Deep Dive: Proposal Development

For Spalding University

Agenda

- Writing Tips

- Program Narrative Samples
  - Needs Assessment
  - Project Description
  - Impact
  - Sustainability
  - About Your Organization/Self

Writing Tips: Readability

- Use Active Voice / Avoid Passive Voice & Focus on Simplicity
  - Instead of: In this format, traditional lecture courses **will be delivered** online.
  - State: Professors **will deliver** traditional lecture courses online.
  - Instead of: We anticipate reaching 100 students at the event, if **we are no longer needing to** ensure social distancing…
  - State: We anticipate reaching 100 students at the event, if social distancing **is no longer required**.

- Consider Readability
  - Write for a 9th – 10th grade reading level
  - Aim for 60% readability
  - Hemingwayapp.com
  - Read your narrative out loud or use reading function in Word
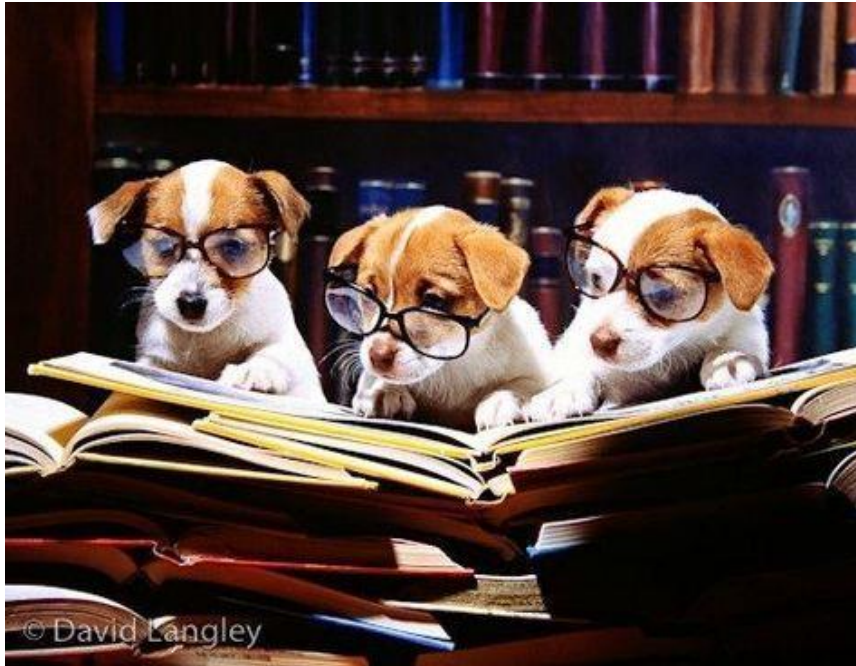 - Use section headers and bold important details

Writing Tips: Clarity

▶ Explain/Define your programs

   ▶ For example, BeSU, Pelican Pantry, Running of the Rodents

▶ Avoid or Define specialty language**

   ▶ Indemnity, Registrar, Dramaturg, Mental Health vs. Behavioral Health, Social Determinants of Health

     **unless used in the RFP

▶ Avoid and Define acronyms

   ▶ Substance Use Disorder (SUD)

   ▶ Integrated, Interdisciplinary Primary Care Settings (IIPC)

   ▶ School of Nursing (SON)

   ▶ Office of Sponsored Programs and Research (OSPRe)

Writing Tips: Storytelling + Statistics

▶ Strong grant applications will blend storytelling (painting the picture of your program, intended audience, and outcomes) and statistics (specific and quantifiable results and data about your audience).

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HRSA: Workforce Resiliency grant

Storytelling

Healthcare shortages create additional workload and difficulty finding treatment for healthcare workers. Healthcare shortages exist across Kentucky with many providers often working at the only healthcare center in their area, making it challenging for over-worked healthcare professionals to meet the demand and provide appropriate patient confidentiality.

COVID-19 has only increased this risk with many hospital workers suffering from depression and high stress. As a poor state with one of the highest rates of poor health metrics in the nation, these issues are even more prevalent.

