Second Period: Composition

Finding and analyzing a grant application is only the first step in the grant-writing process. Next comes the fun part: writing! If you are like most people, your palms began to sweat simply by considering the thought of authoring a text. Before you close this book and run away, though, consider the catalyst for almost every composition. Most times, remarkable writing is born from a writer's passion. Rarely crafted on a whim, great works are often a written catharsis of a powerful moment—an injustice, an inspiring event, an unexpected encounter. As an educator, you are lucky, because you already have your passion: your students' success. Channeling this passion will propel you into great writing and, with any success, a winning grant application.

In this chapter, we will focus on strategies you can use as you begin writing each section of your grant application. Becoming an effective grant writer takes practice and critical analysis, but, from basic grammar skills to unique writing techniques, this chapter will give you a firm foundation. We recommend rereading this chapter every time you start a new grant application, because reviewing and practicing the strategies in this chapter will ensure that your passion for student success is able to shine through.

Before the Pen Hits the Paper (or Your Fingers Hit the Keyboard)

The blank page can be very intimidating. Luckily, you can stall the actual writing process a little longer while you assemble the necessary tools. Here is a quick checklist for you to reference before you pick up the pen:

- ☐ Access to the Internet
- ☐ School mission and vision statement
- ☐ School, school district, and state report cards
- ☐ Standardized assessment scores, for both your class and schoolwide
- ☐ Specific demographics of your school, district, community, and state

- ☐ Any credible research on your topic (articles, website links, cited quotes, etc.)
- ☐ Research and data from similar programs or projects that you are proposing
- ☐ Anecdotal evidence and student or parent surveys
- ☐ This book!

We recommend gathering as much of these materials as you can. If you are a paper person, print it all out, and set it in front of you. If you like everything electronically accessible, create a folder on your desktop, and keep all your research and data reports on hand in that file. Staying organized and being prepared will greatly improve your overall grant-writing experience and help you stay focused on writing a winning proposal.

Despite your best efforts, though, you undoubtedly will not have everything you need when you start writing your proposal. Along the way, you will have to do some more research, find different data or school reports, and ask your grade-level head or administrator for clarification and approval. The more grants you write, the more this process will become routine, and if you continue to write proposals for the same programs year after year, much of the research and data collection will already be done.

Putting Your Ideas into Words: Writing Style

You have found and analyzed the RFP. You are getting familiar with grant vocabulary. You have gathered some research on your program topic and collected pertinent school and district demographics and data. Now, you must develop your style. Your writing style is the most vital piece of the proposal, so we have compiled ten quick tips and strategies to help you frame and develop your voice.

Using just one or two of the strategies will not be sufficient to develop your grant-writing style. Each of the strategies is equally important and must be used in conjunction with one another. By reviewing all the strategies as a cohesive unit, you will greatly increase your chances of winning your next grant proposal.

Tip 1: Think of Your Proposal as a Conversation with Another Teacher

Think of how you would address another teacher at a conference or professional development. We hope your conversation is professional and

conventional. When writing a small-classroom or school-based grant, you want to write your proposal as if you were talking to another professional colleague who shares your ambitions and expertise. The grant-reviewing panel is not an old friend from high school or your college roommate. However, the panel is also not your boss with the power to hire or fire you. They are simply colleagues who want to see you succeed, so your proposal should maintain the qualities of a professional, conventional, goal-oriented conversation.

State, federal, and non-education grants need to lean toward the professional side of the conversation. Think of a large state or federal grant as a conversation between a principal and a superintendent, instead of two teachers. Throughout the book, we will make sure to provide tips and extra strategies if you are working on one of these larger grants.

Here are a few examples to help put this professional, conventional tone into perspective. The following describes the students featured in a grant proposal. Examine the statements and place each of them into one of these three categories:

- Two casual friends out of the workplace
- An informal conversation in the teachers' lounge
- Two colleagues interacting at an educational conference

Example A: All of my students in Room 204 struggle with reading and math. I know this because of the students' standardized tests scores. The majority of my students qualify for free and reduced lunch and do not have access to the Internet or other resources at home. Our goal as a class this year is to raise both our reading and math scores by two years of growth.

