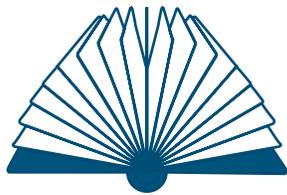


Proposal Writing Guide



Developed by the NWT and Nunavut
Literacy Councils



2008

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Contact the NWT or Nunavut Literacy Councils to get copies of this resource.

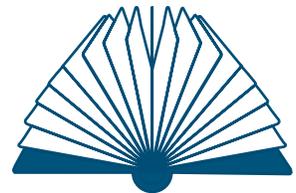
NWT Literacy Council



Phone: Toll free 1-866-599-6758 or 873-9262 in Yellowknife.



Email: nwtliteracy@nwtliteracy.ca



Nunavut Literacy Council



Phone: 867-983-2678 Cambridge Bay OR
867-645-5506 in Rankin Inlet.

Call collect if needed.



Email: kimcr@qiniq.com OR literacy@qiniq.com



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Introduction

Successful proposal writing involves planning, searching for information and resources, writing, submitting your proposal to a funder, and follow-up.

This guide has all the information that community groups need to write a funding proposal. However, we encourage you to carefully read the guidelines for each funding program you apply on.

You can call or email the NWT or Nunavut Literacy Councils if you need help writing your proposal or want an example of a good proposal.

NWT Literacy Council



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Email: nwtliteracy@nwtliteracy.ca

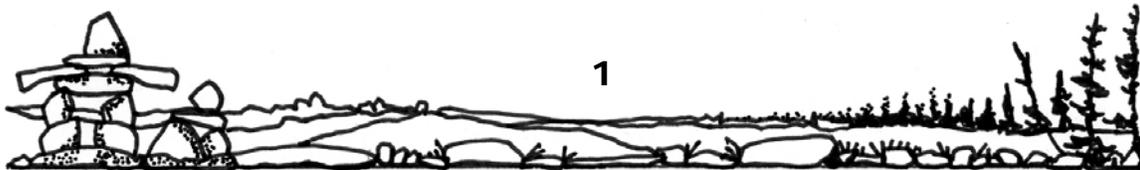
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Who are the funders?

Government

There are three levels of government:

- ✓ Local or municipal (for your community or region).
- ✓ Territorial or provincial (for your territory or province).
- ✓ Federal (for the whole country).

Each level of government has its own plans, ideas or priorities for what they want to do. As a way to meet these priorities, governments sometimes make funding available to support groups and organizations. This is done through government departments that are responsible for different areas of work like health, education, social services, etc.

Businesses

Businesses will sometimes support community projects. They usually do this because they ...

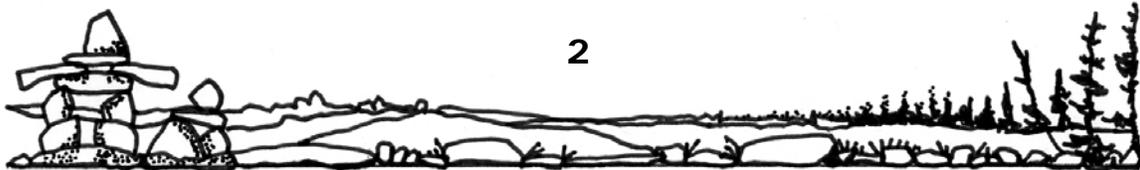
- ✓ See themselves as members of the community
- ✓ Want to have a good image in the community
- ✓ Would like the community to be more aware of what they offer
- ✓ Want people to keep on buying or buy more from them

Before you ask a business for money or other support for your project, think about how they might benefit.

Foundations

Foundations are one way that wealthy families put some of their profits back into the community. They also receive a tax benefit when they do this.

Each foundation has an area that they are interested in. For example, some support literacy, others support culture, etc.



Sometimes an organization must have a charitable number in order to receive money from a foundation.

What should you do before you start writing?

You need to find out about different funding opportunities in your community and/or territory. It is important to remember that just as every community is different, so too are funders.

1. Define your project

Decide on what is needed in your community. Go through the planning section in this book with other people in your community. Decide on the purpose of your project. Determine the broad project goal, then identify the specific objectives that define how you will focus the work to accomplish those goals.

Goal: Parents participate more at school.

Objective 1: Promote and recruit parent volunteers

Objective 2: Hold family and community events at the school

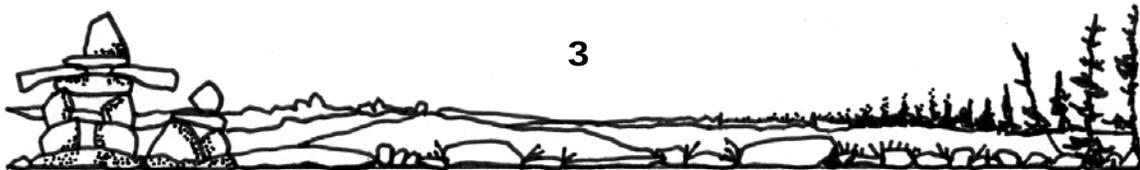
Objective 3: Train parents to be literacy tutors

2. Identify the right funding sources

Do not limit your funding search to one source. Look for a match between your project and the funding goals and objectives of the funding agency. Call the funding agency and request the proposal guidelines.

Also ask them:

- ✓ For a list of projects previously funded.
- ✓ About the maximum amount of funds available per project.
- ✓ Who can apply for funding.



- ✓ How long the funding lasts.

3. Communication with the funder

Think of the funder as a resource. Identify a project officer who you can talk to. Some funders offer help in writing proposals, others do not. Ask for help, including a review of proposal drafts. Ask about how proposals are reviewed and how decisions are made. Ask about the budget. Are matching funds required? Is in-kind funding accepted? What counts as in-kind funding? When will you get the money if you get funded? Remember, the contacts you make may prove invaluable.

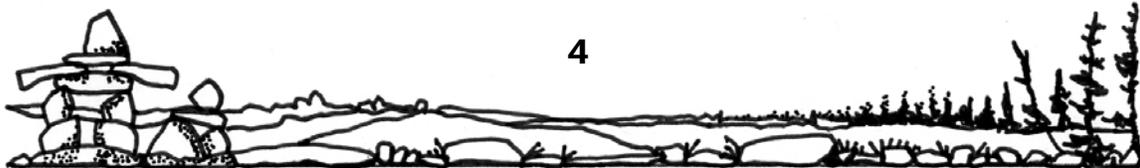
4. Proposal guidelines

Read the guidelines carefully. Then, read them again. Ask the funder to clarify your questions. Guidelines usually tell you:

- ✓ What are the funding goals and priorities?
- ✓ Who can apply?
- ✓ What groups have to do to apply?
- ✓ When is the deadline to apply?
- ✓ How long is the funding for?
- ✓ When do groups find out if they get the funding?
- ✓ How much money can a group apply for?
- ✓ What things does the funding program pay for?
- ✓ What things does the funding program not pay for?
- ✓ Who should you contact?

