Grant Professionals Certification Examination
Candidate Guide

Mail
GPCI Examination Administration Committee
1333 Meadowlark Lane, Suite 206
Kansas City, KS 66102

Phone
913-788-3000

Email
info@grantcredential.org

Last Updated: February 2014
Table of Contents

A. Welcome 1
B. GPC Exam Process Overview 1
C. Eligibility Survey 1
D. Registration and Exam Fee 2
E. Eligibility Packet Submission and Review Process 2
   a. Determining Eligibility 2
   b. Submitting the Eligibility Packet 3
F. Six-month Eligibility Window 4
G. Selecting a Testing Center and Scheduling the Exam 4
H. Scoring Process and Exam Result Notification 5
   a. Scoring Process 5
   b. Exam Result Notification 5
I. Refunds 6
J. Inclement Weather at a Testing Center 6
K. Retaking the Exam 6
L. Use and Maintenance of the Credential 6
M. Disability Accommodations and Requests 6
N. Communication Between GPCI and Applicants/Candidates 8
O. Exam Day 8
   a. Check-in at Testing Center 8
   b. Required Items for Admission to Testing Facility 8
   c. Visitors 8
   d. Failure to Appear 8
   e. Personal Comfort 9
   f. Site Supervisors 9
   g. Prohibited Items 9
   h. Breaks 10
   i. Withdrawal from the Exam 10
   j. Disruptive Behavior or Cheating 10
P. Exam Security and Confidentiality 10
   a. Ethical Behavior 10
   b. Nondisclosure Agreement 11
   c. Security Violations 12
Q. The Examination 12
   a. Exam Format 12
   b. Writing Section 13
   c. Multiple Choice Section 13
   d. Sample Items 14
   e. Sample Multiple Choice Items 14
      i. Answer Key for Sample Multiple Choice Items 17
   f. Scoring Rubric for Writing Section 18
   g. Sample Writing Prompt 22
   h. Sample Writing Responses 24
R. GPC Exam Scholarship Opportunity 29

Appendix 1: Sample Letters of Exam Result Notification
A. WELCOME

Incorporated in 2004 as a nonprofit affiliate of the Grant Professional Association (GPA; formerly the American Association of Grant Professionals), the Grant Professionals Certification Institute (GPCI) is dedicated to promoting competency and ethical practices within the field of grantsmanship. Your interest in professional certification shows that you are conscientious, enterprising, and care about maintaining high standards in our profession.

GPCI works to identify grant professionals who display outstanding expertise and ethical practices. This expertise is identified through the core competencies and skills that define the standards of knowledge and practice for our field. The standards are balanced between those working in government and in private sectors, and between the demands upon institutional, smaller nonprofit, and consultant practitioners. The Grant Professional Certification (GPC) is designed to identify individuals with broad-based knowledge and real-world experience in the field of grantsmanship.

The Grant Professional Certification (GPC) examination reflects these standards. The GPCI board contracted with the Institute for Instructional Research and Practice (IIRP) at the University of South Florida (USF) to develop the examinations for the GPC and establish protocols for necessary, periodic review of items, as prescribed by national psychometric standards. The IIRP worked with subject matter experts nationwide over two years to create this instrument to measure grantsmanship skills following measurement industry standards designed to ensure psychometric soundness, including validity and reliability.

GPC candidates qualify based on their acceptance of ethical standards, commitment to constituents, and competence in the fundamentals of grantsmanship. Earning the GPC endows the practitioner with a nationally recognized credential of expertise as a grant professional. Continued identification and subsequent certification maintenance of qualified grant professionals fulfills our vision of excellence and accountability in grantsmanship.

B. GPC EXAM PROCESS OVERVIEW

In order to sit for the GPC Exam, one must complete the Eligibility Survey, pay the Registration and Exam Fee, submit an Eligibility Packet for consideration, and then, if approved, select a testing center and schedule a date and time for the exam. A detailed description of each step is provided in the sections below.

C. ELIGIBILITY SURVEY

Candidates must complete a five-minute survey, which captures candidate contact information and serves as an initial eligibility screening. The Eligibility Survey can be found here: http://www.surveymonkey.com/s/GPCExam2014

The final page of the survey provides instructions for the next step – payment of the Registration and Exam Fee. Also, within three business days of completing the survey, candidates will receive an email containing detailed payment instructions.
D. REGISTRATION AND EXAM FEE

The total GPC Registration and Exam Fee is $539 for GPA members or $739 for non-members. This fee is due after completion of the Eligibility Survey. Within three business days of paying the Registration and Exam Fee, candidates will receive an email containing the Eligibility Packet and submission instructions.

Fees for the GPC Exam are set by the GPCI Board of Directors.

<table>
<thead>
<tr>
<th></th>
<th>GPA Members</th>
<th>Non-GPA Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-time Candidates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registration Fee</td>
<td>$75</td>
<td>$75</td>
</tr>
<tr>
<td>Exam Fee</td>
<td>$464</td>
<td>$664</td>
</tr>
<tr>
<td>Total (both paid at once)</td>
<td>$539</td>
<td>$739</td>
</tr>
</tbody>
</table>

E. ELIGIBILITY PACKET SUBMISSION AND REVIEW PROCESS

The GPC credential demonstrates mastery and, therefore, is not considered appropriate for entry-level grant professionals. Eligibility requirements correspond to specific criteria: success in the profession; tenure of experience; evidence of commitment to the field; publishing or training; and community-based volunteer service. The eligibility criteria help the candidate know if his/her experience and background make passing the examination viable. Funding amounts garnered is not included as a criterion.

**Determining Eligibility**

Eligibility to take the GPC Exam is based on a point system that reflects the following four professional areas. This point system requires a candidate to have specific experience or activity in three of four categories. Only one category—Experience—has a minimum required threshold that must be satisfied for eligibility. To be eligible to take the examination, the GPC candidate must qualify for **120 of 170** possible points through four categories:

<table>
<thead>
<tr>
<th>Eligibility Category</th>
<th>Maximum Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>40</td>
</tr>
<tr>
<td>2. Experience</td>
<td>70</td>
</tr>
<tr>
<td>3. Professional Development</td>
<td>40</td>
</tr>
<tr>
<td>4. Community Involvement</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points Available</strong></td>
<td><strong>170</strong></td>
</tr>
</tbody>
</table>

1. **Education**

*Up to 40 points*

Candidates receive credit for formal postsecondary education from an accredited institution, including 20 points for an Associate degree and 40 points for a Bachelor degree or above.
2. **Experience**  
*Up to 70 points*

GPC Candidates **must** possess a minimum of three years of experience in the grants profession within the last five years, as well as at least five funded grants within the last seven years. Experience may be documented in consecutive years or may include interrupted service within the profession. However, it must be **clearly reflected** within the candidate’s resume. Employment, which is synonymous with ongoing work as a professional grant consultant, also may include work as a mentor, educator, or trainer.

3. **Professional Development**  
*Up to 40 points*

Professional development activities must have occurred within the past three years and must clearly relate to work as a grant professional. For example, if a resume reflects ongoing work with a youth-services organization, a course focused on project evaluation of youth-related programs would certainly qualify. However, a general course on the problems facing youth might need additional explanation to convey the connection to grantsmanship. Professional development pertaining to grantsmanship conducted by the applicant would also qualify. Other qualified activities might include authoring a book or contributing to a journal or other professional publication.

4. **Community Involvement**  
*Up to 20 points*

Community involvement may include non-grant-related activities within the past three years. The GPCI Board of Directors believes grant professionals should and do participate actively in all aspects of their home communities and encourage this ongoing involvement. Examples of service might include ongoing work as a member of a nonprofit Board of Directors, pro-bono grant development or training/facilitation services, or volunteer service (e.g., 20+ hours working on a committee to host a local gala or a Relay for Life campaign).

