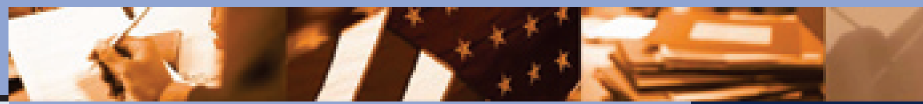

Module 5

Overview

Module 5 explores the skills and tools to develop a successful grant application. You will acquire a clear understanding of how to write a SAMHSA grant application. In this module, you will have an opportunity to review the SAMHSA application components and the essential forms used for application submission, including the budget forms. This module will also expose you to the **www.grants.gov** Web site where you can electronically find and apply for competitive grants from all agencies.

Purpose of Module 5

The module provides a roadmap to grant application writing, explores the value of a carefully outlined response, and provides specific writing tips and techniques.

Module 5 Learning Objectives

Upon completion of this module, you will be able to:

- Organize and manage a writing team;
- Develop a comprehensive grant application outline;
- Assemble and write a thorough Project Narrative based on the evaluation criteria;
- Clarify budget requirements and complete budget forms;
- Learn basic performance assessment concepts and how to develop a performance assessment plan; and
- Manage the production of an application.

Module 5 Underlying Assumptions

- Before you start writing, you need to study the SAMHSA grant announcement to help you develop a firm foundation for your written response.
- Completing the application thoroughly—including the provision of a comprehensive Project Narrative that addresses all requirements—puts you in the best position for success.
- Managing your grant application to include all forms, certifications, and requirements while ensuring your budget is within stated limits will keep you from being “screened out.”
- Understanding the evaluation criteria helps you develop your outline and helps you monitor the quality of your application development.
- A comprehensive project proposal integrates cultural competence. Including members of the project target population in all aspects of project design and implementation helps ensure that your proposed activities respond to the real needs of the community you wish to serve.

- Successful applicants assess document quality throughout the application development process and get help when necessary.

Module 5 Agenda

Topics to be discussed:

- Develop and manage your writing team.
- Use the writing tips.
- Build your application outline.
- Sample Services Grant Announcement application outline.
- Develop your Statement of Need.
- Justify your Proposed Evidence-Based Service/Practice.
- Present your Proposed Implementation Approach.
- Develop your Staff and Organizational Experience Plan.
- Develop your Performance Assessment and Data Plan.
- Meet GPRA requirements.
- Adhere to SAMHSA Participant Protection requirements.
- Develop a Budget: Costs and Narrative.
- Develop the Project Abstract.
- Review, edit, complete, and submit your application on time.
- Know how to do an electronic application submission.

Develop and Manage Your Writing Team

- If possible, assign each section of the Project Narrative to a member of your writing team. Components of the sample Services Project Narrative are discussed below.
- Choose and assign team members according to their strengths.
- Conduct an initial team meeting to clarify expectations and to establish processes and responsibilities, timeframes for deliverables, quality control methods, production procedures, and norms for working together to develop the application.

Create a team to help prepare the entire grant application, including the Project Narrative. Choose an individual who will be responsible for the forms required for the application. A separate team member should be responsible for reviewing all eligibility and screening requirements and for setting up the formatting according to mandates. Yet another separate team member should be responsible for assembling the grant (putting it all together in the right order, following ALL INSTRUCTIONS, and ensuring that ALL REQUIRED APPLICATION COMPONENTS are complete). Remember to use your project notebook as a source for much of the required information.

As you put your team members together, some questions you may ask are:

- Who has expertise in this area? Do they have the time to commit to this project?
- Who has the organizational and “attention-to-detail” skills to ensure that instructions, requirements, and formatting needs are met?
- Are potential team members committed to contributing to the application?
- What resources does the team have? What additional resources are needed?
- Do we need additional team members from outside our organization to help prepare the application?
- Given current organizational demands and resources, can the team realistically meet the published application deadline?

Use the Writing Tips

- Stick with your strong outline.
- Pay attention to the details.
- Use concise and persuasive language.
- Make sure you follow SAMHSA’s organizational requirements for content and format.

- Relate all sentences in a paragraph to the topic sentence.
- Keep in mind that you are writing to the evaluation criteria.
- Make your application easy to read. Leave open white space and use bold headings and subheadings as needed.
- Make sure you provide a direct, clearly explained link between your project and SAMHSA's purpose and goals.
- Make sure your supporting letters endorse the current project activities and the proposed project. Add information about the project personnel and consultants, and provide specifics about what type of support will be made available.
- Prepare a realistic budget with a strong justification and a requested amount at or under the funding limit.
- Make sure your application includes the appropriate authorized signature(s).
- Ensure that your grant application is neat, complete, and submitted on time.

Quality control helps ensure that the application meets the requirements and addresses all the details. Specific quality control steps require that you do the following:

- Conduct internal reviews during the development process. For example, after the first or second draft is complete, seek out neutral third parties to review the application for continuity, clarity, and reasoning.
- Ask for constructive criticism at this point, rather than wait to hear from SAMHSA after the review cycle. For example, even though several people may have written different sections of the application, do they fit together as a single well-written document? Has the writer made unsupported assumptions or used jargon or excessive language in the application?

If you don't use quality control to ensure details are addressed before submitting your application, the SAMHSA review committee members will do it for you. You will no longer have the option to make corrections. The review committees assess and score your application based on the responses to each of the elements in the Project Narrative.

Build Your Application Outline

Create the application outline building on the:

- Project Narrative; and
- Supporting Documentation.

The outline for your application will be based on the Project Narrative and Supporting Documentation sections of the grant announcement. Remember you must check the requirements in the RFA or PA because the title of each section may vary from one announcement to another. Combine all the requirements of the Project Narrative and Supporting Documentation to develop your outline.

We will now discuss a sample outline based on the requirements of the Services Grant Announcement.

Sample Services Grant Announcement Application Outline

Your Services Grant outline will include:

I. Project Narrative

- A. Statement of Need
- B. Proposed Evidence-Based Service/Practice
- C. Proposed Implementation Approach
- D. Staff and Organizational Experience
- E. Performance Assessment and Data

II. Supporting Documentation

- F. Literature Citations
- G. Budget Justification, Existing Resources, and Other Support
- H. Biographical Sketches and Job Descriptions
- I. Confidentiality/SAMHSA Participant Protection/Human Subjects

The sample outline above reflects the specific elements required if you were writing an application in response to a SAMHSA Services RFA or PA. Remember, the Project Narrative in each grant announcement may have different evaluation criteria based on the needs of the SAMHSA grant program.