Example B: All of my students in Room 204 need to improve in both reading and math. On their NWEA assessments at the beginning of the academic year, 90 percent of my students were at least two years behind in reading and three years behind in math. The majority of my students qualify for free and reduced lunch and do not have access to the Internet or other resources at home. By using the school initiative of implementing minilessons and differentiation, our goal of two academic years of growth is attainable.

Example C: All of my students are pretty slow. They struggle with basic concepts in both reading and math. The teacher last year

> totally didn't teach them what they needed to know, and they came to me way behind where they should be. The fact that most of them come from poor homes in bad neighborhoods doesn't help their chances. We are really going to try to improve this year, but it is going to be tough.

Working backward, we think you will agree that example C was an excerpt from a conversation between two casual friends in a nonwork environment (but we hope you don't talk about your students like that at school, or, for that matter, anywhere!). Example C calls the students *slow* and blames the previous teacher for the students' academic shortcomings. Using politically incorrect terminology for students' home life is a sign of unprofessionalism and not recommended when writing a grant proposal (see tip 6). The phrase "really going to try to improve" connotes that this teacher doesn't really believe in his or her students.

Examples A and B are very similar, but there are a few critical differences in the word choice. Example B is more likely to be heard between two colleagues in a professional environment because the details and word choice are more precise. Rather than just stating that students are *struggling*, based on standardized tests, example B paints a more comprehensive picture of the classroom, referencing the specific standardized assessment and providing actual data (*two years behind in reading and three years behind in math*). As you continue to read the rest of our writing style tips, you will see why this is important.

Reread the last sentence in example A and example B. If you had to place a bet on which classroom would achieve their goal, which would you choose? Although both examples have the same end goal, example B articulates a more confident action statement. When writing your proposal, you are trying to convince the funding organization that your project will succeed and achieve your stated objectives. Make sure that your word choice exemplifies your belief in your students and your proposed program.

Tip 2: First versus Third Person

If you have read any other grant-writing book or how-to guide for writing grants, you probably have been told to use the third person over the first person in most circumstances. This is true. However, classroom grants fall into one of those circumstances in which you can use the first person to your advantage. We recommend really analyzing the RFP and researching the funding organization before deciding whether to write your proposal in the first person or third person.

Here is some advice when deciding which point of view will be most beneficial for you:

First person	Third person
• The RFP asks you to specifically describe your classroom and your students. • There will be one person (you) who is responsible for implementing the classroom unit or project. • Your proposal describes one project specific to your classroom or your school. • The prompts in the RFP are written in the first person. *Example:* "How will you assess this project?" • The RFP was published by a local organization or foundation that funds only local or region awards. • The project will be completed in less than one academic year. • The RFP is for $5,000 or less.	• Your proposal describes multiple projects to meet an overarching goal for an entire school or district. • Multiple community partners will be involved in the project. • The project will not be completed in one academic year. • The RFP was published by a national organization or a state or national government and gives nationwide awards. *Example:* Department of Education Race to the Top grant. • The prompts in the RFP are written in the third person. *Example:* "How will the project be assessed?" • The RFP is over $5,000.

There are pros and cons to writing from both points of view. Describing your classroom in the first person creates a connection with the reader and shows your relationship with your students. However, the third person creates the perception that you are unbiased, because you do take ownership of the students or classroom. Check out what we mean by looking back at examples A and B under tip 1. Both are written in the first person, but in the following, we have rewritten example B in the third person. In what ways do your perceptions change as you switch from the first to the third person?

> *Example B:* The students in Room 204 need to improve in both reading and math. On their NWEA assessments at the beginning of the academic year, 90 percent of the students were at least two years behind in reading and three years behind in math. The majority of students in Room 204 qualify for free and reduced lunch and do not have access to the Internet or other resources at home. By using the school initiative of implementing minilessons and differentiation, the class goal of two academic years of growth is attainable.

Whichever point of view you choose, make sure you stick with it for the duration of the proposal. You will run into an editing nightmare if you go back and forth within the proposal.

Tip 3: Your Proposal Is Alive and Active!

