

DLI Mini-Grant  
Application, 2014



**Proposed Project Title:**

**Total Funding Requested:**

**Student Team Members** (Circle main Contact Person)

First name	Last Name	Email	Cell Phone
------------	-----------	-------	------------

Faculty Advisor

Email

Signature \_\_\_\_\_

# Project Summary/Abstract

Write the Project Abstract after everything else has been written.

Write two or three sentences for each section in the proposal from the Statement of Needs to the Evaluation, summarizing the most important points.

(The project description and the Gantt chart overlap some. You don't have to consider them two separate pieces.)

Be sure to include the total cost of the proposed project and to make clear the need you are addressing.

# Statement of Need

Whom are you trying to help?

Explain why this project is necessary and important.

Try to support your explanation of the need with data where possible.

Can you find online data, newspaper articles? Can you get first-hand accounts?

Depending on the project, you might conduct your own survey of a sampling of the group you are seeking to help.

# Goals & Objectives

Define two or three main goals that relate directly to the need(s) you have defined.

An objective is a part of a goal. Use objectives to break down goals into smaller sections.

Be very careful not to mix up *activities* with *goals and objectives*, a common mistake in proposal writing. *Training, conferences, meetings* aren't goals. They're not an end but a means to an end. They are activities that help a project achieve its goals. A *goal* might be that the students who are being tutored raise their grades.

# Project Description

Describe your proposed response to the problem. Be careful here not to list *goals*. You're not describing outcomes in this section, but rather *activities*.

What are you going to do to alleviate the need(s) that you described.

Why do you think these are good, effective activities?

Be sure to clearly explain the important role that the BLS team of students will play in implementing the project.

# Project Gantt Chart

The Gantt chart shows:

- All the major steps in the project
- Sequence of events
- When the events happen
- How long the events take place

The Gantt chart shows how carefully you have thought through your project idea. Here are the kind of questions an evaluator of your proposal will ask:

- Have any major steps been left out, so that it doesn't appear as if the project will work?
- Are any steps out of order, such that one couldn't be completed until something after it is done?
- Do any steps appear to have been given unrealistically short timespans, or excessively long timespans?

# Budget

Be sure to list all expenses for the project, and make each expenditure as clear and transparent as possible.

If you need 12 widgets that cost \$50 each, don't just write "Widgets - \$600." Give a breakdown of the expense:

$$12 \text{ Widgets @ } \$5/\text{widget} = \$60$$

Descriptions of budget items, numbered, on the left, total cost for that item in a column on the right. Add up the right column for a total beneath it.

There shouldn't be any items in the budget that aren't mentioned and explained in the text of the proposal.

Does the budget seem reasonable in terms of the projects overall impact? Is it a reasonable amount of money for the good the project will accomplish?

# Evaluation

How will you know if your project succeeded? How will you measure the impact of your project?  
How will you show that you fulfilled your *goals*.

One good form of evaluation is *pre and post* data. Measure something important before your project runs and then after, showing the improvement.

Would a survey of the group you hoped to help give good information about your success?

Or demonstrate that something was completed, or put in place, that didn't exist before.

It's good in your evaluation that you document that you completed all your activities. You actually did what you said you would do. However, you have to do more. Once again, be very careful not to mix up *activities* with *goals* and *objectives*. The fact that you did something doesn't mean that it had the effect or impact that you wanted. For example, imagine that your project involved working with and training middle school students. The goal isn't to work with them and to train them. That's an activity. The goal is that the training has some measurable effect. They are now capable of doing something they couldn't before, or are better at doing something. You need a way to measure and show their new capability and new success.

Include quantitative as well as qualitative information – numbers wherever possible as well as narrative, first-hand stories.