

Advancing Your Grant Writing Skills

Susan Linn

Oct 29 2019

Agenda

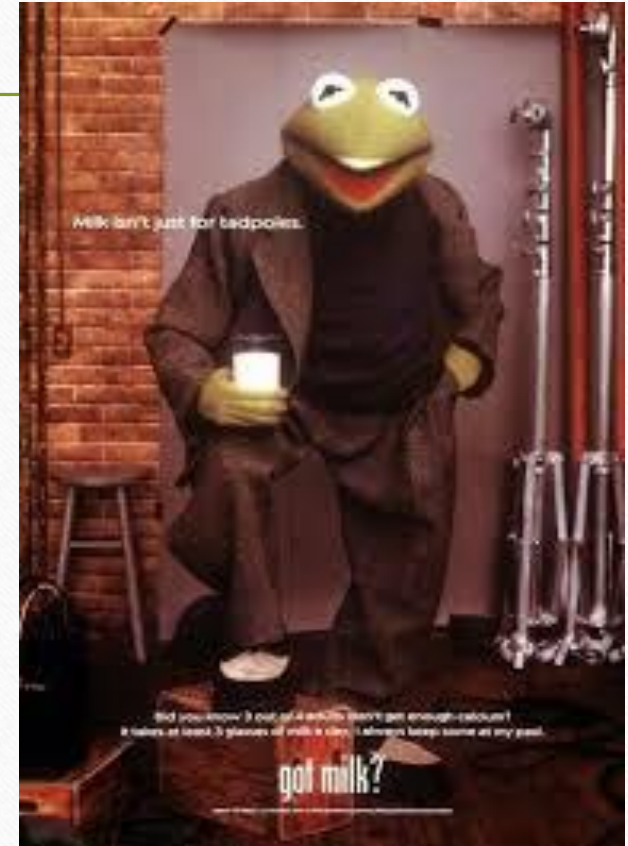
- **Who's Here 8:30**
- **Logic Models 8:40**
- **Evaluation Strategies 9:10**
- **Workplans 9:20**
- **Additional Tips for Federal Grants 9:35**
- **Proposal Review 9:50**

Who's Here?

- Staff, Board, Other Volunteer, Other
- Grant Writing primary, secondary, or “other”
- Never written, beginner, intermediate, advanced
- Sectors: Social services, education, arts/culture, animal welfare, community development, other nonprofit, FBO, governmental

The Case for Logic Models

- Scared Straight
- DARE
- Your programs?

