

Project Strategy & Design

Professional Grant Development Workshop



Grant Training Center

1901 N. Fort Myer Dr.
Arlington, Virginia
grantrainingcenter.com

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Grant Training Center
1901 North Fort Myer Drive
Suite 1016
Arlington, VA 22209

GrantTrainingCenter.com

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Overview

Professional Grant Development Workshop

Grant Training Center has been educating for winning grants since 2004. We have helped thousands of people navigate the complex and dynamic world of proposal writing. This workshop has been designed with your needs in mind, both in developing strategies and writing proposals to fund your projects.

You will learn about the world of grant procurement, be able to identify the key sections of successful proposals, and understand how to match your needs to those of the donor. We will also teach you how to present your project with the excellence and innovation that will land it on the short list. The diversity of the funding community, common stumbling blocks, and responses to various donor guidelines are all topics that will be covered in depth.

During the workshop, we will break down the strategic plan, including: need statement, mission, goal, objectives, activities, evaluation, key personnel, and budget. You'll see examples of winning grants to further your comprehension of successful proposal writing. Our instructor will engage you in interactive exercises, writings, and discussions that will ensure you leave the course understanding how to research, write, and develop your specific project.

This book is one of the tools you will use to help you. The primary function of this text is to provide a step-by-step proposal building process.

Overview

Workshop Goals

- Develop, prepare, and write successful grant proposals
- Research and identify appropriate funding sources
- Understand the diversity of the grant-funding community

Walk-Away Knowledge

- Identify the key elements of a grant proposal
- Effectively communicate and write each subsection of the grant, including:
 - Cover Letter
 - Project Summary or Abstract
 - Need Statement
 - Goals
 - Objectives
 - Activities or Action Plan
 - Timelines and Graphics
 - Evaluation
 - Personnel
 - Budget
 - Dissemination
 - Sustainability
 - Supporting Documentation
- Understand how to approach and write for various donors
- Ensure an institutional buy-in for your project
- Know how to package a proposal and receive feedback from donors

Workshop Outcomes

- Understand the grant review process
- Learn to submit proposals in your area of interest
- Gain an appreciation for effective teamwork and the benefits thereof
- Present your idea to a mock peer-review panel
- Leave with a full-content proposal outline or concept paper

Proposal Writing Process

Proposal Writing Process

Worksheets

Introductory

This worksheet will guide you throughout the workshop. Your answers will evolve into an outline or concept paper, which will feed into your proposal writing process.

Who are you? Who are you, as an organization?

What is your idea, problem, or question?

Why is your idea significant, important, or needed?

Who will fund your project?

What is the match between your project and the donor?

Who will benefit from the grant?

What is the ultimate purpose or outcome of your project?

Proposal Writing Process

How will the goal be achieved?

How will the objective be achieved?

Who will implement your project?

How will you know the project succeeded?

What is the timeline for your grant?

How much time do you need to distribute the grant funds?

Where will the funds be directed?

How will your project results be disseminated?

How will you sustain the project once the funds cease?

Proposal Writing Process

Collaboration & Networking

Being aware of connections and potential networking opportunities can make your grant writing process easier. This worksheet will help you delve into the internal and external politics of your organization. Once you have identified potential allies, you can adjust proposal planning to make the most of this knowledge.

How can you convert your expertise into a grant request and tell the donor that you need external funds?

What internal politics do you need to consider prior to beginning the grant request?

What are some of the external politics you should consider prior to, during, and after submission?

Who are some of the people you could recruit for your team, or whose expertise would be helpful to seek?

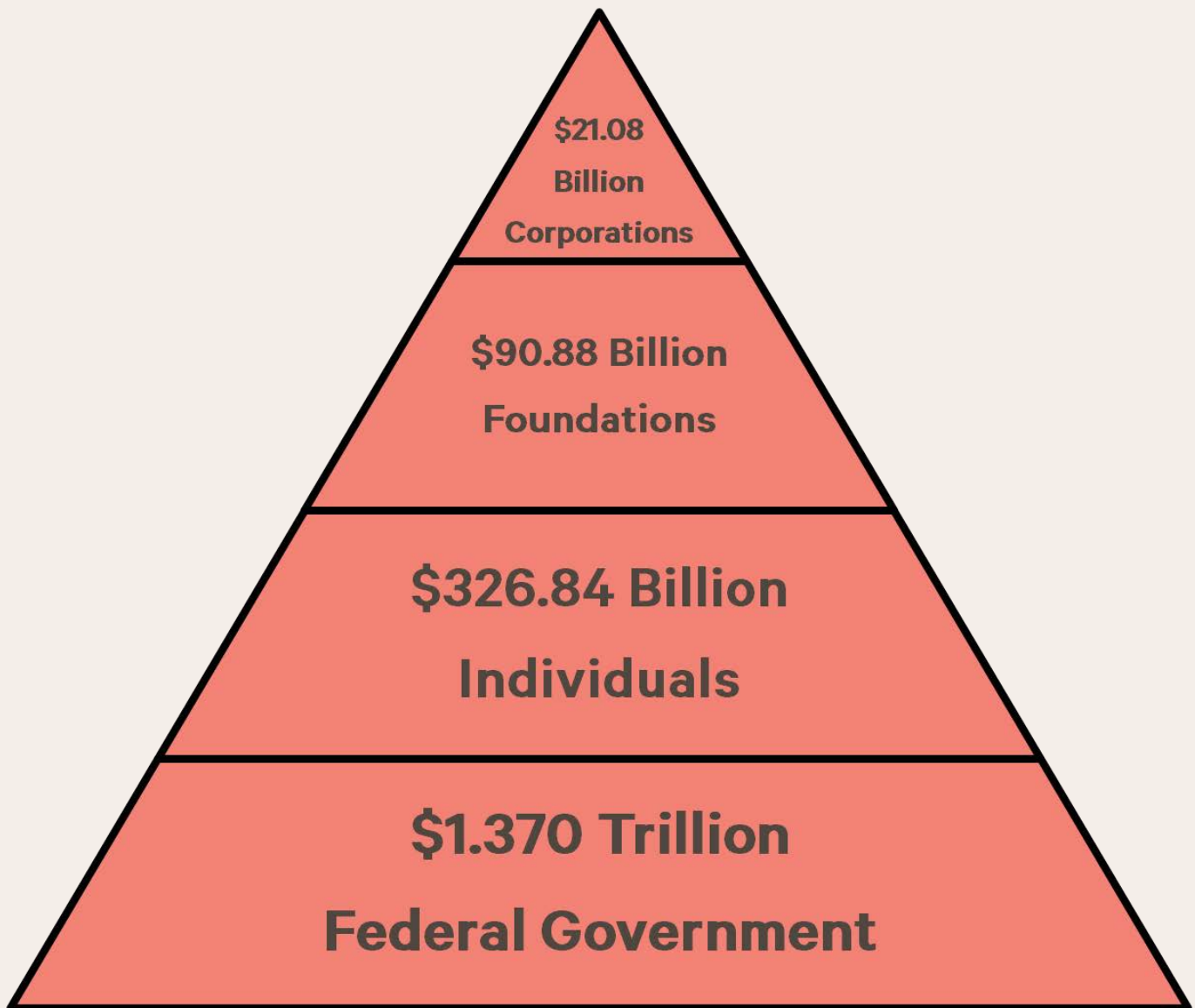
Who else might be writing grants for the same funding as your team, and is it possible to combine teams or collaborate?

Proposal Writing Process

Where is the Money?

Now that you have collected some general information on the previous pages, we can turn our attention to the money. Securing funds for your project or experiment is the whole point of writing your proposal. Without the funding, your great idea will remain just that: an idea. So, what is your best chance of getting the award?

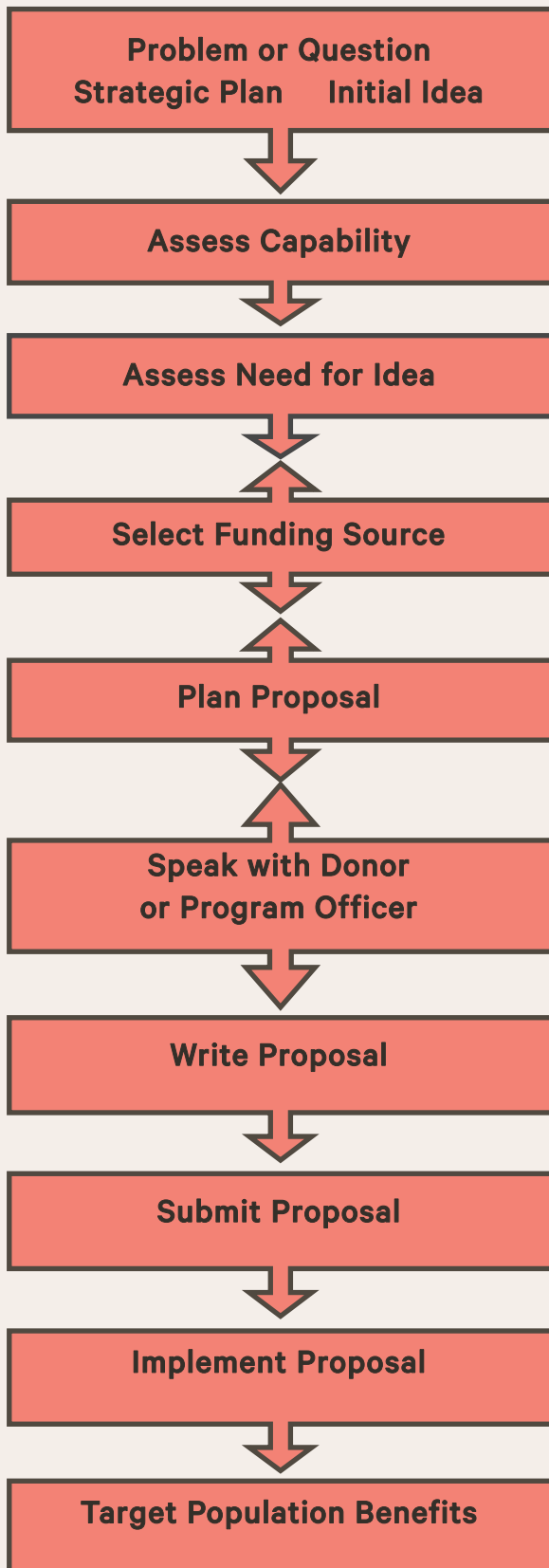
\$1.8 Trillion Awarded in FY 2021



An estimated \$1.8 trillion was awarded in 2021. Various Foundations & Corporations gave \$111.96 billion in grants. Individual giving totaled \$326.8 billion. By far, the largest donor was the Federal Government, which awarded \$1.370 trillion to grantees.

Proposal Writing Process

The Grant Process



The diagram to the left will help you plan your writing process

- Consider the problem or question you have in mind, an initial idea you may have talked over with coworkers, or the strategic plan of your organization.
- How will you assess the capability of your organization? Plan out who will gather information from research, interviews, bibliographies, or online databases. Build support by presenting others with a plan, asking for letters of support, putting together a proposal team, and networking with external partners.
- How will you conduct a need-for-the-idea assessment to determine what other factors will play a role in your proposal?
- Selecting your funding source and planning your proposal may take a few iterations before you can begin writing your proposal in earnest. Do you have time allotted for these steps?
- Have you set aside time to speak with the donor or program officer prior to writing your proposal? This step can have a significant impact on whether you win the grant.
- As you write your proposal, think about the big picture and what the reviewers want to see. Have you established your project's connection to the donor's mission?
- To avoid any last-minute delays or problems, keep the necessary submission deadlines in mind. Ideally, you should plan to submit your proposal three days in advance.
- How will you implement the project? What additional tools or resources will you require to conduct evaluations or prepare progress reports?
- Consider your target population and how they will benefit from the proposal. Have you made this clear in your proposal?

Proposal Writing Process

4 Key Components

Expertise

You must start with a well-researched good idea. Investigating your idea will ensure that you are not reinventing the wheel, as well as providing you with an enriched background on the subject matter. What precedents exist that may help you gain support? What obstacles have others run into that may affect your idea?