5. Talk to People

- ✓ Talk to other groups that got funding from the funding agency you are applying to. They did something right.



- ✓ Talk to other community groups that this project might help. Ask for their support
- ✓ Talk to the funder about your idea. Make sure it fits their funding guidelines.

What are the steps in the writing process?

A lot of work goes into getting a proposal to the point where it looks good enough to send out.

Are you are a person who ...

Writes well?

Does not like to write?

Is new to writing?

Below you will find an overview to the writing process that may help you as you work with others to put your proposal together.

If you have already worked through the first part of the planning workbook then you have done your “pre-writing” activities.

Remember ... although this looks like a step by step process, you may actually go through these activities several times before you get your final copy.

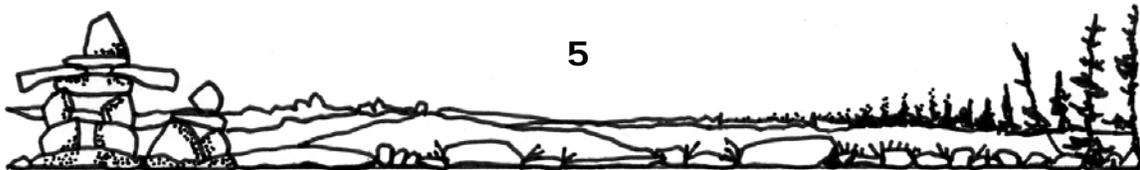
Parts of the Writing Process

Pre-writing

- ✓ Choose a topic.
- ✓ Get your ideas on paper.

Drafting

- ✓ Write your first draft.



Revising

- ✓ Think and talk about what you have written.
- ✓ Share your draft with others.
- ✓ Add, take away, change and re-arrange your words and sentences.
- ✓ Check your spelling, punctuation and grammar.

Publishing

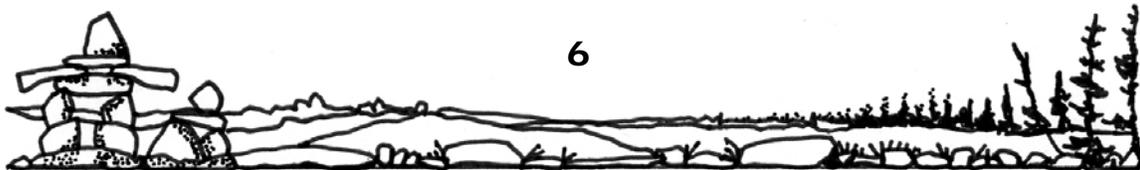
- ✓ Produce and print your final copy.

What writing style is best?

- ✓ Use clear language and easy to read sentences.
- ✓ Avoid jargon (words that only some people know).
- ✓ Explain acronyms (eg: NWTLC, HRDC).
- ✓ Write as you would to the general public.
- ✓ Be honest and positive.
- ✓ Support your comments with examples.
- ✓ Sound committed to your goals.

What can you do after you send in your proposal?

- ✓ Call to make sure the funder received your proposal.
- ✓ Wait three or four weeks and then call your contact at the funding agency to ask about the status of your proposal.
- ✓ If you are turned down, find out why.



Glossary of Terms

Funders – Organization or government body that gives you money for a project.

Proposal – Written request for a grant or contribution. Proposals usually outline why the grant is needed, the purpose it will serve, the plan for meeting the need, the amount of money needed, and background about the applicant.

Goal – Broad statement about the purpose of your project.

Objectives – Describe the ways in which you will carry out your project goal.

Needs Assessment – Shows the funder the need for your project for your community.

Activities – Things that you will do in your project. For example: a workshop or play.

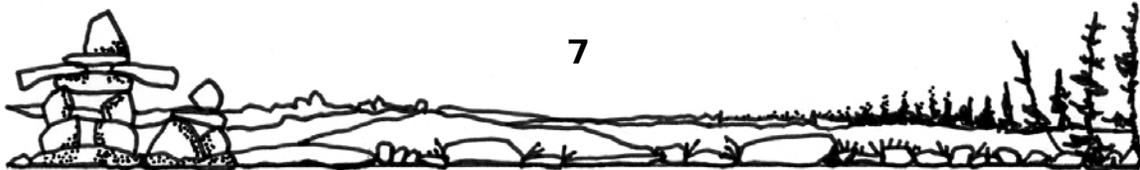
Products – A change produced by a given program or activity. For example: A resource for teachers and youth.

Outcomes – Expected results of project which can be used to measure its success

Budget – The financial plan for your project, itemized to show breakdown of both income and expenses.

In-kind contribution - A contribution of equipment, supplies, or other resources. Some organizations may also donate the use of space or staff time as an in-kind contribution.

Evaluation – Serves as a tool for reviewing your project. Evaluation enables you to learn from experience so that you can do a better job next time. It also shows your funder what you did and how successful your project was.



10 Steps to Writing a Proposal

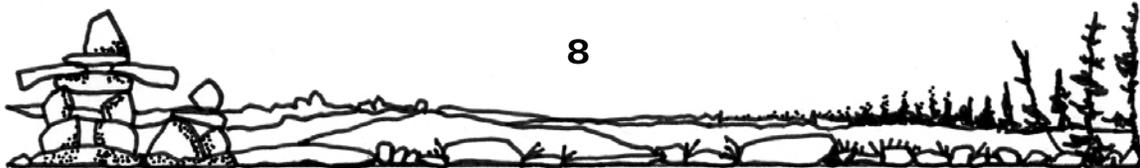


This section tells you how to write a funding proposal. We have outlined 10 steps to writing an effective proposal. They are:

1. Develop a project goal and objectives.
2. Identify activities.
3. Develop a work plan.
4. Develop a budget.
5. Develop an evaluation plan.
6. Complete the proposal.
7. Fill out the application form (if there is one).
8. Write a cover letter.
9. Get letters of support.
10. Put it all together.

Take the time you need. It's normal for people to go through the first five steps more than once before they agree on the final objectives, activities, work plan, budget, and evaluation plan.

For each step we provide an example from a sample project that we made up.