*Submitting the Eligibility Packet*

Candidates should carefully follow the instructions received via email regarding completion and submission of the Eligibility Packet. The Eligibility Packet is posted on the GPCI website so that those who are considering taking the GPC Exam can see the detailed requirements; however, please note that Eligibility Packets should be submitted ONLY AFTER completing the Eligibility Survey and paying the Registration and Exam Fee. The Eligibility Packet can be found here: http://www.grantcredential.org/the-exam/eligibility/

Under the direction of the Exam Administration Committee, a panel of grant professionals reviews each Eligibility Packet. Review Team members work confidentially as part of the peer-review process. The Eligibility Rubric used by the Review Team can be found here: http://www.grantcredential.org/the-exam/eligibility/
It is the applicant’s responsibility to ensure that all required documents are submitted at once and that the content presented meets the eligibility requirements. Applicants whose Eligibility Packets are not approved will be informed of specific reasons and will receive a refund of the Exam Fee, but not the Registration Fee, as outlined in Section III of this document.

Applicants will be notified of their eligibility status via email within 30 days of the application submission deadline. The submission deadlines can be found here: http://www.grantcredential.org/how-to-register-2/registration-timeline/

F. SIX-MONTH ELIGIBILITY WINDOW

Once an applicant’s Eligibility Packet has been approved, the candidate has six months in which to schedule and sit for both sections of the exam.

During the six-month Eligibility Window and at no additional cost, candidates may reschedule their date and time to take the exam multiple times, as long as 72 hours prior notification is provided to the testing center. If a candidate fails to provide the 72 hours prior notification, then the candidate will be charged the full cost of the Registration and Exam Fee to reschedule. The only recourse a candidate has is to request a waiver from the GPCI Board to take the exam at a later date. The GPCI Board will grant waivers only in extreme circumstances.

Candidates who fail to sit for the exam within their six-month Eligibility Window, but who still want to sit for the exam, must begin the process anew, starting with the Eligibility Survey, followed by paying the Registration and Exam Fee, and then submitting an Eligibility Packet for consideration.

G. SELECTING A TESTING CENTER AND SCHEDULING THE EXAM

GPCI partners with Kryterion, an electronic testing company, to make the GPC Exam available worldwide. For reference, Kryterion testing center locations can be found at the following link: www.kryteriononline.com/host_locations/

Candidates should refer to the email received upon approval of the Eligibility Packet to find two voucher numbers that are necessary for scheduling the multiple choice and essay portions of the exam.

To select a testing center and schedule the exam, click on this link: https://www.webassessor.com/wa.do?page=publicHome&branding=GPCI

Candidates may schedule the two exam sections, multiple choice and writing, within a single day or may schedule the sections to occur on two separate days. Keep in mind the times allotted for each exam section: Candidates are allotted up to 4 hours for the multiple choice section and 90 minutes for the writing section. The “clock” starts after the candidate has read the instructions and begins the actual examination.
Candidates may reschedule the exam sections at any time for no additional charge through the Webassessor system up to 72 hours prior to the scheduled exam. Within the 72-hour window, candidates are not permitted to change the exam date/time.

H. SCORING PROCESS AND EXAM RESULT NOTIFICATION

Scoring Process
The scoring of the GPC exam is conducted and managed with support of an independent team of reviewers led by a psychometrist, who is obligated to report scores that accurately reflect the performance of the candidate. All scoring and review standards are approved by the GPCI Board of Directors and are based on national testing standards and protocols. Further, the GPCI Board of Directors takes all appropriate steps to ensure that all candidates are provided the same opportunity to demonstrate their abilities and to prevent any candidate from having an unfair advantage or disadvantage.

Grant professionals recruited by the Exam Development Committee and selected by the GPCI Board of Directors score the writing section. These professionals (GPCs) are carefully trained by a credentialed psychometrist through techniques that are acceptable in the fields of educational and psychological testing.

Exam Result Notification
Exams are scored and candidates are notified by the end of the month following the month in which the exam was taken. Example 1: Exam taken on February 1 – notified of result by March 31. Example 2: Exam taken on February 28 – notified of result by March 31.

Candidates receive the Exam Result Notification letter via e-mail and mail. Letters sent to candidates who did not pass the exam will include information about how to re-take the exam.

Candidates who did not pass the exam will receive feedback on their results, arranged by exam competency, so that candidates can concentrate on areas of weakness before re-taking the exam.

See Appendix 1 for sample letters.
I. REFUNDS
Applicants whose Eligibility Packets are not approved will receive a refund of the Exam Fee, but not the Registration Fee. Neither fee is refundable for applicants whose Eligibility Packets are approved.

J. INCLEMENT WEATHER AT A TESTING CENTER
In the event of inclement weather, the closing of a testing center will be at the discretion of the examination center manager. If a GPCI center is closed by the examination center manager, the GPC Candidates must reschedule the date/time of the exam through the electronic testing system.

K. RETAKING THE EXAM
A candidate who fails either or both sections of the examination may initiate a retake by paying the corresponding retake fee and then selecting a testing center and scheduling the retake. Candidates must sit for the retake within six months of notification of failure; otherwise, candidates must begin the process anew, starting with the Eligibility Survey. To pay the retake fee, candidates should follow the instructions provided in the Exam Result Notification letter.

If the fees change, they will be clearly posted at www.grantcredential.org.

<table>
<thead>
<tr>
<th>Retake Candidates</th>
<th>GPA Members</th>
<th>Non-GPA Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full GPC Exam</td>
<td>$539</td>
<td>$739</td>
</tr>
<tr>
<td>Multiple Choice Section only</td>
<td>$270</td>
<td>$370</td>
</tr>
<tr>
<td>Writing Section only</td>
<td>$270</td>
<td>$370</td>
</tr>
</tbody>
</table>

L. USE AND MAINTENANCE OF THE CREDENTIAL
Candidates who are notified of passing the examination will be free to use the initials "GPC" after their name; for example, Lisa Smith, GPC.

As with other professional credentialing organizations, GPCI expects credentialed professionals to maintain that credential. The GPC certification is valid for three years. Information on the GPCI Certification Maintenance Program may be found on the GPCI website: http://www.grantcredential.org/certified-maintenance-program-2/

M. DISABILITY ACCOMMODATIONS AND REQUESTS
In adherence to the Americans with Disabilities Act (ADA, 1990), reasonable and appropriate accommodations are provided for qualified individuals with disabilities who supply appropriate documentation. GPCI follows the guidelines set forth in the Council on Licensure Enforcement
and Regulation (CLEAR) and National Organization for Competency Assurance (NOCA) Principles of Fairness.

A “qualified individual with a disability” is one who has a disability and satisfies the requisite skill, experience, education, and other requirements of the service, program, or activity for which he or she is being measured and, with or without accommodations, can perform the essential functions of the service, program, or activity. An essential function is one that individuals are required to perform, and removing that function would fundamentally change the service, program, or activity. A person must be a “qualified individual with a disability” to be protected under the ADA.

Reasonable accommodations provide candidates who are disabled with a fair and equal opportunity to demonstrate their knowledge and skill in the essential functions being measured by the examination. Reasonable accommodations are decided on the basis of the individual’s specific request, disability, documentation submitted, and the appropriateness of the request. Reasonable accommodations do not include steps that fundamentally alter the purpose or nature of the examination. Requests may involve providing the candidate with extended time, a reader, a writer, and/or a separate room. These requests must be based on documented need related to the candidate’s disability.

The GPC Exam is administered in facilities examined and approved by Kryterion, a national examination company. A candidate requesting accommodations not already provided through independent exam sites must demonstrate that the request should be granted. GPCI/Kryterion may require that medical documentation of specific needs accompany the request. Specifically, the candidate must submit documentation from an appropriate licensed professional or certified specialist who diagnosed or treats the disability and is recommending reasonable accommodations. Documentation should be based on testing that is not older than four years prior to the application. The documentation must be on the professional’s letterhead. It must provide a diagnosis of the disability and the test used to determine the disability. The confidentiality of all documentation submitted by the candidate is protected.