Focus

Laying the groundwork to narrow the scope of your grant is the primary emphasis of this workshop. You will learn how to direct your or your team's energy into the proper channels for the best chance at submitting a winning proposal. The following diagram will help you generate a frame to accomplish this task.

Politics

Always a factor, the internal politics of your organization will be a key to gaining support for your idea. With regard to external politics, city and state officials can add support. Furthermore, you may have to consider any contenders for support within your organization. Are other people trying to get their ideas off the ground? Would it make sense to view them as partners instead of competitors?

Strategic Planning

As the previous page illustrates, a request for funding is just one part of a larger scheme. To ensure the best chance for your proposal, the plan must be exhaustively fine-tuned with every point and its consequences considered. The Grant Process diagram will help you to craft an outline and a schedule that assists with planning and keeps you organized.

**A poorly-packaged good idea will not get funded, nor will
a well-packaged mediocre idea**

You need both a good idea and a good package to win a grant

Proposal Writing Process

The Grant Writing Model

In conjunction with the Introductory Worksheets, this diagram will help you to focus on a single idea or problem at a time.

Problem, Question, Idea	
Funder Donor	Who will fund your project?
Organization Mission	Who are you, and what is your mission?
Match	Is there a match between you and the funder?
Need Statement	Why is the intervention needed?
Goal	What is the ultimate purpose or outcome of your project?
Objectives	How will the goal be achieved?
Activities	How will the objectives be achieved?
Personnel	Who will run the project?
Evaluation	How will you know you are successful?
Budget	How much will each activity of the project cost?
Dissemination	How will the results of the project be published or otherwise disseminated?
Sustainability	How will the project continue once the funding ceases?

Grant Seeking

Grant Seeking

A Word about Funding Sources

One of the most important aspects of the proposal is getting the right fit between your project and the donor. While exploring the resources presented, keep the answers to the following questions at the front of your mind:

- Which organizations should you research?
- What types of grants would best support your project?
- Which organizations can support the budget you have planned for your project?

Grant Seeking

Useful Websites

View and research the links below that apply to your project for funding opportunities.

[Grant Training Center Member Community Database](#) – Comprehensive database of federal grants and critical information on foundations. Available at an additional cost

[Federal Government](#) – Grants from all 26 agencies, including: NEH, USDA, NEA, DoED, NASA, NOAA, EPA, DOE, DHS, HUD, and SBA

[National Science Foundation](#)

[National Institutes of Health](#)

[Department of Defense](#)

[SAM.gov](#)

[Federal Register](#) – The latest information about the US government

[Guide Star by Candid](#) – Nonprofit resource

[ProQuest](#)

[American Educational Research Association](#)

[InfoEd Global \(SPIN\)](#) – Research funding database

[Council of Nonprofits](#)

[National Center for Charitable Statistics](#) – Nonprofit funding FAQ

[Fundsnet Services](#) – Fundraising directory

[Graduate Guide to Grants](#)

[Carnegie Corporation of New York](#)

[European Commission](#) – A database for international funding

[Council on Foundations](#)

[The Chronicle of Higher Education](#)

[The Chronicle of Philanthropy](#)

[The NEA Foundation](#) – Source for education grants

[PubMed](#)

Grant Seeking

Donor Worksheet

Name of the organization:

Address:

Email address:

Phones:

Amount of annual giving:

Contacts:

Types of grants:

Geographic preferences:

Population preferences:

Funding interests and priorities:

Funding guidelines:

Examples of past donations:

Deadlines:

Private Donors

Private Donors

Foundations

Now that you have viewed Federal Government funding, we will take a look at a few other sources for funding. Foundations, Corporations, and Private Donors all have the potential to be a good fit for your project. Your project or organization may be eligible for these kinds of grants, since they are available for almost all types of projects. Every organization is different, however, and you may find that only one or two grants will be a good fit for your project. The point is not necessarily to support your entire project with one of these grants. Rather, a variety of donors could provide all the funding your project requires. The descriptions of grant types below will assist you in finding prospective sources for funding, depending on the type of project you have in mind.

General Purpose & Operating Support Grants

General Purpose

If your organization receives a general purpose grant, the money can be used to support the common expenses of your organization. Almost any expense – from new filing cabinets, to the printing of flyers, to the heating bill – is eligible. Receiving a general purpose grant means the funder supports your organization's overall mission, and trusts you to make good use of the money.

Operating Support

Receiving an operating grant helps your organization accommodate the personnel expenses of day-to-day operations. Any individuals who need to be hired for the project can be paid with these funds. Winning an operating grant may be characterized as the funder's support of your personnel needs.

Program & Project Support Grants

Aside from general purpose or operating support grants, most other grants are some form of program or project funding. Usually, a project grant is given to enable a specific and connected set of activities, with a beginning and an end, explicit objectives, and a predetermined cost. The grant may be project-specific or restricted, and must be used for the directed purpose. In general, project grants are given to support initiatives related to the mission of the organization receiving the money. Of the dozens of project grants available, these are the most common:

Private Donors

Planning Grants

If your organization is planning for a major new program, you may need to spend a good deal of time and money just figuring out how it will work as a finished product. Before you can even write a proposal to fund the new effort, you may want to research the needs of your constituents, consult with experts in the field, or conduct other planning activities. A planning grant supports this kind of initial project development work.

Seed Money or Start-Up Grants

A start-up grant helps a new organization or program in its first few years. The idea is to give the new effort a strong push forward, so that it can devote its energy right away to setting up programs without constantly worrying about raising money. Such grants are often for more than one year, and frequently will decrease in amount each year. For instance, a grant might be for \$25,000 the first year, \$15,000 the second year, and \$7,000 the last year. The funder assumes that the organization will begin to raise other means of support to replace the decreasing start-up grant.

Management or Technical Assistance Grants

Unlike most project grants, a technical assistance grant does not directly support the mission-related activities of the organization. Instead, it supports the organization's management or administration – its fundraising, marketing, and financial management, and so on. This type of grant might help hire a marketing consultant, or pay the salary for a new fundraiser position.

Facilities and Equipment Grants

Sometimes called "bricks-and-mortar" or capital grants, these funds help an organization buy or restore a long-lasting physical asset – a building, computer, or vehicle, for example. The applicant organization must make the case that the new acquisition will help it serve its clients better. Funders considering this type of request will not only be interested in the applicant's current activities and financial health, but will also ask about financial and program plans for the next several years. Donors want to be sure that if they help an organization move into a permanent space, for instance, the resources will exist or be raised to manage and maintain it. No funder wants to help pay for a new building, only to have it close in four years because it is too expensive for the organization to maintain.

Private Donors

Endowment Grants

Some nonprofit organizations have set aside money for investing and earning interest. The organization spends only the interest and keeps the original sum, or principal, untouched. Such a fund is called an endowment, and is commonly found within organizations with a large footprint, such as hospitals and colleges. Periodically, organizations launch fundraising efforts to start or add to an endowment. Like facilities and equipment grant proposals, endowment requests will prompt donors to ask hard questions about the long-term financial outlook of the applicant. The funder will want to be certain that any gift to an endowment will stay with the principal earning interest, and not be drawn out to meet annual operating costs.

Program-Related Investments (PRIs)

In addition to grants, the IRS allows foundations to make loans – called program-related investments, or PRIs – to nonprofit organizations. PRIs must be used for projects that would be eligible for grant support. They are usually made at low interest rates, or sometimes do not require interest. Unlike grants, PRIs must be paid back to the loaner. PRIs are often made to organizations involved in building projects.

Private Donors

Corporations

Corporations can give up to ten percent of pre-tax profits. Only a handful of companies give at or above that level; most notably: Ben and Jerry's, Google, Kroger, Patagonia, Safeway, and the Body Shop. Most give around one percent of pre-tax profits.

Business Sense

Approaching a corporation requires thinking like a business. While individuals within the corporation may be deeply committed to the idea of corporate charity, and even to your organization, they must also balance other demands. What will the stockholders think? Does this increase the bottom line in any way? Will the corporation be swamped with requests from other groups? Show them how they can profit from supporting your project, including what you can offer. Your organization is a good group that needs money, and a gift to you would be a tax deduction. However, that description fits thousands of nonprofits. Discuss how you can open up a market for their products, give them some positive publicity, make life easier for their employees, help guarantee a literate workforce, or eliminate problems caused by drugs, alcohol, or domestic violence are avenues to get corporate support.

Products & Services

Many corporations make non-monetary contributions, which are often easier to get than cash. Businesses will often give equipment, such as their old desks, filing cabinets, computers and computer tables, chairs, and so forth. If you see a corporation redecorating, ask them what they are doing with their used items. They may be more than happy to have you haul it away. Some businesses donate the products they produce. Food and beverages are often a go-to donation for special events, but more expensive equipment can also be obtained. Corporations can also give you space: meeting halls, banquet rooms, or conference spaces. Furthermore, they can loan you their staff. As an example, suppose your organization has had problems in terms of your accounting department. You may be able to "borrow" an accountant for a few days or even weeks to straighten out your finances. Advertising, public relations, design, management, and human resources are some of the departments from which businesses can loan their personnel. These loans can last for days or weeks, or even up to a year.

Private Donors

Power Through People

Many corporations have extensive employee matching programs, where they match the donations of their employees, sometimes doubling or even tripling the amount. Additionally, many companies will offer their employees time off and incentives for volunteering. It could be worth the time and effort to draft a letter asking for a number of volunteers from a certain business, if you are hosting a one-time or annual event.

Find a Champion

The best approach for a corporate grant is to find a person on the inside who will champion your cause. Although it is not imperative to know someone in a company to obtain a grant, it does help. Survey your volunteers and board members to verify that you are using all the contacts you have at your disposal.

With or without a contact, a corporation is generally approached first with a phone call to determine interest and timing. If the call is successful, a short letter should follow. In no more than two pages, tell the business what you want to do and how much it will cost. Let them know how many people will be helped or served, and who they are – potential customers, for example. Indicate how the corporation will be recognized, but don't dwell on this.

Next Steps

The corporation will examine your letter to see if the target population is one to which they wish to appeal. For example, opening a new market of potential customers or clients for them may work wonders for obtaining grants. The company may also want to look like they are helping a specific population, or a group that their employees will appreciate. As an example, school children near to the corporate headquarters, or senior citizens who live in the employees' neighborhoods could be a focused group of beneficiaries.

The corporation will determine if the potential exposure is enough to warrant a grant. Be prepared in case the company asks for a more formal proposal at this point, depending on the size of grant you are seeking. This is not to say that you should have the proposal already written; instead, be prepared to move forward with writing a proposal, should the need occur.

Private Donors

Individual Donors

In the case of private donors, the individuals you should target first will be located within your region. Typically, these donors seek out projects that are affiliated with a specific interest or serve a particular population. If you can make a strong case for your project fitting into their niche for giving, you might be able to secure substantial funding.

Donor Examples

Remember that this type of donor isn't necessarily somebody famous or fabulously wealthy. Instead, this type of donor wants to share what they have with others or make a contribution to causes in which they believe. These are only two examples of the potential types of projects which could supported by local private donors:

- **Neighborhood improvement projects** – Established local business owners in your area may wish to have their name associated with your community project.
- **Building projects** where names are recognized – Various examples of potential donors can be found at universities and art centers.

Best Approaches

Though highly specialized, private donors award grants because they support a cause. Write a letter requesting support, then follow up with a telephone call. If your project can be connected with their interests, you stand a good chance of gaining their support. Research the types of projects the donor has previously funded. Does your project fit into the pattern you see? Seek an introduction from a friend or board member who may know the donor. Once a meeting is granted, be specific and discuss the benefits of your project, especially as it relates to the donor's interests. Remember that private donors want to know that their money will be used to forward their own agenda in terms of causes or special interests. A detailed budget could allay any doubts about their funding your project.

