

Begin with an Idea To receive funding, a proposal must demonstrate fit between the institutional strategic plan, the goals of the sponsor, and the objectives of the project. The strongest proposals demonstrate a rigorous alignment with guidelines of the sponsor. Even an idea with a great deal of merit and research will not be funded if the program goals do not align with those of the sponsor. A writing team should critically examine sponsors that possibly align with a project idea and institution. Many sponsors will post past awardees, including institution, name of project, and contact information. Identify Sponsors Funding sources for grants include federal (e.g., U.S. Department of Education at [www.ed.gov](http://www.ed.gov)) and state agencies (e.g., State Department of Human Services), private foundations (e.g., John and Catherine T. McArthur Foundation at [www.macfdn.org](http://www.macfdn.org), Coca-Cola at [www2.coca-cola.com/foundation](http://www2.coca-cola.com/foundation)), and professional organizations (e.g., SACSA at [www.sacsa.org](http://www.sacsa.org)). Campuses may also be members of national search agencies that will research sponsors for a particular idea or niche. When the proposal is ready to be submitted, the team may choose to submit it to one agency or to more than one. If the proposal is accepted by more than one agency, the campus must choose one and decline the other. Write with a Team Once a project has been generally defined and possible sponsors have been identified, a writing team should be established that is representative of the project stakeholders. The team leader may be pre-determined or designated by the group. For an effective writing team, the project requires personnel familiar with the institutions or departments involved and who also have authority to commit resources on behalf of their units. Once the team is assembled, the members must read through the RFP carefully to identify the requisite components of the proposal.

“paper\_authors”: [“Bonnie V. Daniel”, “J. K. West”, “George E. Daniel”, “P. Flowers”], “paper\_publish\_year”: 2006, “publication\_journal\_name”: “The College Student Affairs

Journal”, “consensus\_paper\_details\_url”: “https://consensus.app/papers/grant-writing-funding-source-collaborative-endeavor-daniel/35db8dd735de559fb2d7d7273d0536fb/?utm\_source=chatgpt”, “doi”: “10.1016/j.csa.2019.05.001”, “volume”: 25, “pages”: 199–208, “search\_result\_number”: 2, {“paper\_title”: “An algorithmic approach to an impactful specific aims

page.”, “abstract”: “The most vital part of a grant is the specific-aims section. As the leading section of the proposal, the specific-aims section serves as a 1-page synopsis that needs to gain the attention and interest of the reviewers. It must present a compelling case for the importance of the proposed work and provide a convincing rationale and evidence that you and your team are the best people to carry out the project. Developing the specific-aims page is usually the first stage of the grant writing process, as it provides an overview of the proposal and research directions. Furthermore, it can be instrumental in getting external feedback from program officers, collaborators, and others as the grant develops. The process of writing the Specific Aims page requires that one touch on each of the elements that comprise the scoring criteria of the proposal (eg, significance, innovation, investigator(s), approach, and environment) and succinctly introduce all the main topics that will be addressed in the application, but focus especially on the knowledge gap and the importance of filling it, the central hypothesis and the aims that will address it, and the overall impact of the work. This page sets a clear framework for writing the rest of the grant. In this article, we present a set of

recommendations and guidelines on how to utilize an algorithmic approach to develop the specific-aims page, what elements to include, and how to maximize its value to create a competitive grant.

Goldstein et al., S. Balaji et al., A. Ghaferi et al., A. Gosain et al., M. Maggard-gibbons et al., B. Zuckerbraun et al., S. Keswani et al., paper\_publish\_year:2020, publication\_journal\_name:Surgery, consensus\_paper\_details\_url:https://consensus.app/papers/approach-aims-page-goldstein/6fa7925b45b15470be9af8ff555bbc5c/?utm\_source=chatgpt, doi:10.1016/j.surg.2020.06.014, volume:, pages:, search\_result\_number:3, paper\_title:Writing a successful grant application, abstract:In summary, the research application must focus on a solid objective and be supported by a clear and concise plan for its accomplishment. For the new faculty member applying the first time for outside research funding, it is important to seek help from experienced and more senior colleagues, especially those who are actively serving on NIH Study Sections. It is a good idea to remember that the individuals reviewing applications are some of our busiest scientists. The job of grant review is clearly an added assignment that they willingly donate their time to and one needs to consider this when writing a grant application. Anything that can be done to make the reviewer's job easier can only help the application. Brevity, clarity, and organization are essential to a good application. As has been repeatedly mentioned, one of the major application weaknesses cited is a lack of focus, especially in the presentation of the Research Plans. For the new applicant, it is very helpful to plan enough time for completion of the application so that it could be reviewed by others thoroughly knowledgeable in this particular area. Once the application is submitted, the applicant should take advantage of opportunities to interact with the Executive Secretary of the Study Section to which the grant is assigned. Every institution's research office maintains a book identifying all of the Study Sections, the current members of the Study Section, and the Chairman. The assignment of the grant application to a particular study is an administrative one occurring at NIH upon receipt of the grant. (ABSTRACT TRUNCATED AT 250 WORDS)

J. Niederhuber et al., paper\_publish\_year:1985, publication\_journal\_name:The Journal of surgical research, consensus\_paper\_details\_url:https://consensus.app/papers/writing-grant-application-niederhuber/0127a6f9aab45f98955ae964712f61dd/?utm\_source=chatgpt, doi:10.1016/0022-4804(85)90103-9, volume:39, pages:277-84, search\_result\_number:4, paper\_title:Grant Writing 101, abstract:Abstract Writing a grant is a hefty undertaking. Start by surrounding yourself with a successful mentor and accompanying team with a good track record. Get organized, select clear goals and objectives to your project. Once the foundation for the grant is set, begin by generating a robust hypothesis. Once your hypothesis is clearly defined, you should contact the project officer of the specific grant for which you are applying; they can help identify if the proposal meets an area of need. The basic components of a grant include the following: the face page, which highlights the key contributors; followed by table of

contents; abstract; biographical sketches, which are minicurriculum vitae; budget; research plan, which is composed mostly of background, significance, and specific aims; and lastly, references cited. Be sure to follow specific formatting. Use resources including the internet to find an appropriate grant. Finally, given the confines of a busy surgical practice and the significant amount of work necessary to complete a grant, it is essential that the work begins early and well in advance of the proposed deadline.","paper\_authors":["Jason T. Wiseman","K.

Alavi","Robert J

Milner"],"paper\_publish\_year":2013,"publication\_journal\_name":"Clinics in Colon and Rectal

Surgery","consensus\_paper\_details\_url":"https://consensus.app/papers/grant-writing-

wiseman/9486447a0b3058e58f1a8f380dc7ab3a/?utm\_source=chatgpt","doi":"10.1055/s-0033-

1356722","volume":"26","pages":"228 -

231","search\_result\_number":5}, {"paper\_title":"Grant

Writing: The Uncertain Road to Funding","abstract":"Grant writing

is not a mysterious process. It is based on sound planning, development, implementation and evaluation strategies. An important component of the grant/proposal writing process is to address not only the needs of the organization, but also the needs of the funding source. The opportunity to capture your intended funder's attention is limited, usually to the first few sentences. Make the most of the opportunity by concentrating on the opening sentences of the proposal. Make no mistake - fewer words make a great impact.","paper\_authors":["C.

Zagury"],"paper\_publish\_year":1995,"publication\_journal\_name":"Complementary Health Practice

Review","consensus\_paper\_details\_url":"https://consensus.app/papers/grant-writing-uncertain-road-funding-

zagury/dfd2ef57b3745112bb9ba9309863aaea/?utm\_source=chatgpt","doi":"10.1177/153321019500100214","volume":"1","pages":"139 -

143","search\_result\_number":6}, {"paper\_title":"The art

of grant writing","abstract":"How many scientists, while writing a grant proposal, realize that they are producing a marketing document? The answer is,

not enough, but the ones who do understand that they are selling their ideas and skills to the grant reviewers are the well-funded ones. The ability to market your ideas is the most critical feature of the art of grant writing. Marketing your research plan of course requires that you have a good idea, one that is creative, innovative, exciting and do-able. In clinical medicine or engineering, ideas might also be judged on their potential to lead to a pragmatic application. And, from the grant

giver's standpoint, a good idea has another important attribute. The grant giver's goal is to fund work that furthers their mission. A good idea is one that's in line with that mission. It came as a surprise to me several years ago when I realized that the main aim of the National Institutes of Health or the Medical Research Council is to not fund my research. Thus, the most important homework you can do, before writing the first word of a grant application, is to match your priorities with those of one or more grant givers. One of the most important things you can do to ensure that your writing is clear and focused is to get experienced grant writers to review drafts of your proposal. These should include an expert in your field, a good

scientific editor (especially important if you're writing in a language other than your mother tongue) and an intelligent non-specialist. A grant-savvy scientist in another discipline is best qualified to catch fuzzy writing and jargon. Finally, choose reviewers who have the time and who care enough about you and your career to do a careful review. Your department chairman might have the inclination but does he or she have the time? After 20 years of grant writing, I can still produce wordy, unfocused first drafts. Understanding what reviewers look for is critical to writing a successful grant application. Try to put yourself in the reviewer's shoes. The typical member of a review panel for a government granting agency is a 40-something full professor, faced with his or her own grants, teaching, committees, editorial responsibilities, graduate students, mortgage payments, rebelling teenagers, aging parents, mildewed roses, and so on. These reviewers, always pressed for time and possibly not experts in your field, want to see your main ideas or points at the beginning of the grant application and also near the front of each section. It's worth thinking about the way most of us read a scientific paper when you write a grant. Most people read the abstract first, to get an overview of the whole, and the discussion next, to get to the main ideas and conclusions. Reviewers read grant applications with this same attitude. Meet their expectations by providing an abstract or summary that answers the key questions: what are you going to do? why is it worth doing? where will it lead? and (briefly) how are you going to do it? Preparing a grant application differs in several important ways from writing a scientific paper, although we often subconsciously adopt the same style for our grant applications. If you are asked to write a background or rationale section, begin with an overview of the questions or problems you will address and why they are important. The experimental methods section should start with an overview of the experimental design or plan, followed by the details of the methods or techniques. Jumping directly into the methods suggests you care more about techniques than ideas. Choosing the right grant giver, having a good idea that you develop in a clear, focused proposal, and understanding the grant review process enhance your chances but do not guarantee funding. What happens if you don't succeed the first time? I find encouragement in the saying "The only people who don't make mistakes are the ones who don't do anything." The best scientists occasionally write unfunded proposals, and sometimes dramatically new ideas are harder to get funded than "pretty good" ones. If your grant fails to get funded the first time, don't quit. Revise and resubmit.