Develop Your Statement of Need

Make sure your application clearly describes your proposed service area and the target population. You must support your understanding of the need for your project with background data. Use quantitative data to describe your target population and community and to justify the need for the proposed project. Use qualitative data to describe the language, beliefs, norms, values, cultural, economic, and resource factors relevant to your target population. Make sure you cite all your data sources and how the data were collected. This information helps support the sources as valid and reliable. Documentation of need may come from a variety of sources including data from local, State, and national sources, as well as other public and private sources. Be sure to provide complete citations that include author, date, title, and publication information. (Handout 5-1 provides several examples of an acceptable format for literature citations.)

Your Statement of Need will become the baseline to measure changes resulting from your project services, so be thorough. Local colleges or universities that have a department related to the application topic may have an interest in developing a student or faculty project to conduct your needs assessment. It may be helpful to include examples of the findings to highlight in the application. Conduct focus groups and/or community forums with stakeholders, consumers, families, and other service providers to gather information and support.

The Statement of Need description must provide a clear, concise, and well-supported discussion of the problem to be addressed. The best way to do this is to collect information about the problem and to conduct both formal and informal needs assessments in the target service area. Provide information that is both factual and directly related to the problem addressed by your application. (Handout 5-2 provides questions to answer in the Statement of Need.)

Areas to document include:

- The purpose or intent of the project;
- The reason for developing the application;
- The target population—who they are and how they will benefit;
- The social and economic conditions to be affected;
- The nature of the problem (provide as much quantitative evidence as possible);
- How your organization came to realize the problem exists, and
- What is currently being done about the problem in the community.

Remember: Any local, regional, or State government planning office or local university that offers coursework in planning and evaluation techniques may be able to provide excellent reference materials.

Justify Your Proposed Evidence-Based Service/Practice

The **Proposed Evidence-Based Service/Practice** section of the grant application describes the evidence base for the service or practice you plan to implement. An evidence-based service/practice is an intervention that has undergone some type of evaluation that demonstrates and documents that the intervention has achieved one or more positive outcomes. You should select an evidence-based practice that addresses the goals of the project and the needs of the target population, and be able to describe how this service or practice is expected to work and address the stated problem in your community.

Services/practices that have already been determined by SAMHSA to be effective can be found in the following sources, which will be included in the grant announcement:

- SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP);
- Center for Mental Health Services (CMHS) Evidence-based Practice Toolkits; and
- List of Effective Substance Abuse Treatment Practices

If you plan to implement services or practices that are not listed in the sources above, you must show that the services/practices you plan to implement are effective. We prefer that you provide information from research studies. This information is usually published in research journals, such as the ***American Journal of Public Health, Journal of Consulting and Clinical Psychology, Journal of Substance Abuse Treatment, and Psychiatric Services***. If this type of information is unavailable, you may provide information from other sources, such as unpublished studies or documents describing formal consensus among recognized experts.

It may be that you want to provide services that you can show have been successful, but you want to try with another target population or in a different community. This plan is acceptable as long as you explain what you are trying to do, what you are expecting to happen, why you believe it will happen, what you will do to modify the project if needed, and why you believe these modifications will improve the project. You will develop a specific purpose and then goals, objectives, and tasks to clearly describe and support your proposed project. ***This supporting material must be based on evidence from the field and included as part of your documentation.***

Explain how this proposed service is appropriate for this target population and what kind of impact you expect based on the objective information and data you have collected. If you are making changes or modifications to what has shown to be a promising practice, explain why those changes are needed. Refer to Handout 5-3, "Justify Your Proposed Evidence-Based Service or Practice," and review the questions and considerations that support development of this section. Identify the exact services proposed.

In this section of the grant application, you must clearly state the purpose, goals and objectives of your proposed project. You must describe how achievement of the goals will produce meaningful and relevant results. Handout 5-4 provides guidelines for developing goals, objectives, and tasks. A logic model that links need, the service or practice to be implemented, and outcomes also should be included in this section. Refer to Handout 5-5 for a sample logic model.

Present Your Proposed Implementation Approach

Once you have identified your goal, objectives, and tasks, your Proposed Implementation Approach becomes your plan for how to solve the issues addressed in your grant application. The way your activities are implemented defines your project.

Your Proposed Implementation Approach should:

- Describe the specific activities, tasks, and timelines you will use to fulfill your goals and objectives;
- Describe the resources and staff needed to accomplish the project activities. Explain why these methods were chosen;
- State the unduplicated numbers of individuals you propose to serve and number and type of services you will provide;
- Explain how members of the target community have been involved in the design of the project. Describe how the methods chosen meet the culturally relevant needs of the community;
- Describe how you have integrated successes from similar projects and SAMHSA priorities into your proposed project. Refer to current literature, and explain how it has shaped your proposed project;
- Describe how the parts of the project interrelate, and how the new project components will be embedded within the existing service delivery system; and
- Assure the application review committee that you will address issues of age, gender, race, ethnicity, culture, language, sexual orientation, disability, literacy, and gender. Make no exceptions to any of these categories.

Handout 5-6 provides a definition and some guidelines for addressing cultural competence as part of your grant application.

Develop Your Staff and Organizational Experience Plan

The **Staff and Organizational Experience** section of your grant application assures SAMHSA that you have the capacity to carry out all the activities in your application on time and within budget. The bullets below show information that should be conveyed in this section of your application:

- Sell your organization's capability, its uniqueness, and its niche.
- Show how your organization's wealth of experience supports the requirements of the RFA or PA.
- Detail the roles and responsibilities of key staff members, and show their qualifications for their specific role in the project.
- Detail the amount of time each person will work on the project.
- Develop a chart or timeline, organized in a way that shows realistic utilization of staff resources.
- Indicate how your staff are reflective of the target population.
- Explain how the staff are competent in the culture of the target population(s).
- Provide evidence of capability, experience, and commitment of proposed consultants and subcontractors.
- Describe resources available to the proposed project, and provide evidence that services will be provided in a location that is adequate and accessible.

Handout 5-7, "Develop Your Staff and Organizational Experience Plan," provides critical questions you will need to answer as you put your plan together.

Develop Your Performance Assessment and Data Plan

All Federal programs require that performance data be collected. In addition, most Federal grant programs require that grantees assess or evaluate the performance/progress of their program activities and provide a plan for such an assessment in the grant application. Further, some programs ask that grantees participate in a cross-site evaluation.