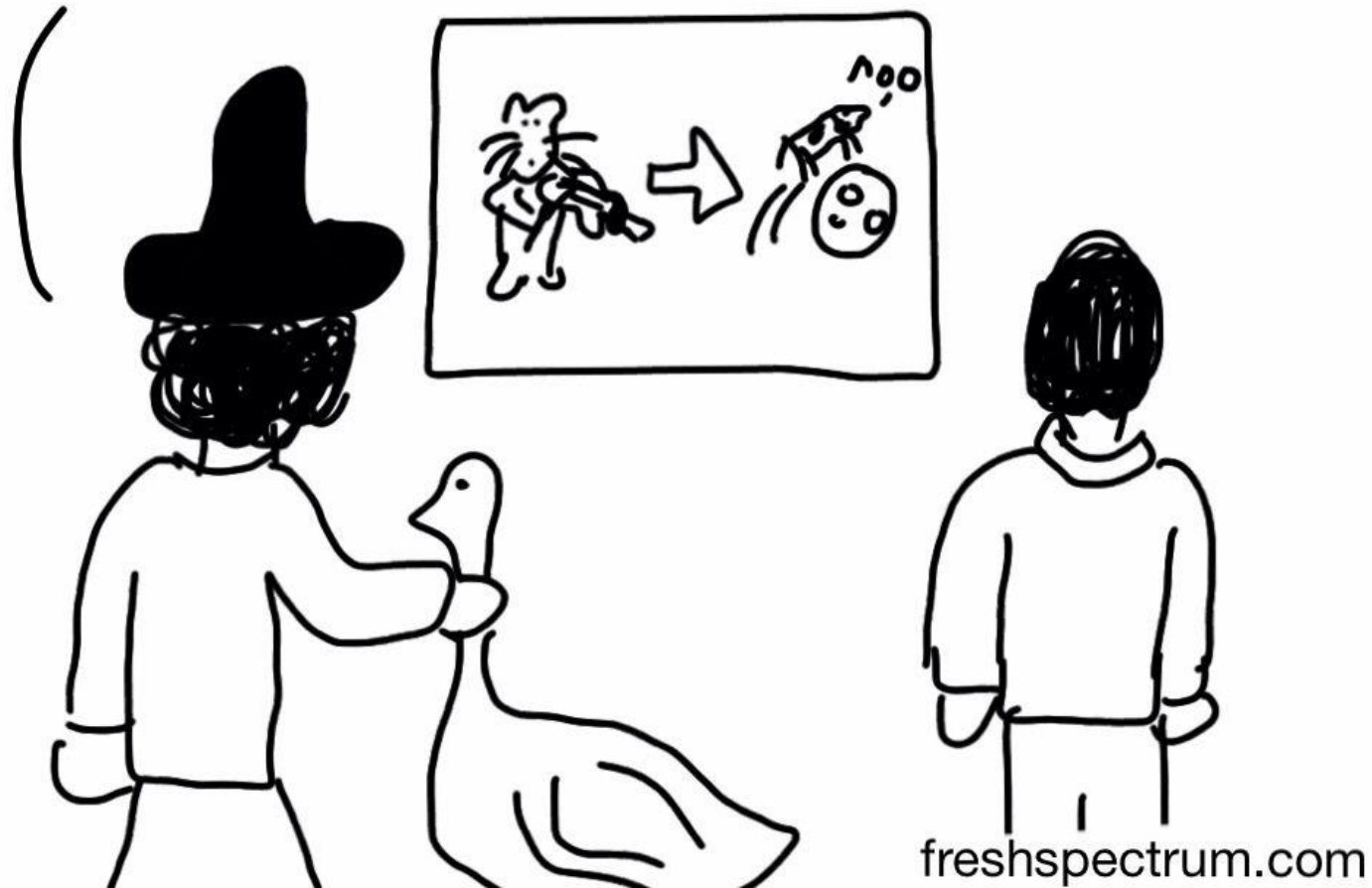


The Case for Logic Models

- I need a grant!
- Most people start with Activities they believe should happen
- Stakeholders: Board, Donors, Legislators

You're right, after thinking it through,
I'm not sure how the one leads to the other

