University of Kansas
School of Social Welfare

SW 847: Grantwriting and Fundraising

Master Syllabus

Semester, Year
Phone #
Instructor Name
Office Hours, Place

Prerequisites:
Credit Hours:

I. COURSE RATIONALE

Social workers with clinical or administrative practice training and experience, and from all fields of practice, are frequently asked to provide leadership or assist in the acquisition of resources for social work programs and agencies. This is a very common task for advanced social work practitioners, especially those working for nonprofit organizations. This being the case, this course will provide opportunities for soon-to-be advanced practitioners to acquire the knowledge and skills necessary to participate in effective grantwriting and/or fundraising. The course will present grantwriting and fundraising skills within the context of social work values and ethics, culturally appropriate practice, and in pursuit of social and economic justice.

Social work professionals acquire resources through grantwriting and fundraising in order to develop and implement culturally appropriate programs at the individual and community level as well as to pursue social and economic justice. The course covers broad topics such as the following: understanding public and private sources of funding; prospect research; proposal development skills; and basic fundraising approaches. In order to prepare a fundable grant/contract proposal, grantwriters need to have knowledge of program elements and planning. This material will be integrated, as needed, into the information and requirements necessary to prepare the sections of a typical proposal.

This course builds on knowledge, skills and values developed in the foundation curriculum (e.g., Social Policy, Research) and complements many courses offered at the advanced level. In particular, clinical students will call on knowledge gained from their integrative courses, and SWAAP students may build on knowledge and skills from Social Program Design, Financial Management, and Advanced Policy and Programs.

The course flows from and reflects the School’s mission by providing advanced practitioners with the knowledge and skills to enable the empowerment of individuals and communities. Not only will resources be acquired with these goals in mind, but they will also be utilized to increase and improve programs’ abilities to build on the strengths of clients systems. It is often the case that additional resources are needed by social work agencies so they can promote social and economic and serve populations at risk.
II. EDUCATIONAL OUTCOMES

By the end of the semester students should be able to:

1. Explain the advantages and disadvantages of different approaches to acquiring resources for social work programs and agencies. (Reflects SWAAP Concentration Objectives 1, 6, 8).

2. Conduct prospect research to fund new or existing social work programs. (Reflects SWAAP Concentration Objectives 6, 7, 8).

3. Assess the agency’s readiness for fundraising, grant getting, and the implementation of both. (Reflects SWAAP Concentration Objective 1, 6, 8).

4. Describe the similarities and differences between RFPs, RFQs, and RFAs, how to analyze each, and how to bid and negotiate related grants and contracts. (Reflects SWAAP Concentration Objective 6, 8).

5. Apply resource acquisition skills in a manner consistent with social work values and ethics and the themes of the School. (Reflects SWAAP Concentration Objectives 7, 8).

6. Develop the major sections of a grant proposal using program development skills as needed. (Reflects SWAAP Concentration Objective 1, 3, 6, 7).

7. Understand strategies for gaining private grants, gifts, and planned giving. (Reflects SWAAP Concentration Objective 7, 8).

8. Explain confederated giving as a mechanism for both charitable giving and grant distribution. (Reflects SWAAP Concentration Objective 8).

9. Be cognizant of the impact on agencies of successful fundraising and grantwriting (e.g., tax issues, growth, staff development, etc.). (Reflects SWAAP Concentration Objectives 8).

III. CURRICULUM THEMES

Decisions on the acquisition of resources for social work agencies and programs must be made by weighing many important factors, not the least of which is the impact on vulnerable and oppressed persons, both clients and staff. It is critical in developing these resources that students understand the unintended consequences a specific source of funding may have on the program as well as on oppressed persons and vulnerable groups. Critically analyzing the potential sources of funding in order to determine if the focus will be on client strengths or deficits, if resources will enhance social and economic justice, and how the resources will advantage or disadvantage various groups based on gender, sexual orientation, ethnicity, age, etc. must all be considered.