+

Data

HRSA data indicate a primary care provider shortage in **94% of Kentucky counties**, dental healthcare provider shortages in **67% of Kentucky counties**, and mental healthcare provider shortages **in 100% of Kentucky counties** (Administration, 2020). Further, more than 25% of survey respondents indicate that healthcare provider retention was a concern for Kentucky healthcare administrators. The survey also revealed 24.3% of hospital workers reporting depression, 25.8% reporting anxiety, and the prevalence of clinical stress at 45% (Salari, 2020).

Healthcare shortages create additional workload and difficulty finding treatment for healthcare workers. Healthcare shortages exist across Kentucky and across provider types. HRSA data indicate a primary care provider shortage in **94% of Kentucky counties**, dental healthcare provider shortages in **67% of Kentucky counties**, and mental healthcare provider shortages **in 100% of Kentucky counties** (Administration, 2020). Many providers often work at the only healthcare center in their area, resulting in challenges regarding meeting demand and providing appropriate confidentiality. Further, more than 25% of survey respondents indicate that healthcare provider retention was a concern for Kentucky healthcare administrators. COVID-19 has only increased this risk with a recent meta-analysis noting high rates of clinical symptoms, including 24.3% of surveyed hospital workers reporting depression, 25.8% reporting anxiety, and the prevalence of clinical stress at 45% (Salari, 2020). While these data mirror national statistics, they are more elevated in Kentucky, a poor state with one of the highest rates of poor health metrics in the nation.

Writing Tip: Align Answers with Application Questions and/or Review Criteria

▶ Begin by dissecting the narrative question and/or referencing the evaluation criteria (if provided) to ensure all elements are addressed

NEH Humanities Initiatives

One section of Project Narrative

▶ **Intellectual Rationale**

Identify the core humanities topic or set of humanities themes your project will address. Describe your intended audience, including its estimated size (for examples, the number of students and faculty members). Explain why the topic is important and how your project will improve humanities teaching and learning at your institution. (Corresponds to Review Criteria: Intellectual Quality)

3 Separate Questions to Answer

▶ *Intellectual Quality:*

The extent to which the proposal:

- ▶ Centers on a significant topic in the humanities, engaging important texts and other resources, and drawing on sound scholarship

- ▶ Effectively addresses the pertinent issues of teaching and learning in a way that is clear, free of jargon, and accessible to nonspecialists

- ▶ Indicates that a project incorporating composition and writing aims to integrate humanistic methods and content into courses, if applicable.

Additional Review Criteria

Example: KY Council on Postsecondary Education summer bridge grant – Evaluation Tool

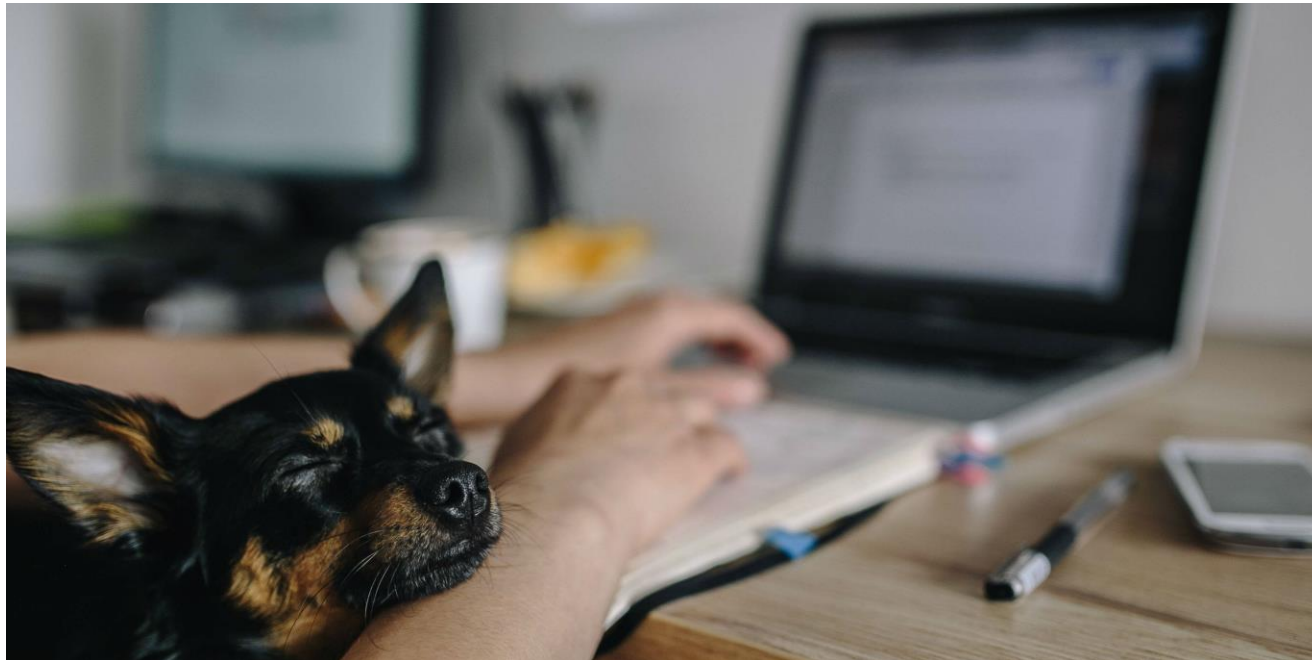- **Program Description, Abstract and Narrative (50 points)**
  - **Aimed at incoming first-year students** – Yes. Participants must be incoming first-year students to participate.
  - **Disciplines to be addressed** – academic preparation/sociocultural community building/financial literacy/career exploration
  - **Target number of students** – 15
  - **Proposed dates** – Session 7 (June 27-Aug 5)
  - **Description of the recruitment plan** - Prospective students can be identified in area high schools by guidance counselors, outreach, and through the Admissions process and invited to apply through an interview process.