Private Donors

Letters of Inquiry

Even if you know that one of the grants described on the previous pages is the perfect fit for your project, you will still have to convince the donor that your idea is the best use of their resources. The best way to get your foot in the door is to write a letter of inquiry. Often this step is required by foundations, corporations, and private donors, and the quality of the letter can make or break your chances of winning the grant.

It may take as much thought and data-gathering to write an effective letter of inquiry as it does to prepare a full proposal. Don't assume that because it is only a letter, it isn't a time-consuming and challenging task. Every document you put in front of a donor says something about your organization or institution; make sure your documents convey the right message. Each step you take with a funder should bolster the relationship for the future.

While most letters of inquiry should not exceed one page, a few exceptions may be made. For instance, if your organization has received funding from Foundation X, it may behoove you to take a couple of paragraphs to remind them how helpful their previous funding has been. To help you design a great and effective letter of inquiry, the components are detailed below.

Ask for the Gift

The letter should begin with a reference to your prior contact with the donor, if any. State why you are writing the letter, as well as how much funding is required from the particular foundation.

Describe the Need

In a very abbreviated manner, tell the funder why there is a need for this project, piece of equipment, event, etc. Remember, this letter helps the donor understand why they should award you the grant.

Explain What You Will Do

Just as you would in a fuller proposal, provide enough detail to pique the funder's interest. Describe precisely what will take place as a result of the grant. Donors who require this step will always want to know where their money and other resources will be directed.

Private Donors

Provide Institutional Data

Help the donor learn a little more about your organization by including your organization's mission statement, a brief description of programs offered, the number of people served, and personnel data, if appropriate. Getting to know the details of your project will help the donor understand why their funding is necessary.

Include Appropriate Budget Data

You can include a half-page budget in your letter request, if some aspect of your financial planning is particularly compelling. Decide if this information should be incorporated into the letter or in a separate attachment. Whichever course you choose, be sure to indicate the total cost of the project. You should only discuss future funding if the absence of this information will raise questions.

Close

As with the longer proposal, a letter of inquiry needs a strong concluding statement. You must remind the donor of the highlights without beating them over the head with details. Most importantly, don't forget to include your future actions. Tell the contact that you will follow up in a certain number of days to receive his or her feedback, then do so when the time comes.

Attach Any Additional Information

The funder may need as much information to back a small request as a large one. Some items which you may find useful to include are as follows: a board list, a copy of your IRS determination letter, financial documentation, and brief resumes of key staff. However, if the donor has specific instructions for a letter of inquiry, follow them.

Private Donors

Letters of Inquiry to a Foundation

Example #1 (See Letters of Inquiry document for rating)

Your institution's name, address, etc.

Date

Foundation representative, name of the foundation, address

Dear Ms. Smith:

I am writing to inquire whether the Xavier Foundation would invite a proposal from the Virtual Community Group, Inc., requesting an investment of \$50,000 per year over two years to support our Enterprise 2023 initiative. This grant would provide part of the funds needed for us to train at least 1200 low-income entrepreneurs in rural New Hampshire in the computer skills they need to create sustainable businesses. Your literature indicates that the Xavier Foundation is searching for innovative ideas to improve the lives of the rural poor; we believe Enterprise 2023 falls well within your area of interest.

Information technologies are a direct solution to one of the primary obstacles facing the small rural enterprise: the geographic distances which inhibit networking with other businesses, and which segregate them from a larger marketplace. The Internet is now making it possible for entrepreneurs in even the most remote locations to communicate and do business on a region-wide, national, or even international basis. Working in conjunction with other organizations, Enterprise 2023 gives program participants training in technical skills adapted to individual need; in collaboration with organizations which recondition and redistribute used computers, we also assure that they obtain the necessary computer hardware, at low or no cost.

We believe that broadly implemented technical skills programs such as Enterprise 2023 have the potential to transform the lives of many struggling entrepreneurs, and change the economic landscape of impoverished rural communities. Unlike many poverty alleviation initiatives, all of the Virtual Community Group programs are predicated on the assumption that these entrepreneurs already have 90% of what it takes to compete in the marketplace – intelligence, ambition, initiative and talent. After two years of experimentation and program development, the Virtual Community Group has fashioned a superb, easily-replicable model in Enterprise 2023, and established a high degree of credibility among community groups, policy makers, and funders. With your support, we can make that 10% difference in the lives of these hard-working people and the future of our rural communities.

I shall be calling you within the next two weeks for any feedback you might give me. In the meantime, please feel free to call me with any questions. I look forward to speaking with you.

Sincerely,

Executive Director

Private Donors

Example #2 (See Letters of Inquiry document for rating)

Your institution's name, address, etc.

Date

Foundation representative, name of the foundation, address

Dear Dr. Smith:

The _____organization is a private nonprofit agency that has taken the lead in providing temporary shelter for your "street people" in _____city. I am writing to see if you would consider a proposal to expand the employment and counseling services available to these youth.

Our organization currently operates four shelters serving 75 young people each night. This is an increase of 30% from last year. Our major goal is to convince these young people to seek some form of additional education to become employed, and where appropriate to return home.

We believe our chances of accomplishing this would be improved by a person working among the shelters who could direct our residents to the alternative education, employment, health and mental health counseling services available throughout the city. Your foundation has expressed a special interest in the coordination of services to young people. We hope that you will give our project further consideration.

The other community services involved have pledged their cooperation. They agree that a major problem in reaching these young people are in the "in-take" process and that this can best be initiated at our shelters. We estimate the cost of this project the first year at \$_____, of which \$_____ will be provided by the cooperating agencies. We would like you to consider a proposal for the remainder. If we can prove that our service is effective, we would qualify next year for some of the demonstration funds available through _____ agency.

I will be calling shortly to seek an appointment to discuss this project. Ms. _____ of DEF agency, one of your past grantees, will be accompanying me. She is helping in the design of this project.

In the meantime, would you please mail me your application guidelines and any instructions for preparing a completed request, A copy if our 501©3 letter is attached.

Sincerely,
Executive Director

Private Donors

Example #3 - Medical Research Related (See Letters of Inquiry document for rating)

Date

Foundation representative, name of the foundation, address

Dear Mr. Alfred:

I am writing to inquire if the Bristol-Myers Squibb Foundation would consider a proposal from the Department of Cardiothoracic Surgery at New York University requesting a research grant of \$150,000 per year for two years, to support our research project entitled "Calcific Aortic Stenosis: Mechanisms of Calcification and Development of Biological Markers." The ultimate purpose of our research is to improve the clinical outcomes and quality of lives of patients suffering from cardiovascular diseases; this parallels the mission of Bristol-Myers Squibb Foundation to extend and enhance human life.

After hypertension and coronary artery disease, calcific aortic stenosis (AS) is third most common cardiovascular disease in the Western world. With a prevalence of 3-9%, calcific AS is also the most frequent valvular disease and the main cause for valve replacements in patients over the age of 60. Despite the high prevalence and mortality associated with calcific AS, there is no effective medical therapy for the disease and little is known about the molecular mechanisms driving its pathogenesis. The aim of our research is therefore twofold: (1) to identify proteins in patients with calcific AS that can be used to diagnose and monitor the progression of AS, and (2) to investigate the biological mechanism by which such proteins promote calcific AS so that we can identify possible therapeutic targets.

This research is a collaborative effort between clinicians within the Department of Cardiology and basic science researchers and surgeons with the Department of Cardiothoracic Surgery at New York University. This collaboration gives us the ability to comprehensively study the disease process of AS, from its initial diagnosis by Cardiologists to its ultimate treatment by Surgeons. The union of the clinical expertise from both Cardiologists and Surgeons with the analytical proficiency of Basic Scientists makes this an exciting and innovative project that will certainly increase our understanding of the pathogenesis of AS and hopefully serve to impact its future treatment.

The Department of Cardiothoracic Surgery at New York University Medical Center is an internationally recognized program performing over 1,200 open-heart operations per year. Through the partnership between our research and clinical divisions, our Department is uniquely poised at the forefront of cardiothoracic surgery as we have the capability to both, study the molecular basis of diseases and to apply the knowledge gained through research in the development of novel clinical therapies.

Thank you for your kind consideration of our project. I will be contacting you within the next three weeks for any feedback you may have. In the meantime, please do not hesitate to contact me if you desire additional information or if you have any questions. I look forward to talking with you soon.

Sincerely,

Lawrence B. Green, M.D., FACS, FACC
Professor of Cardiothoracic Surgery

Strategic Planning

Strategic Planning

Before You Begin

Before you begin answering the questions on the next several pages, please note that your responses will direct your proposal's path. Therefore, give the responses you feel are best suited to this task.

Many of you will find that you must consult with your organization before completing some of the pages. Some of you may face a decision point between writing about an entirely new project or rewriting a previously unsuccessful proposal.

No matter which path lies before you, remember that you can always save another copy of the workbook for forthcoming projects.

Strategic Planning

Worksheets

Personal Professional Goals and Objectives

Begin the strategic planning exercise for your organization by articulating your personal and professional goals. Consider the following questions while filling in your responses below: What do you want to do, and how do you see yourself fitting into your organization? Are your objectives and expectations in line with those of your organization?

State your current position: _____

What are your personal and professional goals within your organization?

1.

2.

3.

What are your objectives with regard to the organization?

1.

2.

3.

Strategic Planning

The Strategic Plan

Start this exercise by stating your organization's mission, goals, and objectives. Remember, the mission tends to be a single statement. The goals are typically no more than three one-sentence statements. Each goal may include between two to five objectives, which should be measurable. Those of your organization may not be up to par; however, you must ensure the objectives meet a number of criteria when you write your proposal. Thinking about the differences between goals and objectives now will save you time and effort later.

Name of your organization: _____

Mission Statement:

Goals:

Objectives:

Strategic Planning

Organizational Characteristics

What are the attributes that demonstrate your organization's ability to fulfill its mission? Reflect on the characteristics – leadership, staff, expertise, assets, reputation, or financial resources – that your organization possesses.

Leadership and management:

Staff, volunteers, technical experts:

Physical assets:

Financial resources:

Recognition: Are you known on a regional or national scale?

Noteworthy achievements:

Strategic Planning

Organizational Strengths or Advantages

What are the greatest strengths of your organization? Rank these features in descending order of importance, and discuss their part in achieving the mission.

- 1.
- 2.
- 3.
- 4.
- 5.

Organizational Problems or Weaknesses

Every organization has difficulties or problems. To solve these, you must identify and view them as opportunities to improve your organization. Often, ideas for proposals emerge from this exercise. List the major difficulties or obstacles that your organization faces.

- 1.
- 2.
- 3.
- 4.
- 5.

Strategic Planning

Proposed Organizational Activities

What activities or projects could your organization undertake to capitalize on strengths and/or overcome weaknesses? In many cases, one of these activities becomes the project idea for your proposal. Proposal topics often emerge from a desire to overcome an organizational weakness, which will better enable the organization to meet its goals and mission and serve its target population. Project ideas often arise after looking at the problems of the organization's stakeholders or constituents. Designing a project within the scope of the organization's mission and objectives can help to solve these problems.

Project idea 1:

Project idea 2:

Project idea 3:

For which of these ideas do you want to find funding?

Make this decision in consultation with people from your organization. You will use this idea as the basis for your Need Statement in the following exercises.

Selected Project Idea: _____

Working Project Title: _____

Strategic Planning

Preliminary Questions

The answers provided on this page will be the foundation for the remaining worksheets in this workbook. Be as thorough as possible, but keep in mind that simply listing items here is not a bad idea. You will be able to elaborate on each of the following questions on later worksheets.

What capabilities do you or your organization already have?

What resources will you need if you are funded?

What kinds of organizational support do you have for writing the proposal and implementing the project?

What kind of organizational support do you still need?

Strategic Planning

Building Support & Getting Buy-In

Briefly describe your initial thoughts about the following items in relation to your proposed idea and organization. Which of these questions can you readily answer and which ones will you need to research?

List 2 or 3 major challenges or problems your organization currently faces:

- 1.
- 2.
- 3.