&quot;paper\_authors&quot;:[&quot;J. Rasey&quot;],&quot;paper\_publish\_year&quot;:1999,&quot;publication\_journal\_name&quot;:&quot;Current Biology&quot;,&quot;consensus\_paper\_details\_url&quot;:&quot;https://consensus.app/papers/grant-writing-rasey/4f046fb53dc35ad282bcce64b233343e/?utm\_source=chatgpt&quot;,&quot;doi&quot;:&quot;10.1016/S0960-9822(99)80245-0&quot;,&quot;volume&quot;:&quot;9&quot;,&quot;pages&quot;:&quot;&quot;,&quot;search\_result\_number&quot;:7}, {&quot;paper\_title&quot;:&quot;Proposal Writing: Effective Grantsmanship (3rd ed.) by Soraya M. Coley & Cynthia A. Scheinberg&quot;,&quot;abstract&quot;:&quot;Coley and Scheinberg's Proposal Writing: Effective Grantsmanship is a strong example of the kind of resource I recommend all MSWs have on their bookshelf: a clear and concise primer on the process of writing a strong grant proposal. The book clearly describes the nuts and bolts of proposal writing, highlights major pitfalls often encountered, and offers sound advice

on ways to increase the probability of funding success. The book begins by offering an overview of the major types of funding proposals (government/foundation/corporate) and outlines the major components of a proposal, all along the way offering the reader useful suggestions. In the case of a co-written proposal, for example, the authors recommend assigning a point person responsible for pulling pieces together in time to meet submission deadlines. In the case of a nascent organization, they suggest exploring the possibility of a partnership with a more established agency that might bring more credibility to the initiative. Chapter two offers a brief (and not terribly informative) discussion of the usefulness of technology in finding and evaluating potential funders and sources of data on both the intervention and community. Future editions of the book might highlight AmericanFactFinder, which makes accessing community-level census and American Community Survey data relatively easy. The authors then turn to a discussion of the importance of understanding the agency (to identify strengths and weaknesses), the funder (to identify priorities), and the community (to identify goodness-of-fit). These elements are important not simply for the purposes of writing a strong proposal, but also more critically for effective program development that meets the needs of the community in an accessible manner. Before seeking funding, the authors challenge readers to ask, "Is the service the right one for the client?" (p. 29). After laying the groundwork, the book discusses the major components of the proposal: the needs statement, the goals and objectives, the project narrative, the evaluation plan, the budget, and "finishing touches" such as the cover letter. These chapters are strong because they mix description of the form and function of the components with advice for strengthening

paper\_authors: [H. Shaefer], paper\_publish\_year: 2011, publication\_journal\_name: Administration in Social

Work, consensus\_paper\_details\_url: https://consensus.app/papers/proposal-writing-effective-grantsmanship-soraya-coley-shaefer/aa132f6b40ab5d5a82135ca5852ad458/?utm\_source=chatgpt, doi: 10.1080/03643107.2011.614542, volume: 35, pages: 551 -

552, search\_result\_number: 8}, {paper\_title: Evaluation of a grant writing workshop designed to increase submission and award rates for career development awards, abstract: OBJECTIVES/GOALS: To improve early career faculty members' NIH grant writing skills, Clinical and Translational Science Awards (CTSA) hubs have developed a variety of workshop-style programs. However, few articles have evaluated the impact of grant writing workshops on NIH grant submission and award rates. METHODS/STUDY POPULATION: The K Writing program was developed by the Michigan Institute for Clinical and Health Research (MICHR) at the University of Michigan. Since 2012, 435 scholars have participated in the program. The MICHR K Writing program is a three-part workshop series that prepares scholars by providing them with guidelines to write all sections of a career development grant application. Each session focuses on different sections of the K award proposal. During the workshop sessions, participants break into small groups and exchange drafts of their proposal sections and receive peer critique and feedback from senior faculty facilitators who have experience with NIH study sections. RESULTS/ANTICIPATED RESULTS: Between 2012-2018, 273 scholars participated and 57% were female. Our two primary outcomes of interest are submission rates and success rates (the number of grants awarded divided by the number of applications). We plan to

examine the effects of several characteristics, including number of sessions attended, cohort year, and faculty vs. postdoctoral status. We will also examine whether there were differences in submission and success rates between female and male researchers and between underrepresented minority scholars and those who identified as white or Asian. Lastly, we will report submission and success rates for each grant mechanism and compare them to the national averages. DISCUSSION/SIGNIFICANCE: Obtaining external research funding is an important part of a faculty career, especially at its early stages. This research has important implications for the design of similar programs intended to increase submission and success rates for federal grant

applications. ""paper\_authors":["Phillip A. Ianni","E. Samuels","Ellen Champagne","B. Eakin","Christy Byks-Jazayeri"],"paper\_publish\_year":2023,"publication\_journal\_name":"Journal of Clinical and Translational

Science","consensus\_paper\_details\_url":"https://consensus.app/papers/evaluation-grant-writing-workshop-designed-increase-

ianni/87382028841457d582f82c0fa66375b9/?utm\_source=chatgpt","doi":"10.1017/cts.2023.177","volume":"7","pages":"26

27","search\_result\_number":9}, {"paper\_title":"Guidelines For Writing Proposals For Grants And Funds","abstract":"With the financial constraints under which most universities are working today, educators must depend upon outside revenue to provide equipment and other resources for effective teaching. Educators must raise their own funds to meet their needs for research and teaching, so they are compelled to write proposals for grants. Grants and other funding are increasingly becoming difficult to obtain. To be competitive for funding, an educator must submit a strong proposal that creates a good first impression to the reviewer. A proposal that is well written, clear, and easy for the reviewer to read and understand generally has a better chance of being funded than one that is poorly written. Since many engineering educators have little background in writing, this paper gives guidelines for creating a strong proposal to prospective authors. General appearance of the proposal, including graphs, figures, and charts, is an important part of writing a successful grant. Common errors in writing are included, and basic rules for most frequently misused grammar are given with a discussion of words, sentence structure, and paragraph organization. General references that can be used in preparation of proposals are included. The various sections of a proposal, such as the budget, are reviewed with information on types of material to include in each.

Additionally, general advice for first time authors is included. Following these basic guidelines will aid in the writing of a successful grant proposal. What Is A Grant? A grant is an award of money for an idea or project. education, etc. Grants may cover all costs associated with a defray administrative costs at the university (indirect costs). Grants are given for research, training, service, project (direct costs) or may include money to help Granting agencies include the government, which is the most abundant source of funds; private foundations, which are generally for specific interests; and business and industry, which often require contracts and carefully monitor the research or project to see that the business's goals are being met. A successful grant writer is one who has a good project or research idea, has goals that are consistent with the granting agency, has carefully thought through the project plan, and has a strong, well-written proposal. Even though the project or research idea maybe outstanding, the granting agency must have the same goals before a grant

will be awarded. Before spending time and effort writing and submitting a proposal, the writer should check to be sure the granting agency or business is interested in the research idea or project and for any written instructions along with deadlines for submission of the proposal.<sup>1</sup> Sources of Support

A search for money must start with an idea for research or for the use of the requested money. A knowledge of the sources of money for education and research is basic to obtaining funding to meet the educator's needs. Many universities have an Office for Sponsored Research or an Office of Grants and ?\$iiiw) 1996 ASEE Annual Conference Proceedings

1998. @lHH\_.. 1999 . Page 131.1 Contracts. The research office may publish a monthly bulletin of available grants, maintain a list of granting agencies, and/or list grants given by the university. Another excellent resource is the university library where one can find various information services which provide details about grants or contracts from the federal, state, and local governments, business and industry, intrauniversity funds, and other sources. Also, the Internet and computer services such as e-mail provide information on available grants from many sources. To help prospective grant writers write a successful proposal, numerous workshops and guides are available and can be located either in the library or through computer sources.<sup>2</sup> Writing A Successful Proposal

A successful grant proposal is one that receives funding regardless of the importance of the projected research. Although most submitted proposals present good, solid ideas, all can not be funded. Proposals based on weak ideas for research or projects generally are not funded. Although a poorly written proposal maybe funded if the idea is truly outstanding and the investigator has excellent credentials, most proposals that are poorly written are rarely funded. The successful proposals are those that can be sold to the granting agency. A proposal that is well written and easy for the reviewer to read and understand is more likely to receive funding. The review process generally consists of assigning the proposal to primary reviewers and secondary reviewers. The primary reviewers will look at the proposal and give it a full review in most cases; however, secondary reviewers often glance through the proposals and look only for major details. Two sections of a proposal all reviewers concentrate on are the budget justification and the biographical sketches that give information about the prospective researchers. Therefore, the budget and the biographical sketches must show what the writer wants all the reviewers to see in a glance. All sections of the grant should be easy to read, and major points should be prominent for the reviewers.<sup>3</sup> The appearance of the proposal is of utmost importance since the first impression the proposal has for the reviewer is crucial to the full review. General rules for the appearance of a successful proposal follow.

1. Use a word processor or desk top publisher to prepare the proposal.
2. Each page should have the same appearance, i.e. same fonts, printer.
3. Each page should be an original, not a photocopy of an older document.
4. Charts and graphs with proper titles add to the quality of the proposal.
5. Indent and use headings and double spacing between sections when possible to make the proposal easier to read.
6. Do not fill every possible space with words; use recommended font size (12 if one is not specified).
7. Follow all guidelines for format of the proposal. Do not deviate from page restrictions, section order, and other requirements.
8. Use titles and diagrams to increase the ease of review.
9. Double space between paragraphs.
10. Make sure there are no TYPOS or other inconsistencies in the paper. Good writing is concise and to the point; present only essential material.

