GRANT WRITING SYMPOSIUM

June 12, 2019

Mary E. Chown

ROADMAP

- Introductions
- Charitable Giving Landscape
- Grants Overview
- United Way Grant Opportunities
- Is Your Organization GRANT READY?
- Grant Writing 101
- Evaluation and Impact

TRAINING SPONSORED BY

INTRODUCTION

Mary E. Chown B.S., M.S. Ed., C.G.M.S.

- Director of Grants at Alvernia University
- President of MECAdvising: Nonprofit Consultation
- Certified Grants Management Specialist

INTRODUCTION

United Way Team

○ Kristin Gehris, Community Impact Director
  - Oversee Annual Investment Process
  - Manage Grant Requests

○ Jennifer Tinsman, Community Impact Associate
  - Provide support for e-Cimpact, grant application tool

TRAINING OBJECTIVE

Strengthen your knowledge and understanding of Grants to include crafting the numerous components of a grant application; ultimately achieving success in securing grant awards.

WHY ARE WE HERE?

COMPETITION IS FIERCE

According to the National Center for Charitable Statistics (NCCS), more than **1.5 million** nonprofit organizations are registered in the U.S.

Charitable Giving Landscape

CHARITABLE GIVING HIGHLIGHTS

Americans Gave **$410.02 Billion** to Charity in 2017, Crossing the $400 Billion Mark for the **First Time**

2017 CHARTITABLE GIVING BY SOURCE:

- **Giving by individuals** totaled an estimated $286.65 billion, rising 5.2 percent in 2017-an increase of 3.0%

- **Giving by foundations** increased 6.0 percent, to an estimated $66.90 billion in 2017-an increase of 3.8%

- **Giving by bequest** totaled an estimated $35.70 billion in 2017, increasing 2.3 percent from 2016 -a 0.2% increase

- **Giving by corporations** is estimated to have increased by 8.0 percent in 2017, totaling $20.77 billion -an increase of 5.7% [11]

Where are all of the charitable dollars going?

(as a percentage of the total)

The 6 largest subsectors all grew in 2017, but growth rates ranged widely from 2.9 percent all the way to 15.5 percent.

31%	Religion	$127.37 billion
14%	Education	$58.90 billion
12%	Human Services	$50.06 billion
11%	To Foundations	$45.89 billion
9%	Health	$38.27 billion
7%	Public-Society Benefit	$29.59 billion
5%	Arts, Culture, and Humanities	$19.51 billion
6%	International Affairs	$22.97 billion
3%	Environment/Animals	$11.83 billion
2%	To Individuals	$7.87 billion

2017

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Published June, 2018
Giving USA, 2018

KEY TAKE AWAY: DIVERSIFY, DIVERSIFY,DIVERSIFY

- Diversify your revenue streams.

- Relationships, individuals, are EXTREMELY important.

- Promote your work and your success in your community- Get the word out!!

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GRANTS

WHAT IS A GRANT?

o **Grants by definition are** "non-repayable funds disbursed or given by one party, (government department, corporation, foundation or trust) to a recipient, often a nonprofit entity, educational institution, business or an individual."

o A grant is a way to fund your ideas and projects to provide/carry out a *"public purpose"*.

WHO AWARDS GRANTS?

Federal, State, and Local Governments

- 26 Federal awarding agencies.
- Very strict guidelines for applying to, receiving, tracking, and reporting on Government grants.

Foundations

- A foundation is a non-governmental entity with a principal purpose of making grants to unrelated organizations, institutions, or individuals for charitable purposes.

Corporations

- For-profit companies donate some of their profits or resources to charity.
- Usually fund community projects in the geographic region in which they are located.

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WHY DOESN'T EVERYONE WRITE GRANTS??

CHALLENGES

- ○ ACTIVITY: Share your organization's challenges in relation to grants

CHALLENGES

○ Research – Where do I find funding?

○ Extremely time consuming and often difficult to do.

○ Very strict eligibilities/guidelines for applying to, receiving, tracking/evaluating, and reporting.

○ Difficulty with TEAM/ or Administrative "buy in".

○ Very competitive and generally have a
30 day - 3 month window where they are open.

SUCCESS

⭕ Share Your Organization's Grant Success Stories

SUCCESS

- Addressed a critical need in the community.
- Able to share your story- Made an Impact!!
- Ability to expand or enhance Awesome programs.
- Able to serve/benefit more persons in need.
- Able to build/complete needed renovations.

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HOW DO I FIND A GRANT TO FUND MY PROJECT??

○ Whether your proposal receives funding will rely on whether your purpose and goals closely match the priorities of granting agencies.

○ Researching and Locating possible grantors is a time consuming task, but in the long run it will yield the greatest benefits.

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KEY TAKE AWAY: ENSURE RIGHT FIT – DON'T CHASE DOLLARS

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RESEARCH

Preliminary Project Development- To include a "loose budget"

- **Determine and understand your organization's area of greatest need for funding.** Develop a budget, compile research and reference material for your program or project.

