Persuasive Writing for Grant Proposals

Learning How to Write to What Funders Want

Module 3 in the Grant Writing Series from USF’s Center for Child Welfare

Amy C. Vargo, Ph.D.  Melissa H. Johnson, M.A., M.P.H.
Presenters

Melissa Hope Johnson, M.A., M.P.H
Senior Social & Behavioral Researcher
Department of Child and Family Studies
University of South Florida

Background: applied anthropology, public health

Research interests: child welfare, children’s mental health, juvenile justice, human trafficking, program evaluation, implementation science, reducing disparities and promoting social justice

Funded projects: CHANCE Program Evaluation (CHN/DCF), Cross-site Analysis and Case Study of STOP Program Grantees (NIJ), Miami CARES Project (ACF)

Amy C. Vargo, Ph.D.
Research Assistant Professor
Department of Child and Family Studies
University of South Florida

Background: applied anthropology

Research interests: child welfare, behavioral health services, community governance and public-private partnerships, implementation science, program evaluation

Funded projects: Child Welfare Pre-Service Training Evaluation (DCF), Cross-site Analysis and Case Study of STOP Program Grantees (NIJ), Florida Title IV-E Waiver Evaluation (ACF/DCF)
Introduction & Overview

I. Strategies for communicating with funders
II. Tools for communicating clearly and effectively through your writing
III. The art of persuasion: Writing techniques to convince your reviewers
IV. A picture is worth a thousand words: Creating graphics to illustrate key points
Learning Objectives

1) Understand what each funder is looking for, their interests, and key terms and concepts they use. Learn how to communicate with potential funders to ensure concept alignment and build rapport.

2) Learn how to communicate your ideas clearly, use language to influence funders, and ensure a consistent voice throughout your proposal despite multiple authors.

3) Be able to “sell” your organization and project to a funder by employing strategies for persuasive writing.

4) Understand when and how to use visuals, graphics, charts, and models in proposals.
Strategies for Communicating with Funders
Why Speak with a Funder Beforehand?

- Relationship and rapport building
- Better understand a funder’s priorities
- Check for alignment
- Improve your proposal
- Save time
- Increase your odds of success
Cultivate relationships with funders

• Start building a relationship **before** you apply to maximize success
  • Learn more about the funder and confirm potential alignment
  • Tell the funder about your organization and why you are worth investing in
• Cultivation should be **strategic**, **systematic**, and **coordinated**
• Roles and responsibilities
Learn More About Funders

• Who is the funder?
• What are they looking for?
• What do they hope to achieve?
• Ask questions early on in the process
• Work on building a relationship with the funder
• Avoid last minute questions
Research projects and organizations that have been funded in the past

• Information about past awards is often listed on the funder’s website (e.g. name of awardee, date of award, funding amount, brief description of project)
• May be able to request copies of federally funded proposals under the Freedom of Information Act
• You can also research the funding history of federal agencies through USAspending.gov
• Ask the program officer
• Reach out to funded organizations directly
• Talk to past reviewers
Finding Info Beyond the Call for Proposals

Equity-Focused Policy Research: Building Cross-Cutting Evidence on Supports for Families with Young Children

2021 Call for Proposals
Release Date: January 5, 2021 | Application Deadline: Tue, 16 Feb 2021

Purpose
Research shows that the earliest years of life are a critical period of human development. Young children’s earliest relationships and experiences have a strong influence on brain development and future health and well-being (Harvard University Center on the Developing Child 2016). Young children’s foundational relationships and experiences occur in the context of families and communities.

Yet, some families do not have access to the basic necessities and resources to foster the nurturing experiences and stimulating environments that young children need to thrive. These circumstances are especially likely to affect families of color, families living in rural areas, and other groups of families who experience gaps in access to supports and face disparities in outcomes related to health and well-being. What is needed are policies that support low-income families to provide stimulating and nurturing environments to promote children’s healthy physical, social-emotional, and cognitive development and their future success in school and life.