Performance assessment is an important factor in the success of your application, as it helps you ensure that you are achieving the goals you have set out to achieve. It also helps SAMHSA demonstrate the impact that its programs have in terms of improving substance abuse and mental health services. Data collection and performance assessment help to improve your project and can enable you to negotiate better with other funding sources, now and in the future. A sound assessment plan is an important part of your grant application.

Your application's performance assessment plan should include plans for data collection and reporting, monitoring the project implementation (i.e., process) and outcomes of the project, as well as plans for improvement of the project based on data collection. The grant announcement will list any additional requirements for this section of your application.

Some helpful hints:

- Pay attention to the performance data collection and reporting requirements. What tools must be used? How frequently—and through what mechanism—are data to be reported?
- SAMHSA grant announcements typically require that you plan to monitor both project process and client/participant outcomes. The *process components* generally document what services were provided, who delivered them, how they were delivered, and to whom they were provided *as it happens*. The *outcome components* generally examine the effect of your project on those receiving services as well as documenting the factors that may contribute to those outcomes. The grant announcement will specify which performance measures and data you will be expected to collect and report.
- Develop clear assessment questions which are linked to the goals and objectives of the project. Your project assessor may be able to help you with this.
- Remember that SAMHSA is committed to cultural competence and community involvement in all elements of project design and implementation. As appropriate, members of the target population should be involved in designing and carrying out project performance assessment activities.
- Do not forget that assessment needs (including data collection, regular reporting, and final assessment) should be factored into your project budget.

Handout 5-8 provides information on writing assessment questions; identifying assessment tools and techniques; and analyzing and reporting findings.

Grantees should also be aware that, from time to time, SAMHSA conducts cross-site evaluations for grant programs as a whole. These cross-site evaluations typically involve all grantees in a particular grant program and may require additional data collection by the grantees, using standard data collection instruments. These data, if requested, will be pooled across the grantees and will give SAMHSA an assessment of grant program outcomes and efficiencies across sites. While this does not happen with all grant programs in all years, it should be something that is kept in mind as it is a possibility for all grant programs.

Meeting GPRA Requirements

- Government Performance and Results Act (GPRA) data are an essential component of Federal grant programs.
- Identify the GPRA data collection requirements early in the application process.
- Integrate GPRA requirements into the performance assessment plan.

The Government Performance and Results Act (GPRA) was passed in 1993 as a data reporting mechanism for holding government programs accountable for the outcomes of their programs. GPRA requires regular reporting of performance data to the Office of Management and Budget (OMB) in order to monitor effectiveness of government programs.

As a part of the GPRA mandate, all SAMHSA grants are required to collect and report performance data. The GPRA measures for your program will typically be included in the grant announcement and cannot be altered by grantees. The announcement will usually also include instructions on how the data are to be collected and reported, what instruments are to be used, and how the data are to be submitted.

It may be helpful to review required GPRA measures as early in the planning process as possible. Materials should be included in the grant announcement you received, but your government grant program contact identified in the grant announcement will be able to clarify the GPRA requirements appropriate to the program.

Adhere to SAMHSA Participant Protection Requirements

The grant announcements describe SAMHSA requirements and Federal regulations regarding participant protection. Applicants and grantees are expected to develop and implement appropriate procedures to address confidentiality and other ethical issues pertinent to the protection of human participants in proposed projects. This activity is not optional. Read the information and directions in the grant announcement carefully.

Confidentiality is particularly important in SAMHSA grant projects because the use of some drugs is illegal and because of the potential for stigmatization of participants receiving treatment or counseling for drug abuse, mental illness, HIV/AIDS, and related problems. If participants in the proposed project could be exposed to any risk of problems through any failure of the project to keep information about them confidential, the applicant must develop procedures to prevent these risks and describe them in the application.

It is important to note the following regarding confidentiality:

- Grantees who provide substance abuse diagnosis, treatment, or referral for treatment must maintain the confidentiality of any patient or client records for alcohol or drug abuse treatment. All grantees must act in accordance with Title 42 of the Code of Federal Regulations, Part 2 (42 CFR Part 2), Confidentiality of Alcohol and Drug Abuse Patient Records.
- Confidentiality regulations are applicable to any information obtained by a federally assisted project, as defined in regulations, about patients who abuse alcohol and other drugs.
- Projects that offer treatment for mental illness must maintain confidentiality in accordance with professional standards of practice and applicable law.

Standards for SAMHSA Participant Protection:

1. Protection of clients and staff from foreseeable risks
2. Fair selection of participants
3. Absence of coercion
4. Data collection
5. Privacy and confidentiality
6. Adequate consent procedures
7. Discussion of risks and benefit

The standards that define acceptable protections are varied and complex. Every effort must be made to ensure that all participants in SAMHSA-funded programs are appropriately and adequately protected. SAMHSA grant programs must comply with SAMHSA Participant Protection (SPP) requirements. Review the seven standards above. Depending on the performance assessment and data collection requirements of the particular funding opportunity or the performance assessment/evaluation design you propose in your application, you may have to comply with the human subjects provisions of Title 45 of the Code of Federal Regulations, Part 46 (45 CFR 46), Protection of Human Subjects (HS). The only difference between the two (SPP and HS) is that when HS is required, an additional element (Institutional Review Board (IRB) Approval) must be obtained. Let's look at this eighth standard.

8. IRB Approval

Institutional Review Board (IRB) Approval

Applicants must be aware that even if the HS provisions do not apply to all projects funded under a given funding opportunity, the specific evaluation design proposed by the applicant may require compliance with these regulations. The RFA or PA will indicate whether or not all applicants for a particular funding opportunity must obtain IRB approval.

Although IRB approval is not required at the time of grant award, applicants whose projects must comply with HS must describe the process for obtaining IRB approval fully in their applications.

You should immediately take steps to identify an IRB that will work with your organization. The Office for Human Research Protections (OHRP) is the HHS entity that maintains Federal responsibility for overseeing compliance with these requirements. OHRP is a good first contact for identifying an IRB. As a condition of award, you will be required to provide to SAMHSA documentation that an Assurance of Compliance is on file with OHRP and that IRB approval has been received prior to enrolling any clients in the project.

General information about HS provisions can be obtained on the OHRP Web site at **www.hhs.gov/ohrp**. You may also contact OHRP by e-mail at **ohrp@osophs.dhhs.gov** or toll-free by telephone at 1-866-447-4777. SAMHSA-specific questions should be directed to the program contact named in the RFA or PA.

See Handout 5-9, “Participant Protection Standards,” for a description of the participant protection standards.

