization and its contact information. Include this in the upper right hand corner of your letter. It should also give the funding agency or organization and its address, making sure to address the letter to the appropriate person. Include this section before your letter begins justified in the left margin.
- Identify, in the introduction or first body paragraph of the letter, the name of the grant or funding source. This grant should be appropriate to the organization requesting funding.
- Include, in a paragraph or less, the goal of the proposed program, the **priority population**, and the amount of money requested. It should also mention any other sources of funding.
- Describe, in a paragraph or less, the **health problem** as it relates to the **priority population**, including the key **determinants**, or causes, of this health problem within this population (see *Infosheet #5*).
- Describe, in a paragraph or less, the proposed program, and explain how it will address the key **determinants** of the **health problem** within the **priority population**.
- Include a brief statement of a few sentences explaining why this program will be successful at the **host agency**. You might discuss, for example, the agency's past successes and/or collaboration with other agencies.
- Reinforce, in the final paragraph, the organization's contact information.

Composing a Project Logic Model

A **project logic model** provides a visual as well as textual description of how the project will progress. It contains:

- A clear, convincing problem statement that includes the **health problem**, the **priority population**, and the key **determinants** for this health problem within the population.
- **Inputs** of program resources, such as money, staff, curricula, and materials.
- **Activities**, or services provided by the program to achieve its outcomes. These might include outreach, distribution of materials, classes, sessions, trainings, and workshops.
- **Outputs**, or direct products of the program, such as completed intervention sessions, people reached, and/or materials distributed.
- **Outcomes**, or program results that occur immediately or sometime after the completion of the program activities. These might include changes in knowledge, attitudes, beliefs, skills, behaviors, access, policies, and/or environmental factors.
- **Impacts**, or the long-term results of the program over time, such as changes in mortality and morbidity, larger population changes, and/or changes in social conditions.
- **Process and Outcome Objectives** clearly aligned with program activities.
- **Measures and Methods** for program implementation and evaluation.

All of this material must be presented in the appropriate **logic model** template, linking **inputs** to **activities** to **outputs** to **outcomes** to **impacts** in a clear manner that the reader can easily comprehend. See *Appendix #3* for a sample project logic model.

Writing a Grant Proposal

There are three parts to a grant proposal:

- **The Executive Summary**
- **The Narrative**
- **Attachments**

The **executive summary** (see *Infosheet #16*) gives your reader a snapshot of what your agency does, why you are requesting the grant, how you will implement the grant, what you hope to achieve with the grant, and how you will use the funds upon receiving the grant. Furthermore, the executive summary does all of this in no more than a page! This important page must both introduce your agency and purpose and persuade your reader to move on to the narrative.

The **narrative** (see *Infosheet #17*) gives the background of your agency, describes the program seeking funding, gives your objectives, and describes your criteria for evaluation. At approximately five pages, this is the heart of your grant proposal. This is where you detail your project for the reader as well as describing how you will determine accountability for your project's success.

The **attachments** (see *Infosheet #18*) include financial information like a list of all sources of income for the project and a current expense budget. They will also include previously submitted supporting material like a **letter of intent** (see *Infosheet #13*) and a **project logic model** (see *Infosheet #14*).

The grant proposal formatting should follow **Requests for Proposals (RFP)** formatting (see *Infosheet #24*).

Writing a Grant Proposal: The Executive Summary

This part of the grant proposal must be concise at no more than **one page**. In this introduction to your agency's request for funding, you must:

- Include the **mission** of your agency.
- Identify the reason you are applying for funding.
- Identify **program outcomes**.
- Explain how the funding you receive will be spent.

