



# NASJE CURRICULUM DESIGN

GRANTS AS A RESOURCE FOR JUDICIAL BRANCH EDUCATION

BUDGET AND RESOURCES: Experienced Level Content



NASJE  
NATIONAL ASSOCIATION OF STATE JUDICIAL EDUCATORS



## Grants as a Resource for Judicial Branch Education

*This is a summary of the content in this curriculum design.*

- A. Grants as a Source of Funding
  - a. Grants are not free
  - b. Grants are generally short-term solutions
- B. Writing a Grant
  - a. Tips to prepare
  - b. Tips for writing
  - c. Components of a grant
    - i. Cover letter
    - ii. Executive summary
    - iii. Narrative
    - iv. Budget
    - v. Supportive information
- C. Assessment of a denial
  - a. The proposal
  - b. The grantor and/or reviewers
- D. Management of grant funds
  - a. Meet grant requirements
  - b. Track expenses and activities
  - c. Report expenses and activities
  - d. Adjust expenses, activities, and/or grant period
- E. Grantors
  - a. Criteria often used for awarding funds
  - b. Potential grant sources

## NASJE Curriculum Designs The Numbering System

NASJE Curriculum Designs follow a consistent numbering system to facilitate identifying information and navigating within and among various curriculum designs.

*The first number refers to the NASJE Core Competency.*

For example:

7 indicates the NASJE competency addressed in this curriculum design is budgets and resources

*The second number refers to entry- or experienced-level content.* (Entry indicates that the content is new to the target audience; it is not a reference to the experience level of the participants. Experienced level indicates learners already have some familiarity with the content.)

For example:

7.1 is the entry-level budgets and resources curriculum design

7.2 is the experienced level

*The third number refers to the section of the design.*

For example:

7.2.1 is the content section for experienced-level budgets and resources

7.2.2 is the faculty resources section

7.2.3 is the participant activities section

7.2.4 is the bibliography and selected readings

*The final number refers to the order of items in a section.*

For example:

7.2.1.1 is the first content (the overview) in experienced-level budgets and resources

7.2.2.7 is the seventh faculty resource

7.2.3.3 is the third participant activity

## Grants as a Resource for Judicial Branch Education

### Table of Contents

<a href="#">Use of NASJE Curriculum Designs</a>	2
<a href="#">Adult Education Principles</a>	3
7.2.1.0 Competency Area 7 Budgets and Resources: Experienced-Level Content	4
• 7.2.1.1 <a href="#">Curriculum Design Overview</a>	5
• 7.2.1.2 <a href="#">Special Notes for Faculty</a>	5
• 7.2.1.3 <a href="#">Participant Learning Objectives</a>	6
• 7.2.1.4 <a href="#">Educational Content</a>	7
• 7.2.1.5 <a href="#">Resources for Faculty</a>	18
• 7.2.1.6 <a href="#">Related Educational Areas</a>	18
• 7.2.1.7 <a href="#">Learning Objective, Resource, and Activity Chart</a>	19
7.2.2.0 Faculty Resources	21
• 7.2.2.1 <a href="#">Sample Grant Proposal Cover Letter</a>	23
• 7.2.2.2 <a href="#">Sample Grant Proposal Executive Summary</a>	25
• 7.2.2.3 <a href="#">Sample Grant Proposal Narrative</a>	27
• 7.2.2.4 <a href="#">Sample Grant Proposal Budget Detail</a>	31
• 7.2.2.5 <a href="#">Sample Grant Proposal Budget Narrative</a>	33
• 7.2.2.6 <a href="#">Sample Letter of Support for Grant Proposal</a>	37
• 7.2.2.7 <a href="#">Sample Timeline for Grant Proposal</a>	39
7.2.3.0 Participant Activities	43
• 7.2.3.1 <a href="#">Assessing the Costs of a Grant</a> [Learning Objective 1]	45
• 7.2.3.2 <a href="#">Writing a Grant Proposal Narrative</a> [Learning Objective 2]	47
• 7.2.3.3 <a href="#">Evaluating Grant Proposal Components</a> [Learning Objective 3]	49
• 7.2.3.4 <a href="#">Explaining Ethical Parameters</a> [Learning Objective 4]	51
• 7.2.3.5 <a href="#">Drafting a Preliminary Grant Proposal</a> [Learning Objective 5]	53
7.2.4.0 <a href="#">Bibliography and Recommended Readings</a>	55

## Use of NASJE Curriculum Designs

Taken together, the curriculum designs in this series provide an overarching plan for the education of judicial branch educators; this overarching plan constitutes a curriculum. Individually, each curriculum design and associated information provide faculty with resources and guidance for developing courses for judicial branch educators. Content from the curriculum will be used alongside other content as determined by the NASJE Education Committee.

The designs are based on the [NASJE Core Competencies](#). Two curriculum designs are provided for most competency areas, one for entry-level content and the other for experienced-level content. Content level relates to the participants' familiarity with the subject area and not their tenure in judicial branch education.

Each of the curriculum designs, based on the competency areas, may be used either in its entirety or in segments to meet the needs of the individual circumstance or situation, the particular audience, time constraints, etc.

Each curriculum design includes a series of learning objectives and an outline of content to support those learning objectives. Content is annotated with the bracketed number of the learning objective it supports. Learning objectives for each curriculum design are listed in order of importance or in a logical progression. Faculty is encouraged to select content based on the order of the learning objectives. Content is provided in an abbreviated outline format. Faculty may expand on the content based on the needs of the learners.

Associated information for each curriculum design includes: (a) resources for faculty's use (as reference and/or as participant handouts), and (b) a series of recommended participant activities to measure achievement of objectives. Each resource and participant activity has a cover sheet explaining its use. Faculty notes near the beginning of each curriculum design provide important information to assist faculty in effectively preparing the design and delivery of a course.

**Developing any course from a curriculum design will require that faculty (a) utilize an [instructional design model](#) (in the appendix), (b) employ [adult education principles](#) (next page), and (c) have an in-depth knowledge of the content beyond what is included in the design. A bibliography accompanies each curriculum design and contains additional sources of information. Because there are many sources for each content area that are not in the bibliography, faculty is encouraged to fully explore a variety of available sources when designing a course from a curriculum design.**

The NASJE Curriculum Committee welcomes feedback, updates, corrections, and enhancements to these designs so they will remain current and viable.

## Adult Education Principles

As learners mature, they change in terms of:

1. **Self-concept:** *They evolve from being dependent to self-directed.*
2. **Experience:** *They accumulate a growing reservoir of experience that becomes an increasing resource for learning.*
3. **Readiness to learn:** *Their readiness to learn becomes oriented increasingly to the developmental tasks of their various roles.*
4. **Orientation to learning:** *Their time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from subject-centered to problem-centered.*
5. **Motivation to learn:** *Their motivation to learn is internal rather than externally generated. (Knowles, 1984).*

Effective learning for adults is dependent on faculty:

1. **Engaging learners actively in their learning:**  
Adult learners generally prefer to participate, test new learning, and engage in discussion about the relevant content. Faculty needs to actively engage them at least 50% of the time through questions, activities, etc. and enable learners to discover how their new learning will serve them.
2. **Creating and maintaining an effective, safe learning environment:**  
Adult learners will participate readily in an educational situation if the environment is physically and psychologically suitable. Physically suitable includes comfortable, well-lighted, and easily accessible space; psychologically suitable includes feeling welcome to offer opinions and differing views and to ask questions. Faculty needs to alter the physical environment to meet the needs of learners and to state and demonstrate that the learning situation is open and non-threatening.
3. **Demonstrating respect for differences:**  
Adult learners are independent and self-reliant; they are of varied races, ethnicities, religions, backgrounds, experiences, and education. In an educational situation, they need to be respected for their differences, even if their experience and knowledge is different from faculty. Faculty needs to state and demonstrate their willingness to engage different views.
4. **Providing learners with information on what to expect:**  
Adult learners prefer to understand what will happen in their learning and what will be expected of them in the learning environment. Faculty needs to provide an agenda, an overview, learning objectives, etc.
5. **Basing content on immediately applicable information and skills:**  
Adult learners generally prefer to engage in learning that will help them in their daily lives and work. Faculty needs to ensure that theoretical information serves only as a background for practical application of new knowledge and skills.

**[Instructional Design: The Backbone of Effective Education](#) and [Developing Faculty](#) NASJE curriculum designs include additional information on adult education theory and practical application.**

**Title: Grants as a Resource for Judicial Branch Education**

**NOTES:**

Part of the materials for NASJE curriculum designs is a glossary, which will be the basis for developing a shared or common professional language for judicial branch educators. The first time a word found in the NASJE Glossary is used in a curriculum design, it is identified with a word border. Subsequent uses of the word do not have a border. In the online format, the definition will pop up when you roll your cursor over the text inside the border. In the hard copy format, you can find the definition in the glossary at the end of the curriculum. Faculty members using the NASJE curriculum designs are encouraged to familiarize themselves with the definitions relevant to the content area by reviewing the glossary terminology.

Words or terms underlined and in blue indicate a link to parts of the curriculum design. In the electronic format, click on the text to view the identified item. In hard copy format, refer to the page number that follows the text.

