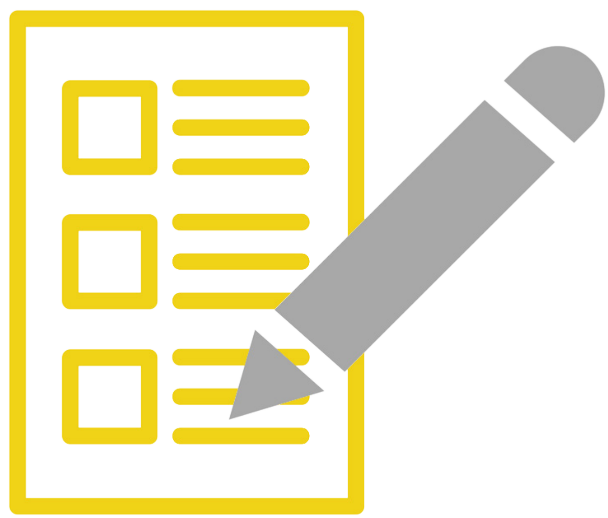
Introduction to Grants

Workbook



Grant Writing Made Easy

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Introduction

Grant writing—it's what so many nonprofits and academics need to do more of, but somehow the secret to being a consistently successful grant writer is a giant mystery to most. From the work I do with clients all across the country, I know that the mystery starts with the purpose and function of grants. So let's begin there.

Grants are financial contributions that government agencies, academic institutions, and philanthropic foundations make to nonprofits, other government agencies, researchers, and small businesses to support specific projects or the overall sustainability and growth of an organization.

Unlike business investments, there is no financial return expected or warranted in return for the grant award. However, that does not mean that the grant recipient is not expected and required to fulfill certain requirements and achieve certain goals and metrics.

That's why I encourage you to think about grants as investments in the future of a cause, community, or field of research. Whether they're a corporation, private foundation, or federal agency, when a grantmaker funds your program or project, they are investing in the outcome of your work. Thus, grantmakers expect:

- For you to be knowledgeable about the work you're doing, demonstrating need through well-researched arguments;

- For you to provide evidence of your organizational or individual success in similar programs or research projects;

- For you to demonstrate that you are well-integrated in the nonprofit or academic community. You have partners and collaborators as needed;

- For you to design measurable outcomes and sound methods of evaluation that will measure your progress throughout the grant award period; and

- At the end of the award period, to see a measurable return on their investment, whether that be in number of participants served, quantitative measurements of the success of your participants, or the number of articles published and presentations delivered.

Once you start thinking about grants in this way, you will be able to write stronger grant proposals that appeal to the priorities of your funders. However, all of this is not to say that you can only provide evidence in the form of quantitative data. In this workbook, we will learn how to use qualitative research to tell stories about the impact and significance of your work. Because this workbook comes from a rhetorical point of view (the arts of persuasion using any available means), we will also focus on how to use appeals to logic, emotion, and authority to write compelling grant proposals.

Parts of a Grant

All grant applications are different. They each have different sections and questions that require you to tailor your core narrative (what we're teaching you to write) to fit their requirements. However, most grants ask for a lot of the same basic information no matter how they ask for it.

Here are the major sections you should have on hand for any grant proposal. Once you have strong drafts of these sections, you will be able to answer any questions that come your way, for example:
1. How did you arrive at this idea?
2. What inspired you to do this project?
3. How will this work improve your community/change your field?
4. How does this project differ from similar projects in your field/region?
5. How does this project build on other existing work in your field/region?

1. Organizational or Individual History

In the organizational history and mission section, funders don't want a dry history describing every activity your organization does or the long history of your organization's ups and downs, changes in leadership, etc. In this section, funders hope to see a clear explanation of your organizational mission or research goals, understand the circumstances under which your organization was founded or you became interested in this research topic, learn when your organization was founded or how long you've been doing this research, and find that your efforts address a demonstrated need. Remember that although you are incredibly familiar with your organization or research area, your readers may not be at all familiar with.

2. Statement of Need/Problem Statement

Most grant applications will require you to demonstrate need, whether they include a specific question about need or not. In this section, you need to do some legwork to establish a convincing need. You need to think like a researcher because the burden of proof lies with you. Including relevant and timely statistics, academic literature on the topic, and stories of need from your own participants/clients/members, is essential. This is also the section where you demonstate your unique value proposition, explaining the gap between what exists and what is needed and how you will fill that gap in a way no one else is (at least in your area).

The few grantmakers that will not ask about the need or the "problem your project addresses" are likely looking to support individual researchers or artists. Even then there may be something like a statement of need. Most likely, these organizations will ask for evidence of success from the researcher or artist, including their portfolio, their resume or curriculum vitae, or a list of their published works.

3. Goals and Objectives

Goals are the long-term accomplishments or plans that you have for your organization, like improving the lives of those in poverty, and objectives are the more finite, measurable outcomes, like helping 300 unemployed people find jobs in the next year. These goals and objectives need to be ambitious but also achievable, and funders will look back to your organizational or individual history to see if you have the capacity to accomplish them. Ultimately, there is always the potential to fall short, but if you can demonstrate capacity and provide well-developed strategies that could reasonably achieve your goals and objectives, it goes a long way with funders.

4. Program/Research Description and Strategies

This is the section that will likely take the most work, especially if you're developing a new program, revamping an old one, or finally capturing and justifying in writing all of the components of an existing program. Initially, it may seem simple to describe a program, but there are many parts that grantmakers will be looking for that you already do but never considered as an integral part of your program description and strategies. If you're writing for a nonprofit, this could include everything from how you find participants or members, what services you will offer, and how these services or strategies will support your goals. If you're a researcher, this would include the details of what you will research, who your participants will be (if you have any), your data collection methods, your methodologies, and even the methods you will use to protect your subjects' data.

5. Method of Evaluation

Having a method of evaluation is not just for researchers. It's for nonprofits and agencies that are running service programs that seek specific outcomes. You need to give grantmakers numbers, testimonies, or other forms of data to demonstrate you've reached your goals. That means you need to design a method for collecting information and conducting an evaluation before you even get started. That may mean doing interviews with participants, collecting quantitative data about the community, tracking every interaction you had with participants, or surveying participants about their experience at the beginning, middle, and end of your program. Researchers and nonprofits may also evaluate their work based on the number of deliverables and the extent of their circulation. For example, did you write two articles that were cited thirty times? Deliver ten invited lectures at five different universities or conferences? Create a website that was viewed 40,000 times?

6. Plan for Sustainability

A plan for sustainability basically shows grantmakers that they are not your sole source of funding now or moving forward. It should be a clear plan with anticipated revenue amounts and the names of funders you will get them from or specifics of earned income strategies you have as part of your revenue model. If this is a one-off project, demonstrating long-term sustainability won't be necessary, but you will still want to list other funding opportunities you're taking advantage of to fund the project. Some projects may also be sustainable by developing membership fees or other revenue structures.

7. Budget & Budget Justification

The budget and budget justification can be the most painful part of the grant application for many writers because you have to make projections and estimations, think through every aspect of the project to ensure you account for all expenses, and deal with numbers instead of letters and punctuation. You will also typically need both an organizational budget and program budget if you're a nonprofit. This section can also be one of the most time-consuming tasks because it is a collaborative one. Usually program managers, finance directors, and executive directors have more of an idea about how much things costs than development directors or grant officers. And among academics, fiscal associates and university grant managers typically have more information on how much it costs to, say, pay a graduate student for a year.

8. Timeline

A timeline seems pretty simple, and it can be. The timeline simply demonstrates to grantmakers that you don't just have this abstract idea of carrying out your work; your measurable achievements and tasks are time-bound and organized. It also holds you accountable to the funder for somewhat following that timeline. Sometimes timelines can be written as a chronological list and sometimes grantmakers will also request a visual representation such as a Gantt chart.

9. Logic Model

Logic models may be one of the most confusing parts of a grant, but here's all you need to know. A logic model just takes what should already be in the rest of your grant proposal and puts it into little tiny boxes with arrows in between them. It's the Cliffs Notes for grant readers. What they're really looking for is that each goal, objective, and strategy you have planned feeds into the next *logically.* Your resources will support your activities. Your activities will accomplish your objectives. Accomplishing your objectives will lead to fulfilling your short, medium, and long-term goals. The logic model can also be useful because it sometimes asks you to consider what assumptions inform your presupposition that these strategies and activities will lead to fulfilling these goals.

10. Executive Summary/Abstract

This section typically comes first, but we're covering it last because it should be last in the writing process. You will almost always be required to provide an executive summary or abstract. This is, as you might assume, a summary of the most important sections of the grant narrative. So it's not simply an introduction. It briefly covers the statement of need, organizational history and mission, program description, program strategies, and expected outcomes. If you're a nonprofit or organization, you will likely include the award amount you are requesting. If you're an academic, the award amount may not be appropriate to include in the abstract, especially if the abstract will be used to report on your research project to the public.

Before You Get Started

Before you start searching for grant opportunities, you need to make sure you are ready to write a grant. Things like strategic plans, for example, are important, and I would recommend any nonprofit or other organization have one in place before writing grants. However, they are not necessary to have before applying for a grant. Things like board support for nonprofits, IRB approval for researchers, and budgets for both are essential to have in place or in progress at the time of application.

Once you have determined that you are ready to apply for a grant, there are several ways to go about getting started. If you have a clear mission (either for research or a nonprofit) and project plan, then you can start searching for grants that are the perfect fit for your work. If you don't have a concrete idea of the problem, issue, or idea you would be seeking funding for, then you need to start working on that in the statement of need section.

To determine whether you're ready to get started, answer the following:

1. What is the unmet need or new issue your organization or research will address?

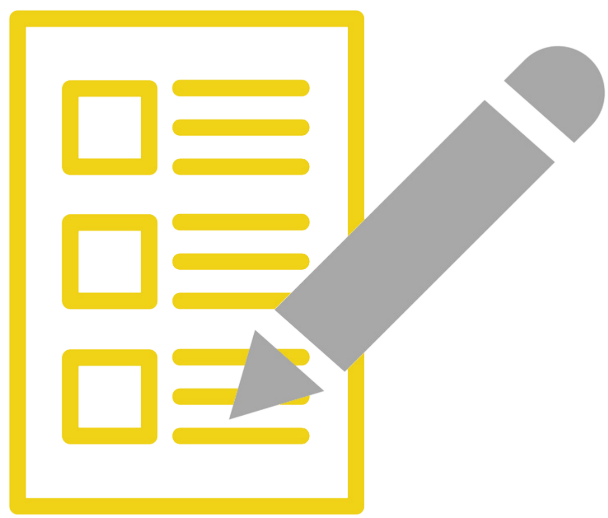
2. Are there other organizations or researchers also working on this issue? If so, how is your work or approach different?