Parts of A Proposal

Although each funding agency will have specific requirements for grants, most proposals will include the following sections:

abstract; problem statement, rationale, and specific aims; background and significance procedure, research plan, or experimental design and methods; budget and budget justification; literature cited, and biographical sketches of key personnel. If there are consultants or other contractual arrangements, letters from each indicating the willingness to participate should be included.

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Page 131.2 Abstract The abstract may be the only section of a proposal that some reviewers read. The abstract needs to be concise and attract the attention of the reviewers. A brief overview of the proposed project with a summary of the specific aims of the project should be included. Do not make the abstract a table of contents by listing the sections of the grant.

**Problem Statement or Rationale** The problem statement is as important as the abstract and should contain the idea that is to be developed. The objectives or goals for the project should be clear. A reviewer should be able to read this section within three minutes and understand the significance of the project.

**Background and Significance** The abstract may be the only section of a proposal that some reviewers read. The abstract needs to be concise and attract the attention of the reviewers. A brief overview of the proposed project with a summary of the specific aims of the project should be included. Do not make the abstract a table of contents by listing the sections of the grant.

**Problem Statement or Rationale** The problem statement is as important as the abstract and should contain the idea that is to be developed. The objectives or goals for the project should be clear. A reviewer should be able to read this section within three minutes and understand the significance of the project.

**Background and Significance** The background section contains reference to prior work in the area of the proposed project. The section should contain relevant information to illustrate why the project is important, that it is feasible, and how the investigator is capable of completing the project. A diagram to summarize related work and show how the proposed work can be completed will help the reviewer understand the significance of the project.

**Procedure** This section of the proposal includes a logical, organized, and detailed explanation of the procedures that will be used to accomplish the objectives of the project. The procedure section may include a technical plan and a management plan. A technical plan includes highly specific details of the methods, tests, instrumentation, quality control, materials, design approach, and special techniques. A management plan includes a description of key personnel with their qualifications to accomplish the goals of the proposal. Also, include organization support or collaborative effort; resources, such as equipment, space, laboratories; and schedule for completion of the proposal in the procedure section. Tables or diagrams used to simplify the explanation are welcomed by reviewers.

**Figures and Tables** Whenever possible, include figures or tables to communicate complicated ideas and help the reviewer through the proposal. Use attractive figures and tables that are clear and easy to understand without reading long explanations. Numerical data presented in tables or figures are generally faster to scan and easier to visualize than when presented in text form. Tables can be used to present much information in a relatively small amount of space.

Figure, paper\_authors: John H. Damell, paper\_publish\_year: 1996, publication\_journal\_name: Consensus Paper Details URL: [https://consensus.app/papers/guidelines-writing-proposals-grants-funds-damell/bcf905478bdd5ed49efdb37a977b1811/?utm\\_source=chatgpt&doi=10.18260/1-2-6078](https://consensus.app/papers/guidelines-writing-proposals-grants-funds-damell/bcf905478bdd5ed49efdb37a977b1811/?utm_source=chatgpt&doi=10.18260/1-2-6078), volume: , pages: , search



\_result\_number";10}, {"paper\_title";"Grant Writing Techniques for K-12 Funding";,"abstract";"Anyone with access to a newspaper or a television set is aware that there are myriad problems in education that need to be solved, all of which seem to require some type of funding. Although most schools receive funding from a variety of sources, the monies are not always available to fund special projects and programs. Most school personnel are not aware of all the ways to allocate resources and develop long-range plans to meet a school's assessed needs. Developing a proposal-writing team at your school is a good technique for bringing school plans and personnel together, for learning to maximize local resources and for finding additional funding for supporting long-range programs. \* The Art of Grant Writing Grant writing is a cross between technical writing and creative writing. Money is given to fund educational programs by funding sources with a pre-determined philosophical idea of the programs and projects they are willing to back. Funders also determine the procedures they want you to follow before awarding money. Therefore, if you intend to be funded, you need to make sure your school's problems can be solved by the funding source you are soliciting and that you support your program with strong quantitative and qualitative data. When a school finds a funder that meets its program's needs, the proposals should tell a story about the problems at the school, offer ideas on how to solve these problems, provide plans on how this will happen, and describe the necessary costs and personnel to make this project come true. \* Where Does Money Come From? My father taught me that "money does not grow on trees," but then again he did not live long enough to see money fall from machines on walls. For successful grant writers, however, money does grow on trees. It's easier to get money when you have money, which is, of course, the "American Way" of doing business. Grant monies come from a wide variety of resources that include federal funds, state funds, private donations, foundations, local businesses, fund-raising activities and your own school graduates. At the end of this article, I have listed a variety of places to look for major resources, but remember that any resource, no matter how small, can help fund your program. It is often easier to collect \$100 from 100 people than \$10,000 from one source. The 100 people will only require a thank-you letter, while the major source may require extensive paperwork. Most companies have to give some money away as part of their tax structure. Your job is convincing them to give the money to you. Businesses are always eager to provide funding support that will makes them look better in the eyes of their community. Help them by writing a proposal in which you can all take pride. \* The Task of Grant Writing Grant writing is not difficult, but it is hard work and very time consuming. Any educated person can write a successful grant, or you can find a grant writer to coach you through the process. The final grant, however, should express the needs of the students and the passion of the school to change education in terms of student needs. First of all, there are no generic grants. Grantors will all ask their questions a little bit differently and no two final grants will look alike. That does not mean you cannot use information from one grant to support another. In fact, schools that receive multi-grants usually stick to one set of solutions and continue to request funding from different sources for the same basic program. Federal and state grants will require a multi-paged proposal plus district and local documentation pages. Foundation and corporate funding sources prefer shorter proposals, usually a cover letter and a two-page proposal plus tax and budgetary information. Solicitation to local businesses may only require a letter of introduction and intent. However, no matter which type of funding source you seek, the information that you will provide is

fairly consistent. \u2026", "paper\_authors": [\"E. Zimet"], "paper\_publish\_year": 1993, "publication\_journal\_name": "T. H. E. Journal", "consensus\_paper\_details\_url": "https://consensus.app/papers/grant-writing-techniques-funding-zimet/86a8d60dc4a45d93961e848aab466e9b/?utm\_source=chatgpt", "doi": ", ", "volume": "21", "pages": "109", "search\_result\_number": 11}, {"paper\_title": "Writing Research Grants: An Overview of the Process", "abstract": "The purposes of this article are to provide an overview of the process of writing research grants and to address important details involved in grant submission. Our intent is to impart the understanding that writing research grants involves the intersection of clearly focused research ideas, the funding priorities of the grantor, a clear and concise research plan, attention to administrative details, and peer review. This article will help first-time grant writers appreciate the scope of the process and remind experienced grant writers of the essential components of the process.", "paper\_authors": [\"K. Holm", "M. J. Kim"], "paper\_publish\_year": 2010, "publication\_journal\_name": "Journal of Nursing Regulation", "consensus\_paper\_details\_url": "https://consensus.app/papers/writing-research-grants-overview-process-holm/9c4b7c8a50f4565baea60f4eb3ba0c2b/?utm\_source=chatgpt", "doi": "10.1016/S2155-8256(15)30329-X", "volume": "1", "pages": "20-22", "search\_result\_number": 12}, {"paper\_title": "Preparing successful grant proposals.", "abstract": "Getting started If this is your first grant proposal, consider attending a grant-writing workshop before beginning your project. Next, schedule brainstorming sessions with everyone who\u2019ll be involved in the process. At these sessions, participants can identify statements of need and develop a clear, concise description of the proposed project. Also determine goals, timetables, and how to evaluate the effectiveness of the project during these initial planning sessions. Include industry partners from the community in the grant-planning process because letters of commitment can easily be obtained from those initially involved. The purpose of a letter of commitment is to express the institution\u2019s support of the project. This letter should convince reviewers of the grant application (the grantor) that the project will be successful. Include the project title, a brief summary of the project, and all partners and collaborators in the letter. Show your enthusiasm here! Explore sources of grant funding early. Resources include the federal government, state and local agencies, and professional organizations. A request for proposal (RFP), the primary source of information about each grant, provides an outline of criteria for development of the grant proposal. Consult it early and often to meet the requirements of the granting agency for the proposal. Generally, each grant proposal includes the following sections: cover letter and summary, statement of need, project objectives, project methods and design, evaluation, budget narrative, and proposal appendix.", "paper\_authors": [\"R. Pullen", "Sheryl S. Mueller"], "paper\_publish\_year": 2012, "publication\_journal\_name": "The American journal of nursing", "consensus\_paper\_details\_url": "https://consensus.app/pape