**Related to NASJE Competency:**

[Building and Maintaining Support for Judicial Branch Education Budgets and Resources](#) (available on the NASJE website)

Competency Summary: As an integral part of ensuring the effective and efficient administration of justice and continued public trust and confidence, judicial branch education departments need to obtain adequate resources to meet the educational needs of judges and court personnel. Judicial branch educators must be able to effectively obtain funds and champion education as an investment in ensuring equal access to justice and timely resolution of cases for individuals, businesses, and other branches of government.

**Target Audience:** Judicial branch educators who are familiar with basic budgeting processes and who may write grants to seek additional funding.

**Content Level:** \_\_\_\_\_ **Entry**   **X**   **Experienced**

*(This is not a reference to the general experience of the learner, but the experience the learner has with the specific content. For example, a learner with 20 years of experience in judicial branch education may be at the entry content level for a topic if he or she has not had an opportunity to work with the content or become proficient with it.)*

**Date Approved: June 18, 2013**      **Last Updated:**



## 7.2.1.0 Curriculum Design

### 7.2.1.1 Curriculum Design Overview:

*(This section provides an overview and states the purpose for this educational area. It does not include all the detail shown in the outline, but is intended to provide a synopsis of the content.)*

This **curriculum** design provides an overview of grants as one type of resource for judicial branch education. It includes an overview of considerations, preparation, grant components, writing tips, and potential grant sources. **Judicial branch educators** participating in a **course** based on this design should have a basic understanding of budgets as well as basic writing skills.

Grants are a viable resource for judicial branch education. Judicial branch educators will benefit from exploring the nature of grants and will improve their grant writing skills based on this content. In addition, judicial branch educators will have the opportunity to begin preparation for creating a grant proposal for a project of their choosing.

### 7.2.1.2 Special Notes for Faculty:

**Grants** have numerous similarities that are explored in this curriculum design. **Faculty** for a course based on this content should emphasize that each grantor will have its own requirements, timelines, preferred means of communication, format for requests, and criteria for awarding funds. In addition, faculty who have themselves written and received a grant may have personal experiences to share with judicial branch educators.

Content briefly addresses ethical considerations for seeking funds from certain grant sources. Although brief, this portion of the content may be among the most important considerations for judicial branch educators. Faculty for a course based on this design may choose to expand this portion of the content and/or use this subtopic as a thread throughout all discussions.

Two activities for this curriculum design engage judicial branch educators in writing components of a grant proposal. These activities will be time consuming and faculty needs to ensure that adequate time is available. These two writing activities are important parts of improving the likelihood of judicial branch educators' success in receiving grant funds. Faculty may determine the scope and length of the writing products, but are encouraged not to abbreviate the activities if at all possible.

One of the writing activities involves judicial branch educators in drafting a preliminary grant proposal for a project of their choosing. Faculty should ask learners to identify a project for a grant prior to attending a course. The content

in this design will have the greatest impact if judicial branch educators are able to immediately apply it in an activity that has true relevance in their own situation. Faculty may determine the scope of the proposal: it may be a cover letter, an executive summary, or a more detailed narrative. Regardless of the scope, the applicability of the activity depends on the authenticity of the project.

The Curriculum Committee believes that issues of diversity and fairness, ethics, and technology are viable and valuable considerations to be incorporated into courses developed from NASJE curriculum designs. After reviewing the experienced-level curriculum design for budgets and resources, address these areas as appropriate for your specific course. In addition to how these issues are already incorporated into this curriculum design, additional content could include:

- Diversity and Fairness: Including diverse perspectives when writing a grant; considering and involving diverse populations in grant activities; equitably addressing relevant issues in grants and use of grant funds
- Ethics: Calculating potential expenses efficiently; effectively and accurately managing grant funds; ensuring receipt of funds does not affect any other judicial branch activities; ensuring the relationship between the judicial branch education department and the grantor does not unduly benefit employees or stakeholders of either; honoring all confidentiality issues
- Technology: Use of software to calculate, track, and report expenses; use of technology for grant applications and reports

### **7.2.1.3 Participant Learning Objectives:**

*(These are statements of what participants can say and/or do to demonstrate learning when participating in a course designed from this content. Learning objectives are directly related to selection of content for this curriculum design. They are listed in order of importance or in a logical progression in both the "in general" and "for the individual situation" sections. Faculty is encouraged to use learning objectives from both areas. Included with this curriculum design are participant activity suggestions for each learning objective.)*

As a result of this education, participants will be able to:

#### In General:

1. Assess the true costs of applying for and managing grant funds.
2. Write a narrative for a grant proposal for a new project.
3. Evaluate the various components of a grant proposal.
4. Explain the ethical parameters for applying to certain funding sources.

#### For the Individual Situation:

5. Draft a preliminary grant proposal for a new education project.

#### 7.2.1.4 Educational Content:

*(This is an outline of content to be included in courses developed from this curriculum design. Each area of content is annotated with the bracketed number of the learning objective it supports. The information in parentheses after key headings of the outline provides faculty with the overarching question the heading is designed to address.)*

- A. Grants as a Source of Funding (*what is involved when considering a grant*) – seeking a grant should be based on learners’ needs [see the entry-level curriculum design on assessing needs, [Needs Assessment: the Basics of Processes and Models](#)]; before seeking a grant, judicial branch educators need to carefully assess organizational requirements of requesting and managing a grant, and understand there is no guarantee of receiving funds
- a. Grants are not free [1] – grant funds supplement organizational funds, but requesting, obtaining, and managing a grant involves some costs (time and money) to the requesting organization
    - i. Costs of seeking a grant – some expenses to the requesting organization occur before a grant is awarded or denied
      1. Research – research needed to prepare a grant proposal includes gathering information on the relevant subject matter, estimating expenses, predicting timelines, exploring appropriate funding sources, obtaining needed approvals, etc.
      2. The proposal – writing a grant proposal includes developing a detailed narrative and supporting documents, seeking support from stakeholders, finalizing a budget and budget explanation, etc.
    - ii. Costs during a grant period – if a grant is awarded, the requesting organization may be required to provide a portion of project costs
      1. Cash match – grantors may require the requesting organization to contribute a percentage of the proposal cost (for example, 20% or 30% of the project cost); grantors may believe matching funds ensure that requesters are serious about the proposal, are willing to risk their own funds, and will have ownership of proposal completion and success
      2. In-kind match – part or all of the requesting organization’s contribution may be in the form of the time and cost of personnel and/or unpaid faculty who participate in the grant-funded project; time may be calculated for a variety of grant-related activity, including but not limited to implementing grant proposal activities, designing courses, tracking expenditures, writing reports to update the grantor on progress, etc.

- iii. Costs after a grant ends – often a grant project generates costs that go beyond the grant period, for example:
    - 1. Preparing grant-related reports for the grantor or the requesting organization – reports are prepared after the grant ends and are not included in grant costs
    - 2. A project cannot be completed during the grant period – if the grantor does not agree to extend the grant period, costs to complete the project are the responsibility of the grantee organization
    - 3. A project has ongoing or recurring costs – after the grant period ends, the grantee is responsible for long-term project expenses; for example, costs for course development may be grant funded, but long-term delivery expenses will be paid by the grantee
  - b. Grants are generally short-term solutions to meet a particular need for which current funds are not available – grants are awarded for a fixed and predetermined period of time, with some exceptions
    - i. Some grantors will extend a grant period if they believe the project has progressed well and grant recipients only need a brief additional period of time to complete the project; incompleteness may be the result of unanticipated delays, changes in personnel, or misjudged timelines
    - ii. Some grantors have policies about continuing or expanding the original proposal in subsequent grant periods; it may depend on their satisfaction with the original work of the grantee and belief that expanded project ideas are worth the total amount ultimately provided; often, the grantee is required to submit a new grant proposal for each grant period and there is no guarantee of continued funding
    - iii. Grant funds should be considered supplemental to ongoing funding sources, not supplanting them; grant should only be sought if other funds are available to sustain the project
- B. Writing a Grant [2] [3]
- a. Tips to prepare (*what are some preliminary activities*)
    - i. Gather statistics – find or generate data to highlight the scope of the need and show how the proposal will address it
    - ii. Gather examples or anecdotes – gather real-life information to support the need the grant proposal will address
    - iii. Determine commitment level – assess the level of involvement the organization will need to provide to support the proposal, including personnel, technology, etc.
    - iv. Research potential grantors – review possible providers to determine which grantor(s) would be receptive and appropriate