Step 1: Develop a project goal and objectives

To start to develop a project, first think about the needs of your community. Discuss these questions with your group:

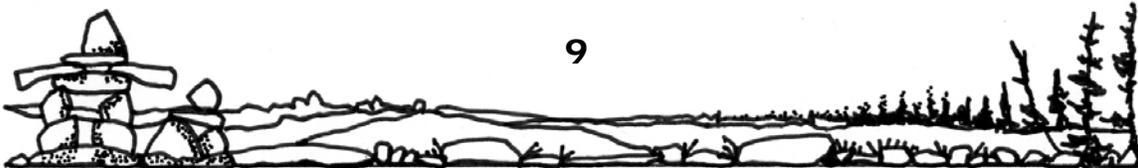
- ✓ What issue do we want to address in our community?
- ✓ How do we know this is an issue in our community? What evidence do we have?
- ✓ What do people already know about this issue?
- ✓ What do we want to change about this issue in our community?
- ✓ Who is the target group for the project?
- ✓ What kind of project can our group carry out, that will work best in our community, and have the greatest impact on the target group and the issue?
- ✓ Why is our group the best group to carry out the project? What experience do we have to help make the project a success?
- ✓ What other groups or agencies in our community can we work with as partners for the project?
- ✓ Does our project idea fit with the objectives of the funding program we want to apply to?

Review the funding program information to make sure your project fits with the program's objectives.

Writing Tip



Writing the goal and objectives can be tricky. Your project goal is a broad statement about the purpose of your project. A project goal is supported by several objectives (up to 3). Objectives describe the ways in which you will



carry out your project goal. Make sure you write in the active tense. For example:

- ✓ Parents **read** and do literacy related activities more with their children.
- ✓ Educators **include** health related topics in their program.
- ✓ Youth **make** good decisions about their health.

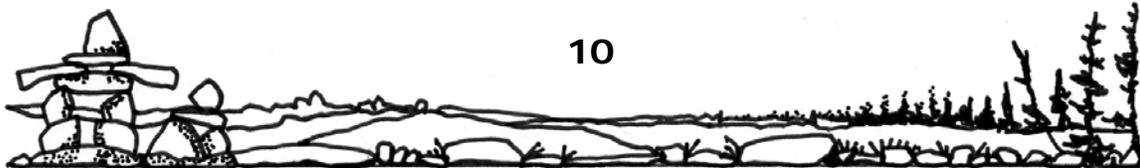
Remember – as you work through steps two, three, four, and five - activities, work plan, budget, and evaluation plan - you may come back and change some things from step 1. This is a normal way to move forward as you develop a project proposal.

By the end of Step 1 you should write down the following:

- A name for the project.
- The goal – a statement of what you want to achieve, the end result.
- The objective(s) - the steps you take during this project to reach the goal. Identify a maximum of three objectives.
- The target group for the project.
- The reasons why the community needs this project.
- The reasons why your group is the right group to sponsor and carry out the project.
- Potential partners for the project.
- How the project meets the objectives of the funding program.

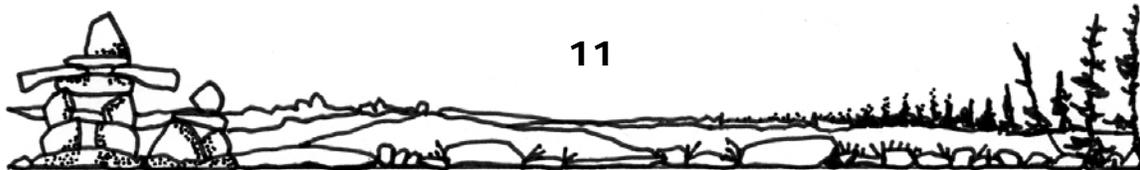
A note about partnerships

Funders usually want projects to have partnerships with other community groups. Describe the role of your partners: why they are involved, and



what each partner will contribute to the project. Be sure to work out details of arrangements with partners before completing your proposal.

| Sample project |
|---|
| Name: Youth Health Awareness Project. |
| Goal: Youth make good decisions about their health. |
| Objectives: <ol style="list-style-type: none"> 1. Help prevent the spread of new infections of HIV/AIDS and hepatitis C. 2. Understand how being infected with HIV/AIDS or hepatitis C affects people's lives. |
| Target group: Youth aged 13 to 15 from across the region. |
| Need for the project: In the past few years youth have started to pierce their own body parts and tattoo themselves. We have no professionals in our community to provide these services. Youth need good information appropriate to our culture and geography about the risks involved with these activities and how to do them safely. Youth also need to better understand the consequences of risky behaviour. |
| Sponsor group: Community Interagency Committee |
| Potential partners: Community school and Health Centre. |
| Role of partners: The school will host the workshop and help recruit participants, the health centre will provide support and workshop assistance. Both these partners see how this project benefits their organization and the community. |



Step 2: Identify activities

Activities describe what you plan to do, to achieve each project objective. Answer these questions to help identify effective activities for each objective:

- ✓ What worked well in the past?
- ✓ What didn't work so well in the past?
- ✓ What resources do we have? What are our strengths?
- ✓ What values does the target group have?
- ✓ What benefits can the project offer the target group?
- ✓ What activities, language, and tone appeal to the target group? What will encourage them to participate?

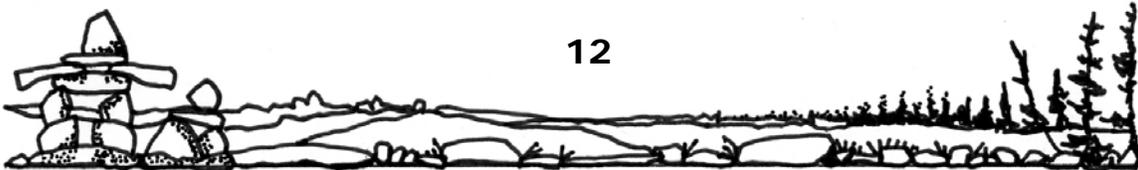
Writing Tip



Each objective has at least one activity and no more than three. Make sure you are clear and concise about your activities. For example:

- ✓ Distribute books to all families in the communities who have children ages birth to 6 years of age.
- ✓ Hold a family literacy program that teaches parents about reading to their children.
- ✓ Develop public services announcements about the importance of reading and doing literacy activities with your children.

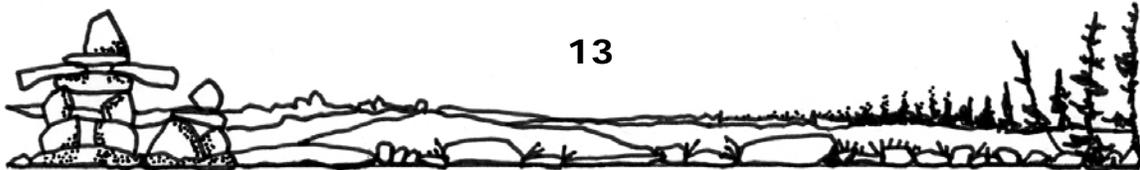
Remember – you may go through this more than once before you agree on exactly what activities you want to do, for each objective.