All requests for accommodations must be made to GPCI:
  Grant Professional Certification Institute
  1333 Meadowlark Lane, Suite 105
  Kansas City, KS 66102-1200
  Email: info@grantcredential.org
  Phone: (913) 788-3000

If an applicant's request for accommodations is not approved, the applicant may initiate an appeal. Appeals must be made in writing to the GPCI Exam Committee through the National Office. The applicant is responsible for demonstrating that the appeal should be granted. Candidates will be notified of GPCI’s decision regarding the appeal within one month of GPCI receiving the appeal.
N. COMMUNICATION

The chief mode of communication for all GPCI instructions is email. It is the candidate’s responsibility to ensure the email address posted with GPCI and/or the testing center partner (Kryterion) is accurate. The GPCI Exam Administration Committee will email candidates various information throughout the process.

O. EXAM DAY

Check-in

Once the approved candidate has scheduled an examination, a confirmation email will be sent. This confirmation email will contain a reporting time. It is recommended that Candidates report to the test facility at least 15 minutes before the assigned reporting time. Candidates arriving late may not be admitted to the examination room.

Required Items for Admission into the Testing Facility

Candidates will be admitted only with presentation of the Exam Voucher generated through the Kryterion system. Candidates may access the Kryterion system at any time to print the Exam Voucher.

To be admitted into the examination room, each candidate must present two (2) valid forms of identification. One must be a government-issued photo ID with signature, such as a driver’s license, passport, or state-issued ID. Secondary identification would be a credit card, bank debit card, or employee verification card. NOTE: In the United States, a Social Security card is NOT an acceptable form of identification. The ID must sufficiently authenticate the candidate’s identity to the examination administrator. If positive confirmation cannot be made, admission to the examination center may be denied and examination fees forfeited. If there has been a name change (e.g., due to marriage), it is the candidate’s responsibility to provide sufficient evidence as to the change.

Any other materials needed to take the exam will be provided at the exam site. Candidates are encouraged to leave personal items at home or locked in their automobiles; some facilities may also have lockers available.

Visitors

No visitors, including children of the candidate, are permitted in examination areas.

Failure to Appear

If a candidate fails to appear for a scheduled examination, no fees will be refunded. A candidate’s only recourse is to request a waiver from the GPCI Board to take the exam at a later day. This waiver will only be applied under very limited circumstances and at the discretion of the GPCI Board. Please address such requests to GPCI at info@grantcredential.org.
**Personal Comfort**
Candidates may be in the examination facility for several hours and should dress to adapt to any room temperature. In consideration of others, please DO NOT APPLY perfumes/colognes.

**Site Supervisors**
Examination facilities and set-up will differ from site to site. However, as it is important to ensure that all candidates are examined under comparable circumstances, all examination room settings will include the following:

- Candidates may not choose their own seats. The site supervisor will help direct candidates to assigned seats.
- The site supervisor will periodically observe the examination process.
- Prior to the examination, the supervisor will share information about the facility and administration details related to that specific site, such as restroom location.

**Prohibited Items**
The GPC examination is administered under carefully controlled conditions, as necessary to protect its status as a standardized measure. Therefore, examination administration personnel will strictly enforce required restrictions. Prohibited items include the following:

- Cell phones, cameras, calculators, iPods/MP3 or other music players, headphones or ear plugs of any kind (other than those used for hearing impairment), and electronic devices of any kind, including digital watches that store data. The only exception will be those devices pre-approved by the test facility as an accommodation or materials provided by the site supervisor under the instruction of the GPCI (e.g., calculator).
- Backpacks, large satchels, purses, day planner covers/booklets, or datebooks.
- Paper. Candidates will be provided paper if it is deemed necessary or beneficial to the exam process.
- Food or drink. Candidates may leave the room up to two times during the four hours allotted for the multiple-choice examination (outlined below).
- Large coats or other heavy outer garments.

The site supervisor reserves the right to prohibit other devices or items from the examination facility that may either disturb other candidates or give a candidate an unfair advantage on the examination.
**Breaks**

Candidates may take breaks during the multiple-choice portion of the examination. Breaks are considered part of the examination time; that is, if the candidate takes a 10-minute break, the time is not added back to the time allowed for the examination.

A candidate should consider his/her own health and nutritional needs in preparing for the day. Snacks and beverages, while not permitted in the testing room, may be stored at the facility (per site supervisor’s approval) for access during breaks. Some exam sites may also have vending machines available on site.

Breaks are not allowed during the 90-minute writing portion of the examination. Exceptions to this policy will be made in cases of emergency, at the discretion of the testing center supervisor.

**Withdrawal from the Exam**

If for any reason after the start of the examination, a candidate wishes to withdraw, the candidate must inform the identified on-site supervisor. Understand that withdrawal will result in the exam not being scored. Any later requests for the examination to be scored will not be honored. Fees will not be refunded.

**Disruptive Behavior or Cheating**

Disruptive behavior is cause for dismissal from the examination facility. No refunds will be given to candidates expelled for disruptive behavior. Candidates are expected to conduct themselves in an ethical and professional manner and to avoid hampering the ability of fellow candidates to perform independently on the examination.

GPCI/Kryterion will investigate incidents of reported cheating. If a candidate is found to have cheated, the candidate may be barred from taking any GPCI examination for a period of time.

**P. EXAMINATION SECURITY AND CONFIDENTIALITY**

GPCI enforces examination security and confidentiality. The integrity of the examination itself depends on explicit inclusion of and adherence to these policies within all examination events.

**Ethical Behavior**

Soliciting information about examination questions from candidates who have taken the examination is deemed unethical for several reasons:

- Candidates are expected to pass the examination based on their own merit and without assistance from others who have taken the exam. Prior information about the questions damages examination validity.
- The GPC title says that the individual is trustworthy and competent.
By soliciting exam information from previous exam candidates who have accepted the security agreements, an individual is encouraging candidates to commit prohibited acts and is jeopardizing their standing in the grants profession. Candidates should not solicit even general information about exam questions or the writing prompt.

GPCI understands that some candidates may wish to prepare for the exam using available study guides. The following link provides resources for preparation: http://www.grantcredential.org/the-exam/certification-preparation/. Use of such preparation resources is not prohibited.

**Nondisclosure Agreement**

Prior to the examination, the candidate must certify an affidavit by checking the box “I Agree to the Terms and Conditions listed above” on the computer, attesting that all representations submitted in the application process are truthful and that he/she adheres to the Grant Professionals Association’s Code of Ethics. This includes but is not limited to the information included in the online registration and eligibility packet. Further, the candidate must affirm his/her understanding that ongoing professional development is necessary to maintain the GPC. (Detailed information on the requirements to maintain the GPC is found on the GPCI website under the Certification Maintenance Program menu.)

The affidavit will be provided on the computer of the testing site. It will look similar to this:

> It is very important that you read, understand, and agree to the contents of this Non-Disclosure Affidavit. If you do not check the “I Agree to the Terms and Conditions listed above” box, you will not be permitted to take this examination. Your fees will not be refunded. There will be no exceptions to this policy.

> I depose and say that I am the person referred to in my registration documentation and application to sit for the GPCI Examination for grant professionals. I further depose and say that the statements within the application documents are true and correct in every respect; and that I consent to the release of confidential information to the GPCI Board or its designee for verification of my identifying information. I hereby authorize the GPCI Board or its designee to use said information as needed for the evaluation and disposition of my application and examination. I attest that I have read and understand the GPCI eligibly requirements as specified by the GPCI Board and posted on its website. I will immediately notify the GPCI Board if at any time after signing this affidavit if I no longer meet the eligibility requirements.