The ultimate barometer of a social worker’s resource acquisition knowledge and skills is whether the program has improved the quality of life for client systems of all sizes. That equates to the promotion of social and economic justice, the design of culturally appropriate services, and the mobilization of strengths. Excellence in the practice of resource acquisition is also marked by the presence and continual use of a critical perspective that examines organizational policies, procedures and practices.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.
IV. THE LIBERAL ARTS PERSPECTIVE

To master the material in this course, students will rely on a broad base of knowledge and intellectual skills. In-depth understanding of grantwriting and fundraising taps into fields such as economics, politics, business management, accounting, and ethics. Further, students will rely on advanced skills when they analyze, synthesize and evaluate information and cases; the course requires graduate level skills in written and oral communication. Students must understand relationships between effective service provision and the resources necessary to accomplish positive client outcomes and staff morale. They will recognize the conflicting expectations for services and limited resources, particularly as these apply to vulnerable populations who seek services in social agencies. Class assignments will require that students broaden their own knowledge base and clearly demonstrate abilities to analyze and utilize data about resources to influence decisions about the provision of service.

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V. PROFESSIONAL PURPOSES AND VALUES

The acquisition of resources greatly impacts an organization’s capacity for assuring effective service delivery. Through this course, students will explore their own values, those of the profession, and the ethical dilemmas concerning programs that are funded and those that are not. Students will begin to develop resource acquisition strategies that assure the most effective delivery of services.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

VI. PREPARATION FOR PRACTICE WITH POPULATIONS AT RISK

As mentioned in Section III, agency decision makers need to weigh numerous factors as they write grants and raise funds. The nature of the program and the clients to be served are two of the critical factors to be weighed. Resources must be planned and allocated in a vigilant and mindful manner to serve the needs of diverse and historically oppressed client groups. Social workers must effectively and efficiently acquire resources to increase workplace diversity and to increase the cultural competence of staff. These are just a few examples of how this course will prepare advanced practitioners for practice with populations at risk.

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VII. TOPICS

Must be covered
1. Public and Private Sources of Funding
2. Grantwriting terminology and concepts
3. Is the program ready for a grant or contract?
4. Prospect research for Public and Private Funding.
5. Reviewing RFAs, RFQs, and RFPs
6. Bidding on contracts.
7. The ethics of grantwriting and fundraising.
8. Preparing the components of a grant proposal (problem/need statement, program methodology, budget, and coordinating all of them) with necessary linkages to program development skills.
9. Confederated giving (e.g., United Way, Community Chest).
10. Generating community support and alliances for proposals.
11. Introduction to Fundraising
12. Organizational Readiness for Fundraising
14. Fundraising Strategies: Planned giving, events, gifts, memberships, client fees, etc.

**Recommended Coverage**
1. Laws and tax regulations regarding fundraising.
2. Task groups for preparing proposals
3. Planning software
4. Scoring submitted proposals

Individual instructors’ syllabi should provide a topical outline for the course and provide adequate information to determine where and when the required topics are being covered.

**VIII. RECOMMENDED READINGS**

**Recommended Texts:**


Individual instructors must either select one of the texts listed or obtain approval from the faculty mentor for an alternative text

Additional Recommended Readings


For individual syllabus, remove the word “RECOMMENDED.” In addition individual syllabi need to specify which readings are required and which are recommended. The entire list of “additional resources” does not need to be included in individual syllabi.

IX. RECOMMENDED ASSIGNMENTS

[NOTE: Not only will students in this class be varied as to the amount and type of experience they have, but will have had different prior coursework due to the fact that some are Clinical Concentration students and others are SWAAP Concentration students. This is a welcome challenge for class sessions and assignments. This “mixture” reflects the real world of advanced social work practice. SWAAP students will have completed a course on program design and most clinical students will not have this knowledge. It is entirely reasonable to introduce flexibility in a variety of ways in the implementation of the course. ]

1. **Developing Your Case for Support**- The first step in fundraising is developing a written case statement that will serve as a foundation for all subsequent grant proposals or fundraising strategies. Your case statement will highlight organizational components, such as, the mission statement, goals & objectives, programs and services, finances, governance, staffing, service delivery, planning and evaluation and history. A well developed case statement will highlight the organization’s capacity to fulfill its mission and motivate potential donors to give to the organization.