By the end of step 2 you should write down the following:

- The activities you plan to carry out for each objective.
- How many activities you plan to carry out for each objective.

| Sample project |
|---|
| Name: Youth health awareness project. |
| Goal: Youth make good decisions about their health. |
| <p>Objective 1: Help prevent the spread of new infections of HIV/AIDS and hepatitis C.</p> <p>Activities:</p> <ul style="list-style-type: none"> i) Hold a regional workshop about the health risks of self piercing and self tattooing. ii) Develop public service announcements to help prevent HIV/AIDS and hepatitis C. |
| <p>Objective 2: Understand what life is like for people infected with HIV/AIDS and hepatitis C.</p> <p>Activities:</p> <ul style="list-style-type: none"> i) Develop and distribute a learning resource. ii) Write and perform a community play. |

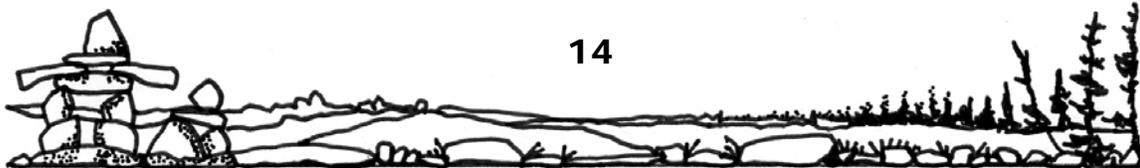


Step 3: Develop a work plan

A work plan gives details about each activity for each objective. Your project may have one, two, or three objectives. And each objective has one or more activities.

The sample project work plan has two objectives and each objective has two activities. Use the sample and the blank template in this section, and answer the questions below to help develop a work plan.

- ✓ What resources do you need for each activity? For example space, staff or contractors, equipment, training, or other things. Make notes about what resources cost money and how much, and what resources can be donated. This helps develop the budget details later.
- ✓ How long will each activity take? When will each activity start and finish?
- ✓ Who is responsible to carry out each activity? For example, board members, staff, contract workers, volunteers, or others.
- ✓ What products do you expect to produce with each activity? The products are the tangible things from the project. A product can be information, a resource, PSAs on the radio, posters in the community, etc.
- ✓ What results do you expect at the end of the project? Results are the overall outcome of your objective. It is a broad statement that summarizes each objective.
- ✓ What is the overall budget and what funding program supports what activities? This information comes from the budget that you develop during Step 4.



Writing Tip

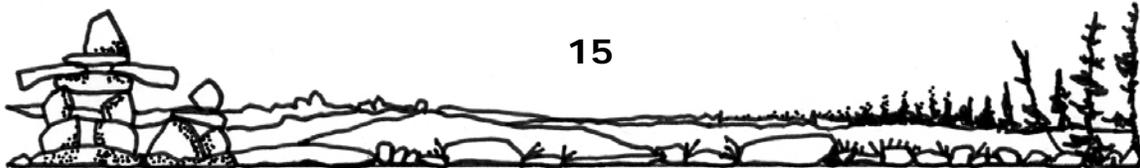


Each activity needs to be planned out. This may take some time to do. Be specific about your plans. You will need to tell the funder what resources you will need, who will be responsible for the activities and what will be the outcome of the activity.

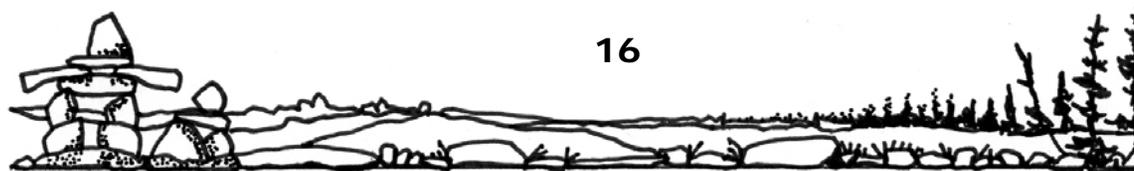
Remember – you may go through this more than once before you agree on exactly what resources you need, who will be responsible for each activity and what the outcomes will be.

By the end of step 3 you should write down the following:

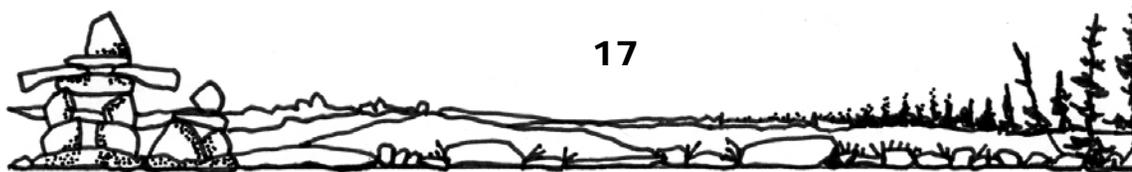
- A complete work plan for each objective



| Sample project | | Project name: Youth Health Awareness Project. | | |
|---|---|--|--|---|
| Objective 1: Help prevent the spread of new infections of HIV and hepatitis C. | | | | |
| Resources | Activities and timelines | Products | Who is responsible? | Results |
| Coordinator. Travel, food, & accommodation for workshop participants. Space, supplies, food, equipment. | Hold a regional workshop to teach youth safe practices for self piercing and tattooing. Apr. - Sept: Develop workshop & resources. Sept. - Oct: Hold workshop. | <ul style="list-style-type: none"> ▪ Workshop for 25 youth ▪ Handouts for youth at workshop | Committee hires coordinator. Coordinator works with the Committee to develop & carry out the workshop. | More youth know more about how to help prevent the spread of new infections of HIV and hepatitis C. |
| Youth develop PSAs. Coordinator to oversee their work. Recording equipment to test the PSAs. | Develop public service announcements (PSAs) for youth: one to help prevent HIV/AIDS, one to help prevent hepatitis C. Nov-Dec: Develop and test PSAs. Jan.- Mar: Play PSAs. | <ul style="list-style-type: none"> ▪ PSAs developed by youth run three times a week on the local radio station. | Committee hires coordinator. The coordinator works with youth in the school. | |



| Sample project | | Project name: Youth Health Awareness Project. | | |
|--|--|---|---|--|
| Objective 2: Understand what life is like for people infected with HIV/AIDS and hepatitis C. | | | | |
| Resources | Activities and timelines | Products | Who is responsible? | Results |
| Contractor. School, teachers, and students. Copying or printing. | Develop and distribute a learning resource for youth and teachers, to explore stories about people infected with HIV/AIDS and hep C. Nov. – Jan: Develop the learning resource. Feb: Test the resource. March: Revise, print, and distribute. | <ul style="list-style-type: none"> Teachers and students have an effective resource. | Interagency Committee hires contractor and finds the teacher and students to test the resource. | Youth better understand what life is like for people infected with HIV/AIDS and hepatitis C. |
| Local theatre group. Youth. Theatre props and resources. | Develop and perform a community play. Jan: Workshop the play. Feb: Rehearsals. Mar: Performances. | <ul style="list-style-type: none"> Youth have a script for a play. Play developed and deliver to community. | Interagency Committee and school work with theatre group. | |