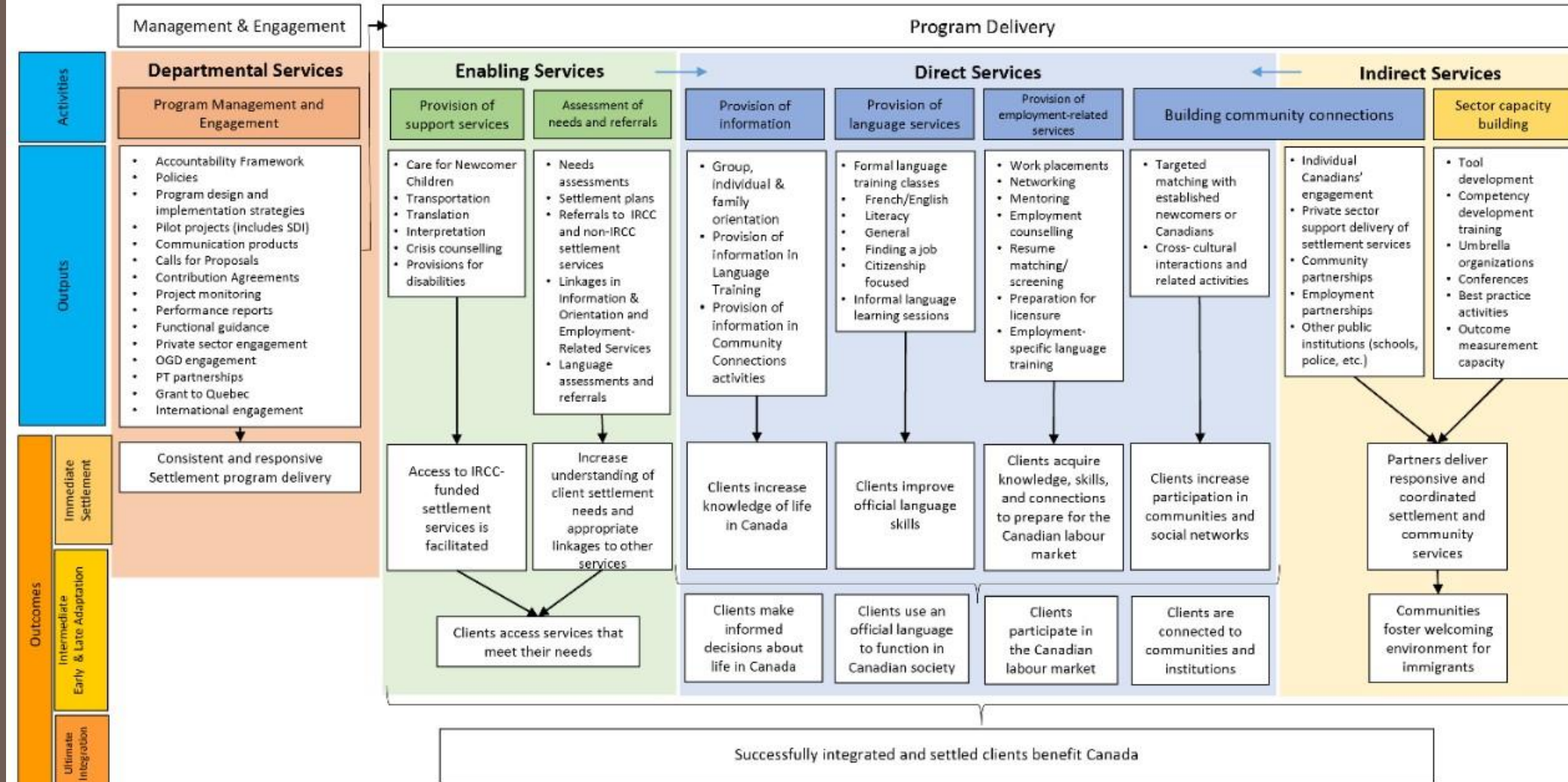
- The j
does
prog:
prog:
the p

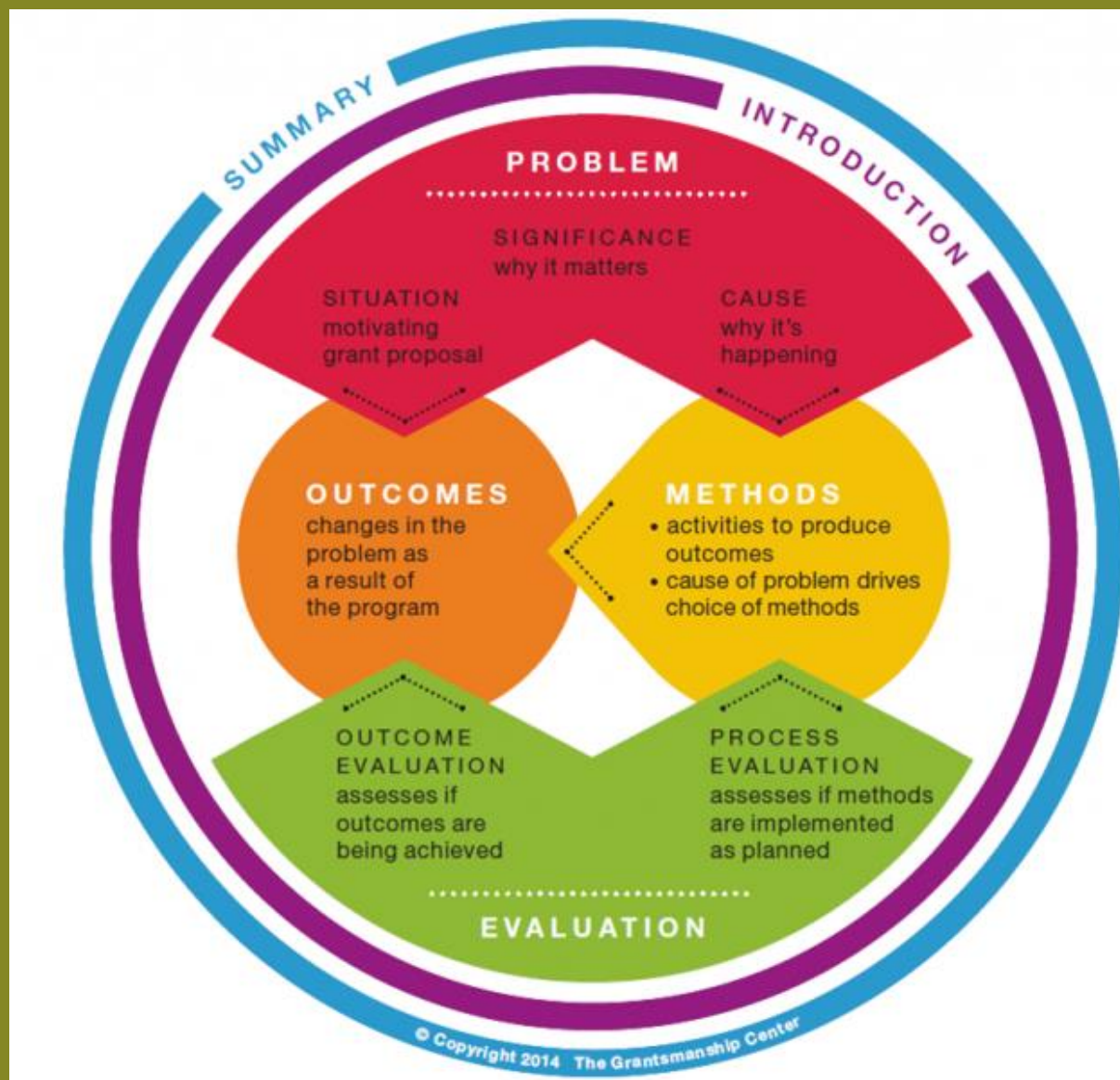


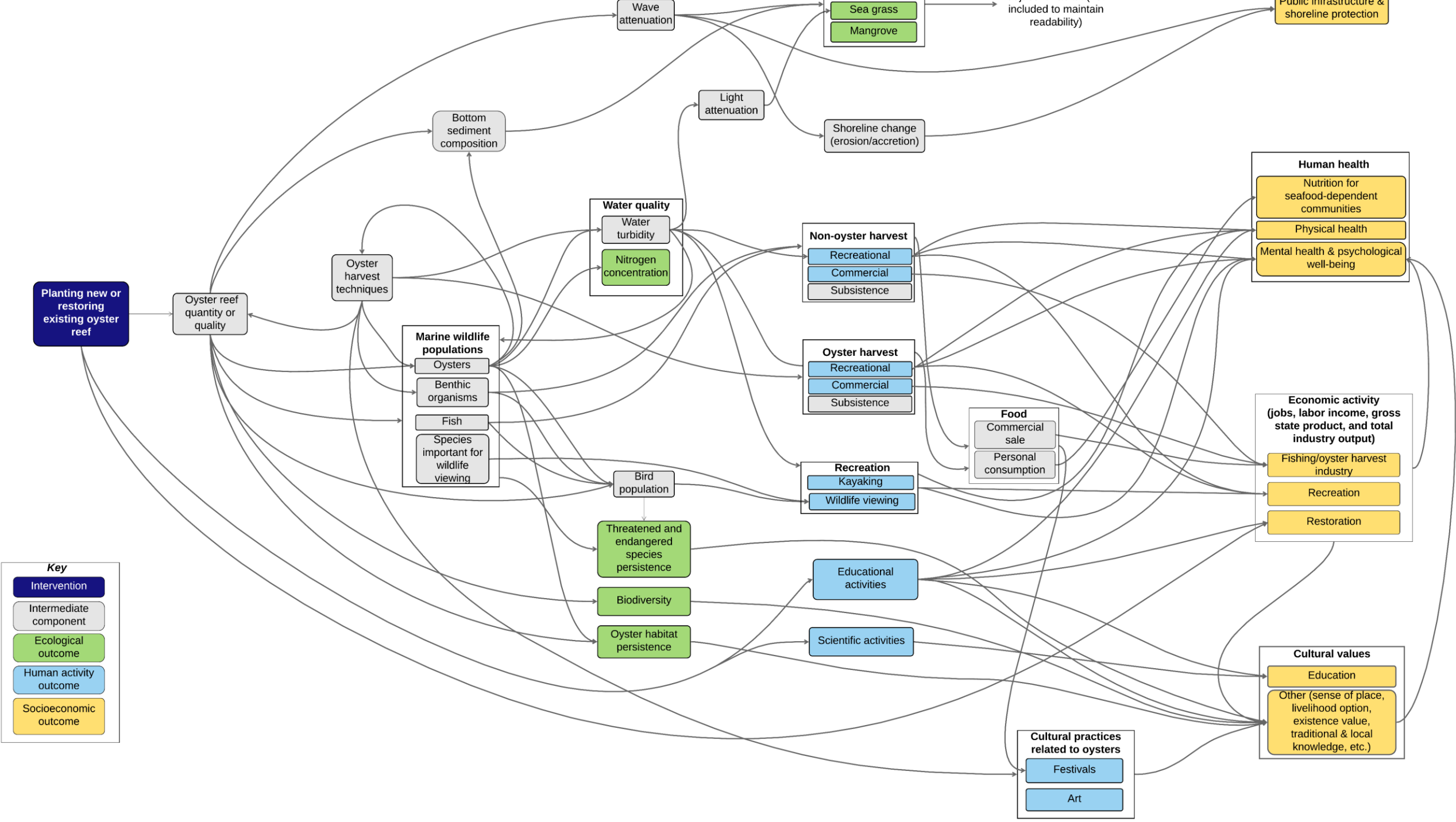
anization
m. A
with
nciples of

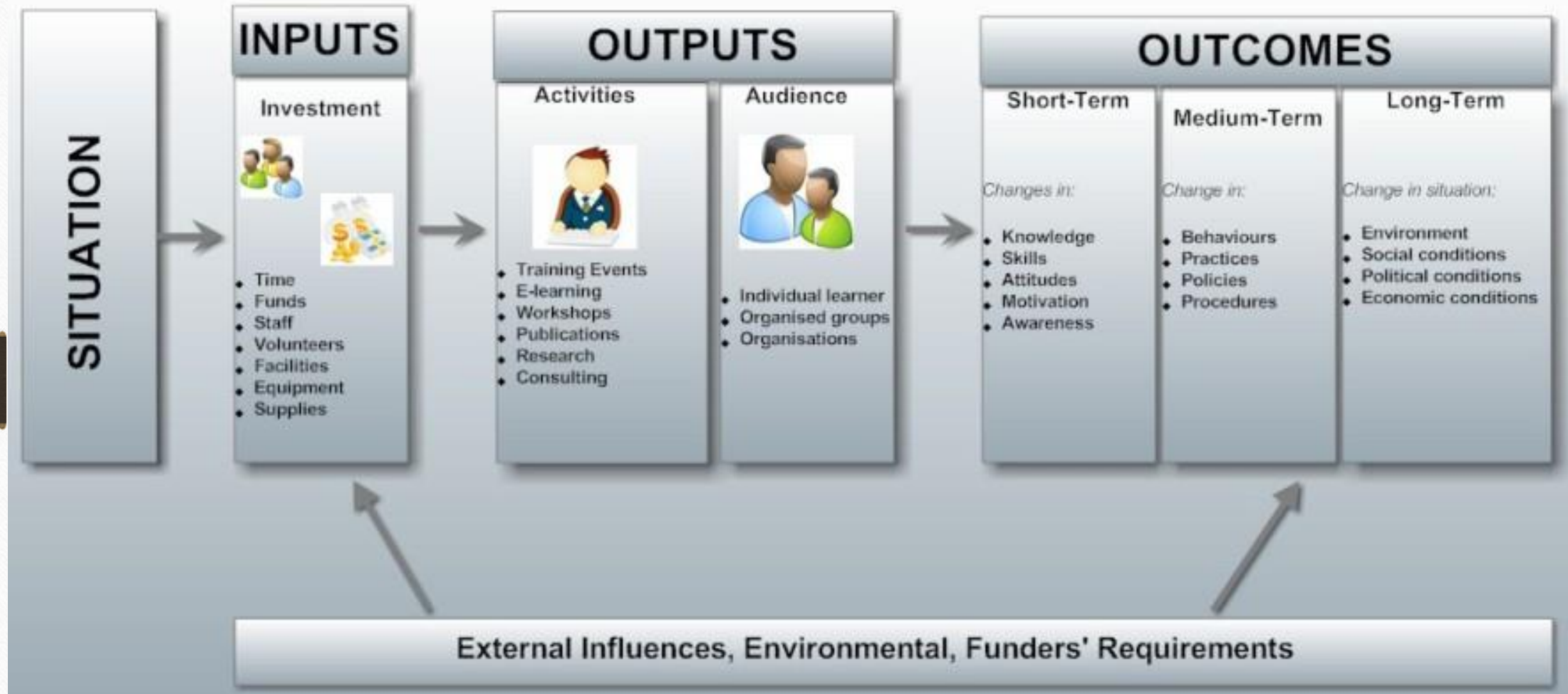
- Finds “gaps” in the theory or logic of a program and work to resolve them.
- Builds a shared understanding of what the program is all about and how the parts work together.
- Focuses attention of management on the most important connections between action and results.
- Provides a way to involve and engage stakeholders in the design, processes, and use of evaluation.

IRCC Settlement Program Logic Model









Blank Example 1

PROBLEM	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
				<i>Short-term</i>	<i>Medium-term</i>	<i>Long-term</i>
<i>What is the community need</i>	<i>What we invest</i>	<i>What we do</i>	<i>Direct products from program activities</i>	<i>Changes in knowledge, skills, attitudes, opinions</i>	<i>Changes in behavior or actions that result from participants' new knowledge</i>	<i>Meaningful changes, often in their condition or status in life</i>

Available in your handouts

Blank Example 2

Problem	Inputs	Activities	Outputs	Short-Term Outcomes	Mid-Term Outcomes	Long-Term Outcomes