The COVID-19 pandemic has made clear that current policies and practices fall short in supporting and facilitating families’ access to the social safety net system. Moreover, the pandemic has exacerbated the consequences of poverty, racism, and discrimination and exposed the health, economic, social, and other inequities vulnerable families experience. In the context of the pandemic, RWJF is taking steps to focus attention on and provide resources to families and communities facing the greatest strain. Newly emerging barriers to accessing essential supports are likely to exacerbate the health and economic effects of this crisis for families that already face inequities. The economic and social disruptions created by the COVID-19 pandemic also have the potential to draw more focused attention to the effects of historic inequities on communities of color and low-resource communities. The disproportionate burden of COVID-19 on people of color, marginalized populations,
Sample Proposal

Equity-Focused Policy Research: Building Cross-Cutting Evidence on Supports for Families 2021 Call for Proposals

Eligibility Criteria*

Instruction:
Respond to the question below to indicate whether the applicant meets these conditions.

* Indicates required

1. Eligible applicant organizations include academic institutions, public entities, and private nonprofit organizations, state and local government agencies, and for-profit organizations. All organizations must be based in the United States or its territories. Applicants also may represent partnerships between service providers or practitioners and researchers. Does the applicant organization meet these criteria?*
   - Yes
   - No
Sample Proposal

Equity-Focused Policy Research: Building Cross-Cutting Evidence on Supports for Families 2021 Call for Proposals

Supporting Documents *

1. CVs/resumes for key personnel
2. References cited in proposal narrative

Instruction:
The following documents are required:

To Begin: Click on the links in the "Templates" column shown below. Carefully follow the instructions in each document.

To Upload: Upload the completed document(s) by selecting the "Upload" button below. For assistance with uploading, refer to the "Upload Documents" section of the "Applicant Guide." (see "Resources" area on the left).

When you have completed this page, select the "Save/Save as finished" button at the bottom of the page. Once all sections of your application are complete, you may "Submit" from the Home Page. All uploaded documents may be updated and uploaded until you submit your application.

* Indicates required

<table>
<thead>
<tr>
<th>Description</th>
<th>Templates</th>
<th>Uploaded Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>CV Instructions *</td>
<td>Download the template in the &quot;Template&quot; column to the right, and follow the instructions carefully. To maintain the original formatting, you must convert your document to a PDF prior to uploading. For additional information, refer to &quot;Troubleshooting Tips.&quot; (see &quot;Resources&quot; area on the left). Maximum of five four-page documents.</td>
<td></td>
</tr>
</tbody>
</table>

References Cited in Proposal Narrative
General FAQs about applying for a grant

Do I have to be on a special list maintained by RWJF or otherwise be pre-qualified to respond to a call for proposals?
No. Any organization is welcome to respond to a call for proposals (CFP), although prospective applicants should read the CFP and sample of the proposal carefully to ensure that they meet eligibility requirements. To learn when CFPS are released, sign up to receive RWJF Funding Alerts or add a feed of CFPS to your news reader.

What types of organizations do you fund?
The vast majority of our funding is to nonprofit organizations and public agencies. Historically, a small percentage less than one percent of our funding has been to for-profit organizations, and always in instances where the institution’s project is an excellent fit with our strategies and we felt they were best suited to do the work.

May I apply for this funding opportunity even if I am already funded by RWJF?
Yes, applicants that have other active RWJF grants may apply.

Can you share a copy of a successful proposal?
No, we consider proposals the intellectual property of the applicant and do not share them outside the Foundation.

If we are not chosen for this funding opportunity, will we still be eligible for other RWJF grant opportunities?
Yes, interested applicants may apply for other RWJF grants. To learn when CFPS are released, sign up to receive RWJF Funding Alerts or add a feed of CFPS to your news reader.

How long does it take for a proposal to be approved?
If a two-step process is used, which involves submitting a brief proposal and then a full proposal, the review and approval time is between four and seven months. When only a full proposal is required, the review and approval process is about three to four months. For award details regarding a specific call for proposals (CFP), please check the key dates outlined in the
Proposal Specific Webinar

Eligibility and Selection Criteria

- Eligible applicant organizations include academic institutions, public entities and private nonprofit organizations, state and local government agencies, and for-profit organizations.

- All organizations must be based in the United States or its territories.

- Applicants also may represent partnerships between service providers or practitioners and researchers.

Key Dates

- View the January 12th webinar recording and slides (PDF).

