

The Winning Edge: Grant Writing Strategies for Success

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**EPILEPSY
FOUNDATION**
New England

Agenda



1. A little about you 8:30
2. My top 10 list 8:35
3. More Tips 9:35
4. Your Top List/Sharing 9:45
5. Questions 10:20

10. Qualities of Highly Successful Grant Writers

1. Work "Ethic"
2. Diverse Organizational Development Skills/Knowledge
3. Professional Development: Grant Writers as Reviewers
4. Get or Stay Connected
5. Persuasive **Writing**



9. Grant Professional as Project Planner

1. Facilitator
2. Build a Planning Team
3. Logic Model

Logic Models

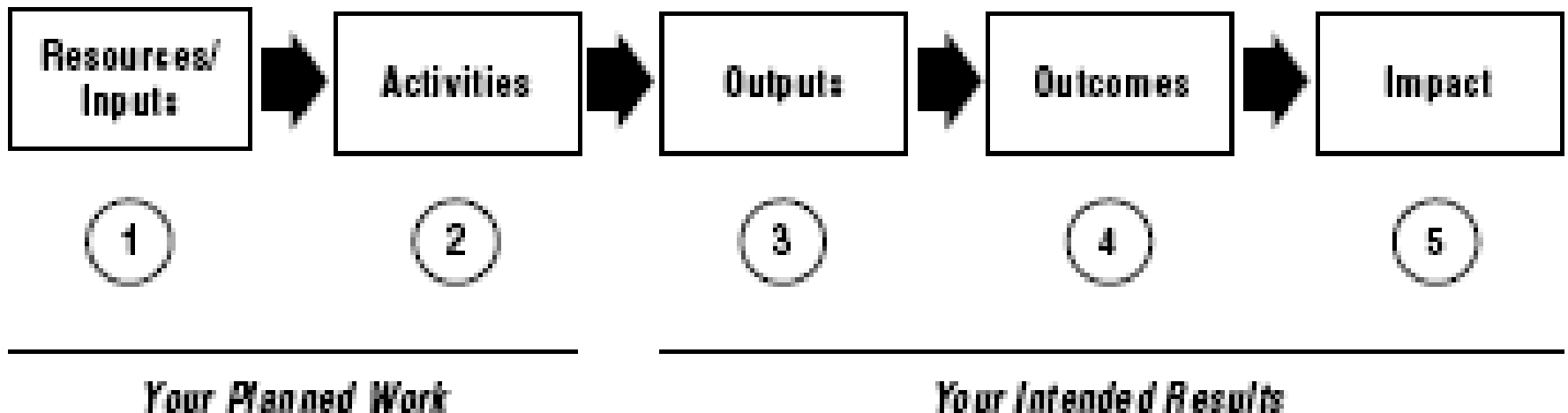
“The program logic model is defined as a picture of how your organization does its work – the theory and assumptions underlying the program. A program logic model links outcomes (both short- and long-term) with program activities/processes and the theoretical assumptions/principles of the program.”

Greatly strengthen the case for investment.