How does your proposed idea or project relate to or help resolve these problems or challenges?

Who else in your organization would be an asset to your proposal development team?

What could these people do to help you prepare the proposal?

What role would they play if the project gets funded?

Strategic Planning

Resources Available

Describe the resources you already have that could help you implement your idea and write the proposal.

People:

Special skills or knowledge:

Experience with similar projects:

Facilities:

Equipment:

Strategic Planning

Resources Needed

Describe the resources you would still need to implement your idea and write the proposal. Be as specific and thorough as possible with your answers. More detail here will give you a better understanding of exactly what you need when writing your proposal.

People:

Special skills or knowledge:

Facilities:

Equipment:

Strategic Planning

What Should You Know

The questions below are imperative to gaining both internal and external support for your proposal. Your idea must be able to persuade and compel others to lend their manpower, financial resources, and/or time to your project. Keep this in mind when answering the following questions.

Why is your idea unique?

Why is your idea timely?

Why is your idea urgent?

Why is your idea compelling?

If your idea is funded and the project implemented, how will this project capitalize on your organization's strengths?

If your idea is funded and the project implemented, how will this project help overcome some of your organization's weaknesses?

Strategic Planning

Building External Support

Begin building external support by getting others interested in your ideas and your project. Consider contacts outside your organization, as well as coworkers who may already have an existing contact list.

With which organizations or individuals can you network?

What contacts have you made, or should you make?

What upcoming meetings or conferences should you attend to meet people and talk about your project?

If your organization does not have the expertise, contacts, or resources to implement your project, which organizations might make good partners?

Are there specific individuals you should contact in these organizations?

Who from your organization should make the initial contact?

What advantages can your organization or project offer these outside organizations in exchange for their collaboration?

Strategic Planning

Steps for Implementation

This worksheet will help you plan the steps for proposal preparation and implementation. Describe the tasks you will have to accomplish to write and submit your proposal. Keep in mind all the questions you have answered so far. With whom should you talk? Whose agreement or buy-in do you need? How will you proceed with writing your proposal? How will you implement your project? Write as many steps as you need; don't be afraid to use another sheet of paper! This will become your “to do” list for designing and writing your proposal and getting institutional buy-in.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Developing the Proposal

Developing the Proposal

Writing a Project Grant Proposal

The Basic Components of a Proposal

There are six basic components that create a solid proposal package:

- Proposal Summary
- Introduction of Organization
- Problem Statement (or Needs Assessment)
- Plan of Operation
- Future Funding
- Budget

The Proposal Summary: Outline of the Project Goal

The summary would be most useful if it were prepared after the proposal has been developed. This may sound strange, but in order to encompass all the key points of the project – without revising every time a new section is completed – the best method is to write your summary last. This document becomes the cornerstone of your proposal, and the initial impression it gives will be critical to the success of your venture. You don't want to leave out any crucial information that could sway the reviewers.

The summary outlines the proposed project and should appear at the beginning of the proposal. It could be in the form of a cover letter or a separate page, but should be brief -- no longer than two or three paragraphs. In many cases, the summary will be the first part of the proposal package seen by agency officials. Sometimes, it is the only part of the package that is carefully reviewed before the decision is made to consider the project any further.

You must select a fundable project which can be supported in view of the local need. In the absence of Federal support, you should point out alternatives. The influence your project has – both during and after the project's duration – should be explained. Lastly, consequences of the project as a result of funding should be highlighted.

Introduction: Presenting a Credible Applicant or Organization

Gather data about your organization from all available sources. Most proposals require a description of the organization to describe its past and present operations. Some features to consider are:

Developing the Proposal

- **Short** biographies of board members and key staff members.
- **Goals**, philosophy, track record with other grantors, and any success stories pertaining to your organization.
- **Relevance** to the goals of the Federal grantor agency and should establish your credibility.

The Problem Statement: Defining the Purpose at Hand

The problem statement (or needs assessment) is a key element of your proposal. It makes a clear, concise, and well-supported statement of the problem you are addressing. The best way to collect information about the problem is for you to conduct and document both a formal and informal needs assessment for your program in the target or service area. The information you provide should be both factual *and* directly related to the problem addressed by your proposal. Areas for you to document are:

- **Purpose for developing the proposal** – what need you identified or what problem will be solved.
- **Beneficiaries** – who they are and how they will benefit.
- **Social and economic costs** – who and what will be affected, and by how much.
- **The nature of the problem** – provide as much hard evidence as possible.
- **Narrative** – how your organization discovered the problem, and what is currently being done about it.
- **Sustainability plan** – explain what will happen to your project when funding has been exhausted, and the implications thereof.
- **Objectives** – specific manner to solve the problem, including the resources needed, how they will be used, and to what end.

A considerable body of literature exists on the exact assessment techniques to be used. Any local, regional, or state government planning office, or local university offering coursework in planning and evaluation techniques should be able to provide excellent background references. Types of data you might want to collect include: historical, geographic, quantitative, statistical, and philosophical information, as well as studies completed by colleges, and literature searches from public or university libraries. Local institutions which have a department or section related to the proposal topic may help determine if there is interest in developing a student or faculty project to conduct a needs assessment. It may be helpful for you to include examples of the findings as highlights in your proposal.

Developing the Proposal

Plan of Operation

Your plan of operation will include several key components. These include:

- **Goal** – The end state
 - **Objectives** – The promise
 - **Activities** – How you keep the promise
 - **Evaluation** – Incremental progress
 - **Outcomes** – Measures of success
-
- **Project Goal and Objectives** – Program objectives refer to specific actions described in a proposal. Identify all objectives related to your goal, and the methods (activities) you will employ to achieve them. You should have two or three objectives to achieve your goal. For each objective, you should plan no more than 10 activities. Consider quantities or measurable data, and refer to your problem statement and the outcome of proposed activities to develop well-stated objectives. All your objectives should be outcome-based and measurable. The figures used must be verifiable. Be realistic – if your proposal is funded, the stated objectives will probably be used to evaluate program progress. Resources to help you identify and write program objectives may be found through a number of venues, including the worksheets in this text.
-
- **Program Methods and Design** – The program design refers to how your project is expected to work and solve the stated problem. Think about the following:
 - **Activities** to occur along with the related resources and staff needed to operate your project (inputs).
 - **Flow** chart of the organizational features of the project. Describe how the parts interrelate, where personnel will be needed, and what they are expected to do. Identify the kinds of facilities, transportation, and support services required by your project (throughputs).
 - **Explain** what will be achieved through the above two points (outputs). In other words, plan for measurable results. Project staff may be required to produce evidence of program performance through an examination of stated objectives during either a site visit by the Federal grantor agency and or grant reviews which may involve peer review committees.

Developing the Proposal

- **Devising** a diagram of your program design might prove useful. This type of visualization helps you better understand the scope and detail of your project.
- **Justify** the course of action taken in your narrative whenever possible. Use the most economical method that does not compromise or sacrifice your project's quality. The financial expenses associated with project performance will become points of negotiation with Federal program staff. If everything is not carefully justified in writing, the approved project may only partially resemble your original concept after negotiating with the Federal grantor agencies. Carefully consider the pressures of the proposed implementation; that is, the time and money needed to acquire each part of your plan. A Program Evaluation and Review Technique (PERT) chart could be useful and supportive in justifying some proposals.
- **Highlight** the innovative features of that distinguish your proposal from others under consideration.
- **Use** appendices to provide details, supplementary data, references, and information requiring in-depth analysis whenever possible. These types of data, although supportive of the proposal, if included in the body of the design, could detract from its readability. Appendices provide the proposal reader with immediate access to details if and when clarification of an idea, sequence or conclusion is required. Time tables, work plans, schedules, activities, methodologies, legal papers, personal vitae, letters of support, and endorsements are examples of appendices.
- **Evaluation: Product and Process Analysis** – The evaluation component is divided between product evaluation and process evaluation. Product evaluation addresses results attributed to your project, as well as how well your project has satisfied the desired objectives. Process evaluation considers how your project was conducted in terms of consistency with your plan of action, and how effective your various activities were.

Most Federal agencies require program evaluation from grantees. Carefully explore the requirements of your proposed project. Evaluations may be conducted by an internal staff member, an evaluation firm or both. Clearly state the amount of time needed to evaluate, the distribution of feedback to the proposed staff, and include a schedule for review and comment for this type of communication.

Developing the Proposal

Evaluation designs may start at the beginning, middle, or end of your project, but you should specify a start-up time. Submit an evaluation design at the start of your project for two good reasons:

- **Convincing** evaluations require the collection of appropriate data before and during program operations; *and*,
- **Preparing** a critical review of your program design is necessary if your evaluation design cannot be prepared at the outset.

Even if your evaluation design has to be revised as the project progresses, it is much easier and cheaper to modify a good design than to create a new design halfway through your project. If the problem is not well-defined and carefully analyzed for cause and effect relationships, then a good evaluation design may be difficult to achieve. You may need to conduct a pilot study to start identifying facts and relationships. Often, a thorough literature search will be sufficient. Evaluation requires both coordination and agreement among program decision makers (if known).

Above all, the Federal grantor agency's requirements should be highlighted in the evaluation design. Some agencies may require specific techniques (designated data formats or certain forms), or they may offer financial incentive for voluntary participation in a national evaluation study. You should ask specifically about these points. Also, consult the "Criteria for Selecting Proposals" section of the Catalog Program Description to determine the exact evaluation methods to be required for the program if your project is funded.

Future Funding: Long-Term Project Planning

The best grants describe a plan for continuation of the project beyond the grant period, and/or the availability of other resources necessary to implementation. Your goal is to demonstrate that you have considered the big picture with regard to your project. Discuss maintenance and future program funding if your program includes construction activity. Account for other needed expenditures if your project includes purchase of equipment.

Developing the Proposal

The Proposal Budget: Planning the Money

Funding levels in Federal assistance programs change yearly. Review the appropriations over the past several years to try to project future funding levels. You can find them in the "Financial Information" section of the Catalog Program Description. However, you should never expect that the grant money will be the sole support for your project. Keep this in mind when thinking about overall budget requirements and, in particular, the budget line items most subject to inflation. Use restraint when you determine inflation-based cost projections (avoid padding budget line items), but attempt to anticipate possible future increases. The areas that you should concern yourself with are the direct costs, such as:

- Salaries
- Food
- Transportation
- Travel Consultants
- Evaluation
- Other long-term financial commitments

Indirect costs associated with your project are outside the budget you create. An allotment for indirect costs will be negotiated between the accountants and attorneys of your organization and the Federal government. The amount is renegotiated every two or three years. Budget items that fall under indirect costs are as follows:

- Leases
- Utilities, telephone, and Internet
- Building and equipment rental
- Hard/soft match requirements
- Audits
- Insurance
- Development
- Implementation/maintenance of information and accounting systems

Developing the Proposal

A well-prepared budget justifies all expenses and is consistent with the proposal narrative. Some areas in need of an evaluation for consistency are:

- **Salaries** in your proposal should be similar to those of your organization
- **Additional** space and equipment should be considered as necessary, if you will hire new staff
- **Equipment** purchases should be double check to ensure they are the type allowed by the grantor agency
- **Insurance** increases should be supported, if you are renting additional spaces or buildings
- **Divisions** between direct and indirect costs should not be in conflict and your aggregate budget totals should refer directly to the approved formula, if an indirect cost rate applies to your proposal
- **Contributions** to the matching fund should be taken out of your budget unless otherwise specified in the application instructions, if matching costs are required

It is very important to become familiar with Federal Government-wide requests for proposal (RFP) requirements. As information is provided by the agencies, the Catalog Program Description identifies RFPs that are applicable to a given Federal program. You should thoroughly review the RFPs suitable for your project, since they are essential in determining budget items. As an example, cost principles are often specifically established within the RFP. They will also assist you in conforming to government guidelines for Federal domestic assistance.