- February 16, 2021 (3 p.m. ET)
  Deadline for receipt of brief proposals.*

- May 11, 2021 (3 p.m. ET)
  Deadline for receipt of full proposals.*
Proposal Specific Questions

Equity-Focused Policy Research: Building Cross-Cutting Evidence on Supports for Families with Young Children

Responding to the Call for Proposals

Webinar for prospective applicants
January 12, 2021
Funder’s Interests and Current Programs

The Equity-Focused Policy Research (EFPRI) grant program seeks to fund a body of research that illuminates strategies and policies that enhance families’ equitable access to key resources for supporting their children’s healthy development. EFPRI grants are guided by a research agenda that focuses on (1) understanding the sources of inequities in families’ access to and use of key resources; (2) identifying and testing innovations to advance equity; and (3) strategies for scaling up policies and approaches that are effective in advancing equity. The agenda addresses three policy areas as providing critical resources for families: (1) access to early care and education (ECE), (2) income supports (such as the Earned Income Tax Credit [EITC] and cash transfer programs) and income generation/replacement; and (3) nutrition supports (such as the Supplemental Nutrition Assistance Program [SNAP]).

Eligibility and Selection Criteria

- Eligible applicant organizations include academic institutions, public entities and private nonprofit organizations, state and local government agencies, and for-profit organizations.
- All organizations must be based in the United States or its territories.
- Applicants also may represent partnerships between service providers or practitioners and researchers.

Key Dates

- View the January 12th webinar recording and slides (PDF).
- February 16, 2021 (3 p.m. ET)
  Deadline for receipt of brief proposals.
- May 11, 2021 (3 p.m. ET)
  Deadline for receipt of full proposals.

Featured Initiatives

Council for a Strong America
Five organizations of powerful leaders preparing the next generation to be well-educated, physically fit, and prepared for productive lives.
Learn more

Child Opportunity Index
Measuring and mapping the resources and neighborhood conditions that can foster healthy childhood development or hinder it.
Learn more

Center on Budget and Policy Priorities
Advancing policies that strengthen families across a range of issues, aimed at ensuring they get the support and resources needed through policy and systems change.
Learn more

Ascend at the Aspen Institute
A hub for breakthrough ideas and collaborations that move children and their parents toward educational success and economic security.
Learn more
Recent Research Briefs

Maternal Health Inequity During the COVID-19 Pandemic
01/26/2020 | Brief
Maternal mortality and serious morbidity rates are considerably higher in the United States than other wealthy nations, and women of color are bearing the brunt of this crisis.

Parents are Struggling to Provide for Their Families During the Pandemic
05/21/2020 | Brief
The economic havoc wreaked by COVID-19 threatens the health of families, especially the nation’s 77 million children ages 18 and under.

The COVID-19 Pandemic is Straining Families’ Ability to Afford Basic Needs
04/26/2020 | Brief
Survey data of nonelderly adults examining the effects of COVID-19 on families’ employment and...
Priority Areas Listed in FOA

• Refer to the FOA/RFP for guidance
• Look for clearly articulated priority areas
• Look for specific goals and objectives the projects are expected to address
• Assume these are expectations, not suggestions
Example Priority Areas

OJP Policy Priority Areas In FY 2021

In addition to executing any program-specific prioritization that may be applicable, OJP will give priority consideration to applications as follows:

• Applications that address specific challenges that rural communities face.
• Applications that demonstrate that the individuals who are intended to benefit from the requested grant reside in high-poverty areas or persistent-poverty counties.
• Applications that offer enhancements to public safety in economically distressed communities (Qualified Opportunity Zones).

Receipt of priority consideration does not guarantee that an application will be funded; nor will the failure to receive priority consideration necessarily mean that an application will not be funded.
Tools for Communicating Clearly and Effectively through your Writing
Writing Nuts and Bolts

• First person vs. third person
• Active vs. passive voice
• Limit use of acronyms
• Avoid contractions and abbreviations
• Inclusive, gender-neutral language
• Reader-friendly language
• Be concise
Active Versus Passive Voice

**Example 1:**

Passive Voice: “Counseling will be provided by Masters level clinicians”.

Active voice: “Masters level clinicians will provide counseling”.

**Example 2:**

Passive Voice: “More than 500 youth have been enrolled in the program in the past year”.