Research

- **Compile all your research data on a spreadsheet.** Include contact information, the grant's mission and what the grant supports, application guidelines, average funding gift and deadlines.

- **Use the Foundation Directory**

- Check out www.guidestar.com where you can find a granting organization's IRS form 990 and discover their funding patterns and history.

- There are many books about grant writing details and strategies, which you can buy in store, online, or get from your library. Consider taking a grant writing class.

- **Conduct an Internet search for granting organizations.**

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RESEARCH ACTIVITY

- Exercise in starting your research

PRIORITIZE YOUR TIME

- 10% of time: Review entire application at least 7 times. Break it down into sections. Understand what attachments are necessary- Begin gathering immediately.

- 10% of time: Assess current Personnel/Create Job Descriptions

- 40% of time: Depending on your "readiness"- Write grant Narrative. If there are points assigned – spend more time on sections with the highest points.

- 15% of time: Write Solid Budget

- 15% of time: Write Evaluation to include timeframes and tools

- 10% of time: Triple Check that you have answered everything.

UNITED WAY of BERKS COUNTY

Kristin Gheris- Presentation

UNITED WAY OF BERKS COUNTY

Offers Multiple Grant Opportunities Throughout the Year:

- Rapid Response Grants
- LIVE UNITED Grants
- Summer Learning Grants
- Venture Grants

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RAPID RESPONSE GRANTS

- Designed to provide immediate funding for health and human service nonprofit organizations experiencing unanticipated changes in financial circumstances jeopardizing a critical program's ability to be effective and causing negative consequences to clients and the community.

- Alternatively, funding may address a significantly increased demand for services that exceeds the organization's capacity to meet with current financial resources.

- 2018: grants were awarded to six organizations totaling $80,200.

LIVE UNITED GRANTS

- One-time grants of up to $5,000

- Provided to grass-roots or community-based organizations with a yearly budget below $250,000,

- 2018: LIVE UNITED Grants totaled $29,840 and were awarded to six organizations focusing on creative projects bringing people together to improve the quality of life for Berks County residents.

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SUMMER LEARNING GRANTS

- One-time grants of up to $5,000

- Provided to Ready. Set. READ! (RSR) partner schools, Summer Learning Coalition members and other organizations serving Berks County Title 1 students up to and including 3rd grade.

- 2018: eight organizations were awarded Summer Learning Grants totaling more than $37,000.

VENTURE GRANTS

- Provide one-time funding in support of new or expanded programs responding to needs of underserved populations or geographic areas.

- 2018: three grants were awarded for a total of $100,000 to programs serving unaccompanied homeless youth and/or disconnected young adults.

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COMMUNITY LEVEL OUTCOMES AND OUTPUTS

○ UWBC's objectives for creating shared outcomes were:

- To assist UWBC to better demonstrate the Community Impact – at a "big picture" level – we are having by investing in the work of our Partner Agencies.

- To assist our Partner Agencies regarding what they can/should be measuring to better tell their story, and to show the impact their program(s) have within the community.

COMMUNITY LEVEL OUTCOMES AND OUTPUTS

○ Process:

- Held focus groups – one for each of 4 Focus Areas – included Focus Area Panel volunteers and Partner Agency representatives

- Surveyed all Partner Agency Leaders

- Community Impact Cabinet provided input

- One-on-one opportunity with Partner Agency Leaders

- Presented Community Level Outcomes (CLO) to the United Way Board of Directors for approval

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COMMUNITY LEVEL OUTCOMES AND OUTPUTS

○ Process:

- Consolidate 170 program outcomes

- Reviewed United Way Worldwide metrics

- Revised and developed Program Level Outputs (PLO) that correlate with the Community Level Outcomes.

- Received feedback from Partner Agencies, incorporated their input.

- Result: from 170 different program outcomes to having agencies report on 98 PLO that using consistent language; 98 PLOs correlate to 26 CLO.

- New process provided agencies opportunity to report on work across multiple focus areas – data not previously collected

COMMUNITY LEVEL OUTCOMES AND OUTPUTS

○ Each CLO provides multiple opportunities to collect output data to quantify the work, collectively across Berks County.

- Education Outcomes: Helping Children and Youth Reach Their Potential

- Financial Stability Outcomes: Promoting Self-Sufficiency and Independence

- Health Outcomes: Improving People's Health

- Safety Net Services Outcomes: Helping Vulnerable Populations Meet Basic Needs

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EDUCATION OUTCOMES AND REPORTABLE OUTPUTS

- **LITERACY**
  - Students improve meaning-based literacy skills. *Meaning-based skills include oral language (vocabulary and word knowledge), text characteristics, understanding of purpose, interest, motivation and relevant background knowledge.*
    - # of children reading at their grade level
    - # of children increased their vocabulary

- **YOUTH DEVELOPMENT**
  - By participating in diverse, safe, and effective out-of-school time programs, youth will develop academic, artistic, and/or leadership skills.
    - # of children/youth who attended at least 70% of the program
    - # of children/youth who improved English Language skills

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FINANCIAL STABILITY OUTCOMES AND REPORTABLE OUTPUTS

- AFFORDABLE HOUSING

  - Individuals have access to safe and affordable housing.