The community problem that the program activities (interventions) are designed to address.	Resources that are necessary to deliver the program activities (interventions), including the number of locations/sites and number/type of AmeriCorps members.	The core activities that define the intervention or program model that members will implement or deliver, including duration, dosage and target population.	Direct products from program activities.	Changes in knowledge, skills, attitudes and opinions. These outcomes, if applicable to the program design, will almost always be measurable during the grant year.	Changes in behavior or action. Depending on program design, these outcomes may or may not be measurable during the grant year.	Changes in condition or status in life. Depending on program design, these outcomes may or may not be measurable during the grant year. Some programs, such as environmental or capacity-building programs, may measure changes in condition over a period as short as one year.

Available in your handouts

Case Example

High School and College Aged Youth with Epilepsy are isolated and at high risk for poor short- and long-term outcomes in physical and behavioral health as well as academic, employment, and other quality of life outcomes. There are no programs to address this need in NH.	14 f/t AmeriCorps Members at 8 Host Sites covering every region of NH will develop 7 regional Young Leaders Networks and provide mentoring to 70 youth in between Network meetings	7 monthly (8 months/year; total 56) regional 3-hour Young Leaders Network meetings and 1 hour of mentoring/week will build advocacy, communication, leadership, and coping skills as well as knowledge of epilepsy and feelings of connectedness for 70 high school and college-aged students affected by epilepsy.	At least 70 youth (target 10 participants/region) and 14 leveraged volunteers will participate in regular Young Leaders Network activities and receive 4 hours of mentoring a month by 14 AmeriCorps members.	The youth participants will show increased self-confidence and feelings of efficacy; Develop social networks; Improved coping skills; Improved leadership skills; Improved engagement in school/community; Improved communication skills; Decreased favorable attitude toward risk-taking behavior.	Improved academic achievement; Improved health; Improved emotional health (decrease anxiety and depression); Increase involvement in advocacy for people with disabilities; Increase in community service; Increase knowledge & practice of self health care; Decrease risk-taking behavior.	Improved self-sufficiency; Improved employment; Improved physical health; Improved emotional health; Increased feelings of connectedness to peers & community.
--	--	---	--	---	--	--

Case Example cont.