   Students can use their current place of employment or practicum as the basis of this assignment, or may choose an organization with which they are connected either as a volunteer or Board Member. Students will use information from their case statement in their final assignment, the Grant Proposal. (Reflects Educational Outcomes 1, 3, 5).

2. **Prospect Research**- Identify a program within your organization. Provide a brief description that includes a discussion of the proposed intervention, the target population, and the approximate amount of money needed. Using the Catalogue of Federal Domestic Assistance and other resources that will be discussed in class, you are to identify at least two new federal agencies/programs that might fund such a program. In addition, you are to identify at least three new private foundations from which you might seek funding. For each of the potential federal and foundation funders you have identified, you are to explain why they might provide funding for this type of program, this particular target population, and for the amount you seek. (Reflects Outcome Objective 2).

3. **Evaluation of Proposal**- Students will participate in small grant review teams to evaluate and score grant proposals and make recommendations for funding. Each grant review team will have three grant proposals to evaluate using RFP guidelines and scoring sheets that will be distributed with the assignment. Reviewers are to read and score each proposal on their own first and then come together as a group to discuss the applicants’ strengths and weaknesses. A final score for each proposal must be given by the group with explanations in writing, section by section, identifying both the strong and weak aspects of the proposal. Finally, make a recommendation as to whether the grants should be funded and if so, at what amount. Keep in mind that your comments will be read by the applicants as constructive feedback of their proposal.
Written feedback for each proposal should be typed and turned in with all completed scoring sheets. The criteria to evaluate this assignment will be on your ability to identify and substantiate the major strengths and weaknesses of the proposal; insight and originality; the application and integration of class readings and discussions; and the clarity with which you provide feedback. (Reflects Educational Outcome 6).

4. **Grant Proposal**: (More specifics on this assignment are attached at the end of the syllabus). Students will develop a grant proposal based on the guidelines distributed in class. The evaluation criteria included in the guidelines will be used by the instructor to assess each proposal. (Reflects Educational Outcome 5, 6).

5. **Development Plan**: Briefly assess your practicum agency’s readiness for fundraising or its current fundraising status. Develop an annual development plan for your agency, including the possibility of seeking funds from one confederated giving program. (Reflects Educational Outcomes 1, 3, 5, 7, and 8).

X. **GRADING**
   (Pending final approval of SWAAP Concentration).

**NOTE**: Advisory comments for instructors are in italics.

*If you (instructors) have any questions about the following information, you are strongly advised to seek clarification and advice from your mentor, especially if you do not have much teaching experience.*

You must include this section in your syllabus.

**A. Final Grades**

Instructors may use the following grades: A, A-, B+, B, B-, C+, C, C-, and F. (There is no A+ at KU). You do not have to use pluses and minuses. Many instructors do not because when grading papers (as opposed to tests) it is hard to finely differentiate between a B and B+ for example.

The following section, “What Grades Mean,” describes the meanings attached to particular grades. You may or may not include this information in your syllabus.

**What Grades Mean**

A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice.

B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.
Instructors must explain how final grades will be calculated, and, if applicable, the number of points needed to get an A, B, etc. If assignments are to be weighted differentially, that should be clearly explained here.

B. Assignment Grades
This information may be included in this section or with the information describing assignments. You are required to inform students of the criteria you’ll use to grade an assignment (e.g., persuasiveness of arguments, writing, etc.) and their relative weighting. Indicate the proportion of the final grade each assignment comprises. Please be sure to indicate the due date for each assignment.

C. Class Participation
You must indicate if class participation will comprise part of students’ class grades. The School does not require instructors to make participation part of the course grade. If you choose to do so, make sure to do all of the following: 1) define class participation and what students have to do to get full credit; and 2) what proportion of the final grade will participation be.

D. Class Attendance
Individual instructors set attendance policies. Whether and how instructors require attendance is usually correlated with instructors’ teaching and grading philosophy as well as their teaching style. If instructors wish to hold students accountable for the mastery of specific knowledge and skills, attendance is not a particularly valid indicator.