rs/preparing-grant-proposals-  
pullen/239567882b8058928a422cb3c4572843/?utm\_source=chatgpt&utm\_medium=doi&utm\_campaign=10.1097/01.NAJ.0000410171.13777.cl&utm\_term=volume&utm\_content=112 1  
Suppl&utm\_medium=pages&utm\_term=21-2&utm\_content=13}, {&utm\_medium=paper\_title&utm\_term=Strategies  
for Increasing the Efficacy of Collaborative Grant Writing Groups in Preparing Federal  
Proposals. &utm\_medium=abstract&utm\_term=Introduction Required collaboration is  
becoming the norm for organizations in pursuit of Federal grant funding. While  
collaborative partnerships have long been encouraged, mandatory collaboration, in  
which the type of partner organizations (e.g., workforce development boards, K-12  
schools, non-profits, community or faith-based groups, industry or businesses, etc.)  
are designated by the sponsoring agency, has not traditionally been required. However,  
many Federal departments recognize that in order to achieve the greatest return on the  
public investment that grants represent, a comprehensive solution that taps into the  
variety of resources available within a given community must be encouraged (Baker,  
Homan, Schonhoff & Kreuter, 1999). This commitment to protect taxpayer interests  
is set forth as part of a Federal agency's strategic plan, and reflects its  
priorities through integration of these interests with its mission and program  
authorities. Mandatory grant collaboration means that collaborative writing has become  
a necessary skill for those charged with drafting the proposal document. The  
opportunity for collaboration presents many advantages for writers such as maximum  
input, checks and balances, access to a depth of experience, resources, joint  
knowledge, error reduction/achieving a more accurate text, and potentially, a higher  
quality document (Appel, 2005; Noel & Robert, 2004). However, these benefits hinge  
upon the ability of the collaborative group as a whole to carry out interactions and  
subsequent writing tasks effectively. This is often simpler in theory than in practice,  
given that the turnaround time for many requests for grant proposals is now 30 to 45  
days from announcement in the Federal Register. When such collaborative structures are  
not already in place (i.e., "an alliance among individuals linked by a  
common problem in order to develop a viable solution for addressing that  
problem" (Crawley, Hughes, Dopke & Dolan, 2007, p. 184), creating an  
innovative program that represents a true collaboration of organizational resources  
and ongoing reciprocity can be difficult to achieve within these constraints. Moreover,  
even when underlying structures for collaboration are in place, the communication  
required to orchestrate a diverse team through a successful grant writing endeavor,  
and subsequent implementation (if funding is awarded), tends to be challenging from  
the outset for a number of reasons. For instance, group members from representative  
organizations may play diverse roles and/or have differing levels of influence within  
and outside of their organization (Bacon, 1990), leading to dissention in assignment  
of tasks. Partnering organizations also do not necessarily share similar missions and  
organizational acculturation (Palmeri, 2004), which dictate how and when work is  
accomplished. The group's ability to mediate these, and other differences,  
therefore likely plays a significant role in whether or not they can achieve a  
successful outcome. In addition, "because collaborative work often places  
unique demands on participants --requiring some unfamiliar attitudes and behaviors and  
a wide range of specialized skills--collaborative capacity is greatly influenced by  
both the existing skills, knowledge and attitudes members bring to the table and  
efforts taken to build, support, and access this capacity" (Foster-Fishman,  
Berkowitz & Lounsbury, 2001, p. 243). In other words, not only is it essential to

strategically select the group's members, as each individual's skills, talents and work habits must provide an added value to the whole, but the ability of the group to communicate and work together to achieve its collective purpose also largely depends on how effectively its dynamics are organized and managed to create conditions that promote collaboration. Ensuring the success of collaborative grant writing endeavors is of utmost importance for organizations seeking Federal grant funding.

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team possible to prepare the grant and to accomplish the work is imperative. This

\u2026", &quot;paper\_authors":[&quot;D. Arnett"], &quot;paper\_publish\_year":2009, &quot;publication\_journal\_name": &quot;Circulation", &quot;consensus\_paper\_details\_url":&quot;https://consensus.app/papers/preparing-effective-grant-applications-arnett/ca4fc49015235f6185d393a5377e6142/?utm\_source=chatgpt", &quot;doi":&quot;t;10.1161/CIRCULATIONAHA.107.752774", &quot;volume":&quot;120", &quot;pages":&quot;2607-2612", &quot;search\_result\_number":18}, {&quot;paper\_title":&quot;An Innovative Program for Cultivating Grant Writing Skills in New Faculty Members", &quot;abstract":&quot;Introduction One of the primary missions of sponsored programs offices in both public and private universities is to encourage faculty to apply for external grants. In these days of budget shortfalls, universities are asking their faculty to take on additional teaching loads, often at the expense of time that could be dedicated to grant writing, just when the financial gains to the university from external grants would be most valuable. This provides an interesting challenge to sponsored program officers: how to encourage writing grant proposals and develop grantsmanship in faculty, especially new faculty, during these tough financial times. The Sponsored Project and Research Center (SPARC) Office at the University of Northern Colorado has developed an innovative program designed to encourage and support grant writing activities in young faculty. The Sponsored Project Development Award (SPDA) Fellowship Program is a two-year fellowship designed for new faculty. Faculty members submit applications to the SPARC Office, which then reviews the applications and selects a group of SPDA Fellows to begin the fellowship together as a cohort. The Fellowship makes certain demands on the fellows during the two-year program, but it also provides the fellows with a variety of incentives to aid in their grant writing development. The Application Form Cover Page, which describes the requirements and benefits of the program, is included as Appendix A. Note that both the department chair and the dean must sign off on the application, thereby guaranteeing both their financial and logistical support for the fellow while he/she participates in the program. In Spring 2003, the SPARC Office chose a cohort of seven faculty to participate in the SPDA Program. This paper contains a description of how the SPARC Office developed the SPDA Program and garnered support for the program from the university administration. It also contains direct feedback on aspects of the SPDA Program from the seven current fellows including information on the diversity of backgrounds represented by the fellows, perceptions of the pros and cons of the program, and suggestions for improvement. Conception and Support for the SPDA Program The SPARC Office at the University of Northern Colorado developed the Sponsored Project Development Award Fellowship Program as one piece of its internal grants program. Begun in the fall of 2001, the goal was to increase the number of faculty members who were writing successful grant proposals. The design for the Fellowship Program was an amalgamation of ideas garnered from a study of other institutions' faculty development and internal grants programs and from professional presenters at grant-writing workshops. The method was to bring in ten young faculty members with a desire to become involved in grant proposal writing, to provide them with a research development account, and to involve them, as a cohort, in a year-long series of intensive and hands-on development activities related to grantsmanship and proposal writing. The goal was that when these individuals became successful at getting grants, they would then go on to mentor others. Funding for the program came from the portion

of indirect cost recovery retained by SPARC for faculty development. In addition, each of the six deans was asked to contribute \$500 from their college toward a research development account for each Fellow. The budget for the program was \$40,000, or \$4,000 per Fellow, to cover the costs of proposal writing workshops, travel to Washington, visits to mentors, research development accounts of \$2,000 per fellow (in addition to the \$500 from the deans), and a variety of other development meetings and activities. To encourage buy-in of the program at the college level, each dean was asked to nominate the Fellows from his or her college. The result was an original cohort composed of eleven faculty members (an increase of one from the originally planned ten) from five colleges and the libraries, and from eleven different disciplines.

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Grant Alone";"abstract":"N o matter how compelling a research  
question may be, answering it often depends on the acquisition of research funding.  
With funding-success rates declining steadily [1], ensuring sufficient resources to  
sustain a research program has become an uncertain proposition for many scientists and  
clinicianinvestigators. Grants get funded (or not) for many reasons, but I think most  
grants go to research teams that funding agencies believe contain a high degree of  
expertise and ability. Therefore, when writing a research grant, it is critical to  
define who will be on the team. All research grants are submitted by a Principal  
Investigator (PI), but there may be many co-PIs and collaborators involved. These team  
members can be fellow researchers, methodologists, clinical experts, statisticians,  
and sometimes even patient representatives. The more-developed the research team, the  
better the odds of success. Put in this context, it is critical for PIs not to write  
their grants alone. Grants written by one person read like they were written by one  
person, and not by the team they represent. One person (often the PI) can formulate a  
research idea, but the plan should derive from discussions with colleagues and  
collaborators. Indeed, a research grant proposal should include the voices of all of  
the team members. That said, it can be challenging not only to make sure that all the  
appropriate voices are heard, but that the final grant maintains a cohesive and  
flowing narrative. To achieve this balance, I suggest starting with an outline, and  
inviting the whole team to comment on it early in the grant-writing process. At this  
stage, team members can also decide which section of the grant most suits their  
expertise. For example, the statistician can write the sample-size calculation and  
statistical plan, while the team\u2019s methodologists can focus on the sections  
falling within his or her purview. For clinical research, not surprisingly, the  
clinician-scientists (often including the PI) typically tackle the background and  
rationale sections of the grant. The approach to this stage seems logical to the point  
of being obvious. However, there are hidden challenges related to individual schedules,  
expectations, and habits that can impede the progress of the initial grant-writing  
steps. One way to handle these potential challenges is to arrange for a half-day or

full-day meeting of all investigators in which the overall theme of the grant and the individual team member assignments are clearly laid out, including the specific timelines to be met. An inperson meeting allows the investigators to become familiar with one A note from the Editor-in-Chief: We are pleased to present the next installment of \u2018\u2018Pearls\u2019\u2019, a column in Clinical Orthopaedics and Related Research. In this column, distinguished surgeons, scientists, or scholars share surgical or professional tips they use to help surmount important or interesting problems. We welcome reader feedback on all of our columns and articles; please send your comments to eic@clinorthop.org. The author certifies that neither she, nor any members of her immediate family, have any commercial associations (such as consultancies, stock ownership, equity interest, patent/licensing arrangements, etc) that might pose a conflict of interest in connection with the submitted article. All ICMJE Conflict of Interest Forms for authors and Clinical Orthopaedics and Related Research editors and board members are on file with the publication and can be viewed on request. The opinions expressed are those of the writers, and do not reflect the opinion or policy of CORR or The Association of Bone and Joint Surgeons.","paper\_authors":"M.