- v. Assess each relevant grantor – analyze the mission of any relevant grantors to ensure compatibility with that of the judicial branch education department, the overarching administrative organization, and the courts; determine the grantor’s priorities and parameters for awarding funds; ensure the grantor’s activities are not in conflict with any applicable policies, rules, or statutes
- vi. Consider any possible ethical issues [4] – analyze the nature of the grantor to determine if any problems might arise if funding is awarded
  - 1. Does the grantor have an advocacy perspective that could result in unacceptable constraints, undesirable restrictions, or misperceptions about use funds?
  - 2. Might the grantor (in the past, present, or future) be a litigant in court and thus create the potential for the following quid pro quo?
    - a. Could any awarded grant appear to influence the outcome of a case?
    - b. Could any court case outcome appear to influence whether a grant is awarded?
  - 3. Are any individuals associated with the grantor in a position to unduly benefit personally or professionally from a relationship between the education department, its overarching administrative organization, and/or the courts? And vice versa?
- vii. Review funding parameters
  - 1. Available funds – review the amount of money available in a single grant to determine if it would be sufficient for the proposal, how funds will be provided (up-front sum, routine reimbursement, or final sum)
  - 2. Matching funds – review any requirements for grantee money to be applied toward the proposal; determine if any in-kind match is available (the cost of personnel time to apply as matching funds); ensure availability of needed funds and/or personnel
- viii. Review grant application requirements – determine what needs to be prepared and submitted to the grantor and what is required internally by your organization
- ix. Review submission timelines – ensure needed documents can be prepared, any organizational approvals can be obtained, and the grant can be submitted within the grantor’s timeline

- x. Consult with interested stakeholders about the proposal – determine if they would provide letters of support to accompany the grant request, if appropriate
- xi. Consult with former recipients of the grantor’s funds to seek advice and suggestions about grant preparation
- xii. Consider forming a grant-request partnership with another organization(s) that has similar interests or goals or that might become a sub-grantee
- b. Tips for writing (*what are the considerations*)
  - i. Appeal to a variety of reviewers – grantors have a review process that involves a designated reviewer or panel of reviewers; reviewers may be grantor employees, experts in certain fields, stakeholders, or other individuals; reviewers will have only the original grant proposal on which to make a decision unless a specific request for additional information is made, but this is uncommon; when writing, consider the grantor’s personnel and how they might view the proposal in light of other current or previous grants; consider the grantor’s stakeholders and how they would assess the proposal in light of the grantor’s purpose; consider how to make the proposal interesting and informative; consider consulting an expert in the proposal’s topic and how he or she would assess the need, viability, and cost
  - ii. Write for impact (*why is grant writing different*)
    - 1. Use short sentences – while long and/or complex sentences are often valued in academic work, shorter, simpler sentences are more effective in a grant proposal; this does not imply that reviewers are not highly educated, but ensures clarity, succinctness, and efficiency for reviewers
    - 2. Strive for active voice – to emphasize what you or others will do with grant funds; for example, rather than “There will be ten courses,” say, “We will design and deliver ten courses.”
    - 3. Use clear and convincing terminology – choose the most appropriate words to convey the relevant message
      - a. Refer to a thesaurus – avoid overuse of certain words; use terms that convey the intended meaning as expressively as possible (e.g., avoid overuse of “important” and substitute “imperative,” “relevant,” “significant,” or other synonyms)



- b. Examine the grantor's terminology – generally, each grantor has an organizational description, a statement of purpose, a mission, a vision, and/or a strategic plan; using terminology from those overarching statements, and from the grant description itself, will resonate with reviewers as being aligned with their own organization's goals
        - c. Avoid use of acronyms – they can be confusing
- iii. Use a proofreader(s) – have others review the final proposal
  1. Proofreaders familiar with the issue or need – ask him/her to comment on the following:
    - a. Is the proposal complete and accurate?
    - b. Does it reflect the issue or need effectively?
    - c. Does it present viable goals and objectives?
    - d. Is the budget reasonable?
  2. Proofreader(s) unfamiliar with the issue or need and with no vested interest – ask him/her to comment on the following:
    - a. Is the proposal convincing?
    - b. Is the need clear?
    - c. Is the narrative compelling?
    - d. Is the budget narrative reasonable and logical?
  3. Proofreader for grammar, typos, and spelling
- c. Components of a grant [3] (*what are the most common parts*) – follow the grantor's requested or required format, if any, and ensure all requested information is fully addressed, including assurances that the requesting organization has the necessary capacity to administer a grant and can comply with all requirements (e.g., non-discrimination)
  - i. Cover letter – an introduction to the need for the proposal, the requesting organization, and personnel's ability to fulfill proposal goals [see 7.2.2.1 [Sample Grant Proposal Cover Letter](#), pg. 23]
    1. A stand-alone summary – the cover letter needs to present the essence of the proposal, provide an organizational context, and clearly make the case for the proposal; in an initial review, it is the key to whether reviewers will read the full request
    2. Usually written last but will be read first – often the cover letter needs to be written after all other components of the request are complete so full information can be included in an abbreviated manner

- ii. Executive summary or project abstract – generally part of a predetermined format; it may be a paragraph to a full page description of the full proposal [see 7.2.2.2 [Sample Grant Proposal Executive Summary](#), pg. 25]
  1. Brief but complete – the summary needs to be succinct but clearly state the need for the proposal and how the need will be addressed
  2. Main points of the proposal – it should include a brief presentation of the who, what, when, where, and how of your proposal
  3. Engaging the reader to read more – as with a cover letter, the summary should encourage reviewers to continue and get more detail on the proposal
- iii. Narrative [2] – may be part of a predetermined format or may be free style; it may be longer than any other part of the grant proposal and is the heart of the request [see 7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27]
  1. Craft a powerful story – the story needs to be clear, concise, and compelling; it should focus on a theme illustrating the need that is the basis of the proposal; it should state how the proposal addresses the need
    - a. Provide a statement of need – this is the basis for the request for funding; unless the need is relevant and compelling to the grantor and reviewers, the request may fail; although the following are all part of the proposal, consider whether one of these could serve as a theme to convince reviewers to fund the proposal; the need should be supported with evidence, illustrations, and/or references:
      - i. Current situation – the current situation is undesirable, unacceptable, unsustainable, or even dire
        1. Current situations in the justice system that judicial branch education could eliminate (or minimize) may include delays, inefficiencies, inaccuracies, or inconsistencies
        2. An example of stating a need based on the current situation might be: Current delays in responding to electronic filings have created a backlog in district



- courts that will require statewide action to remedy, including education for court personnel
- ii. Future state – although the current situation may be tolerable, the result of your proposal will create a preferred, proper, and/or advantageous state
    1. Future enhancements in the justice system that judicial branch education could create may include improved service to the public, comprehensive and accurate case tracking, increased sensitivity and respect for diversity, or more ethical behavior of judges and court personnel
    2. An example of stating a need based on a desirable future state might be: Comprehensive education on cultural competency will ensure that our courts are not only responsive to the diverse needs of the individuals they serve, but will also earn the public's trust and confidence
  - iii. Beneficiaries – the people who will benefit from the proposal are disadvantaged in some way
    1. People who might benefit (directly or indirectly) from judicial branch education may include women (or men) seeking orders of protection, children testifying in a courtroom, minorities involved in court proceedings, judges deciding complex cases, or court personnel dealing with court users with mental health issues
    2. An example of a need based on people who would benefit might be: Court personnel interact with a variety of individuals, including

- those who may have mental health issues; education on how to recognize and effectively work with these individuals will benefit court personnel and court users who need special attention.
- b. State a proposal goal(s) – a proposal goal is based on the statement of need; it is a broad, general statement of what the proposal will accomplish if supported by grant funds; it does not have to be quantifiable, unless so stated
    - i. Goal to address the current situation – an example might be, “This proposal will eliminate current delays in electronic filing by educating court personnel on more efficient processing strategies.”
    - ii. Goal to create a better future situation – an example might be, “Through education, judges and court personnel will become familiar with how cultural and ethnic differences may result in misunderstandings and perceptions of bias, and they will develop abilities to more effectively interact with users of different ethnicities and cultural backgrounds.”
    - iii. Goal to benefit a group of people – an example might be, “Based on this series of educational courses for court personnel, court users who have mental health issues will be treated with care, respect, and appropriate attention.”
  - c. State proposal objectives – proposal objectives are quantifiable statements that describe how to achieve a proposal goal(s)
    - i. SMART – this acronym stands for specific, measurable, attainable, realistic, and time-bound statements; using these as guides when writing objectives ensures they are accurately stated; for example, “Over the first three months of the grant period, the judicial branch education department will develop a comprehensive day-long





- iii. Felt the proposal could not be accomplished with the amount requested or within the grant period
- D. Management of a grant – if a grant is awarded, ensure accuracy and truthfulness in managing funds and reporting; misuse of funds or misrepresentation of data may result in serious consequences
  - a. Meet grant requirements – ensure any stipulations and/or requirements for expending funds are followed (for example, some grants require competitive bidding for certain services or have limits on consultants’ daily rates)
  - b. Track expenses and activities – carefully monitor and record how funds are being spent (grant funds and any cash match from the grantee organization) as well as how in-kind personnel time is being used and its associated costs
  - c. Report expenses and activities – grantors generally have predetermined timeframes for reporting (e.g., monthly, quarterly, semiannually); reporting generally includes a budget report as well as a narrative regarding activities and progress with the project
  - d. Adjust expenses, activities, and/or grant period – if necessary, and as soon as the need arises, request approval for internal adjustments in how awarded funds are allocated; and/or when activities are to be completed; and/or if an extension is needed
- E. Grantors [5] (*who are some possible grantors and what are their criteria*)
  - a. Criteria often used for awarding funds:
    - i. The need itself
      - 1. Is the need compelling?
      - 2. Has it already been addressed? If so, why would this proposal improve what has already been done?
      - 3. Is it viable within available funding and timelines? If not, what arrangements are in place for ongoing support of the proposal?
    - ii. The track record of the requester
      - 1. What is the level of expertise of the requester with regard to the proposal? If low, are experts included in the proposal?
      - 2. How dependable is the requester to complete the proposal?
      - 3. If the requester has received funds before, how well did they perform?
    - iii. The possibility of product use by others
      - 1. Is the proposal unique to the requester? If so, is it important enough to support?
      - 2. Could others use the results or products or could the proposal become a model for others?
    - iv. The effectiveness of the proposal’s design