If you choose to use an attendance policy, you must spell out the particulars for students. For example, does each missed class cause a deduction of points, or are points deducted if more than X classes are missed. You should be aware of the following University policy related to attendance policies:

“In cases where part of a class grade is based on attendance, a student shall not be penalized for absence from regularly scheduled class activities which conflict with mandated religious observances. In cases of conflicts between regularly scheduled class activities and mandated religious observances, the student is responsible for initiating discussion with the instructor to reach a mutually acceptable solution.”

You may also wish to give excused absences for illness and/or family emergencies. If you do, members of the concentration recommend that some form of the following language be included: “It is the responsibility of students to contact the instructor prior to missing class, if possible, and to initiate discussions about meeting course requirements.”

The following attendance policy is popular in the School. It is included as an example. It should be changed to allow exceptions for religious observances:

“Attendance/participation will affect the final grade. Any student missing more than 2 classes (or the accumulation of hours equal to two classes) will be referred to the Associate Dean. If you miss 3 classes you will not pass this course. Points are deducted for missing class and coming to class late (3 pts. for each absence).”
E. Late Assignments

Indicate your policy toward late assignments. Here are some possibilities:

- Late assignments will not be accepted without prior permission
- Late assignments will be treated as an “F.”
- Grades on late assignments will be reduced by X% (or X points) for each day/week beyond the due date.

F. Incomplete grades.

You are required to include the following language in your syllabus:

A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. It is the student’s responsibility to request an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted. A student may not enroll in a course sequential to one in which he or she has an I or F letter grade. An incomplete not removed by the end of the next semester will be changed to an F.

XI. SPECIAL CONSIDERATIONS

Students who have special educational needs of any kind, including those related to learning disabilities, other disabilities, English as a second language should discuss necessary accommodations with the instructor within the first two sessions of the course. The university and School of Social Welfare are committed to provide supportive programs and accommodations to assist students who have special learning needs to successfully meet course expectations. In particular, students who feel that they have a disability that may require accommodation should advise the instructor of such disability and desired accommodation as soon as one obtains written documentation of the disability. The instructor will work with the student and the office of Services for Students with Disabilities to provide reasonable accommodations.

Please notify the instructor if your religious observances conflict with class or due dates for class assignments so we can make appropriate arrangements.

Individual instructors’ syllabi should be exactly the same as in the master syllabus.

XII. RECORDING AND SHARING RECORDINGS OF LECTURES

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. On request, the instructor will usually grant permission for students to audio tape lectures, on the condition that these audio tapes are only used as a study aid by the individual making the recording. Unless explicit permission is obtained from the instructor, recordings of lectures and review sessions may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.
XIII. HIPAA REGULATIONS
The Health Insurance Portability and Accountability Act (HIPAA) requires that any personal information that may identify a person must be removed to protect confidentiality. Confidentiality applies to both classroom discussions and to written work. Please follow these simple, yet essential guidelines:

- Always disguise the name and other personal identifying information when you speak and write about a person, following the guidelines established by HIPAA.
- If writing in great detail about a client, ask permission from the client.
- Share nothing about specific clients, agencies or other students outside of the classroom.

Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics and state guidelines.

XIV. INSTRUCTOR AVAILABILITY:
Provide students with information on how to see and/or reach you.

XV. INCLEMENT WEATHER POLICY:
In the event of inclement weather and the possible cancellation of classes, students should call:

- Lawrence: the University (785) 864-SNOW, or if hearing impaired and have TTY/TDD equipment, (800) 766-3777
- Edwards Campus: (913) 897-8499
- KCKCC Campus: (913) 334-1100

Class will be held if classes have not been cancelled, and students should contact the instructor if weather or driving conditions make it impossible for them to get to class.
Grant Proposal

You will prepare and submit a grant proposal that includes all of the information described in the guidelines below. The proposal is due no later than Monday June 9th at 5:00 p.m. Your grantwriting group should decide on the population you wish to serve (e.g., children in foster care) and what type of program or services you wish to propose. You should also decide what agency is making the grant proposal. (I strongly recommend using your practicum agency).