When writing your proposal, always frame your work in an active voice. An active voice makes your proposal sound alive and focused because it always provides a subject for the action taking place, giving the reader the mind-set that this program *is* going to happen! There is nothing wrong with the passive voice, but keeping your proposal in the active voice will focus the audience on the future actions of your project. Take a moment to practice this skill in the following, switching the action statement from passive and then back to the active voice. A few examples have been completed to get you started.

Passive: Literary-focused minilessons will be created and implemented across all grade-level teams.

Active: Lead teachers will create literacy-focused minilessons to implement across grade-level teams.

Passive: The after-school program will be supervised by parent and community volunteers who have been recruited.

Active: The two lead teachers of the after-school program will recruit parents and community volunteers to help supervise students.

Passive: The progress of the project will be monitored by three different assessments taken by the students during the course of the year.

Active:

_____

_____

_____

_____

Passive: Monthly visits to each school will be made by the school district instructional team to evaluate the program, and feedback for improvements will be provided.

Active:

_____

_____

_____

_____

Tip 4: Leave the Slang on the Streets

This may be one of the more obvious rules, but we thought it couldn't hurt to mention it. Do not include slang terms in your proposal. Terms like *thugs* or *gang bangers* should make no appearance in a grant proposal.

An example of less obvious slang is *Audy Home*, a term used to describe a juvenile detention center or halfway home for at-risk youth. *Audy Home* does not necessarily carry a negative connotation, but it is slang that your audience may not know what it is. If you are wondering if a term is slang, then, rule of thumb is, you shouldn't use it.

Not so much an example of slang, but keep in mind words or abbreviations used in your school building that may not be commonly used across education mediums. One example in our school would be *MBC* which stands for *marker board configuration*, or each teacher's agenda and objective for the day. Make sure to explain any terms unique to your school or community in your proposal.

Tip 5: Your Project Is Not "Out of This World!"

Leave the hyperbole to your students; you stick to the facts. The project, unit, or program in your proposal will probably be run very well and have a positive impact on your students. Is it going to be "earth-shattering" or "create world peace"? No. Make sure you describe your program with facts and details, but don't make it sound too good to be true by using vague or grandiose terms and phrases. Take a glance at the following examples and write down some of the words or phrases that are clearly exaggerations not based on research, data, or facts about the program. Feel free to chuckle to yourself when a program is being described as "out of this world!"

> *Example A:* Our *Parents in School Program* is going to change the face of parent interaction with neighborhood schools! Every third Wednesday evening of the month, our school is going to hold an academic decathlon in which groups of parents and students will compete for prizes. This component of the *Parents in School Program* is going to exponentially increase student engagement at school and decrease misbehavior referrals because the atmosphere will be contagious and lead to greater support at home for each and every student.
>
> _____
> _____
> _____
> _____

Example B: Jackson Junior High is planning to create a one-of-a-kind student empowerment program focused on keeping at-risk students off drugs and out of gangs. After just one year of this programming, 100 percent of students at Jackson Junior High will be drug free, and no students will be involved in gangs! This program has the potential to change lives across the country!

_____
_____
_____
_____

Example C: The students at Kingsley High School want to start a Model United Nations program after school. This nationally recognized program and curriculum has posted incredible results focused on student leadership, public speaking, and college entrance. Bringing this program to Kingsley High School will have an invaluable impact on our students.

_____
_____
_____
_____

Were your comments for examples A and B different from example C? Examples A and B clearly exaggerate the effectiveness and impact of the programs being described. One program is not going to *change the face* of anything, especially by creating a *contagious atmosphere*. Very few programs are *one-of-a-kind*, and stating that your program will be is pompous and arrogant. Both examples A and B are clearly describing programs that are overexaggerated and, more than likely, unfunded by any grant-reviewing panel.

Example C, however, is written much more convincingly than examples A or B, but a few changes are still needed to eliminate any hyperbole or unspecific outcomes. The two words that we would change in example C are *incredible* and *invaluable*. Read the following revised example C, and notice how we still describe the program as having *incredible* results and an *invaluable* impact without using either term:

> The students at Kingsley High School want to start a Model United Nations program after school. This nationally recognized program and curriculum has recorded consistent results centered on growth in student leadership, public speaking,

> and college acceptance rates when compared to students who did not participate in the program. By using this proven programming at Kingsley High School, we believe that the nationally published results can also take place with our students.