WK Kellogg Foundation

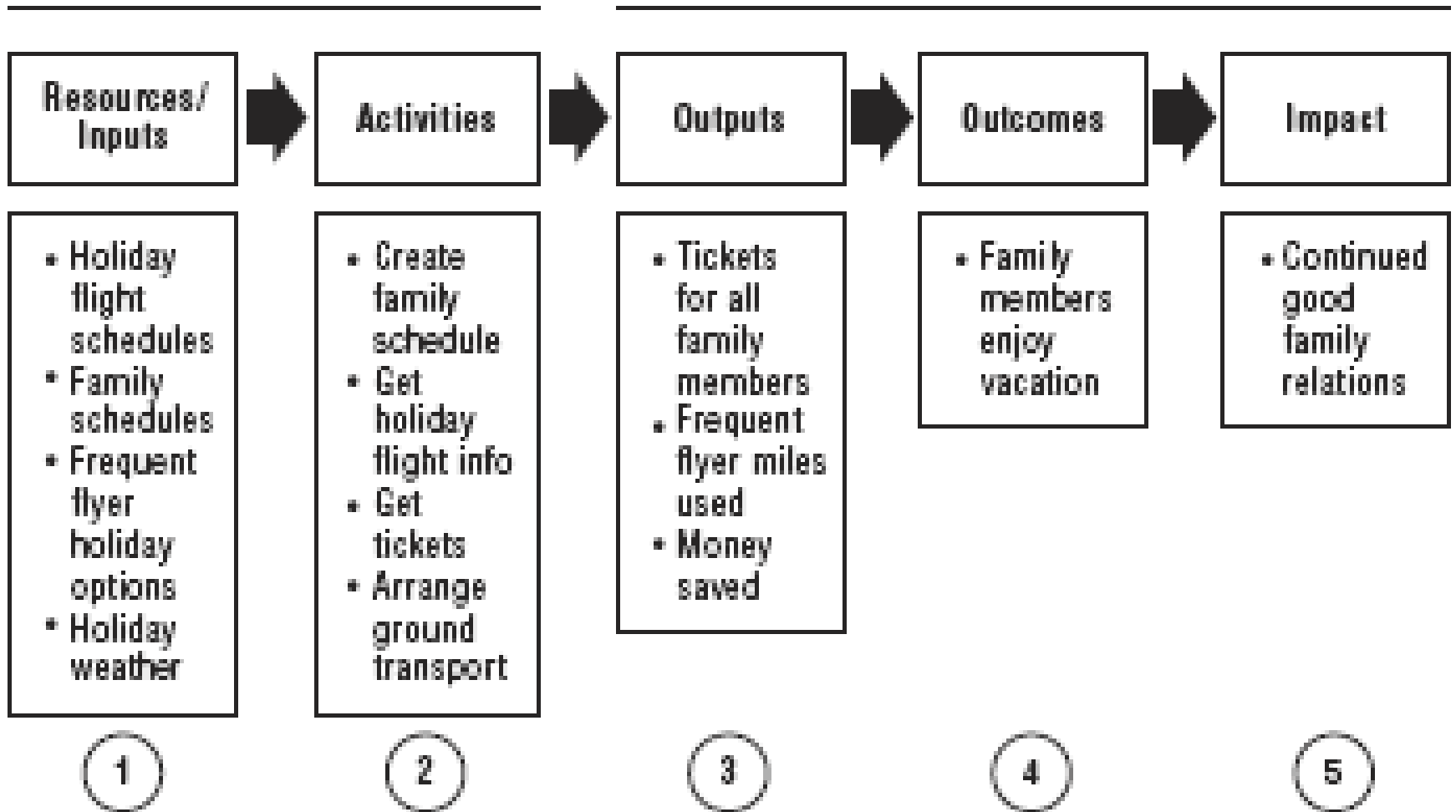
Logic Models

Many formats



*Your Planned Work
Trip Planning*

*Your Intended Results
Trip Results*



Resources	Activities	Outputs	Short- & Long-Term Outcomes	Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will conduct the following activities:</i>	<i>We expect that once completed or under way these activities will produce the following evidence of service delivery:</i>	<i>We expect that if completed or ongoing these activities will lead to the following changes in 1–3 then 4–6 years:</i>	<i>We expect that if completed these activities will lead to the following changes in 7–10 years:</i>

Let's Try This

- Needs/Data
- Goals
- Objectives
- Activities
- Process Outcomes
- Impact Outcomes

<https://www.nationalservice.gov/sites/default/files/upload/OpAC%20Logic%20Model%20draft%20in%20progress.pdf>



But 1st

- **Objectives** are measurable; they are tangible, specific, concrete, and achievable in a specified time period
- **Goals** are conceptual, broad, and sometimes abstract
- **CLIENTS**



NEEDS	GOALS	OBJECTIVES	ACTIVITIES	PROCESS	IMPACT
PwE need emergent care by trained 1 st responders 1 st responders aren't trained					

8. Is your organization grant-ready?

1. Grown-up?
2. Organizational priority
3. Project ownership
4. Organizational readiness to undertake the project
5. Sound evaluation and sustainability plans

7. Research Your Grantor

1. Guidelines

2. Form 990:

e.g., nccs.urban.org



IRS

Form 990

What
does it
tell you?

African Community Education Program	24 Chatham Street Worcester, MA 01609		501c(3)	Summer Program	\$15,000 00
Alliance for Inclusion & Prevention Inc	Washington Irving Middle School 105 Cummins Highway Roslindale, MA 02131		501c(3)	ASPIRE and Connecting with Care programs	\$40,000 00
	Washington Irving Middle				

Name and Address

AVRG HRS/WK

SALON

CORTELID

Margaret St. Clair
1 Hollis Street
Wellesley, MA 02482

Executive Director

45.00

259028.

165286.

Bayard Waring
1 Hollis Street
Wellesley, MA 02482

Trustee

10.00

20000.

10000.

Philip Waring
1 Hollis Street
Wellesley, MA 02482

Trustee

6.00

20000.

10000.

Deborah Carlson
1 Hollis Street
Wellesley, MA 02482

Trustee

6.00

20000.

0.

“Please don’t answer.

Please don’t answer.

6. Relationships

Please don’t answer.

1. Grantors

2. Board Members/Others

3. Grant Writers

4. Other Nonprofits

5. Your Team

Please don’t answer.

Please don’t answer.”

– Me, making a phone call



5. Know When to Walk Away

Find the balance:

1. "Nothing ventured, nothing gained"
2. Overtaxing resources/premature applications
 - Grant Seeking Strategic Priorities
 - Grant Calendars

4. Use of “Infographics”

A picture is worth a thousand words.
Compare:

“The demographics of LPS students are 40% first language not English (vs. 18% in MA), 75% low-income (38% MA), and 82% “high needs” (49% MA).”

