

Take Home Final  
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I started the Grant writing class with the expectation the teaching techniques would be from a basic textbook and then I'd participate in boring daily blackboard discussion posts that would kind of touch on the subject matter, but really allowed students to just fly under the radar and cruise through the course...the reason my expectation was low was because many of my Liberal Art classes I took when pursuing my Bachelors Degree from ASU online were conducted in this way.

Wow...I was pleasantly surprised when Dr. Barb made students work independently and in groups to analyze each section of our pretend grant proposal "Knitting for Knippers." The weekly reading was at times overwhelming only because priorities outside of school challenged my allotted study time. For me, one of the biggest achievements I had in class was sticking with my group and seeing our final draft grant proposal be submitted as one coherent document (I must say though, there were times I wanted to pull my hair out.)

Coming together as a group and working on our budget was amazing and I realize, like me, each of us had time constraints. In the real world, school might not be an issue when working within a nonprofit team setting, but home life, health conditions, and just lack of time management will cause a breakdown in communication. There is a time to address those issues, and then there is pulling up your bootstraps and just working through it.

As the class progressed, I learned the different types of grants: Foundations (which include private, corporate/company, and community) and Federal Government (which includes Formula, Block and Project funding.) I found myself captivated by researching funders, other nonprofit organizations, and just general nonprofit information. The Research Center is a cornucopia of knowledge and really helped optimize my search time. By having students in the Graduate Program search out articles relating to nonprofit topics, honestly opened my eyes up to how vast the philanthropic world is and provided helpful hints and tips to make note of as we advance our careers. (One thing I might suggest is having all students in the course be able to read and respond to the articles the Grad Students share. I believe this is currently only being done as a Grad assignment amongst Grad students, but I believe undergraduate students could benefit from the information Grad Students share.)

When you're outside looking in, charitable giving appears to be the little things like buy a pair of shoes and one dollar goes to a third world country to help provide clean drinking water. Yes, it's a real need, and people feel good about buying the shoes because they feel their contributing to a worthy cause, but after just a couple weeks into the course I became aware of how many nonprofit organizations are out there, and they all are in need of some kind of assistance, be it in-kind donations or financial support.

When I worked on my clients grant proposal, I kept this in mind, my client is just one fish in a great big sea of need. If we didn't get chosen for the Community Grant from Tyson Foods, Inc. this December, we could always resubmit in the foundation again in the spring as well as research additional funders.

I reassured my client, the Arkansas Combat Veterans Motorcycle Association 7-1, we would try and try again, each time revising and making the proposal more attractive to potential funders. Using a quote from week 13 weekly syllabus...

*Rewriting is the essence of writing well--where the game is won or lost. – William Zinsser*

Learning the main parts of the grant proposal, such as sharing the mission statement and history of our client in the Introduction, declaring the purpose of the grant in the Problem Statement, providing the funder a summary of the project; including Objectives, Goals, Methods, and timeline fall within the Project Statement, finally drawing our reader to the Dissemination to share how our client will promote the funders sponsorship, and any Future Funding the clients projects will be need after grant funds are depleted...all comes out in the wash as my grandma would say...or in grant writing...the budget!! In *Storytelling for Grantseekers* by Cheryl A. Clarke, she states -

*An organization's truthfulness is essential to earning the trust of donors and foundations.*

From writer, text, to reader, (Rhetoric triangle) Reddish states people most often “read to do” rather than “read to learn” making our job as a writer a challenge. Providing multiple pathways within our documents and explicit schema (title, headings and subheadings allowing the reader to skim over the paper to absorb information quickly) along with incorporating the given-new contract (presenting the reader with new information in a logical framework) and maintaining coherence and consistency allows readers (our audience) to make important mental notes regarding the information as they read.

It really does come down to how well you can provide a comprehensive document to the reader to persuade them to give you a large amount of money for your organization to continue the nonprofit work you do in the community.

I don't feel the course work could be altered much, except perhaps less reading, however, the information received from the reading material is essential to grant writing. My suggestion to is to have key information transferred from the reading material to PowerPoint slides. Following Reddish's advice implantation this technique would allow students to skim and retain information as they “read to do,” yet not feel so overwhelmed by reading assignments.

I have thoroughly enjoyed this class and can't wait to take classes on campus. It has been a pleasure being your student Dr. Barb and I look forward to additional coursework you may teach that falls within the Professional and Technical Writing graduate program.

I wish you and your family a very, Merry Holiday Season-  
Kristine Hall