Writing a Grant Proposal: The Narrative

The heart of your proposal, the **narrative**, must do the following in about **five pages**:

- Provide a one-paragraph description of the **host agency's** history and **mission**.
- Include the need or problem that the **host agency** is working to address, as well as the population that the agency serves.
- Give a description of the agency's current programs and accomplishments.
- Describe the agency's relationships, informal and formal, to other organizations working to meet similar needs or providing similar services. How does the **host agency** differ from these organizations?
- Give the primary purpose of the proposed program and the **health problem** that the program seeks to address.
- State clearly the **priority population** served by this program (if different from the general population the agency serves).
- Explain how this population will benefit from this program.
- Describe the **strategies** and **methods** used to implement the program.
- Include the **scope** and **sequencing of program topics** and a **sample activity**.
- Include the proposed staffing pattern for the program, giving the names and titles of individuals who will direct the program.
- Give the anticipated length of the program.
- Explain how the program connects to the agency's **mission**.
- Identify clearly the foundations, corporations, and other sources solicited for funding, as well as the specific amounts requested and the status of each proposal.
- Include long-term **goals** for the program.
- Include the **process, learning, behavior, and outcome objectives**.
- Explain the anticipated results by the end of the funding period.
- Give an **evaluation plan** to assess the success of project objectives.

Writing a Grant Proposal: Attachments

Finally, the grant proposal must include the following attachments:

- A complete outline of actual and prospective sources of funding for the proposed program.
- A budget that outlines all costs of the proposed program.
- A **letter of intent** (see *Infosheet #13*).
- A **project logic model** (see *Infosheet #14*).

Conducting Research in Program Planning: The Library

You have a responsibility to your professor and your classmates to present statistics and other evidence that is current and that comes from a source recognized for its accuracy. To this end, you must critically evaluate any sources that you use. Is the source current? Will your reader or audience respect your source as trustworthy? You need to be particularly critical with Internet sources, as anyone can post anything on the web. You can find legitimate sources to use in your assignments at the library as well as online (see *Program Planning Infosheet # 20*):

York College Library

<http://www.york.cuny.edu/library>

Reference Desk: (718) 262-2023

reference@york.cuny.edu

In addition to helpful books of reference, the York College Library holds databases through which you can access full-text e-journals for free from school or home. If you have trouble accessing these databases, contact the library for help.

To access online journals for information on **health problems**, **priority populations**, and **programs**, look under “Research Tools,” the first category on the library page and click “E-Journals by Title or Subject.” The next page should offer you three options: “Browse Journals by Title,” “Browse Journals by Subject,” or “Browse Journals by Medical Subject.” You might find more information about your health problem and its effects on your priority population under “Browse Journals by Medical Subject,” or, under the “Health and Biological Sciences” entry in the drop-down menu for “Browse Journals by Subject.”

As all of these journal articles are peer-reviewed, you and your audience can assume that they are **legitimate sources**. You will just want to make sure that your information is current, or that it has been published recently.

Conducting Research in Program Planning: Online Resources

There are many legitimate online resources that offer valuable information. Sites you can visit for **legitimate sources**, for example, include:

- American Public Health Association (APHA): <http://www.apha.org>
- Society of Public Health Education (SOPHE): <http://www.sophe.org>
- Centers for Disease Control and Prevention (CDC): <http://www.cdc.gov>
- National Institutes of Health (NIH): <http://www.nih.gov>
- Healthy People 2010: <http://www.healthypeople.gov>
- The Foundation Center: <http://www.foundationcenter.org>
- Grants: <http://www.grants.gov>
- New York City Department of Health and Mental Hygiene:
<http://www.nyc.gov/health>

You can also, of course, do a Google search for your topic, and see what comes up. However, remember to be critical and skeptical of anything you read. Ask yourself:

- Who wrote this and what are her or his credentials?
- When did he or she write it and for whom did he or she write it?
- Is it biased? Uninformed? Poorly written?
- Who else evaluated it before it was published online? Editors? Scholars? Professionals in the field?

Web sites ending in “.edu,” “.org,” or “.gov.” are generally more trustworthy than those ending in “.com,” although you also need to be skeptical of these sites and may find many legitimate “.com” sources (like “nytimes.com” or “sciencedaily.com,” for instance).