Proposal Guidelines (Project Narrative)

The narrative should provide information on how the application meets the evaluation criteria, which are the same as the format below. This narrative should be no less than 6 double-spaced pages and not more than 20 double-spaced pages. It should be typed on 8.5" x 11" plain white bond with 1" margins on both sides and the pages numbered, with the first page of the narrative as page number 1. Reproductions of larger size paper, reduced to meet the size requirement, are not acceptable. Applicants are required to follow the format described below in preparing their applications, using the five headings for sections of the application. However, the number of pages for each section is given as a suggestion only. More information on the exceptions follows the descriptions of the five sections.

A. Need for Project -- Objectives (4 double-spaced pages).

State the specific objectives and needs addressed by the project in terms of its national or regional significance, its theoretical importance and its applicability to practices and subordinate objectives of the project. Provide a detailed discussion of the "state-of-the-art" relative to the problem or area addressed by the proposal and indicate how the proposed effort will impact on it. State the goals or service objectives of the proposal. Summarize, evaluate and relate relevant data, based on planning or demonstration studies, to the proposed project. Give a precise location of the project or area to be served by the proposed project.

B. Project Methodology -- Project Implementation Plan (6 double spaced pages).

Tasks to be performed. Describe in detail the tasks to be performed including the events, activities and expected products. Identify the key staff member that will be the lead person. Relate each task to each of the objectives. Provide a chart indicating the timetable for completing each task, the lead person and the time committed.

Approach. Explain, in detail, the approach to be used for accomplishing each task and how this approach will accomplish the project objectives as well as how these objectives will solve the problem(s). Also, fully describe the research methodology, demonstration plan, design of training program or other appropriate techniques to be used.

C. Expected Outcomes (3 double spaced pages).

Identify, in specific terms, the results and benefits -- for target groups and human service program -- to be derived from implementing the proposed project. Describe how the expected results and benefits will relate to previous research and/or demonstration efforts. Also describe in specific terms the anticipated contribution that this project will make to policy, practice, theory and/or future research.

Describe in detail evaluation plans and procedures that are capable of measuring the degree to which the project objectives have been accomplished. Provide an explanation on why these evaluation techniques will be used.
D. Dissemination and Utilization (3 double spaced pages)

Describe in detail the products(s) resulting from the proposed project that will be disseminated. Also describe the steps to be taken to disseminate and promote the utilization of these products and findings. State what resources will be used to disseminate these products and findings. Finally, explain why these steps are expected to be successful in disseminating the products and findings. The specific audiences to whom the products and findings will be disseminated must be specified as well as the reason why these audiences will benefit from these results. State in detail the steps to be taken to have the products and findings adopted by these audiences.

E. Level of Effort (4 double spaced pages)

Staffing Pattern. Describe the staffing pattern for the proposed project, clearly linking responsibilities to project tasks and specifying the contributions to be made by key staff.

Adequacy of Resources. Specify the adequacy of the available facilities, resources and organizational experience with regard to the tasks of the proposed project. List the financial, physical and other resources to be provided by other profit and nonprofit organizations. Explain how these organizations will participate in the day-to-day operations of the project. Also explain the available resources or commitments for the continuation of the project after the federal funding period terminates or the demonstration is concluded.

Budget. Relate the proposed budget to the level of effort required to attain project objectives and provide a cost/benefit analysis. Demonstrate that the project's costs are reasonable in view of the anticipated results.

Collaborative Efforts. Discuss in detail and provide documentation for any collaborative and coordinated efforts with other agencies or organizations. Identify these agencies or organizations and explain how these will enhance the project. Letters of commitment must be included with the application. Also explain in detail the coordination efforts to bring community agencies to work together in support of the proposed project.

Authorship. The authors of the application must be clearly identified together with their current relationship to the applicant organization and any future project role they may have if the application is funded.

Organizational Capability Statement

A brief (maximum 2 pages double-spaced or one single-spaced) background description of how the applicant agency (or the particular division of a larger agency which will have responsibility for this project) is organized and the types and quantity of services it provides or research capabilities it possesses. This description should cover capabilities not included in the program narrative under level of effort. It may include descriptions of any current or previous relevant experience or describe the competence of the project team and its demonstrated ability to produce a final product that is readily comprehensible and usable.