> I further agree that I will not retain examination material (to include memorization of specific test items), nor will I copy or reproduce in writing or electronic form any examination questions or answers to be taken from the examination room. I will not disclose (in whole or in part) any examination questions or answers to anyone during or after the examination, whether orally, in writing, electronically, via Internet
“blogs” or chat rooms, or through any other manner or means. This includes but is not limited to casual descriptions of the writing prompt format, specific scenarios within the multiple choice or writing sections, and any other such information that would provide an advantage to one examinee over another examinee who did not have that information.

I understand that all documents or test items contain confidential information, that they are and shall remain the exclusive property of the Grant Professionals Certification Institute and/or the contracting agency, and are protected by U.S. copyright laws. Any unauthorized disclosure of the examination contents could result in civil liability, criminal penalties, cancellation of test scores, exclusion from future GPCI examinations, and/or in the rescission of an applicant’s awarded credential.

☐ I Agree to the Terms and Conditions listed above.

Security Violations

It is unethical to recall (memorize) and share questions that are in the examination. As part of examination day check-in procedures, candidates are required to sign the Nondisclosure Affidavit attesting to their intent to keep the contents of the examination confidential. Consequently, candidates may not solicit questions or discuss items with other GPC candidates or individuals who hold the GPC credential. Recalling questions from the multiple choice and writing examinations and sharing them with anyone else violates the confidentiality agreement and federal copyright laws.

Violation of the confidentiality agreement can result in suspension or revocation of certification from those who have earned it or suspension or denial of eligibility for future examinations.

Q. THE EXAMINATION

Examination Format

The GPC examination measures a candidate’s competency and skill pertaining to the grants profession. Those competencies and skills and the weight each should receive on the test were determined through a rigorous process that involved the participation of dozens of professionals nationwide, assisted by credentialing experts. Competencies and skills (found here: http://www.grantcredential.org/the-exam/competencies-tested/) are reviewed by the GPCI Board of Directors frequently and by panels of Subject Matter Experts during each scoring review panel.

Both components of the GPC Exam – the Multiple Choice Exam and the Writing Exam – must be successfully completed to receive the GPCI credential (GPC). Both portions of the exam are completed on a computer within an approved testing facility. The examination format is set up identically for each candidate.
Writing Section

The purpose of the writing assignment is to assess the candidate’s ability to respond appropriately in writing to a grant-related prompt. Candidates are provided 90 minutes to complete the writing portion of the GPC examination.

The prompt will be provided and responded to electronically; candidates will have access to a practice window prior to the exam itself to assuage any concerns about the writing format.

The candidate’s writing sample is evaluated according to six analytic rubrics that indicate skills important in grant development and are weighted as indicated within a composite writing score:

- Make a Persuasive Argument (34%)
- Organize Ideas Appropriately (22%)
- Convey Ideas Clearly (18%)
- Use Information Provided (12%)
- Use Conventional Standard English (10%)
- Follow Formatting Requirements (4%)

The GPC Writing Exam will be presented via a split screen. Examinees will see the specific exam instructions as well as the prompt or scenario as they create a written response. An example of an exam scenario is presented later in this manual. Candidates will not write an entire proposal. Rather, the response will generally reflect no more than a two-page section of text.

Multiple Choice Section

The 150-160 items within the GPC Multiple Choice Exam also are weighted to reflect the overall competencies and skills of each candidate within the profession.

The competencies and skills tested and the weight each receives on the examination also were determined through a rigorous process that involved the participation of numerous professionals and the assistance of credentialing experts.

The Multiple Choice Exam is also presented through an electronic format. Each exam item is presented in terms of a question or scenario with four possible responses. The exam tests for knowledge of the following; the weight given to each competency also is noted.

- Knowledge of how to craft, construct and submit an effective grant application (25%)
- Knowledge of strategies for effective program and project design and development (20%)
- Knowledge of how to research, identify and match funding resources to meet specific needs (15%)
- Knowledge of organizational development as it pertains to grant seeking (10%)
• Knowledge of nationally recognized standards of ethical practice by grant developers (10%)
• Knowledge of post-award grant management practices sufficient to inform effective grant design and development (8%)
• Knowledge of methods and strategies that cultivate and maintain relationships between fund-seeking and recipient organizations and funders (8%)
• Knowledge of practices and services that raise the level of professionalism of grant developers (4%)

A detailed list of the GPC Competencies and Skills are posted on the GPCI website.

**Sample Items**

The following items represent both the form and content of questions in the examination. These sample items cannot cover all of the competencies and skills that are tested, and they can only approximate the degree of difficulty of actual examination questions. However, these items provide the general format of the multiple choice questions and the writing exercise.

An answer key for the multiple choice items and samples of acceptable writing responses follow each section of sample items.

**Sample Multiple-Choice Items**

1. The Government Performance and Results Act of 1993 mandates that

   A. federal agencies must report progress to Congress on measurable outcomes.
   B. federal grant recipients must provide federal agencies with qualitative evaluation data.
   C. federal agencies must provide the appropriate congressional committees with quarterly reports on grants.
   D. federal grant recipients must return grant funds if they do not achieve their objectives.

2. A local nonprofit receives a one-year, $50,000 foundation grant to provide job training and placement for 100 at-risk youth. The foundation requires a report at the project’s close. As the project nears the six-month point, only 25 youth have been trained and placed. The project director tells the grant developer that serving 100 youth is not feasible because the job-placement officer resigned suddenly, and other staff had to be transitioned into job placement. The grant developer should advise that the next step is to

   A. continue the project and in the closing report detail the successes of the youth who were trained and helped to obtain job placements.
   B. continue the project and contact the program officer to explain and submit revision and correction plans.
C. continue the project and in the closing report detail the reasons for the shortfall in placements.
D. place the project on hiatus, notify the program officer, and make a written offer to return the remainder of the funding.

3. A federal grant of a sub-grant recipient is generally required to gain the funding agency’s prior approval for changes to the approved project or budget. The exception is changes to

A. key personnel when such persons were identified in the approved project application.
B. the scope or objectives of the project when a budget revision is required to implement such changes.
C. the scope or objectives of the project when there is no associated budget revision.
D. cost categories which represent less than ten percent of the current total approved budget.

4. Continuation funding for a mathematics skills grant depends on meeting project objectives. The main objective was for students to increase skills by 50%. However, increase is actually only 20%. For reporting purposes, project staff should

A. administer a skills retest prior to the report date.
B. include just the scores of the top students.
C. report the data as collected.
D. omit this data from the final report.

5. A grant developer has contracted with a private nonprofit organization to develop a federal proposal for $500,000 annually for five years. This is the largest, most complex grant ever received by the organization, and the requirements are intimidating to the staff. Which two are the most appropriate strategies for the developer to help the staff?

1. Provide a list of electronic resources that staff members can review and reference as they address various grant requirements.
2. Conduct a workshop with staff members to provide an overview of the programmatic requirements.
3. Develop a matrix of applicable requirements with individual management strategies or action steps.
4. Meet with staff to determine whether an award so large would justify hiring a full-time management specialist.

A. 1 and 2
B. 1 and 3
C. 2 and 3
D. 3 and 4
6. For an effective grant application, the LEAST appropriate strategy for finalizing the budget would be to

   A. list each item to be purchased and increase the cost of each by a small percentage to allow for budget negotiations
   B. compare the budget to a project previously funded in order to include the same items and amounts
   C. compare each activity and goal listed in the narrative to the budget to ensure that they match
   D. list the items on the budget forms in the same order as they appear in the narrative to ensure they match

7. The most advantageous reason for a grant consultant to attend continuing education seminars is to

   A. obtain professional advice from colleagues on contract negotiation techniques.
   B. stay current with practices in grant award processes.
   C. refresh skill sets on meeting and negotiation logistics.
   D. obtain technical assistance from colleagues on tax laws pertaining to grants.