When writing initial drafts of your proposal, you will undoubtedly use some vague or grandiose terms. We get it; you are excited and energetic about your program! Just make sure to go back, highlight the *incredible* terms, and revise them, focusing on actual facts or research in your final draft.

Tip 6: Offend No One

As you are beginning to see, it is very important to be meticulous in your word choice when writing a grant proposal. When choosing your words, make sure there is no chance that you will offend anyone on the grant-reviewing panel. One slip could cost you the funding you desperately need.

Even the most articulate authors can make a blunder every once in a while, but in education, there are a few areas to pay close attention to. The first is when writing for your school's special education department. Always take the student-first approach, identifying the student first and then the disability, like this: students with special needs, students with individualized education plans, or a student who has a disability. Other terms to describe students with mental or cognitive disabilities can easily be offensive to educators and noneducators alike, so use your common sense with your diction. The politically correct terminology in the field of special education is constantly changing, so we definitely recommend consulting a special education teacher or your school's case manager to find out if some of the terminology you use in your proposal could be considered offensive.

Next, tread lightly when speaking of socioeconomic status. Referring to students as *poor kids* or communities as *bad neighborhoods* can also strike the wrong chord with members of the grant-reviewing committee. Certainly the inequalities and realities your students face need to be included in your proposal (see chapter 3, "What Is a Needs Statement?" section), but stick to descriptors such as *low-income, free and reduced lunch*, and *underprivileged*. These will be less likely to offend anyone on the reviewing panel in the way that negatively charged words, such as *poor, bad*, or *worst*, do.

When the grant-reviewing committee makes its final decision, seemingly small words can leave a big impact in favor of or against a proposal. Make sure you do not give the review panel any opportunity to be negatively affected by your wording.

Tip 7: Use Your English Teachers

You already have great resources in your school or district: the English teachers! Although students may hate the red pen of the English teacher, consider it your best friend. Even if you are in an elementary school, there is probably someone with a strong English background or English endorsement in your building. If not, reach out to the high schools within the district. If you are considering writing grants (which you probably are because you are still reading this book), start to make friends with an English teacher in your building or district right now!

If you are an English teacher, still ask for a colleague to help review your work, focusing on grammar and word usage, before you submit your final proposal. We are sure you are more than equipped to edit a grant proposal yourself, but a new set of eyes after you have spent countless hours writing the proposal can make a huge difference.

Tip 8: Evidence Based over Adjective Based

Adjectives are great for giving compliments and writing thank-you cards but *not* for describing projects or staff members in grant proposals. Adjectives, especially when used in excess, take away from the validity of a program or your expected outcomes. Too many adjectives make your content sound like opinions rather than facts based on evidence. Funders want to see programs that are clearly "good, great, grand, and wonderful" based on cited evidence or researched-based practices, not based on the adjectives themselves.

Don't get us wrong; we are not saying to eliminate all adjectives from your proposal. Just use them carefully, and explain why you chose to describe your program or staff member with that particular adjective. Check out some of the paired statements in the following and decide which statement best describes the project or staff member using an evidence-based model:

- The hard-working and dedicated staff at Freemont Junior High will put all of their effort into making the Read to Grow program an innovative and successful project.
- The teaching staff at Freemont Junior High who will be creating the Read to Grow curriculum have an average experience of eleven years of classroom teaching. The innovative Read to Grow program is based on the most recent research and published studies on teaching literacy to middle school students. The combination of experienced staff and research-based practices will ensure the success of this programming.