Budget ($200,000 limit)

Section A -- Budget Summary.

Section B -- Budget Categories. This budget, which includes the federal as well as non-federal funding for the proposed project, covers (1) the total project period of 17 months or less or (2)
the first year if the proposed project exceeds 17 months. It should relate to item 12f, total
funding, on page one of the SF 424. Under column (5), enter the total (federal and non-federal)
funds, by object class category, for the total project period, if the project will be completed in 17
months or less; or for the first year, if the proposed project exceeds 17 months. A budget
justification should be included to explain fully and justify major items, as indicated below. The
budget justification should not exceed 3 typed pages and should follow Part III -- Budget
Information.

Non-federal funds contributed to the proposed project are considered cost-sharing or "matching
funds." The non-Federal share of total project costs for each budget period may be in the form of
grantee-incurred costs and/or third party in-kind contributions. It is important that the dollar
amounts (the non-Federal share) total at least 25 percent of the total project cost (the requested
Federal funds plus funds from non-Federal funds plus funds from non-Federal sources) for the
project period if that period is 17 months or less or for the first 12 months if the project period
exceeds 17 months. The 25 percent "matching funds" is required for each budget period whether
that period is less than 17 months or exceeds 17 months. The following are exceptions to the
required 25 percent "matching funds": (1) For applications from American Native tribal
organizations; (2) in the case of research projects, where the non-Federal share must be at least 5
percent of the total project cost; (3) non-Federal cost sharing is not required on applications
originating from American Samoa, Guam or the Northern Mariana Islands; and (4) no match or

Personnel - Line 6a. Enter the total costs of salaries and wages of applicant/grantee staff.
Identify the principal investigator or project director, if known. Specify the percentage of time
and titles of the organization's staff that will be working on the project as part of the budget
justification. Do not include the costs of consultants, which should be included on line h, Other.

Fringe Benefits - Line 6b. Enter the total costs of fringe benefits unless treated as part of an
approved indirect cost rate. Provide a breakdown of amounts and percentages that comprise
fringe benefits costs, such as health insurance, FICA, retirement insurance, etc.

Travel - 6c. Enter total costs of out-of-town travel (travel requiring per diem) for staff of the
project. Do not enter costs for consultant's travel or local transportation. Provide justification for
requested travel costs. Include the names(s) of traveler(s), total number of trips, destinations,
length of stay, transportation costs and subsistence allowances.

Equipment - Line 6d. Enter the total costs of all equipment to be acquired by the project.
"Equipment" is nonexpendable tangible personal property having a useful life of more than two
years and an acquisition cost of $500 or more per unit. An applicant may use its own definition,
provided that it would at least include all nonexpendable tangible personal property as defined in
the preceding sentence.

Supplies - Line 6e. Enter the total costs of all tangible expendable personal property (supplies)
other than those included on line 6d.

Contractual - Line 6f. Enter the total costs of all contracts, including (1) procurement contracts
(except those which belong on other lines such as equipment, supplies, etc.) and, (2) contracts
with secondary recipient organizations including delegate agencies. Also include any contracts
with organizations for the provision of technical assistance. Do not include payments to
individuals on this line. Attach a list of contractors indicating the name of the organization, the
purpose of the contract and the estimated dollar amount of the award. If the name of contractor, scope of work and estimated total is not available or has not been negotiated, include in Line h, "Other." Whenever the applicant/grantee intends to delegate part or all of the program to another agency, the applicant/grantee must complete this section (Section B, Budget Categories) for each delegate agency by agency title, along with the supporting information. The total cost of all such agencies will be part of the amount shown on Line 6f. Provide back-up documentation identifying the name of contractor, purpose of contract and major cost elements.

Construction - Line 6g. Leave blank since new construction is not allowable and HDS funds are rarely used under this program announcement for either renovation or repair.

Other - Line 6h. Enter the total of all other costs. Such costs, where applicable, may include, but are not limited to, insurance, medical and dental costs, noncontractual fees and travel paid directly to individual consultants, local transportation (all travel which does not require per diem is considered local travel), space and equipment rentals, printing and publication, computer use, training costs including tuition and stipends, training service costs including wage payments to individuals and supportive service payments and staff development costs.

