



## Grant Writing Made Simple

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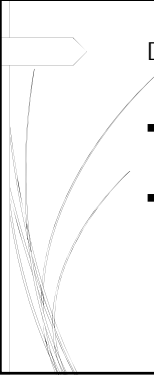
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## Disclosure

- Dr. Michael Kaplan, MA, CCC-SLP does not have a financial relationship with ASHA or NMSHA with this presentation.
- Dr. Kaplan is currently the president-elect of CSAP and past president of the New Mexico Speech, Language and Hearing Association. Dr. Kaplan serves as the ASHA State Advocate for Reimbursement for New Mexico. He receives no compensation for holding these positions.

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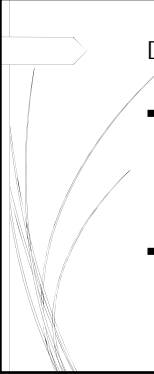
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## Disclosure

- Andy McMillin, MA, CCC-SLP does not have a financial relationship with ASHA for this presentation. He is the project manager for an ASHA personnel grant to the Oregon Speech-Language & Hearing Association, and he receives reimbursements for costs associated with this project.
- Andy McMillin is currently the past president of the Oregon Speech-Language & Hearing Association.

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**Bio**

- Michael Kaplan, PhD, MA-CCC/SLP has his MA in Speech Language Pathology and his PhD in Foundations of Education (Educational Psychology and Linguistics). He has been a member of ASHA since 1973. He was the President of NMSHA from 2013-2015 and is currently the past president of NMSHA. He has NM State licensure as an SLP and has been a member of NMSHA since 1976. During his career, Michael spent 17 years working as an SLP (children and adults) in multiple settings, 22 years with the NM Public Education Dept (as an education consultant and the Charter Schools Bureau Chief), and 4 years as the Associate Superintendent of Education with the NM Children Youth and Families Department (CYFD), Juvenile Justice. He is currently working as a contract Speech Pathologist with two Home Health Agencies in Santa Fe, NM.
- Michael has experience writing and reviewing federal, state and foundation grants and has received approximately \$6 million in grant funding during his career. He has presented grant writing workshops as part of professional development conferences for teachers in NM. In addition, Michael has spent many years working with the NM legislature on issues affecting special education, charter schools, and Speech Pathology and Audiology licensure issues for NMSHA.

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**Bio**

- Andy McMillin, MA, CCC-SLP, is a Clinical Associate Professor at Portland State University, and the Immediate Past President of the Oregon Speech-Language & Hearing Association (OSHA). In his role with OSHA, he has focused heavily on outreach to rural areas of Oregon, where longstanding professional shortages continue to pose a challenge. Over the past three years, he has produced a variety of digital media as a part of this outreach, and developed online means for distribution of these materials to a geographically dispersed audience. He is the project director for an ASHA Personnel Grant for 2015-2016 that focuses on developing a podcast specifically focused on speech, language, and hearing issues in Oregon. Andy is not a researcher, and he had never written a grant proposal before 2015. Seriously, if he can do it, anyone can.

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**Learner Outcomes**

- Grant Writing is not rocket science
- Develop creative ways to address the goals or strategic plan of your association
- Ways to address ASHA's grant questions

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### Determine Grant Topics

- Review your Association's Strategic Plan or Multi-Year Plan
- Review your Association's Mission and Vision
- Talk to your STAMP, SEAL, and STAR person to see what issues they are dealing with (e.g. Medicaid fraud, State Affordable Care Act -State Plan and Insurance Companies).
  - School-based SLP caseload issues
- University and/or State Agency Partnership (e.g. MSLP program)
- Is there a shortage of SLP's or Audiologists in your State?
  - Increasing the visibility of SLPs and Audiologists in the profession
  - PSA's (Public Service Announcements) or video's about the profession
- Educating the Public, or Legislators about Speech and Hearing Issues
  - Lobbyist
  - Review state Licensure and addressing licensing issues (e.g. SLPAs)

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### Possible Grant topics

- Student Advocacy
- SLP and Audiologist Advocacy (e.g. caseloads, training)
- Consumer Advocacy
- Changes to the State's Licensure Law
- Membership data
  - Number of School-Based SLP's and Audiologists
  - Number of Rural Based SLP's
  - Number of and Location of SLPAs
  - Number of New Members (recent graduates)
  - Are Membership Numbers Dropping or Growing?
    - What factors are determining this growth?