    - # of individuals who obtained safe and affordable housing

    - # of individuals who received services for drug and alcohol recovery maintained safe and affordable housing

- EMPLOYMENT/JOB SKILLS

  - Unemployed and underemployed individuals participate in job preparedness and soft skills training, and receive support to better connect them with, and help maintain, employment.

    - # of individuals who obtained employment

    - # of individuals who increased their income

    - # of individuals who obtained their GED

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HEALTH OUTCOMES AND REPORTABLE OUTPUTS

- ○ MENTAL HEALTH
  - Individuals experiencing behavioral health problems receive services that improve their ability to function.
    - ▪ # of individuals who achieved their mental health goals
    - ▪ # of individuals who reported a sense of safety
- ○ HEALTH AND WELLNESS
  - Individuals develop and practice active lifestyles.
    - ▪ # of individuals who completed a recovery program
    - ▪ # of individuals who improved social and emotional skills
- ○ HEALTH CASE MANAGEMENT
  - Individuals receive case management to improve their lives.
    - ▪ # of individuals connected to health and human service benefits
    - ▪ # of individuals who received information and referral services
    - ▪ # of individuals who received follow-up care

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SAFETY NET SERVICES OUTCOMES AND REPORTABLE OUTPUTS

- BASIC NEEDS
  - Individuals in crisis have their basic needs met.
    - # of individuals who received disaster recovery services
    - # of individuals who are prevented from having a homeless episode
    - # of individuals who received emergency food
    - # of shelter nights provided
    - # of individuals who received legal counsel
- SAFETY NET CASE MANAGEMENT
  - Individuals receive case management to improve their lives.
    - # of individuals connected to health and human service benefits
    - # of individuals who received information and referral services
    - # of individuals who received follow-up care
    - # of individuals who increased their knowledge of community resources

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QUESTIONS

10 MINUTE BREAK

GETTING YOUR ORGANIZATION GRANT READY (GRO)

WHAT IS A GRO??

- GROs have all of their records, registrations, and audits in place, accessible, and up to date.

- GROs have engaged and gained support from leadership, policy makers and/or stakeholders.

- GROs align their mission, vision, and capacity with their understanding of community needs as the foundation of their grant seeking strategy.
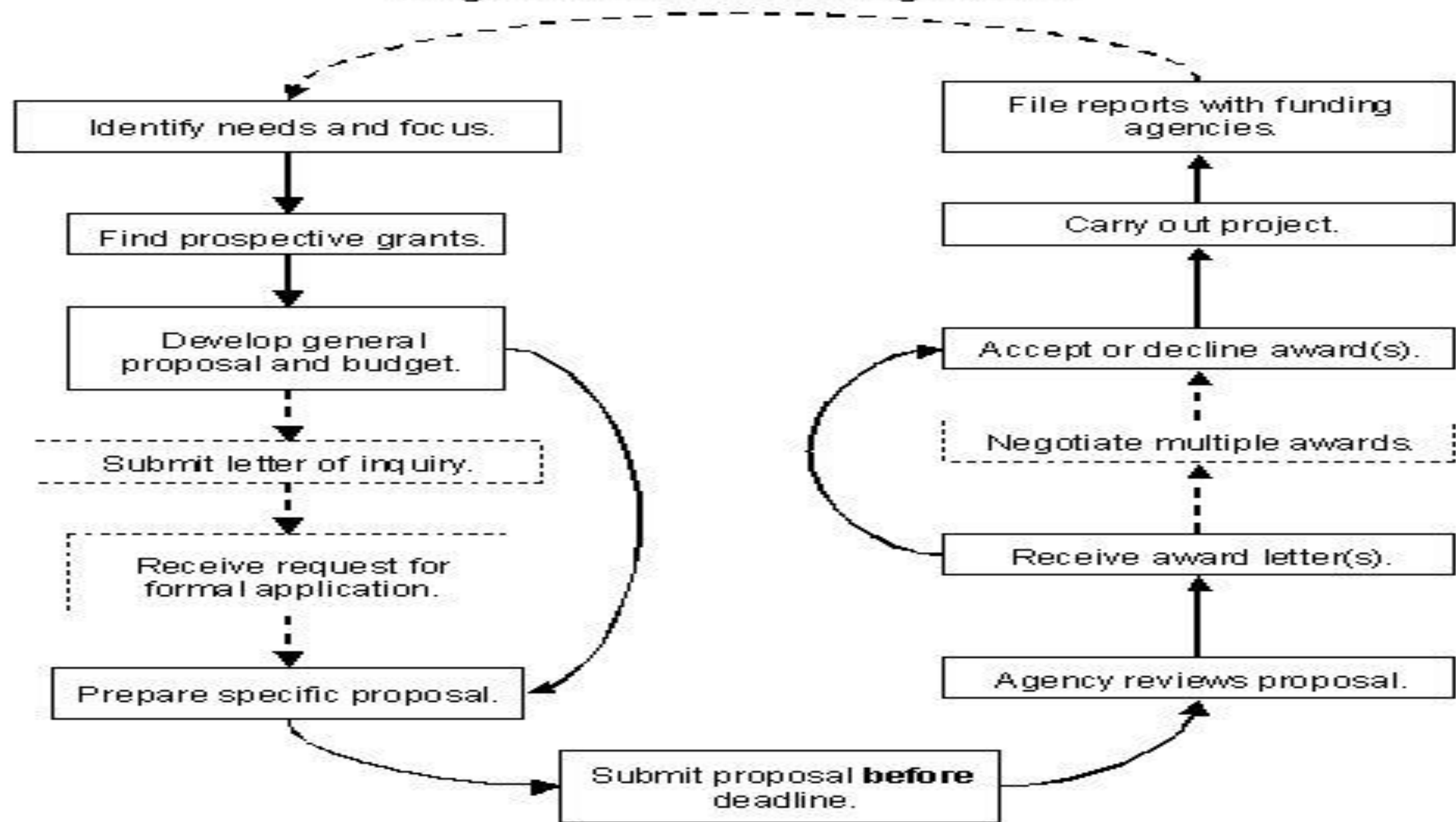
GRO BASICS:

- Is your organization incorporated as a 501(c)(3) tax exempt organization?

- Can your organization demonstrate success?

- Does your organization have a financial management system in place?

- Has your organization met its local, state, and federal reporting requirements?

- Does your organization have a clear mission statement and a well developed strategic plan?

GRANT READY CHECKLIST

- ❑ Organization Mission Statement
- ❑ Strategic Plan
- ❑ Community Needs Assessment
- ❑ Analysis of Service Provider
- ❑ Existing Diversified (and Board Approved) Operating Budget

- ❑ Policies and Procedures
- ❑ Grant Management Capacity
- ❑ Partner Discovery and Engagement
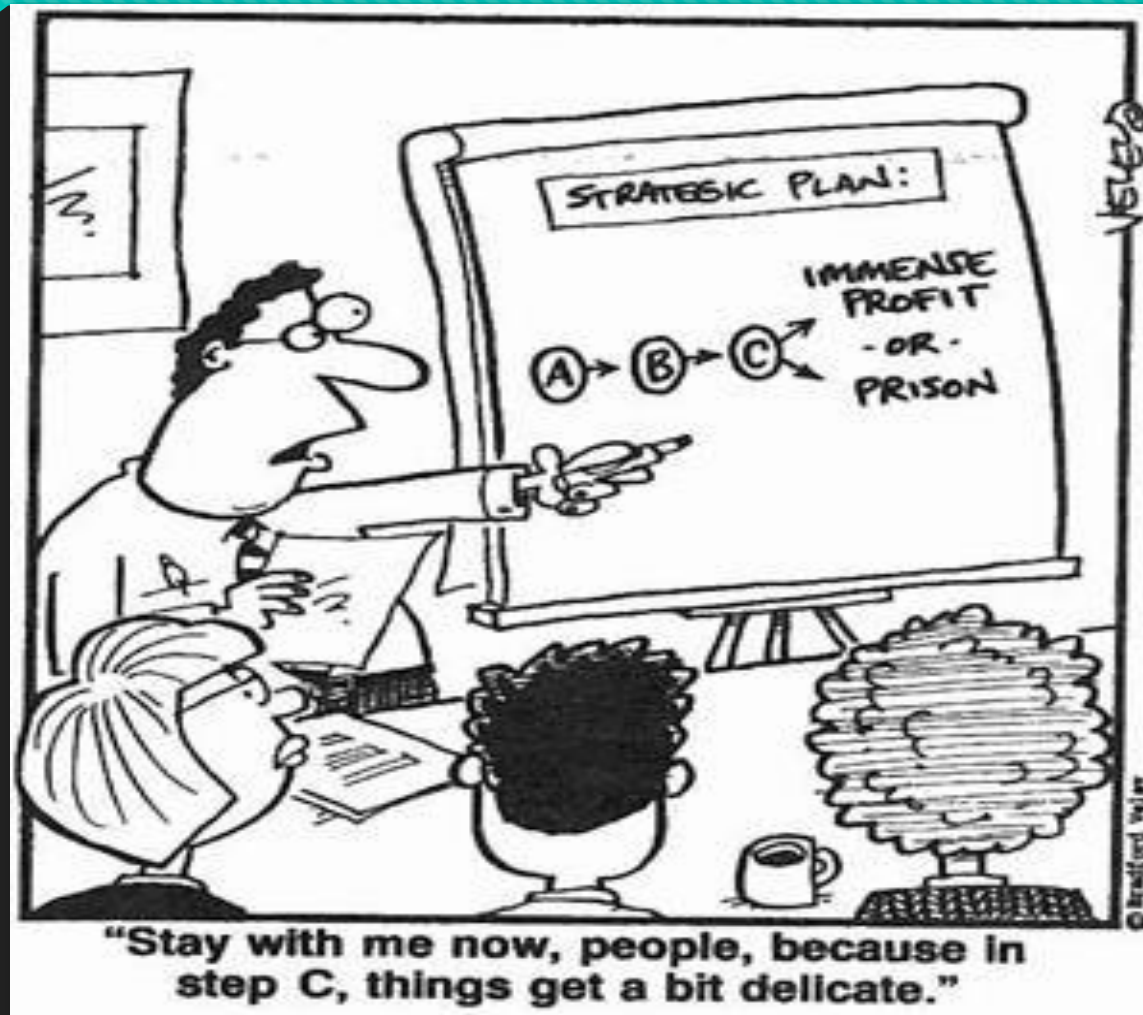- ❑ Project Strategic Plan (Program Goals/Plans for Sustainability)