3. What is your plan to meet this need through your organization or explore this issue with your research?

4. Why would a grantmaker want to fund this project? What kind of mission does it fulfill?

If you can answer these questions to your satisfaction, then you are probably ready to move on to the grant search process. If you're not sure, get a colleague who does not have a stake in your work to review your answers and tell you if they think the work is ready to further develop and seek funding for.

Statement of Need



Introduction

Without articulating a clear need or a problem that your work is addressing, you won't have a reason to request funding. That means it's important to devote considerable time and effort to this section, especially when applying for federal grants. Throughout this section, keep in mind that need is always about the people you are serving or field you are contributing to. Need is not about what your organization needs to do the work (staff, equipment, buildings, marketing, etc.). Keep in mind, the following strategies are not separate sections of the statement of need but strategies you should use throughout.

Please don't let this section intimidate you. Even if you've never written a research-based argument, this workbook will teach you everything you need to know to write a successful statement of need.

Key Strategies

1. Provide research that clearly demonstrates the need.

In the statement of need, your number one goal is to prove that there is a gap in research, service, or advocacy that you will fill with your work. This is both a foundational and preemptive step. As readers familiarize themselves with the need you plan to address with your program or research, they may think of other existing efforts that already address this need. If you can't demonstrate that there are still important needs not being met or that it's not being met in the most impactful way, or it's not getting to the root of the problem, readers may be quick to dismiss your statement of the problem. It's your job to present the research in a clear, logical way that demonstrates the need.

2. Make a convincing argument.

Logos, ethos, and pathos–Aristotle's 3 rhetorical appeals that are still the foundation of modern rhetorical invention. Aristotle's work is relevant here because he recognized that people are affected/convinced/influenced when rhetors (people who make arguments) use three main strategies: 1. Logos: Appealing to logic, 2. Ethos: Establishing their credibility, and 3. Pathos: Appealing to emotions. In this section, you will learn how to use each of the three appeals and avoid logical fallacies.

3. Tell a compelling story.

You genuinely cannot underestimate the power of storytelling in making a compelling argument about need. For the statement of need, you will need to incorporate storytelling into your proposal.

Notes

Provide Research that Demonstrates Need

In this section, you will learn how to identify what questions you need to answer in order to prove your need, how to find the answers to those questions through research, and how to incorporate that research into your own argument about the need.

Generalizations and platitudes about the problem are not enough for grantmakers. Don't assume they will immediately understand or agree that the need you're addressing is paramount, even if it falls within their interests. To convince them, you need to provide secondary research, which is research conducted by a third party. It's important that you demonstrate some subject matter expertise; so if you as grant writer don't have a deep knowledge of the research and trends in this area, it's essential to get your program director involved in the writing or at least have them point you to the relevant research and then review your representation of it.

Keep in mind, readers don't need to understand every nuance of the problem. As much attention as we are giving this section, you don't have to worry that you haven't covered every component, every perspective, or every objection to your argument. You want readers to know only what will directly speak to the need and the specific ways you plan to address that need. When incorporating research, remember to cut all jargon and technical explanations of your work unless you're writing for an audience of experts in your field. Even then, err on the side of over explaining and simplifying your terminology.

Before You Get Started

Before you start conducting research, you need to determine what you need to research, so let's do some brainstorming. These are just initial questions that will help you think about what you need to research. Don't worry if you aren't completely sure of your answers.

1. How would you describe the particular population, time, place, and circumstances of the community you intend to serve or issue?

Identify the demographic characteristics, including age, race, ethnicity, gender, geographic location, socioeconomic status, political affiliation, education level, and occupation of the community you want to serve. Also identify more specific characteristics of your clients depending on the type of service you are going to provide: have they been to prison, do they have children,

identify with particular environmental causes, or participate in entrepreneurial endeavors?
If the need you want to address is not based on one particular community but an issue that impacts everyone, such as climate change, and you are going to address it broadly and not just in one particular place, what are the particular circumstances that surround that need? For example, as I write this, the world has just reached the 2 degree Celsius mark that scientists identify as the limit of climate change before the world experiences severe drought, storms, and floods. Describe these circumstances and why now is the time to act.

2. What is the problem that needs to be addressed? What are the causes of this problem.

Explain the problem or research question in detail. You don't need to have answers to how to solve it yet. Start by thinking about the different ways this problem impacts people. Then move backwards and think about the causes of the problem.

3. How did you identify the needs of this community?

Your identification of need should be based on more than just your personal observations. Have you done surveys? Analyzed data on your current participants? Read secondary research, including government statistics or academic research? Which source identified which need? How were they identified? This is just a preliminary listing of what you already know. You will be doing research as you progress through the workbook.

4. If you're a researcher, what relevant research has been done on this topic?

How has it been done? What has been discovered or concluded? Have other researchers called for further research on this topic? Why is now the opportune time to do that research?

5. What are the major questions you need to answer to prove need?

These questions should expand upon your observations of need. For example, if you identified more parental involvement in children's educational experiences as the need, you must ask the following questions to prove your need's validity:

1. Does parental involvement correlate to better educational experiences, increased levels of educational attainment, or higher performance?

2. What kind of parental involvement in a child's educational experience has a positive effect, e.g. helping with homework, attending parent-teacher conferences regularly, or providing extracurricular educational experiences to complement classroom lessons?

3. What are the barriers to parents providing this type of involvement in their child's education?

4. What types of support can help lessen/remove these barriers and encourage more parental involvement?

Being able to answer these questions is a non-negotiable for your statement of need. If you can't prove the specifics of the need or identify evidence that directly or indirectly demonstrates how your intervention will address that need successfully, you don't have a convincing proposal. For the most part, don't assume there is intrinsic value to your service or work. You will have to prove it. Here, write out the questions you will need to answer later through your research.

6. Read through your answers in this section so far and determine what gaps in knowledge might exist between you and your readers.

If you were a layperson reading your proposal, what information would you need to know to understand the problem and its proposed solution? Get an outside reader to help you with this if need be. This also is an important question to focus on when your funder has already prescribed a very specific need they want to address, as federal grantmakers sometimes do. So if you're applying for a grant that only supports community coalitions of environmental justice advocates, you don't need to restate why environmental justice is important in the grant. They already know that, so give them new information that goes into the more narrow focus of your work.

7. What assumptions need to be accounted for with evidence?

For example, if you're proposing an educational mobile application for parents that will get them more engaged with teaching their children, what evidence do you have that 1) educational apps succeed at fostering parent-child interaction, 2) this population will have ready access to the app, and 3) the structure and content of the app will encourage participation. Further identify assumptions in your own thinking that need to be addressed.

8. Which questions can you answer using secondary research? Which questions merit primary research methods? Why?

Secondary research is useful when trying to identify demographic information about your potential clients/members/participants, quantitative or qualitative evidence about larger scale needs that other research has already identified, or methods others have used to address these needs. Primary research is useful when trying to identify hyperlocal information about your community, their specific needs, and what methods would be appropriate for addressing those needs. It's also useful when you have existing participants who can offer insights into the problem.

Doing secondary research

Secondary research is any research collected by someone who is not you or your organization. Correctly utilizing secondary research allows readers to quickly understand who you're serving and why. For example, if I want to serve low-income, single mothers in Tampa, Florida, I should provide some compelling statistics that prove at least two of the following: 1) this is a significant portion of the population, 2) there are more low income families with single mothers than without, 3) families with low income single mothers are more likely to have the particular problem you're trying to address, e.g. poor health care, low educational access, poor job retention. It's not enough to say low-income single mothers need help. You need to show the precise needs they have and demonstrate that they're not being fully met by any other entity.

Demographic Statistics and Government Reports

Finding this information will require some combing through demographic statistics and government reports. You can find statistics like this in U.S. census data, which is easily accessed on the U.S. census website. They also provide a large library of studies based on the data that can help you interpret the numbers. You can also turn to regional and local organizations that collect their own data. Because of my work's focus, I frequently turn to the Appalachian Regional Commission for even more specific data and research reports about the region's population. There are so many free resources you can cull more specific data and research from, including government agencies (that also make grants) like the Department of Justice, Department of Health and Human Services, and the list goes on.

If you're not sure where to get specific information on your population, think about what categories they fall under. If you're serving prisoners, look to the Department of Justice. If you're advocating for environmental preservation, look to the Environmental Protection Agency.

You can also find research from fact tanks, like Pew Research Center, that address not only demography, but also public opinion and trends. Large nonprofits with a similar focus will also often have available research on your topic. A word of caution though: beware of disreputable organizations that promote partisan agendas and skew their research to fulfill their ideological missions. To discern between a disreputable and reputable organization, closely examine their language, topics for research, and funders.

News

Keeping up with news related to your service, mission, product, or research topic is also key to proving the need for your work to grantmakers. You can always do simple Google news searches on your topic, but that takes a lot of time. I recommend automating your research. Set up a Google alert to notify you of new stories about your topic. Of course, it goes without saying that you need to be very specific in your alert topic or you will get more than you ever wanted to know.

You should also be following leading voices, changemakers, and major organizations in your field on social media. I recommend following these leaders on Twitter and Facebook. As for the really big voices, you should sign up for their newsletters, where you'll get even more in-depth information on their strategies, research, and activities. Not only will you learn about new research, you will likely also learn about grant opportunities you would otherwise have never come across. Academics, you should be members of the major listservs in your field, which will also alert you to new research, trends, and grant opportunities. If you don't know what listservs you should be on, talk to a mentor or colleague about what lists they're on. You can also search listservs by field/topic here. You won't be able to sign up for lists intended for specific academic institutions and departments unless you're in them, so look to the national organizations.

Academic research

A deep knowledge of your topic and proposed solution should incorporate academic research. This type of research will do more to link problems to solutions than most government reports and news stories. It also establishes your organization's ethos by showing you've done your homework and know what you're talking about. Since access to most research journal databases is restricted to paying institutions, I highly recommend using Google Scholar to search for articles pertaining to your topic.