Active Voice: “The program enrolled more than 500 youth in the past year”.
Writing Nuts and Bolts

- First person versus third person
- Active versus passive voice
- Limit use of acronyms
- Avoid contractions and abbreviations
- Inclusive, gender-neutral language
- Reader-friendly language
- Be concise
The Center for Child Welfare (The Center) was founded in 2007 out of a need to communicate a consistent policy and practice message to all child welfare professionals throughout Florida. The Center engages and collaborates with all of Florida’s child welfare system to provide current and relevant training, resources, and information for child welfare professionals. Florida’s child welfare community relies on The Center for identifying, recording, and disseminating critically important advanced training to child welfare professionals in the field. We are the “one-stop-shop” for Florida’s child welfare system of care. The Center’s experience developing, executing, and evaluating competency-based, trauma informed, and culturally infused face-to-face and online curricula aimed at top child welfare leadership, middle managers, front-line supervisors as well as front-line workers which can enhance the current offerings and ensure more robust outcomes. The Center utilizes a knowledge management platform built and tested over the past 12 years with over 12,000 users, this will serve as a reliable infrastructure for hosting online training, webinars, websites, mobile apps, and other innovative dissemination vehicles to reach child welfare leaders.
The Center for Child Welfare at the University of South Florida was founded in 2007 out of a need to communicate a consistent policy and practice message to child welfare professionals throughout Florida. The Center utilizes a knowledge management platform currently reaching 12,000 users who serve more than 34,000 children in out-of-home and in-home care. The Center’s central mission is to provide vital, up-to-date and research-based training, as well as critical resources and information to best prepare and support child welfare investigators, case managers, supervisors and leadership to meet the needs of Florida’s most vulnerable children and families.
Help Reviewers Know What to Expect

- Revisit what you learned in grade school
- Use thesis statements and topical sentences
- Provide an overview of supporting points
- Address issues in the order you introduced them
Writing Organization and Structure

• Use headings and sub-headings
  • Limit to 3 levels

• Paragraphs
  • Address a single topic
  • Begin with a topic sentence
  • Approximately 4-6 sentences total

• Sentences
  • No more than 3 lines
  • Avoid run-ons
  • Use numbers or letters to delineate items in a long list
Structured Writing 101

Diagram:
- Main Idea
- Supporting Detail
- Supporting Detail
- Supporting Detail

The “Magic” of 3

- Our brains look for patterns
- Three is the smallest number of elements needed to create a pattern
- If you can employ the use of three supporting bullet points to make it easier for reviewers, give it a try.

“Agreed. We fund only those proposals we can understand.”
“We propose a research based, comprehensive approach to reinvesting in and invigorating Florida’s existing child welfare mid and senior level leadership. Our desire is to effect change in how child welfare leaders approach challenges around child well-being by placing a value on evidence-based/-informed strategies and using strong implementation practices to put those strategies in place. We will provide mid and senior level managers and policymakers access to reliable evidence-based/-informed training, resources, and tools that address prevention, early intervention, social and emotional well-being, and responses to adverse childhood experiences. We will collaborate with and connect child welfare mid and senior level managers in a dynamic conversation around meeting the needs of children and families, and we will reinforce a child-centered and family-focused system of care that is responsive to the cultural, racial, ethnic, and economic differences of Florida’s population.”
Getting started with the writing process

• Good writing takes time, multiple drafts, and lots of editing

• If you’re struggling to get started, try these suggestions:
  • Start from a detailed outline
  • Get up and walk around
  • Try speaking your ideas out loud
  • Figure out what time of day you are most productive
What if I’m not a good writer?

<table>
<thead>
<tr>
<th>If you are better at communicating verbally…</th>
<th>Try speaking your ideas out loud and record them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are having trouble communicating your idea clearly…</td>
<td>Try explaining your idea to someone who is unfamiliar with your project.</td>
</tr>
<tr>
<td>If you feel like you’re writing skills are not up to par…</td>
<td>Identify someone you know who is a good writer to review and provide edits for you.</td>
</tr>
</tbody>
</table>
Writing to influence funders...

Choose
Choose your words carefully and deliberately. Appeal to the reader’s emotions, sense of fairness or justice. Consider the connotation of a particular word choice.