Developing the Proposal

10 Common Elements of Winning Proposals

Winning proposals:

1. **Have defined needs and describe how they were identified**
2. **Describe what will be done**

Create a real-life scenario for the reader. The reader must understand what you intend to do.
3. **Present the material in a logical manner**

Sections are clearly identified and a parallel structure is maintained. Each need has stated objective, activity, and evaluation statement.
4. **Written in positive terms**

Some writers believe that if you describe how bleak a situation is, someone will give you money to solve the problem. This is not true. Funders hedge their bets by backing proposals that describe worthwhile programs that will meet identified needs and match the criteria set forth by the granting agency.
5. **Do not overuse jargon**
6. **Present detailed budgets that match your proposed program**

All bases must be covered. If you are going to purchase hardware, have you purchased software? If you plan to offer training, how much, and what will it cost?
7. **Give something back**

Some projects develop a product. The process you go through can become a product. Funders want others to adopt and adapt what you've learned.
8. **Follow the guidelines specified in the RFP**

If a scoring rubric or evaluation checklist is given to you, read it and follow those directions!
9. **Look professional**

They are word-processed and presented according to the guidelines of the RFP. Most granting agencies want a signed original and several copies. Sign your materials in blue ink to distinguish the originals from the copies.
10. **Are not too short or too long**

They tend to be only as long as necessary to answer every question in the RFP. Use the scoring guidelines to determine length for sections. For example, let's say the granting agency wants the finished proposal to be no longer than ten pages. If the scoring guidelines weight the evaluation section to be 20 percent of the final score, that means 20 percent, or two pages for the evaluation.

If the RFP mandates a page limit, DO NOT exceed that number

Examples

Examples

Abstracts

Blogs

[For Project Grants](#)

[For NSF Grants](#)

[For NIH Grants](#)

Examples

Abstract/Executive Summary

A Proposal to Establish a Minor in Global Studies and Augment Languages Across the Curriculum

Goal

The University of _____ is applying for a Title VIA grant under the US Department of Education's Undergraduate International Studies and Foreign Language Program and is requesting a total of \$160,008 over a period of two years in order to establish a minor in Global Studies and augment foreign language instruction via the expansion of the "Languages Across the Curriculum" program.

Objectives

In order to achieve the above goal, the International Affairs Committee, the International Studies Faculty Committee, and the Office of International Studies have identified the following objectives over a two year period:

- Augment the international expertise of faculty via eight workshops and two institutes.
- Promote student competency to function successfully in a global society by internationalizing the existing curriculum, developing new internationally-related courses, and creating international, linked courses for a total of 24 courses.
- Strengthen foreign language instruction to complement the internationalizing of the curriculum via 16 "Languages Across the Curriculum" courses.

Activities

In order to ensure the achievement of the above-listed program objectives, the International Affairs Committee, the International Studies Faculty Committee, and the Office of International Studies have identified the following activities:

Examples

- **Faculty Enhancement:** Conduct four faculty workshops and a summer institute each year, for a total of eight workshops and two institutes over the two-year period.
- **Curriculum Development:** Develop two new umbrella courses, create two sets of linked courses (consisting of two courses each), and internationalize sixteen existing courses during the two-year period, for a total of twenty-two courses.
- **Foreign Languages:** Develop sixteen “Languages Across the Curriculum” courses for the use of Arabic, French, and German in courses normally taught in English.
- **Dissemination:** Disseminate overviews of completed program materials and best practice to local, national, and international groups, such as the National Association of State Universities and Land Grant College (NASULGC), the American Association of State Colleges and Universities (AASCU), and the American Council on Education (ACE), all of which the University is a member.
- **Evaluation:** Evaluate the project utilizing students, faculty, and review committees. Utilize the expertise of an external evaluator in year two. Workshop and institute effectiveness will be evaluated via participant surveys and participant self-assessment measurements. Materials will undergo a qualitative review by project staff, the International Studies Committee, the participant’s departmental process, and the Faculty Senate. The overall program and implementation of new and internationalized courses will be reviewed by the project’s key personnel and the external evaluator, based on student input, faculty portfolios, and curriculum development products.

Examples

Humanities Abstract

At the threshold of the 21st century, Appalachia has much to tell about the power of mountain places to share culture, knowledge, and experience. For most of the twentieth century, the academic discussion about Appalachia was framed by popular perceptions of the region, most of which were established by people and circumstances outside of Appalachia. In the last quarter century, however, the paradigm changed as indigenous scholars identified new ways of looking at mountain people and culture that were not based on stereotypes. This work represents the beginning of a “New Appalachian History,” work that has been led by Appalachian State University, located in Boone, North Carolina. The Humanities Endowment for Appalachian Studies, funded by a first-time National Endowment for the Humanities Challenge Grant, will further the work of the faculty, students, and community members in enriching the “New Appalachian History,” especially through the priorities of regional diversity and comparative mountain studies.

Through the Humanities Endowment for Appalachian Studies, three key areas, the Center for Appalachian Studies, the W. L. Eury Appalachian Collection, and the Appalachian Cultural Museum, will increase their ability to meet the needs of students, faculty, and the community. The Endowment will be funded by a \$400,000 Challenge Grant from the National Endowment for the Humanities and will be matched with \$1,200,000 from privately raised funds to form the \$1,600,000 Humanities Endowment for Appalachian Studies. The Endowment income will provide funding for:

- Visiting scholars in Appalachian Studies;
- Reassigned time for an Assistant Director for the Center for Appalachian Studies;
- Fellowships for school teachers and graduate students for summer field programs;
- Library holdings in the humanities related to Appalachian Studies; and
- Museum exhibitions and catalogs.

Appalachian State University is in the public phase of its Campaign for the Second Century. Providing the campus with the ideal vehicle to motivate donors, the Campaign has already produced \$45 million toward the goal of \$50 million.

Examples

Abstract Exercise

- Utilizing the abstract examples, please write a one-page abstract for your proposal.
 - You may chose whatever example best fits your interest.
 - You will use this example throughout the workshop.

Examples

Need Statement

Blog

Writing a Compelling Need Statement

Examples

The Purpose of the Need Statement

The Need Statement presents facts and evidence to support the need for the project (program) you are proposing. It also establishes you and/or your organization as being capable of addressing the need. Conduct an analysis to determine the nature and extent of the problem or need, and the reasons and causes.

- **Nature and Extent** - Describe your target population and their issues/needs. What are the consequences? Cite your sources (to support the existence of the problem/need).
- **Reasons/Causes** - Why is the issue or need occurring?

When identifying the problem and writing the Need Statement, you must convince the funding source that the issue(s) you want to address are important to you and/or your organization and of interest to the fund source.

The following steps are to be taken when writing your Need Statement:

- Define the problem, its causes and symptoms
- Gather data to support the existence of the problem and extent of your need
- Write the Need Statement (stated as the current situation)

An Effective Need Statement

- Describes the target populations to be served
- Defines the problem to be addressed
- Is related to the purposes and goals of the grant
- Includes quantitative and qualitative documentation and supporting information
- Does not make any unsupported assumptions
- Describes the situation in terms that are both factual and of human interest

Checklist:

- Does the problem you identify relate to the purpose and goals of your donor as well as yours?
- Is your proposal of reasonable dimension to the issues you are addressing?
- Did you include evidence (documented) to support the existence of the problem?
- Do you make a compelling case for the need for your project/program?

Examples

Need Statement Worksheet

Filling out this worksheet will help you tell your story in a compelling, convincing, clear and specific manner. Answer the questions below with as much detail as possible.

What is the problem my project addresses?

Consider timely statistics, focus on your solution, and succinctly state what is necessary to solve the problem.

Keeping in mind that this section is usually followed by the goal and objectives section, briefly describe what it will take to solve the problem.

Examples

Need Statement #1

I. The Problem: The FSM and Its Schools--distance, languages, and cultural diversity impede students' ability to enter mainland universities – Thus, teachers need to be trained to maintain the wealth of diversity and languages while at the same time adapting a more uniform approach to teaching so that students can be competitive in being admitted to universities in the mainland.

The Federated States of Micronesia (FSM) is a former U.S. Trust Territory which is composed of the States of Chuuk, Kosrae, Pohnpei, and Yap. The FSM is spread over 2,500,000 square kilometers of the Northern West Pacific. Comprised of 607 different islands, the FSM has seventy-one islands which are inhabited. From the lush, green high islands of Pohnpei and Kosrae to the outer island atolls of Pohnpei, Chuuk, and Yap, the islands of the FSM are dots in the immense expanse of the Pacific Ocean. The State capitals are connected by Continental Air Lines service—five to six flights weekly--which also allows access to international destinations. While a few of the outer islands are connected by small commuter planes, most of these islands are connected only by ocean-going ships. Normally, it will be a month or more between visits to the islands with only a few hours stop at each island. Given this extreme level of geographic isolation, formal economic and educational development is retarded by lack of both economic and experiential resources.

The size of the FSM can be seen in the map on the following page, which superimposes the continental United States on to Micronesia. This map gives an indication of the distances involved in providing educational services within the FSM in general and Pohnpei State in particular. The second map on the page also shows its distance--and relative isolation from support services—from Hawaii and the Mainland U.S.

One of the major obstacles in the teaching approaches is that teachers adopt their teaching to the existing cultures and languages, which handicap students to be able to advance their study in universities abroad and thus, augment the economic well-being of the island upon their return. Specifically, during the past five years, only 5% of the graduating high school seniors were able to enter universities in the U.S. This has created a stagnant economy for the FSM for few are able to return with the learning capital to make an economic difference for their islands.

As a consequence, the FSM is requesting the funds to train teachers to maintain the rich cultural and linguistic understanding of their classrooms while at the same time teach students in 21st century technology, and course content. This would create a broader uniformity between the teachings throughout the islands.

Examples

Need Statement #2: New York Hall of Science

The American Association for the Advancement of Science convened a forum on Early Childhood Science, Mathematics, and Technology Education. The impetus for the forum was three-fold: 1)Increasing numbers of children are enrolled in some type of preschool program (from 50-69% depending on the state). 2)Widespread agreement exists on the need for students to be science literate if they are to succeed in today's rapidly changing world, yet few preschool programs address science, mathematics, and technology. 3)New technologies and research suggest new approaches to early childhood learning. Research (Elkind, D. [2008] Educating Young Children in math, science, and technology, AAAS, Washington, DC) challenges earlier beliefs that science is too "formal abstract, and theoretical" for the youngest learners and their teachers.

Until recently, science had principally been taught through teacher-led activities such as labs and lectures. These settings are not effective for younger children, who learn most effectively in child-centered experiences and activities. This mismatch reinforced the notion that science would be inappropriate for preschool and early elementary settings. It is critical that young children have access to developmentally appropriate experiences and environments to encourage effective science learning. That is a central goal of the Hall's major investment in early childhood learning. The highlight of the American Association for the Advancement of Science meeting in San Francisco was the elegant and provocative work of Alison Gopnik of UC Berkeley. Her research demonstrates that younger children are more capable of the kind of critical thinking that underlies science inquiry than is accounted for in the Piagetian model. ("The Scientist in the Crib: What Early Learning Tells Us About the Mind" published by Perennial Harper Collins, 2007) Educational inequality for early childhood programming reflects income inequality. In the preschool arena, "only 45% of three- to five-year-olds from low income families are enrolled in early childhood programs, compared with 71% from their high-income counterparts." (Day, B., and Yarbrough, T. [2007] The state of early childhood programs in America, AAAS, Washington, DC).

Examples

Longitudinal research conducted by the Canadian Institute for Advanced Research (<http://204.101.252.85/aeceo/articles/raisingchildren/findings.htm>) suggests that high-quality early childhood experiences have a impact on long-term neurological development of the child and also such factors as life expectancy, mental health, and employment success. Providing high quality science education experiences for all New Yorkers is central to the Hall of Science's mission. Because we are located in a low income community with the greatest diversity in the nation, we offer ready access to underserved families, preschool centers, and schools. The Hall's current offerings for families and groups with young children have proven tremendously successful. There is clearly a demand among families and schools for rich, stimulating, and creative science learning for young children. Our Early Childhood Science Initiative will extend the reach of our offerings to these groups to a critical age.