If you come across an article abstract that looks perfect for your topic, you may be able to view it for free, but it may also be behind a paywall. If that's the case, search for articles related to that one, purchase that article if the price isn't too high for your organization, or even subscribe to that particular journal if it will yield many relevant articles for your work. Sometimes these articles are just as expensive as scholarly books, so search on Amazon as well. Often you can get enough of a book preview to make a good decision about whether this resource will be valuable.

Now I'm not saying you need to write a dissertation on your topic, but you should be able to briefly and powerfully incorporate research on your topic. Let's go back to the low income, single mothers example. Just by doing a quick Amazon search with the key words "low income single mothers," I found three books that I think would yield some great support for my argument that low income, single mothers have restricted access to higher education, including one called *Shut Out: Low Income Mothers and Higher Education in Post-Welfare America*. This will yield historical information, policy analysis, and interview excerpts with mothers in the study. It will also likely include social theory that will provide a framework for making arguments about the problem or need you address with your work.

Choosing Search Terms for Secondary Research

1. Choose 3-5 key terms that describe your problem, taking from your initial brainstorming above.

For example, if we're looking at the educaton levels of low-income single mothers, we might use the following search terms.

Women
Low income
Education
Single-parent

Your terms:

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

If you're an academic, the citation convention you choose (MLA, APA, Chicago, etc.) should depend on the academic field you're in. Stick with the traditional citation method. If you're not an academic, stick with what you know and be consistent.

Relate Sources to Your Work

Rather than throwing quotes, paraphrases, or summaries into your statement of need and letting them stand alone, you always need to explain why the external information is relevant to your work and supports your claim. Use the following templates to practice incorporating research.

There are probably two main ways within the short and simple structure of a statement of need that you will use research. Because you're not there to point out intricacies that have never been noted or come up with your own theories, you will mostly just agree or disagree with research in order to support your claims.

Here's how you can do it!

You can come right out and say you agree or disagree (with parts or all of scholars' findings):

In *Rereading Appalachia*, Bryson claims that "early twentieth-century benevolent rhetorics in education often had a negative impact on national perceptions of Appalachians," and I argue that those stereotypes have now significantly changed pedagogy in Appalachian classrooms.

Or you can directly incorporate their words into your own argument:

Thus participating in cultural commemoration through reproducing the same cultural objects of the past can only ever be what Eric Hobsbawm terms "invented tradition," "a set of practices, normally governed by overtly or tacitly accepted rules and of a ritual or symbolic nature . . . which automatically implies continuity with the past" (Hobsbawm and Ranger 1).

Use the following structures to practice incorporating quotes, summaries, or paraphrases by explaining their relevance to your own argument or topic.

1. I agree with Author's claim that Y. However, there is still a need for A.

2. Because, as Author explains, X, I argue Z.

3. Based on Author's theory that X causes Y, I argue we can also accomplish Y by doing Z.

These templates are only meant to help you get started with incorporating sources rather than letting them do all the talking for you. Just keep in mind that you need to show your opinion or use of that source in your work rather than just presenting the information without context.

Remember, how well you incorporate these resources impacts your credibility and ability to make logical claims.

Practice incorporating your secondary research into your claims here.

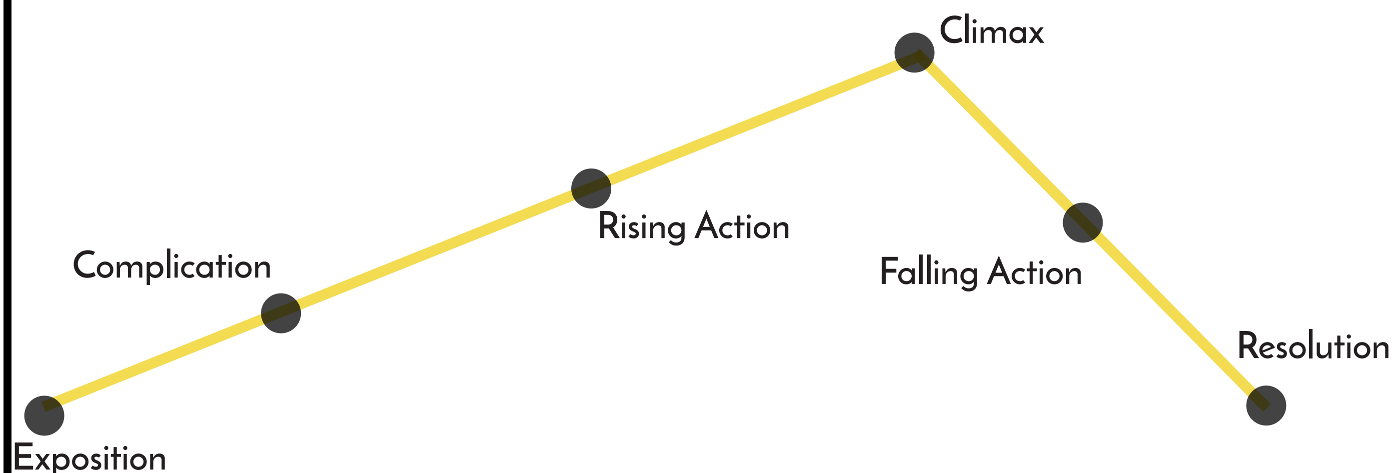
Tell a Compelling Story

Don't let the statement of need section be a lost opportunity to captivate your readers. Whether you are applying for an organization or as an individual, you likely have some kind of Aha! moment, a founding story about how your organization came to do the work it does or how you came to do the research or creative work that you do.

This is where you really grab their interest and maybe even their heartstrings. And if you're not so sure, I promise you—everybody has a story!

I can bet you already have a really good founding or Aha! story because you wouldn't be doing work that can get funded if you didn't. Most people who work in nonprofits or research are already super passionate about what they do. But, I want to show you how to shape that story so that it sis compelling not just to you but to grantmakers as well.

So I want you to take your story and shape it using basic narrative structure.



So the very first thing you have to do to employ this narrative structure is set the scene for your story. This is known as exposition. Here you tell about the surrounding circumstances of the founding of your organization or discovery of your research idea. This is information like the time, the place, the population, cause, or field.

Then you have the complication, which is the need or problem you identified with that specific population, cause, or field of research.

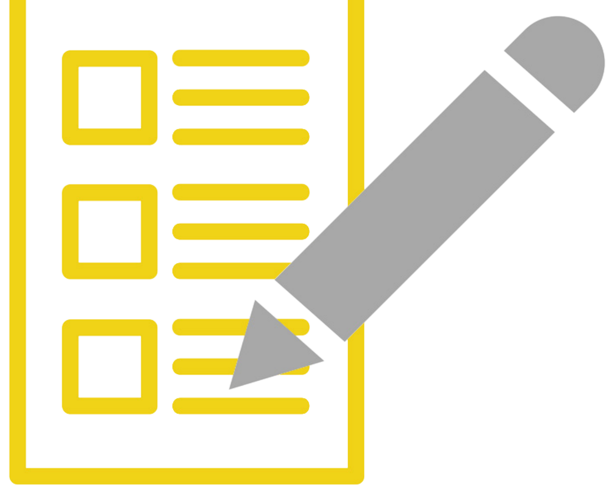
Then you have the building of the problem, which can be through events or further discoveries you made about the problem. This is the rising action. Then we have the tipping point, the climax that really grabs the reader and makes them say, "Wow! This problem really has an impact on people; look how it has affected them." Or maybe it offers a revelation about the cause of the problem that wasn't clear before. And finally we have the falling action, which is the founding of your organization or start of your research or opening of your business or invention of a new technology. Of course, that's followed, in narrative structure by the resolution, but we actually aren't going to show a resolution because we are still in the middle of solving the issue. If there were no problem, we wouldn't be asking for funding to fix it. Now what you can do is imply a resolution, which is your program, idea, or product.

Here are some things to keep in mind while writing your short narrative in the statement of need:

1. First determine the purpose. In one sentence, what are you trying to argue or what feeling are you trying to create in your readers? Let this guide your narrative in content, structure, and tone.
2. Consider your audience's values (you've already worked on determining what they are). What will they value? Details of your personal experience and its impact on your research? Anecdotes from your participants?
3. Create a point of view and stick to it (using first-person or third-person and past or present tense verbs).
4. Incorporate dialogue.
5. Include transitions to move the story along.

Write out a story, in narrative form (characters, arc, lesson learned) that will help you prove the need or problem your work addresses. This is just a first draft, so don't focus on perfection. Also, use real-life examples if possible.

Program Design



Introduction

Now that you understand how to represent your need and organization/self to funders, it's time to give them a clear, well-developed, and convincing program design. There is less research and direct persuasion in this section, but the strength of the program and its relationship to the need and your ability to address that need require an implicit argument that the program will solve or address the problem you identified in the statement of need.

Components of a Program Plan

1. Goals and Objectives

Goals are the long-term accomplishments or plans that you have for your work (like improving the lives of those in poverty) and objectives are the more finite, measurable outcomes like helping 100 unemployed secure full-time employment).

2. Strategies: Service/Advocacy/Product/Research Description

This section will likely take the most work, especially if you're developing a new project, revamping an old one, or finally capturing and justifying in writing all of the components of an existing program or research project.

3. Resources

What staff, materials, equipment, facilities, and other resources do you have to contribute to this program? What will you have to purchase? Who will you have to hire? What in-kind donations do you need to ask for?

4. A Descriptive and Memorable Program or Project Name

This name shouldn't be too long, should capture the essence of your work, and should describe what you do in your program. This only applies if you are not applying for general operating funds but for a specfic program or project.

5. Your Competition

There are undoubtedly competitors or others doing something similar to what you're doing. What sets you apart from them? What do you do differently?

6. Potential Collaborators

Funders love collaboration. The more brains, the more hands, and the more resources, the bet ter. Who else might you work with to bring this program to life and what do they offer to the program?

7. Program Promotion Strategies

How will you find clients, participants, people to serve? Will you have outreach workers in the community, advertise on social media, connect with stakeholders in the community by email? What arguments will you use to persuade them to support your cause?

8. Program Pilot and Launch

What steps do you need to take to make the program happen? What will you do when?

9. Program Sustainability

How will you financially sustain the program after the funder's support runs out? Will you seek other grant awards, create a membership fee, seek out major donors?