- **Resources and Capacity (25 points)**
  - **Evidence of a commitment of the institutional resources and personnel necessary to support the proposed activities** – Spalding already offers several Summer Bridge programs for all incoming first-year students, called BeSU. While this is open to all students, our new program will focus on students with intersecting identities, who often struggle with their college experience and who are most likely to drop-out. Spalding provides supports for these students with programs like Still I Rise, CARE, Center for Student Success, etc.
  - **An explanation of on-campus logistics (lodging, meals, facilities)** – Lunch and snacks will be provided for each on-campus session. Funds will also support overnight lodging for residential/out of town students who require it. Campus facilities will be used, and such use will incur no additional costs.

Common Application Sections:

- ▶ Needs Assessment
- ▶ Project Description
- ▶ Impact

- ▶ Sustainability
- ▶ About Your Organization/Self

Needs Assessment

HRSA Health and Public Safety Workforce Resiliency Training Program

▶ PURPOSE AND NEED: Briefly describe the purpose of the proposed project and outline the needs of the entity for which funding is being requested...Discuss the impact burnout has had on the target population, as well as the current rates of burnout, mental health conditions and substance use disorders...

Legacy Foundation of Kentuckiana

▶ Background and Needs Statement: Provide a background of the underlying community health or social issue the project seeks to address. Include a summary of data that documents the need.

WHAS Crusade for Children

▶ Statement of Need: Summarize in 100 words or less why this grant is needed

HRSA Health and Public Safety Workforce Resiliency Training Program

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Section Header

Target Population

Impact of COVID-19 on Target Population

The COVID-19 pandemic has created a crisis of burnout and mental distress in our healthcare workers, resident physicians, and college students. Several studies reflect high rates of burnout at a national level, as well as with our **target population of nursing, social work, and psychology students at Spalding University and dentistry students at the University of Louisville**.

College students were already prone to mental health struggles such as depression and anxiety (Center for Collegiate Mental Health, 2016), substance abuse (Zullig, 2021) eating disorders (Eisenberg, 2011), suicidality (Li, 2020), as well as a host of interpersonal complications (Warrener, 2017). These mental health conditions have been exacerbated by the COVID-19 pandemic, leading to academic burnout and emotional distress…

National data + Spalding data

This study correlates with data collected about our local student populations. In June 2021, the University of Louisville School of Dentistry surveyed students about their well-being. Aggregate results showed students' desire for mental health services and well-being support. When asked about mental health services that may be of interest, students reported their need for treatment for anxiety (28.0%) and depression (21.7%) ranked highest among all possible responses. A significant percentage of students indicated a need for suicide prevention (8.57%) and substance misuse (3.43%). Nearly one in five dental students endorsed needing treatment for stress.