Examples

Need Statement #3: Career Planning Workshops for Chemistry Graduates

The National Science Foundation (NSF) initiated a discussion questioning whether or not graduate education in the chemical sciences adequately prepares students for their careers. The main criticisms of graduate chemistry education are that students are overspecializing in an era when science is moving toward interdisciplinary approaches and that students are inadequately prepared in the soft skills areas such as written and oral communication, teamwork, and management—essential skills for career success. In addition, the graduate chemistry education system is not giving students a realistic picture of the career opportunities available to those with a Ph.D. In a recent NSF survey, 10,000 domestic physical science doctoral graduates were surveyed about their career aspirations. Only ten percent of the students intended to pursue careers neither in academia nor in industry. The same survey revealed that for the 3,000 students pursuing post-doctoral positions, the number one reason for remaining in academia was because they could not find jobs. Therefore, initiatives are needed to educate graduate chemistry students about both their career options and the need for soft skills in their future careers.

To help chemistry graduate students adapt to the changing job market, Women in Science and Engineering (WISE) at the University of Minnesota proposed a series of workshops dedicated to educating students in oral and written communication, teamwork, management, negotiation skills, and career opportunities in government, non-research areas, academia, and industry. The WISE team has successfully conducted career development workshops to address the specific needs of chemistry graduate students. Past workshops were devoted to interviewing skills, resume and curriculum vitae preparation, teaching skills, and nontraditional careers. Annually 50-75 chemistry doctoral students participate in these workshops. We propose to continue this workshop series over the next four years by offering two workshops per year: one dedicated to exploring a specific career sector and the other dedicated to an essential soft skill. WISE has received \$1,100 for the Careers in Government Workshop from the University of Minnesota's Office of University Women and the Department of Chemistry; however, this is not enough to advertise the workshops, rent facilities, prepare materials, and pay instructors. We are requesting \$12,000 over the next four years to implement this new workshop series to better prepare our students for chemistry careers in the 21st century.

Examples

Need Statement #4: Financial Aid for Adolescents in Chemical Dependency Treatment

According to *Booze News*, young people begin drinking at 13.1 years old. The highest rates of illicit drug use are found among youth ages 16-17 (16%) and ages 18-20 (20%), with marijuana the most common illicit drug used. More than 80% of high school seniors have used alcohol. In comparison, 64% have smoked cigarettes; 50% have used marijuana; and 10% have used cocaine. Not only does alcohol and drug use affect grade school students, but use often increases in college. According to questionnaire—based self-reports about their drinking, 31% of college students met the criteria for a diagnosis of alcohol abuse, and six percent for a diagnosis of alcohol dependence in the past 12 months. About 25 percent of college students report academic consequences of their drinking, including missing classes, falling behind, doing poorly on exams and papers, and receiving lower grades overall.

Most adolescents who need substance abuse treatment do not receive it. In Minnesota, about one in five adolescents who needs this kind of treatment actually gets it, according to the Minnesota Department of Human Services. Last year only 3,500 adolescents received treatment out of an estimated 18,000 in need of such care. These vulnerable adolescents have lower cognitive skills, shorter attention spans, greater problems with depression, and less effective social skills than their healthy peers.

Adolescents who seek help for chemical dependency find themselves challenged to obtain the financial assistance need for overcoming their disease. They are not able to obtain the financial means to help them pay for treatment. Those who do not receive assistance through treatment programs, such as HYCF, often return to their old using environments and patterns. Just as with any other disease, chemical dependency, if caught early, may be treated and coped with. However, rather than fighting the problem of chemical dependency, insurance companies are saying *no* to assistance programs, essentially ignoring the problem rather than solving it.

Given current downward sloping economic conditions and political unrest, we are looking to our youth as the hope of our country and the world. However, many bright and creative youth are battling the disease of chemical dependency. The consequences of adolescent drug and alcohol consumption cost nearly \$53 billion annually. If this cost were shared by each congressional district, the amount would total more than \$120 million per district. HYCF agrees that we have an obligation to our youth and to the future to provide assistance to those who want help with drug addiction.

Examples

Hazelden's mission began 53 years ago and was founded on the philosophy of a holistic approach to treatment, concentrating on every aspect of the individual's life. Additionally, we specialize in treating dual diagnosis disorders, meaning that chemical dependency may not be the only vulnerability of our patients. We teach adolescents adequate coping techniques to be able to face addiction triggers, giving youth the tools to live a sober life. The core of our philosophy of treatment is chemical dependency education. We find that this education is the key to giving adolescents resources to overcome addiction. Many of our patients obtain academic credits while at HCYF and are able to attend college in sober living environments. Following the Twelve Steps, we attend to their physical, mental, and spiritual needs in recovery and prepare adolescents to become leaders in society.

Last year alone, through the generosity of Hazelden donors, the Hazelden Foundation gave \$5.3 million in financial assistance to those who could not afford treatment. We also began a program called *The Northland Project*, a drug and alcohol prevention program that was presented at ten middle schools. This project is growing, and we expect to reach many more middle schools across the country. *The Northland Project* is currently preparing a new curriculum targeted to high schools. Additionally, *Roots and Wings*, which was presented in six counties, was developed as a prevention curriculum for parents and young people. *No Bullying*, a curriculum offering grade-specific activities to prevent violence, aggression, and bullying was very successful. Finally, *Alternative Routes* was introduced; it is a new alcohol and drug abuse prevention program that helps troubled youth get back on track.

We believe that the Kellogg Foundation will agree with our mission of renewing, refocusing, and reconnecting adolescents to society through treatment and education. Our multidisciplinary team is well equipped to deal with all aspects of addiction. However, one thing we cannot provide adolescents with on our own is sufficient financial aid to assist them with the cost of treatment. This is why we are asking Kellogg to provide us with a donation of \$200,000 annually for the next three years to provide additional adolescents with treatment and education to overcome this disease.

Examples

Peer Review Evaluation – Need Statement

Evaluator: _____

Example Number & Title: _____

1 = Poor (Does not meet any of the specified criteria)

2 = Fair (Meets some of the criteria)

3 = Adequate (Meets the specified criteria)

4 = Good (Meets all of the criteria but is still vague, wordy, or requires careful editing)

5 = Excellent (Meets all of the criteria; very effective in terms of audience / purpose)

Use the numbers to reflect your assessment of the effectiveness of each of the elements in the need statement.

_____ **Problematic Situation.** A good need statement should indicate the background or context of the problem in just enough detail to make the proposal understandable and important to the sponsors. It should make the problem seem important, compelling, and urgent. Does it?

_____ **Specific Problem.** The specific aspect of the problem that the writer intends to explore in the project/proposal should be clearly stated. Is it?

_____ **What You Did.** A specific statement of the writer's approach, goals, or objectives must be present to indicate how the writer will proceed to implement a solution to the problem in the proposal. Is it?

_____ **Instrumental/Rhetorical Purpose.** The instrumental/rhetorical purpose that indicates how sponsors should respond to this proposal should be clearly stated. Is it?

_____ **Editing.** The sentences in the statement should be clear, concise, and effective, free of grammatical or usage problems and misspellings. Are they?

_____ **Overall Effectiveness.** How effective would you judge this need statement to be in terms of audience and purpose?

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Plan of Operation

Goals & Objectives

Blog

Developing SMART Objectives

Plan of Operation

Defining Your Goal & Objectives

For your proposal to come together, begin using the information from the worksheets you completed earlier in the workshop. To help you tighten down your project, review the definitions below and then answer the questions. Think about how these terms are represented in the examples that follow. Remember, the heart of your proposal is one goal and three objectives.

Goal: The purpose of your project or program

Objectives: These are the methods you will use to accomplish your goal. They should be specific, measurable, achievable, realistic, and time-bound

Outcomes: What will you change and how will you know?

What is the purpose of your program?

How will you achieve the purpose of your program?

What will change once your proposal is implemented?

How will you know that substantive and important changes have taken place?

Plan of Operation

Internationalization Initiative Goal

Goal: Increase opportunities for every PSU student to have meaningful contact with other cultures and environments.

Objective 1.1: Increase the number of international students and faculty at the PSU community by 20% or by a total of 54 students and 46 faculties over a two-year period.

Actions	Implementation & Assessment	Outcome Measure	Outcome Timeframe	Reviewer	Rationale
A. Provide financial and administrative assistance to departments that want to invite international faculty to PSU	IES, School of Extended Studies, OIA, OAA	# of international faculty at PSU	Annually	IES	Increases opportunities for international faculty to come to PSU
B. Provide financial and administrative assistance to departments that want to invite IS to PSU (targeting under-represented depts. and countries)	IES	# of IS at PSU	Annually	IES	Boosts opportunities for IS to come to PSU
C. The President's Office will support up to 12 IS tuition remissions (to be expanded when appropriate) in connection with international partnerships while maintaining current levels of the international scholarship program	President's Office	# of IS with tuition remission	Annually	Vice Provost for International Affairs	Increases opportunities for IS to come to PSU
D. Review current university policies and procedures with respect to student's earning of credit and the tuition/fees for international exchange programs	OAA / OGS	# of students studying abroad & # of international admissions	Annually	OAA & OGS	Facilitate study abroad programs for our students & attract IS to PSU

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E. Develop policies and procedures to recruit and retain more IS as well as faculty with international experience and expertise	OIA	Proportion of faculty	Annually	Human Resources/IES	Boosts opportunities for IS & faculty with international experience & expertise at PSU
F. Create IS study groups across campus (in class and outside of class)	Vice Provost for Student Affairs	Groups created	Annually	OIA	Enhances IS success
G. Put a welcome or invitation statement for IS on the PSU webpage in different languages	OIA & Webmaster	creation		IAC	Creates a welcoming environment for IS
H. Work with IS recruiting companies to bring IS to PSU	Admissions	Increase in IS	Annually	IAC	Increases outreach opportunities for IS
I. Work with international governments to recruit IS for PSU	Vice Provost for International Affairs	Increase in IS	Annually	IAC	Increases outreach opportunities for IS
J. Conduct exit interviews with IS to find ways to bring other IS to PSU	OIA & Admissions	Information gathered that affects admissions	Annually	IAC	Provides more information for IS recruitment
K. Keep in contact with international alumni	Alumni Office	Increase in IS	Annually	IAC	Increases outreach opportunities to IS
L. Create International Incentive Plan to recognize depts. that hire international faculty	President / Provost	Recognition for international hires	Annually	IAC	Provide departmental incentive to hire international faculty and recognition
M. Recruit volunteers to assist with Intensive English Language Program (conversation partners)	Intensive English Language Program Director	Increased conversation partners	Annually	IAC	Increases language ability & intercultural communication of IS & volunteers
N. Offer short term stays for IS at PSU (one term)	OIA	Number of short term stays	Annually	IAC	Increases opportunities for IS

Plan of Operation

Goal: Increase opportunities for every PSU student to have meaningful contact with other cultures and environments.

Objective 1.2: Expand opportunities for 60 PSU students to acquire and apply foreign language skills over a two year period.

Actions	Implementation &	Outcome Measure	Outcome	Reviewer	Rationale
A. Create a dedicated foreign languages laboratory	FLL and OIT	A foreign languages laboratory	2 years	College of Liberal Arts &	Provide proper learning environment
B. Form an ad-hoc committee to design a proposal for Foreign Language Across the	OAA	Program proposed	2 years	OAA	Give faculty and students the chance to use language skills in
C. Cultivate and use cultural competence of heritage speakers	FLL/Student Services	Program for official recognition of heritage speakers	3 years	OAA	Honor & use the language expertise that our students already have
D. Develop courses for heritage speakers and programs for pre-college heritage speakers	FLL/Extended Studies	Courses / programs for heritage speakers	3 years	OAA	Develop the language expertise that our students already have
E. Support community-based learning (CBL) in languages other than English	FLL/Center for Academic Excellence/ University Studies	Non-English CBL courses created	3 years	OAA	Provides students with language and cultural experience in target language communities
F. Permit graduate students to include language classes in their graduate degree programs	Graduate Council	Change in existing policy	2 years	CLAS / OAA	Encourages graduate students to acquire relevant languages
G. Seek funding for distance delivery of lesser-taught	FLL / OIA	Acquire funding & develop courses	3 years	CLAS / OAA	Increased delivery of lesser-taught

Plan of Operation

Goal: Increase opportunities for every PSU student to have meaningful contact with other cultures and environments.