10. Program Evaluation

What metrics will you use to evaluate whether the program is succeeding and has succeeded at the end?

11. Grant Award Promotion Plan

Once the funder supports your work, what will you do to promote them to the community? Will you issue a press release, announce it on social media, list them as a sponsor at an event?

Notes

Goals and Objectives

Goals are the long-term accomplishments or plans that you have for your organization (like improving the lives of those in poverty) and objectives are the more finite, measurable outcomes. If you are applying for a grant that is for restricted funds (for a specfic program or project), before diving into your goals for this program/project, think about how those goals fit in with the bigger goals and mission for your organization or research beyond the life of this project or grant application. You also need to make sure your goals for this specific project or program align with your funder's values. At this point, I'm sure you would only apply with a grantmaker that does align with your values, so in this section, just make sure you make it clear that your goals align with theirs through your language.

Here are some sample goals for an environmental advocacy organization in Oklahoma:
1. Help end the thousands of earthquakes Oklahoma has each year as a result of wastewater injection and fracking.

2. Help revitalize the pollinators that have died by the millions over the last 10 years.

3. Change how Oklahomans think of their relationship with nature so they are less likely to support policies, industries, and daily practices that make life on Earth less sustainable.

These goals are broad in their scope but specific in their desired result. There are many ways in which these goals can be accomplished. In the box below, list your own long-term goals and then we'll get specific about smaller goals for the project for which you're requesting funding.

Step 1: Clearly Define Your Long-term Goals

What are your top three professional, research, or organizational goals for the next 5 years?

Step 2: Clearly Define Your Goals for this Program or Project

Now think about the top three goals for the particular project you're focusing on for this grant. What are they and how to do they lead to or support your long term goals?

Here are some sample goals that would help us reach #1 on our sample long-term goals list:

1. Secure a moratorium on the construction of new wastewater injection wells in Oklahoma.

2. Stop all wastewater being imported from Texas and Arkansas and injected into our ground.

3. Shut down all wastewater injection wells within a 100-mile radius of earthquake epicenters.

Step 3: Transform your Goals into Objectives with Tangible Outcomes

To transform these short-term goals into achievable objectives, make them SMART, which stands for Specific, Measurable, Attainable, Relevant, and Time-Bound. Here's an example using #3 from our sample goals list.

Specific	Secure the closure of wastewater injection wells that cause earthquakes in OK.
Measurable	This adds up to the closure of 5,000 wastewater injection wells.
Attainable	Only wells within a 100-mile radius of areas where more than 100 earthquakes have originated in the last 3 years.
Relevant	Earthquakes have increased by 8,000 annually over the last three years.
Time-bound	Half will be shut down by the end of 2017 and all wells closed by the end of 2018.

Now transform your own goals into objectives.

1.
Specific ______________________________

Measurable ______________________________

Attainable ______________________________

Relevant ______________________________

Time-bound ______________________________

2.
Specific ______________________________

Measurable ______________________________

Attainable ______________________________

Relevant ______________________________

Time-bound ______________________________

3.
Specific ______________________________

Measurable ______________________________

Attainable ______________________________

Relevant ______________________________

Time-bound ______________________________

Step 4: Condense Each of Your 3 SMART Objectives

Take each part of your SMART objectives and condense each into a sentence or two.

Strategies

Strategies are the means by which you will accomplish your objectives.

For example, to stop operations on wastewater injection wells throughout Oklahoma, my organization will need to take a multi-pronged approach. The same goes for most organizations or individuals. Whether you're trying to sell a product, provide a service, or contribute to a body of research, you will need use more than one strategy to do so. For building a nonprofit service or advocacy project, that diversity of approach looks more like this:

1. Lobby Oklahoma legislators regarding a piece of legislation that would promote the closure of wastewater injection wells.

2. File a lawsuit in federal court that sues the Oklahoma Corporation Commission for lack of action on shutting down wells that have proven to cause earthquakes.

3. Permeate Oklahoma media with anti-wastewater injection well messages.

Step 1: Define your Primary Strategies

List your 3-5 primary strategies for accomplishing each of your objectives.

Step 2: List your Secondary Strategies or Tasks

List any strategies you'll need to implement in order to be able to make your other strategies work.

Step 3: Check for Gaps

Now go back and double check your primary and secondary strategies. Is there anything you're missing? Think about the sequential steps of making a peanut butter sandwich. If I were to enumerate each step, it would look like this.

1. Go in the kitchen.

2. Open the cupboard.

3. Take out a plate.

4. Take out the bread.

5. Open the bread bag.

6. Pull out two pieces of bread and place them on the plate.

7. Open the utensil drawer.

8. Take out a knife. (And so on.)

You can see how every single step is enumerated. Writing this:

1. Get some bread.

2. Put peanut butter on the bread.

3. Eat the sandwich.

leaves out many interim tasks. That's what you don't want you to do. So go back through your strategies and steps. Make sure there are no gaps. If you find some, fill them in. If you have no way to do so with your existing resources or resources you would get through the grant, you might rethink that strategy or consider external resources you need to gather in order to do so.

Step 4: Provide Evidence

Finally, look at the major objectives and the strategies you've outlined to accomplish them. How do you know these strategies will accomplish these objectives? Do you have evidence from your previous work? Have you done some benchmarking of other programs? Is it based on sound economic or political or even social theory? Use the research skills you developed in the statement of need section to explain how and why each strategy will accomplish your goal.

For example, I might provide evidence of similar actions (lawsuits, public outreach, and lobbying) in Denton, Texas that led to a moratorium on wastewater injection wells in the city. I would provide this example with enough detail to draw similarities between the two approaches or show how I will incorporate lessons learned from that case. Nothing is ever guaranteed to succeed, but it's worthwhile to demonstrate to funders that you have well-reasoned strategies.

Provide evidence that your strategies will achieve your goals and objectives.

Step 5: Explain How You Will Overcome Obstacles

Explain what obstacles are possible and how you have dealt with them successfully in the past.

Resources

This section should be easy to complete after figuring out the primary and secondary strategies you will use to achieve your goals.

For example, because our organization needs to do outreach, I need a communications director. That might mean I hire someone new or pay someone who currently works with me to take on new responsibilities. Human power is a resource.

I also know I'll need a budget for social media advertising, television ads, and printing costs for flyers. Materials are a resource.

There are many types of resources, so just go back through your previous list of strategies and look for anything that requires time, money, equipment, or supplies to achieve.

Then identify whether you already have those resources, will need money from your funder to purchase the resources, or have someone on your board or volunteer list who can make an in-kind donation to provide that service for you.

Step 1: Resources You Have to Commit to the Project

Step 2: List All Resources You Need to Acquire for the Project

These can either be resources that you will acquire through this grant funding or through other funders.

Program Name

The name of your program isn't terribly important in the greater scheme of your proposal, but creating a memorable name certainly can't hurt for public relations purposes. Also, if your name is both descriptive of your project and interesting enough to grab funders' attention, it may help with their recall about the details of your project after their initial review of your proposal.

Here are the characteristics you should use to create your name:

1. The purpose of your program.

2. The primary strategy of your program.

3. Who is involved with or will be served by your program. This may be a geographic location, demographic group, or field.

This does not mean you need to have a long name that thoroughly describes each aspect of your project. Here are some examples of projects funded by the National Endowment for the Arts Our Town grant. They have creative, colorful, and descriptive names for their projects, which are "creative placemaking" projects that "strategically link communities and local governments with artists, designers, and arts organizations to improve quality of life, create a sense of place, and revitalize local economies." Not all project titles need to be as artful as some of these, but this will help you think outside of the box. Brief descriptions of their project vision are included for context. To see more, visit the Our Town showcase page.

1. Confluence of Time and Space: a sustainable public art project that would enhance the landscape and character of the apartment complex, while simultaneously drawing inspiration from the history of the community, geography, and climate.

2. Grant Street Global Voices: As most of Buffalo's refugee and immigrant communities settle there, Young Audiences of Western New York (Young Audiences) thought it was important to bring together long term and new residents, business owners, school age students, college students, and visitors to give them opportunities to understand each other and celebrate the changing nature of the Grant Street corridor.

3. Seniors Partnering with Artists Citywide: To address these two disparate needs simultaneously, the New York City Department of Cultural Affairs (DCA) and DFTA launched Seniors Partner

ing with Artists Citywide (SPARC), which would serve as an artist-in-residency program where the residency would be located within a senior center.

4. Creative Capital Hub Project: In order to improve usage and change how people saw the transit center, the city worked with local business and arts community leaders to imagine the space's potential. This group adopted a two-part strategy, organizing a series of arts-based events that brought together many in the city's design, arts, and business communities and creating a long-term masterplan for the area.

Step 1: Draft Project Names

Start by listing the purpose, strategy, and beneficiaries of your project in one or two words each. Then get as creative as you can without straying from the main idea of your project.

Step 2: Revise and Refine

Pick your top 3-5 names and run them by a few people. Work on any further revisions and write your final version here.

Your Competition

You undoubtedly have competitors or other researchers or organizations doing something similar to what you're doing or proposing to do. If you don't already know who they are, do some research. You need to show awareness of others doing similar work in your proposal so that you can explain how what you do is different.

Step 1: Find Your Competition

Who are they? Where are they? What exactly do they do?

Step 2: Explain How You Are Different

What sets you apart from them, e.g. quality, strategy, scope, population? How is your work different and how will it fill a gap in research, service, etc.?

Potential Collaborators or Partners

It's no secret that funders love it when organizations collaborate or partner up on a program. It demonstrates that the issue you're working on has not only organizational support but a clear need in your community.

Collaborators and partners can contribute tremendously to a program, helping you take on tasks and scale your work to a level that would have been out of your reach otherwise. There might also be grants that you or your organization alone don't qualify for, but you can bring in someone you have a good relationship with and who does qualify.

Ultimately, grantmakers see this collaboration as a greater service to the community than multiple organizations working separately towards the same or similar goals. Funding collaborative efforts is also a means for grantmakers to have greater impact with one pot of money.

It's also no secret that collaboration takes work, and if partners aren't all on the same page, things can go awry. This is not meant to discourage collaboration, but to encourage careful selection and development of a system for collaboration that will set your work together up for success. Because people often have difficulty distinguishing between different categories of collaborators, I've laid it all out here for you.