Title	% of District	% of State
First Language not English	39.6	17.8
English Language Learner	29.4	7.9
Low-income	75.1	38.3
Students With Disabilities	15.1	17.0
Free Lunch	66.3	33.6
Reduced Lunch	8.8	4.7
High Needs	82.1	48.8

Outcomes	Year 1	Year 2	Year 3
Students completing/updating career portfolio	Cohort 1: 140	Cohort 1: 140 Cohort 2: 110	Cohort 1: 140 Cohort 2: 110 Cohort 3: 110
Students participating in basic job search workshops/activities	Cohort 1: 140	Cohort 1: 140 Cohort 2: 110	Cohort 1: 140 Cohort 2: 110 Cohort 3: 110
Students choosing career pathways	Cohort 1: 140	Cohort 2: 110	Cohort 3: 110

Susan Linn
quillnuances@...

Create a design

All your designs

Shared with you

Create a team NEW

Your brand

+ Add new folder 0/2

Trash

Upgrade

Learn to design

Get design inspiration



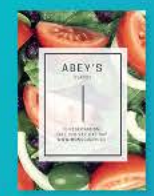
Create a design



Social Media



Presentation



Poster



Facebook Post



Blog Graphic



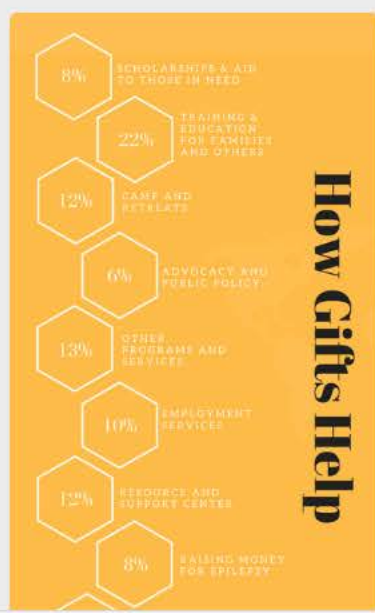
A4



Card



Email Header



3. Start with a Transparent Budget

1. Leaving it to last could spell disaster
2. Should tell your whole project story
3. Use narrative – more than the finance people

Lowell Afterschool STEM Program

Item	Cost	Notes
STEM Team FIRST Registration Cost	2,250	\$150 per elementary school @ 3 schools; \$225 per middle school @ 8 schools
Materials (e.g., building supplies) for each afterschool STEM Team	6,255	\$724.80 for each elem school (3 teams per 3 schools); \$510 for each middle school team (8)
Trainers to teach FIRST Team Teacher Leaders	980	\$560 for middle school trainer for 16 hours; \$420 for elementary trainer at 16 hours
Elementary School team leaders	1,440	\$480 per elementary team coach/leader (3 total)
Middle School team leaders	3,360	\$420 per middle school team coach/leader (8 total)
Indirect costs at 8%	1,143	Administration of project
TOTAL	15,428	

2. The Workplan

Who is going to do what, when?

Powerful:

- Infographic
- Planning Tool
- Management Tool
- Reporting Tool


Activity/Milestone	Person(s) Responsible	1	2	3
Issue Press Release to announce award	Executive Director, with Foundation staff	X		
Research web development consultants	Program Manager	X		
Issue contract for web design	CFO	X		
Web designer produces first “draft”	Web designer consultant		X	
“Draft” circulated to Board	Program Manager; Board		X	
“Draft” reviewed by 8-member focus group of clients	Program Manager; focus group		X	
“Final draft” presented to Board	Program Manager with Consultant			X
Web design finalized				X
New web design “live”	Program Manager			X

ACTIVITY/Milestone	Person(s) Responsible	Dec	Jan	Feb	Mar	Apr	May	Jun
Establish 10+ member monthly F2S Task Force	F2S Project Mgr		x					
Report on best practices for F2S in "like" communities					x			
Develop written sustainability plan for all project components	F2S Task Force							x
Identify target fruits and vegetables for local procurement and available methods of procurement	Mass. Farm to School & Aramark Food Services Director		x	x	x	x		
Identify all opportunities to participate in funded programs that would support F2S efforts						x	x	x
Implement local foods promotional campaigns (e.g., MA Harvest of the Month).	F2S Project Mgr; F2S Task Force; Mass Farm to School							
Identify opportunities for policy change to support F2S	F2S Project Mgr; F2S Task Force; Mass Farm to School; LPS Health and Wellness Committee							x



1. Grant Writer's Role on/after Award

1. Launch the project
2. Steward the grantor
3. Promote successes



More Tips 9:35
Your Top List/Sharing 9:45
Questions 10:20

PAIR UP(ish)

5 minutes:

- Brief intro
- What is something you will use that you learned today?
- What has helped you write grants? And/or
- What tip would you give to the group?

MORE TIPS

- X



Epilepsy Foundation New England (EFNE) leads the fight to overcome the challenges of living with epilepsy and to accelerate therapies to stop seizures, find cures, and save lives in Maine, Massachusetts, New Hampshire, and Rhode Island.

As a 501(c)3 nonprofit organization, EFNE has been serving the epilepsy community for more than 30 years.