<p>The state of NH is underserved regarding services to 1,500 children, youth, and families affected epilepsy, who are at risk for poor physical and behavioral health, academic, and employment outcomes.</p>	<p>14 AmeriCorps Members stationed at 8 host sites selected for their strategic regional coverage will provide new supports to improve outcomes for families affected by epilepsy in NH.</p>	<p>Each of 14 Members will provide services to 110 children with epilepsy, 90 parents, 112 school personnel, and 2,016 school children; each will leverage an additional 6 volunteers to support program goals; Members will integrate epilepsy awareness and programming into 8 host sites.</p>	<p>14 AmeriCorps members will serve 110 children with epilepsy, 90 parents, 112 school personnel, and 2,016 school children, engaging at least 84 additional volunteers in providing services.</p>	<p>Members develop knowledge of epilepsy and youth with disabilities; develop leadership skills, skills in group facilitation, and communication skills; develop outreach and engagement skills with underserved populations; develop skills in volunteer management; develop skills in public speaking; 8 Regional Nonprofits integrate epilepsy awareness and support into their organizations;</p>	<p>Members develop skills in community organizing; skills in program design and evaluation; leadership skills in the nonprofit sector.</p>	<p>Members develop skills in building community collaboratives and have Improved employability; Awareness of epilepsy builds across the state of NH.</p>
--	--	--	--	---	--	--

Blank Example 3

What do we know about the Problem? Needs/ Gaps/Stren gths	Goals	Objectives	Activities	Process Outcomes	Impact Outcomes

Available in your handouts

Practice

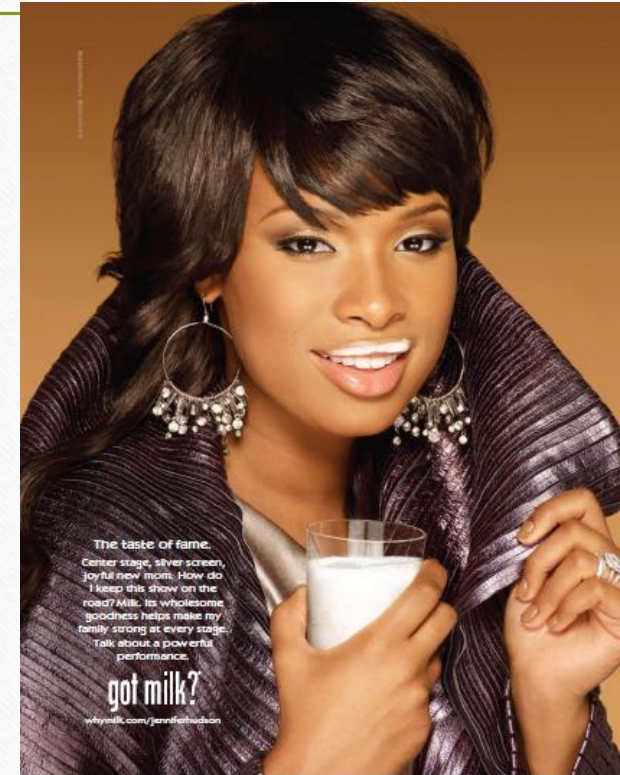
Problem Statement	Goals	Objectives	Activities	Process Outcomes	Impact Outcomes
<p>My children are sad. Halloween is on Thursday. I promised my children I am dressing up, but I have no costume. My children report that they will be 100% disappointed. Research shows that when parents FAIL with follow-through, children end up with poor life outcomes. *client needs – not organizational needs</p>	<p>To ensure my children have consistent, effective parenting as demonstrated by my follow through with my commitment to dress up for Halloween. *client needs – not organizational needs. The goal is not for me to contain a costume.</p>	<p>To provide 2 children with satisfaction about their parent's parenting as measured by a post-test survey about parental follow through.</p>	<p>Mother will rearrange her schedule to allow time to plan for costume. Mother will go to Savers to purchase Halloween costume. Mother will wear costume on 10-31-19.</p>	<p>Mother will purchase 1 Halloween costume. Mother will wear 1 Halloween costume. 2 children will observe mother in costume.</p>	<p>2 children will report 100% satisfaction about their parent's follow-through on Halloween 2019 as measured by a post-test survey in November 2019. 2 children will live happily ever after as measured by the results of a billion dollar longitudinal study.</p>