1. Is it complete, accurate, realistic, and compelling?
  2. Are the timelines and the budget viable?
- b. Potential grant sources – many grantor’s websites include a section with grant writing guidance and tips that may apply to any grant
- i. SJI – the State Justice Institute (<http://www.sji.gov>) offers several types of grants, including judicial branch education
  - ii. OJP – the Office of Justice Programs, US Dept. of Justice (<http://www.ojp.usdoj.gov>) offers grants for various criminal justice efforts; a few grantors are the Office of Juvenile Justice and Delinquency Prevention, the Bureau of Justice Assistance, and the Office of Violence Against Women
  - iii. NHTSA – the National Highway Traffic Safety Administration, U.S. Department of Transportation, (<http://www.nhtsa.gov>) offers grants for education regarding traffic safety issues
  - iv. Foundations – numerous foundations award grants; the Foundation Center (<http://foundationcenter.org>) provides information on various foundations, their mission, etc.
  - v. Other grant sources – other national organizations (e.g., the Court Improvement Project) and state organizations (e.g., state criminal justice agencies) offer funding and resources

### 7.2.1.5 Resources for Faculty:

*(This is a list of documents, reference materials, and other sources of information that faculty may find useful. In addition to the attached materials, links are provided to more detailed resources.)*

- 7.2.2.1 [Sample Grant Proposal Cover Letter](#), pg. 23
- 7.2.2.2 [Sample Grant Proposal Executive Summary](#), pg. 25
- 7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27
- 7.2.2.4 [Sample Grant Proposal Budget Detail](#), pg. 31
- 7.2.2.5 [Sample Grant Proposal Budget Narrative](#), pg. 33
- 7.2.2.6 [Sample Letter of Support for Grant Proposal](#), pg. 37
- 7.2.2.7 [Sample Timeline for Grant Proposal](#), pg. 39

### 7.2.1.6 Related Educational Areas:

*(This is a list of content and/or contextual issues that are relevant to this educational area; faculty should be familiar with these areas and may include or reference some of this material in courses developed from this curriculum design.)*

Other relevant NASJE curriculum designs or curriculum-based courses:

[The Basics of Budgets and Resources](#)

Other relevant topics or educational areas:

Fairness and Diversity

Ethics

Technology

## Grants as a Resource for Judicial Branch Education

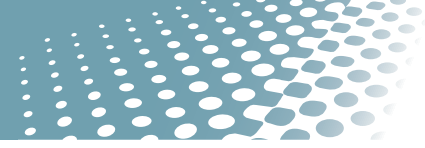
### 7.2.1.7 Learning Objective, Resource, and Activity Chart

*This chart shows the relationship between learning objectives, certain faculty resources, and participant activities; there are faculty resources that are not directly linked to learning objectives and thus are not referenced in this chart.*

Learning Objective	Faculty Resource	Participant Activity
1. Assess the true costs of applying for and managing grant funds.	None	7.2.3.1 <a href="#">Assessing the Costs of a Grant</a> , pg. 45
2. Write a narrative for a grant proposal for a new project.	7.2.2.3 <a href="#">Sample Grant Proposal Narrative</a> , pg. 27	7.2.3.2 <a href="#">Writing a Grant Proposal Narrative</a> , pg. 47
3. Evaluate the various components of a grant proposal.	7.2.2.1. <a href="#">Sample Grant Proposal Cover Letter</a> , pg. 23; 7.2.2.2 <a href="#">Sample Grant Proposal Executive Summary</a> , pg. 25; 7.2.2.3 <a href="#">Sample Grant Proposal Narrative</a> , pg. 27; 7.2.2.4 <a href="#">Sample Grant Proposal Budget Detail</a> , pg. 31; 7.2.2.5 <a href="#">Sample Grant Proposal Budget Narrative</a> , pg. 33; 7.2.2.6 <a href="#">Sample Letter of Support for Grant Proposal</a> , pg. 37; and 7.2.2.7 <a href="#">Sample Timeline for Grant Proposal</a> , pg. 39	7.2.3.3 <a href="#">Evaluating Grant Proposal Components</a> , pg. 49

<p>4. Explain the parameters for applying to certain funding sources.</p>	<p>None</p>	<p>7.2.3.4 <a href="#">Explaining Ethical Parameters</a>, pg. 51</p>
<p>5. Draft a preliminary grant proposal for a new education project.</p>	<p>7.2.2.1. <a href="#">Sample Grant Proposal Cover Letter</a>, pg. 23;</p> <p>7.2.2.2 <a href="#">Sample Grant Proposal Executive Summary</a>, pg. 25;</p> <p>7.2.2.3 <a href="#">Sample Grant Proposal Narrative</a>, pg. 27;</p> <p>7.2.2.4 <a href="#">Sample Grant Proposal Budget Detail</a>, pg. 31;</p> <p>7.2.2.5 <a href="#">Sample Grant Proposal Budget Narrative</a>, pg. 33;</p> <p>7.2.2.6 <a href="#">Sample Letter of Support for Grant Proposal</a>, pg. 37; and</p> <p>7.2.2.7 <a href="#">Sample Timeline for Grant Proposal</a>, pg. 39</p>	<p>7.2.3.5 <a href="#">Drafting a Preliminary Grant Proposal</a>, pg. 53</p>





**NASJE**

# **CURRICULUM DESIGN**

 **FACULTY RESOURCES**



[This page intentionally left blank for duplex printing]

## Grants as a Resource for Judicial Branch Education

### Explanation of Faculty Resource

#### 7.2.2.1 Sample Grant Proposal Cover Letter

##### Purpose of resource/document

This resource is complementary to other samples of grant proposal components listed as faculty resources. It provides a sample of a cover letter for a grant proposal. It is intended to show how the scope of a cover letter may be comprehensive yet succinct. In addition, it is intended to show how a cover letter may encourage grant proposal reviewers to continue reading the proposal.

##### Use of resource/document

This resource would be useful when discussing a cover letter as one component of a grant [see B, c, i, [Cover letter](#), pg. 11 in the curriculum design].

NOTE: This cover letter and the full grant proposal associated with it are fictional. References to organizations, names, and data are created solely as examples.

##### Related documents or materials

Faculty resources

7.2.2.2 [Sample Grant Proposal Executive Summary](#), pg. 25

7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27

7.2.2.4 [Sample Grant Proposal Budget Detail](#), pg. 31

7.2.2.5 [Sample Grant Proposal Budget Narrative](#), pg. 33

## Grants as a Resource for Judicial Branch Education

### Sample Grant Proposal Cover Letter

To: The National Court Assistance Foundation  
 From: Mara Neuyen, Education Division Director,  
Administrative Office of the Courts  
 Regarding: Grant Proposal – Child-Friendly Courts  
 Date: February 15, 2012

This is a request for funding to educate court leaders on how to effectively meet the needs of children testifying in state courts. Our proposal, Child-Friendly Courts, will span one year. We will perform research, develop and deliver education, and coordinate consultation services for each participating court. The overall cost of the project is \$216,050. We are requesting \$150,000 in grant funds. Our contributions include \$55,000 in-kind match and \$11,050 cash match. The match total is \$66,050, which is more than the 33% match required.

Approximately 350 children between 6 and 12 years of age testify in our state's district courts each year. They are generally witnesses or victims of a crime, including abuse or neglect, or they are involved in a custody dispute. They are vulnerable, impressionable, and often already burdened with traumatic events in their lives. Their experience in the courts can be nurturing or intimidating, based on the physical and psychological environment they encounter. We are seeking funding to ensure our courts deal with these children in an effective and appropriate manner. That includes minimizing the child's confusion, stress, embarrassment, and discomfort. Our proposal has three phases: (I) an analysis of current courtroom settings and procedures for children testifying; (II) design and delivery of a series of courses to educate court leaders on desirable approaches to work with children in the courts; and (III) expert consultation to assist local courts in making needed changes. Based on commitments from each presiding judge, our work will engage all district courts. We believe the products of our proposal may serve as a model for other states.

The Education Division of the Administrative Office of the Courts is responsible for this proposal and for its implementation. The division has 25 employees, produces more than 100 courses annually, and has an annual budget of \$1.5 million to provide education statewide. Due to state budget constraints, new proposals, even if meritorious, are not considered for funding by our legislature.

To ensure an effective outcome from this proposal, the Education Division is partnering with others: the Family and Children in Courts Division of the Administrative Office of the Courts; the National Court Appointed Special Advocates Association; and nationally recognized experts on child testimony. Attached are letters of support from many individuals who will be involved.