8. A grant consultant is working with three small nonprofits that provide a variety of services to the area’s homeless population. Each nonprofit wishes to apply for funds through a local community foundation. The consultant has successfully approached this foundation previously. The consultant wants to ensure that the nonprofits are eligible and that their missions align with the foundation. The consultant should do all of the following EXCEPT

   A. ask each nonprofit to contact the foundation for specific clarification of its proposed project’s eligibility.
   B. meet with the foundation’s program director for clarification of the requirements, including eligibility.
   C. attend the foundation’s technical assistance session on program requirements.
   D. call the program director following the technical assistance session to express thanks for the support.
Answer Key for Sample Items

1. A
2. B
3. D
4. C
5. C
6. D
7. B
8. A
Scoring Rubric for the Writing Section

The purpose of the writing assignment is to assess the candidate’s ability to respond appropriately in writing to information related to grants.

Each candidate provides a writing sample by responding to a specific prompt. The prompt will be completed on the computer/laptop provided by GPCI/Kryterion through the host site. The examination will be set up identically for each candidate; a practice window for the exam is provided to candidates who have selected a date/time for their exam through Kryterion and may be found on their website.

The candidate’s writing sample is evaluated according to six analytic rubrics that indicate skills important in grant development:

- Make a Persuasive Argument
- Organize Ideas Appropriately
- Convey Ideas Clearly
- Use Information Provided
- Use Conventional Standard English
- Follow Formatting Requirements

The scores produced by this evaluation are combined to produce a composite score, computed by weighting the analytic scores as follows:

<table>
<thead>
<tr>
<th>Percent of Composite</th>
<th>Analytic Score Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>34</td>
<td>Make a Persuasive Argument</td>
</tr>
<tr>
<td>22</td>
<td>Organize Ideas Appropriately</td>
</tr>
<tr>
<td>18</td>
<td>Convey Ideas Clearly</td>
</tr>
<tr>
<td>12</td>
<td>Use Information Provided</td>
</tr>
<tr>
<td>10</td>
<td>Grammar and Mechanics</td>
</tr>
<tr>
<td>4</td>
<td>Follow Formatting Requirements</td>
</tr>
</tbody>
</table>

Writing samples that do not meet certain criteria cannot be scored. A zero (0) overall score is given to samples that fall into the following categories:

- No response or a paraphrase of the prompt or portions of the prompt
- Response that is illegible or incomprehensible
- Response about a topic different from that presented in the prompt
- Response in a language other than English

The score range for each of the first five analytic categories is from 4 (highest) to 1 (lowest). The score on the last category will be either 4 (high) or 0 (low). The following pages present the scoring rubrics used to assign the analytic scores. This rubric is subject to minor modifications after scoring of the exam has begun.
<table>
<thead>
<tr>
<th>Score</th>
<th>Make a Persuasive Argument – 34%</th>
</tr>
</thead>
</table>
| 4     | Clearly relates to the focus given in the prompt  
|       | Compelling and/or urgent to the reader  
|       | Phrasing is concise and highly specific  
|       | States the case wholly from the target population’s point of view  
|       | Case is clearly credible and accurate  
|       | Case specifically illustrates impact of program |
| 3     | Generally relates to the focus given in the prompt  
|       | Somewhat convincing to the reader  
|       | Phrasing is relatively concise and specific  
|       | States the case in a mix of benefit to the grantee and the target population  
|       | Case is somewhat credible and accurate  
|       | Case generally illustrates impact of program |
| 2     | Vaguely relates to the focus given in the prompt  
|       | Interesting but not compelling or convincing to the reader  
|       | Phrasing is loose and general or vague  
|       | States the case mostly from the grantee’s point of view  
|       | Credibility and accuracy of case are questionable and/or uneven  
|       | Case vaguely illustrates impact of program |
| 1     | Relationship to the focus given in the prompt is not established  
|       | Does not arouse reader interest  
|       | Phrasing is lax and/or ambiguous  
|       | Case for target population benefit not included  
|       | Case is lacking in credibility and accuracy  
|       | Case does not illustrate impact of program |

<table>
<thead>
<tr>
<th>Score</th>
<th>Organize Ideas Appropriately – 22%</th>
</tr>
</thead>
</table>
| 4     | Transitions within and between paragraphs particularly cohesive  
|       | Particularly clear, logical organization of ideas and information  
|       | Successful illumination of interrelationships among elements given in the prompt  
|       | Problem(s) within the prompt clearly placed in an appropriate larger context |
| 3     | Transitions within and between paragraphs generally smooth  
|       | Relatively clear, logical organization of ideas and information  
|       | Clearly attempts to illuminate interrelationships elements provided in the prompt  
|       | Problem(s) within the prompt generally placed in a somewhat appropriate larger context |
| 2     | Lacking in cohesion within and/or between paragraphs  
|       | Discernible but unsuitable organization of ideas and information; may contain occasional lapses in logic  
|       | Poor description of interrelationships among elements provided in the prompt  
|       | Problem(s) within the prompt poorly placed in an inappropriate larger context |
| 1     | Transitions lacking in cohesion and/or confusing to the reader  
|       | Organization of ideas and information not discernible and/or illogical  
|       | No interrelationships expressed among elements provided in the prompt  
|       | Problem(s) within the prompt not contextualized |
### Use Information Provided – 12%

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Effectively uses the information provided in the prompt</td>
</tr>
<tr>
<td>3</td>
<td>Generally uses the information provided in the prompt</td>
</tr>
<tr>
<td>2</td>
<td>Vaguely uses the information provided in the prompt</td>
</tr>
<tr>
<td>1</td>
<td>Uses the information provided in the prompt ineffectively or does not use it at all</td>
</tr>
</tbody>
</table>

### Grammar and Mechanics – 10%

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Demonstrates appropriate use of correct spelling, punctuation, capitalization, and grammar Errors are minor and do not affect readability</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates adequate use of correct spelling, punctuation, capitalization, and grammar Errors may be more noticeable but do not significantly affect readability</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates minimal use of correct spelling, punctuation, capitalization, and grammar Errors may be distracting and interfere with readability</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates very limited use of correct spelling, punctuation, capitalization, and grammar Errors are numerous and severely impede readability</td>
</tr>
<tr>
<td>Score</td>
<td><strong>Follow Formatting Requirements – 4%</strong></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Utilizes appropriate means to draw attention to critical text, including spacing, capital letters, specialized characters, etc., and limits the narrative’s length as noted within the writing prompt.</td>
</tr>
<tr>
<td>4</td>
<td>Follows all formatting requirements correctly</td>
</tr>
<tr>
<td>0</td>
<td>Fails to follow all formatting requirements correctly</td>
</tr>
</tbody>
</table>
**Sample Writing Prompt**