Total Direct Charges - Line 6i. Show the totals of Lines 6a through 6h.

Indirect Charges - Line 6j. Enter the total amount of indirect costs. If no indirect costs are requested enter "none." This line should be used only when the applicant (except local governments) has a current indirect cost rate agreement approved by the Department of Health and Human Services or another Federal agency. Enclose a copy of this agreement. Local governments shall enter the amount of indirect costs determined in accordance with HHS requirements. In the case of training grants to other than State or local governments (as defined in 45 CFR Part 74), the reimbursement of indirect costs will be limited to the lesser of the negotiated or actual indirect cost rate or 8 percent of the amount allowed for direct costs exclusive of any equipment charges, rental of space, tuition and fees, post-doctoral training allowances, contractual items, and alterations and renovations. It should be noted that when indirect charges are included, these charges should not be charged as direct charges to the grant.

Total - Line 6k. Enter the total amounts of Lines 6i and 6j.

Program Income - Line 7. Enter the estimated amount of income, if any, expected to be generated from this project. Do not add or subtract this amount from the total project amount. Describe the nature, source, and anticipated use of income in the Program Narrative.

In-Kind Contributions - Line 8. After program income, enter the value of in-kind contributions. In-kind contributions are defined in Title 45 of the Code of Federal Regulations, Part 74.51 as, "property or services which benefit a grant-supported project or program and which are contributed by non-Federal third parties without charge to the grantee, the subgrantee, or a cost-type contractor under the grant or subgrant."

Section C -- Budget Estimate of Federal Funds Needed for Balance of the Project. This section should only be completed if the total project period exceeds 17 months.

Totals - Line 20. For projects that will have more than one budget period, enter the estimated required Federal funds for the second budget period (months 13 through 24) under column (b) First. If a third budget period will be necessary, enter the Federal funds needed for months 25 through 36 under (c) Second. Columns (d) and (e) will be blank since HDS limits funding under this announcement to a three year maximum.
Summary Description

Use a separate piece of plain paper to provide this summary description of the project. Clearly mark this separate page with the applicant name. The summary description should not exceed 1,200 characters, including spaces and punctuation. These 1,200 characters become part of the computer database on each project.

Care should be taken to produce a summary description that accurately and concisely reflects the proposal. It should describe the objectives of the project, the approaches to be used and the outcomes expected. The description should also include a list of major products that will result from the proposed project (such as software packages, materials, management procedures, data collection instruments, training packages or videos). This information is the first information that the reviewers read in evaluating the application. Applicants that do not submit this summary description may jeopardize their chances of being funded.

At the bottom of the page, but apart from the summary description, type up to 10 key words describing the services(s) and target population(s) to be covered by the proposed project. These key words will be used for computer searches for specific types of proposed and funded projects.

Criteria for Screening and Review

All applications that meet the deadline will be screened to determine completeness and conformity to the requirements of this announcement. Complete, conforming applications will then be reviewed and scored competitively. Nonconforming applications will not be reviewed, and the applicants will be so informed.

1. Screening Requirements.

In order for an application to be complete and in conformance, it must meet the following requirements:

(a) **Length**: The narrative portion of the application must meet minimum and maximum length requirements. It must be at least six double-spaced pages but must not exceed twenty double-spaced pages typewritten on one side of the paper. The capability statement must not exceed two double-spaced pages.

(b) **Deadline**: Applications must be turned in no later than 5:00 p.m. on Monday June 9, 1997.

Applications that do not meet these screening requirements will not be referred to reviewers.

2. Evaluation Criteria

Applications that pass the screening will be reviewed by a panel of one person. This reviewer will be an expert from outside the Federal government. The reviewer will comment on and score the applications, basing their comments and scoring decisions on the requested information in the Program Narrative.

(a) Need for the Project 20 points
(b) Project Methodology 30 points
(c) Expected Outcomes 15 points
(d) Dissemination and Utilization  15 points
(e) Level of Effort  20 points