Thank you for your consideration.

## Grants as a Resource for Judicial Branch Education

### Explanation of Faculty Resource

#### 7.2.2.2 Sample Grant Proposal Executive Summary

##### Purpose of resource/document

This resource is complementary to other sample grant proposal components listed as faculty resources. It provides a sample of an executive summary for a grant proposal. It is intended to show how the full scope of a proposal may be condensed and yet still present the essence of a project. In addition, it is intended to show how an executive summary may encourage grant proposal reviewers to continue reading the proposal.

##### Use of resource/document

This resource would be useful when discussing an executive summary as one component of a grant proposal [see B, c, ii, [Executive summary or project abstract](#), pg. 11 in the curriculum design].

NOTE: This executive summary and the full grant proposal associated with it are fictional. References to organizations, names, and data are created solely as examples.

##### Related documents or materials

Faculty resources

7.2.2.1 [Sample Grant Proposal Cover Letter](#), pg. 23

7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27

7.2.2.4 [Sample Grant Proposal Budget Detail](#), pg. 31

7.2.2.5 [Sample Grant Proposal Budget Narrative](#), pg. 33

## Grants as a Resource for Judicial Branch Education

### Sample Grant Proposal Executive Summary

This is a proposal to analyze and improve the experiences of children testifying in our courts. Approximately 350 children testify in our district courts each year. Our proposal will result in minimizing the child's confusion, stress, embarrassment, and discomfort. We anticipate direct participation by more than 150 judges and 35 court administrators, representing all of the district courts.

Our proposal has three phases:

Phase I is an analysis of current courtroom settings and procedures for children testifying. The Family and Children in the Courts Division of the Administrative Office of the Courts will coordinate this phase. Two consultants will oversee the analysis of our courts. One specializes in interviewing children and working with children who testify; the other specializes in courtroom design. This two-month phase will provide an overview of what local courts currently do to accommodate children who testify. The analysis of current issues and notable efforts will contribute to developing education in Phase II.

Phase II involves design and delivery of a series of courses to educate court leaders on desirable approaches to work with children who testify. The Education Division of the Administrative Office of the Courts will coordinate this phase. The two consultants who performed the original analysis of space and procedures will participate in the design and delivery of education. In addition, representatives of the National Court Appointed Advocates Association will participate in research to support the design of education. They will gather information nationwide on any current standards for children testifying. The Education Division will offer ten courses around the state for judges and court administrators. Each course will be limited 20 participants to ensure a participatory experience. This eight-month phase includes one month for development and seven months for delivery of courses statewide.

Phase III finalizes our efforts with expert consultation to assist local courts in making needed changes. The Families and Children in the Courts Division (FCCD) will oversee this phase. It involves the original consultants working together to advise and assist local courts in making needed changes. This eight-month phase overlaps Phase II; consultants will begin work with local courts soon after each education course. Although this proposal includes funding for the consultants, it does not include funding for physical alterations to courtrooms. That work may occur after the grant period and will be funded by the existing state court budget's allocation for court improvements and from local court budgets.

## Grants as a Resource for Judicial Branch Education

### Explanation of Faculty Resource

#### 7.2.2.3 Sample Grant Proposal Narrative

This resource is complementary to other sample grant proposal components listed as faculty resources. It provides a sample of a full narrative for a grant proposal. It is intended to show how a full description of a project might be constructed. In addition, it is intended to show how a narrative completes and fleshes out the partial descriptions provided in the cover letter and executive summary.

#### Use of resource/document

This resource would be useful when discussing a narrative as one component of a grant [see B, c, iii, [Narrative](#), pg. 11 in the curriculum design].

NOTE: This narrative and the full grant proposal associated with it are fictional. References to organizations, names, and data are created solely as examples.

#### Related documents or materials

Faculty resources

- 7.2.2.1 [Sample Grant Proposal Cover Letter](#), pg. 23
- 7.2.2.2 [Sample Grant Proposal Executive Summary](#), pg. 25
- 7.2.2.4 [Sample Grant Proposal Budget Detail](#), pg. 31
- 7.2.2.5 [Sample Grant Proposal Budget Narrative](#), pg. 33
- 7.2.2.7 [Sample Timeline for Grant Proposal](#), pg. 39

## Grants as a Resource for Judicial Branch Education

### Sample Grant Proposal Narrative

This proposal addresses how the courts can most effectively meet the needs of the more than 350 children who testify in our state annually. These children are victims of or witnesses to crime or they are involved in a custody dispute. They have experienced and are experiencing varying degrees of trauma in their lives. They may enter the court system with a lack of trust in adults and with fear of an unfamiliar system. They may also fear an unpredictable outcome of their testimony. Our goal is that children testifying in our courts will experience an appropriate and protective environment. Our path to that goal is based on analysis, education, and consultation for change. As part of the process, we hope to offer courts comprehensive standards regarding children testifying.

To achieve our goal, we have developed a three-phased approach for education. Education is prefaced by an analysis of local courtrooms and court practices. Education is followed by direct consultation with each local court for making changes. Because our goal involves comprehensive change, we have established partnerships with several relevant organizations and individuals. Letters of support are attached. Objectives for our proposal and activities to achieve them include the following.

#### Phase I – The Analysis

Objective: The Family and Children in the Courts Division (FCCD) of the Administrative Office of the Courts will coordinate a statewide analysis of courtrooms and procedures related to children testifying. The analysis will span the first two months of the grant period and will provide information for reference and inclusion in Phases II and III. Activities to achieve this objective include:

1. Involving experts – We have identified two expert consultants to oversee the analysis of each district court. Carol Ohmly Speigel specializes in interviewing children and working with child testimony. She has extensive experience in analyzing court procedures regarding children. She is the author of a book, Child Testimony, and works with the Center for Children and Families in the Justice System, an international organization. Andres Raymond Quintana specializes in courtroom design. He has advised several states and the federal judicial system regarding courtroom renovation and accommodation for court users with special needs. His expertise spans the gamut of renovation from simple temporary strategies to full-scale renovation. Both consultants support this proposal and have agreed to participate throughout its implementation. Their curriculum vitae are attached.



2. Performing the analysis – The two consultants will personally visit larger courts in the state to assess the physical settings and to review any procedures regarding children testifying. They will provide written reports on their findings. They will provide education and guidance to select personnel from the FCCD to perform the same tasks in smaller rural courts.
3. Compiling findings – When all reports are complete, the consultants will participate in an overall analysis of findings and will compile relevant information to support activities in Phases II and III.

### **Phase II – Design and Delivery of Education**

Objective: The Education Division of the Administrative Office of the Courts will design and deliver courses to educate court leaders on desirable approaches to work with children who testify. The content will include addressing issues with physical courtroom space as well as developing or revising procedures for working with children who testify. The design and delivery of education will span eight months of the grant period. Activities to achieve this objective include:

1. Identifying current issues – The two consultants who performed the original analysis of space and procedures will collaborate with Education Division personnel to synthesize findings. They will create specific recommendations for changes needed for each of the 35 district courts. Changes may include physical changes to the courtroom and/or changes to procedures relevant to children testifying. These recommendations will be included in materials for the courses designed and delivered in this phase.
2. Identifying existing standards – Personnel from the Education Division and the Families and Children in the Courts Division will research and review any current standards for children testifying. Representatives of the National Court Appointed Advocates Association will participate in this phase. They will survey their membership and assist in gathering standards for us to review. Standards may be from other states, associations, or other organizations concerned with children in the courts. For example, a set of standards has been published by the Center for Children and Families in the Justice System, an international organization. From those standards, personnel and the two consultants will compile a recommended set of standards for our state courts. These recommended standards will be part of the content for courses.
3. Designing the courses – The Education Division will coordinate the design of day-long courses, partnering with the two consultants and personnel from the Families and Children in the Courts Division. Courses will include a review of desirable courtroom space and accommodations for children as well as recommendations for standards for each court to consider. In addition, materials will include the court-specific recommendations from the two

consultants; these will be directed to the judges and administrators of the relevant court.

4. Delivering the courses – The Education Division will oversee delivery of ten courses around the state. Personnel will group neighboring courts and identify the most central location for a course for each group. Participants will receive extensive materials to share locally. Courses will accommodate only 20 participants to ensure an interactive experience.

### **Phase III – Implementation of Changes**

**Objective:** Based on feedback from the two consultants in Phase I and education received in Phase II, judges and court administrators will engage in assessing and implementing recommendations for changes. The Families and Children in the Courts Division will coordinate this phase, which will span eight months. Phase III will overlap Phase II for six months and will be the focus of the final two months of the grant period. Activities to achieve this objective include:

1. Providing direct guidance – The two consultants will provide advice and assistance to local courts beginning the month after a court's judges and court administrators attend a course. The final two months of the grant period will focus primarily on finalizing consultations for all courts.
2. Documenting changes – Personnel from the Families and Children in the Courts Division will coordinate a reporting process to summarize changes made in all courts. Some work may occur after the grant period and will be funded through the existing state court budget's allocation for court improvements and from local court budgets.