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### Where to Start

- Who will do the writing: Board members? Members of Association?
- Does the Board have a Committee who can take on this task?
- Set time aside during a Board meeting to discuss possible ideas for a grant.
  - Know the deadline for submission of grants: Student Advocacy? Personnel/Reimbursement?
- New Mexico:
  - Once the Board discussed several ideas, one Board member offered to start writing the grant with lots of input from others - email conversations
- Oregon:
  - These are great suggestions. We didn't use any of them. One board member who considered heading a grant proposal was on vacation when the call came out, and he was not reachable in time to submit. Given the tight turnaround, we wrote a proposal based on a project that was already in progress.

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**Grant Parts**

- Supporting documentation – maybe a map of school districts in your State, Legislative counties, Map/school districts indicating where SLPs are located. Documentation to support advocacy efforts, training, SLPs shortages, etc.
- Answer the Questions/Address the Topic headings Provided:
  - Describe the Issue: Give some background that supports why you want funds to address this issue, provide appropriate data.
  - Describe the solution and why you think the solution will work.
  - Describe project components: How will you accomplish what you want to do?
  - Describe 3 three main activities to complete the project (What are you going to do with the money?)
  - List the top three target outcomes (Not just for the Association membership but for the consumer, legislators)

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**Grant Parts**

- For University programs, or legislative education and change offer a better understanding of what services SLPs and Audiologists provide.
- What criteria will you use to measure project effectiveness?
  - How will you know that the project was successful?
    - Increase in Association membership
    - Increase in number of students applying to undergraduate and graduate programs
    - Increase in number of people viewing PSA's Video's on web site
  - How do you plan to sustain this project once grant funding ends?
    - Where in the Budget will funds for this project come from? Level of continuing support.

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**Grant Parts**

- Budget
  - ASHA has specific guidelines about what they will and will not support in the grant.
- Association In-Kind Support
  - This does not always have to be actual extra funds, but how you propose to cover some of the extra work costs.
    - Extra time required for Administrative Assistant or Board member to carryout grant
    - Postage, telephone costs, travel time of Board member to carryout grant.

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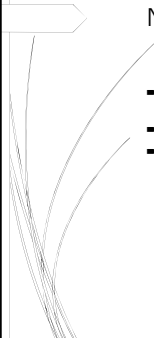
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### New Mexico Grants

- Personnel Grant – MSLP, video/web-site education, networking with rural SLPs
- Reimbursement Grant – Audiology Insurance Manual
- Student Advocacy: Advocating for the Profession at the State Legislature

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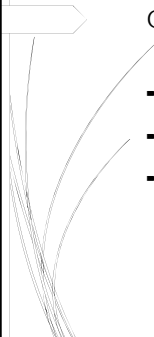
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### Oregon Grants

- Reimbursement Grant – Cognitive Rehabilitation Access Equity
  - 2014-2015
- Personnel Grant – Developing a State Speech & Hearing Podcast
  - 2015-2016
- Personnel Grant – SLPs Making Connections: A Documentary Series Project
  - 2016-2017

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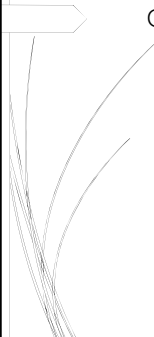
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### Questions??

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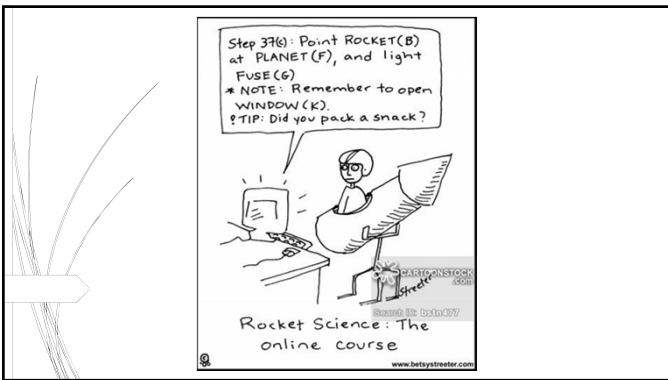
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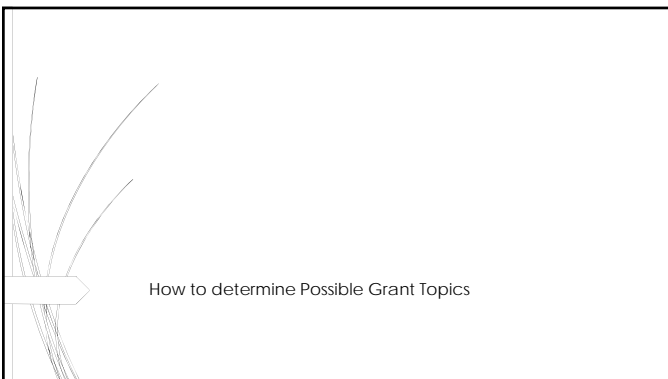
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