Among Spalding University students, rates of burnout are high. A recent survey of 176 Spalding…students using a scale adapted from the Maslach Burnout Inventory suggested that 70% of students were experiencing symptoms of significant burnout, while over 25% were experiencing clinical levels of burnout. These data make the strong case for needing an evidence-based burnout prevention intervention for these specific healthcare workforce trainees.

COVID-19 burnout among healthcare workers and resident physicians is well-documented, cumulative, and growing. In a global study of healthcare professionals from 60 countries, 51% of providers reported burnout related to COVID-19 (Luca A. Morgantini, 2020)…The results of this study suggested current and future burnout could be mitigated by several factors, including: organizational support, providing additional training, and mental health resources. The Society of Critical Care Medicine surveyed 9,492 intensive care unit clinicians in the U.S. and found that median self-reported stress, measured on a scale from 0 to 10, increased from **3 to 8 during the pandemic**.

WHAS Crusade for Children
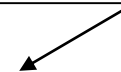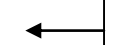
Statement of Need: Summarize in 100 words or less why this grant is needed

At enTECH, our therapists provide services for **children with a variety of diagnoses including autism, cerebral palsy, and Down syndrome.** The local need for our services is pronounced: each year, enTECH assists 150+ families directly on site, and hundreds more through its programming and Lending Library. However, we continue to see more children in need, with **approximately 80 children on wait lists** for our services. Support for equipment and resources will allow our therapists to **serve children through speech, physical, and occupational therapy** – helping the children in our community live life to the fullest.

Target Population

Demonstrated Need

Service Provided

Project Description

LG&E and KU Foundation, Plant for the Planet grant program

▶ Project Narrative: Describe how your project meets the Plant for the Planet grant objectives, including the scope, justification and any educational components.

US Bank Foundation

▶ Program Description: Provide a detailed description of your request

HRSA, Behavioral Health Workforce Program

▶ RESPONSE TO PROGRAM PURPOSE – this section includes three sub-sections—Work Plan; Methodology/Approach; and Resolution of Challenges

   ▶ Work Plan: Provide a comprehensive work plan that demonstrates through concrete steps how you will implement the proposed project to meet the goals of this NOFO

   ▶ Methodology/Approach: Describe the objectives, proposed activities, and strategies and provide evidence for how they address the needs in the Purpose and Need section

   ▶ Resolution of Challenges: Discuss challenges likely to be encountered in designing and implementing the activities described in the work plan and their resolutions

LG&E and KU Foundation, Plant for the Planet grant program

Project Narrative: Describe how your project meets the Plant for the Planet grant objectives, including the scope, justification and any educational components.

Scope of Project

Request Amount

Spalding University respectfully requests support from the LG&E and KU Foundation for a **$5,000 matching grant** to **purchase and plant 19 trees** to complete renovations of a new building on campus. Spalding is launching a Doctor of Physical Therapy (DPT) program to be housed in the university-owned property at 961 S. Third Street. This building is undergoing renovations to be completed in December 2021 and will be designated the Kosair Charities School of Physical Therapy and Center for Interprofessional Education. Once physical renovations to the building commence, an ambitious outdoor greening program can begin.

The new DPT building is located adjacent to the Spalding University Republic Bank Academic Center (RAC), located at 981 S. Third Street. The site design for the new building includes a "green connector" to link the School of Physical Therapy to the RAC. **Currently, the space between these two buildings is a 100% impervious parking lot.** The new green connector will add penetrable surfaces and trees for both campus and community benefit within the Louisville Metro area of highest need.

Problem to be addressed

Tells a story

Plans call for planting 19 trees, more than 200 shrubs, and additional ornamental grasses, groundcover, and perennials. **Plans will result in a lush, shaded walking path between the buildings,** in addition to ornamental tree plantings within the parking area. **Total tree canopy is calculated to grow from 3% currently to 35% total coverage of the 1.03 acres.**

Data & Results

US Bank Foundation

Program Description: Provide a detailed description of your request

Nationally representative data finds the number one reason students drop out of college is due to financial stress. **Nearly three quarters of students who drop out indicate they did so because they needed to enter the workforce to earn money, with over half citing they couldn't afford tuition and fees. At Spalding, nearly thirty percent of students are late to re-register due to a financial hold on their account.** However, when students have a better working knowledge of their finances, they are more likely to complete their degrees.