UP FRONT: YOU MUST CONSIDER THE "BACK END"

Diagram 1. The Grant Writing Process

Identify needs and focus.

Find prospective grants.

Develop general proposal and budget.

Submit letter of inquiry.

Receive request for formal application.

Prepare specific proposal.

Submit proposal **before** deadline.

File reports with funding agencies.

Carry out project.

Accept or decline award(s).

Negotiate multiple awards.

Receive award letter(s).

Agency reviews proposal.

- - - - - - - - - - - - - Dashed lines indicate possible additional steps.

INTERNAL CONROLS = COMPLIANCE

"Stay with me now, people, because in step C, things get a bit delicate."

GRANT ADMINISTRATION CHECKLIST

- ☐ Internal Controls
- ☐ Policies and Procedures
- ☐ Accounting System
- ☐ Time Reporting
- ☐ Cost Sharing/Matching

- ☐ Invoicing/Receipts
- ☐ Reporting
- ☐ Closeout
- ☐ Record Retention

HAVE the CONVERSATION NOW!!

- Ensure that your Board and Administrators are "on board" and supportive.

- Ensure that everyone understands the amount of work that will be expected and is committed.

- Ensure that you are **READY**- Otherwise- **STOP and Get Ready**!

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GRANT PROPOSALS MUST BE FOCUSED ON:

- The mission

- The strategic plan

- Capacity

- Core competencies

- IMPACT

MISSION STATEMENT

The Good and the Bad

A Good Statement…		A Bad Statement…
Uses language your constituents use.	←→	Uses jargon, doesn't understand your audience.
Is emotionally stirring.	←→	Is logical and cold.
Communicates the "why."	←→	Communicates only the "what" or "how."
Is concise.	←→	Is really long.
Is a single, powerful sentence.	←→	Is a rambling paragraph.
Sounds good spoken out loud.	←→	Is full of clauses and hard to say.
Is memorable.	←→	Is forgettable.
Surprises.	←→	Is dull.
Is actionable.	←→	Can't be quantified.
Is specific.	←→	Is vague.

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MISSION STATEMENT VS. VISION STATEMENT

Mission Statement

The mission statement defines the nonprofit's reasons for existence & guides how resources should be distributed.

WHAT? HOW? WHY?

Vision Statement

A vision statement describes <u>where</u> the organization aspires to be upon achieving the mission. Also describes where the organization wants a *community*, or the *world*, to be as a result of services.

WHERE?

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ACTIVITY: MISSION STATEMENT

Group Share: Mission Statement

EXAMPLES

Mission Statement

- Microsoft: To provide individuals and businesses with technologies and products to increase efficiency, capability, speed and innovation both in the workplace and in the home.

- IKEA: To create a better everyday life for the many people.

- Life is Good: To spread the power of optimism.

Vision Statement

- Microsoft (at its founding): A computer on every desk and in every home.

- Teach for America: One day, all children in this nation will have the opportunity to attain an excellent education.

- Alzheimer's Association: A world without Alzheimer's disease.

COMMUNITY NEEDS ASSESSMENT

- In order to effectively serve a community, it is important to understand the community.

- The findings from a community assessment will define the extent of the needs that exist and the depth of the assets available within the community to address those needs.

- This understanding of needs and assets can be used to strategically plan and deliver relevant, successful, and timely services.

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ANALYSIS OF CAPACITY

Analyze your capacity to provide the services/program you wish to provide with grant funding:

- Do you have enough staff?

- Do you have enough expertise on your staff?

- Will your resources meet the service needs and therefore be able to meet the community need **and** the grant expectations?

- Can you sustain the program when grant funding ends?

SUSTAINABILITY

If you cannot afford to maintain the needed expertise after the life of the grant, rethink the program!

- Strategic planning is the key to achieving long-term program sustainability.

SUSTAINABILITY

- Individual giving, corporate sponsorships, and/or fundraisers may support program sustainability.

- Partnering with another community organization serving the same population with strong, complementary programming might be the answer.

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QUESTIONS

10 MINUTE BREAK

GRANT WRITING 101

DEFINE YOUR TEAM

○ Your Team is comprised of the content expert, the grant writer, the Board, The President or CEO, The staff involved, the evaluator.