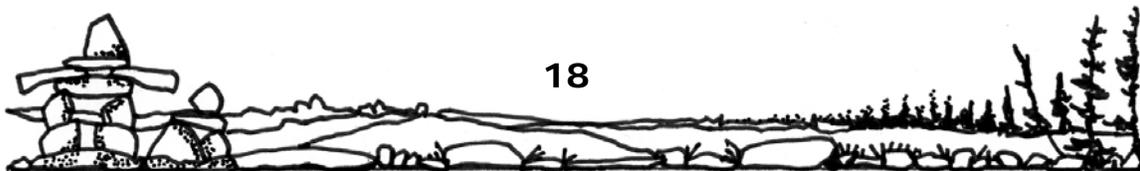
Step 4: Develop a budget

The budget gives details about the project's expenses and revenue. For each activity it shows:

- ✓ How much money you need and where you plan to spend it.
- ✓ What in-kind support you have for your activity. In-kind support means resources and support given to the project from community groups, agencies or businesses. For example, the local store might give you food for your workshop. This is considered in-kind support. Or the local school might give you space to hold your workshop. This is also considered in-kind support.
- ✓ What additional funding you have for your activity.

The sample budget worksheet shows the expenses for the sample project. Use the sample budget and the blank template, and answer the questions below to help develop a budget for your project.

- ✓ For each activity, what things do you need to pay for? Use the categories in the sample budget and the blank template. Or you might have to make up your own budget sheet to match the funding program's guidelines.
- ✓ What things do you get from in-kind support? For example, someone donates office space, a computer, or other things.
- ✓ What other funding sources contribute to the project, if any? How much and what is the money for?
- ✓ How much total funding do you need? What program does the funding come from?



Writing Tip

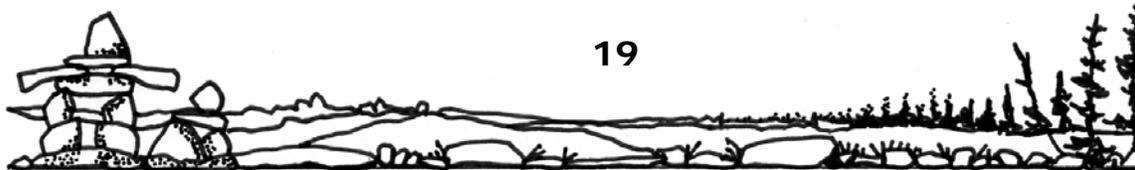


Make sure your budget adds up. Check your budget several times to make sure the numbers are correct. And make sure you include all the in-kind support and other funding sources you have for your project. Funders like to see that you have support from other areas.

Remember – to get in-kind support from people and agencies in your community. Ask people, agencies and businesses for free stuff. You will be amazed what you get!

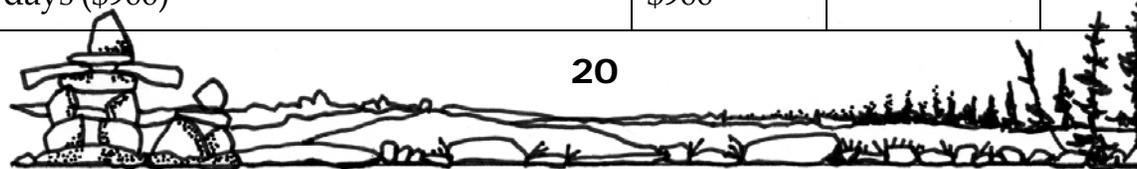
By the end of step 4 you should have the following:

- A budget that clearly shows how you plan to spend the money.
- A budget that shows what in-kind support you are getting for your project.
- A budget that shows what other funders are contributing to the project.

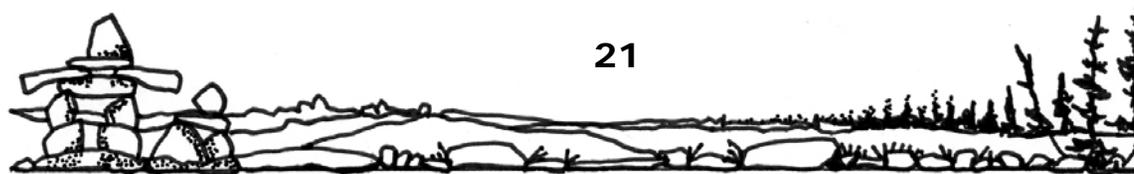


Sample Budget

| Budget Item | Amount Requested | Other revenue (cash) | In Kind support | Total |
|--|------------------|----------------------|-----------------|-----------|
| Wages for personnel | | | | |
| ✓ One coordinator for workshop/PSAs at \$400 per day for 30 days | \$12, 000 | | | \$12, 000 |
| ✓ Four facilitators at \$ 400 per day for 2 days | \$3, 200 | | | \$3, 200 |
| ✓ One resource contractor at \$400 per day for 25 days | \$10,000 | | | \$10,000 |
| ✓ Community theatre group support (theatre space \$100/day X 5 days) | | | \$500 | \$500 |
| Travel and Accommodations | | | | |
| ✓ 15 workshop participants(\$1,500 each) (5 from each community) | \$22, 500 | | | \$22, 500 |
| ✓ Lunch for 20 for 2 days (\$900) | \$900 | | | \$900 |



| Materials | | | | |
|--|-----------|--|------------------|-----------|
| ✓ Paper, flipcharts, overheads, other workshop supplies (\$2, 000) | \$1,000 | | \$1,000 (school) | \$2,000 |
| ✓ Photocopying (material for workshop and photocopy resource) | \$1, 400 | | | \$1, 400 |
| Rent and Utilities | | | | |
| ✓ \$500 per day for 2 days | \$1, 000 | | | \$1, 000 |
| ✓ \$2000 for space for community play | \$2, 000 | | | \$2, 000 |
| Evaluation | | | | |
| ✓ \$8, 000 for evaluation and report for regional workshop, PSAs, learning resource and community play | \$8, 000 | | | \$8, 000 |
| ✓ \$500 for mail out | \$500 | | | \$500 |
| Total | \$62, 500 | | \$1,500 | \$64, 000 |



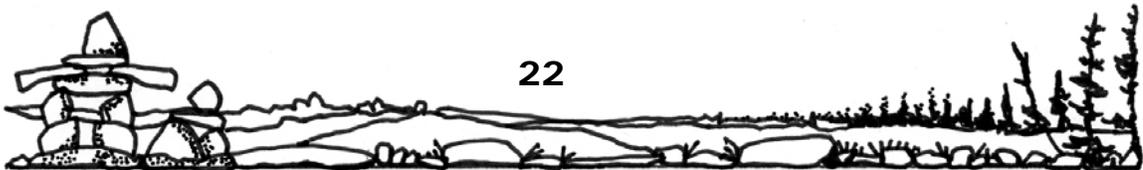
Step 5: Develop an evaluation plan

The evaluation plan shows how you plan to collect and analyze information while the project is operating. The information helps you know what to change during the project to help you reach your project goal. You also use the information to answer evaluation questions at the end of the project.