Citing Sources

Citing sources means giving the reader information about where your evidence comes from. **Why cite sources?**

- To allow the reader to find the original source of the information
- To demonstrate to the reader that your research paper or other writing assignment is well researched and documented
- To give credit where credit is due

*If you don't cite sources, you may be guilty of **plagiarism**, which means using other people's words, ideas, or data without giving them proper credit.*

Citing a source is a two-part process:

*1. In-text or parenthetical citation (see **Infosheet #22**):*

This appears in the body of your paper and tells the reader where to look for the complete citation in the bibliography at the end of the paper.

Example of an in-text citation using APA style:

Howell (2008) reported that "Black infants in the United States are more than twice as likely to die as White infants in the first year of life" (p. 31).

*2. Entry in the list of references or bibliography (see **Infosheet #23**):*

This appears in the complete bibliography at the end of your paper, where you list all the sources you have used and cited.

Example of an entry in the list of references using APA style:

Howell, E. A. (2008). Racial Disparities in Infant Mortality: A Quality of Care Perspective. *Mount Sinai Journal of Medicine*, 75, 31-35.

In-Text Citations Using APA Style

In APA style, in-text citations are placed within sentences and paragraphs to tell the reader what evidence is being quoted, paraphrased, or summarized and whose evidence is being cited. The in-text citation tells the reader where to look for the complete reference citation in the bibliography at the end of your paper.

What information do I include in an in-text citation?

- You need to include the last name of the author(s) and the year of the publication.
- You can include this information in various ways, sometimes using parentheses, sometimes not, depending on how you write the sentence.

For example: Here are three ways of citing the same source:

1. Author's name, year of publication, and page number in parentheses:

Recent data indicate that “Black infants in the United States are more than twice as likely to die as White infants in the first year of life” (Howell, 2008, p. 31).

2. Year of publication and page number in parentheses:

Howell (2008, p.31) reported that “Black infants in the United States are more than twice as likely to die as White infants in the first year of life.”

3. Page number in parentheses:

In 2008, Howell reported that that “Black infants in the United States are more than twice as likely to die as White infants in the first year of life” (p. 31).

Each of these in-text citations corresponds to the following complete reference citation in the bibliography at the end of your paper (see *Infosheet #23*):

Howell, E. A. (2008). Racial Disparities in Infant Mortality: A Quality of Care Perspective. *Mount Sinai Journal of Medicine*, 75, 31-35.

Listing References Using APA Style

References cited in the text of a writing assignment must appear in a reference list or bibliography at the end of your paper. This list gives readers the information they need to find the original source.

What information do I include in a complete reference citation?

1. You always need to include authors, titles, and dates of publication.
2. Other information varies depending on the type of source: journal article, book, website, etc.

Examples:

1. A journal article with a single author

Howell, E. A. (2008). Racial disparities in infant mortality: A quality of care perspective. *Mount Sinai Journal of Medicine*, 75, 31-35.

2. A book with a single author

Garrett, E. (2006). *Infant mortality: A continuing social problem*. Aldershot, England: Ashgate.

3. A press release accessed on a website

United States Department of Health and Human Services. (2006). *Preventing infant mortality*. From <http://www.hhs.gov/news/factsheet/infant.html>.

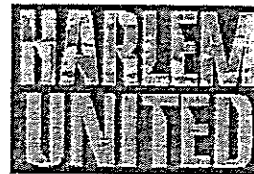
It would take many pages of examples to cover all the possible types of sources you might need to cite in your paper. For more comprehensive APA reference citation guidelines, see the WAC Guide to APA available online at <http://www.york.cuny.edu/wac> or the OWL Guide at <http://owl.english.purdue.edu/owl/resource/560/01/>.

Requests for Proposals (RFP) Formatting

Your RFP should be formatted as follows:

- 1" margins, single-spaced 12-point font or larger in the text.
- Appropriate sections labeled and in order.
- No more than **seven pages**, excluding the attachments.
- The program name must be italicized throughout the proposal.