○ In many small non-profits- the TEAM is you and your Board

○ In this case- Rely heavily on your Strategic Business Plan, Your Mission, and Your Vision

In order to receive a grant, some form of "Grant Writing" often referred to as either a proposal or an application is required.

COMMON GRANT TERMS

- **NOFA**- Notice of Funding Availability (State and Federal)

- **RFP**- Request for Proposal

- **RFA**- Request for Application

- **LOI**- Letter of Intent

- **PI/PD**- Principal Investigator/ Project Director

- **GM**- Grant Manager

- **In-Kind**- Contribution of service and support -not cash

- **Logic Model**- identifies outcomes and measurement- provides map

- **2 CFR 200**- Code of Federal Regulations (December 2014)

- **Debarment and Suspension**- The "Naughty List"

- **Grant Year /Period of Performance** – Starts with the date on the Award Letter (different from Fiscal Year, Academic Year or Calendar Year)

GENERAL TIPS

- Begin project development and planning for grant contents EARLY.

- Answer all questions.

- If rejected, revise your proposal and apply again.

- Give the funder what they want. Follow the application guidelines exactly.

- Be explicit and specific.

- Be realistic in designing the project.

- Follow the application guidelines exactly. (Mentioned twice as THIS IS VERY IMPORTANT).

BUILDING A PROPOSAL

Your Proposal Narrative should be composed of the following elements:

- An Introduction to your organization (Mission Statement!!)

- A Statement of Need that incorporates Data, Stories, History, ect.

- A Plan of Operation to Include Qualified Individuals (PD): Logic Model, Comprehensive Development Plan, Activity Timeline

- A Budget (and a budget narrative)

- Strong Evaluation (and Dissemination) Plan

  Be sure to include Regional Research, Partners, Volunteers, Community

INTRODUCTION

The INTRODUCTION tells the story of your organization

○ Mission

○ History

○ Vision

○ Impact

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STATEMENT OF NEED

○ **Use Persuasive Writing Style**

○ Explain the **significance** of your project and make a **strong argument** for funding.

○ For a **project grant-** perform a thorough literature review (research) to make the case for why you should be funded.

○ Handout – Needs Statement Activity

ACTIVITY: STATEMENT OF NEED

SO WHAT???

GOALS

Once your need is defined, clearly define your goals and objectives. Utilize the Team.

- **Goal-** broad statement of the final result of the change you're trying to make. Gives a general statement of your Project's purpose.

- Keep your goals to one or two. You are not trying to save the world with this grant, you have a need, and you have specific goals and objectives for improving it.

GOALS Continued..

○ **Goals** flow from your mission and provide the framework for determining the more specific objectives and outcomes of a program

○ Your grant should help meet goals already defined by the organization.

○ USE STRATEGIC PLAN

SAMPLE GOALS

"The school library will develop its collection to align with state standards for library media programs in Pennsylvania".

" This project will combat hunger and homelessness and provide a safety net of supportive personnel and services so that young adults can become self sufficient."

"Students will develop effective written communication skills."

OBJECTIVES

Objective -measurable result that occurs in a specific amount of time.

- Objectives (like the goals) need to be tied to your need statement.

- The objectives should be stated in terms of outcomes.

- Above all, objectives should be realistic; you will be able to meet them in the time frame that you have specified.

OBJECTIVES CONTINUED….

- Define the population you will serve.

- Words to use are "to reduce", "to increase", "to decrease", "to expand".

- Later in the application you will need to explain how you will measure whether you met your goals, keep this in mind as you write them.

ACTIVITIES

○ Describe directly the activities that will be necessary to accomplish your Objectives and further your goal.

○ Establish competent personnel and accomplishable activities.

When your grantor reads your application he/she will be confident that their support will help solve your problem because you have so thoroughly described how it will be done.

Goal: To increase Literacy in Berks County			
Objectives	**Activities**	**Person/s Responsible**	**Timeline**
Increase the number of books available to K-3 students in the Reading School District	• Coordinate donation center sites • Coordinate donation center volunteers • Plan and hold donation days • Sort and package books for distribution • Plan "kick off" event at each partner elementary school	• Project Director • Partner Liaisons • Distribution Coordinator	August, 2019-September, 2019
Increase the number of K-3 students participating in the reading program	• Coordinate reading program schedules • Coordinate reading tutors/volunteers • Market program to students and parents	• Project Director • Partner School Liaisons • Volunteer Coordinator • Professional Reading Tutors	October, 2019-November, 2019

OUTCOMES

- Your outcome is always Measurable

- Your outcomes reflect the expected result at the end of your project period.

EXAMPLE: GOAL, OBJECTIVE, OUTCOME

○ Goal: The Cancer Wellness Foundation will assist 1,000 individuals in receiving prescribed medical treatment for their cancer diagnosis that otherwise lack access to care.

○ Objective: Three hundred cancer patients that cannot afford round-trip transportation to prescribed chemotherapy and radiation appointments will be issued gasoline vouchers.

○ Outcome: Ninety-five percent of cancer patients participating in the transportation program will report receiving in all chemotherapy and radiation treatments as prescribed by their medical doctor.