Develop a Budget: Costs and Narrative

- The budget provides your projection of all costs for all years of the grant.
- Read and understand the budget forms.
- The Budget Narrative describes how your organization will use the funds that you are requesting.
- Your plan must demonstrate that grant money will be spent in compliance with grant provisions and Federal regulations.
- Do not go over budget!
- Call the GPO and grants management contact for help as needed.

In developing your project budget:

- Describe how your costs are derived;
- Discuss the necessity and reasonableness of proposed costs;

- Describe the specific functions of personnel, consultants, and collaborators; and
- Target the available funds, and do not exceed the stated limit.

Although the budget is not scored in the evaluation process, the reviewers will look at the feasibility and realism of the budget in terms of the grant project's objectives and tasks and will make comments on this basis.

Complete SF-424A (Budget Form)

- Carefully read the instructions for the SF 424A.
- Total cost equals indirect plus direct costs.
- Call the grants management contact if you do not have an approved Federal indirect cost rate.

The SF-424A (Budget Information—Non-Construction Programs) must be completed using the exact form provided.

Match Activities, Resources, and Staff to Costs

- Make sure you realistically describe and justify the activities, resources, staff, and other items that cost money as part of your budget plan.
- Your Budget Narrative and your Project Narrative should match, referencing the same activities, resources, staff, and other items.
- Double-check your arithmetic.

Handout 5-10, "Sample Budget and Justification," provides an illustration of a budget and narrative justification.

Justify Costs

- You must be able to justify why resources, staff, and supplies are requested.
- Your Budget Narrative should provide an explanation of the costs.

Again, review Handout 5-10, and note how items are justified and contain more information on costs.

Budget Preparation

- Be sure your narrative addresses each line item for each year of funding.
- Supply budget information for every year for which funding is requested.

- Ask for guidance from the grants management contact named in the RFA or PA.

Handout 5-11, “Prepare Your Budget,” is a good checklist to follow when developing the budget for your project.

Develop the Project Abstract

The Project Abstract summarizes the key elements of your proposed project.
The Abstract may include:

- The name and type of the applicant organization;
- The title of the project;
- The mission and goals of the project;
- The target audience of the project;
- The expected number of participants in the project; and
- The intended outcome of the project.

Although the Project Abstract is the first item after the face page of the grant application, it may be easier to develop the Abstract last, after the other sections are completed. The Abstract is an overview of your project.

Helpful hints:

- Your Mission Statement will be a great resource in writing your Abstract.
- The first five lines of your Abstract should summarize your project.
- The Abstract must be limited to 35 lines.

SAMHSA uses the Abstract summaries of funded projects for reporting and publication purposes, such as reports to Congress.

Review, Edit, Complete, and Submit Your Application

- Due dates for each section;
- Due dates for the first draft;
- Due dates for completing forms;
- Due dates for the second review;
- Final edit;

- Production;
- Submission;
- Application due date; and
- A double-check using the format checklist to be sure you have met all requirements!

Think about the application due date and work backwards to develop a timeline for internal editing and review cycles. Handout 5-12 "Application Timeline" provides a template for tracking the application development process. Incorrect or incomplete applications will not make it through the review process. People often underestimate the time needed for production and review, so be realistic when developing your timeline. Use the checklists provided in the grant announcement to ensure you meet all requirements.

Know How to Do an Electronic Application Submission

You may submit your application to SAMHSA either in electronic or paper format. To submit an application electronically, you must use the **www.grants.gov** apply site. You will be able to download a copy of the application package from **www.grants.gov/applicants/apply_for_grants.jsp**, complete it offline, and then upload and submit the application via the **www.grants.gov** site.

You must follow the instructions in the User Guide available at **www.grants.gov/resources/doc/UserGuide_Applicant.doc**. In addition to the User Guide, you may wish to use the following sources for help: by e-mail at **support@grants.gov** or by telephone at (800) 518-GRANTS, or (800) 518-472687. The Customer Support Center is open from 7:00 a.m. to 9:00 p.m. Eastern Standard Time, Monday through Friday.

The first time you submit an application through Grants.gov, you must complete four separate registration processes before you can submit your application. Allow at least two weeks for these registration processes, prior to submitting your application. The processes are: DUNS Number registration, Central Contractor Registry (CCR) registration, Credential Provider registration, and Grants.gov registration.

Be sure to follow the SAMHSA formatting requirements and any other requirements in the announcement and in the guidelines on the Web site when submitting an application. Submit your application early to avoid any unforeseen problems.

Summary Points to Remember…

- All the guidelines for completing a grant application are included in each SAMHSA grant application kit.
- To write a successful application, address each requirement outlined in the RFA or PA.
- Develop a comprehensive application outline, assign tasks to your writing team, establish a development plan, and conduct ongoing quality reviews to keep the team focused on the requirements.
- Include the community and members of your target audience in the development of project ideas and implementation plans.
- Address cultural competence throughout your application.
- Apply all necessary resources to performance assessment planning and budget development to ensure compliance with requirements.
- Make sure all participant protection standards are addressed.
- Make sure your application complies with all PHS 5161-1 requirements. Use checklists to make sure all requirements have been addressed.
- You have the option to submit applications in paper or electronic format.

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Module 5: Handout 5-1

Examples of Literature Citations

Bartels, S.J., Drake, R.E., & Wallach, M.A. (1995). Long-term course of substance use disorders among patients with severe mental illness. *Psychiatric Services, 46*(3), 248-251.

Center for Substance Abuse Treatment. (2005). *Substance abuse treatment for persons with co-occurring disorders: A treatment improvement protocol (TIP)42*, Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.

Drake, R.E., Mueser, K.T., Brunette, M.F., & McHugo, G.J. (2004). A review of treatments for people with severe mental illness and co-occurring substance use disorders. *Psychiatry Rehabilitation Journal, 27*, 360.

Mangrum, L.F., Spence, R.T., & Lopez, M. (2006). Integrated versus parallel treatment of co-occurring psychiatric and substance use disorders. *Journal of Substance Abuse Treatment, 30*, 79.

Miller, W.R. (1994). Motivational interviewing: II. The ethics of motivational intervention. *Behavioral and Cognitive Psychotherapy, 22*, 111-123.

National Estimates of Expenditures for Substance Abuse Treatment, 1997, Center for Substance Abuse Treatment Services, Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, February 2001.

U. S. Bureau of the Census (n.d.). *1990 census of population and housing, summary tape file 3A* [CD]. Washington, DC: Bureau of the Census.