Partners

When you work with a partner, one of you will be the lead applicant, and the others will be listed as partners or collaborators, depending on how extensive you want the relationship to be. If you want an extensive relationship in which everyone is contributing significant time and resources–time and resources that need to be paid for by the grant–you may want to pursue the arrangement as a partnership in which everyone involved is listed in the grant. In this case, you should all be splitting the work in somewhat equal measure, all in effort to achieve a common goal.

A nonprofit example of this would be a partnership on a grant meant to help low-income mothers overcome educational, workforce, and interpersonal barriers to success. The lead organization has a GED program and technical job training services program. The partner organization offers life skills education and family counseling. Together, they can offer a well-rounded program that helps mothers improve various aspects of their lives. These partners will want to establish Memorandums of Understanding regarding how they will work together, how they will be compensated (if applicable), and what tasks each partner will assume.

An academic example would be a grant on improving university educational experiences for Appalachians. The project involves doing interviews with Appalachian high school and college students, teachers, and other community members, creating a video documentary, growing Appalachian student communities of support on university campuses, and writing research articles. One partner or co-investigator, in academic terms, might be skilled in research and writing; another might be experienced with doing video production, post-production, and teaching digital media; and another might be talented at building student coalitions and excitement about causes on campus. It's likely these three will have many overlapping tasks and will support each other in completing each of the tasks as a team, but each might take a leading role in developing and implementing portions of this project.

In this academic scenario, you might also work with less active partners or co-investigators/primary investigators who head up the departments or programs you're working under as an academic unit. (This is just about how the money flows!)

Collaborators and Supporters

Collaborators and supporters are less involved than partners but are still important. They may or may not work under a Memorandum of Understanding, but if they don't, they should certainly provide a letter of support for the grant. For example, I work as a collaborator on technical assistance grants for some organizations. They select me as a grant writing consultant and build my compensation into the technical assistance budget. They might also add me into a grant as someone who provides communications and marketing assistance for a program. However, I am not listed as a "partner," but as a contractor.

The same may go for other organizations in the community who donate small amounts of in-kind contributions. For example, in the previous Appalachian program example, the local PBS station may write a letter of support for the project with a promise to share the produced video on their website, which will provide thousands more views than simply placing the video on the academic program's site. There might also be an organization that writes a letter of support and agrees to allow the organization to interview their staff and board of directors.

Matching Funders

Another even more removed form of working with someone is securing matching funds from them. Matching funders provide a percentage of funds to match the funds awarded by another, often larger grant. These funders are usually less involved in the implementation of a project, but they may choose to support you in the planning of the program to ensure it gets supported both by them and the other grantmaker.

Step 1: Identify Needs or Gaps in Your Capacity or Capability

What are the gaps that you don't think you can fill on your own, even with the grant funding? For example, if you are writing for an environmental advocacy organization that focuses on solar energy, do you need to collaborate with an organization that is knowledgeable and has contacts in the wind energy industry to do a comprehensive renewable energy campaign?

Step 2: Identify Potential Partners or Collaborators

Who might you work with to fill this gap (who shares your vision, values, mission, or has parallel strategies)? How will they contribute to the program? What benefits would they receive from working together? Brainstorm and revise here for your proposal draft.

Program Sustainability

After the first year of your program, how will you sustain and even build your program? This is both about financial sustainability and growth of the scope or scale of the program. If this is a one-off project, you won't need to write about this in the proposal.

To get super specific about the resources you'll need to sustain and grow the program, you'll have to create a budget, which we haven't done yet. (But you can look forward to it in the budget section!) However, you should be able to consider what kind of funding model you'll use in the future. Can you rely on memberships? Donors from fundraising events or direct mailings? Other grants? From whom will you request funding? Can you charge enough for your services to cover part of your expenses?

There are many more financial models than relying on grants alone, and in fact, grantmakers want to see that you have more than grants. So beyond just listing other grantmakers, think about how your program could create self-sustaining demand through. Funders want to see long-term impact that they can say they contributed to. Make sure you give that to them when appropriate.

Identify Future Sources of Revenue for the Program

Program Evaluation

This task hearkens back to the goals and objectives you set for your program at the beginning of this workbook. Remember the SMART objectives you created there? Now you have to explain how you will track and measure whether your program has accomplished them. Pull those objectives up; they should have specific dates and, as often as tenable, quantifiable outcomes. There is always a starting point for measuring the outcomes of a grant, whether you're seeking funding for an existing program or a new one.

Let's use the example of a program that supports low-income mothers. If you stated in your grant application that one of your objectives is to help increase average hourly wages for the low-income mothers you serve in Miami, Florida from $9 per hour to $12 per hour by the end of your grant award period, then you need to:

1. Make sure when the grant period begins that it is still $9.

2. Track average wages of your participants each month by doing regular email, phone call, or in-person check-ins with each of your program participants.

3. You might estimate that it will take several months for this increase to begin as the program gets off the ground, and mothers begin to take classes, get new certifications, get help with job searching, resume writing, and interview practice through your program.

4. Set a combined set of outcome measurements. For example, if your ultimate goal is to get to $12 per hour, you can say this is an ideal goal, but you can also count success as reaching 50% of that goal, helping participants get to $10 an hour, with participants reporting they are in more lucrative jobs that offer opportunities for advancement, benefits, or some other improvement over their last job. So you should be measuring and monitoring various elements of your efforts. You could even measure attitudes and feelings of self-efficacy among participants with surveys and interviews, counting positive changes in beliefs and attitudes as programmatic successes.

5. Even if you don't accomplish your objectives, as long as you did what you said you would do and explain what you learned and why you fell short, grantmakers are not going to ask for their money back. They understand the value of effort, attempts at innovation, and failure. This is part of learning and developing new programs or doing new research. So don't let it intimidate you!

Explain How Will You Measure the Success of your Program

Explain how you will evaluate before, during, and after the program or grant period is over. What outcomes do you want to hit at each stage and how will you measure them? Be specific by including specific outcomes with integers and not percentages. Will you use surveys, interviews, statistics tracking changes in results, behaviors, or beliefs for participants? Will you evaluate policy changes related to your work? Growth of membership?

Grant Award Promotion Plan

Most grantmakers will want you to acknowledge the award publicly. This is probably the easiest component of your program plan. As long as you acknowledge the grant award and your funders generously in your primary publicity channels, they will be happy.

Here are a few methods of promotion common among grant awardees:

1. A story about their contribution and how it will impact your organization in your newsletter

2. The same but on your organization's website or blog

3. Social media sharing of that story

4. Images of your participants benefiting from the grant on your social media and website

5. A press release announcing award sent to local media

6. Inclusion of the grantmaker's logo on a fundraising event banner and program and mention in fundraiser list in any event speech

Design your Promotional Tactics

Explain to funders how you will promote their contribution. Keep it simple and list multiple specific ways you will do so.

Logic Model & Budget

Logic Model

You have worked your way through the narrative of an entire grant proposal! Congrats! For many grants, you are now in the clear as far as the major thinking and writing requirements. Unless! Unless you have to complete a logic model.

I remember the first time I had to do a logic model; I thought it was a silly extraneous requirement.

But now that I have more experience with them and have worked with clients who struggle to trace how their goals, objectives, strategies, and resources will all contribute to certain outcomes, I totally get it. This is a graphic representation of the logical sequence of your program-the if, then relationships between your inputs and outputs.

A logic model serves as a beneficial thought exercise to help applicants think through and validate each component of their program design. So as you work through your own logic model, pull out your program design.

A logic model also helps funders by giving them a precise and concise visual representation of how your program will work. So it is important to do well.

The end of this section contains a sample logic model, which you can reference as you read through the components here. You'll notice that the arrows between different components are meant to directly link one input to one output to one outcome; this allows you to demonstrate the one-to-one or "if-then" relationship between each. You will also have a blank logic model that you can fill out. Keep in mind that grantmakers typically provide you with their own logic model format, and they all vary slightly.

Components of a Logic Model

1. Inputs

Inputs are the resources you are contributing to your program; you're already familiar with this concept from previous workbooks. This can include everything from the funding you've received from other grants and hope to receive from this grant; to staff, volunteers, and board members who will work on the program; to partners or collaborators; to technical assistance funding.

2. Outputs

Ouputs are what you produce using those inputs or resources. As you look at our two different sample logic models, you will see that each is organized differently. Some may include outputs in a separate column and some will position outputs as an umbrella column for both activities and objectives. We're going to use the latter structure since it's the structure used in our first example.

A. Activities

Activities are the strategies that you outlined in your Program Design Workbook. If you listed the primary and secondary or supportive strategies in the workbook or in the Testing your Program Design: Workflow Mapping writing prompt, you have already been validating your strategies.

These activities include the actions that your program workers are instituting to create change. They might also include tools, events, or processes for fulfilling your strategies.

B. Objectives (or Outputs)

Objectives, as they are called in the first logic model example, or Outputs are different from what you have worked with twice now in each of the last two workbooks under the name "objectives." Rather than the ultimate changes you want to see in the population, field, or cause that your're working on, these are the immediate products of your activities or strategies. So if one of your activities was providing GED courses, an objective or output of that activity would be to enroll 50 people in that course and have at least 35 of those people take the GED.

3. Measures

Again, you should be well-prepared to list each way you will measure the success of your program. You just established strategies for measuring success in the last workbook. Now you will ensure that each survey, data tracking tool, interview, or other measurement corresponds to a specific activity and objective on one side and a specific outcome on the other.

4. Outcomes

Outcomes are more like what we've been referring to as the objectives in the previous two workbooks. Just to review, objectives should be what your activities or strategies will result in. They should be Specific, Measurable, Attainable, Relevant, and Time-Bound. In the small blocks of your logic model, you won't have space to include each of those SMART characteristics in detail, but readers can look back on your narrative to see each of those components.

Remember, try to make your outcomes as SMART as possible, but as you'll see in our first sample logic model, they may sometimes also be less quantifiable. Most logic models will require that you consider short, medium, and long term outcomes of your program. Here is how to distinguish between each.

A. Short-Term

If you need to conceptualize a time-frame that corresponds with this breakdown of outcomes, think of short-term goals as the changes in the population, cause, or field. Short-term outcomes are typically those that occur within the first three months of the award period.

