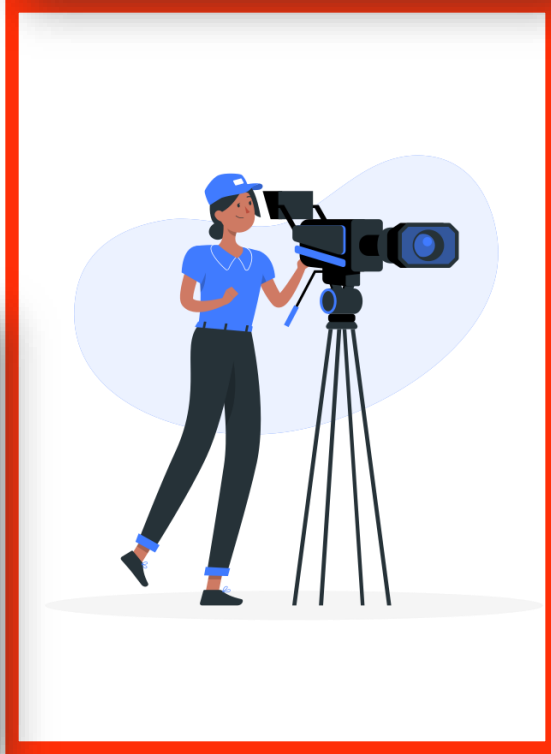




NOFO Application Overview



THE GOVERNOR'S OFFICE OF VOLUNTEER SERVICES / ALABAMA STATE SERVICE COMMISSION



Avoid putting phone on hold to prevent hold music from interfering with training participants

Presenters :

Amber E. Price

Cesily Means

✓ 2x AmeriCorps Alumna Service Member with the YWCA of Central Alabama Building Communities, Bettering Lives Program

✓ Alabama State Service Commission

✓ AmeriCorps Outreach, Engagement and Training Coordinator

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Today's Agenda

- Theory of Change
- Logic Model
- Performance Measures
- Evidence Tier
- Evidence Quality
- Notice Priority
- Member Experience
- Organizational Background and Staffing
- Compliance and Accountability
- Culture That Values Learning
- Member Supervision
- Cost Effectiveness and Budget Adequacy

Application Sections

Narratives:

- **Executive Summary**
- **Program Design**
 - Theory of Change & Logic Model
 - Evidence Base
 - Notice of Priority
 - Member Experience

Organizational Capability

- Organizational Background and Staffing
- Compliance & Accountability
- Culture that Values Learning
- Member Supervision

Cost Effectiveness and Budget Adequacy

Evaluation Plan(if applicable)

- Logic Model
- Documents: Evaluation, Labor Union Concurrence, etc.
- Performance Measures Module



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Application Materials

Applicants must be familiar with the following documents that will assist you with the completion of your application.

- **NOFO:** Notice of Funding Opportunity
- **Mandatory Supplemental Guidance:** Definitions
- **Performance Measure Instructions**
- **AmeriCorps Application Instructions:** Attachments with detailed budget instructions and performance measure submission instructions.

All items and updates are available on the ServeAlabama website:

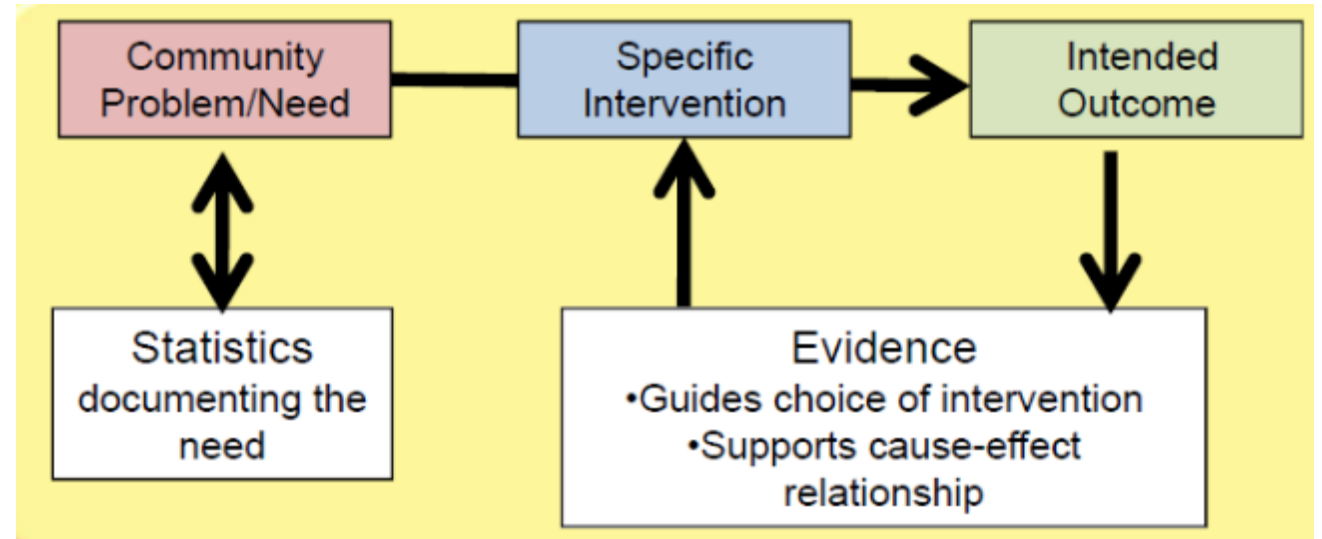
<https://www.servealabama.gov/ameriCorps-nofo-2022-23>



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What is a Theory of Change (TOC)?