The staff at your school may very well be hard-working and dedicated, but that is merely your opinion until you provide concrete data. By citing that the staff has eleven years of experience, you turn your adjective-based opinion into an evidence-based fact. The adjective *innovative* was kept to describe the Read to Grow program and then explained how the program was new and researched based. Here is another example:

- My energetic and amazing students need a safe and fun outdoor facility to play during recess. The student-designed playground will be an asset to the entire school because it will be safe, colorful, and have academic games integrated throughout the playground equipment.
- Darell Hammond, chief executive officer of Kaboom!, cites several research studies in his recent article in the *Huffington Post* that directly correlate physical activity for elementary students with an increase in students' standardized test scores, as well as an increase in attention span and a decrease in misbehavior. The student-designed playground project will allow my energetic students the space needed to play during recess and also have a positive impact on their classroom learning. The outdoor facility that my students design will also have academic games and manipulatives integrated in the playground equipment.

The first statement wouldn't convince any grant-reviewing panel to fund a *safe and colorful* outdoor playground for *amazing students*. Every teacher is going to think that her or his students are *amazing*, so leave this common opinion out of the proposal. Focus on what can be proven based on evidence, research, or data. Including a credible source on the impact of physical activity in elementary students will take your "lovey-dovey, we-need-a-safe-playground" statement to an evidence-based argument that will convince the funding organization that your students will benefit from an outdoor facility.

Adjectives may be easier to throw in than evidence, and you may think you are helping your overall word count. This adjective-based shortcut, however, is

Anecdotal evidence, however, does have a place in grant proposals. Tips for using anecdotal evidence to enhance your proposal are described in more detail in chapter 3 under the "What Is a Needs Statement?" section. Just be sure to keep these tips about adjectives in mind when using anecdotal evidence.

an incredible, massive, horrible mistake that will ultimately leave your awesome, amazing, innovative project unfunded.

Tip 9: Data Always Trumps Common Knowledge

The grant-reviewing panel will want to see data and research to prove your claims, so when writing a grant proposal, data always trump common knowledge. Always. Certain beliefs of the school or goals of the school district may sometimes seem like common knowledge to everyone involved in that school community, but to the funder—an outsider—your common knowledge claims are simply unproven statements.

Let's say you are writing a proposal for new theater equipment and state-of-the-art upgrades to your existing auditorium. If you mention that parents want a new auditorium and theater equipment, the funding organization is going to want to know how you arrived at that conclusion. The fact that parents support upgrades to the theater department may be common knowledge around your school or community, but it is not common knowledge to the funder. Your statement becomes weak, undocumented, anecdotal evidence. How do you know that parents want an upgraded auditorium? Is it simply from conversations with a few individual parents or a couple e-mails from the father of the lead student in the upcoming musical, or did you have parents fill out a survey about upgrades to the auditorium? What constitutes proof of your claims?

One of the most common ways to turn common knowledge into a statistical statement is to give a quick survey to all of the participants. For the previous example, a short, four- to five-question survey could be given to parents over the phone, at the next open house, or even online. The results from this survey (assuming they prove your common knowledge claim to be true) can be used as data to support your anecdotal evidence. A piece of common knowledge in the grant world is, no data, no funds, so just remember: if you make a statement supporting your proposal, make sure you have evidence to keep it from being uncommon knowledge.

Tip 10: Consistency

When you are writing a grant, you are most likely not going to sit down and write the entire proposal at that moment. Depending on the size of the grant, it usually will take multiple days or weeks (sometimes months) to complete your proposal. For larger grants, you will also be working with a team of teachers and administrators, and different sections of the proposal will be written by a variety of collaborators.

In instances like this, when a proposal is written over an extended period of time or by many people, consistency becomes a major issue. We have seen many proposals morph into choppy, short essays haphazardly pieced together. The key to fixing this inconsistency is time. Just as time is needed for editing the grammar

and word choice, it is also needed to make sure the proposal is consistent in all of its descriptions.

Keeping the writing style, word usage, and program description consistent throughout the proposal is one of the greatest challenges you may face as you begin to assemble work teams and tackle RFPs. As you continue reading this book, consistency will be stressed multiple times. Right now, though, before you begin writing, make sure you have a clear picture of your project and a focused implementation plan. Discrepancies in the details of your program will leave the reviewing panel confused and unsure of your ability to carry out an organized and effective project.

Keeping the writing style, word usage, and program description consistent throughout the proposal is one of the greatest challenges you may face.