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Module 5: Handout 5-2

Develop Your Statement of Need

1. What is the problem to be addressed?
2. What is the extent of the need?
3. Have we discussed the community demographics and problems?
4. Have we documented our rationale for using this population?
5. Is our target population defined?
6. Have we documented the need in this population for the service we provide?
7. What geographic area do we hope to cover?
8. What resources are available for our project?
9. Does our project address any of the resource gaps?
10. Have we provided comparison data?
11. Have we expressed our solution to the problem in terms of goals, objectives, and methods?

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Module 5: Handout 5-3

Justify Your Proposed Evidence-Based Service/Practice

1. Do we have evidence-based sources for our project development?
2. Have we referenced literature published within the last five years?
3. Have we used authors whose work is cited the most (leaders in the field)?
4. Does the literature reference gaps in knowledge that SAMHSA would want filled?
5. Do we include literature on the cultural dimensions of the problem?
6. Have we paid attention to any specific requirements for epidemiological data?
7. Have we included sources of local data, such as:
   - ☐ State and county public agencies?
   - ☐ School systems?
   - ☐ Court systems?
   - ☐ HIV/AIDS planning councils?
   - ☐ Community health assessments?
   - ☐ United Way organizations?
   - ☐ U.S. Census Bureau, SAMHSA, and other Federal Agencies?
   - ☐ Hospitals?

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Module 5: Handout 5-4

Develop Goals, Objectives and Tasks

Develop Goals

To delineate a goal, ask yourself:

- What major milestone do we need to meet to make our project's mission a reality?
- If we succeed, what specific changes will occur in our community? For example: "We will decrease the gang violence by 10 percent among youth, ages 14 to 20, who are economically disadvantaged in the Washington, D.C., metropolitan area."

The project purpose is supported by project goals. Being able to write a meaningful and measurable goal is an essential skill.

The characteristics of effective goals include:

- Goals state the intended results of your project's success in broad terms.
- Goals address outcomes, *not* how the outcomes will be achieved.
- Goals describe the behavior or condition in the community expected to change.
- Goals describe exactly who will be affected by the project.
- Goals lead clearly to one or more measurable results.
- Because goals are customized, application review committees expect no specific number of goals. Depending on the complexity of the work, often two to four goals are expected and should be **listed in the order of priority or importance**.

As you develop your program goals, be aware that your goals should relate to SAMHSA's goals for the overall program as described in the RFA or PA. For example, if SAMHSA notes that a grant program is intended to reduce the health and social costs of substance abuse and dependence to the public and to increase the safety of America's citizens by reducing substance abuse-related crime and violence, then applicants should develop goals that also address increasing treatment capacity, reducing costs and social consequences, and reducing substance abuse-related crime and violence.

Develop Goals, Objectives and Tasks (Continued)

Develop Objectives

- Make SMART—Specific, Measurable, Achievable, Realistic, and Time-limited—objectives.
- Example: In the summer of 2007, we will hold three training sessions in cooperation with five partnering agencies that focus on violence prevention techniques for service providers and youth.

Your project may have several objectives, each of which identifies a step toward reaching your goals. Application review committee members pay close attention to well-written objectives.

The SMART model reminds us to develop objectives that are **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-limited.

- **Specific:** Objectives should clearly describe the action to be taken. For example, "Outreach workers will administer the HIV risk assessment tool to at least 100 injection drug users in the target community" is a better objective than "Outreach workers will use their skills to reach out to drug users on the street."
- **Measurable:** Objectives must be measurable to determine whether or not specific targets have been reached. For example, "The drop-in health center will serve five more homeless patients every day by the end of the first quarter of the second funding year" is a better objective than "Numbers of homeless patients will increase."
- **Achievable:** Given current resources and the new resources added by the grant, objectives must be feasible. For example, "The new 10-hour part-time nutritionist will have the capacity to see seven teenage mothers each week to design a complete dietary plan" is a better objective than "Teenage mothers will learn about proper nutrition."
- **Realistic:** Objectives must consider real barriers, recognize appropriate limitations, and anticipate potential problems that need to be addressed by the project. For example, "Two ex-gang members will make one school presentation each week for two months to raise community awareness about the presence of gangs" is a better objective than "Gang-related violence in the community will be halted."

Develop Goals, Objectives and Tasks (Continued)

- **Time-limited:** Objectives should establish parameters to measure project accomplishments within a specified period related to the grant-funding cycle. For example, "We will recruit five new peer educators by the second quarter of the first funding year" is a better objective than "New peer educators will be hired."

Remember, if your application is funded, your stated objectives will be used to evaluate project progress.

Develop Tasks

Tasks are the precise steps you will follow to carry out each objective.

Tasks help you identify:

- What tasks need to be done under each objective;
- Who will do the tasks;
- When they will be done;
- Where they will be done;
- What resources you need for each task; and
- What purpose the task has (i.e., what outcome is expected as a result of doing each task).

While objectives are more specific than goals, tasks provide the most detail for the steps you will follow to carry out each objective.

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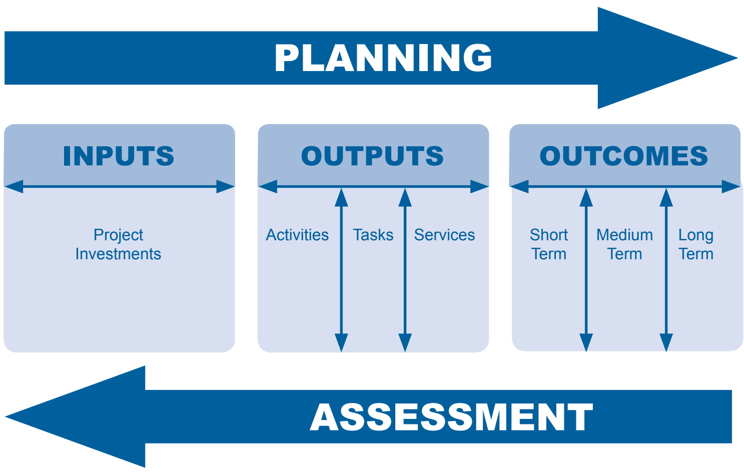
Module 5: Handout 5-5

Develop a Logic Model



A Logic Model is a tool to show how your proposed project links the purpose, goals, objectives, and tasks stated with the activities and expected outcomes or "change" and can help to plan, implement, and assess your project. The model also links the purpose, goals, objectives, and activities back into planning and evaluation. A Logic Model is the *picture* of your project. It graphically shows the activities and progression of the project. It should also describe the relationships among what resources you put in (inputs), what you do (outputs), and what happens or results (outcomes). On the basis of both your planning and evaluating activities, you can then make a "logical" chain of "if-then" relationships. Look at the graphic above to see the chain of events that link the inputs to outputs, outputs to short-term outcomes (objectives), short-term outcomes to medium-term outcomes (also objectives), and medium-term outcomes to long-term outcomes (goals).