- The theory of change is how you believe your intervention can address or solve an identified problem/need.
- Underlying the theory is a set of assumptions, supported by evidence, about why the intervention is likely to lead to the outcome(s).

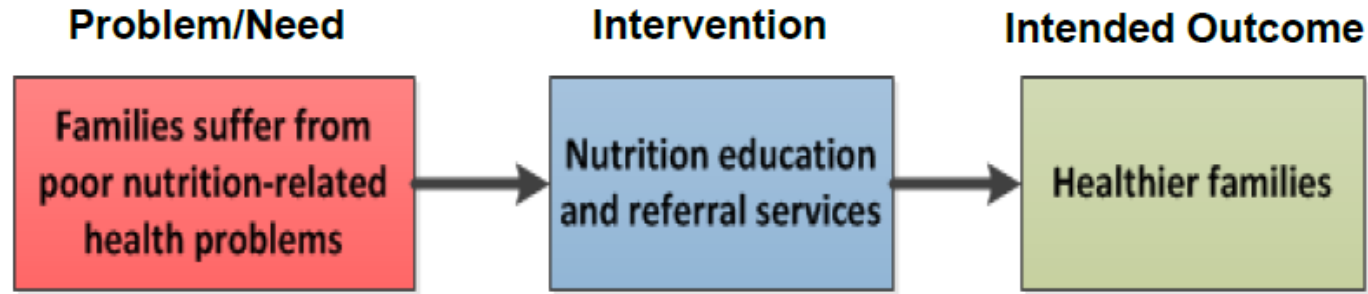


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References:

NOFO pp. 20-22

Theory of change for a nutrition assistance program:



Theory of Change Example



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Community Need/Problem	Intervention	Outcome(s)
Specific need in the community we have chosen to address	If members/volunteers do this...	...then this will happen.
<p>Many Marigold City youth are at risk of dropping out due to feeling disengaged from their schools and having no caring adult to confide in.</p> <p>Documentation: According to Euphoria Higher Education Consortium's 2010 Report, Marigold School District had a high school dropout rate of 28.3% as compared to the statewide average of 13.4%. The State of Euphoria Prevention Needs Assessment (PNA) found more than 1 out of every 3 students surveyed responded "no" when asked, "Is there an adult that you can talk to about your problems?" A 2010 United Way Youth Survey conducted in Marigold found that 21% of youth in Marigold have never participated in sports teams and 70% report that they have never participated in a service club. According to the 2008 PNA for Marigold, 30% of surveyed students report that they "often" or "almost always" hate being in school. Research has demonstrated that youth who are disengaged are at risk for poor academic achievement, skipping classes, and ultimately dropping out of school (National Research Council and the Institute of Medicine, 2004).</p>	<p>Three full-time members and five half-time members will be placed in Marigold to recruit and place 60 volunteers to serve as mentors to middle school youth identified as at risk by teachers and parents with Mentor Inc. Mentors will each be matched with one student and will spend at least 2 hours a week with their assigned youth engaged in homework help and enrichment activities for at least one year.</p> <p>Evidence: Research has demonstrated that having caring adult role models mentor at-risk middle school youth at least 2 hours a week for 12-24 months increases youth engagement in school as well as youth graduation rates. (Albert, B., Lippman, L., Franzetta, K., Ikramullah, E., Keith, J., Shwalb, R., et al. (2005) Freeze frame: A snapshot of America's teens. Journal of Adolescent Research.</p>	<p>Youth served will experience improvements in academic engagement (ED27) by demonstrating a positive and significant change in at least one of the following four behaviors or attitudes over the course of one year:</p> <ul style="list-style-type: none"> • Increased interest in school • Increased attachment to school • Increased attendance in school • Increased participation in school or community activities

Theory of Change Example



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Please Note: The ED27 no longer exists in the Performance Measurements Instructions, and this serves as an example



Logic Model

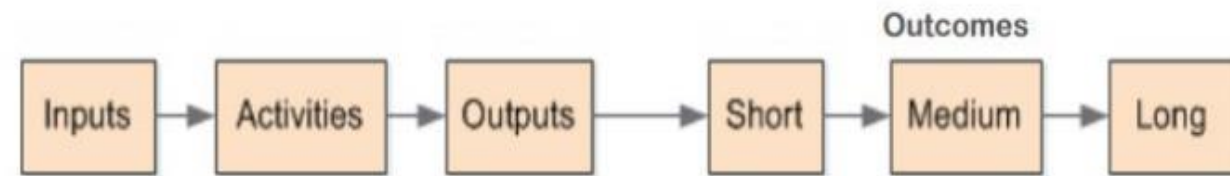
What is a Logic Model?