Incorporate evidence
Incorporate research, data, and evidence to support your argument. Provide examples to illustrate a point.

Demonstrate capability
Highlight your skills, experience, and expertise that will contribute to project success. Include examples of relevant past successes that you can build upon.

Apply logic
Ensure your argument is logical. Connect the dots for the reader. Make sure there are no holes!

Be assertive
Speak with authority and conviction. Avoid statements like “I think” or “I feel” that make your argument sound weak.
Editing your writing

• Read out loud
• Try moving around
• Print and edit by hand
• Take a break!

• Conduct multiple rounds of edits with different focuses
  • Formatting
  • Verb tense, grammar, spelling
  • Terminology and acronyms
  • Citations and references
  • Cross-check with RFP requirements
Ensuring consistency

- Terminology and word choices
- Verb tense agreement
- Spelling and grammar
- Citation and reference style
- Select a “style” editor
Make sure you’ve followed instructions!

- Follow the FOA formatting directions
  - Font size
  - Line spacing
  - Margins
  - Page length

- If guidelines are not provided:
  - Arial or Times New Roman
  - 11 or 12 point font
  - Left justification
  - One inch margins
  - 1.5 line spacing
  - Provide table of contents if more than 10 pages
The Art of Persuasion: Writing Techniques to Convince Reviewers
## How Grant Writing Differs from Other Types of Writing

<table>
<thead>
<tr>
<th>Academic or Other Types of Writing</th>
<th>Grant Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stating Facts</td>
<td>Persuading readers</td>
</tr>
<tr>
<td>Your own research or clinical goals take priority</td>
<td>The funder’s goals and objectives take priority</td>
</tr>
<tr>
<td>Explaining a phenomenon</td>
<td>Selling a concept</td>
</tr>
<tr>
<td>Impersonal tone</td>
<td>Personal tone</td>
</tr>
<tr>
<td>Objective and dispassionate</td>
<td>Enthusiasm and excitement for the work</td>
</tr>
<tr>
<td>Primarily solo effort</td>
<td>Normally requires team consensus</td>
</tr>
<tr>
<td>Individual accomplishments</td>
<td>Team orientation</td>
</tr>
<tr>
<td>Terminology, acronyms and jargon</td>
<td>Readability</td>
</tr>
</tbody>
</table>

Stein, J. (2017) Writing Persuasive Proposals. Old Dominion University, Norfolk, VA.
Use Power Words and Cover Important Concepts

• Trigger emotional and psychological responses
• Connotate action
• Show positivity
• Paint a picture for readers
• Motivate funders to support your work
### Action Verbs are Power Words