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Example: Goal, Objective, Outcome

- **Goal:** The primary goal of Alvernia's NWD program is to increase the number of high quality, culturally-aligned, registered nurses who come from disadvantaged backgrounds that serve our community.

- **Objective:** Expand our already robust mentoring/tutoring program to include additional RN tutors, linguistic coaches, extended tutoring hours, and community clinical professionals

- **Time frame:** January 1, 2017 –May 30, 2021

- **Measurable Outcome**: 4 RN tutor/mentors, 2 professional tutors, 1 linguistic coach, and additional peer/community mentors will be hired and trained to provide focused supports.

EVALUATION PLAN

- Evaluation is a sound management tool, it helps refine and improve your program.
- Evaluation seeks to determine the impact on those you serve and the measurable outcomes of your grant project.
- The Evaluation Plan should be built into your project.
- Sound evaluation plans include both qualitative and quantitative data.
- The approach you choose will depend on the nature of the project and its objectives.

EVALUATION PLAN CONTINUED...

○ There are several types of formal evaluation: Measure the product or Analyze the process.

○ You must describe the manner in which evaluation information will be collected and how the data will be analyzed.

○ Many funders also have suggestions about who should conduct the evaluation (program staff or outside consultants).

○ Some funders allow for the inclusion of the cost of evaluation as part of the project budget.

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Keep the FUNDER'S Mission in Mind

METHODS OF MEASUREMENT

○ **Quantitative:** data can be put into numbers for statistical analysis.

○ **Qualitative:** is often subjective (behaviors, perceptions, themes, etc.).

EXAMPLE: QUANTITATIVE

Objective: Unemployed and underemployed individuals participate in job preparedness and soft skills training, and receive support to better connect them with, and help maintain, employment.

- # of individuals who obtained employment
- # of individuals who maintained employment
- # of individuals who increased their income
- # of individuals served who received job skills training
- # of individuals who obtained their GED
- # of individuals who participated in post-secondary educational opportunities

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QUALITATIVE MEASUREMENT

○ Measuring a change in attitude or practice as a result of the program/intervention.

○ Tools: interviews, focus groups, journals, surveys, observations, ect.

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QUALITATIVE MEASUREMENT CONTINUED….

○ Before you decide on a method you need to define what you are looking for. When deciding your definition you should start by reviewing how other people have defined the same concept.

Example: if your program aims to empower women, what does "empowerment" actually look like? Does it mean that women have control over some household decisions? Does it mean they participate in community meetings? Or that they can leave abusive relationships?

EXAMPLE: QUALITATIVE

○ # of individuals who increased their knowledge of their legal situation

○ # of children who reported an increased interest in reading

○ # of individuals who increased their knowledge of community resources

○ # of individuals who improved social and emotional skills

○ # of individuals who reported a greater sense of security

YOUR PLAN SHOULD INCORPORATE BOTH

Objective: Victims of domestic violence and/or sexual assault are ensured safety and supportive services.

- # of individuals who received legal counsel

Quantitative

- # of individuals who accessed support hotline

Quantitative

- # of individuals who received individualized in-person support services

Quantitative

- # of individuals who reported increase coping skills and a sense of empowerment

Qualitative

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PLAN OF OPERATION

AKA: Comprehensive Development Plan, Logic Model, Activity Timeline.

- WHAT will be done (all activities -connected to outcomes and goals).
- WHO will be responsible. (Ensure they are qualified!)
- WHEN it will be started/completed (in what timeframe).
- WHERE may be necessary if multiple sites/communities.
- HOW- Similar to What but provides more detail.
- WHY- Relationship to Outcomes and Impact.

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TABLE 11 – CDP Five Year Goals and Measurable Objectives 2017-2022

GOAL 1: Increase student engagement and retention through integrated support

Objectives	Related Tasks and Methods	Annual Outcomes
1.1 Increase student engagement from 74% to 84% on NSSE composite through redesigned orientation and mentoring services by September 2022	▪ Design, pilot and implement new orientation process ▪ Design, pilot and implement redesigned mentoring services	▪ 3,493 First-Time-in-College (FTIC) freshmen participate in orientation ▪ 3,493 FTIC freshmen participate in redesigned mentoring services ▪ 10% increase in NSSE composite score
1.2 Increase first-to-second year retention from 71% to 83% through the "Ask Nigel" and First Year Experience (FYE) program by September 2022	▪ Design, pilot and implement new Ask Nigel ▪ Design, pilot and implement new First Year Experience (FYE) program	▪ 3,144 FTIC freshmen use Ask Nigel ▪ 3,144 FTIC freshmen participate in FYE program ▪ 12% increase in 1st to 2nd year retention

GOAL 2: Decrease changes in the major and excess credit toward graduation through advanced advising

Objectives	Related Tasks and Methods	Annual Outcomes
2.1 Decrease changes in major fields of study from 55% to 45% through Academic Advising Maps by September 2022	▪ Design, pilot and implement new Academic Advising Maps for Cohort I and II programs	▪ 2 Academic Advising Maps developed ▪ 18,299 students use Advising Maps ▪ 10% decrease in changes in majors
2.2 Decrease the accumulation of excess hours at graduation from an average of 23 to 15 through Advising Protocols by September 2022	▪ Design, pilot and implement new Advising Protocols for Cohort I and II programs	▪ 1 Advising Protocols developed ▪ 18,299 students use Advising Protocols ▪ 8 excess hour decrease for average graduate

QUESTIONS

10 MINUTE BREAK

BUDGET

Make sure you have considered Everything

- Where will this project take place?