### **Evaluation**

The Education Division will oversee a three-part evaluation of goals, objectives, and activities associated with this proposal. (1) At the conclusion of each course, judges and court administrators will evaluate their experience and whether they believe the content will make a difference in their local environment and practices. (2) The two consultants will provide a written evaluation of their experience, perspectives, and outcomes at the conclusion of Phase III. (3) Three months following the grant period, the Families and Children in the Courts Division will provide a summary of specific changes each court has implemented. The fourth month following the grant period, the Education Division will provide the grantor a compilation of course evaluations, the evaluation by the two consultants, and a summary of changes resulting from this proposal.

## Grants as a Resource for Judicial Branch Education

### Explanation of Faculty Resource

#### 7.2.2.4 Sample Grant Proposal Budget Detail

This resource is complementary to other sample grant components listed as faculty resources. It provides a sample of a budget detail for a grant proposal. It is intended to show how to depict expenses projected for various activities listed in the narrative.

#### Use of resource/document

This resource would be useful when discussing a budget detail as one component of a grant [see B, c, iv, 1, [Budget detail](#), pg. 15 in the curriculum design].

NOTE: This budget detail and the full grant proposal associated with it are fictional. References to organizations, names, and data are created solely as examples.

#### Related documents or materials

Faculty resources

7.2.2.1 [Sample Grant Proposal Cover Letter](#), pg. 23

7.2.2.2 [Sample Grant Proposal Executive Summary](#), pg. 25

7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27

7.2.2.5 [Sample Grant Proposal Budget Narrative](#), pg. 33

## Grants as a Resource for Judicial Branch Education

### Sample Grant Proposal Budget Detail

Item or Activity	Overall Cost	Grant Funds	Matching Funds	In-Kind Match
Administrative	15,000			15,000
Specialists	40,000			40,000
Supplies	700		700	
Travel	6,500	3,000	\$3,500	
<b>Persnl/Adm Subtotals</b>	<b>62,200</b>	<b>3,000</b>	<b>4,200</b>	<b>55,000</b>
Fees	100,000	100,000		
Travel – General	10,000	10,000		
Travel – Courts	9,900	9,900		
Lodging	10,500	10,500		
<b>Consultant Subtotals</b>	<b>130,400</b>	<b>130,400</b>		
Materials	1,850	1,850		
Equipment	1,000	1,000		
Site Costs	1,500	750	750	
Travel – Staff/Faculty	7,500	7,500		
Travel – Participants	5,000		5,000	
Lunch/Breaks	6,600	5,500	1,100	
<b>Course Subtotals</b>	<b>23,450</b>	<b>16,600</b>	<b>6,850</b>	
<b>Overall Totals</b>	<b>216,050</b>	<b>150,000</b>	<b>11,050</b>	<b>55,000</b>

## Grants as a Resource for Judicial Branch Education

### Explanation of Faculty Resource

#### 7.2.2.5 Sample Grant Proposal Budget Narrative

This resource is complementary to other sample grant proposal components listed as faculty resources. It provides a sample of a budget narrative for a grant proposal. It is intended to show how the expenses projected in the budget detail are explained for clarity.

#### Use of resource/document

This resource would be useful when discussing a budget narrative as one component of a grant [see B, c, iv, 2, [Budget narrative](#), pg. 15 in the curriculum design].

NOTE: This budget narrative and the full grant proposal associated with it are fictional. References to organizations, names, and data are created solely as examples.

#### Related documents or materials

Faculty resources

7.2.2.1 [Sample Grant Proposal Cover Letter](#), pg. 23

7.2.2.2 [Sample Grant Proposal Executive Summary](#), pg. 25

7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27

7.2.2.4 [Sample Grant Proposal Budget Detail](#), pg. 31

## Grants as a Resource for Judicial Branch Education

### Sample Grant Proposal Budget Narrative

This narrative accompanies the budget detail provided in this grant proposal.

#### **Personnel and Administration**

Administration – \$15,000

This expense is calculated on half-time support of one temporary administrative assistant. Benefits are not necessary because this is a part-time employee of the Education Division. This expense is an in-kind match from the Education Division.

Specialists – \$40,000

This expense is calculated on the time of two specialists, one from the Education Division and the other from the Families and Children in the Courts Division. Each will devote one quarter of their time to support this proposal. Their benefits are included in the calculation. This expense is an in-kind match from the Education Division.

Supplies – \$700

This expense is for office supplies and other basic administrative activity for the 12-month grant period. This expense is a cash match from the Administrative Office of the Courts.

Travel – \$6,500

This expense is calculated on travel of a specialist to each of the 25 smaller courts in our state as part of Phase I, the analysis of current circumstances locally. Travel to courts of a limited distance will be by automobile; travel to more distant courts will be by plane. We do not anticipate any lodging expenses. The grant request includes \$3,000 of this expense and the balance of \$3,500 is a cash match from the Administrative Office of the Courts.

#### **Consultants**

Fees – \$100,000

This expense is calculated on the participation of two consultants for a 12-month period. Their fees are a predetermined, set amount of \$50,000 each. They will serve as consultants to the courts, consultants in the design of the course that will be offered around the state, and as a faculty team for each course. This expense is part of the grant request.

**Travel – General \$10,000**

This expense is for consultant travel to the metropolitan area from their home states. We estimate ten round-trips for each consultant at \$500 per trip. This expense is part of the grant request.

**Travel – Courts - \$9,900**

For travel to the 15 courts, we estimate \$300 per trip and \$30 per diem per day per consultant. This travel is associated with Phase I of the proposal, the analysis of the current local circumstances. Travel expenses cover airfare, car rental, and per diem only; we do not anticipate any lodging expenses in addition to the lodging expenses already included for consultants to stay in the metropolitan area. This expense is part of the grant request.

**Lodging – \$10,500**

This expense is calculated on \$175 per night for 30 overnight stays for each of the two consultants during the 12-month grant period. These overnight stays will all be in the metropolitan area of the Administrative Office of the Courts for purposes of consultation, course design, and course delivery (personnel and consultants will return to the metropolitan area after each course). These expenses are part of the grant request.

**Courses****Materials – \$1,850**

This expense is calculated on duplication of participant materials for 185 judges and court administrators at \$10 each. Hard copy materials will include recommended standards for children testifying. Expenses for in-house duplication of DVDs of certain parts of the day-long course are also included; they will be used by judges and court administrators to educate local judges and court personnel. This expense is part of the grant request.

**Equipment – \$1,000**

This expense is calculated on rental of a projector for each of the ten courses. This expense is part of the grant request.

**Site Costs – \$1,500**

This expense is for use of a non-court site for courses; this is a strategy suggested by the two consultants to avoid participants at a local court being interrupted during the course. This amount is an estimate of \$150 for a small conference room for each of the ten courses. The grant request includes \$750; the remaining balance of \$750 is part of the cash match from the Administrative Office of the Courts.

**Staff/Faculty Travel – \$7,500**

This expense is for the two consultants, serving as faculty members, and three staff members to travel to each of the ten courses around the state. This is an estimate based on \$150 for each traveler. For nearby courses, travelers will use an automobile; for more distant courses, a plane and rental car will be necessary. This expense is part of the grant request

**Participant Travel – \$5,000**

This expense is calculated on limited travel by 185 judges and court administrators to one of ten courses offered at various locations around the state. This is an estimate of \$25 per participant and will be covered by each local court. In most instances, judges and court administrators will drive to the course location. We do not anticipate any lodging expenses. This expense is part of a cash match from the Administrative Office of the Courts.

**Lunch/Breaks – \$6,600**

This expense is calculated on \$34.75 each for 185 participants, two consultants serving as faculty, and three staff members at each of ten courses. The grant request includes \$5,500 while the remaining \$1,100 is part of the cash match from the Administrative Office of the Courts.



## Grants as a Resource for Judicial Branch Education

### Explanation of Faculty Resource

#### 7.2.2.6 Sample Letter of Support for Grant Proposal

##### Purpose of resource/document

This resource provides an example of what a letter of support for a grant proposal might include. Grant guidelines may or may not require letters of support. Content of a letter of support will depend on the individual author's perspective, organization, and relationship to the grant proposal.

NOTE: An outline for a letter of support may be helpful to authors, but multiple letters of support saying the same thing are less influential than a few convincing letters expressing the value of the proposal to the author.

NOTE: The suggested length of a letter of support is one page, which is sufficient and appropriate to highlight reasons for supporting the grant request.

##### Use of resource/document

This resource would be useful when discussing supportive information for a grant proposal [see B, c, v, 2, [Letters of support](#), pg. 16 in the curriculum design].

NOTE: This letter of support and the full grant proposal associated with it are fictional. References to organizations, names, and data are created solely as examples.