<table>
<thead>
<tr>
<th>achieve</th>
<th>distribute</th>
<th>halt</th>
<th>magnify</th>
<th>practice</th>
<th>seize</th>
</tr>
</thead>
<tbody>
<tr>
<td>address</td>
<td>do</td>
<td>help</td>
<td>maintain</td>
<td>praise</td>
<td>select</td>
</tr>
<tr>
<td>administer</td>
<td>draft</td>
<td>handle</td>
<td>make</td>
<td>predict</td>
<td>sharpen</td>
</tr>
<tr>
<td>advance</td>
<td>draw</td>
<td>help</td>
<td>maintain</td>
<td>prepare</td>
<td>simulate</td>
</tr>
<tr>
<td>advise</td>
<td>duplicate</td>
<td>hold</td>
<td>manage</td>
<td>prescribe</td>
<td>specify</td>
</tr>
<tr>
<td>advocate</td>
<td>ease</td>
<td>hypothesize</td>
<td>mandate</td>
<td>prioritize</td>
<td>stimulate</td>
</tr>
<tr>
<td>allocate</td>
<td>edit</td>
<td>ignite</td>
<td>master</td>
<td>process</td>
<td>strengthen</td>
</tr>
<tr>
<td>analyze</td>
<td>educate</td>
<td>identify</td>
<td>measure</td>
<td>produce</td>
<td>study</td>
</tr>
<tr>
<td>approach</td>
<td>elevate</td>
<td>impart</td>
<td>mediate</td>
<td>program</td>
<td>suggest</td>
</tr>
<tr>
<td>attain</td>
<td>emerge</td>
<td>implement</td>
<td>meet</td>
<td>project</td>
<td>summarize</td>
</tr>
<tr>
<td>assess</td>
<td>embrace</td>
<td>improve</td>
<td>mend</td>
<td>promote</td>
<td>suggest</td>
</tr>
<tr>
<td>begin</td>
<td>empower</td>
<td>increase</td>
<td>mentor</td>
<td>propel</td>
<td>support</td>
</tr>
<tr>
<td>build</td>
<td>encourage</td>
<td>indicate</td>
<td>mobilize</td>
<td>provide</td>
<td>survey</td>
</tr>
<tr>
<td>calculate</td>
<td>endure</td>
<td>induce</td>
<td>motivate</td>
<td>purchase</td>
<td>systemize</td>
</tr>
<tr>
<td>categorize</td>
<td>enhance</td>
<td>insert</td>
<td>move</td>
<td>qualify</td>
<td>talk</td>
</tr>
<tr>
<td>change</td>
<td>engage</td>
<td>inspect</td>
<td>name</td>
<td>question</td>
<td>teach</td>
</tr>
<tr>
<td>collaborate</td>
<td>enlighten</td>
<td>inspire</td>
<td>negotiate</td>
<td>quote</td>
<td>terminate</td>
</tr>
<tr>
<td>communicate</td>
<td>estimate</td>
<td>institute</td>
<td>network</td>
<td>raise</td>
<td>theorize</td>
</tr>
<tr>
<td>compare</td>
<td>evaluate</td>
<td>interpret</td>
<td>note</td>
<td>reach</td>
<td>think</td>
</tr>
<tr>
<td>compile</td>
<td>examine</td>
<td>introduce</td>
<td>number</td>
<td>reason</td>
<td>tighten</td>
</tr>
<tr>
<td>complete</td>
<td>exceed</td>
<td>interchange</td>
<td>nurture</td>
<td>recognize</td>
<td>translate</td>
</tr>
<tr>
<td>compose</td>
<td>expand</td>
<td>interpret</td>
<td>observe</td>
<td>recommend</td>
<td>trim</td>
</tr>
<tr>
<td>conduct</td>
<td>explain</td>
<td>intervene</td>
<td>obtain</td>
<td>record</td>
<td>try</td>
</tr>
<tr>
<td>consolidate</td>
<td>extend</td>
<td>interview</td>
<td>occupy</td>
<td>reduce</td>
<td>understand</td>
</tr>
<tr>
<td>coordinate</td>
<td>facilitate</td>
<td>invent</td>
<td>offer</td>
<td>regulate</td>
<td>undertake</td>
</tr>
<tr>
<td>create</td>
<td>fill</td>
<td>investigate</td>
<td>officiate</td>
<td>Reinforce</td>
<td>unite</td>
</tr>
</tbody>
</table>

https://www.elks.org
Top Power Words

• Vision, Envision, Imagine
• Needs Assessment, Target, Objectives, Goals
• Impact, Contribution, Making a Difference
• Community
• Innovation
• Investment, Return on Investment
• Sustainability
• You
Language Strategies for Persuasion

- Select topics or problems to solve that you are passionate about.
- Present different sides of an issue.
- Think of a hook.
Language Strategies for Persuasion

• Understand your audience.
• Humanize your data.
• Anecdotes and examples.
• Plain language.
• Use emotive words.
• Repetition, repetition, repetition.
• The power of positivity.
# Positive Versus Negative Words

<table>
<thead>
<tr>
<th>Negative Words to Avoid</th>
<th>Positive Words to Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mistake</td>
<td>Benefit</td>
</tr>
<tr>
<td>Problem</td>
<td>Progress</td>
</tr>
<tr>
<td>Refuse</td>
<td>Renew</td>
</tr>
<tr>
<td>Damage</td>
<td>Support</td>
</tr>
<tr>
<td>Impossible</td>
<td>Success</td>
</tr>
<tr>
<td>Loss</td>
<td>Inspire</td>
</tr>
<tr>
<td>Can’t</td>
<td>Valuable</td>
</tr>
<tr>
<td>Fail</td>
<td>Celebrate</td>
</tr>
<tr>
<td>Little value</td>
<td>Can</td>
</tr>
</tbody>
</table>
## Examples of Positive Language