These changes are typically evident in changes in attitudes, skills, or knowledge of the population you're serving. If you're strictly a researcher, they may result in new findings about the specific problem or issue you investigated. If you're working on building movement for a cause, it may be the creation of new policies, procedures, or coalitions.

B. Medium-Term

You can think of medium-term outcomes as changes that occur within the first six to twelve months of the award period.

These changes may include bigger changes in your population, including changes in behavior; actions taken; creation of new programs or formal coalitions; or awareness-raising. If you're a researcher, this may include building theories or praxis recommendations around your findings.

C. Long-Term

Long-term outcomes are just what you imagined in the goals section of your program design. They are what you hope to achieve by the end of the grant award period (all of these time estimates are based on a one-year award period).

These changes should be of greatest impact of all of your outcomes. They usually include a significant alteration in your participant's life that will have long-term or even lifelong impacts. This might include helping participants have better soft and hard job skills that lead to a lifetime of improved career opportunities, overall higher income, and more stability. It might also include a change in a policy or a huge shift in public consciousness regarding an issue. For researchers, this might include a major contribution to a scholarly field that affects other theories, praxis, or even how concepts are connected to one another.

5. Assumptions

This is a less common section, but a useful one that you will see in the first logic model example in this workbook. Here you are asked to list any assumptions that your if-then statements rely upon. You'll see in the example that the assumption many of that logic models claims rest upon is that research and community outreach has the power to raise awareness about issues. As long as these assumptions aren't outrageous stretches of possiblity, but are both anecodtally and statistically supported assumptions, you are fine. If they are stretches, that is an indication that you need to reconsider your logic.

6. External Factors

This is another less common section and even if your particular grant doesn't require it, listing them in your own notes can be helpful in understanding what factors are out of your control. This could be anything from changes in the political climate, interest of potential participants, or even cooperation of the community.

Notes

Budget

The program design and the budget should speak to one another, support one another, and make sense as a single unit. Just as you worked through the logic model, ensuring that each input supports each activity, each activity supports each output, each output supports each outcome, you need to ensure each activity is supported with a line item on your budget.

Step 1: Adhering to the Requirements Format

Unless you are applying for general operating funds and not a specific program or project, you will have to include a program or project budget, either in a spreadsheet you created or provided to you by the grantmaker. Or, they might ask you to enter a budget into an online form. In addition to this line item budget, you will most likely be asked to provide a budget justification, which just means taking each line item on your budget and explaining the expense in a sentence or two. That means you both explain what the item is and what purpose it will serve in your program. Before you get started, read and re-read the instructions to make sure you understand what the requirements are for the budget.

Every budget will have a time period. As different organizations and institutions have different fiscal years, you will likely need to note your fiscal year in the budget. Grants can also be for different time peiods, from a matter of months, like the 9 months of an academic school year, to up to three years. You will need to make sure any calculations you do for staff salary and other expenses dependent on time take that time period into account.

Step 2: Estimating Expenses and Revenue

Grantmakers expect your budget to be thorough, reasonable, and provide enough funding for what you claim you will do. They also expect that they are not funding your entire project. Remember that they want you to pay your staff and consultants a fair price, not an extravagant one, but they want to see they are well-supported. As you estimate expenses and revenue give yourself some wiggle room in your estimates without hugely overestimating. Best practice for making estimates is to track your revenue and expenses closely so you can make a justified estimate.

Don't be afraid to consult with the grantmaker regarding their expectations for the budget and to benchmark your expenses by talking with others in your field who have done similar work. Also, if you need to hire consultants or make major purchases, get quotes on those expenses rather than guessing how much they will cost.

Do not lump all expenses and revenue into large categories. You might include subcategories and then individual expenses under them, but you should not have a line item that just says "Staff." List each staff member individually and calculate their expense.

In the revenue section, include both funding you have already secured as well as funding you are actively seeking out and hope to receive. The revenue section is not limited to revenue you already have, but also the revenue you anticipate you will have during the time period of the grant award.

Step 3: Including the Organizational Budget

In addition to asking for program or project budget that only includes expenses and revenue for the project you're requesting funding for, grantmakers might also require you to provide your entire organizational budget. So always keep updated organizational budgets each year. Some grantmakers might ask for the current year's budget, the previous year's (or several previous year's) budgets, and the next year's budget. If you have any significant carry over or shortfall from year to year, explain that in the budget justification or any questions in which they ask about that. Also, be prepared to answer detailed questions about your budget, including administrative expenses, which many grantmakers want you to keep to a minimum.

Organizational budgets do not apply to individual applicants.

Step 4: Making Calculations

Some grant budgets are more complicated than others. Some of the most difficult budgets I've ever worked on included calculations for both a matching funder that was limited to a specific dollar amount and two different granting agencies that could each only provide a specific percentage of the grant. You'll see what I mean in the example at the end of this workbook. That was a special case in a large federal grant. However, you will typically be asked to make sure your revenue and expenses cancel out. Sometimes the provided forms will tell you if they don't cancel out and other times you will be using your own form and will have to make sure they cancel out. Canceling out means your expenses equal your revenue.

Once you have made your calculations, check, double check, and triple check them. Don't just check your calculations. Also check that there are no activities or strategies outlined in your proposal that aren't covered by the budget.

Components of a Program Budget

These are the common components of a program budget.

Expenses

1. Direct Costs: Personnel Services (PS)

You will always need to input the personnel costs associated with your proposed program. This should include the expenses of any part-time or full-time staff who will be dedicating their paid time to the program. The best way to estimate this is consider how much time they will spend on the program per week and then calculate what percentage that is of their total hours per week. Then you'll use that percentage to calculate how much of their total annual salary will be paid for by grants for this program. Keep in mind that the budget for the program is not just for what this grant will pay for in the program. It should be for the entire program. As you'll see in the first sample budget, the grantmaker might ask you to indicate what percentage of the total program expenses will be allocated to them.

2. Direct Costs: Fringe Benefits

Fringe benefits include benefits given to personnel on the project, including social security, health and disability insurance, vacation or paid time off, and pension. This should not be included with salary but should be written as a separate line item. This may differ per employee, depending on whether they are full- or part-time.

3. Direct Costs: Other than Personnel (OTPS)

Other than personnel includes any costs not in the previous two categories of staffing. Below is a thorough list of other costs this might include.

Consultants

Many organizations don't use consultants, but if you do, include them here. Unless you're applying for general operations or technical assistance funding, don't include grant writing consultants in your program budget. You can, of course, include marketing consultants, attorneys if legal representation or counsel is part of your services, engineers if your project is building something, and so on. Before estimating this cost, ask the consultant what they would charge for the service.

Training

If you need to train staff to take on new roles or if your grant is for staff or board development, you will need to include training in your budget.

Equipment

Equipment includes any large appliances, filming equipment, lab equipment, office equipment, or other equipment needed for the program. This could even include vehicles if your program involves transporting participants or goods.

Rental

Includes rent for office and any other space your organization rents. If you are writing for a specific program or project, pro-rate the rent according to the square footage it takes up in your building.

Supplies

Supplies would include office supplies, printing expenses for marketing, lab supplies if you're doing research, or any items that are required for a program but are not large equipment.

Meeting Expenses

Meeting expenses could include space rental, refreshments, printing and other advertising expenses, or even an honorarium for a speaker or lecturer.

Travel

This is pretty straightforward, as long as the travel is related directly to running the program or conducting the research. Typically, travel expenses include car mileage or airfare costs, hotel expenses, and the government rated per diem for the city you're visiting.

4. Indirect Costs (Administrative or Overhead)

This is the cost of running the rest of the organization outside of this particular program or project. So this would not apply if you are asking for unrestricted funds for general operating expenses. Indicrect costs include the expenses of other departments outside of the specific pro gram department, such as finance, development, and human resources. It can also include rent and all other expenses previously listed that just don't contribute to the one program you're requesting funds for.

There are different restrictions on the indirect costs you can request. Typically, they are a set percentage of the grant determined by the grantmaker or your own academic institution. For example, many federal agencies will limit your indirect cost rate to 5-10% of the total budget. In this scenario, there is an opportunity to later have an audit conducted that allows you to negotiate a new rate for the next year. Then you can reuse that federally approved indirect cost rate with other federal agencies.

When it comes to academic grants, the indirect cost rate is not one that actually gets you more money; it's one that your academic insitution will take out of your grant in order to manage the grant. (There is an entire grants department at most major universities, and those people must be paid.) Typically, the indirect cost rate is around 50%. That means if you win a $100,000 as an academic researcher, your university will take $50,000 out of it to administer the grant. I know this might be a shocking number, but there is good news. Sometimes you can negotiate that rate down or ask for it to be waived. However, you must also check that the grantmaker will allow for that. I tried to do this once for a federal grant, and the grantmaker wouldn't allow for a waived administrative cost because that counted as cost-sharing, which was not permitted under their agency guidelines.

Revenue

This section applies more to nonprofits than to individual applicants or researchers. If individuals have other sources that are supplementing the grant, such as matching funds from their department or another grant, there will be a place to include that on the budget form that is not categorized as revenue.

1. Other Grants

The first thing you should list is other grants you are seeking for this program, whether you've been awarded them yet or not. If you've been turned down for the grant, then don't include it, but if the application is out, note that.

2. Donors

Include any regular, large donors (and their normal contribution amount) who are interested in contributing to this program or whose funds you would allocate out of the general operating fund.

3. Fundraising Events or Annual Giving

Include any money you anticipate raising through fundraising events or fundraising campaigns like direct mailings, based upon what you normally make from that particular event or activity.

4. Membership Fees

If you charge fees for members, or have some other means to generate revenue in exchange for your service or product, include that as well. A business collaborative could have membership fees; a tech innovation center could charge membership fees and rent for offices. There are many ways to fund your work that doesn't involve financial gifts. Just because you're a nonprofit, doesn't mean you can't charge for services.

5. Earned Revenue

This may include other, non-member, service fees; sales; and any other earned revenue.