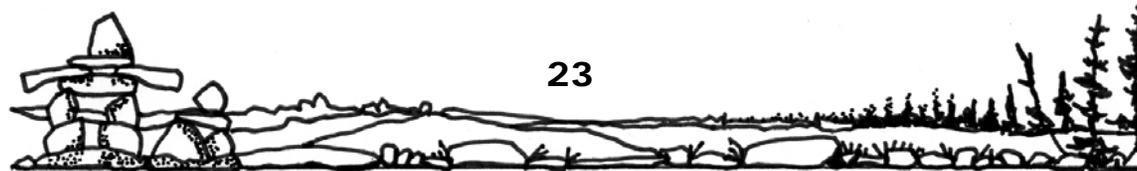
We provide a sample 'tools to measure results' for the sample project. We also provide a list of basic evaluation questions. Use the sample tool and blank template on the next two pages, and answer the questions below to help develop an evaluation plan.

- ✓ What results do you expect from each project objective? These come directly from the work plan.
- ✓ What indicators will you use to measure the results? Indicator is a general term for the information you gather to measure the project results.
- ✓ How will you gather the information? For example, from interviews, project records, or other ways.
- ✓ When will you gather the information?
- ✓ Who will provide information? Who will collect it? Who will write the evaluation reports?
- ✓ How will you share the results of the evaluation? This is sometimes called dissemination.

People need time and certain skills to do a good evaluation. Consider including money in the budget to carry out the evaluation and write the reports, and/or for training about evaluation.



| Sample – tools to measure the results of the project | | Project name: Youth Health Awareness Project | |
|--|--|--|---|
| | Results (from work plan) | Indicators & data to measure results | Sources of data |
| Objective 1 <ul style="list-style-type: none"> ▪ Workshop ▪ PSAs | <p>More youth know more about how to help prevent the spread of new infections of HIV and hepatitis C.</p> | <ul style="list-style-type: none"> ▪ Number of youth that attend the workshop. ▪ Workshop evaluations. ▪ Workshop resources that youth receive. ▪ Number of times PSAs play. ▪ Number of youth that help write PSAs. | <ul style="list-style-type: none"> ▪ Workshop attendance and evaluations. ▪ Feedback from youth. |
| Objective 2 <ul style="list-style-type: none"> ▪ Learning resource ▪ Community play | <p>Youth better understand what life is like for people infected with HIV/AIDS and hepatitis C.</p> | <ul style="list-style-type: none"> ▪ Number of teachers that receive the resource and use it. Number of students in their classes that participate. ▪ Number of youth that participate in creating the play. How much time they spend at it. ▪ Number of people that attend performances. | <ul style="list-style-type: none"> ▪ Feedback from teachers, contractors, board, and partners. ▪ Project records and financial reports. |



Basic evaluation questions:

Did we do what we said we would do?

- ✓ Did the project complete the activities?
- ✓ Did each activity produce the results we expected? How do we know?
- ✓ Did the project achieve the objective? How do we know?
- ✓ Did the project follow the budget? Why or why not?

What did we learn about what worked and what didn't work?

- ✓ In general what things went well? What could we do differently?
- ✓ Did the activities meet the needs of the target group? Why or why not?

What difference did it make that we did this work?

- ✓ Did the target group participate? Why or why not?

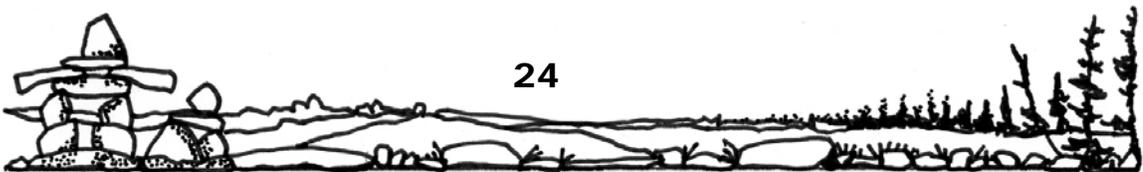
How do we plan to use information from the evaluation to keep learning?

Writing Tip



There are all kinds of ways to evaluate a project. Make sure that your evaluation is manageable. Make sure you can collect the data that you say you will.

Remember – that evaluations help you improve what you are doing and help you make changes when needed. Show your funders that your program is successful through your evaluation process!



By the end of step 5 you should have:

- Indicators and data to measure project results for each objective.
- Information about when to collect data, from where and who will do it.
- Evaluation questions to answer at the end of the project.
- Decided who writes the reports; how you plan to share the project results.

Step 6: Complete the proposal

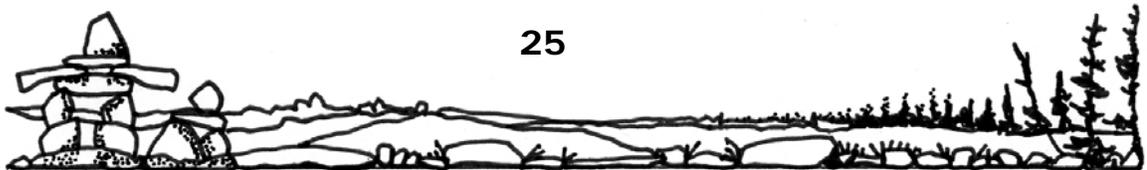
To complete the proposal you need to write a:

1. Project description.
2. Description of your group.
3. Project summary.

1. Project description

The project description usually takes about 2-3 pages. To help write the project description, answer these questions:

- ✓ What issues and needs does the project deal with?
- ✓ How do you know this issue is important to your community?
What evidence do you have?
- ✓ What is the goal of the project?
- ✓ What are the project's objectives?



- ✓ Who is the target group for the project? How did these people help design and develop the project? How will they help carry out and evaluate the project?
- ✓ What activities do you plan to carry out to achieve the objectives?
- ✓ What results do you expect from the project?
- ✓ Are other partners involved in the project? If yes, who are the partners and what is their role with the project? How will each partner contribute to the project?