##### Related documents or materials

Faculty resources

7.2.2.1 [Sample Grant Proposal Cover Letter](#), pg. 23

7.2.2.2 [Sample Grant Proposal Executive Summary](#), pg. 25

7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27

## Grants as a Resource for Judicial Branch Education

### Sample Letter of Support for Grant Proposal

To: Susanna Min, Grant Review Coordinator  
From: Philippe Quintana  
Regional Director, Court Appointed Special Advocate Association  
plpqntn@ccaassaaaa.com  
Regarding: Grant Proposal Request – Child-Friendly Courts  
Date: November 11, 2012

This is to support the grant request from the Education Division of the Administrative Office of the Courts for a project titled Child-Friendly Courts. As a regional director for the Court Appointed Special Advocates Association, and a currently active special advocate, I know firsthand the issues surrounding children testifying in the courts. Children are among the most vulnerable individuals in our courts, and their experience will often help shape their views of authority.

Judges and court administrators are in a position to change how children experience our courts. The proposal from the Education Division involves them in several significant ways. By initially assessing their physical courtroom and their procedures for children testifying, judges and court administrators have specific goals for their courts. By participating in education on potential standards and effective practices in working with children, judges and court administrators gain a broader knowledge of the issues and potential strategies for resolving them. Finally, by having access to consultants for advice specific to their court, judges and court administrators have a framework for making concrete and tangible changes.

The Court Appointed Special Advocate Association has agreed to partner with the Education Division in gathering and reviewing any current standards in the United States. We fully believe the work of the Education Division can serve as a model for other states to undertake this critical work and to make our courtrooms, judges, and court administrators respectful of and responsive to the needs of children who testify.

If I can provide any additional information to support this proposal, please feel free to contact me.

## Grants as a Resource for Judicial Branch Education

### Explanation of Faculty Resource

#### 7.2.2.7 Sample Timeline for Grant Proposal

##### **Purpose of resource/document**

This resource provides a brief example of a timeline to accompany a grant proposal. Although grant guidelines may or may not require a timeline, judicial branch educators may want to create one for their own use in tracking and reporting their progress if a grant is awarded.

##### **Use of resource/document**

This resource would be useful when discussing supportive information for a grant proposal [see B, c, v, 4, [Timeline](#), pg. 16 in the curriculum design].

NOTE: This timeline and the full grant proposal associated with it are fictional. References to organizations, names, and data are created solely as examples.

##### **Related documents or materials**

Faculty resource

7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27

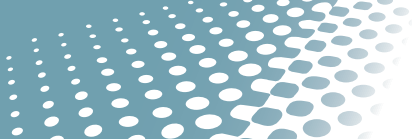
## Grants as a Resource for Judicial Branch Education

### Sample Timeline for Grant Proposal

Month	Activity	Outcome
First	<ul style="list-style-type: none"> <li>○ Develop and sign a contract with consultants</li> <li>○ Meet with FCCD personnel and map courts for analysis of courtrooms and procedures</li> <li>○ Finalize schedules for consultants and FCCD staff to visit courts</li> <li>○ Send letters to presiding judges and court administrators with schedule</li> <li>○ Plan schedules for consultants to be in the state</li> <li>○ Begin analysis of local courts</li> </ul>	Preparation for developing courses and for subsequent consultation with local courts will be significantly completed
Second	<ul style="list-style-type: none"> <li>○ Complete analysis of local courts</li> <li>○ Compile data for individual courts and for use in course content</li> </ul>	Preparation for developing courses and for subsequent consultation with local courts will be almost completed
Third	<ul style="list-style-type: none"> <li>○ Perform research for standards</li> <li>○ Design course</li> <li>○ Select the ten sites</li> <li>○ Contract with ten non-court sites for small meeting rooms</li> <li>○ Schedule courses</li> <li>○ Notify presiding judges and court administrators of schedule and recommended sites</li> <li>○ Assist consultants with PowerPoint and participant materials</li> </ul>	Course design will be completed and delivery scheduled
Fourth	<ul style="list-style-type: none"> <li>○ Prepare quarterly grant report</li> <li>○ Deliver one course</li> <li>○ Analyze evaluations</li> <li>○ Revise course as necessary</li> <li>○ Meet with consultants and FCCD personnel to assess progress</li> </ul>	Course delivery will begin; the first grant report will be prepared

Fifth	<ul style="list-style-type: none"> <li>○ Begin consultant work with judges and court administrators from previous month's course</li> <li>○ Deliver one course</li> <li>○ Analyze evaluations</li> <li>○ Revise course as necessary</li> </ul>	Course delivery will continue and consultation with certain local courts will begin
Sixth	<ul style="list-style-type: none"> <li>○ Begin consultant work with judges and court administrators from previous month's course</li> <li>○ Deliver two courses</li> <li>○ Analyze evaluations</li> <li>○ Meet with consultants and FCCD personnel to assess progress</li> </ul>	Course delivery will continue and consultation with certain local courts will begin; evaluation process will begin
Seventh	<ul style="list-style-type: none"> <li>○ Prepare quarterly grant report</li> <li>○ Begin consultant work with judges and court administrators from previous month's courses</li> <li>○ Deliver two courses</li> <li>○ Analyze evaluations</li> </ul>	Course delivery will continue and consultation with additional local courts will begin; evaluation process will begin
Eighth	<ul style="list-style-type: none"> <li>○ Begin consultant work with judges and court administrators from previous month's courses</li> <li>○ Deliver two courses</li> <li>○ Analyze evaluations</li> <li>○ Meet with consultants and FCCD personnel to assess progress</li> </ul>	Course delivery will continue and consultation with additional local courts will begin; evaluation process will expand
Ninth	<ul style="list-style-type: none"> <li>○ Begin consultant work with judges and court administrators from last month's courses</li> <li>○ Deliver two courses</li> <li>○ Analyze evaluations</li> </ul>	Course delivery will continue and consultation with additional local courts will begin; evaluation process will continue
Tenth	<ul style="list-style-type: none"> <li>○ Prepare quarterly grant report</li> <li>○ Begin consultant work with judges and court administrators from previous month's courses</li> <li>○ Deliver two courses</li> <li>○ Analyze evaluations</li> <li>○ Meet with consultants and FCCD personnel to assess progress and discuss future activity</li> </ul>	Course delivery will continue and consultation with additional local courts will begin; evaluation process will continue; the second grant report will be prepared

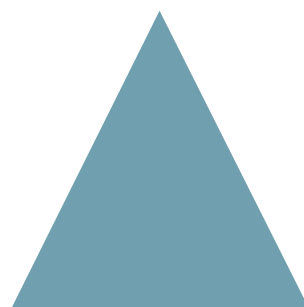
<p>Eleventh</p>	<ul style="list-style-type: none"> <li>○ Compile all course evaluations</li> <li>○ Continue consultant work with judges and court administrators regarding local court changes</li> </ul>	<p>Consultation with local courts will enter final stages; participant evaluation of courses will be completed</p>
<p>Twelfth</p>	<ul style="list-style-type: none"> <li>○ Finalize consultant work with judges and court administrators regarding local court changes</li> </ul>	<p>Consultation with local courts will end; implementation of changes will continue</p>
<p>Month After Grant Ends</p>	<ul style="list-style-type: none"> <li>○ Prepare final grant report</li> <li>○ Consultants provide their evaluation of the project</li> <li>○ Schedule and prepare for evaluation by judges and court administrators two to three months after the grant period</li> </ul>	<p>Evaluation by consultants will be prepared; final grant report will be prepared; final evaluation of changes implemented will be prepared</p>



**NASJE**

# **CURRICULUM DESIGN**

▲ PARTICIPANT ACTIVITIES



[This page intentionally left blank for duplex printing]



## Grants as a Resource for Judicial Branch Education

### Explanation of Participant Activity

#### 7.2.3.1 Assessing the Costs of a Grant

##### Purpose of activity

This activity engages judicial branch educators in examining what is involved in applying for and managing grant funds. It is intended to show that there are costs in both time and money.

##### Use of activity

This activity would be effective as an opening to a course based on this design. As judicial branch educators discuss their responses to the activity, faculty may record them on a page that could be posted for reference at other times during a course. After judicial branch educators have completed the activity, faculty may add information from the design content.

A few possible answers are below. Judicial branch educators should have multiple answers for each question. The category of questions and answers is not important in this activity. What is important is for judicial branch educators to see the breadth of work associated with a grant and who may need to be involved.

1. Assessment of potential sources; research on the educational need and supporting information; calculating potential expenses (may involve discussions with leadership)
2. Writing the grant, including the narrative; developing the budget (may involve specialists, proofreaders, and leadership)
3. Tracking and reporting expenditures (may involve finance division)
4. Time and salaries of all involved

This may be an individual, small group, or large group activity.

##### Relevant Learning Objective

1. Assess the true costs of applying for and managing grant funds.



## Grants as a Resource for Judicial Branch Education

### Explanation of Participant Activity

#### 7.2.3.2 Writing a Grant Proposal Narrative

##### Purpose of activity

This activity engages judicial branch educators in writing a short narrative for a grant request. Although based on a hypothetical situation, this activity will help prepare learners to draft a preliminary grant proposal for a new project for their own organization, the activity for learning objective 5 [see 7.2.3.5. [Drafting a Preliminary Grant Proposal](#), pg. 53].

##### Use of activity

This activity would be useful after discussing grant proposal narratives [see B, c, iii, [Narrative](#), pg. 11 in the curriculum design]. Because the hypothetical situation is brief, faculty needs to inform learners that they may be creative in writing the narrative. They may embellish the need, generate their own data, and determine their own activities.