Word and Character Counts Count

When the parentheses at the end of a prompt in the RFP say, "maximum five hundred words," it literally means do not write more than five hundred words! Word and character counts are not just suggestions for how long your proposal section should be; they are explicit rules that you must follow. Many grant writers tend to think of word or character counts as a speed limit sign: "speed limit 55." Most of us don't think that going 56, 57, or even 60 miles per hour is speeding, but with grant writing, having 501 words in a 500-maximum word zone is breaking the law! (See figures 2.1 and 2.2.)

Many foundations and companies that offer grant awards will have an online submission process in which you type your proposal into specific text boxes on their website (see figure 2.3). Many times, when you are using this type of grant proposal–submission process, you will not be allowed to type over the word or character count. Your ability to type will simply cease in that text box or window. In other cases, if you are typing your proposal submitting via e-mail or mailing a hard copy, it is your responsibility to honor all word and character counts. Often, before your proposal even gets in front of the review panel, it will be scanned by a team to make sure you have met all the requirements of the RFP; one of those requirements is the word or character count! If you are over the maximum, there is a good chance that your proposal will never even be read by the grant-reviewing panel.

As we break down the common sections included in most RFPs, we will make sure to remind you to watch your word or character count and give you some hints for how to prioritize all the information you want to include in each section.

Checking word and character counts is a very simple process on most word processors. If you are using Microsoft Word, you can check the entire word or character count by clicking "Tools" at the top of your screen and selecting "Word Count." A separate box will appear on your screen, breaking down your page, word, character, paragraph, and line counts (see figure 2.1).

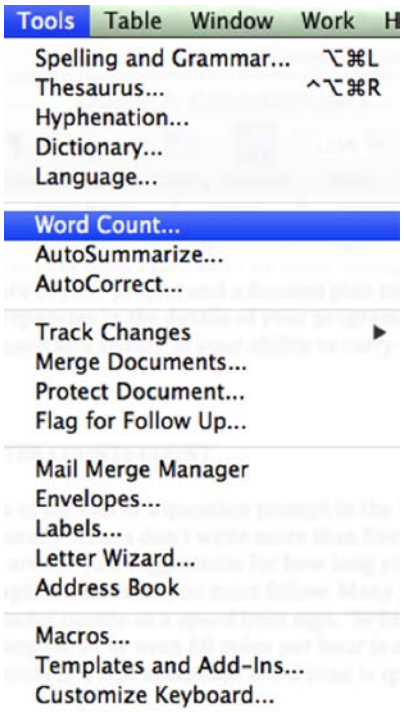

FIGURE 2.1 Word Count Menu

If you want to count the words or characters of a specific section of text, highlight the text you want counted, and then do the same procedure as before. This time only the words, characters, paragraphs, and lines of the highlighted text will be counted (see figure 2.2).