The Case for Evaluation

May sound/look familiar

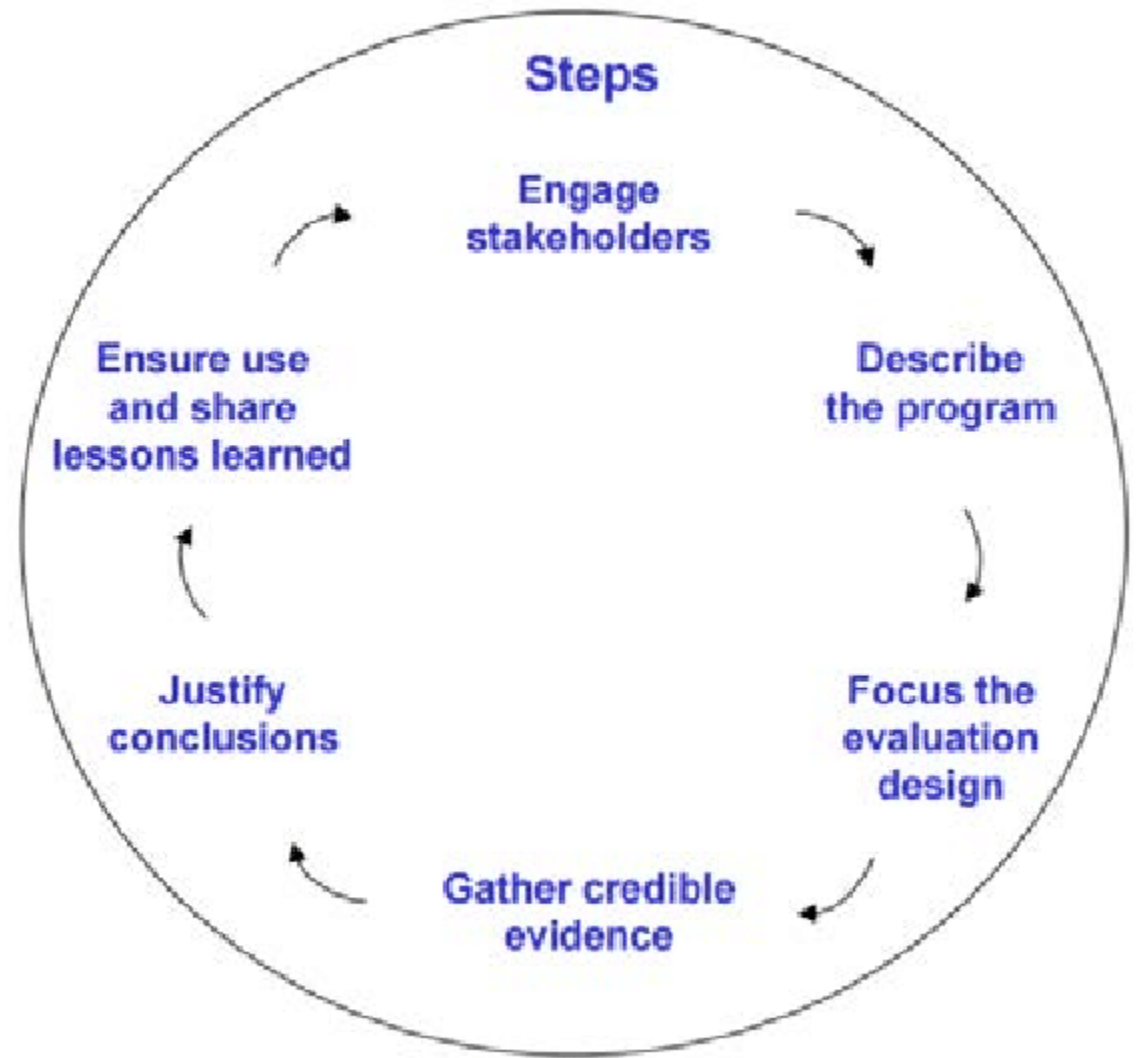
Expensive?

Program and organizational growth



Evaluation

- Goals/Objectives & Logic Model
- Process <> Outcome
- Qualitative <> Quantitative
- Formative <> Summative
- Internal <> External
- Informal <> Formal



Evaluators

- When to use?
- Who to use?
- When to engage?
- How much?

Evaluation Example

- Briefly describe how you plan to evaluate the success of this project.

Campers' parents (or participants if over age 18), camp staff, and volunteers, are asked to complete a survey at the end of camp to assess the growth of campers along the stated goals. A focus group is conducted with campers and with parents on the last day of camp as well.

Proposal Components: Evaluation

Effect on Camper	Score (1-5)	“Unsure” Responses
Have fun and enjoy him/herself	3.94	0
Try new things and succeed at taking challenges	3.75	0
Have a better sense of self and his/her abilities	3.67	1
Show respect for self, others, and community	3.54	3
Build healthy relationships and demonstrate empathy	3.38	3
Be more confident in ability to work through health challenges	3.38	3
Contribute to family, school, or community	3.30	6

Evaluation Data Sources

- Focus Groups
- Survey
 - Survey instruments: Survey monkey
 - Who to survey
 - Population level < > Client level

A black and white photograph of a coiled measuring tape. The tape is laid out in a way that shows various numbers and markings. In the foreground, the numbers 41, 42, and 43 are clearly visible. In the background, numbers like 27, 28, 29, 30, and 31 are visible. The text 'Impossible to Measure' is overlaid in the center of the image, underlined.