<table>
<thead>
<tr>
<th><strong>Focus</strong></th>
<th>Youth at risk</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agency Name</strong></td>
<td>Youth Services Organization</td>
</tr>
<tr>
<td><strong>Current Application</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Goal(s)</strong></td>
<td>Improve academic performance, especially in reading and mathematics</td>
</tr>
<tr>
<td><strong>Funder Type</strong></td>
<td>Family foundation</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>$75,000</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>3 years</td>
</tr>
<tr>
<td><strong>Type of program</strong></td>
<td>After-school tutoring</td>
</tr>
<tr>
<td><strong>Collaboration(s)</strong></td>
<td>Donor groups for in-kind materials</td>
</tr>
<tr>
<td><strong>Funder History</strong></td>
<td>Programs for student success</td>
</tr>
<tr>
<td><strong>Agency Capacity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Annual budget</strong></td>
<td>$1.2 million</td>
</tr>
<tr>
<td><strong>Future funding</strong></td>
<td>Ongoing development plan</td>
</tr>
<tr>
<td><strong>Types of funding</strong></td>
<td>Direct donations, program sponsorships, fee-for-service, and grants</td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
<td>12 long-term, providing services schools cannot provide alone</td>
</tr>
<tr>
<td><strong>Agency Staffing Capacity</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Full-time</strong></td>
<td>6 for fiscal and agency management and program guidance</td>
</tr>
<tr>
<td><strong>Part-time</strong></td>
<td>12+ field-based consultants who guide student-based programming</td>
</tr>
<tr>
<td></td>
<td>12+ field-based employed for summer programming</td>
</tr>
<tr>
<td><strong>Volunteer</strong></td>
<td>Established group of professionals, educators, and community leaders, managed by full-time staff</td>
</tr>
<tr>
<td><strong>Target Population</strong></td>
<td>450 middle school students</td>
</tr>
<tr>
<td><strong>Demographics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Type of location</strong></td>
<td>Suburban</td>
</tr>
<tr>
<td><strong>Service location</strong></td>
<td>3 middle schools</td>
</tr>
<tr>
<td><strong>Socioeconomic status</strong></td>
<td>Highest poverty rates among the community’s schools</td>
</tr>
<tr>
<td><strong>Target area education</strong></td>
<td>Feeder high school dropout rate of ±10%</td>
</tr>
<tr>
<td></td>
<td>7.5% of adults with 4-year college degrees</td>
</tr>
<tr>
<td><strong>Other factor(s)</strong></td>
<td>Recent increase in community vandalism rates</td>
</tr>
<tr>
<td><strong>Current Agency Program(s)</strong></td>
<td>Youth mentoring program</td>
</tr>
<tr>
<td></td>
<td>Youth safety program</td>
</tr>
</tbody>
</table>
## Agency History

<table>
<thead>
<tr>
<th>Middle School</th>
<th>No. students</th>
<th>% in poverty</th>
<th>Below proficiency, math</th>
<th>Below proficiency, reading</th>
<th>Below proficiency, practical living</th>
<th>Below proficiency, science</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School #1</td>
<td>315</td>
<td>57%</td>
<td>62%</td>
<td>41%</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>2 School #2</td>
<td>288</td>
<td>63%</td>
<td>58%</td>
<td>49%</td>
<td>35%</td>
<td>52%</td>
</tr>
<tr>
<td>3 School #3</td>
<td>247</td>
<td>42%</td>
<td>53%</td>
<td>36%</td>
<td>42%</td>
<td>48%</td>
</tr>
<tr>
<td>4 State</td>
<td>745,000</td>
<td>33%</td>
<td>35%</td>
<td>28%</td>
<td>31%</td>
<td>44%</td>
</tr>
<tr>
<td>5 Neighboring</td>
<td>6,600</td>
<td>15%</td>
<td>28%</td>
<td>14%</td>
<td>22%</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School #1</td>
<td>35</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td>2 School #2</td>
<td>43</td>
<td>55</td>
<td>72</td>
</tr>
<tr>
<td>3 School #3</td>
<td>22</td>
<td>35</td>
<td>49</td>
</tr>
<tr>
<td>4 State average</td>
<td>24</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>5 Neighboring</td>
<td>15</td>
<td>18</td>
<td>17</td>
</tr>
</tbody>
</table>

Based on the information given, write a needs statement. Limit your response to the specific criteria noted in the overall writing instructions.
KIDS TAKING CHARGE

Last year, Youth Services Organization (YSO), a community-based organization with a 35-year history of services to youth identified as “high risk,” saw its community’s crime rate increase. Crime in Hopeville has always been above the national average, but last year’s sharp increase in youth-driven vandalism has caused YSO to create new after-school programming to address and reverse this trend in adolescent crime.

Numerous studies have noted the strong correlation between low academic achievement levels, poverty, and crime. The demographics of Hopeville align with this belief. The poverty rate in Hopeville School District #1 (HSD-1) is among the highest in the city and well above the state mean. While the state average of families living in poverty is 33%, 54% of families enrolled in HSD-1 middle schools live under this hardship. Further exacerbating this disparity in living condition is the neighboring school district, where the poverty level remains at 15%.

Data obtained from HSD-1’s three middle schools portray a student body that is academically disengaged, alienated from the more prosperous neighboring community and academically achieving far below the state average. Test scores of HSD-1 middle school students reveal that 58% of students score below proficiency in math, 54% score below proficiency in reading, and 51% in science. State averages are 33%, 35%, and 44% respectively. Moreover, there appears to be a correlation between these students’ low academic scores and their parents’ own post-secondary achievement. In Hopeville, only 7.5% of the community’s adults have completed a four-year degree.

The notion of student disengagement is evidenced by the escalating above average number of disciplinary actions undertaken at the three schools. While the state average for the number of disciplinary actions (per school) averaged 26 over the past three years and the neighboring community averaged 16, HSD-1 reported a per school average of 33 incidents in 2010, 45 incidents in 2011, and 59 incidents in 2012.

The description above paints a dismal portrait; however, there are strengths in the community not demonstrated through these statistics. It is known that the greatest likelihood for success occurs when all stakeholders come together to address a concern. To this end, YSO has engaged all facets of the community to develop and implement an after-school reading and math tutoring program entitled Kids Taking Charge. Over a three-year period and a budget request of $75,000, the project will serve 450 middle school students matriculating in HSD-1. Additional funding will be provided through donations, sponsorships, grants, and fees.

Kids Taking Charge will be housed at the local Community Center. The Chamber of Commerce business community has pledged to furnish all materials for the program. The program will be developed by a task force of teachers, students at risk and their parents, and the local university. Kids Taking Charge will be directed by the YSO Director of After School Programming, staffed by university students, and supplemented with high school students once considered “at-risk.” The university has also expressed its interest in serving as evaluators for the program, stating they are “eager to assist YSO in any way possible.” Lastly, Kids Taking Charge will join YSO’s existing youth mentoring and safety programs and share their resources.

The data defining HSD-1 illustrates a “community at risk.” With its long history of service
provision, a belief in student-based programming, strong partnerships within the community, and the support of the Family Foundation, YSO is confident that Kids Taking Charge will positively impact the academic scores of students in Hopeville School District #1, and ultimately the course of their future and the community as a whole.

Sample Writing Response – Acceptable

Schools within our Youth Services Organization (YSO) target area are poor economically and academically. In our three middle schools, 45.5 percent of students live in poverty (range of 42 to 63 percent). That compares to 33 percent of students statewide and just 15 percent of students within our eight neighboring schools.

Similarly, the 6,600 students in those nearby middle schools outperform our students BY NEARLY DOUBLE in Math, Reading, Practical Living, and Science (2006 Kentucky Performance Report, 7th and 8th grades). Students in our three middle schools fall below the state mandated level of Proficiency at an aggregate rate of 58 percent in Math (53-62 percent by school); 42.3 percent in Reading (36-49 percent); 41.5 percent in Practical Living (35-47 percent); and 51.2 percent in Science (48-53 percent). To be clear, these percentages show the total number of students who FAIL TO MEET required levels on the annual state assessment – and our students fail at a rate that is 50 percent greater than the state average. Their failure rate is double that of students in more affluent schools.

It remains unclear whether these unacceptable norms are the cause or the effect for other indicators of need. For example, only 7.5 percent of adults within our target area have received a four-year college degree; the national rate approaches 50 percent. In addition, feeder high school dropout rates consistently average 10 percent or more annually; and, in Kentucky, where the dropout rate does not account for students removed to "home schools" by their parents (farm labor, other), that rate is likely much higher.

It is also unclear whether the recent increase in suburban vandalism within our targeted region is somehow related to the increases in student disciplinary actions among our specific students. While rates in our state and neighboring schools have seen a slight decrease – averaging just 27 and 17 actions per year in 2012 – our three schools have increased by more than 75 percent in the past three years. In 2010, an average of 33 actions was reported within each school; however in 2011 and 2012, the numbers had increased to 45 and 59 actions for the respective year. Again, state and neighboring school averages have decreased and are on average half of the rates within our three targeted schools.