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measurable objectives are more likely to succeed. For example, a study by Veevers et al. (2023) emphasized the importance of well-developed objectives in enhancing the funding success rates of junior faculty in their research endeavors, pointing out the critical role of structured grant writing programs in achieving this [(Veevers et al., 2023)] ([https://consensus.app/papers/writing-program-enhance-junior-faculty-research-funding-veevers/1bacde00ad9d5f44947dad1eeb478a3c/?utm\\_source=chatgpt](https://consensus.app/papers/writing-program-enhance-junior-faculty-research-funding-veevers/1bacde00ad9d5f44947dad1eeb478a3c/?utm_source=chatgpt)). This aligns with your emphasis on the necessity of detailed planning and clarity in a grant proposal. How do you ensure that the objectives you set are not only measurable but also directly impactful for the targeted population?"]}, "status": "finished\_successfully", "end\_turn": true, "weight": 1.0, "metadata": {"finish\_details": {"type": "stop", "stop\_tokens": [100260]}, "citations": [], "gizmo\_id": "g-bo0FiWLY7", "message\_type": null, "model\_slug": "gpt-4", "default\_model\_slug": "gpt-4", "pad": "AAAAAAAAAAAAAAAAAAAA", "parent\_id": "a62ff966-95a6-4d78-9b5c-34b2c80ff7a7", "is\_complete": true, "request\_id": "88275f14c8bd5256-MXP", "timestamp": "absolute"}, "recipient": "all", "channel": null}, "parent": "a62ff966-95a6-4d78-9b5c-34b2c80ff7a7", "children": []}}, "moderation\_results": [], "current\_node": "538a5d61-8bd7-4dc6-a212-e587414533b9", "plugin\_ids": null, "conversation\_id": "d3c44e96-3a00-4623-acf4-5ff80e05aec6", "conversation\_template\_id": null, "gizmo\_id": null, "is\_archived": false, "safe\_urls": ["https://consensus.app/papers/preparing-grant-proposals-pullen/239567882b8058928a422cb3c4572843/?utm\_source=chatgpt", "https://consensus.app/papers/writing-program-enhance-junior-faculty-research-funding-veevers/1bacde00ad9d5f44947dad1eeb478a3c/?utm\_source=chatgpt", "https://consensus.app/papers/writing-grant-application-niederhuber/0127a6f9aab45f98955ae964712f61dd/?utm\_source=chatgpt", "https://consensus.app/papers/book-reviews-current-resources-grantwriters-wienke/715106da10e25e01bf8542f795950429/?utm\_source=chatgpt", "https://www.ncjrs.gov/pdffiles/peer4.pdf", "http://www.fl DOE.org/core/fileparse.php/7582/urlt/0064429-smart.pdf", "https://consensus.app/papers/grant-writing-techniques-funding-zimet/86a8d60dc4a45d93961e848aab466e9b/?utm\_source=chatgpt", "https://consensus.app/papers/twelve-tips-writing-research-grant-proposals-blanco/e500177822c65ead9153e7a275df4ac9/?utm\_source=chatgpt", "https://consensus.app/papers/evaluation-grant-writing-workshop-designed-increase-ianni/87382028841457d582f82c0fa66375b9/?utm\_source=chatgpt", "https://consensus.app/papers/book-review-successful-grant-writing-strategies-health-berger/c6514778228b5367ae3b29ca7c015a30/?utm\_source=chatgpt", "https://consensus.app/papers/developing-grant-writing-skills-practice-dreams-reality-lindquist/bfe7c4e22f83538e9c3aa11e6821e8b0/?utm\_source=chatgpt", "https://consensus.app/papers/guidelines-writing-proposals-grants-funds-damell/bcf905478bdd5ed49efdb37a977b1811/?utm\_source=chatgpt", "https://consensus.app/papers/grant-writing-workshop-chow/eb937c3706e85f568486d4ed69cf7078/?utm\_source=chatgpt", "https://consensus.app/papers/grant-writing-rasey/4f046fb53dc35ad282bcce64b233343e/?utm\_source=chatgpt", "https://consensus.app/papers/grant-writing-wiseman/9486447a0b3058e58f1a8f380dc7ab3a/?utm\_source=chatgpt", "https://consensus.app/papers/community\u2013academic-partnered-grant-writing-series-build-king/b70c40ef60ec5265a0667bd6b336787b/?utm\_source=chatgpt",

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The SMART program goal and objective development technique was adapted from material by the U.S. Department of Health and Human Services Centers for Disease Control and Prevention.

**Program Objectives**

How To Write Objectives: Objectives are the building blocks or steps towards achieving a program's goals. Objectives are specific and concise statements that state who will make what change, by how much, where and by when.

**Program Objectives**

Desirable objectives or short-term outcomes for supplementary program for ELLs may include measurable improvement in: English language proficiency Academic Achievement Parental Participation Teacher effectiveness Collaboration across numerous program areas

**Using the SMART Process**

When writing goals and objectives, keep them SMART: Specific. Use specific rather than generalized language: Clearly state the issue, the target group, the time and place of the program. Poorly stated goal The district's Title III program will reduce the number of ELLs retained. Clearer goal As a strategy for reducing retention rates, ELLs will participate in an intensive supplementary instructional after-school program which will focus on supplementary instruction on grade level benchmarks using effective ESOL strategies.

**Using the SMART Process**

Measurable. Be clear in the objective about what will be changed and by how much. Setting this clearly at the start makes it easier to evaluate: Example of a non-measurable objective To raise awareness of the low literacy rate of parents of ELLs. Example of a measurable objective Within 6 weeks of running an evening family literacy program in each of the district's 6 high schools, the attendance rate of participants will increase by 5% and survey results will indicate a 50% increase in number of families that have implemented reading strategies at home.

**Using The SMART Process**

Achievable. Be realistic about what the program can achieve in terms of the scale/scope of what is being done, the time and resources available: Unrealistic: The percent of ELLs scoring at Level 1 will be reduced 50% at the end of the project period. Realistic: When compared to the baseline, there will be a statistically significant reduction in the number and percent of ELLs scoring at Level 1.

**Using the SMART Process**

Relevant. Objectives need to relate to and be relevant to the goals. Remember objectives are the building blocks/steps toward meeting the goals: Not Very relevant 80% of the middle school students who received supplementary services funded by this project will gain at least one level as measured by the FCAT in reading. More relevant An analysis of end of the year reading scores for ELLs will demonstrate that at least 80% of the middle school students will gain at least one level as measured by the FCAT in reading.

**Using the SMART Process**

Time Specific. Be clear in the objectives about the timeframe in which the program/activities, as well as expected changes, will take place: At the conclusion of the program, there will be a 7% (statistically significant) increase, when compared to baseline data, in the proportion of ELLs who have mastered listening, speaking, reading & writing in English.

**Some Things To Remember About Writing Outcome Objectives**

Objectives evolve from Goals and are tied to the assessment process. Objectives are Future Focused Remember, outcome objectives relate to outcomes and not processes. For example, ABC School District is planning a new program for recently arrived ELLs. The objective is not "to provide information" but rather "to reduce the rate of retention among ELLs. A specific percentage increase

would be needed too. Providing information is an activity (strategy) to enable the objective to be achieved.

Some Things to Remember about Writing Outcome Objectives

Outcome Objectives May Be Immediate (Short-term): Immediate objectives deal with aspects of English language proficiency that may change more quickly

Individual Examples, levels of proficiency in listening and speaking

Should be measurable, realistic and short term

All should be measurable, realistic and short term

Some Things to Remember About Writing Outcome Objectives

Outcome Objectives May be Long-term (Impact): Long term but still realistic

Based on expected achievements of program

Deals with determinants of language proficiency that can be measured (level of listening, speaking, reading & writing)

Deals with determinants of academic achievement that can be measured (FCAT Levels)

Do not happen immediately-measured after months or years

Writing Program Goals And Objectives

Another Look At The Whole Process

Sound Programs Have 5 Major Components:

- Need Assessment (Problem Statement)
- Program Goals
- Program Strategies (Outputs)
- Program Objectives (Outcomes)
- Process Objectives (Intermediate outcomes)
- Outcome Objectives (Immediate outcomes)
- Impact Objectives (Long-term outcomes)

Program Evaluation

Statement Of Need

A statement of the problem to be addressed by the program:

Measuring a discrepancy between what is and what should be. The discrepancy may be a:

- Ideal condition
- Norm
- Remember: The definition of Minimum need does not rely on people knowing they have a particular Desired state or need.
- Expected State

Program Goals

Program Goals. A broad and future oriented statement of the desired condition:

Goal statements

Identify the specific target group and provide the what

Information as distinct from the how

the goal will be achieved or when it will come about.

Example:

- Goal: The overall goal of the district's program is to reduce the number of former ELLs scoring Level 2 on FCAT and continue to increase their level of academic achievement over time.

Program Objectives

Objectives provide guidelines for the accomplishment of goals:

- Identifies the target group
- States the result (change)
- Specifies the degree of change in measurable terms (degree)
- Identifies when the will happen (time)

Three broad categories:

- process (intermediate outcomes),
- outcome (immediate outcomes), and
- impact (long-term outcomes)

Sample Process, Outcome And Impact Objectives

Sample Process Outcome (intermediate):

- During the first year of the project, the ABC Tutoring Program will be delivered, by qualified teachers, to at least 50% of all ELLs in grades 6-8, and pretest versus posttest data will indicate a significant change in literacy levels in their native language and in English.

Sample Immediate Outcome:

- At the end of the first year of the ABC Tutoring Program, district survey results will indicate a 5% decrease (statistically significant) in absenteeism (truancy) among 6-8 grade ELLs as compared to the pre-program baseline.

Sample Impact Outcome (long-term):

- A two and four year follow-up survey of 10th and 12th grade students who completed the ABC Tutoring Program during 6-8 grade will indicate an 8% increase in academic achievement levels above that of their peers who did not complete the program.

Program Strategies

Program strategies provide the how

component and may be stated in terms of:

Interventions:

During the first year of the project, the ABC Tutoring Program will be delivered, by qualified teachers, to at least 50% of all ELLs in grades 6-8, and pretest