Objective 1.3: Enhance opportunities for 60 PSU students to study abroad over a two-year period.

Actions	Implementation & Assessment	Outcome Measure	Outcome Timeframe	Reviewer	Rationale
A. Reduce financial burden of study abroad, especially for under-represented students (Identify and provide scholarships for study abroad)	IES & EOP	Increase in IES budget/ financial aid, leading to overall numbers of students participating in study abroad programs, especially disadvantaged students	September 2023	IAC	Our community values maximizing the number of students with international exposure
B. Increase publicity of study abroad opportunities	IES & EOP		Annually	IAC	
C. Promote study abroad program in FRINQ/ SING courses with students who have already studied abroad	OIA		Annually	IAC	
D. Provide more targeted short-term study abroad programs	IES & EOP		September 2023	IAC	
E. Seek grant options for study abroad	IES / Vice Provost for International Affairs		September 2023	IAC	
F. Identify and publicize national and international organizations that provide scholarship/goals/support for international study abroad experience (i.e. Rotary Club)	IES/Vice Provost for International Affairs		September 2023	IAC	
G. Provide consistent international grant scholarship opportunity materials to high achieving graduate & undergraduate students	Associate Director of IES / funding of FTE from OAA & all colleges/ schools across campus	Materials distributed	Annually	IAC	
H. Encourage international studies and intercultural communication students to travel abroad	Curriculum Committee	Curriculum committee review	2022-2023	IAC	

Plan of Operation

Examples of Goals and Objectives

On the preceding pages, you will find goal and objectives charts. Each objective has several activities described in detail. Consider the way the objectives refer back to the goal. Also, note how each activity directly impacts the success of the parent objective.

When examining the example charts, you will encounter these acronyms:

EOP – Educational Opportunity Program

FLL – Foreign Languages & Literatures

FRINQ – Freshman Inquiry

IES – International Education Services

IS – International Student(s)

OIA – Office of International Affairs

OIT – Office of Information Technologies

OAA – Office of Academic Affairs

OGS – Office of Graduate Studies

SINQ – Sophomore Inquiry

Plan of Operation

Grant Design Chart

Blog

Your Most Helpful Tool: The Grant Design Chart

Plan of Operation

Grant Design Chart

Goal:								
Objectives	Tasks/Activities	Begin/End Dates	Personnel	Outcomes			Evaluation	Budget
				Short	Mid	Long		
A.	A-1:							
	A-2:							
	A-3:							
B.	B-1:							
	B-2:							
	B-3:							
C:	C-1:							
	C-2:							
	C-3:							
D:	D-1:							
	D-2:							
	D-3:							

Plan of Operation

Timelines & Graphics

Your timeline is a realistic assessment of the time needed to meet your goals. Answering the questions below will help you create yours.

How long do you need to achieve your goals and why?

Outline the time it will take you to achieve your goal.

Why did you decide on the above timeline?

What is the timeline for spending the funds?

If you use graphics to describe the timeline, sketch the form the visual aid will take in your proposal.

Plan of Operation

Gantt Charts

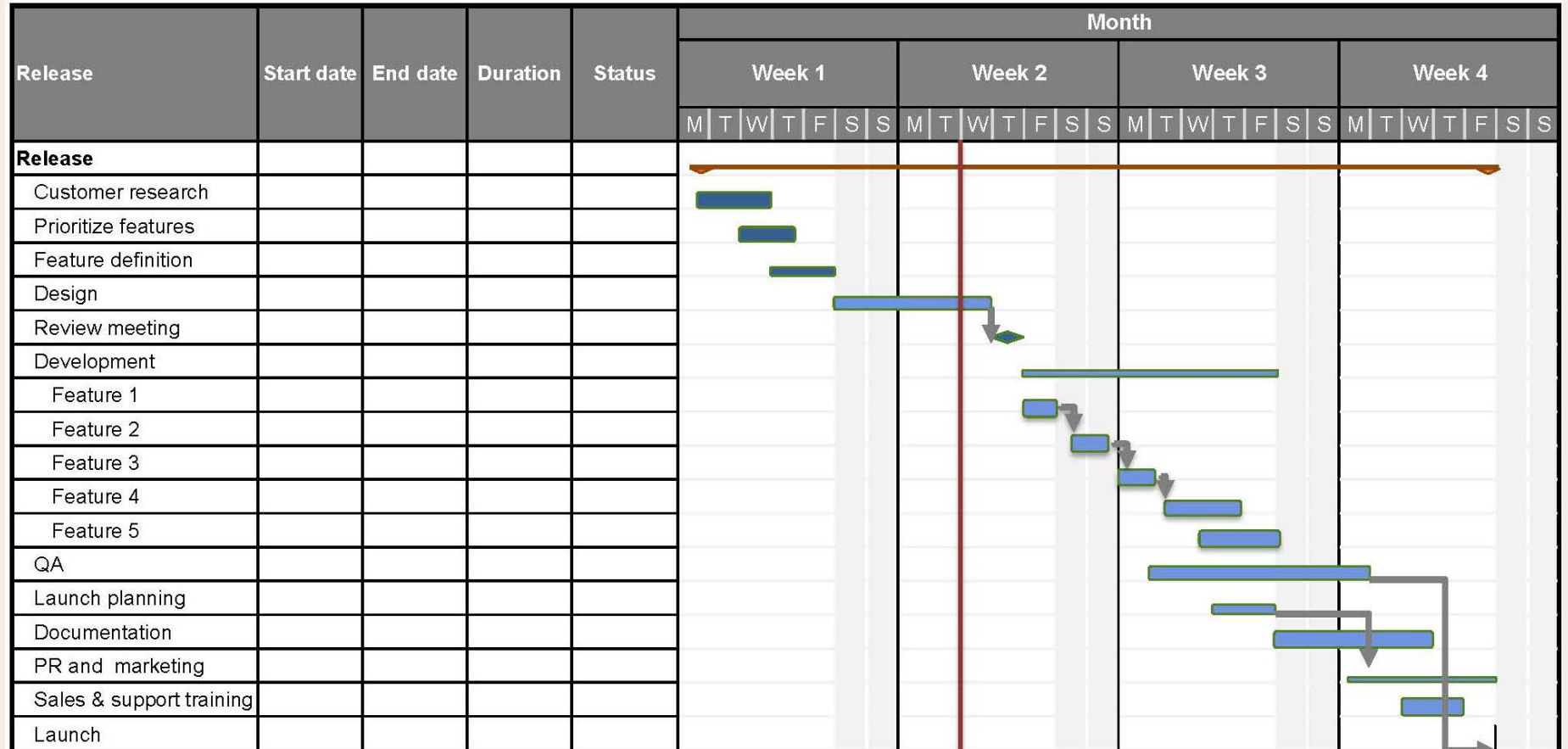
Gantt charts are graphic representations of a project's timeline. They portray the scope of a project, which allows you and your personnel to view the proposal writing and planning process as a whole. Since Gantt charts provide an overall perspective, decision-makers can understand how changes to one section affect the whole. Using this timeline tool is an easy and straightforward way to track tasks, responsibility, and due dates from inception to conclusion.

When using a Gantt chart, be sure that your timeline is realistic. Your chart can help you successfully plan your proposal writing process, but it is only as good as the information that you put into it. For instance, it is best to design your project to fall within the grantor's funding cycle. A Gantt chart can help you determine the appropriate amount of lead time necessary to make such a scenario occur.

Many project management tools may be found online. One site that hosts such tools, including project templates and online collaboration, can be found at Ganttter.com.

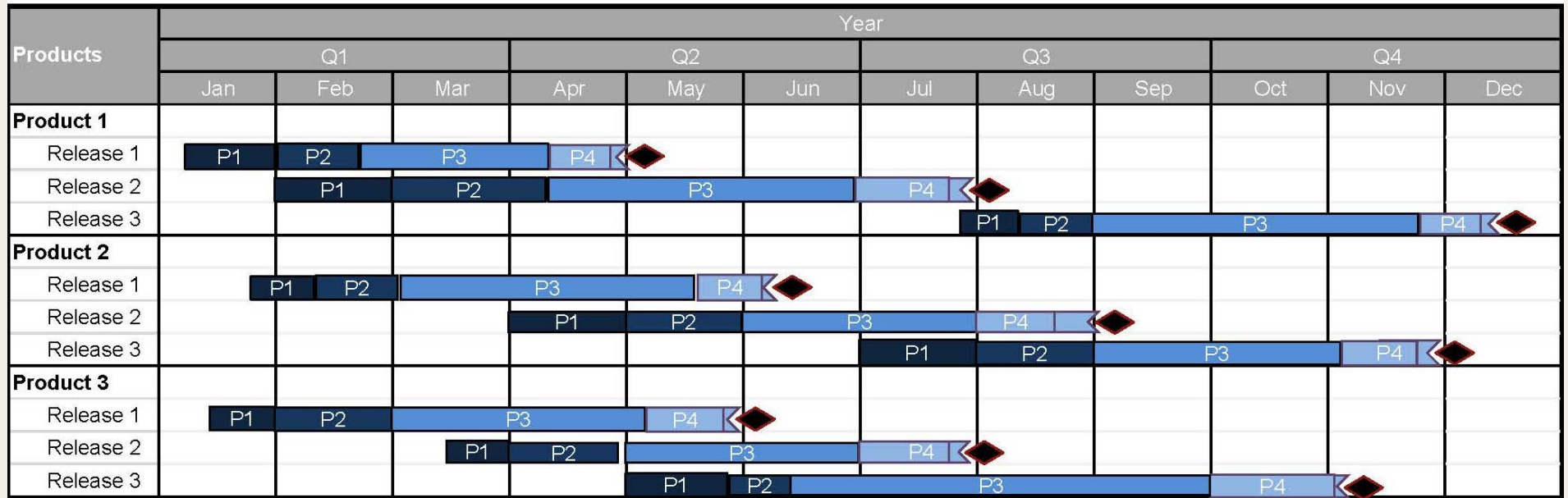
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Sample Gantt Chart #1: Release Planning



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Sample Gantt Chart #2: Portfolio Planning