For more than 35 years, the YSO has been tracking and addressing these issues within the region. Through more than a dozen long-term partnerships, we have leveraged resources from private donors and public/private grant funds to provide schools with services they cannot support on their own, including mentoring projects, teacher/volunteer training, summer programming, after-school tutoring, and more. Our staff of six full-time employees and 12 field-based consultants provides direct services to the neediest schools throughout the region as based on academic, poverty, and other data (pages 1-2). With school and partner support, we then design specific initiatives to impact most effectively the lives of these at-risk youth.

Through the YSO After-School Tutoring Tomorrow program (AT&T), we will work with our established volunteer base of professionals, educators, and community leaders to serve up to
450 middle school students who are at risk of academic and social failure. Students from our three target schools will be selected based on principal, teacher, and parent input; existing learning plans; current academic success; and other non-academic data, including absenteeism, tardiness, disciplinary actions, and more. In Year 1, the initiative will address student academic performance in Reading and Math, as outlined in No Child Left Behind; in Years 2 and 3, the focus also will include Science and Practical Living. Each and every student will work with project staff and volunteers to meet our overarching goal – improved academic performance.

Sample Writing Response – Acceptable

Jerry is a precocious 13-year-old – a joy to his grandmother, but a handful. She wonders daily whether his father’s criminal tendencies will emerge in the B+ student. Already, she has noticed his fondness for violent video games, and more than once this semester, she has received a note from the school concerning Jerry’s behavior. She is unclear where to turn.

Jerry is, of course, representative of any one of many of the students attending our three targeted middle schools. These students come from homes in poverty and more often than not are failing academically. Each day, their families send them to school, hoping these children will learn. However, they are not learning. When compared to students statewide and those in nearby schools, these students are failing to meet Proficiency at a much greater rate, as seen here:

PERCENTAGE OF STUDENTS BELOW PROFICIENCY
YSO: 58% Math; 42% Reading; 51% Science
STATE: 35% Math; 28% Reading; 44% Science
NEARBY: 28% Math; 22% Reading; 25% Science

But it’s not just the kids. In our targeted suburban area, only a handful of adults have received a four-year college degree (7.5 percent); the national rate approaches 30 percent. In addition, feeder high school dropout rates consistently average 10 percent or more annually; and, in Kentucky, where the dropout rate does not account for students removed to “home schools” by their parents (farm labor, other), that rate is likely much higher.

And the community’s problems aren’t just about school or education. There has been an increase in suburban vandalism within our targeted region. Could it be related to a documented increase in student disciplinary actions among our specific students? Quite likely! Data show that rates in our neighboring schools as well as those statewide are holding steady and actually show a slight decrease over the past year. However, our three target schools have seen dramatically higher numbers of disciplinary actions over the past three years.

For more than 35 years, the YSO has been serving the Jerrys and Janelles of the region, tracking and addressing these and other issues within the region. We provide guidance and resources to teachers and hope to frustrated parents. It is our mission to ENSURE SOLUTIONS within each of our service areas.

We provide these services through more than a dozen long-term partnerships. We leverage resources from private donors and public/private grant funds to provide schools with services they cannot support on their own, including mentoring projects, teacher/volunteer training,
summer programming, after school tutoring, and more. Our staff of six full-time employees and 12 field-based consultants provides direct services to the neediest schools throughout the region as based on academic, poverty, and other data (above). With school and partner support, we then design specific initiatives to most effectively impact the lives of these at risk youth.

Through the YSO After-School Tutoring Tomorrow program (AT&T), we will work with our established volunteer base of professionals, educators, and community leaders to serve up to 450 middle school students who are at risk of academic and social failure. Students from our three target schools will be selected based on principal, teacher, and parent input; existing learning plans; current academic success; and other non-academic data, including absenteeism, tardiness, disciplinary actions, and more. In Year 1, the initiative will address student academic performance in Reading and Math, in Years 2 and 3, the focus also will include Science and Practical Living. Each student will work with staff and volunteers to meet our overarching goal – improved academic performance.

Sample Writing Response – Unacceptable

NEED FOR YOUTH SERVICES ORGANIZATION AFTER SCHOOL TUTORING PROGRAM

The youth and schools that Youth Services Organization serves have no after-school tutoring programs, so this is a critical need for our community to help the children read and do math better, otherwise they won’t get good jobs when they grow up. Reading and mathematics are key indicators of academic performance as any teacher or principle will tell you, and students who don’t learn at grade level need after school programs, besides it keeps them off the streets and out of trouble as shown by a recent increase in vandalism.

In our community the three middle schools Youth Services Organization provides services to are the highest poverty levels in the community. They have a 10% drop out rate after they get into high school. So they don’t finish school then they can’t go to college or get good jobs. The overy rates are 57%, 63% and 42% compared to the state average of 33% and the greater communities of only 15% in neighboring schools. Disciplinary actions are constantly increasing every year, at much higher rates than the state average or neighboring schools average. In 2010 there were 35, 43 and 22, compared to 24 and 15. In 2011 there were 44, 55 and 35, compared to 28 and 18. In 2012 there were 56, 72 and 49, compared to 27 and 17. These are undoubtably tied to the recent increase in community vandalism rates. Students are also below proficiency in math, reading, practical living and science, which are all critical to there success in life and graduating. The numbers are distressing: School #1’s below proficiency rates are 62%, 41%, 47% and 53%, compared to only 28% at state and 14% at neighboring schools. Schools # 2 & 3 are worse in some areas and better in others but always worse than the state and neighboring comparisons.

Youth Services Organization provides many excellent programs for at risk children and teenagers, including a youth mentoring program and youth safety program and other services schools cannot provide alone, which are done through 12 long-term partnerships, but no after-school tutoring. But with an annual budget that is stretched to the max, the $75,000 over three years would help a lot. This would fill a great need and round out our program offerings to the
students and schools, which would be a great improvement. Youth Services Organization has really wanted to have an after-school tutoring program for a long time but for numerous reasons its never been possible, and this grant would make it happen for three years, after which we would find new funding through our ongoing development program.

The students and their families at these schools are very poor and at risk. They struggle to get by and many are single mothers working more than one job and trying to make ends meet so they don’t even have enough time to help with homework. The kids may get free lunches but maybe not breakfast or dinner, or else not enough. When they come home there is nobody there so they hang out on the streets where vandalism is on the increase because of this -- even sometimes after dark. Two of the schools have over half of their students in poverty and the other one almost half, or over 40%. This is measured by eligibility for free and reduced lunch but also clearly by the census numbers for the neighborhoods. They are at very high risk but an after-school tutoring program would be one thing that would help set them on the right path.

Thank you for your help, this is a very great need in our community
R. GPC EXAM SCHOLARSHIP OPPORTUNITY

Thanks to donations from individuals, the Grant Professionals Certification Institute (GPCI), and the Grant Professionals Foundation, scholarship funding is available for individuals interested in taking the GPC Exam.

The latest scholarship information can be found on the GPCI website: http://www.grantcredential.org/the-exam/2013-gpc-scholarship/

And on the Grant Professionals Foundation website: http://www.grantprofessionalsfoundation.org/gpc-scholarships/

If awarded a scholarship, it will be in the form of a credit directly to GPCI for all or a portion of the GPC exam cost. Each applicant is responsible for covering any additional expenses, including transportation to the exam site.