- What equipment will be needed?

- Who will help to run the project?

- Who will be in charge?

- Include rentals, large purchases, salaries, marketing, stipends, indirect costs, advertising, fringe benefits, travel, hotel costs, seminar costs, etc.

- Make sure you have researched the costs thoroughly – do not inflate! (secure three quotes).

- Make sure that the funder allows for all of the costs associated with the project.

COSTS MUST BE

Reasonable: refers to actions a prudent business person would employ.

Allowable: refers to costs that may be charged to a grant or contract.

Allocable: refers to costs that are necessary for the success of the project.

Budget Item	Description	Year One	Year Two	Total
Personnel				
WFD Program Coordinator	Will coordinate all aspects of STEP program	$31,500	$31,500	$63,000
Warehouse Supervisor	5% of time	$1,500	$1,500	$3,000
Life Skills Coordinator	5% of time	$1,500	$1,500	$3,000
Fringe Benefits	25%	$8,625	$8,625	$17,250
Supplies	Office supplies, photo copies	$200	$200	$400
Contractual				
Fork Lift Operator Training	$500.00 per session 3 Sessions per year	$1,500	$1,500	$3,000
OSHA General Industry Training	$20/ per participant for training (10 hour) offered by Career Safe. 30 participants per year	$600	$600	$1,200
Total		**$45,425**	**$45,425**	**$90,850**

Budget Item	Total Cost	Requested from ABC Corp	Description
Faculty Mentor Stipend	$6,000	$3,000	The Summer Bridge Program is coordinated and guided by an Alvernia faculty member
Program Supplies	$5,500	$1,200	Myers-Briggs Personality Inventory, a Leadership Skills Assessment and Training Program and films used in the educational programs
Meals and Snacks	$800	$500	Water bottles and juice boxes, snacks and meals provided during the Summer Program for the students
Family Reception and Meet & Greet Celebration	$1,600	$1,600	For scholars and their families to meet with community mentors, trainers, faculty mentor and other campus based program participants. (First Niagara would be recognized at this event.)
Scholar Tee-shirts	$100	$100	Purchase of printed T-Shirts for Summer Bridge participants
Community Mentor Training	$3,000	$1,000	Training and clearances for 15 Community Mentors
Materials for Service Related Projects	$1,000	$600	Support of a community service and a cohort led Alvernia Campus project during the Summer Bridge Program
Contingency Fund	$5,500	$2,000	This fund provides critical support for students to purchase needed academic supplies to be prepared for their first semester
Total	**$23,500**	**$10,000**	

BUDGET JUSTIFICATION

- Your budget justification should follow the same order as that in the itemized budget so reviewers can easily compare the two documents.

- Be sure everything in your budget and budget justification is referenced in the proposal narrative.

- Be sure everything mentioned in your proposal narrative that would incur cost is explained in the budget and budget justification.

DISSEMINATION PLAN

- This is your plan for how the evaluation and its results will be reported.

- Describe the audience to which it will be directed.

- Examples: it might be used internally or be shared with the funder, or it might deserve a wider audience.

- Often, the funder will have an opinion about the scope of dissemination.

ATTATCHMENTS

- Cover Letter
- Table of Contents
- Works Cited
- Resume/s CVs or Bio sketches of KEY PERSONNEL

- Financials- Current Operating Budget, Most Recent Audit, Three year budget
- Proof of Non Profit Status
- Letters of Support/Endorsement
- Relevant Publications (if allowed) to include pictures

RESOURCES

- "Getting Funded: The Complete Guide to Writing Grant Proposals" by Susan Howlett and Renee Bourque

- "How To Say It: Grantwriting: Write Proposals that Grantmakers Want to Fund" by Deborah S. Koch

- "Grant Writing for Dummies" by Dr. Dr. Beverly A. Browning

- "The Only Grant Writing Book You'll Ever Need" by Ellen Karsh

- "4 Steps to Funding" by Morgan Giddings

- "The Ultimate Insider's Guide to Winning Foundation Grants: A Foundation CEO Reveals the Secrets You Need to Know," by Martin Teitel

RESOURCES

- The Grantsmanship Center – "Grantsmanship Program, Planning, and Design"
- Udemy course, "Stress-Free Strategic Grant Readiness, Planning and Management"
- "How to Write Goals, Objectives and Outcomes that Grant Funders Will Love!" by Betsy Baker
- www.YourGrantAuthority.com
- The Foundation Center "Guide to Proposal Writing"
- MECAdvising@hotmail.com

THANK YOU!!!