Why is it Important?

References:

NOFO pp. 20-22

- A detailed visual representation of a program and its theory of change.
- Communicates how a program works by depicting the intended relationships among program components:



- Generate a clear and shared understanding of how a program works
- Support program planning and improvement
- Serves as foundation for evaluation



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Logic Model Considerations (Continued)



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- The measurable outputs that result from delivering the intervention(i.e., number of beneficiaries served, types and number of activities conducted).
 - **Outputs:** Counts
 - Number of people served.
 - Number of products created.
- Outcomes that demonstrate changes in knowledge/skill, attitude, behavior or condition that occur as a result of the intervention.
 - **Outcomes:** Change
 - Attitude/Belief(Increased interest in school)
 - Knowledge/Skill (Improved reading scores/grades)
 - Behavior (Increased school attendance)
 - Condition(Successful completion of high school)

Logic Model Example



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Example - Program Name: Healthy Living Corps

Project Resources	Core Project Components	Evidence of Project Implementation and Participation	Evidence of Change		
INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			Short-Term	Medium-Term	Long-Term
What we invest (including # and type of AmeriCorps Slots)	What we do	Direct products from program activities	Changes in knowledge, skills, attitudes and opinions	Changes in behavior or action that result from participants' new knowledge	Meaningful changes, often in their condition or status in life
<ul style="list-style-type: none"> - 10 partner Sites - 100 volunteers - 20 FT AmeriCorps members - Federal, State, local funding - Research-based nutrition educational curricula 	<ul style="list-style-type: none"> - Members will train volunteers for 8 hrs/day for 3 days in nutritional curricula - Sites will develop ten 1-hour nutritional curricula modules for economically disadvantaged families - Volunteers will teach nutritional courses for 2 hrs/wk for 10 weeks to families receiving food assistance - Members will facilitate 1 hour standalone educational events for disadvantaged families and teens 	<ul style="list-style-type: none"> - 100 volunteers trained as tracked by volunteer log - 500 participants complete nutritional course measured by training sign in sheets - 150 education events held measured by event agendas - 10 thriving partner programs measured by partner survey 	<ul style="list-style-type: none"> - 450 participants will have increased knowledge of healthy eating habits as measured by pre/post test - 400 participants will demonstrate healthy food preparation skills as demonstrated by pre/post test 	<ul style="list-style-type: none"> - 350 participants will purchase more nutritional food using a shopping list as demonstrated by follow-up survey - 325 participants will improve nutritional practices by purchasing more fruits and vegetables as demonstrated by follow-up survey 	<ul style="list-style-type: none"> - 320 participants will eat healthy foods as measured by follow-up survey - 300 participants will provide a healthy food environment for children as measured by follow-up survey

Theory of Change and Logic Model

- Clearly articulate intervention/activities of members
- Performance measures should connect your logic model
- A significant portion of points for your application (24 points)
- If multiple interventions, describe them all in detail within one logic model.

References:
NOFO pp. 20-21



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Logic Model Resources

Logic Model Worksheet

<https://www.servealabama.gov/ameriCorps-nofo-2022-23>

Located under 2022-2023 Alabama AmeriCorps Supplemental Documents

AmeriCorps How to Develop a Program Logic Model

https://americorps.gov/sites/default/files/document/2014_10_17_BasicStepsinConductinganEvaluationLogicModelPrewrite_0RE.pdf



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Performance Measurement

What is Performance Measurement ?

Outgoing, systematic process of tracking your program or project outputs and outcomes.

Outputs: Number of services provided (people served, products created, or programs developed)

Outcomes: Changes or benefits that occur as the result of intervention or activities

Can reflect changes in individuals, organizations, communities, or the environment

Shows change in **attitudes**/beliefs, **knowledge**/skills, **behavior**, or conditions

Must be logically connected to your intervention with your outputs

References:

NOFO p.7

2022 AmeriCorps State & National
Mandatory Supplemental
Information Document



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Why Measure Performance ?

Recognition of Process

- Collect reliable information about the intervention's implementation and progress toward outcomes

Accountability to Funders and Stakeholders

- Communicate achievements in a meaningful and compelling way

Program Improvement

- Spot and Correct Problems
- Strengthen the intervention
- Determine where to allocate limited resources



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Performance Measures

Your goal is to create **high-quality** performance measures that align with your program design and meet AmeriCorps requirements



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AmeriCorps Performance Measure Requirements

- At least one aligned Performance Measure (PM) connected to your **primary intervention**.