versus posttest data will indicate a significant \nchange in literacy levels in their native language and in \nEnglish. \n\n/nz\t People: Throughout the project period, cadre of \nclassroom teachers and paraprofessional will be trained to \ndeliver instruction through the ABC Tutoring Program . \n\n/nz\t Resources: Prior to implementation of the ABC Tutoring \nProgram, the curriculum will be revised and supplementary \nmaterials will be purchased and provided for teachers to \nreview, and teachers and paraprofessionals will be solicited \nto serve as instructors and instructional aides. \n\n\n\n\nProgram Evaluation\n\n\n\n{\t A systematic collection of evidence that the program was \neffectively implemented with the target audience and\nachieved its goals. \n\n\n{ Program Evaluation may be: \nz Formative and focused on: \n\n\n{ Input \u2013 Are the people, materials, time and \nresources being provided for the program to reach its \ngoals? \n\n\n{ Process \u2013 Is the program being delivered as designed \n(Program Fidelity), to the target audience (those with\nthe need), and in an effective way (intermediate \nresults)? \n\n\nz Summative and focused on: \n\n{ Immediate Outcomes\u2014Are the program objectives\nbeing met? \n\n{ Long-term Outcomes (Impact)\u2014Does the program\nhave a lasting effect on the target population? \n\n\n\n", "title": "Week2 Resource 2.pdf", "tether\_id": null}, "status": "finished\_successfully", "end\_turn": null, "weight": 1.0, "metadata": {"command": "context\_stuff", "is\_visually\_hidden\_from\_conversation": true, "message\_type": null, "model\_slug": "gpt-4", "default\_model\_slug": "gpt-4", "parent\_id": "aaa23e8b-e991-422c-8574-a198375a045d", "request\_id": "8826b191cdfc839a-MXP", "timestamp\_": "absolute"}, "recipient": "all", "channel": null}, "parent": "aaa23e8b-e991-422c-8574-a198375a045d", "children": [{"id": "114941c1-7df5-47cc-bfd2-6f6fa27d917b"}], "114941c1-7df5-47cc-bfd2-6f6fa27d917b": {"id": "114941c1-7df5-47cc-bfd2-6f6fa27d917b", "message": {"id": "114941c1-7df5-47cc-bfd2-6f6fa27d917b", "author": {"role": "tool", "name": "myfiles\_browser", "metadata": {}}, "create\_time": 1715478002.2422, "update\_time": null, "content": {"content\_type": "tether\_quote", "url": "file-GkpOHkaTKqfSZIJXZnS15Td1", "domain": "SMART GOALS PPT.pdf", "text": "\nDeveloping Measurable \n\n\nProgram Goals and Objectives\n\n\n\nAdapted from Presentation Developed by:\nAdapted from Presentation Developed by:\nSharon T. Wilburn, Ph.D. and KeSharon T. Wilburn, Ph.D. an nneth T. Wilburn, Ph.D.\nnd Kenneth T. Wilburn, Ph.D.\n\n\nUniversity of North Florida\nUniversity of North Florida\n\n\nFlorida Department of Education\n\nAcademic Achievement through Language Acquisition \n\n\n\n\nCommonly Used Strategies for Writing Program Objectives\n\n\n\n\n{ SMART: \nz Specific \nz Measurable\n\n\n\nz Achievable\n\n\n\nz Realistic, and \nz Time Specific \n\n\n\nThe SMART program goal and objective development technique was adapted from material by the U.S. \nDepartment of Health and Human Services Centers for Disease Control and Prevention \n\n\n\n\nProgram Objectives\n\n\n\n\n{ How To Write Objectives: \nz Objectives are the building blocks or \n\n\nsteps towards achieving a program&#x27;s \ngoals. Objectives are specific and \n\n\nconcise statements that state who will \nmake what change, by how much, \nwhere and by when. \n\n\n\n\nProgram Objectives\n\n\n\n\n{\t Desirable objectives or short-term \n\n\noutcomes for supplementary program for \nELLs may include measurable \n\n\nimprovement in: \nz English language proficiency \nz Academic Achievement \nz Parental Participation \nz Teacher effectiveness \nz Collaboration across numerous program \n\n\n\nareas \n\n\n\n\nUsing the SMART Process\n\n\n\n\n{\t When writing goals and objectives, keep them \nSMART: \n\n\n\n\n{\t Specific. Use specific rather than generalized \n\n\nlanguage: \n\n{ Clearly state the issue, the target group, the time and \n\n\nplace of the program. \n\n{ Poorly stated goal \n\n\nz The district\u2019s Title III program will reduce the \nnumber of ELLs retained. \n\n\n\n{ Clearer goal \nz\t As a strategy for

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**Writing Program Goals And Objectives**

**Another Look At The Whole Process**

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Need Assessment (Problem Statement)

Program Goals\n\nnz Program Strategies (Outputs)\n\nnz Program Objectives  
 (Outcomes)\n\n\n{ Process Objectives (Intermediate outcomes) \n{ Outcome Objectives  
 (Immediate outcomes) \n{ Impact Objectives (Long-term outcomes) \n\nz\t Program  
 Evaluation \n\n\n\nStatement Of Need\n\n\n\n{\t Need. A statement of the problem to \nbe  
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 Program Goals. A broad and future \n\noriented statement of the desired \ncondition:  
 \nz\t Goal statements \u201cidentify\u201d the specific \n\ntarget group and provide  
 the \u201cwhat\u201d \ninformation as distinct from the \u201chow\u201d the \ngoal  
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 effective way (intermediate \nresults)? \n\nnz Summative and focused on: \n{ Immediate



Outcomes\u2014Are the program objectives\n\nbeing met? \n{ Long-term Outcomes (Impact)\u2014Does the program\n\nhave a lasting effect on the target population? \n\n\n", "title": "SMART GOALS PPT.pdf", "tether\_id": null}, "status": "finished\_successfully", "end\_turn": null, "weight": 1.0, "metadata": {"command": "context\_stuff", "is\_visually\_hidden\_from\_conversation": true, "message\_type": null, "model\_slug": "gpt-4", "default\_model\_slug": "gpt-4", "parent\_id": "5a0eb08d-febb-45bb-88c6-9e9b6a341b6e", "request\_id": "8826b191cdfc839a-MXP", "timestamp\_": "absolute"}, "recipient": "all", "channel": null}, "parent": "5a0eb08d-febb-45bb-88c6-9e9b6a341b6e", "children": ["9f02c063-6d5a-49b5-a9f4-9e8fd3cae941"]], "9f02c063-6d5a-49b5-a9f4-9e8fd3cae941": {"id": "9f02c063-6d5a-49b5-a9f4-9e8fd3cae941", "message": {"id": "9f02c063-6d5a-49b5-a9f4-9e8fd3cae941", "author": {"role": "tool", "name": "myfiles\_browser", "metadata": {}}, "create\_time": 1715478002.242345, "update\_time": null, "content": {"content\_type": "tether\_quote", "url": "file-8ISwW01B4Ios5p4J8YVsPgcc", "domain": "WEEK 2 RESOURCE 1.pdf", "text": "\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\n40 American Probation and Parole Association\n\nCHAPTER 4\n\nDEVELOPING A PROGRAM PURPOSE, GOALS, AND\nOBJECTIVES\n\n\nChapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs\n\nAmerican Probation and Parole Association 41\n\nINTRODUCTION\n\nThe number of teen court programs is growing\nrapidly across the country as people realize the\nwide range of youth these programs can\ninfluence and the many benefits associated with\nthem. With this increasing awareness will come\nincreasing scrutiny, as programs are asked to\nprove their effectiveness while vying for limited\nresources. It is, therefore, essential that\nprograms identify their purpose, goals, and\nobjectives. The purpose of a program provides\nthe framework that sets the direction of the\nprogram, while the goals and objectives provide\na plan as to how the purpose will be achieved.\n\nIn addition, the program purpose and goals are\nthe foundation upon which other program\nelements are defined, such as the target\npopulation and program services. Measurable\nobjectives will provide programs with a\nmechanism for evaluating their results. Target\npopulation, program services, and program\nevaluation will be discussed in greater detail in\nsubsequent chapters, but they are mentioned\nhere in order to draw attention to the\ninterdependency of the steps and decisions in the\nprogram development process.\n\nWhen developing a program's purpose, goals,\nand objectives, it may be helpful to understand\nthe rationale and philosophy behind teen court\nprograms. This chapter begins with a discussion\nof some of the recurring themes among teen\ncourt programs and concludes with practical\ninformation on developing a purpose, goals, and\nobjectives for a teen court program.\nSpecifically, by the end of this chapter, readers\nwill be able to\n\ndiscuss the concept behind the balanced\napproach mission and restorative justice\nmodel and explain its relation to goals of teen\ncourt programs;\n\ndevelop a purpose statement for a teen court\nprogram; and\n\ndevelop short- and long-term goals and\nmeasurable objectives for a teen court\nprogram.\n\nTHE BALANCED APPROACH\n\nMISSION AND RESTORATIVE\n\nJUSTICE MODEL\n\nOne of the emerging trends in juvenile justice is\nbased on the concept known as the balanced\napproach mission and restorative justice model.\nIn an attempt to provide equal attention to\noffenders, victims and the community, the\nbalanced approach mission, according to\nBazemore and Umbreit (1994), focuses on\n\naccountability;\n\ncompetency development; and\n\ncommunity protection.\n\nThe philosophy of restorative justice is based on\nthe following values and assumptions\n(McLagan, 1992, as cited in Bazemore and\nUmbreit,

1994): Offenders, victims, and the community should be included in the response to crime. Government and local communities should assume complementary roles in responding to crime. Accountability is based on offenders understanding the harm caused by their actions, accepting responsibility for the harm caused, and making amends. It is through values espoused within this type of framework that goals of the balanced approach mission take on a more significant meaning (Bazemore and Umbreit, 1994). What is interesting to note is that these same goals (i.e., accountability, competency development, community protection) recur throughout the literature and program materials from teen court programs. Although they tout goals similar to Chapter 4 Peer Justice and Youth Empowerment: An Implementation Guide for Teen Court Programs (42 American Probation and Parole Association), those found in the balanced approach mission, the majority of teen court programs, like many other juvenile justice agencies, have not implemented the elements inherent in this promising approach to their full potential. Programs that follow a balanced and restorative justice model provide a means for reconciling the interests of and meeting the mutual needs of victims, offenders, and the community (Bazemore and Umbreit, 1994). Implementing programs based on the balanced and restorative justice model can be an ominous task and often requires agencies to adopt a new way of viewing the roles of offenders, victims, and the community in the justice process (Bazemore and Umbreit, 1994). With consideration and active participation from other juvenile justice agencies, victims, and the community, teen court programs can offer jurisdictions an avenue to bring the philosophy of the balanced approach mission in juvenile justice into actual practice. Accountability Often society has difficulty determining where to affix the culpability for juvenile crime. Responsibility has been placed on parents, schools, the community, or the court system. Although each contributes to the problems that lead to juvenile crime, the individual responsibility of the youthful offender cannot be ignored. Families, schools, communities, and the juvenile justice system all must play a role in ensuring that youth accept responsibility and are held accountable for their actions. Under the balanced approach mission, accountability refers to the need for offenders to make amends to victims for the losses caused by their delinquent actions. This entails not only the action of making amends through avenues such as community service or restitution, but also entails creating an awareness in youthful offenders of the harmful consequences their actions have on others, most notably victims (Bazemore, 1993). In cases coming before a teen court program in which there is no identifiable victim, the message still should be sent to teen court defendants that their actions do affect others, including their families and the community as a whole. What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. Most teen court programs require youthful offenders to redress victims and the community for the harm caused through the provision of community service and, in some programs, through oral or written apologies to victims and monetary restitution (American Probation and Parole Association, 1994). What is missing in many teen court programs, however, is the link for offenders between the act of making amends and the awareness and understanding of why it is necessary to make amends. In its Report and Recommendations to Victims of Juvenile Crime, the American Correctional Association Victims Committee (1994, p.6) states: "In far too many cases,

juvenile offenders leave the scene of their crimes without any inclination of the serious effects of their acts or the devastating impact their crimes have on their victims. Therefore, if a teen court program is to operationalize the goal of accountability to its fullest extent, it must not only create opportunities for youth to repay victims and the community, it also must build in an awareness component that educates youth on the impact their actions have on others (i.e., victims and community). In doing this, efforts should be made to involve the community and victims actively in the process (Bazemore and Umbreit, 1994). The community plays significant roles in holding offenders accountable by providing locations for offenders to complete community service hours and by providing offenders with paid work opportunities, increasing their ability to pay restitution. At a minimum, victims should