This is an individual activity.

NOTE: Based on time available, faculty may use their own discretion regarding the scope and length of the narrative.

NOTE: Depending on the number of participants, faculty may pair learners to review one another's narrative and then discuss similarities and differences between the two.

##### Relevant Learning Objective

5. Write a narrative for a grant proposal for a new project.

## Grants as a Resource for Judicial Branch Education

### Writing a Grant Proposal Narrative

*After review of the hypothetical situation, write a narrative for a grant proposal to implement education to address the need described.*

Judges often find themselves in an administrative role. The role may be the result of having administrative control over certain personnel in their court, or it may be the result of assuming a leadership position, such as presiding judge or supervising judge. In a leadership position, judges may be responsible for certain types of administrative activities, may have administrative control over court personnel, and have a new relationship with fellow judges, although not one of direct or complete control. In any of these situations, judges are expected to demonstrate skills and abilities in working with others who are subject to some degree of oversight. Because current judicial education does not address these skills and abilities for judges, you are interested in developing a series of stand-alone courses that prepare judges for the various administrative roles they may play. You need a grant to develop and deliver the first round of these courses because your current budget is completely exhausted in supporting ongoing education.

The most promising grantor is the Court Improvement Foundation. Its mission is to assist courts to be responsive to changing circumstances. You have identified retired judges and court administrators from several states who could serve as consultants in designing the courses and assist in developing local faculty to teach courses, but they would need compensation and reimbursement for expenses.

## Grants as a Resource for Judicial Branch Education

### Explanation of Participant Activity

#### 7.2.3.3 Evaluating Grant Proposal Components

##### Purpose of activity

This activity involves judicial branch educators in assessing the relative value of each component in a typical grant proposal. Learners will assign each component a percentage of the overall value of a proposal (which would be 100%). There are no right or wrong answers to this activity. Judicial branch educators may feel that some components are clearly more valuable than others, or they may find that each component has similar value. The point is to have learners consider each component carefully.

##### Use of activity

This activity would be effective after discussing all of the possible components of a grant proposal [see B, [Writing a Grant](#), pg. 8 in the curriculum design]. Faculty may refer judicial branch educators to the sample components of a grant proposal included as faculty resources: 7.2.2.1. [Sample Grant Proposal Cover Letter](#), pg. 23; 7.2.2.2 [Sample Grant Proposal Executive Summary](#), pg. 25; 7.2.2.3 [Sample Grant Proposal Narrative](#), pg. 27; 7.2.2.4 [Sample Grant Proposal Budget Detail](#), pg. 31; 7.2.2.5 [Sample Grant Proposal Budget Narrative](#), pg. 33; 7.2.2.6 [Sample Letter of Support for a Grant Proposal](#), pg. 37, and 7.2.2.7 [Sample Timeline for Grant Proposal](#), pg. 39.

Faculty needs to explain that the activity involves the percentage of importance (or weight) they would attribute to each component to make a decision whether to award a grant; the total of the percentages for all components should be 100%.

This is an individual activity.

##### Relevant Learning Objective

6. Evaluate the various components of a grant proposal.

## Grants as a Resource for Judicial Branch Education

### Evaluating Grant Proposal Components

*Consider the documents provided as sample components of a grant proposal and determine the relative percentage value of each if you were deciding whether to award a grant.*

Component	Percentage of Overall Value	Reason(s)
Cover Letter		
Executive Summary		
Narrative		
Budget Detail		
Budget Narrative		
Letters of Support		
Timeline		
Total Value	100%	

## Grants as a Resource for Judicial Branch Education

### Explanation of Participant Activity

#### 7.2.3.4 Explaining Ethical Parameters

##### Purpose of activity

This activity involves judicial branch educators in explaining why certain potential funding sources might be ethically questionable. The purpose of the activity is to encourage learners to think about potential consequences of requesting and/or receiving funds based on the grantor.

##### Use of activity

This activity would be effective when discussing grant preparation and ethical issues [see B, a, vi, [Consider any possible ethical issues](#), pg. 9 in the curriculum design]. Or it could be used as preparation for the next activity, addressing learning objective 5 [see 7.2.3.5 [Drafting a Preliminary Grant Proposal](#), pg. 53].

NOTE: The grantors in this activity are fictional. Faculty may inform judicial branch educators that these organizations are intended to represent more obvious ethical concerns than those they may actually encounter.

NOTE: Judicial branch educators may have varying opinions about these grantors. Faculty are encouraged to have learners discuss any differences and stress that the point is to consider each grantor and the potential of ethical issues, not to come to definitive decisions about the hypothetical situations.

##### Relevant Learning Objective

7. Explain the ethical parameters for applying to certain funding sources.

## Grants as a Resource for Judicial Branch Education

### Explaining Ethical Parameters

*Consider each fictional grantor below and list any ethical issues that might arise from requesting and/or receiving grant funds.*

- A. The AAA Insurance Company is offering grants for educational projects to explain the effects of driving under the influence of drugs. Judges might benefit from this kind of education to better understand how law enforcement administers field tests to measure impairment and how different drugs may affect drivers.
  
- B. The Consortium of Consultants for Effective Management is offering grants to support management education. Court managers and supervisors might benefit from this type of education to improve their management skills.
  
- C. The National Association for the Prosecution of Sex Offenders is offering grants for educational projects to explain the difficulty and limitations of treatment programs for sex offenders. Judges might benefit from this kind of education to better understand viable treatment options for sex offenders.
  
- D. Information Technology Affiliates, a vendor for IT systems, is offering grants for education projects that highlight how technology can serve to link geographically separate locations of an organization. Court administrators might benefit from this kind of education to begin considering how a statewide case classification system might work.
  
- E. The Foundation for Practical Use of DNA is offering grants for education projects that provide an overview of how certain genes may contribute to tendencies of risk taking, violence, and sociopathic behavior. Judges might benefit from this type of education to better understand criminal behavior and sentencing considerations.



## Grants as a Resource for Judicial Branch Education

### Explanation of Participant Activity

#### 7.2.3.5 Drafting a Preliminary Grant Proposal

##### Purpose of activity

This activity involves judicial branch educators in actively applying what they have learned about writing a grant proposal.

##### Use of activity

This activity would be effective at the conclusion of a course based on this curriculum design. At that time, judicial branch educators will better understand how to approach writing a grant proposal and will have full information on various components. Faculty may refer judicial branch educators to the relevant faculty resources for sample grant proposal components.

This is an individual activity.

NOTE: Based on time available, faculty may use their own discretion regarding the scope and length of the proposal.

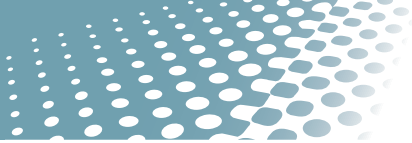
NOTE: Because faculty will define the scope and length of the preliminary proposal, and may choose among several grant proposal components for this activity, an activity sheet is not provided.

NOTE: Depending on the number of participants, faculty may pair learners to review and comment on one another's proposal.

##### Relevant Learning Objective

5. Draft a preliminary grant proposal for a new education project.

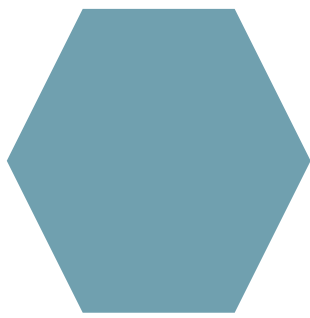
[This intentionally left blank for duplex printing]



**NASJE**

# **CURRICULUM DESIGN**

 **BIBLIOGRAPHY**



[This page intentionally left blank for duplex printing]

## Grants as a Resource for Judicial Branch Education

### Bibliography and Recommended Readings

Browning, B. A. (n.d.) *Grant writing for dummies*. Retrieved November 20, 2012 from: <http://www.dummies.com/how-to/content/grant-writing-for-dummies-cheat-sheet.html>.

*BJA grant writing and management academy*. Retrieved January 3, 2013 at <https://www.bja.gov/gwma/index.html>.

*Examples of applications funded in FY 2010*. Retrieved January 3, 2013 at <https://www.bja.gov/funding/ApplicationExamples10.html>.

Fritz, J. (n.d.) *How to write goals and objectives for your grant proposal*. Retrieved November 20, 2012 from: <http://nonprofit.about.com/od/foundationfundinggrants/a/goalsobjectives.htm>.

Fritz, J. (n.d.) *How to write a grant proposal*. Retrieved November 20, 2012 from: <http://nonprofit.about.com/od/foundationfundinggrants/tp/grantproposalhub.htm>

*Grants 101: Overview of OJP Grants and Funding* Retrieved January 3, 2013 at <http://www.ojp.usdoj.gov/grants101/>.

Jones, S. P. and Bundy, A. (n.d.) *Writing a good grant proposal*. Retrieved November 20, 2012 from: <http://research.microsoft.com/en-us/um/people/simonpj/papers/proposal.html>.

*Proposal writing short course* (n.d.) Retrieved November 29, 2012 from: <http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html>.