

Step 1: Be Clear on the Grant Proposal Message

1. **M**ake a list of the problem areas you want to address. **I**dentify the specific needs of your audience. **S**olicit feedback from your audience. **C**onsult with your audience. **H**ighlight the key points. **F**ocus on the key points. **A**void distractions.

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Distinguish Needs from Solutions that Meet the Needs

1. **O**rganize the information. **O**rganize the information. **C**onsult with your audience. **I**dentify the key points. **N**eeds statement. **T**he needs statement. **F**ocus on the key points. **I**dentify the key points. **B**uild on the key points.

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1. **J**ustify the key points. **S**olicit feedback from your audience. **F**ocus on the key points. **A**void distractions.

Modality Approach to Grant Writing

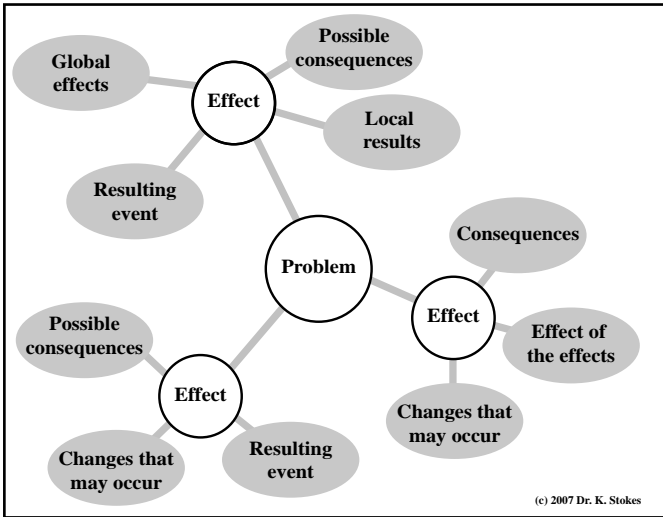


Figure 1. Logical Mind Mapping Exercise Shows the Existence (and Severity) of a Problem

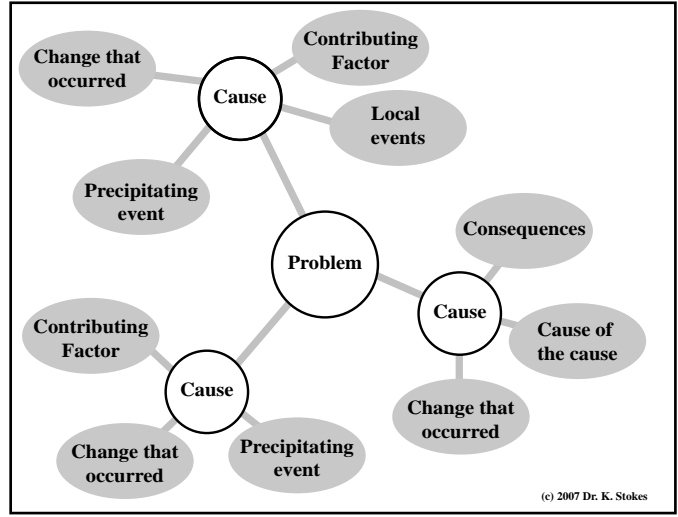


Figure 2. Logical Mind Mapping Exercise Determines the Real Problem and Finds its Causes

Technical communication is a discipline that has evolved significantly over the years. It is no longer just about writing reports and manuals; it now encompasses a wide range of digital and multimedia communication. The field is becoming increasingly interdisciplinary, drawing on insights from psychology, sociology, and design. This evolution reflects the changing needs of organizations and society in a digital age. As technology advances, the ways in which we communicate are also changing, and technical communication professionals must stay current in their skills and knowledge. The importance of clear and effective communication in technical contexts cannot be overstated, as it is essential for the success of many projects and organizations. This paper explores the current state of technical communication and offers insights into its future development.

Explain Goals Clearly as Making a Specific Change

One of the most common mistakes in grant writing is failing to explain goals clearly. Instead of stating a goal, the writer often uses vague language that does not specify what is to be achieved. To avoid this, the goal should be stated in terms of a specific change. This change should be measurable, and the writer should specify how much, what kind, and when the change is to be made. For example, instead of saying "improve the program," the writer should say "increase the number of participants by 25% over the next six months." This approach makes the goal clear and measurable, and it helps the reviewer understand the impact of the program. The writer should also specify the target area or population, and the specific time period for the change. Finally, the writer should specify the money that is being requested for the program. A clear and specific goal is essential for a successful grant proposal.