The framework you set up to build your model is based on a review of the Statement of Need, in which you state the conditions that gave rise to the project with your target group. Then, you look at the **Inputs**, which are the resources, contributions, time, staff, materials, and equipment you will invest to change these conditions. These inputs then are organized into the **Outputs**, which are the activities, services, interventions, and tasks that will reach the target population. These outputs then are intended to create **Outcomes** such as changes or benefits for the consumer, families, groups, communities, organizations, and SAMHSA. The understanding and further evidence of what works and what does not work will be shown in the **Impact**, which includes achievements that occur along the path of project operation.

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Module 5: Handout 5-6

Demonstrate Cultural Competence

- Cultural competence consists of the knowledge, skills, and attitudes that enable administrators and practitioners to care and provide for diverse populations.
- Cultural competence includes an understanding of the language, beliefs, norms, values, and socioeconomic and political factors that have a significant impact on well-being, assessment, and treatment.

Cultural competence is a critical component of SAMHSA grant programs and is addressed in the grant announcements. Application review committees assess this concept carefully in all applications, *even if the RFA or PA does not include a specific evaluation criterion for cultural competence*. To address cultural competence in your application, remember that people support what they help create. Therefore, bring the target population into the design, implementation, and evaluation process. SAMHSA wants to see a demonstration of your planning and experience in working with cultural competence.

Cultural Competence Guidelines

- Demonstrate your history of serving the target population.
- Ensure that project staff reflect the composition of the target population and that all staff members are culturally competent to provide services and conduct evaluation with the target population.
- Ensure that the target population is involved actively throughout the project design, application, implementation, and evaluation.
- Ensure that your communication is appropriate for their language and education levels.
- Ensure that project evaluation reflects specific cultural practices or characteristics of the target population.
- Ensure that evaluation tools are appropriate for the target population.
- Describe how your evaluation demonstrates culturally appropriate analyses.
- State how you will provide feedback and disseminate information to the community in which the data were collected.

Demonstrate Cultural Competence (Continued)

Applications should demonstrate cultural competence *throughout* the project plan, rather than treating it as an add-on to be addressed in a specific section of the grant application. The following guidelines may help ensure appropriate attention to cultural competence in your application:

- **Experience With the Target Population**—Your organization (including affiliated service sites) should have a documented history of positive project involvement with the population to be served by the project. Resources and organizational structures must be adequate to conduct the proposed project within the context of the cultural needs of the target population.
- **Staff Qualifications**—Ideally, staff will reflect the composition of the target population. In any case, staff (including administrators, advisors, and board members) must be gender-, age-, and culturally appropriate and must be qualified to provide services to the target population.
- **Community Representation**—The population targeted by your application should be involved actively as participants throughout the project design. Mechanisms should be established to provide community members with an opportunity to influence and help shape the project's proposed activities and interventions.
- **Statement of Need and Implementation Approach**—Your proposed Statement of Need and Implementation Approach must demonstrate cultural competence by identifying specific needs, cultural practices, or characteristics of the target population and by describing how these needs will be met by the proposed project.
- **Language and Communication**—Communication must be appropriate for the target population. You should use multilingual resources, including the use of skilled bilingual and bicultural individuals and/or sign language specialists, whenever a significant percentage of the target population is not proficient in English or verbal communication. Your application must demonstrate that audiovisual materials, public service announcements, training guides, and print materials to be used in the project are culturally, linguistically, and educationally appropriate for the target population.
- **Evaluation Methods, Screening or Assessment Tools, and Other Survey Instruments**—The proposed project evaluation methods and instrument(s) should be appropriate to the population being served. Many screening or assessment tools and survey instruments have not been validated for racial and

Demonstrate Cultural Competence (Continued)

ethnic groups, even though they are used widely. Every effort should be made to use tools validated *for the target population*. Your application should provide a rationale for the use of proposed evaluation instruments, including a discussion of whether the proposed instruments have been validated for the target population. The application also should specify how the tool will be adapted if it has not been validated for the target population. Also, show how the results of the project will be validated.

- **Culturally Sensitive Interpretation of Analyses—**Your application should demonstrate clearly how your proposed evaluation includes culturally appropriate analyses of the data. Plans to enhance the usefulness of the data may include analysis teams that consist not only of the proper mix of disciplines, but also of persons who are familiar with and sensitive to the cultural factors and issues that may influence outcomes in your target population.
- **Feedback and Dissemination of Information—**Be sure to describe how relevant findings will be disseminated to the communities in which the data were collected. Your application should demonstrate how community members, providers, policymakers, and others will be informed about the data and how the data can be used to improve services to the community.

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Module 5: Handout 5-7

Develop Your Staff and Organizational Experience Plan

1. Can we sell the organization's capacity, uniqueness, and niche?
2. Can we detail roles and responsibilities of key staff?
3. Can we show the expertise of the staff?
4. Do we know the amount of time each person will work on the project?
5. Have we developed a timetable?
6. Have we demonstrated that the staff reflect and are culturally competent to work with the target group(s)?
7. Have we indicated why consultants are necessary?
8. Have we described the organization's experience, capacity, and uniqueness?
9. Have we detailed the roles and responsibilities of key staff?
10. Have we described the expertise and experience of the staff?
11. Do we know the amount of time each person will work on the project? Is this amount of time reasonable?
12. Have we developed a timetable for starting and completing project activities?
13. Have we indicated the role and reason for using consultants or other external resources?
14. Have we described and documented any cooperative or collaborative agreements made with other organizations included in the application?

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Module 5: Handout 5-8

Write Performance Assessment Questions; Identify Performance Assessment Tools and Techniques; and Analyze and Report Your Findings

Write Questions to Assess Performance

- Make sure the scope of your assessment matches the requirements of the grant announcement.
- The answers you get are only as good as the questions you ask!
- Trained assessors know how to frame questions to get reliable and valid answers. Consider using an outside assessor to conduct or oversee the performance assessment to avoid the perception of conflict of interest.
- Look carefully at the performance assessment section of the RFA or PA to analyze the scope of the assessment SAMHSA is expecting.
- If your assessment is minimal, you may be able to conduct it yourself; a large, multi-site, rigorous performance assessment may require additional tools and resources, but typically is not expected with SAMHSA's grant programs.

SAMHSA emphasizes practical, ongoing performance assessments that involve project staff, community members, and other stakeholders, *not* just assessment experts. This type of assessment has many advantages for both the community and the organization.