PAIR: OUTPUT statement + OUTCOME statement

- Use National Performance Measures(NPM) and/ or Applicant-determined Measures
- PM should connect to your Logic Model.
- Performance Measures should reflect significant activities in the applicant's theory of change
 - PMs do not have to be created to capture all AmeriCorps Member activities

References:

2022 AmeriCorps State & National
Mandatory Supplemental Information
Document

Types of Performance Measures

- **AmeriCorps National Performance Measures(NPM)**
 - Reflect AmeriCorps Strategic Plan and programming priorities
 - Allow for consistent terms, definitions, and approaches to measurement(“speaking the same language”)
 - Available for all six focus areas
- **Applicant-determined Performance Measures**
 - Intended for programs whose interventions, outputs, or outcomes do not fit under existing National Performance Measures

References:

[2022 AmeriCorps State & National Mandatory Supplemental Information Document](#)



Performance Measures Module



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References:

[2022 AmeriCorps State & National Mandatory Supplemental Information Document](#)

Elements needed to complete the Performance Module in eGrants

Problem Statement *(brief 1-2 sentence statement)*

Described Intervention *(small paragraph describing type of intervention, design and dosage of intervention – intensity, frequency, duration)*

OUTPUT

Insert National Performance Measure Number/Title Here

OR

Insert Applicant Determined Measure Title Here

Output Target *(enter number of beneficiaries – do not use percentages)*

Output Measured By *(unit of measure or population, i.e. children, miles, etc.)*

Output Instrument *(enter data collection tool and method, define the minimum dosage necessary to be counted as successful)*

OUTCOME

Insert National Performance Measure Number/Title Here

OR

Insert Applicant Determined Measure Title Here

Outcome Target *(enter number of beneficiaries – do not use percentages)*

Outcome Measured By *(unit of measure or population, i.e. children, miles, etc.)*

Outcome Instrument *(enter data collection tool and method, define the minimum dosage necessary to be counted as successful)*

Performance Measures Instructions



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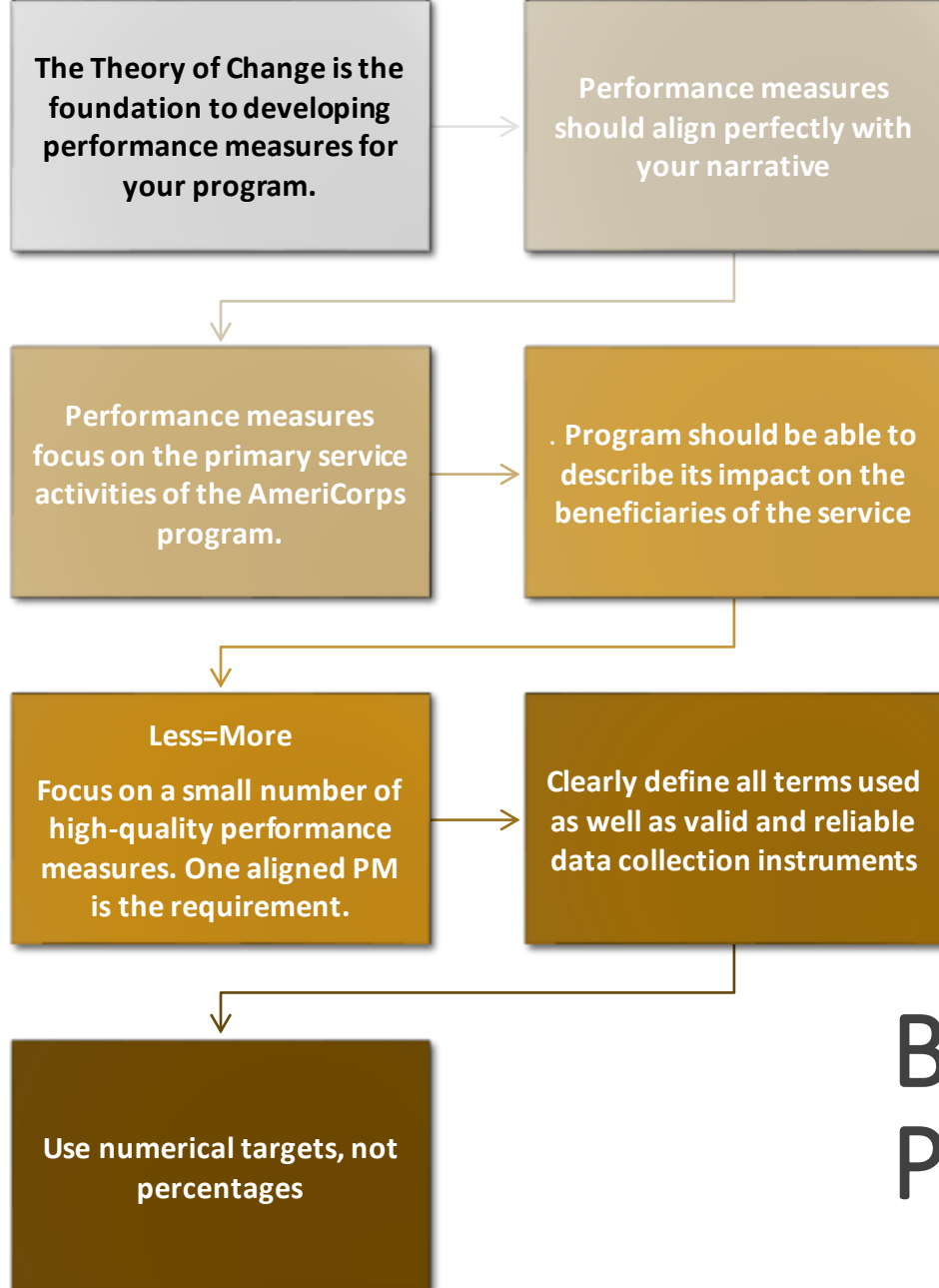
References:

[2022 AmeriCorps State & National Mandatory Supplemental Information Document](#)

Read the NPM Instructions and notes for each measure to make sure the program requirements can be met

ED1A (output)	Number of individuals served
Definition of Key Terms	Individuals: recipients of AmeriCorps-supported services related to education; may include students enrolled in grades K-12, out-of-school youth, preschool age children, and/or individuals pursuing postsecondary education Served: substantive engagement of individuals with a specific education-related goal in mind. Cannot consist solely of mass dissemination of information such as email blasts, social media posts, or distributing pamphlets.
How to Measure/Collect Data	Tracking mechanism that ensures an unduplicated count of individuals who have received services

ED5A (outcome)	Number of students with improved academic performance
Definition of Key Terms	Students: those reported in ED1A Improved academic performance: an improved demonstration of skill or knowledge in one or more academic subjects
How to Measure/Collect Data	Standardized test, report card grade, or other instrument capable of measuring changes in academic performance at the individual beneficiary level. When possible, pre-post assessments should be utilized.

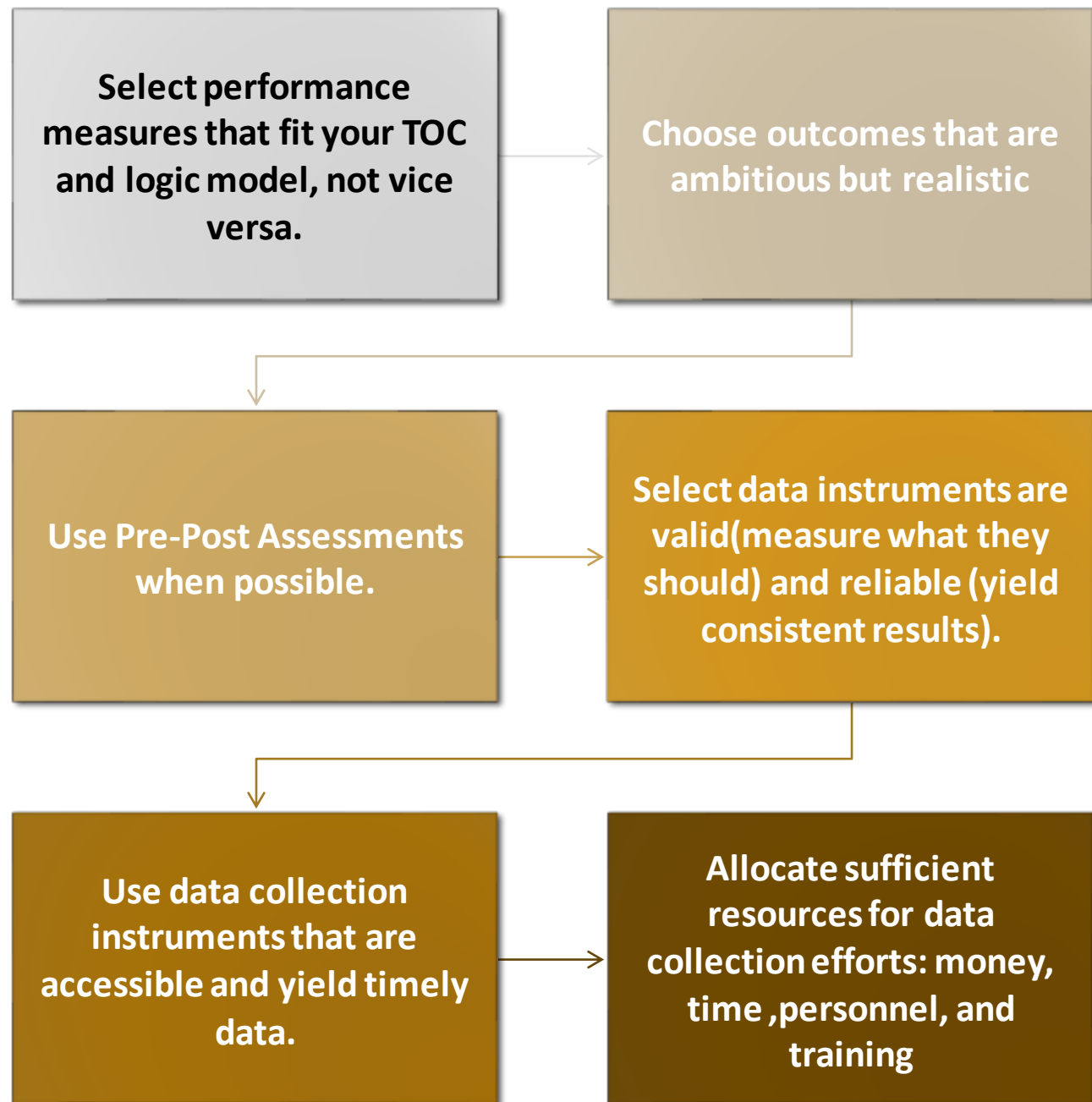


Best Practices: Performance Measure Design I

Best Practices: Performance Measure Design II



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Evaluation Requirements

E.1.f. Evaluation Plan (Required for recompeting grantees - 0 percent)

If the applicant has previously received three or more years of competitive funding for the same project being proposed (see the Mandatory Supplemental Information for the AmeriCorps definition of “same project”), the applicant must submit an evaluation plan as an attachment (see the *Submission of Additional Documents* section for more information). If the applicant has previously received six or more years of competitive funding for the same project being proposed, the applicant must submit both an evaluation plan and an evaluation report as attachments.