Scholarship applicants are responsible for registering for the exam in addition to completing the scholarship application.
APPENDIX 1
Sample Letters* of Exam Result Notification

*Please note that the scores in these letters are fictitious.
Any similarity to an actual candidate’s scores or exam dates is coincidental.
Date: March 12, 2014

Name:
Address:  ,

<table>
<thead>
<tr>
<th>Grant Professionals Certification Institute (GPCI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1333 Meadowlark Lane, Suite 105</td>
</tr>
<tr>
<td>Kansas City, KS 66102</td>
</tr>
</tbody>
</table>

CERTIFICATION OF THE COMPLETION OF THE
GRANT PROFESSIONAL CERTIFICATION (GPC)

**ID #:** Issued:  Date:

The person named herein has successfully completed the Grant Professional Certification and has met the requirement of Grant Professionals Certification Institute.

Congratulations! You have obtained the Grant Professional Certification and completed the requirements to work as a GPC practitioner.

The Grant Professional Certification (GPC) is designed to identify individuals with broad-based knowledge and real-world experience in the field of grantsmanship. The GPC will provide widely recognized affirmation of the GPC practitioner as a person of integrity whose broad interest is in building social capital, and helping guide less knowledgeable stakeholders to become truly professional and altruistic practitioners.

This embossed letter is your official notification of certification. Should you need to provide proof of certification, only this embossed letter will be accepted. Copies of this embossed letter or the certificate enclosed will not be considered proof of certification. Should you need another letter, please send your request in writing to the address above. Please include your full name, GPC ID number, and approximate date of testing.

Enclosed is a framed certificate should you wish to display acknowledgement of your achievement. You are encouraged to use the initials "GPC" after your name, for example, Lisa Smith, GPC. Once again, congratulations on this wonderful accomplishment.

Sincerely,

Amanda Day
President
Grant Professionals Certification Institute
February 3, 2014

NAME
ORGANIZATION
ADDRESS
CITY, STATE ZIP CODE

Dear MR./MS. LAST NAME:

You did not achieve a passing score on the Grant Professional Certification Writing Exam. You did pass the Multiple Choice portion of the GPC.

Your interest in professional certification shows you are conscientious, enterprising, and care about maintaining high standards in our profession. The Grant Professionals Certification Institute (GPCI) is dedicated to strengthening the nonprofit world by promoting competency and ethical practices within the field of grantsmanship. We have followed accepted practices to define the standards of knowledge and skills for generalists in our field, and developed qualifications for those upon whom GPCI confers the title of GPC.

We hope you will continue your quest of these skills and encourage you to retest the writing portion of the exam when you are ready.

If you wish to retake the test, you only need to call the Grant Professionals Association’s national office at 913.788.3000 and ask to speak to Barb Boggs. She will assist you in the payment process for the essay portion of the exam. In accordance with GPCI’s testing policies, you have six months from the date of this letter to retake the essay portion of the exam. This means you may retake the exam without submitting a new eligibility package. The cost of this retesting is $270 for GPA members and $370 for non-members (fee schedules are subject to revision). After your six months extension has expired, you must reapply as a new exam taker. When submitting new applications, candidates must satisfy the current eligibility and fee requirements. Your Multiple Choice Exam scores will remain valid during your six month extension but will be lost when that time has elapsed and you will be required to retake the entire exam at that time.

Please email me at exam@grantcredential.org with any questions.

Sincerely,

Amanda Day, GPC
President of the Board
Grants Professional Certification Institute
February 3, 2014

NAME
ORGANIZATION
STREET ADDRESS
CITY, STATE ZIP CODE

Dear MR./MS. LAST NAME:

You did not achieve a passing score on the retake of the Multiple Choice portion of the Grant Professional Certification exam.

Your interest in professional certification shows you are conscientious, enterprising, and care about maintaining high standards in our profession. The Grant Professionals Certification Institute (GPCI) is dedicated to strengthening the nonprofit world by promoting competency and ethical practices within the field of grantsmanship. We have followed accepted practices to define the standards of knowledge and skills for generalists in our field, and developed qualifications for those upon whom GPCI confers the title of GPC.

Starting in 2014, GPCI is offering an exam results breakdown for those who did not pass the multiple choice cut score, in the hopes that additional information will allow test takers to concentrate their area(s) of study before an additional retake.

The breakdown of your multiple choice exam can be found below:

<table>
<thead>
<tr>
<th>Competency</th>
<th># of Test Items</th>
<th># Correct</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23</td>
<td>12</td>
<td>52.17%</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>10</td>
<td>66.67%</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>15</td>
<td>50.00%</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>22</td>
<td>59.46%</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>7</td>
<td>58.33%</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>7</td>
<td>46.67%</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>4</td>
<td>66.67%</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>12</td>
<td>100.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td>89</td>
<td>59.33%</td>
</tr>
</tbody>
</table>

Total Items = 150
Total Missed = 89
Total Correct = 61
If you wish to retake the test, you only need to call the Grant Professionals Association’s national office at 913.788.3000 and ask to speak to Barb Boggs. She will assist you in the payment process for the multiple choice section of the exam. In accordance with GPCI’s testing policies, you have six months from the date of this letter to retake the multiple choice portion of the exam. This means you may retake the exam without submitting a new eligibility package. The cost of this retesting is $270 for GPA members and $370 for non-members (fee schedules are subject to revision). After your six months extension has expired, you must reapply as a new exam taker. When submitting new applications, candidates must satisfy the current eligibility and fee requirements. Your Writing Exam scores will remain valid during your six month extension but will be lost when that time has elapsed and you will be required to retake the entire exam at that time.

Please email me at exam@grantcredential.org with any questions.

Sincerely,

Amanda Day, GPC
President of the Board
Grants Professional Certification Institute
February 3, 2014

NAME
ORGANIZATION
STREET ADDRESS
CITY, STATE ZIP CODE

Dear MR./MS. LAST NAME:

You did not achieve a passing score on the Grant Professional Certification exam, failing both portions of the exam.

Your interest in professional certification shows you are conscientious, enterprising, and care about maintaining high standards in our profession. The Grant Professionals Certification Institute (GPCI) is dedicated to strengthening the nonprofit world by promoting competency and ethical practices within the field of grantsmanship. We have followed accepted practices to define the standards of knowledge and skills for generalists in our field, and developed qualifications for those upon whom GPCI confers the title of GPC.

Starting in 2014, GPCI is offering an exam results breakdown for those who did not pass the multiple choice cut score, in the hopes that additional information will allow test takers to concentrate their area(s) of study before an additional retake.

The breakdown of your multiple choice exam can be found here:

<table>
<thead>
<tr>
<th>Competency</th>
<th># of Test Items</th>
<th># Correct</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23</td>
<td>14</td>
<td>60.87%</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>10</td>
<td>66.67%</td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>18</td>
<td>60.00%</td>
</tr>
<tr>
<td>4</td>
<td>37</td>
<td>24</td>
<td>64.86%</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>5</td>
<td>41.67%</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>8</td>
<td>53.33%</td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td>4</td>
<td>66.67%</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>11</td>
<td>91.67%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>94</strong></td>
<td><strong>62.67%</strong></td>
</tr>
</tbody>
</table>

Total Items = 150
Total Missed = 56
Total Correct = 94
We hope you will continue your quest of these skills and encourage you to retake the exam when you are ready.

If you wish to retake the test, you only need to call the Grant Professionals Association’s national office at 913.788.3000 and ask to speak to Barb Boggs. This means you may retake the exam without submitting a new eligibility package. The cost of this retesting is $539 for GPA members and $739 for non-members (fee schedules are subject to revision). After your six months have expired, you must reapply as a new exam taker. When submitting new applications, candidates must satisfy the current eligibility and fee requirements.

Please email me at exam@grantcredential.org with any questions.

Sincerely,

Amanda Day
President of the Board
Grants Professional Certification Institute
Contact GPCI with any further questions.

Mail
GPCI Examination Administration Committee
1333 Meadowlark Lane, Suite 206
Kansas City, KS 66102

Phone
913-788-3000

Email
info@grantcredential.org