You can involve the target population in designing your assessment questions by conducting focus groups and community meetings in which you describe your proposed project and ask the community members to help identify the right questions to ask in order to measure change.

Identify Performance Assessment Tools and Techniques

- Your local university may offer help in providing experts in the performance assessment field.
- Your assessor should be with you from the start to help you identify the tools and techniques you will need.
- The model programs you visit may offer valuable suggestions on performance assessment processes and experts.

Write Performance Assessment Questions; Identify Performance Assessment Tools and Techniques; and Analyze and Report Your Findings (Continued)

Your assessor should be credible to the field, experienced in *your* type of project and *your* type of population, able to collaborate with you, and available to you. Make contacts to find an assessor as soon as possible—even if you are just beginning to think about applying for a grant.

Analyze and Report Your Findings

- Few individuals have all the skills a good assessment requires. Consider multiple individuals or a team.
- Work closely with your assessor or assessment team to benefit as much as possible from your performance assessment.
- Ensure all components are integrated (grant objectives, assessment questions, methodology, instruments, cultural competence, analysis, and GPRA requirements).
- Include community members in developing the performance assessment plan, analysis, and report.
- Make project results available and accessible to the community.
- Be clear about the expectations of the audiences that will receive your findings.
- Pay attention to the appearance of the report (e.g., layout, clarity of graphics, and fonts). Make the document reader-friendly.

Sound performance assessment results can have a positive and growth-enhancing function for projects, clients, other professionals, and the surrounding community.

Analysis and synthesis are ways to understand and summarize performance assessment findings. How you interpret the meaning and importance of the data is influenced by the questions being asked, the types of data available, and the input received from members of the target community.

On the basis of your analysis and synthesis, you can develop recommendations, which are possible actions to consider as a result of the performance assessment. Forming recommendations means looking at the big picture and asking, “How can this project be

Write Performance Assessment Questions; Identify Performance Assessment Tools and Techniques; and Analyze and Report Your Findings (Continued)

more successful as a result of what we have observed?" How can we improve the benefit to the community? Performance assessment can be strengthened by recommendations that anticipate and react to what staff, clients, other professionals, and the community at large want to know.

Several things can help ensure the recommendations will be relevant and well received:

- Inviting input from stakeholders to help develop draft recommendations;
- Sharing draft recommendations with multiple stakeholders;
- Presenting options instead of directive advice; and
- Citing the benefits to be gained by incorporating lessons learned.
- Agree on techniques to analyze, synthesize, and interpret findings before data collection begins.

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Module 5: Handout 5-9

Participant Protection Standards

1. Protection of Clients and Staff From Potential Risks

- Identify and describe any foreseeable physical, medical, psychological, social, and legal risks or potential adverse effects as a result of the project itself or any data collection activity.
- Describe the procedures you will follow to minimize or protect participants against potential risks, **including risks to confidentiality**.
- Identify plans to provide guidance and assistance in the event there are adverse effects to participants.
- Where appropriate, describe alternative treatments and procedures that may be beneficial to participants. If you choose not to use these other beneficial treatments, provide the reasons for not using them.

2. Fair Selection of Participants

- Describe the target population(s) for the proposed project. Include age, gender, and racial/ethnic background and note whether the population includes youth who are homeless, children in foster care, children of substance abusers, pregnant women, or other targeted groups.
- Explain the reasons for including groups of pregnant women, children, people with mental disabilities, people in institutions, prisoners, and individuals who are likely to be particularly vulnerable to HIV/AIDS.
- Explain the reasons for <u>including or excluding</u> participants.
- Explain how you will recruit and select participants. Identify who will select participants.

3. Absence of Coercion

- Explain whether or not participation in the project is voluntary or required. Identify possible reasons why participation is required, for example, court orders requiring people to participate in a program.

Participant Protection Standards (Continued)

- If you plan to compensate participants, state how participants will be awarded incentives (e.g., money and gifts).
- State how volunteer participants will be told that they may receive the intervention services even if they do not participate in or complete the data collection component of the project.

4. Data Collection

- Identify from whom you will collect data (e.g., from participants themselves, family members, teachers, and others). Describe the data collection procedures, and specify the sources for obtaining data (e.g., school records, interviews, psychological assessments, questionnaires, observation, or other sources). Where data are to be collected through observational techniques, questionnaires, interviews, or other direct means, describe the data collection setting.
- Identify what type of specimens (e.g., urine or blood) will be used, if any. State if the material will be used for evaluation or if other use(s) will be made. Also, if needed, describe how the material will be monitored to ensure the safety of participants.

5. Privacy and Confidentiality

- Explain how you will ensure privacy and confidentiality. Include who will collect data and how it will be collected.
- Describe:
    - How you will use data collection instruments;
    - Where data will be stored;
    - Who will or will not have access to information; and
    - How the identity of participants will be kept private, for example, through the use of a coding system on data records, limiting access to records, or storing identifiers separately from data.

NOTE: If applicable, grantees must agree to maintain the confidentiality of alcohol and drug abuse client records according to the provisions of **Title 42 of the Code of Federal Regulations, Part II**.

Participant Protection Standards (Continued)

6. Adequate Consent Procedures

- List what information will be given to people who participate in the project. Include the type and purpose of their participation. Identify the data that will be collected, how the data will be used, and how you will keep the data private.

- State:
  - Whether or not their participation is voluntary;
  - Their right to leave the project at any time without any problems;
  - Possible risks from participation in the project; and
  - Plans to protect clients from these risks.

- Explain how you will get consent for youth, older adults, people with limited reading skills, and people who do not use English as their first language.

NOTE: If the project poses potential physical, medical, psychological, legal, social, or other risks, you must obtain written informed consent.

- Indicate whether you will obtain informed consent from participants or assent from minors along with consent from their parents or legal guardians. Describe how the consent will be documented. For example: Will you read the consent forms? Will you ask prospective participants questions to be sure they understand the forms? Will you give them copies of what they sign?

- Include, as appropriate, sample consent forms that provide for the following: (1) informed consent for participation in service intervention; (2) informed consent for participation in the data collection component of the project; and (3) informed consent for the exchange (releasing or requesting) of confidential information.

NOTE: Never imply that the participant waives or appears to waive any legal rights, may not end involvement with the project, or releases your project or its agents from liability for negligence.

- Describe whether separate consents will be obtained for different stages or parts of the project. For example, will they be needed for both participant protection in treatment intervention and for the collection and use of data?