Applicants should use the evaluation plan template available on the *Notice* webpage to craft their evaluation plans. The template document provides detailed information about the AmeriCorps evaluation requirements (45 CFR 2522.700-710) and specifies the information that must be provided for the evaluation plan to be approved by AmeriCorps. The evaluation plan will not be scored and will not be reviewed until after funding decisions have been made.

All applicants should enter “N/A” in the “Evaluation Summary or Plan” field of the Narrative. Any other text entered in this field will not be reviewed.



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Evaluation Plan and Report Timetable



Evidence Base

What makes this special?



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A **Strong Evidence Base** takes your application to the next level. It validates the good idea; it justifies the intentions of your organization.

Identifying the Notice Priority makes it clear that this project is worthwhile on a local, state, and national level.

Clear goals for the member experience shows that your program is not only seeking to benefit from the AmeriCorps grant but looking to make a purposed and positive impact on the service members that commit to advance your strategic plan.

Evidence Tier does not determine funding, it provides an opportunity to support your proposed intervention(s) as strongly as possible.

Evidence Tier (12 points)



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Evidence Tier (12 points):

An evidence tier will be assessed for each applicant for the purpose of understanding the relative strength of each applicant's evidence base and the likelihood that the proposed intervention will lead to outcomes identified in the logic model.

In 2021, the evidence tiers of successful AmeriCorps State and National applicants that were competing were as follows: Strong 38%, Moderate 19%, Preliminary 16%, and Pre-Preliminary 26%. As these figures indicate, AmeriCorps values and funds programs at all points along the evidence continuum and expects programs to progress along the evidence continuum over time. Thus, do not be deterred from applying for funding due to your current evidence level.

Applicants who have outcome or impact evaluation reports of the same intervention described in the application (see Mandatory Supplemental Intervention for a definition of "same intervention") may submit up to 2 of those reports, plus (if applicable) the evaluation report from their last three-year grant cycle, to qualify for the Preliminary, Moderate, or Strong evidence tier. In order to qualify for consideration, the intervention evaluated in the submitted report(s) must match the intervention proposed by the applicant in the following areas, all of which must be clearly described in the Program Design and Logic Model sections of the application:

Evidence Tier (12 points)



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Evidence Tier Key Points:

- Characteristics of the population delivering the intervention
- Dosage (frequency and duration) and design of the intervention, including all key components and activities
- The context in which the intervention is delivered
- Outcome of the intervention

In the Evidence Tier section of the application narrative, applicants must do the following:

1. Summarize the study design and key findings of any outcome or impact evaluation report(s) submitted
2. Describe any other evidence that supports their program, including past performances measure data and/or other research studies that inform their program design.

Evidence Quality (8 points)



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Evidence Quality (8 points)

After the applicant's evidence tier has been assessed, the quality of the applicant's evidence and the extent to which it supports the proposed program design will be assessed and scored.

Applicants who are assessed as being in the Preliminary, Moderate, or Strong evidence tiers, reviewers will score the submitted evaluation reports using the following standards:

- The submitted reports:
 - are of satisfactory methodological quality and rigor for the type of evaluation conducted (e.g., adequate sample size and statistical power, internal and/or external validity, appropriate use of control or comparison groups, etc.);
- describe evaluations that were conducted relatively recently, preferably within the last six years; and
- The submitted reports show a meaningful and significant positive effect on program beneficiaries in at least one key outcome of interest.

Applicants assessed as being in the Pre-Preliminary evidence tier, reviewers will score the narrative provided in the Evidence Base section of the application using the following standards:

- The applicant uses relevant evidence, including past performance measure data and/or cited research studies, to inform their proposed program design;
- The described evidence is relatively recent, preferably from the last six years;
- The evidence described by the applicant indicates a meaningful positive effect on program beneficiaries in at least one key outcome of interest.

Notice Priority (0 points)



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3. Notice Priority (0 points)

- The applicant proposed program fits within one or more of the AmeriCorps funding priorities as outlined in the *Funding Priorities* section and more fully described in the Mandatory Supplemental Information and the proposed program meets all of the requirements detailed in the *Funding Priorities* section and in the Mandatory Supplemental Information.

Narrative not required. Grant reviewers will determine if the proposed program fits within one or more of the AmeriCorps funding priorities from review.