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Modality Approach to Grant Writing

Act I – setting up the story – where, when, who, why, what, how	
Setting	A working class neighborhood of 82 houses
Protagonist	Our community and your grant-making agency working together
Imbalance faced	Rising crime rates are threatening to ruin the lives of 82 American families with fear / threat of serious losses (property and maybe life)
Balance sought	The original peace can be restored to these families
Solution to pursue	Training a volunteer Neighborhood Watch program can empower residents to reduce crime and eliminate fears that currently grip them
Act II – developing the action with facts and evidence	
<i>Main point 1</i> Neighborhood Watch programs work	Supporting point 1.1 evidence from research
	Supporting point 1.2 evidence from other Neighborhood Watch programs
	Supporting point 1.3 evidence from local police department crime reports
Main point 2 The residents of this area are properly motivated	Supporting point 2.1 48 neighbors made commitments to participate
	Supporting point 2.2 elderly and disabled folks agreed to provide coffee
	Supporting point 2.3 parents of small children agreed to provide batteries, etc.
Main point 3 Local police are willing to work with volunteers	Supporting point 3.1 police have given a list of needed safety equipment
	Supporting point 3.2 police will train volunteers on two evenings for free
	Supporting point 3.3 All that is needed is \$1,600 to purchase safety equipment
Act III – frame the resolution	
Crisis	[Briefly restate the crisis / problem and its negative effects] Rising crime rates are threatening to ruin the lives of 82 American families with fear / threat of serious losses (property and maybe life)
Solution restated	[Repeat something the audience already knows—the needed solution] Peace can be restored to these families with the right action plan
Climax	[Provide an overall “theme” to bring together all parts of the message] “Neighborhood crime need not be the end of an American community”
Resolution	[Provide a simple, catchy phrase to plant your idea in the minds of the audience and prompt them to view your project favorably] Empowering individuals can revitalize American communities

Figure 3. A Storyboard Template Can Be used for Organizing a Grant Proposal. Atkinson's Storyboards Organize Complex Information with Both Logical Facts and Emotional Appeals

The results of the present study are consistent with the findings of other studies that have shown that the use of a single modality (e.g., text) is less effective than the use of multiple modalities (e.g., text and audio) for learning and retention (e.g., Mayer & Moreno, 2003; Mayer, 2001). The use of multiple modalities can help to reduce cognitive load and increase the amount of information that is processed and retained (e.g., Mayer & Moreno, 2003). The use of multiple modalities can also help to increase the amount of information that is processed and retained by providing different representations of the same information (e.g., Mayer & Moreno, 2003). The use of multiple modalities can also help to increase the amount of information that is processed and retained by providing different representations of the same information (e.g., Mayer & Moreno, 2003). The use of multiple modalities can also help to increase the amount of information that is processed and retained by providing different representations of the same information (e.g., Mayer & Moreno, 2003). The use of multiple modalities can also help to increase the amount of information that is processed and retained by providing different representations of the same information (e.g., Mayer & Moreno, 2003).

Practical experience with modality analysis

While the present study focused on the use of multiple modalities, it is important to note that the use of a single modality can also be effective in certain situations (e.g., Mayer & Moreno, 2003; Mayer, 2001). The use of a single modality can be effective when the information is presented in a way that is easy to understand and remember (e.g., Mayer & Moreno, 2003; Mayer, 2001). The use of a single modality can also be effective when the information is presented in a way that is consistent with the way that the information is presented in the real world (e.g., Mayer & Moreno, 2003; Mayer, 2001).

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Figure 6 and Figure 7 show the results of the present study.

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Visual words: spectrum, focus, vision, focusing

Auditory words: communication, named

Kinesthetic words: sending, across, produce, re-sponded, care, basic and applied, grew, encompass, demonstrating, expanding, established, create, support, service, created, held, creation, integrated, operate, sites, stepped down, strengthening, areas of collaboration, sharpening, emerging, revitalized, substantive, exploring, approach, impact, delivery, moving, targeting, held, pressing, impact, through, areas, mov-

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Example of Modality Analysis Applied to a Government RFP

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 (F 9)

Further Research and Applications are Needed

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