Participant Protection Standards (Continued)

- Additionally, if other consents (e.g., consents to release information to others or gather information from others) will be used in your project, provide a description of the consents. Will individuals who do not consent to having individually identifiable data collected for evaluation purposes be allowed to participate in the project?

7. Risk/Benefit Discussion

- Discuss why the risks are reasonable compared to expected benefits and importance of the knowledge from the project.

Protection of Human Subjects Regulations

SAMHSA expects that most grantees funded under Services Grant programs will not be required to comply with the Protection of Human Subjects Regulations (45 CFR 46). However, in some instances, special evaluation and data collection requirements for a particular funding opportunity may necessitate that all grantees comply with these regulations. In such instances, the RFA or PA will explicitly state that grantees must comply with the regulations.

If the RFA or PA does not explicitly state that grantees must comply with the Protection of Human Subjects Regulations (45 CFR 46), grantees will be required to comply with the regulations only if the project-specific evaluation design proposed by the grantee requires compliance with the regulations.

Module 5: Handout 5-10

Sample Budget and Justification

ILLUSTRATION OF A SAMPLE DETAILED BUDGET AND NARRATIVE JUSTIFICATION FOR COMPLETING SF 424A: SECTION B FOR 01 BUDGET PERIOD

OBJECT CLASS CATEGORIES

Personnel

Job Title	Name	Annual Salary	Level of Effort	Salary Being Requested
Project Director	J. Doe	$30,000	1.0	$30,000
Secretary	Unnamed	$18,000	0.5	$ 9,000
Counselor	R. Down	$25,000	1.0	$25,000

Enter Personnel subtotal on 424A, Section B, 6.a. **$64,000**

Fringe Benefits (24%) $15,360

Enter Fringe Benefits subtotal on 424A, Section B, 6.b. **$15,360**

Travel

2 trips for SAMHSA Meetings for 2 Attendees (Airfare @ $600 x 4 = $2,400) + (per diem @ $120 x 4 x 6 days = $2,880)	$5,280
Local Travel (500 miles x .24 per mile)	120

Enter Travel subtotal on 424A, Section B, 6.c. **$ 5,400**

Equipment (List Individually)

"Equipment" means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost that equals the lesser of (a) the capitalization level established by the governmental unit or nongovernmental applicant for financial statement purposes, or (b) $5000.

Enter Equipment subtotal on 424A, Section B, 6.d.

Supplies

Office Supplies	$500
Computer Software (Microsoft Word)	500

Enter Supplies subtotal on 424A, Section B, 6.e. **$1,000**

Contractual Costs

Assessment

Job Title	Name	Annual Salary	Level of Effort	Salary Being Requested
Assessor	J. Wilson	$48,000	0.5	$24,000
Other Staff		$18,000	0.1	$18,000

Fringe Benefits (25%) $10,500

Travel

2 trips x 1 Assessor	
($600 x 2)	$ 1,200
per diem @ $120 x 6	720
Supplies (General Office)	500

Assessment Direct Costs	$54,920
Assessment Indirect Costs (19%)	$10,435
Assessment Subtotal	$65,355

Training

Job Title	Name	Annual Salary	Level of Effort	Salary Being Requested
Coordinator	M. Smith		0.5	$ 12,000
Admin. Asst.	N. Jones		0.5	$ 9,000
Fringe Benefits (25%)				$ 5,250

Travel

2 Trips for Training	
Airfare @ $600 x 2	$ 1,200
Per Diem $120 x 2 x 2 days	480
Local (500 miles x .24/mile)	120

Supplies

Office Supplies	$ 500
Software (Microsoft Word)	500

Other		
Rent (500 Sq. Ft. x $9.95)	$ 4,975	
Telephone	500	
Maintenance (e.g., van)	$ 2,500	
Audit	$ 3,000	
Training Direct		$ 40,025
Training Indirect		$ -0-
Enter Contractual subtotal on 424A, Section B, 6.f.		**$105,380**
<u>Other</u>		
Consultants = Expert @ $250/day x 6 day	$ 1,500	
(If expert is known, should list by name)		
Enter Other subtotal on 424A, Section B, 6.h.		**$ 1,500**
Total Direct Charges (sum of 6.a-6.h)		
Enter Total Direct on 424A, Section B, 6.i.		**$192,640**
Indirect Costs		
15% of Salary and Wages (copy of negotiated indirect cost rate agreement attached)		
Enter Indirect subtotal of 424A, Section B, 6.j.		**$ 9,600**
<u>TOTALS</u>		
Enter TOTAL on 424A, Section B, 6.k.		**$202,240**

<u>JUSTIFICATION</u>

PERSONNEL - Describe the role and responsibilities of each position.
FRINGE BENEFITS - List all components of the fringe benefit rate.
EQUIPMENT - List equipment and describe the need and the purpose of the equipment in relation to the proposed project.
SUPPLIES - Generally self-explanatory; however, if not, describe need. Include explanation of how the cost has been estimated.
TRAVEL - Explain need for all travel other than that required by SAMHSA.
CONTRACTUAL COSTS - Explain the need for each contractual arrangement and how these components relate to the overall project.
OTHER - Generally self-explanatory. If consultants are included in this category, explain the need and how the consultant's rate has been determined.
INDIRECT COST RATE - If your organization has no indirect cost rate, please indicate whether your organization plans to a) waive indirect costs if an award is issued, or b) negotiate and establish an indirect cost rate with HHS within 90 days of award issuance.

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Handout

Module 5: Handout 5-11

Prepare Your Budget

Use this chart as a checklist to help you complete the Budget and Budget Narrative of your grant application.

Budget Section	Yes	No Plan To Do
Did we check to see whether the budget includes all the staffing, activities, and resource needs outlined in the Project Narrative not exceeding the total funds available?		
Did we adhere to the agency budget guidelines in planning and allocating resources for various objectives and tasks?		
Have we established and documented our approved Federal indirect cost rate?		
Have we reviewed all the budget forms and gathered the appropriate budget information and documentation needed to complete the forms?		
Did we use basic accounting concepts and terminology?		
Have we assembled and explained all required cost justification documents?		
Did we recruit someone with solid accounting experience related to grants and projects to assist our writing team?		
Did we involve the accountant in the program planning to ensure proper integration of resources with project objectives?		
Did we project our expenses as accurately as possible and double-check our projections and totals?		
Did we project budget requirements and narrative for each year of the grant?		

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Module 5: Handout 5-12

Application Timeline

Application Component	Individual Responsible	First Draft Due	Second Draft Due	Review Dates	Incorporate Comments	Final	Application Submission

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