Impossible to Measure



A Process Evaluation
= The Workplan

Writing: Start with a Workplan

The XXX PROJECT		Month								
Key Activity	Person Responsible	1	2	3	4	5	6	7	8	9
Reach total funding goal of \$62,820	Foundation staff and Board	x								
Convene Project Committee: Fdn Staff & Board, Parent, Medical Prof., consultants	President/CEO		x							

- Grant Writing is Project Planning
- A Graphic Organizer
- Who is Going to Do What and When?

Workplan Sample

- Key Activity
- Person Responsible
- Month
- Organized by Project Phase
- Great Planning, Reporting, and Management Tool!

Key Activity	Person(s) Responsible	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Jul	Aug
Resource Mapping and Engagement with Key Stakeholders													
Develop structured interview schedules for outreach to neurologists, K-12 schools, and higher ed	Evaluation Consultant, w NH FSM		x										
Develop resource map of services available to families effected by epilepsy in NH	NH Field Service Manager (FSM) with NH Council	x	x	x									
Conduct outreach visits to at least 12 neurology centers, 12 middle and 6 high schools, and 6 institutions of higher ed	NH FSM			x	x								
Develop structured interview schedules for outreach to parents of middle & high school aged children with epilepsy	Evaluation Consultant, w NH FSM		x										
Telephone and email outreach to at least 20 families with middle school age and 20 families with high school aged children	NH FSM		x	x	x								
Written report of regional strengths/challenges for families with epilepsy and Report of engaged partners in each region	NH FSM, with Evaluation Consultant, and NH Council					x							
Developing a Guide to AmeriCorps Service Delivery													
Refine existing Kids Connect, Young Leaders Network, and Parent Group programs based on Resource Mapping & Engagement	NH FSM with President/CEO					x	x						
Produce Policies and Procedures for NH Kids Connect	NH FSM with President/CEO						x						

Workplan: A 2nd Example

The Hope Campaign		Month								
Key Activity	Person Responsible	1	2	3	4	5	6	7	8	9
Reach total funding goal of \$62,820	Foundation staff and Board	x								
Convene Project Committee: Fdn Staff & Board, Parent, Medical Prof., consultants	President/CEO		x							
Release RFP s for Curriculum Developer, Designer, and Evaluator	Dir of Business/Admin	x								
Select Curriculum Developer, Designer, and Evaluator	Project Committee			x						
Curriculum review, refine, complete	Project Committee with Currciulum				x					
Activity Book review, refine, complete	Project Committee with Currciulum					x				
Develop volunteer outreach plan	Dir of Vounteer				x					
Train volunteers to deliver Hope	Dir of Vounteer						x			
Negotiate Manufacture of Plushies	Foundation staff					x				
Negotiate Manufacture of Mascot	Foundation staff					x				
Outreach to Boston Epilepsy Centers	Foundation staff and Professional Advisory Board				x	x	x			
Press Release to Announce Campaign	PR Specialist						x			

Leading Edge

990

S/he who has the gold

Poetry

Hyperbole



Winning Edge

Answering “sustainability”

- <https://nonprofitaf.com/2015/05/standardized-answers-to-the-sustainability-question/>



More

- Match missions
- Take solid shots
- Write to your audience
- Say what needs to be heard, not what you want to say
- Brevity
- Infographics
- Use an editor



-
- Follow directions
 - Answer the question

Federal Grants

- Don't be intimidated
- Know the rules – especially finance rules
- Program Officer
- Points

Proposal Review

Pick 1:

- Volunteer NH - to Implement the Federal AmeriCorps Program
- Virginia Cabot Wellington Trust – to Implement the Hope Lion Campaign
- Belmont Savings Bank Foundation – to Implement a Homebuyer Energy Ed Program
- US Dept of Ag Farm to School Program for Lowell Public Schools

Proposal Review

- Find Your Group
 - Read silently 15 min, make notes
 - Share with Group (1 min/person)
 - Something I liked: _____
 - Something I would improve: _____
 - Something relevant to what I learned today: _____
- Volunteer NH/ AmeriCorps
 - Virginia Cabot Wellington Trust/
Hope Lion Campaign
 - Belmont Savings Bank
Foundation/ Homebuyer Ed
 - US Dept of Ag Farm to School
Program

Proposal Review

- Find Your Group
- Read silently 15 min, make notes
- Share with Group (1 min/person)
- Something I liked: _____
- Something I would improve: _____
- Something relevant to what I learned today: _____
- Volunteer NH/ AmeriCorps
- Virginia Cabot Wellington Trust/
Hope Lion Campaign
- Belmont Savings Bank
Foundation/ Homebuyer Ed
- US Dept of Ag Farm to School
Program

Proposal Review

- Find Your Group
- Read silently 15 min, make notes 9:50-10:05
- Share with Group (1 min/person) 10:05-10:15
- Something I liked: _____
- Something I would improve: _____
- Something relevant to what I learned today: _____
- Group Report: 10:15-10:25

Additional Training

- Philanthropy MA
- NH Center for Nonprofits
- The Grantsmanship Center
- Grant Professionals Association
- Foundation Center
- Local Colleges



Trick or Treat