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today will be partly sunny.</td>
<td>Today will be partly cloudy.</td>
</tr>
<tr>
<td>We value our staff.</td>
<td>We don’t ignore our staff.</td>
</tr>
<tr>
<td>Funding will benefit the program and bring value through the establishment of new leadership.</td>
<td>The loss of leadership has made it impossible to move the program forward, but funding would allow us to deal with the problem.</td>
</tr>
<tr>
<td>We have learned from previous work, and progress and success will be by-products of the investment that will be made into the community.</td>
<td>The damage has been done and we can’t continue to ignore the mistakes that have been made.</td>
</tr>
</tbody>
</table>
Language Strategies for Persuasion

- Methods of description
- Caution and Connotation
- Use of evidence and expert opinion
A Picture is Worth a Thousand Words: Creating Graphics to Illustrate Key Points
Advantages to incorporating graphics, charts, etc.

• Enhance visual appeal
• Helps to tell the story or convey critical information in less space
• Reinforce points made in the narrative
• Provide additional context regarding population or community
• Showcasing work you’ve done and/or pilot data
• Makes complex information easier to understand
When to use graphics, charts, or other visuals

• When it helps to convey or communicate information more clearly or succinctly
• When it illustrates a key point in a persuasive way
• When trying to explain or illustrate a process
Example 1: Using Line Graphs to Show Trends

Children in Out-of-Home Care (FL) vs. In-Home Services (FL)

[Graphs showing trends over time for children in out-of-home care and in-home services in Florida]
Example 2: A Map Can Show the Geographic Distribution of a Phenomenon of Interest

Alaska Children (<18) Living in Poverty, 2010

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates Program (2011)
Produced by Data Advocacy, Casey Family Programs
Example 3: Pie Charts Can Highlight Demographic Characteristics and Illustrate Disparities


- Alaska Native: 22%
- Non-Native: 78%

Alaska Children in Out-of-Home Care (2011): 769

- Native: 62%
- Non-Native: 32%
- Undetermined: 6%
Example 4: Bar Charts Can Be Used to Display Frequencies or Averages

Most Common Child Maltreatments Resulting in Removal (FL 2019-2020)

- Substance misuse: 7760
- Domestic violence: 3336
- Inadequate supervision: 3139
- Inadequate housing: 1829
- Physical abuse: 1729
- Sexual abuse: 509

Caregiver Assessment of Youth Strengths, Average BERS-2C Scores

- Interpersonal strength: 10.25
- Family involvement: 8.75
- Intrapersonal strength: 8.25
- School functioning: 5.25
- Affective strength: 9.25
Example 5: More Complex Bar Charts Can Provide Further Comparisons


Comparison of Pre- and Post-Treatment Risk Behavior Scores on the CANS among Youth with Varying Levels of Trauma Exposure
Example 6: A Flow Chart Can Illustrate a Process

Juvenile Justice System

Source: Office of Juvenile Justice & Delinquency Prevention
Example 7: Graphics can Showcase Core Values, Guiding Principles, or Frameworks

Leadership/Commitment
- Leaders are committed to establishing a vision for change, creating a sense of urgency, and authorizing the core leadership team to carry out the vision.
- There is buy-in and champions for change at all levels of the system (managers, supervisors, and staff).
- A plan for strategically aligning values, practices, policies, and resources to achieve identified outcomes is developed and continuously monitored through ongoing evaluation.
- Results and feedback on progress is communicated and there is shared accountability to outcomes.

Vision and Values
- There is consensus on the vision for change among leaders and stakeholders.
- There is a shared understanding of the values and principles that will provide a framework for the system’s change.

Stakeholder Involvement
- Internal stakeholders (managers, supervisors and direct service staff) and external stakeholders (service providers, schools, courts, mental health, juvenile justice, universities, family and youth organizations) are actively involved in planning, implementation, evaluation, and decision making.
- Caregivers, families and young people play a significant role to ensure that the system change effort meets their real needs and are culturally responsive.

Environment
- There is political will and community readiness and acceptance for the identified change.
- An organizational culture is fostered that promotes open communication and creative problem solving so that the identification of barriers, resistance, and conflict can be constructively addressed.

