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SAMPLE PROPOSAL

Roula Seikaly

Second Chance
111 1st Street
East Palo Alto, CA 94303

Dear Ms. Sanchez,

I was excited to read your RFP soliciting educational modules. After reviewing the Second Chance website and absorbing the organization's history and mission, I am eager to help you build robust educational programming that will complement your organization's accomplishments. I am confident that the curriculum outlined in this proposal will prepare the diverse populations you serve for competitive, well-paid positions in a growing industry.

The birthplace of Apple, Tesla, Google and other technology titans, Silicon Valley is known globally as an innovation hub. Too often, the educational and professional path into that generative hot spot is reserved for those who have not faced and overcome the challenges Second Chance clientele see. Technical and professional writing is a navigable way into technological careers. As you will read, the proposed curriculum starts with nuts-and-bolts writing practices and advances to students producing documents that do things in the real world. Along the way, students will receive one-on-one attention that will nurture their confidence as well as grow their practical skill sets. It's a transformative project, one that I'm excited to build with Second Chance.

To provide professional background, I am an accomplished writer and editor with 20+ years of experience. To supplement my income, I enrolled in the technical writing certification program at San Jose State University in late 2023. When I completed the program, I had both a respectable portfolio and a solid practical and cultural understanding of what employers will expect of me as either a freelance or full-time technical communicator. The curriculum proposed here was developed by Dr. Mark Thompson, Director of Professional and Technical Writing at SJSU. I've adapted it to meet the clients varied educational levels, and content and budgetary guidelines outlined in the call for proposals.

Thank you for considering this proposal. I hope to hear from you soon.

Sincerely,

Roula Seikaly

PROBLEM STATEMENT

Second Chance provides job training and workforce transition support to former minimum-security prisoners, teenagers in the foster care and juvenile detention systems, and children from low-income and single-parent households. After 10 successful years providing a range of services in the Silicon Valley prison system, the organization seeks educational modules that will prepare clients for diverse careers.

PROPOSED SOLUTION

I will create a technical writing curriculum that will be delivered to Second Chance clients in a classroom setting. The curriculum and focused course instruction will connect clients with industry experts who will help prepare clients for well-paying technical communication employment. Through in-class and homework assignments, clients will build social and communicative skills; positively reinforce emotional intelligence; and enjoy a concentrated educational experience that mirrors collegiate coursework but does not require enrollment and the cost of college.

Education is a human right. Far too often, former foster care or incarcerated clients do not have the financial means or practical access to enact that right, as key statistics suggest:

- According to Alternative Family Services (AFS), 13% of California foster youth who graduated from high school were deemed prepared for college or a career, as compared to 44% statewide.
- Recidivism has hovered between 44.6 – 46.1% since 2012 according to the California Department of Corrections and Rehabilitation (CDCR).

While not a panacea, Second Chance's technical writing course will make a measurable difference in the lives of clientele by supplementing the services the organization already provides. Building a bankable and transferable skill will produce a follow-on effect, positively impacting student's mental and physical health and overall wellness.

For 10 years, Second Chance has built a reputation of ethical and holistic service to underserved populations throughout Silicon Valley. Expanding on that success through additional service capabilities is the next step in growing a successful, service- and community-oriented nonprofit. I'm excited to contribute to that growth!

OVERVIEW OF PROPOSED EDUCATIONAL MODEL

“Technical writing” is what professionals do when conveying information about specialized topics. Technical communicators create documents that have real time application, or “do things.” This two-part educational model will first address the four primary questions technical writing poses:

- What are we trying to communicate?
- Who is our audience?
- What is our purpose?
- What is the best way to communicate?

Second, we will focus on how we convey technical information to non-experts. How do we translate complex concepts into language that average people read and act on?

JUSTIFICATION FOR EDUCATIONAL MODEL

By the end of this course, Second Chance clientele will be able to:

- Use proper grammar conventions when writing documents.
- Apply principles of rhetoric to persuade audiences.
- Write workplace appropriate documents.
- Create job application materials.
- Present ideas clearly and effectively.

CURRICULUM/CLASS PROJECTS

In the first three weeks of class, students will work with the instructor to determine their baseline written language skills. This will include an Entry Survey, Grammar Review, and detailed discussion of the basics of good writing.

In the remaining eight weeks of class, students will study and produce a variety of professional communication samples: emails and memos, reports, and presentations. These samples, plus the resumes and cover letters students write, comprise their technical communicator portfolios and will be useful as students begin applying for jobs. Industry experts who meet with students will provide feedback on these documents that mirrors potential employer responses.

SCHEDULE / TIMELINE

The course will be presented in segments.

The first three weeks will be dedicated to understanding and demonstrating the basics of written communication.

Topic	Start Date	Duration	End Date
Entry Survey	August 22	One day	August 22
Grammar Review	August 29	One week	August 31
Writing Process	September 5	One week	September 7

In the remaining eight weeks, students will be introduced to and produce documents in representing technical writing genres.

Topic	Start Date	Duration	End Date
Tech Writing	September 12	One week	September 14
Emails and Memos	September 19	One week	September 21
Professional Reports	September 26	One week	September 28
Resumes	October 3	One week	October 5
Cover Letters	October 10	One week	October 12
Presentations	October 17	One week	October 19
Job Applications	October 24	Two weeks	November 7
Exit Survey	November 9	One day	November 9

BUDGET

The proposed budget is based on the \$10,000 allowance indicated in the call for proposals.

I encourage Second Chance to consider Chromebooks as the in-class laptop because they are optimized to run Google apps. For working on individual projects and collaborating with fellow classmates on projects via Google, Chromebooks are an affordable yet powerful educational tool.

Printers and supplies will be used to produce documents for students to edit their own and fellow students work in class.

Resource	Price
Instructor Training	\$2,900
25 Chromebooks	\$6,000
2 Printers	\$250
Supplies (Paper, ink, and toner)	\$450
Project	\$400

TOTAL: \$10,000

QUALIFICATIONS AND RESOURCES

I am an accomplished writer and editor with a solid background in technical communication. I exemplify how the proposed curriculum can be delivered successfully to students representing diverse educational backgrounds and skill levels. I have experienced firsthand how instruction of this kind can transform one's confidence as they enter a competitive 21st century job market.

MEASURE OF SUCCESS

Student success will be measured by key metrics as represented by projects in their technical portfolios:

At the end of this course, students will be able to:

- Produce documents representing various technical genres using a rhetorical model that looks at message, audience, and purpose as a means of starting any technical writing project.
- Use several strategies to explain technical topics to non-expert audiences.
- Have a realistic pathway to employment through work on job-finding strategies, resumes/cover letters, and job interviewing techniques.