Member Experience (6 points)



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Member Experience (6 points)

- AmeriCorps members as a result of their service will have opportunities to develop as leaders.
- AmeriCorps members will gain skills as a result of their training and service that can be utilized and will be valued by future employers after their service term is completed. Include any certifications, trainings, apprenticeships, professional development opportunities members will participate in during their service, if known.
- The program has a well-defined plan to recruit AmeriCorps members from the geographic or demographic communities in which the programs operate.
- The applicant will foster an inclusive service culture where different backgrounds, talents, and capabilities are welcomed and leveraged for learning and effective service delivery.
- The applicant's organization and/or program has a diversity, equity, and inclusion council, committee, initiative, or task force that seeks to diversify its staff and board and create a supportive and safe environment as well ensure that its programming is culturally and community appropriate.



Organizational Capability



Organizational Background and Staffing (9 points)

This section details the **roles, responsibilities, and structure of the staff** that will be implementing AmeriCorps program as well as providing oversight and monitoring for the program.

1. **What is your organizations background(brief history)?**
2. **Who's on staff(Name and Title)?**
3. **What do they do?**

Reminder

Think Fiscal, Programmatic, Compliance, etc.

Especially, if they are included on the Budget Narrative!

Organizational Background and Staffing (9 points)



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Fiscal:

Who is responsible for Accounting?

(Budgets, Budget Modifications, Periodic Expense Reports)

Programmatic:

Who is responsible for the Members?

(Member supervision, orientations, hour approvals, trainings, day-to-day operations)

Compliance:

Who is responsible for providing oversight and monitoring?

(National Service Criminal History Checks(NSCHC),prohibited and unallowable activities.

Organizational Background and Staffing (9 points)



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1. Organizational Background and Staffing (9 points)

- The organization details the roles, responsibilities, and structure of the staff that will be implementing the AmeriCorps program as well as providing oversight and monitoring for the program.
 - This should include a brief organizational history; staff names, titles, and responsibilities for who will implement, manage, and monitor the AmeriCorps program. This should also include individuals who will manage member responsibilities (supervision, orientations, hour approvals, trainings, day-to-day operations, etc.), fiscal responsibilities (budgets, budget modifications, Periodic Expense Reports, etc.), and compliance responsibilities (National Service Criminal History Checks, prohibited and unallowable activities, etc.).
- The organization has facilitated, partnered, or participated in educational or workforce development programs (i.e., pre-apprenticeship/registered apprenticeship, work experience and job training programs, etc.).
- The organization has a stated commitment and plan to advance diversity, equality, and inclusion (DEI) throughout its mission, for example by using a DEI council or strategic plan.



Compliance and Accountability (8 points)

Your organization has monitoring and an oversight plan to prevent and detect non-compliance and enforce compliance with AmeriCorps rules and regulations.



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Compliance and Accountability Questions to Ask Yourself (8 points)



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1. Does your organization have a monitoring and oversight plan? If so, what does it entail?
2. How will your program enforce compliance at service sites?
3. Has your program reviewed AmeriCorps rules, regulations, prohibited activities, unallowable activities, and criminal history check policies?
4. Who is responsible for your program's compliance?
5. What qualifies this person for this role?
6. What trainings or experiences(if any) have prepared her/him for this role?
7. Does your program have a system of checks and balances?
8. If so, what does it look like?
9. How will individuals be held accountable?

Compliance and Accountability

(8 points)



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Evaluation plans must include as much information as possible for each of the following:

- A short description of the Theory of Change-why the proposed intervention is expected to produce the proposed results
- Outcome(s) of interest-clear and measurable outcomes that are aligned with the Theory of Change and will be assessed during the evaluation
- Research questions to be addressed during the evaluation
- Research questions to be addressed by the study-concrete research questions(or hypotheses) that are clearly connected to the outcomes
- Proposed research design for the evaluation including a rationale for the design selected, an assessment of its strengths and limitations, and a description of the main components
- Description of the data sources, sampling methods, measurement tools, and data collection procedures that will be used in the evaluation
- Analysis plan that clearly describes the methodology/ies that will be used to analyze the collected data
- A timeline for the evaluation that describes how the evaluation will cover at least one year of AmeriCorps funded activity and will be completed within three- year timeframe of the grant
- Qualifications needed for the evaluator
- The proposed budget



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Compliance and Accountability (8 points)

Just a Heads Up!

- The “Evaluation Summary or Plan” field of the Narrative does not count toward the page limit of the application: **However**, it does have a **set character limit of 20,000 characters**.
- Information provided in the Evaluation Summary or Plan filed will not be scored and will not be reviewed until after funding decisions have been made.