6. Matching Funds or Indirect Support

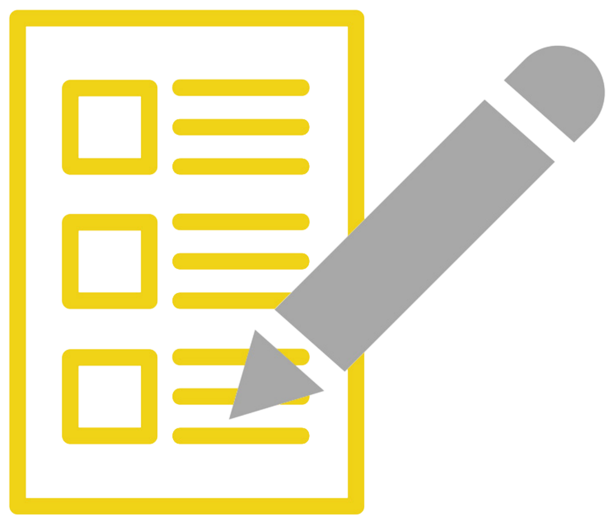
Include any matching funds committed or indirect support promised by board members or volunteers. Don't underestimate how much your supporters contribute to the program. Ask them for estimates of what they would charge paying customers for the services they provide for free.

Examples

For a blank logic model template and example logic models, see the appendix at the end of the workbook.

After you complete the budget and logic model, we will be on to all the small parts of grants (including some pre-proposal and post-award pieces of writing) that you will need to complete.

All the Little Details



Introduction

So far in this workbook, you've learned how to find the best grant opportunities for your work and write a clear, concise, compelling proposal. Now you will learn all the smaller pieces of grant writing, both from the pre-proposal stage to post-award stage. Small as these pieces are, they are essentials that you definitely shouldn't skip out on. So let's dive in!

1. Executive Summary or Abstract

Executive summaries or abstracts are what grantmakers read first before they delve into your full proposal. So a strong summary or abstract is incredibly important because it determines whether they are invested in the rest of your proposal (and, sometimes, whether they read it at all). Summaries and abstracts should briefly explain your mission, program/research goals and strategies, the need your work addresses, how much money you're requesting, and what that money will fund. Sometimes grant writers mistakenly think of this section as an introduction, but it is truly meant to be a summary of each the most important sections of your proposal.

2. Timeline

Timelines are sometimes part of your narrative; other times, they are included in the appendix. They can be in the form of a graphic, table, or even bulleted list. What's key is that you account for each of the activities you've outlined in your program design and logic model. You should start the timeline for the date you anticipate receiving the grant and end it at the close of the grant period. Use your previous programs to determine how long each task will take and include some wiggle room in addition to that.

3. Letter of Inquiry/Intent (LOI)

A Letter of Inquiry or Intent, typically referred to as LOI's by grantmakers, are the pre-application for a grant. Not all grant applications require this step, but it's a good way to save grant applicants and grantmakers time by giving them a slice of what your full grant proposal would be before you take the time to write it. If after reading your LOI, grantmakers feel your program is a good fit, then they will invite you to submit a full application. LOI's can either be true letters or they can be short online or paper forms.

4. Appendix

The appendix or attachment section is the least work-intensive part of the application as long as you have all of your materials gathered in advance. Although some online grant application forms might ask you to add each element of the appendix separately, many will just ask that you combine all of your files into one PDF and attach it to the email or upload it in the online form.

5. Thank You Letters

Once you receive the grant, you need to both accept the award formally and thank the grant-maker for the award. Sometimes you will need to sign a separate formal agreement with the grantmaker. Other times, you will be able to accept the award in the same letter that you thank the grantmaker in. They will let you know if any forms are required upon receipt of the award.

6. Site Visits

When you receive a large grant or even a small grant from an organization like United Way, which requires certain things of member organizations, you may have to host site visits for the grantmakers. A site visit is when the grantmakers visit your organization. Sometimes they will want to be given a guided tour and speak with staff and participants or even witness your programs in progress. Sometimes they will simply meet with the executive staff or executive director and development director. They may have given you questions to address beforehand or will come with questions that you have not seen in advance.

7. Reporting

Large grants often require reporting, including interim, final, and outcome reports. This goes for both academic and nonprofit grants. Funders will typically tell you exactly what they want. Some may give you a broad question to answer in essay form like: "How have these funds benefited your participants?" Others may have many very specific questions like: "How have the results been disseminated to communities of interest?" It's important to honor these reports and take them seriously. Failure to complete the reports could have negative consequences, including disqualifying you from receiving future grant awards from that funder.

Executive Summary or Abstract

A good rule of thumb for writing your executive summary or abstract is to try to distill each one of your questions or grant sections into one sentence. For example, include one sentence describing the need, one sentence for your organizational mission and capacity for fulfilling grant, one sentence for your program description, one sentence for objectives, one sentence for your primary program strategies, and one sentence stating how much money you are requesting from this particular funder and describing what the funds will be used for.

Academics, depending on the context, may not need to include the amount requested in the abstract because the grant is set to a standard amount for all applicants. Even if that is the case, you will still need to explain what the funds would be used for. Academics will also need to explain what specific deliverables will be created, e.g. a book, article, conference presentations, curriculum design, etc.

Draft your Executive Summary or Abstract

Include one to two sentences on each while also being sure to closely follow any application character/word limits

1. Info on your organization or research, including capacity to carry out the grant
2. A statement of need
3. A program or research description
4. The goals and objectives of your program or project
5. How you will evaluate your success
6. How much money you're requesting and what it will fund

Summarizing all of your thoroughly developed ideas into a few sentences can be difficult, so try the following exercise if you're getting stuck.

Step 1: Start by printing out your proposal draft and writing topic headings for each paragraph in the margins on your print copy or adding them as comments to your digital draft.

Only write topic headings for paragraphs containing required summary information listed above.

Step 2: Compose your one- to two-paragraph summary by expanding each heading into a full sentence that summarizes the main idea without generalizing.

You'll know if you're being too general when an outside reader who has never read your proposal can't understand what you're doing just based on your summary. (You'll find this out if you do a peer review/draft exchange!)

Step 3: Use the known-new contract to add smooth transitions to your summary.

Try to start each sentence with information your reader already knows and then add new information to the end of the sentence. For example:

Research shows that door-to-door political canvassing is more effective when canvassers don't make outright arguments in support of their position. Rather than focusing on their ideas and structuring talks around logical breakdowns of issues, canvassers should simply hold conversations with residents, asking them questions about their opinions and life experiences. Once voters share their opinions and experiences as they relate to this issue, canvassers can then share their own personal experiences in a way that sheds new light on how the voter thinks about the issue. By training canvassers to use this technique, we will have higher success rates of changing voter positions on the issues we are advocating for.

Did you notice how the teal section (known) of each sentence reiterated the information from

Did you notice how the teal section (known) of each sentence reiterated the information from the coral section (new) of the previous sentence?

This is an extremely effective technique for carrying a reader happily through the summary of your proposal's argument (the statement of need and how you will address that need with your program or research). Try it with your summary here.

There you have it–a summary of your most brilliant arguments for why your project is worth funding! Keep in mind, this summary should be just as compelling and convincing as your proposal, so make every effort to retain in the summary what makes your proposal so brilliant.

Keep in mind different funders have different conventions for their summaries, especially for academic research grants. These tend to be much more specialized and typically don't include an ask for a specific amount of money. Some grantmakers might even ask you to write the executive summary in letter form. Just pay close attention to the instructions and follow them.

Timeline

If you have an excellent sense of how long it takes you or your team to complete tasks, the timeline should be the easiest portion of the grant application. If you don't know how long it takes you to complete tasks, this section might be challenging. Track your and your team's time carefully for several weeks to learn how long it really takes you to complete tasks and extrapolate from there. You can also look back on previous projects in saved calendars to see how more long-term projects progressed over time.

The content and format of a timeline is usually pretty simple. It should include every activity or task from the project strategies list/logic model activities section and should allocate a reasonable amount of time to complete each task. This section is important to grantmakers because they want to see that you have a feasible plan for completing the work and need to know that it corresponds with the budget you have requested.

Below are two examples of timelines. The first is the timeline for an academic research project that was funded by the state branch of a federal agency. The second is for a large federal grant for a nonprofit service project that consists of building a trail system. Also note that the first grant is for the implementation of a project while the second example is for a technical assistance grant, so one of the activities includes writing an implementation grant.

Academic Research Timeline

Year One: July 1, 2013–June 30, 2014

August 2013: Project orientation

AU13-SP14: Conduct 8 county site visits (Selected based on accumulating a variety of data—spanning Appalachian Regional Commission economic status and geographic location. Special preference given to counties for which project members can act as cultural brokers. See charts on Appendix 1 for details.)

Tentative site visit schedule:

August 23rd: A County
September 6th: B County
October 4th: C County

November 8th: D County
January 10th: E County
February 7th: F County
March 7th: G County
April 4th: H County

AU13-SP14: Conduct at minimum 2 visits each to ORG 1 and ORG 2

March 2014: Present findings at the annual meeting of the Appalachian Studies Association

Ongoing Video editing & transcription of site visit interviews

Year Two: July 1, 2014–June 30, 2015

Ongoing Video editing & transcription of site visit interviews

SU14: Draft video documentary

SU14/AU14: Write executive summary, recommendations, and best practices.

AU14: Screen video documentary at town-hall meetings in CITY 1 & CITY 2

March 2015: Present findings at the annual meeting of the Appalachian Studies Association

April 2015: Host conference/summit on UNI campus to present major findings to community partners, community members, and UNI faculty, staff, and programs to develop a strategic plan of action

Nonprofit Service Project Timeline

October 2016: Create a resource catalog of existing trails, parks, historical sites, and other destinations in the 6-county area. The development team will use this catalog to identify optimal route connectivity that provides the most interest to visitors.

November 2016–September 2017: Identify regional partners and create relationships for trail development. These will be local government organizations, federal and state park managers, related business owners, trail and outdoor clubs, universities, health promotion groups, volunteer groups like AmeriCorps VISTA, community organizations like ORGANIZATION 1, and the FEDERAL ORGANIZATION.

November 2016–September 2017: Map routes by segment.

Complete share-the-road mapping as the first stage of connecting to neighboring counties, especially to X, Y, Z, and A as can be seen on an interactive map at WEBSITE in the appendix. This mapping involves working with the Department of Highways to get signage on sections of roads that will also be used by cyclists to enhance safety. This is a common practice for designating trail routes.

November 2016–October 2017: Complete route mapping of the trails that connect partners/resources/destinations. Using the resource catalog, we will identify priority destinations based on interest to tourists, development plans of partners, existing trail infrastructure and cost/feasibility. This data will be entered into a GIS/Mapping system by a GIS specialist.