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43 provide impact information (written or oral) on how the crime affected them. This information can be used during the sentencing phase to provide jurors with information to assist them in determining an appropriate sentence and to begin the process of personalizing the crime for the offender. Competency Development Under the balanced approach mission, the competency development goal emphasizes the need for offenders to leave the juvenile justice system with skills that will enable them to be productive participants in society (Bazemore and Umbreit, 1994). Additionally, Norem-Hebeisen and Hedin (1981) stress that to decrease delinquency, one goal of peer programs should be to provide at-risk youth with skills that aid them when they find themselves in situations in which problem behavior is encouraged and supported. Teen court programs can be effective in this area by teaching youth (i.e., youthful offenders and community youth) necessary life and coping skills and then offering a meaningful forum in which to use and refine those skills. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Throughout their participation in the program, teen court defendants and youth volunteers will be confronted by persons with differing viewpoints and backgrounds, which often mirror experiences and situations encountered in other aspects of their lives. At times, these differences may cause frustration; however, the way youth learn to react and respond to these differing viewpoints and personalities is all part of the learning process. The goal is for young people to carry over and apply what they learn through teen court when confronted with other difficult choices and situations in their lives. Most teen court programs are designed to intervene early (usually after a first offense) in the delinquent behavior of a juvenile. Some ways in which teen court programs offer skill-building opportunities for youthful offenders is through requiring the performance of community service and participation in educational workshops. In addition to holding youth accountable, basic habits that the performance of community service can instill in youth include (Maloney and Bazemore, 1994) reporting to work on time; cooperating with coworkers; accepting constructive criticism; and successfully finishing a task. Educational workshops can be designed and offered to defendants to assist them in developing needed skills in specific areas, such as managing conflict and problem solving. As a means to further the development, enhancement, and application of life skills, most teen court programs require or encourage offenders to participate as a volunteer in the program, usually in the role of a juror. The table is turned, and the delinquent youth is offered an opportunity to experience

the other side of the justice system by determining consequences for a peer. Staff, who observe a youth's interaction with other jurors and teen court participants, can identify youth who are lacking in certain skill areas and who may need additional assistance or an informal referral for other services. Teen court is not a mock trial; the cases that are heard are real. As a prevention program, teen court programs offer youth in the community valuable education and hands-on experience in the legal and judicial system. This places youth volunteers in positions that require a tremendous amount of responsibility. They assume roles that give them the power to make decisions that can have a direct impact on the lives of the teen court defendants. Through these roles, young Chapter 4

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The Office of Juvenile Justice and Delinquency Prevention (1993) based a major component of its Comprehensive Strategy for Serious, Violent, and Chronic Juvenile Offenders on the premise that to effectively handle delinquent behavior, there must to be a range of graduated sanctions and a full continuum of treatment and rehabilitative services. Aside from assisting community youth to develop needed skills to resist the pressures to participate in illegal activity, teen court programs promote public safety by offering jurisdictions an alternative program to juvenile court for nonviolent, misdemeanor cases. The rationale for doing so is that the number of cases being heard in juvenile court will decrease, and more time will be allotted for juvenile court to hear more serious cases.

SAMPLE STATEMENTS OF PURPOSE, GOALS, AND OBJECTIVES

After considering the philosophy and rationale behind teen courts, program developers need to translate the philosophy into practice. Each person can play an active part in addressing the problem of juvenile delinquency within their community.

Community Protection

The right of the public to a safe and secure community is at the heart of all justice programs in both the adult and juvenile systems. As a means to help ensure public safety, the balanced approach mission calls for a shared responsibility between the juvenile justice system and the community for the control and reintegration of offenders (Bazemore and Umbreit, 1994). By helping youth develop and enhance needed life and coping skills and educating them on the legal and judicial system, teen court programs can cause youth to adopt more prosocial attitudes, which ultimately can help protect the community.

This concept is illustrated by the personal statement in Figure 4-1. It was written by a 15-year-old girl who, before her involvement as a volunteer in the Buncombe County Teen Court Program in Asheville, North Carolina, had developed a pattern of shoplifting. She was never caught.

Figure 4-1: Personal Statement of a Youth Teen Court Volunteer

A few years ago I started hanging out with some guys that always got into trouble with the police. I knew what they were doing was wrong, but I didn't know exactly what would happen if we were caught. It didn't take long for me to get used to their ways and fit in well. When we would go into a store, I always knew my part, and no one else ever messed up either. We never got caught, and after a while we all got very cocky about things.

There was one time when we went into a store five times in a row, and the last two times there was a police officer in there. It didn't bother us; we just tried to get as much as we could and if we got caught, well, really we thought that the police were too stupid to catch us. The way we thought was an ignorant way of thinking, because a week after that my friends were caught at another store, I, fortunately, was not with them, but it got me to thinking.

What if I had been with them? If I had been caught, what would have happened? Even though it got me thinking, I didn't quit doing those types of things. I still wasn't sure what could happen if I was caught.

Once teen court started in Asheville, I got into it. I learned about what could have happened if I was caught, and that was when I decided not to do anything illegal again. If it hadn't been for teen court, I would never have learned about the consequences of doing wrong things and I would probably still be doing them.

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jurisdiction should consider the philosophy within the context of its own community needs and resources. Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

Blindly implementing a program based on its apparent success in other jurisdictions is a simplistic solution that ultimately may prove ineffective (Cochran, 1989).

It is advisable to include agency staff and stakeholders of the program (those who are supportive of the program's efforts as well as those who may be resistant) in the process of developing the purpose, goals, and objectives. If a program is being developed within an existing agency, the program purpose must be in accordance with all other aspects of the overseeing agency's mission and must be acceptable to all involved with the program.

According to Crowe and Schaefer (1992), some issues that may need to be evaluated by program developers in this process include the overall mission of the agency implementing the program; legal issues that may affect the program; and limitations of community and program resources.

The following section outlines the process of developing a program's purpose, goals, and objectives. When possible, examples used reflect concepts related to the earlier discussion of the balanced approach mission and restorative justice model.

Program Purpose

A teen court program's viability depends on its ability to address a pressing local problem. It is crucial that a teen court program focus on needs within its jurisdiction that can be addressed realistically. This will enable agencies to develop manageable, effective programs. The following two primary questions can help program developers limit the scope of a program to something that is realistic and achievable (Fulton, Stone, and Gendreau, 1994):

What deficiencies are we trying to overcome?

Which ones can we realistically overcome given the existing resources and level of support?

A clearly articulated statement identifying the primary purpose of the program will assist agencies in remaining focused on achievable and congruent goals. The purpose statement for any program, like an agency mission statement, should clearly state the primary purpose of the program and the population for whom it is designed. It also should include a very brief and general description of the services it will provide (Fulton, Stone, and Gendreau, 1994). A sample teen court purpose statement may be found in Figure 4-2.

Figure 4-2: Sample Teen Court Program Purpose Statement

The Teen Court Program is a community-based intervention/prevention program designed to provide an alternative response for the juvenile justice system for first-time, nonviolent, misdemeanor juvenile offenders, in which community youth determine the appropriate sanctions for the offender. The program will hold youthful offenders accountable and provide educational services to offenders and youth volunteers in an effort to promote long-term behavioral change that leads to enhanced public safety.

Program Goals

Program goals are broad, general statements that serve to map out the future

and provide a measure of success in achieving the program.

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**purpose.** They should clarify the intentions of the program and direct program activities. It is recommended that agencies apply the following guidelines when developing goals for teen court programs:

- Focus the goals according to the target population and program services provided.
- Carefully select the goals of a teen court program based on prioritized needs and available resources.
- Differentiate short- and long-term goals.

A further discussion of these guidelines reveals how their application can enhance the credibility of teen court programs.

**Focusing on Target Population and Services to Be Provided**

When developing goals, program developers should keep in mind the target population the program is designed to serve. If a program decides to target first-time offenders, the goals and objectives of the program may differ from those of programs targeting repeat offenders who may need more intensive services. Target population and program services are discussed in more detail in subsequent chapters.

**Basing Goals on Prioritized Needs and Available Resources**

Stakeholder desires and jurisdictional needs should not be ignored. However, agencies must examine and prioritize these needs. This requires an examination of the needs of youth in the community and a determination of which needs are not currently being met through other means and could be met through teen court.

Funding and community resources need to be examined to ascertain if the identified needs can be met with existing resources or if the development of resources is feasible. Realistic goals that address a specific and important need then can be established. (See Figure 4-3.)

**Figure 4-3: Sample Teen Court Program Goals**

- Based on a Prioritized Need
- Prioritized Need: A program to address the problem of underage drinking and illegal drug use in the community.
- Long-term goal: To decrease the number of youth in the community engaging in alcohol and illegal drug use.
- Short-term goal: To intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

**Differentiating Between Short- and Long-Term Goals**

Program developers may find it helpful to differentiate between short- and long-term goals of the teen court program. Some goals may have a rehabilitative focus associated with long-term behavior change. These may be easier to evaluate if refocused and broken down into short-term goals that support the long-term goal.

Also, it may be easier to sustain internal and external program support if people can see goals being achieved in the short-term.

**Figure 4-4: Sample Teen Court Program Long- and Short-Term Goals**

- Long-term goal: Improve the capacity of youth to become responsible and productive citizens.
- Short-term goal: Provide youth with education and hands-on experience in the judicial systems.
- Short-term goal: Increase life and coping skills of youth in the community.
- Long-term goal: Protect the community.
- Short-term goal: Hold youthful offenders accountable.