Spalding University respectfully requests support to **provide financial literacy training for our students.** Spalding will offer one-on-one financial counseling for **incoming students** during the **2021-22 Academic Year**. We anticipate approximately **40 to 50 students** will participate in individual and group meetings, offered both in-person and via video conference. Sessions will cover budgeting, how to prioritize expenses, and setting up good financial behaviors and can be tailored to each student's individual challenges and needs.

The need for the project

What the grant will fund

Who we will serve

Timeframe for project

Total number to be served by the grant

Impact & Outcomes

Impact & Outcomes

HRSA, Behavioral Health Workforce Program

- IMPACT – This section includes two sub-sections—Evaluation and Technical Support Capacity; and Project Sustainability

  - Evaluation and Technical Support Capacity: Describe the plan for program performance evaluation that will contribute to continuous quality improvement.

James Graham Brown Foundation

- Project Goals: *Please describe the key project goal and be sure the goal listed in this section is consistent with "Project Description" section of the "Project Overview" section above. When possible please include baseline data.*

- Project Outputs: *Please provide a bulleted list of outputs and associated target dates expected from this project (e.g. specific activities you will undertake, participation in activities, new facilities, products created, etc.)*

- Project Impact: *Please describe the key desired impact of this project (or to which this project will contribute.) Assuming the project successfully achieves its goal, what is the desired change in the community? Why is successful project completion important? When appropriate, please indicate whether you anticipate the impact will be observed in the short (1 year), medium (2-5 years) or long term (>5 years).*

HRSA, Behavioral Health Workforce Program

Time-Bound

Evaluation and Technical Support Capacity: Describe the plan for program performance evaluation that will contribute to continuous quality improvement.

The Spalding University Interdisciplinary Behavioral Health Scholars Program (IBHSP) measurable project outcomes for the **project period 7/1/2021-6/30/2025** include:

Achievable
(based on total student enrollment and past efforts)

▶ **36 doctoral psychology and Master of Social Work students** will be trained in an integrated primary care behavioral health model who will commit themselves to working with vulnerable and medically underserved populations post-graduation;

Relevant

▶ Students will use **telehealth services** with patients and as part of an interdisciplinary team and enhance patient digital literacy;

▶ Increase the percentage of URM and diverse students applying to the SOPP and SSW programs by 10% with 25% of the IBHSP trainees representing diversity;

Specific

▶ **Establish and expand 2 new placement sites** that emphasize interdisciplinary training within a primary care setting whole maintaining 3 additional sites that preceded this program; and

Measurable & Time-Bound

▶ Increase career development and job placement services as evidenced by **50% of all program graduates working full time within primary care settings within 2 years of graduation.**

James Graham Brown Foundation

Project Goals (100 words):

Please describe the key project goal and be sure the goal listed in this section is consistent with "Project Description" section of the "Project Overview" section above. When possible please include baseline data.

- Develop strategic plan to leverage best practices and resources across Spalding University's campus to promote a proactive culture of inclusion and initiatives that advance diversity as a critical component of social, academic, and intellectual life;

- Attract/retain BIPOC students and increase BIPOC degree attainment by 10%;

- Identify best practices for JEDI professional development/increase promotion and number of BIPOC faculty/staff by 10%;

- Develop training/resources to support communities in addressing JEDI challenges; and

- Operationalize survey findings.

Outputs (100 words):
Please provide a bulleted list of outputs and associated target dates expected from this project (e.g. specific activities you will undertake, participation in activities, new facilities, products created, etc.)

JGBF Interests: (1) Institutional niche; (2) affordability and access; (3) student success; (4) achievement gaps; (5) workforce alignment; (6) continuing education; (7) essential skills and dispositions.