Compliance and Accountability (8 points)



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2. Compliance and Accountability (8 points)

- The organization has a monitoring and oversight plan to prevent and detect noncompliance and enforce compliance with AmeriCorps rules and regulations including those related to prohibited and unallowable activities and criminal history checks at the grantee, subgrantee (if applicable), and service site locations. Consider the following questions when writing your narrative:
 - Does your organization have a monitoring and oversight plan for the AmeriCorps program? If so, what does it entail?
 - How will your program enforce compliance at service sites?
 - Has your program reviewed [CNCS rules, regulations, prohibited activities, unallowable activities, and criminal history check policies](#)?
 - Who is responsible for your program's compliance?
 - What qualifies this person for this role?
 - What trainings or experiences (if any) have prepared her/him for this role?
 - Does your program have a system of checks and balances? If so, what does it look like?
 - How will individuals be held accountable?
- The organization has sufficient policies, procedures, and controls in place to prevent, detect, and mitigate the risk of fraud, waste, abuse, and mismanagement, such as appropriate segregation of duties, internal oversight activities, measures to prevent timekeeping fraud, etc.
- The organization has an effective mechanism in place to report, without delay, any suspected criminal activity, waste, fraud, and/or abuse to both the AmeriCorps Office of Inspector General and the Governor's Office of Volunteer Services and a plan for training staff and participants on these reporting protocols.
- The AmeriCorps-required evaluation report meets AmeriCorps requirements (if applicable).
- The AmeriCorps-required evaluation report is of satisfactory quality (if applicable).

Compliance and Accountability Resources (8 points)



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For more information about how to write a high quality evaluation plan, visit <https://www.servealabama.gov/ameriCorps-nofo-2022-23> and select the Evaluation Plan Template

Culture that Values Learning (4 points)



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The applicant's board, management, and staff collect and use information, including performance data, for learning and decision making.

- How is the impact/success measured?
- What measurement tool(s) does your organization use to collect data?
- How is data assessed and used to increase quality of service/programming?

Member Supervision (4 points)



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AmeriCorps Members will receive sufficient guidance and support from their supervisor to provide effective service.

AmeriCorps supervisors will be adequately trained/prepared to follow AmeriCorps and program regulations, priorities, and expectations.

- Who will Members report directly to?
- How often will the Supervisor contact Member(s)?
- What trainings/experiences have prepared the member for this role?
- Will the member be responsible for service-specific trainings, daily oversight,
and /or monitoring of Members' service hours at site.
- Who does this individual report to?

Cost Effectiveness & Budget Adequacy (25 points)



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E.1.e. Cost Effectiveness and Budget Adequacy (25 percent)

Reviewers will assess the quality of the application's budget to the following criteria below. Do not assume all sub-criteria are of equal value. All subpoints are not equal, but all are important. Do not skip any of the application sections.

These criteria will be assessed based on the budget submitted. Do not include narrative in the narrative box except for "See budget".

1. Cost Effectiveness and Budget Adequacy (25 points)

- Budget is submitted without mathematical errors.
- Proposed costs are allowable, reasonable, and allocable to the award.
- Budget is submitted with adequate information to assess how each line item is calculated.
- Budget complies with the budget instructions.
- Match is submitted with adequate information to support the amount written in the budget.
- The budgeted match is equal to or more than the required match for the given program year.
- The cost per MSY is equal to or less than the maximum cost per MSY.

Proposed budgets that contain MSY costs that exceed the maximum cost per MSY and/or less than required match will be considered unresponsive to the application criteria.

Applicants must complete the budget and ensure the following information is in the budget screens:

- Current indirect rate cost rate information if used to claim indirect/administrative costs.
- Identify the non-AmeriCorps funding and resources necessary to support the project, including Fixed Amount applicants.
- Indicate the amount of non-AmeriCorps resource commitments, type of commitments (in-kind and/or cash), the sources of these commitments, and if the commitments are proposed or secured.

Helpful Reminders I



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Lead from your program's strengths and be explicit.

Do not make the mistake of trying to stretch your proposed program description to fit funding priorities and special considerations articulated in the regulations of the Notice.

Be clear and succinct.

Do not use exaggeration. Describe clearly what you intend to do and how your project responds to the section criteria.

Avoid circular reasoning

The problem you describe should not be defined as the lack of the solution you are proposing.

Explain how

Avoid simply stating that the criteria will be met. Explicitly describe how the proposed project will meet the criteria.

Helpful Reminders II



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Do Not Assume

Even if you have received funding in the past, do not assume your reviewers know anything about you, your proposed program, your partners, or your beneficiaries.

Avoid overuse of acronyms.

Use an impartial proofreader

Before you submit your application, let someone who is completely unfamiliar with your project read and critique the project narrative.

Follow the instructions and discuss each criterion in the order they are presented in the instructions

Use headings to differentiate narrative sections by criterion.

Helpful Reminders III



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Draft your application in a word processing program, then copy and paste it into eGrants.

Prepare to submit your application well in advance of the application deadline.

Print the application out from eGrants to confirm that it does not exceed page limit requirements.



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References

- ALL WEBINARS ARE BEING RECORDED
 - INTRODUCTION TO NATIONAL SERVICE AND NOTICE OF FUNDING OPPORTUNITY (NOFO)
 - [HTTPS://ATTENDEE.GOTOWEBINAR.COM/RECORDING/5716156862737019920](https://attendeegotowebinar.com/recording/5716156862737019920)
-

Thank You!

Who to Contact for Assistance?

Presenter Email: amber.price@servealabama.gov

For all **Application Questions** on the NOFO

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