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**Program Objectives**

Objectives are crucial to effective program implementation and evaluation. Program objectives specify how program goals will be achieved and should include a method for evaluating results. While program goals should clearly state the intentions of a program, objectives should describe the mechanisms and strategies used to accomplish those intentions.

Specific and measurable objectives should be assigned to each major

goal area. Objectives should be achieved within a limited time and be identified with an actual result. It is recommended that teen court objectives be result-oriented rather than activity-oriented (Crowe and Schaefer, 1992; Fulton, Stone, and Gendreau, 1994). Some sample goals and objectives may be found in Figure 4-5.

Figure 4-5: Sample Teen Court Program Goals and Objectives

Long-term goal: Improve the capacity of youth to become responsible and productive citizens.

Short-term goal: Provide youth with education and hands-on experience in the judicial system.

Objective 1: 90% of youth attending the five-week teen court training seminar will pass a teen court bar exam.

Objective 2: All youth volunteers will be scheduled to participate in a teen court trial/hearing within three months of passing their bar examination.

Short-term goal: Increase life and coping skills of youth in the community.

Objective 1: 30% of the ongoing youth volunteer pool will consist of past teen court defendants by the end of fiscal year 1996.

Objective 2: 85% of youth volunteers will complete a six-week life skills class during fiscal year 1996.

Long-term goal: Protect the community.

Short-term goal: Hold youthful offenders accountable.

Objective 1: All referrals to the teen court program will be docketed and heard in teen court within five weeks of the referral.

Objective 2: During fiscal year 1996, 80% of teen court defendants will successfully complete their community service hours within 90 days of their sentence.

Objective 3: 80% of all restitution payments scheduled to be made during fiscal year 1996 will be collected.

Objective 4: During fiscal year 1996, 60% of teen court defendants will complete a four-week victim awareness class.

Long-term goal: Decrease the number of youth in the community engaging in alcohol and illegal drug use.

Short-term goal: Intervene early, provide education to, and promote awareness among youth of the dangers of substance abuse.

Objective 1: During fiscal year 1996, 95% of all teen court defendants charged with an alcohol/drug offense will attend a Mothers Against Drunk Driving victim impact panel.

Objective 2: 80% of all teen court defendants will successfully complete a four-week substance abuse awareness program.

Objective 3: A pretest and three-month followup test (designed to assess change in knowledge and attitude about alcohol and drug use among adolescents) will be administered to all participants of the substance abuse awareness program. 80% of participants will show a positive change in knowledge and attitude relative to alcohol and drug use.

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CONCLUSION

The establishment of a program's purpose, goals, and objectives is critical to effective program implementation and evaluation. Without a carefully considered purpose and goals, the program will lack a clear direction and eventually may find its existence called into question. The sample purpose, goals, and objectives provided in this chapter are based on the earlier discussion of the balanced approach mission. Individual teen court programs should develop realistic and achievable goals that reflect the program's philosophical basis, jurisdictional differences, and target population. Establishing reasonable goals and objectives will require more work during the planning and development stages to ascertain what improvement rates are achievable, given the program aims and resources. However, this investment of time and effort should pay off in the long run with a more effective program.

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CHECKLIST FOR PROGRAM PURPOSE, GOALS, AND OBJECTIVES

Have teen court program organizers or

staff \u2014 Developed an understanding of the balanced approach mission and the restorative justice model? Howard Zehr (1990, pp. 230–231) developed the following Restorative Justice Yardstick as a means for providing juvenile justice agencies with guidance in moving closer to values and policies consistent with the restorative justice model. These questions should be examined while keeping in mind the objectives of the balanced approach mission (i.e., accountability, competency development, community protection).

Do victims experience justice?

Are there sufficient opportunities for them to tell their truth to relevant listeners?

Are they receiving needed compensation or restitution?

Is the injustice adequately acknowledged?

Are they sufficiently protected against further violation?

Does the outcome adequately reflect the severity of the offense?

Are they receiving adequate information about the event, the offender, and the process?

Do they have a voice in the process?

Is the experience of justice adequately public?

Do they have adequate support from others?

Are their families receiving adequate assistance and support?

Are other needs \u2014 material, psychological, spiritual \u2014 being addressed?

Do offenders experience justice?

Are they encouraged to understand and take responsibility for what they have done?

Are misattributions challenged?

Are they provided encouragement and opportunity to make things right?

Are they given the opportunity to participate in the process?

Is there encouragement toward changed behavior (repentance)?

Is there a mechanism for monitoring or verifying changes?

Are their own needs being addressed?

Are their families receiving support and assistance?

Is the victim-offender relationship addressed?

Is there opportunity for a meeting, if appropriate \u2014 either direct or therapeutic?

Is there opportunity and encouragement for an exchange of information \u2014 about the event, about one another?

Are misattributions being challenged?

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Are community concerns being taken into account?

Is the process and outcome sufficiently public?

Is community protection being addressed?

Is there need for some restitution or symbolic action for the community?

Is the community represented in some way in the process?

Is the future being addressed?

Is there provision for solving the problems that led up to this event?

Is there provision for solving problems caused by this event?

Have future intentions been addressed?

Is there provision for monitoring, verifying, and troubleshooting outcomes?

Developed a purpose statement?

Determined the deficiencies or areas of need within the community? (Note: Refer to the needs and resources assessment discussed in Chapter 2.)

Determined which deficiencies or areas of need can be realistically addressed.

Determined who the program is designed to serve? (Note: Chapter 5 discusses determining a target population in more detail.)

Decided what services will be provided by this program? (Note: Chapter 6 discusses designing program services in more detail.)

Developed program goals?

Developed goals that focus on the target population to be served and the program services to be provided?

Categorized goals according to short- and long-term goals?

Prioritized goals according to needs and available resources?

Developed program objectives?

Developed objectives that specify how the program goals will be achieved?

Developed objectives that



include a method for evaluating results?\n\u2751 Established a time frame within which the objectives will be achieved?\n\u2751 Defined objectives that are results-oriented, rather than activity-oriented?\n\n", "title": "WEEK 2 RESOURCE 1.pdf", "tether\_id": null, "status": "finished\_successfully", "end\_turn": null, "weight": 1.0, "metadata": {"command": "context\_stuff", "is\_visually\_hidden\_from\_conversation": true, "message\_type": null, "model\_slug": "gpt-4", "default\_model\_slug": "gpt-4", "parent\_id": "114941c1-7df5-47cc-bfd2-6f6fa27d917b", "request\_id": "8826b191cdfc839a-MXP", "timestamp\_": "absolute"}, "recipient": "all", "channel": null}, "parent": "114941c1-7df5-47cc-bfd2-6f6fa27d917b", "children": [{"id": "9fa6fd07-d6f8-4c73-88e8-dc8bcc3a12d6"}], "9fa6fd07-d6f8-4c73-88e8-dc8bcc3a12d6": {"id": "9fa6fd07-d6f8-4c73-88e8-dc8bcc3a12d6", "message": {"id": "9fa6fd07-d6f8-4c73-88e8-dc8bcc3a12d6", "author": {"role": "assistant", "name": null, "metadata": {}}, "create\_time": 1715478002.242486, "update\_time": null, "content": {"content\_type": "text", "parts": ["### Part A: Differences Between a Program's Purpose, Goals, and Objectives\n\nWhen developing a program, especially for grant applications, it's crucial to clearly distinguish between the program's purpose, goals, and objectives. These components serve as critical building blocks in presenting a well-thought-out proposal to potential funders.\n\n1. **Purpose**: The purpose of a program provides the foundational framework that sets the overall direction. It defines the broad aim of the program and answers why it exists. The purpose is essential in grant writing as it communicates the core essence and justification of the program to funders, helping them understand the overarching intent behind the initiative\n\n2. **Goals**: Goals are broad, general statements that articulate the desired outcomes the program aims to achieve in the long run. They map out the future and provide a measure of success. Goals are essential in grants because they demonstrate the strategic endpoints of the program, giving funders a clear picture of the intended impact and aligning with their interests and priorities\n\n3. **Objectives**: Objectives are specific, measurable steps that outline how the goals will be achieved. They are concise and detailed, often including specific targets and timelines. Objectives are crucial in grant proposals because they provide measurable benchmarks for evaluating the program's success and accountability, ensuring that there are concrete criteria against which the program's effectiveness can be assessed\n\n### Part B: Grant Proposal Description for CLU Social Impact Innovation Fund\n\nIn pursuit of enhancing societal well-being, I propose to establish the 'Global Happiness Initiative Foundation' (GHIF). This foundation aims to elevate individuals' quality of life worldwide through comprehensive access to education, healthcare, travel opportunities, and mental health resources. By focusing on these critical areas, GHIF seeks to promote long-term happiness and well-being without the restrictions typically imposed by health conditions. This initiative will operate as a community and global cooperative effort, emphasizing inclusivity and universal benefit. Through strategic partnerships and innovative service delivery, GHIF intends to make a significant impact by transforming lives and fostering a more joyful and connected world.\n\n### Part C: Defining the Program/Idea with Purpose, Goals, and Objectives\n\n1. **Purpose**: The purpose of the Global Happiness Initiative Foundation is to enhance the overall well-being and happiness of individuals globally by providing unrestricted access to essential life-enhancing services such as education, healthcare, and mental wellness resources.\n\n2. **Goals**: \n - **Long-term Goal**: To significantly increase the global population's access to key well-being services, thereby improving quality of life

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and happiness.\n - **Short-term Goal**: To establish and strengthen partnerships with local and international organizations to facilitate service delivery and reach a wider audience.\n\n3. **Objectives**:\n - **Objective 1**: By the end of the first year, launch educational programs in at least three countries, benefiting over 10,000 individuals.\n - **Objective 2**: Within the first six months, partner with at least five major healthcare providers to offer comprehensive health services with an emphasis on preventive care and mental health.\n - **Objective 3**: Develop and implement a scalable model for wellness travel that can be replicated across different regions, evaluated through participant satisfaction and repeat engagement rates."}],  
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