2. Description of your organization

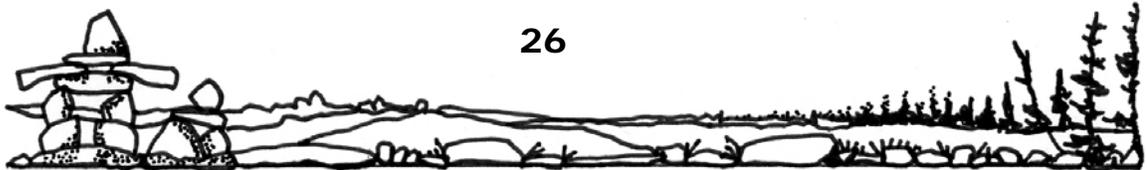
The description of your organization should be a ½ - 1 page long. To help write the description of your organization, answer these questions:

- ✓ What is your group's vision and goals?
- ✓ What programs or services does your group provide?
- ✓ Why is your group the best group to sponsor this project? What skills do you have? Why are you interested in this issue? What similar project, if any, have you done successfully in the past?
- ✓ What is the board and staff structure of your group?
- ✓ Will you receive other funding for this project? How much and from where?

3. Project summary

The project summary should be around 1 page long. To write the project summary complete the following sentences.

- ✓ The mandate of the organization is ...



- ✓ The partners with whom the organization will work on this project are ...
- ✓ The objectives of the project are ...
- ✓ The activities the organization will undertake to meet the objectives are ...
- ✓ The expected results of the project are ...
- ✓ The tools that will be used to measure the results of the project include ...
- ✓ The project will produce ...
- ✓ The project results will be disseminated by ...

Writing Tip

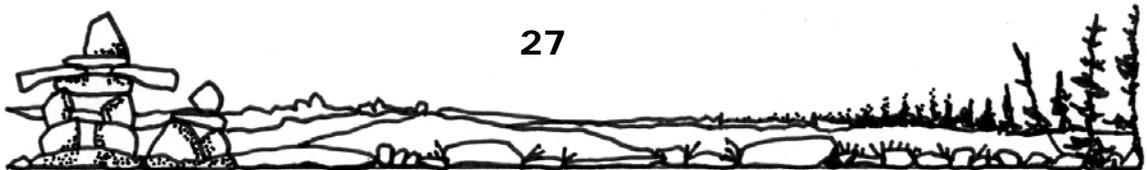


This section has a lot of writing involved. Remember to follow the writing process outlined in the beginning of this section. It may take you several times to get it right. Ask someone else to edit your writing for you.

Remember – you only have to write out the description of your organization once. You can use it for all the proposals that you write.

By the end of step 6 you should write down the following:

- A two to three page project description
- A half to one page description of your organization
- A one page summary of your project



Step 7: Write a cover letter

Write a **cover letter** to the funding agency from your organization to go with the proposal. In the letter explain that you agree to sponsor the project and why you want to sponsor it. An authorized person from your group needs to sign the letter.

The letter should include information about your organization and a brief overview of the project and why it is needed. See a sample sponsor's letter on the next page.

Writing Tip

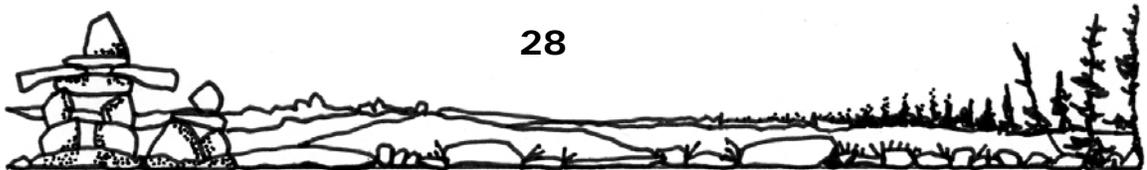


Use your summary to help you write your cover letter. Your letter should only be one page and should give the funder a good idea about what your project is, why it is important and why your organization is applying for funds.

Remember – to write in plain language. Use clear and concise wording in your letter.

By the end of step 7 you should have:

- A sponsor's letter signed by an authorized person from your group.



Sample sponsor's letter: written on Community Interagency Committee letterhead that shows mailing address, phone, and email.

Population Health Team, Northern Region, Health Canada
60 Queen Street, Suite 1400
Ottawa, ON K1A 0K9

Sept. 23, 2007

To whom this concerns,

Please accept our proposal and application form for the Youth Health Awareness Project. We need a total of \$62,500 funding: \$31,250 from the AIDS Community Action Program and \$31,250 from the Hepatitis C Program. This is an important project for our community and for the many youth that live here.

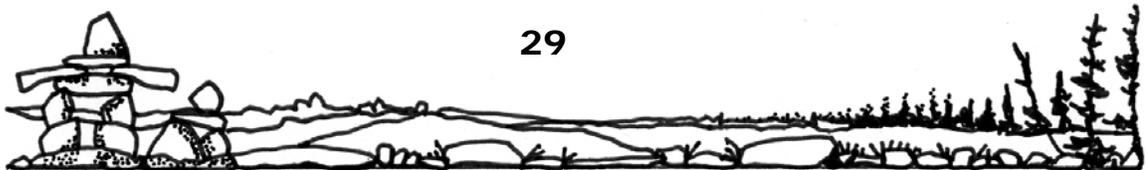
In the past we've sponsored youth projects related to safe sex and how to use condoms and why it's important to help prevent HIV/AIDS. In recent years many youth have started piercing their own body parts and tattooing themselves. We have no professionals in our community to provide this service. The youth urgently need an opportunity to learn about the risks involved with these activities and how to do them safely. They need to better understand the consequences of risky behaviour.

The Community Interagency Committee is the sponsor of this worthy project. As you will see in our proposal and application form, we have the knowledge and experience to successfully carry out this project.

We've attached a letter of support from our project partner, the local community school. We urge you to approve the funding for this important project. If you need more information please contact me.

Sincerely,

Chair, Community Interagency Committee



Step 8: Get letters of support

You may have to get letters of support from community groups or organizations that support your project. Many funders require that you have three letters of support to go with your proposal. Letters of support should show that the person or group that writes the letter really understands the project and why they support your project and your group.

If other groups participate as partners in the project, you need a letter from each group that describes their role in the project and their commitment to participate as a partner.

Writing Tip

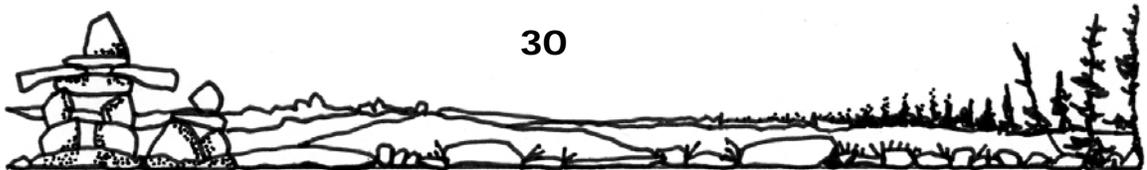


Write a sample support letter and give it to organizations to look at before they write a letter for you. This will help them include the right information in their letter.