Appendix #2: Sample Letter of Intent



Harlem United AIDS Center
Patrick J. McGovern- Executive Director
306 Lenox Avenue, 3rd Floor
New York, NY 10027
212-803-2850
www.harlemunited.org
December 7, 2008

HIV/AIDS Program
Collaborative Grants Program
The United States Conference of Mayors
1620 Eye Street, NW
Washington, DC 20006

To Whom It May Concern:

It is widely known now that HIV has infected millions of people throughout the world and thus has been announced an pandemic The Joint United Nations Program on HIV/AIDS has reported in 2006 that approximately 38.6 million people were living with the disease. Because of the horrifying statistics and the need for change to occur to prevent the spread of HIV, I am writing this letter of intent to introduce to you the work being done by the Harlem United AIDS Center. The Harlem United AIDS Center is a non- profit organization that is dedicated to providing quality HIV prevention, housing, and care services in a safe and nurturing environment. This organization is committed to a community- based approach and is thus located in the East Harlem/ Manhattan community in New York City and seeks to help out all individuals in the community who are infected/affected with and by HIV/AIDS.

We would like to submit a grant proposal for \$50,000 to help support a new program design entitled "Sisters In Need" (*SIN*), which has a goal to prevent the spread of HIV among teenage African American girls in the East Harlem/ Manhattan community via improving the knowledge and creating an awareness of HIV. The budget for this project is \$50,000 and we are not soliciting other foundations, organizations, and other sources for funding.

In response to the HIV pandemic affecting the world at alarming rates, in particular the East Harlem/ Manhattan community in New York City, the Harlem United AIDS Center has developed 4 projects in conjunction to their Prevention Division to help those infected with HIV. Those 4 projects are Education and Training, HIV Testing Services, Frost'd, and the Blocks Project. The *SIN* program will be specifically working in conjunction with the Education and Training project to provide educational sessions,

Appendix #2: Sample Letter of Intent

which will include videos, pamphlets, guest motivational speakers, drug abuse and alcohol use forums, skills training, and assessment activities. Many of these services will be offered in-house to new clients enrolled in the *SIN* program. There will be 13 educational sessions offered over a period of 3 months. *SIN* seeks to educate these young women as they are not aware of the dangers HIV imposes. Many do not have the adequate knowledge or support necessary and in providing for them necessary skills they will need to become better equipped to deal with HIV/AIDS. They are engaging in risky behavior because they don't have adequate knowledge of the virus and how they can become infected. They are also abusing drugs and alcohol that leads them to engage in risky sexual behaviors. Some of them may not feel the need to change their behavior. They may not have access to healthcare facilities nor do they have the support of their peers, families, friends, and community at hand. By offering services free of charge and offering some type of retention to keep them enrolled in the program, we can limit some of the obstacles that people with HIV face. By giving out free condoms, dental dams, and finger cots we are encouraging them to engage in positive sexual behavior with skills taught and knowledge learned through our program initiative. *SIN* will empower our young women to be safe, to speak, and be heard.

Harlem United AIDS Center is the ideal organization to implement such a program. Our organization has been providing services to people living with the disease and at high risk of contracting it for the past 20 years and has and will continue to deliver in successful and dedicated manner. We hope to be invited to submit a complete and detailed proposal to tell you more about our proposed work of the program "Sisters In Need". With a clear goal to prevent the spread of HIV and create awareness among teenage African American girls in the East Harlem/ Manhattan community, the *SIN* program will prove to be successful because it engages in safer sexual practice and allows these women to go on and lead healthy, happy, and continuous living.

I appreciate your consideration of this letter and look forward to hearing from your office soon. If you have any questions, please feel free to contact Danielle Brown, our Educational and Training Director at 212-803-2850 or via email at dbrown@harlemunited.org.

Regards,

Patrick J. McGovern
Executive Director