- Evaluate/modify curricula to include underrepresented voices/ideas: (1)
- Identify best practices for JEDI professional development/implement training: (6, 7)
- Complete planning; launch campus climate survey in Academic Year 2021-22: (1, 3)
- Operationalize survey findings/increase JEDI practices by 75%: (1, 3, 5)
- Online community-oriented restorative practices/anti-racism certificate program: (1, 5, 6, 7)
- Stipend awards to BIPOC students (15) in social justice internships/practica: (2, 3, 4)
- Identify need/award aid to 20-40 BIPOC students: (2, 4)

Responses align with JGBF Interests

Time-Bound

Measurable

Sustainability

- Brown-Forman Foundation
  - Discuss plans for sustainable funding in the years beyond this request.

- Legacy Foundation of Kentuckiana
  - **Sustainability Plan:** *Describe plans for project sustainability beyond the funding period. How will the project be funded and sustained in the future?*

Brown-Forman Foundation

Discuss plans for sustainable funding in the years beyond this request.

Thanks to the partnership between JCPS and Spalding University, we have already made significant investments in the Aspiring Leaders program. In its inaugural 2020-21 year, we saw significant success. All 18 teachers who completed the program and took the School Leadership Licensure Assessment (SLLA) passed. Additionally, two minority graduates from 2020-21 are already serving as assistant principals in JCPS. With an initial investment from the Brown-Forman Foundation, we hope to continue to grow the program and specifically support minority teachers. The funding request will provide seven scholarships for the 2022-23 cohort, which can be altered based on level of support. Should we receive initial funding, we would use this leading gift to generate support in two ways:

First, we will approach JCPS about ways to deepen our partnership. Following models in other school systems, we would propose an investment from the school system to support tuition for teachers participating in our program. Spalding could match their support such that each institution provides for 50% of tuition costs for select teachers each year.

Additionally, we will seek funding support from individuals and foundations. The advancement team at Spalding are working to identify potential funders, which may include organizations such as the C.E. & S. Foundation, Lumina Foundation, or New Schools Venture Fund, each of which focus on education and/or diversity among educational leadership.

Note existing partnership

Specific funders and funding opportunities identified

Legacy Foundation of Kentuckiana

Sustainability Plan: *Describe plans for project sustainability beyond the funding period. How will the project be funded and sustained in the future?* (209/500 words)

Spalding University is making a strategic investment in the future of the university and its health science offerings. The physical therapy profession is growing and projections indicate the demand in this field will continue to rise. This demand will lead to more students entering the field, creating a sustainable pipeline of prospective students locally and beyond. The feasibility study conducted in 2018, and current projections developed for the addition of the School of Physical Therapy indicate the program will be in a positive net position by Fiscal Year 2025-26. This means the program will not only be self-sustaining from that point forward, but will be in a position to subsidize general university operations.

Program becomes self-sustaining

While we anticipate this program will become self-sustaining in future years, a significant initial investment is required to launch our program. The Advancement Team at Spalding University is currently fundraising to complete renovations to the new Kosair Charities School of Physical Therapy and Center for Interprofessional Education, as well as support initial program expenses like faculty salaries and curriculum development. We have already secured several leading gifts, including investments from Kosair Charities and the Gheens Foundation. Funding will come from corporations, foundations, and individual donors. Any funding shortfall will be financed through a traditional bank loan.

Already received other funding for project

About Your Organization/Self Mission Statement

Spalding University Mission Statement and Activities
Spalding University is a private, independent, non-profit institution of higher education located within the heart of downtown Louisville, Kentucky. Our vibrant, inner-city community of students, faculty, and staff share a commitment to the university's mission:

"Spalding University is a diverse community of learners dedicated to meeting the needs of the times in the tradition of the Sisters of Charity of Nazareth through quality undergraduate and graduate liberal and professional studies, grounded in spiritual values, with emphasis on service and the promotion of peace and justice."

Spalding is one of the most diverse, private, four-year colleges or universities in Kentucky. The university offers more than 40 undergraduate and graduate degree programs in liberal and professional studies to a diverse student population. Spalding's total fall enrollment for Academic Year 2020-21 was 1,596 students. Nearly 30 % of all students identified as people of color or underrepresented minorities. Additionally, 24% were first-generation college students. 43% of all undergraduates were eligible for federal Pell grants. These are reserved for financially needy students. 99% of first-time, full-time students received some form of financial aid or institutional support.

Next Grant Writing Workshop:

Deep Dive: Budgeting

Friday, March 25 @ 10:00am

Questions?