Remember – it takes time for people and organizations to get back to you. Make sure you give them time to write the letters of support.

By the end of step 8 you should have:

- A letter from each project partner, if you have any.
- Letters of support, if needed or appropriate.



Sample letter of support: written on school letterhead that shows the mailing address, phone, and email.

Population Health Team, Northern Region, Health Canada
60 Queen Street, Suite 1400
Ottawa, ON K1A 0K9

Sept. 23, 2007

To whom this concerns,

On behalf of the local community school, I am writing to lend our strong support as a partner to the Interagency Committee's proposal for the Youth Health Awareness Project.

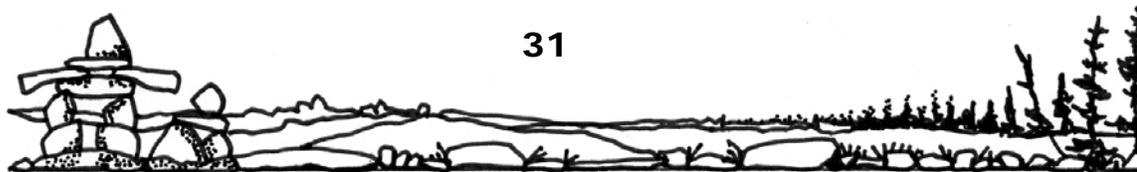
The school believes the youth of our community must have a clear understanding of risks related to HIV/AIDS and hepatitis C. We see this project as an important step to help prevent more infections and to increase understanding for people infected with the HIV or hepatitis C virus.

As a project partner our students and teachers are directly involved in all project activities: the workshop, the public service announcements, the learning resource, and the community play. We strongly believe that these activities will be very effective to achieve the project objectives and the overall goal of the Youth Health Awareness Project. And I think you will agree that this project contributes to the overall objectives of the two federal funding programs: the AIDS Community Action Program and the Hepatitis C Program.

We urge you to approve the funding for this important project. If you need more information please contact me.

Sincerely,

School Principal



Step 9: Fill out the application form

You might have to fill out an application form for the funding program. Use the information from the work you did during the first 7 Steps to help fill out the application form.

Someone from your group who has authority might have to sign the application form.

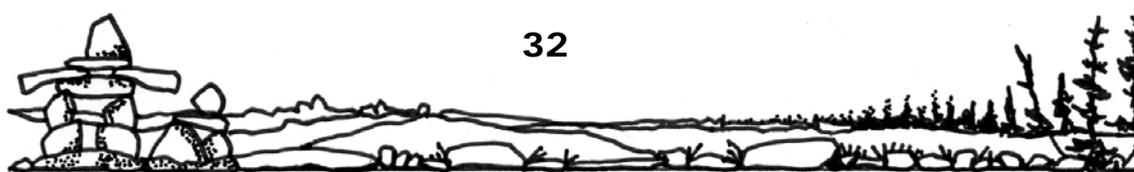
Writing Tip



Fill out the form with neat printing. You want to make sure that the funding agency can read what you have written.

By the end of step 9 you should have:

- Filled out all parts of the application form.
- Signed the application form – an authorized person from your group.



Step 10: Put it all together

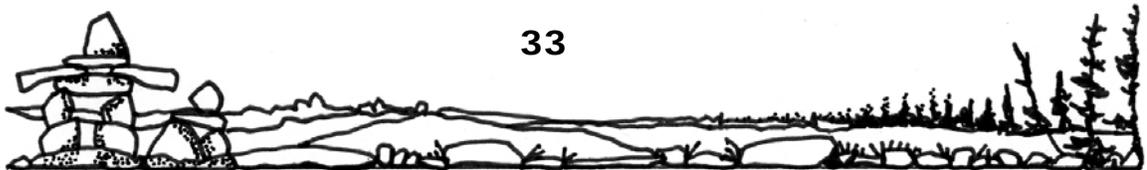
If you have followed the steps in this guide you have now written a proposal. Now it is time to put it all together. The guide was written to help you plan and write a proposal. However you will need to change the order before you hand it in. Arrange your proposal like this:

1. Name of Project:
2. Goal of Project
3. Sponsor group
4. Project Summary
5. Project Description
6. Description of Your Organization
7. Need for Project
8. Potential Partners and Role of Partners
9. Work Plan
10. Evaluation Plan
11. Budget

Before you hand it in find out how many copies your funder wants. Review the guidelines again to make sure you have included all the information the funder wants. Put it all together and mail your proposal to the funding agency. Make sure you sent it out before the deadline.

By the end of step 10 you should have:

- Rearranged your proposal
- Made copies of your proposal, cover letter and support letters
- Mailed your proposal package to the funding agency

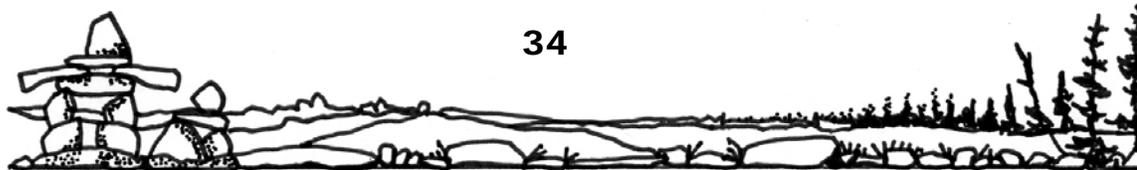


Checklist



Check to make sure you have everything you need for your proposal.

- Summary of the project (two to three pages long) See Step 1 and 6
- Description of the project (one to two pages long) See Step 1 and Step 6.
- Description of your organization (one half page to one page) See Step 1 and Step 6.
- Work plan and budget. See Step 3 and Step 4.
- Evaluation plan. See Step 5.
- Cover letter from your organization. See Step 7.
- Letters from your partners and letters of support. See Step 7.
- Application form (if needed) signed by an authorized person in your organization. See Step 8.



Proposal Reviews

Once a funding agency receives all the proposals they review them. Here are the criteria or standards they may consider when they review the proposals:

- Is the project feasible, practical, realistic, useful?
- Does the group applying for funding have the capacity to carry out the project?
- Does the proposal include evidence to show a need for the project?
- Are the goal and objectives reasonable?
- Are the activities realistic?
- Can the results be measured?
- Is the budget realistic?
- Are partners involved? For example community supports or health partners?

Here is an outline of a potential review process:

1. They check to make sure each proposal has all the information they need. If something is missing they contact the group and ask for the missing parts.
2. They check to make sure the project meets the objectives of their funding program(s).
3. A review committee screens and evaluates all proposals.
4. The review committee gives recommendations.
5. Someone writes to the group to tell them if they get the funding or not.