Capacity/Infrastructure
- Interagency agreements are in place to support collaboration and shared accountability.
- Standards for effective practice are supported by policies, procedures and adequate funding.
- There is a cross-functional team to manage the implementation and adequate staffing to perform functions in carrying out goals.
- There are appropriate resources allocated to support training, technical assistance and expertise needed to support implementation.
- Data is accessible and resources are available to support continuous quality improvement.

Source: Western & Pacific Child Welfare Implementation Center
Example 8: A Table Can Summarize Information about Objectives, Strategies, and Expected Outcomes

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gather feedback from STOP grantees on the implementation of violence prevention and mental health training programs through broad cross-site analysis.</td>
<td>1.1 Determine stage of implementation for each site.</td>
<td>1.1 – 1.4. Distribute electronic survey to 2 contacts from each of the 2018-2019 grantee sites</td>
</tr>
<tr>
<td></td>
<td>1.2 Assess perspectives on challenges and facilitators of implementation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.3 Assess capacity for mental health support in schools.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.4 Assess level of satisfaction with program implementation.</td>
<td></td>
</tr>
<tr>
<td>2. Assess contextual factors influencing implementation, as well as regional and population variances through a targeted, comprehensive case study.</td>
<td>2.1 Determine site-specific factors that have contributed to perceived challenges or effectiveness in implementation at 10 select sites</td>
<td>2.1.1 Conduct document reviews at each case study site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.2 Conduct remote observations with key planning groups or coalitions from each case study site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1.3 Conduct semi-structured interviews with stakeholders from each case study site</td>
</tr>
</tbody>
</table>
Example 9: A Timeline Can Document Key Historical Events or Outline Proposed Plans
Example 10: Graphics can Illustrate a Project’s Management and Organizational Structure

Miami CARES Project

- Project Leadership: Our Kids
  - Service Providers
    - Citrus Health Network
  - Case Management Agencies
    - CHS
  - Legal System
    - Dependency Court
    - State Attorney’s Office
  - Evaluation
    - USF
  - Children’s Legal Services
    - Judges
    - GAL Program

- Kristi House
  - FRC
  - CFCE
Example 11: Infographics Can Visualize Phenomena in Creative and Persuasive Ways

IF U.S. LAND WERE DIVIDED LIKE U.S. WEALTH

1% WOULD OWN THIS

9% WOULD OWN THIS

30% WOULD OWN THIS

20% WOULD OWN THIS

40% Would Own This Red Dot

3 in 10 white children live in poverty

5 in 10 black children live in poverty

Black children often lack access to opportunity. In the Cleveland Metropolitan School District, white students are 1.9x as likely to be enrolled in gifted programs as black students.
How to create graphics in Word

- SmartArt Graphics
- Chart Builder
- Create your own with Shapes

- You can also find a variety of infographic templates online
  - templates.office.com
- Make sure you have someone who can help with creating and inserting visuals into documents
How to create graphics in Word

• SmartArt Graphics
• Chart Builder
• Create your own with Shapes

➢ You can also find a variety of infographic templates online
  ▪ templates.office.com

➢ Make sure you have someone who can help with creating and inserting visuals into documents
How to create graphics in Word

- SmartArt Graphics
- Chart Builder
- Create your own with Shapes

- You can also find a variety of infographic templates online
  - templates.office.com

- Make sure you have someone who can help with creating and inserting visuals into documents
How to create graphics in Word

• SmartArt Graphics
• Chart Builder
• Create your own with Shapes

➤ You can also find a variety of infographic templates online
  ▪ templates.office.com

➤ Make sure you have someone who can help with creating and inserting visuals into documents
Key points to remember…

• Identify and respond to the funder’s priorities, goals, and objectives.
• Make sure your proposal narrative is well organized, uses clear and concise language, and is consistent in formatting and writing style.
• Grant writing is a persuasive process.
• Graphics and visuals can help to simplify and condense complex information, and enhance cognition.
• Writing is a process; editing is a necessity.
• The more you write, the more you improve and learn.

“You write to discover what you want to say. You rewrite to make it clear to other people.” – Donald Murray
Please watch for the next upcoming module in our Grant Writing series:

Writing a Statement of Need

For more information please contact:

grantwritingsupport@usf.edu