December 2016–September 2017: Complete cost estimates, including right-of-way evaluations.

February 2017–June 2017: Perform a needs assessment to inform creation of a resource that will support and encourage trail development in neighboring counties. Depending on the results of the needs assessment, this resource could include educational materials, training programs, sharing of expertise, shared advertising, shared planning, labor pool, equipment sharing, sharing of economic impact analysis, and mapping techniques.

March 2017–September 2017: Complete a feasibility study and strategic plan for the development of a 3-county connected trail network.

June 2017–October 2017: Complete economic impact projection.

July 2017–September 2017: Identify outcome metrics and prioritization criteria for implementation plan.

August 2017–October 2017: Draft and submit implementation grant proposal.

Coordinate with ORG website to disseminate the outcomes of these activities to create a central information-sharing site.

Graphic Timelines

In addition to writing out a timeline, you might be required or would simply benefit from including a graphic timline.

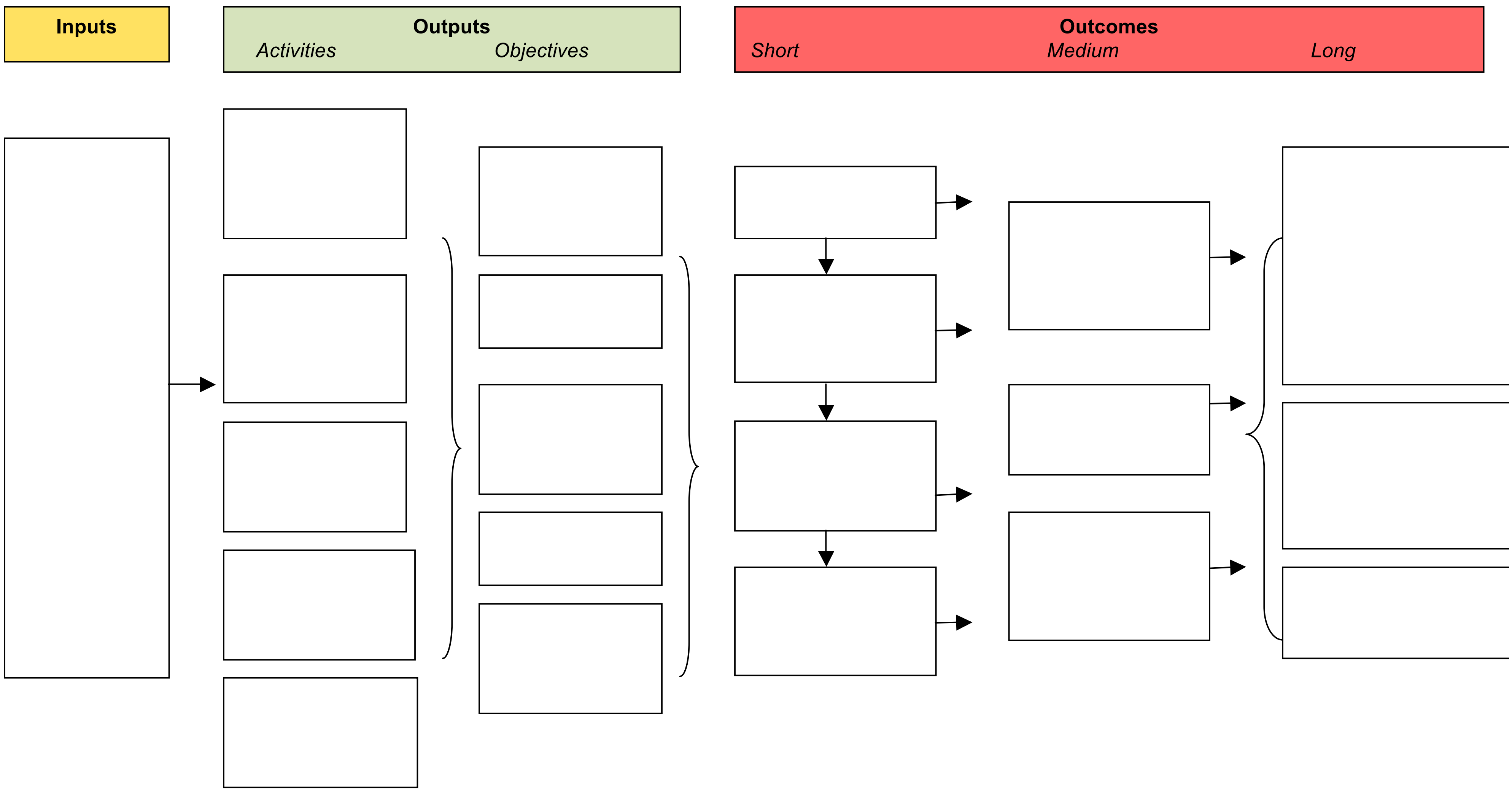
You can also create timelines in the form of a Gantt chart. This isn't the only means to visually represent your timeline, but it's a simple one that you can create in Excel, using stacked bar charts and task tables.

Draft your Timeline

Use your program activities and strategies list to create your timeline. Coordinate with other members of your team to ensure that the time you allot for each aspect is reasonable. Ensure that steps are in proper chronological order. For example, if you include voter canvassing in your timeline but haven't trained your canvassers yet, step back in the timeline and add training.

Program: ______________________________________ **Logic Model** (uses text boxes: add/change boxes and arrows as needed)

Situation:



Assumptions

External Factors

Program: The Appalachian Student Research Team and Coalition **Logic Model**

Situation: Post-secondary achievement and job placement in Appalachian State

Inputs

What we invest:

- Faculty, Staff, Graduate & Undergraduate students and volunteers
- $15,000 ARC Grant
- Archival experience and space, including preservation practices and searchable online database visibility
- Equipment and supplies
- University and community partnership resources and support
- Scholarly and community connections from previous work in field

Outputs

Activities

- Primary Research:
  - Scholarly research
  - County Profiles
- Site Visits:
  - In-person interviews w/ community members
  - Site observations
- Anonymous Online Surveys
- Focus Groups on SCHOOL Campus
- Feedback from Video ethnography viewing & conference

Objectives

- Generate a discussion about region and Appalachia on scampus
- Collection of quantitative and qualitative data about student experiences
- Comprehensive Appalachian STATE collection at the Folklore archives
- Scholarly and Community Conference
- Service-Learning Course
- Video Ethnography

Outcomes

Short

- Connect Appalachian & Appalachian STATE students to the project and one another
- Generate interest and awareness about post-secondary attainment in Appalachian STATE
- Dialogue with community partners and members about strategies for addressing issues
- Develop practical and ideologically sound best practices, recommendations, and strategies for secondary and post-secondary administrators, educators, and legislators

Medium

- Create conference at which Appalachian Studies scholars, community partners, students, and community members discuss findings and solutions
- Increase awareness about the Appalachian population at SCHOOL
- Develop long-term partnerships with scholars and organizations to continue research, dialogue and action

Long

- Strategic discussions & action at the university, state, regional, and national levels to address the economic, environmental, social, and discursive factors affecting college preparedness, retention, and completion by STATE Appalachian students
- Create service-learning Appalachian Studies course that builds upon current AP research and contributes to the AP collection in the Folklore Archive
- Create of Center for Regional & Appalachian Studies on SCHOOL campus

Assumptions

- The combination of scholarly research; community partnerships; and local, regional, and national outreach efforts by the Appalachian TEAM can raise public awareness to an otherwise invisible issue at SCHOOL and the rest of the state and nation.
- Community partners and members of Appalachian STATE want to increase post-secondary educational attainment in the region and also increase the opportunities graduates have to work in the region.

External Factors

- Governmental, state, and corporate legislation and policies in the region
- Interest of educators, administrators, and officials
- Economic structure and family circumstances of participants

"Háblame Bebé: An app to help Hispanic families reduce the word gap and promote bilingualism" Final Draft

HÁBLAME BEBÉ

INPUTS

Partnership with *Talk With Me Baby* (TWMB) multi-agency education initiative and app in English, including IOS platform/ tech support

Partnership with *Bridging Word Gap* (BWG) Research Network

Partnership with / admin support from *Center for Children and Families* (CCF) at Florida International University

Over $230,000 in funding on bilingual benefits/ language nutrition

Development of cohesive training program by Dr. Baralt, Dr. Darcy Mahoney, Dr. Brito (trainers)

Cell phones for families without them to strengthen potential reach

ACTIVITES

Marketing

App training

<u>In the app</u>: Evidence-based strategy education via:

- modules that teach about the word gap
- modules on language nutrition and talk-time
- how to incorporate more language into routines (e.g., waking up, getting dressed)
- specific talk topics with demonstrations
- examples of how to improve quality of interactions (following child's lead, taking turns, recasting)
- modules on benefits of bilingualism
- videos of other Hispanics sharing the importance of/ how they maintain Spanish

Focus groups, interviews, surveys

Parent-child interaction observations pre- and post-intervention

MEASURES

SES profile

Preschool Language Scale™ Peabody in English and Spanish (babies & caregivers)

Caregiver knowledge of 1) bilingualism benefits, 2) importance of maintaining heritage language, 3) word gap

Care-giver reported inputs:

- talk-time
- confirming (by clicking on routine icon) that they embedded new strategies learned into baby's daily routines
- vocabulary growth (based off of MacArther-Bates CDI)

Parent-child interaction measures

App use tracking

User feedback

OUTPUTS

OUTCOMES

SHORT-TERM

Diverse topics, videos, examples, encourage repeated use

Text reminders increase use consistency (over 50% of reminders)

Multiple care-givers interact more with baby in heritage language (Spanish)

Caregivers report positive experience and that app is fun

Caregivers are motivated by earned 'hearts' (earned when routine-based intervention is applied to eight daily routines), as well as feedback on the growth of their child over time

MEDIUM

After 3 months:

90% participants will report significantly increasing talk-time in Spanish

Significant different in Indicator of Parent-Child Interaction (IPCI) measure pre- and post- intervention

90% participants will report learning about benefits of bilingualism, talk time, and how to reduce the word gap

LONG-TERM

After 12 months:

Talk-time with baby significantly higher than control group

Experimental group has larger vocabulary (Spanish + English)

All caregivers demonstrate knowledge of benefits of bilingualism, heritage language maintenance, and reducing the word gap

Bridging the Word Gap CHALLENGE