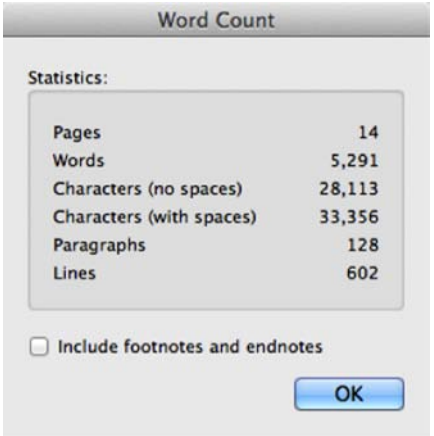

FIGURE 2.2 Word Count Feature

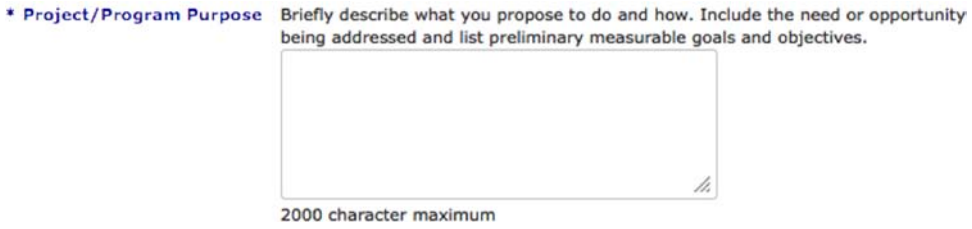

FIGURE 2.3 Character Count Example

Assemble Your Editing Team before You Start Writing

That statement may seem like a paradox. "Why would I need to assemble an editing team before there is anything for them to edit?" There are a lot of reasons! One is common courtesy. Giving your editing team plenty of advanced notice of deadlines and meetings will greatly increase the level of your editing team's commitment to your proposal. Furthermore, if you have your editing team in place early on in the process, you can give them each a section of your proposal to edit as you complete it. This will help the editing team pay closer attention to each section and will also give you feedback before you have written your entire proposal.

The size of your editing team will depend on the size of your grant. If the grant is a short, three-question RFP for $500, you probably will only need one person to review your proposal before you submit it. If the RFP is lengthy, with multiple sections or is a multiyear project, a team of at least five reviewers would be appropriate. As stated previously, keep close tabs on your approaching deadline. Reviewers need time to read, internalize, and provide suggestions when editing your proposal. Don't expect your editing team to stop everything they are doing and give you a complete and professional review three hours before you have to submit your proposal. (Trust us, we have tried to do it before. That grant proposal was not funded.)

Major Components of Most RFPs

You are almost ready to start writing! Before you begin, though, we want to take a moment to introduce the four major components of most RFPs. These four components are pretty standard in any type of grant. Each RFP will be unique and may offer a variance of prompts based on these components, but if you learn the ins and outs of writing for these general sections, you will be able to handle any question an RFP throws your way.

You should still have those RFPs we asked you to find in chapter 1. Try to identify each of the major components listed in the following in the RFPs you found.

Needs Statement or Statement of Need

The needs statement section of the proposal asks you to identify the root problem or problems facing your school or district in relation to your overall proposal. If you are requesting funds for technology, your needs statement should describe how your school's lack of technology is affecting student learning. The needs statement solidifies in the funder's mind the rationale for your request for money. More in chapter 3!

Project or Program Description

Also described in chapter 3, the project or program description is the "meat" of your proposal. Sometimes this section will contain multiple questions related to goals, instruction, implementation, and development. Take pride in your program and describe it to the funder with enthusiasm and commitment.

Budget

One of the most common yet feared sections of a grant proposal. We will go in depth on how to create and rationalize a budget in your proposal. Funders want to see how each dollar will be spent, but also how you will be gathering other nonmonetary support to be combined with their committed funding to complete the program. Don't worry; we got you covered in chapter 4!

Assessment and Evaluation

One of the more advanced components of implementing a funded proposal. The assessment and evaluation pieces are crucial to receiving initial funding, but also for future funding and the longevity of your program. Chapter 5 will make sure you are prepared to explain and take on assessing and evaluating your program.

Once you have the knowledge and skills to tackle these four common sections of any RFP, you will be able to churn out winning grants with more confidence and precision. Let's not waste any more time!

Second-Period Review Guide

- Be fully prepared before you sit down to write your grant. Gather data and resources pertaining to your school or district and specific information about your proposed program.
- Follow the ten writing tips while creating your proposal:
  - Think of your proposal as a conversation with another teacher.
  - Consider whether you want to use the first or third person.
  - Your proposal is alive and active!
  - Leave the slang on the streets.
  - Your project is not "out of this world!"
  - Offend no one.
  - Use your English teachers.
  - Make sure your points are evidence based over adjective based.
  - Data always trump common knowledge.
  - Be consistent.
- All ten writing tips must be used together to create your writing style.
- Keep track of your word and character counts.
- Assemble your editing team early.
- Four main components of most RFPs:
  - Needs statement or statement of need
  - Project or program description
  - Budget
  - Assessment and evaluation

Second-Period Exit Ticket

1. *True or false:* It doesn't matter if you use the first or third person, as long as you keep the point of view the same throughout the entire proposal.
2. *True or false:* You should assemble an editing and reviewing team before you even begin to write your proposal.