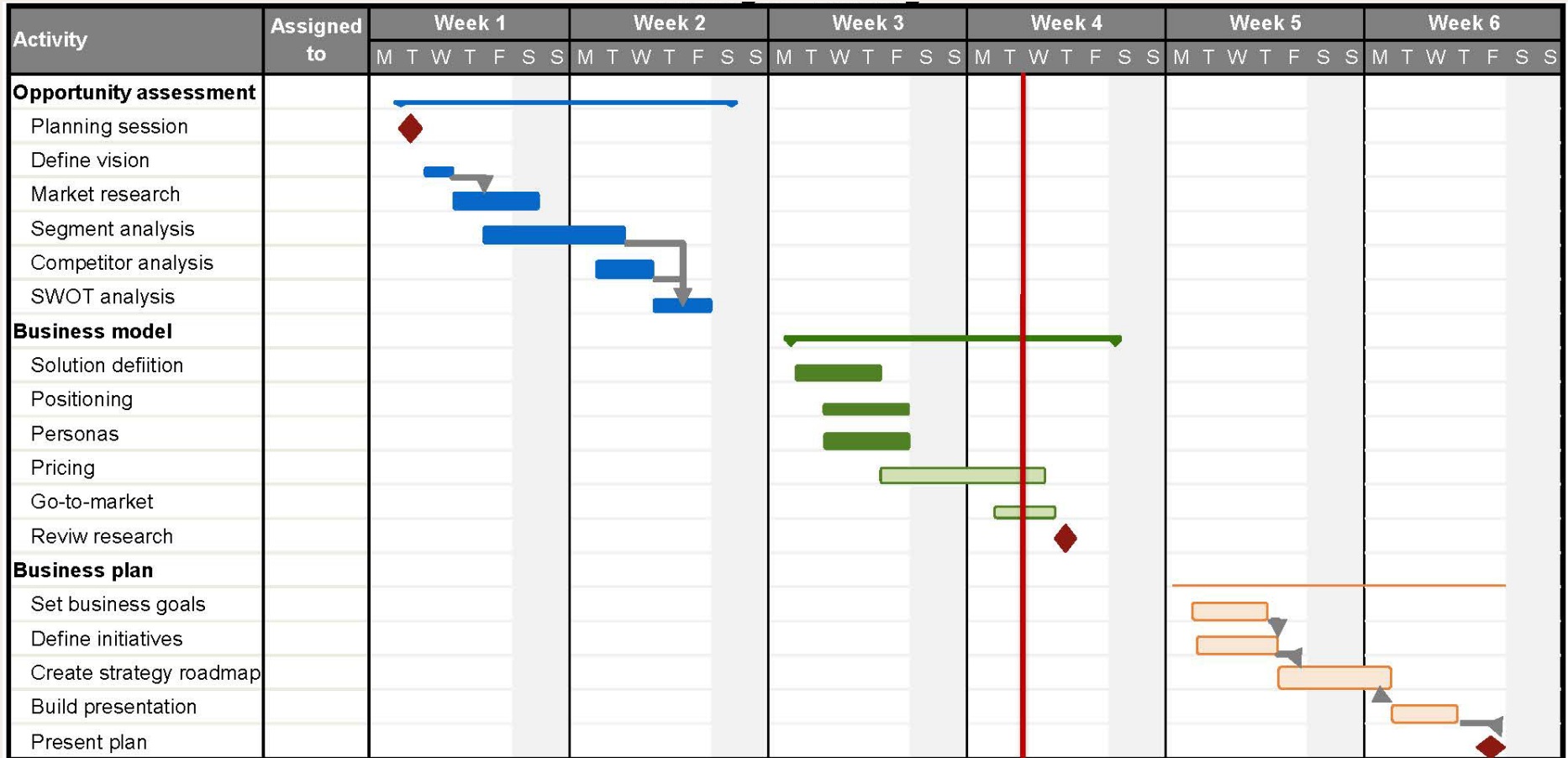


P = Phase

◆ = Launch

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Sample Gantt Chart #3: Strategic Planning



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Personnel

The personnel involved in a project are one of the cornerstones of a great proposal. To be successful, you will have to explain why each person is a good fit for your project.

Who will be involved in your project?

What will be the function of those involved?

What are the qualifications of the personnel?

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Logic Model

Blog

Your Most Helpful Tool: The Logic Model

Plan of Operation

The Logic Model

SITUATION:

Inputs	Outputs			Outcomes		
	Activities	Participation	Process Indicators for Success	Short	Mid-term	Long-term
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

Assumptions		External Factors	
1		1	
2		2	
3		3	

Evaluation

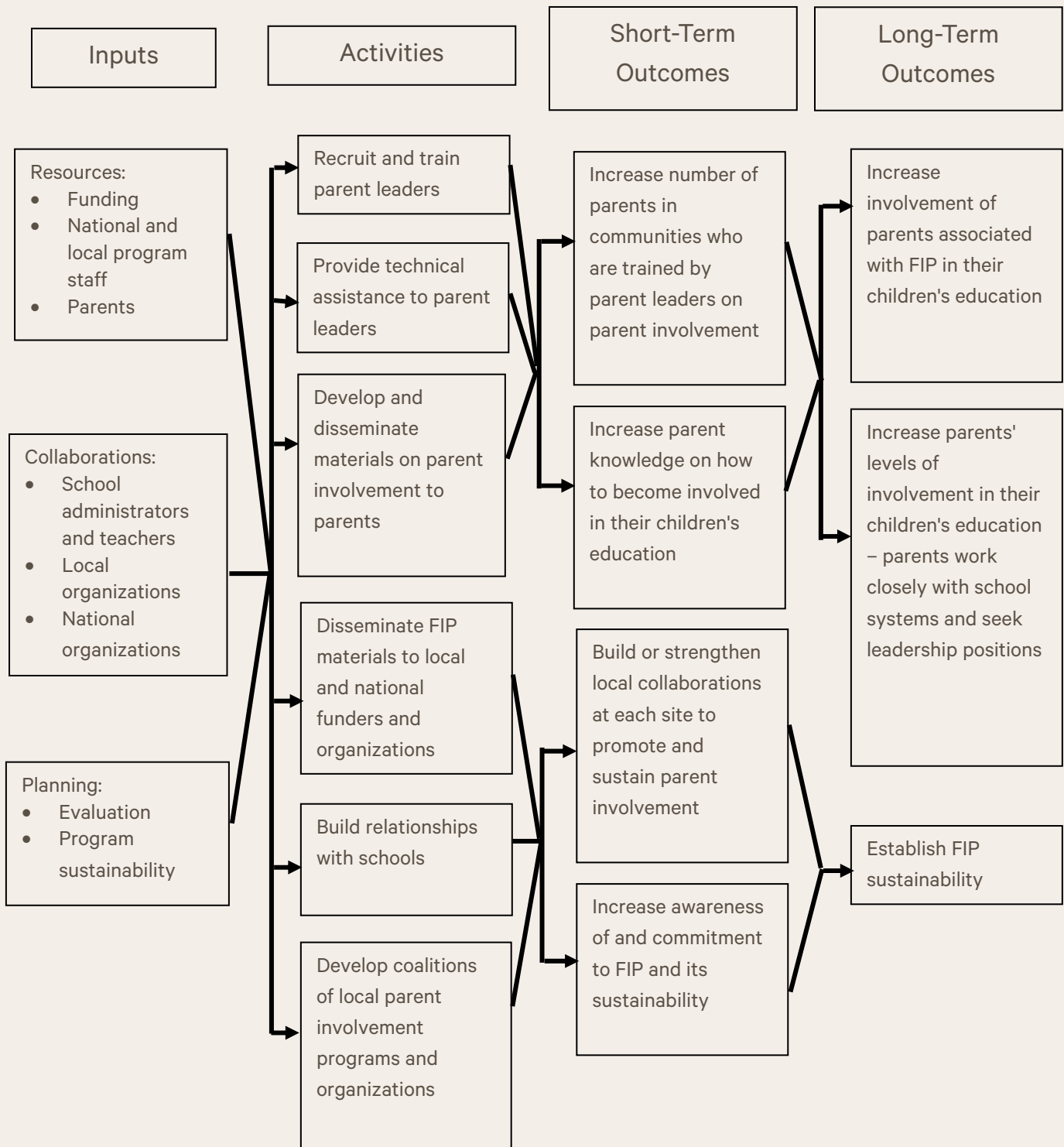
What do you want to know?

How will you know it?

NOTE: The number of boxes and design will vary depending upon your program and situation. Include arrows to show directional flows.

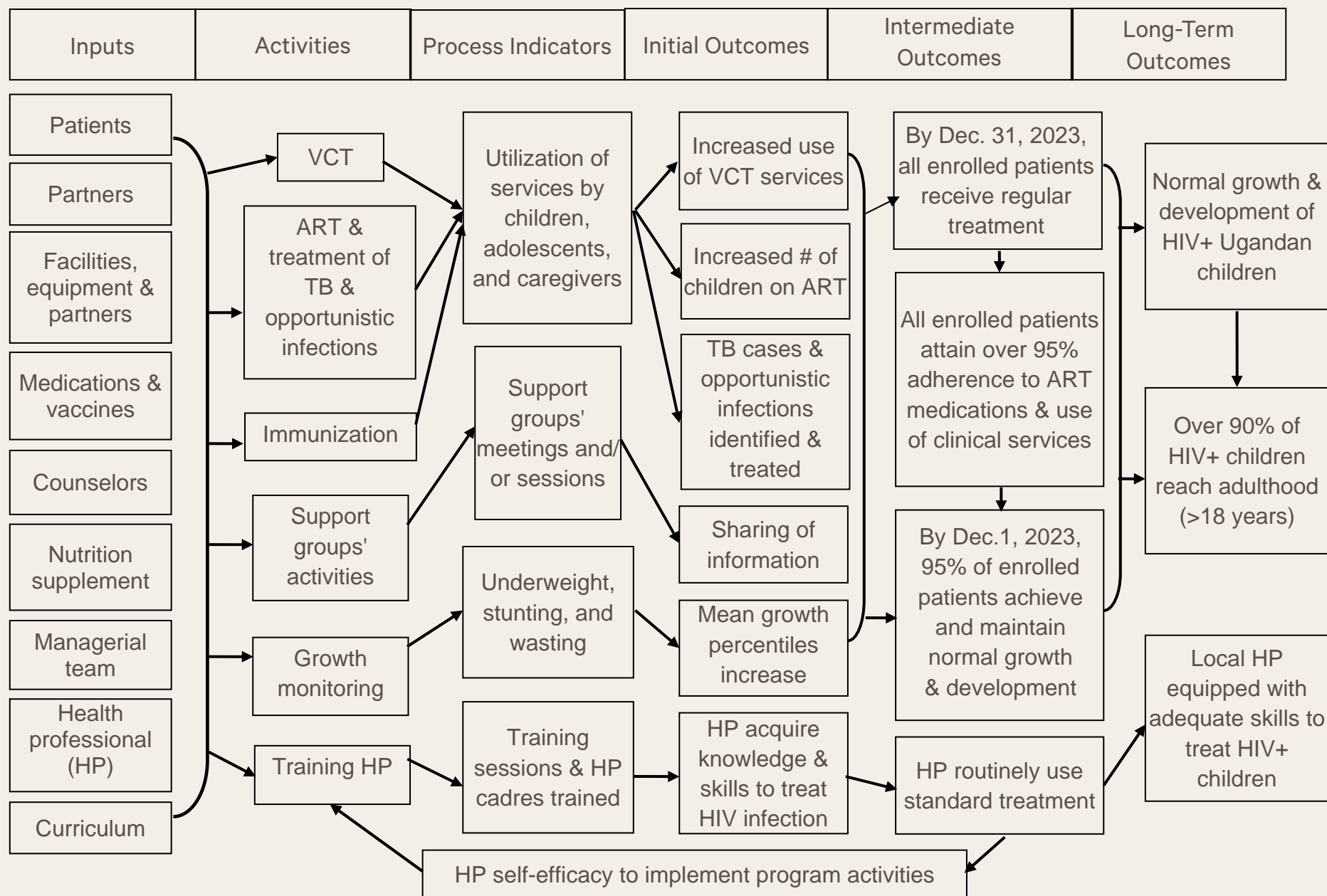
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Logic Model Example #1: Family Involvement Project (FIP)



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Logic Model #2: Pediatric HIV Treatment & Training Program in Uganda



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Evaluation

Blog

Evaluation: Measuring Success

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When writing the evaluation plan for your project, consider the definitions below. Your donor will be the audience, so write with him/her/them in mind.

Evaluation: How the project will be measured and the results given to the donor.

Quantitative Evaluation: Hard data, such as: facts, measurements, and statistical analysis.

Qualitative Evaluation: Soft data, such as opinions, individual stories, and surveys.

Please answer the following questions with as much detail as possible. Be sure to consider the definitions above.

What results will be evaluated in your project?

How will you evaluate the results?

Who will evaluate the results?

When will the evaluation take place?

What quantitative data will you use?

What qualitative data will you use?

Plan of Operation

In-Depth Evaluation Planning

The results of your evaluations have the potential to become the new baseline for research in your field. Therefore, you must ensure that your evaluations take all the necessary details into account. The following questions will guide you to effective evaluations.

How will you know that you achieved your intended outcomes?

How will you determine the perceptions of participants at the beginning, throughout, and at the conclusion of your project?

What are the tangible outcomes or improvements?

What targets will you set for participation (if applicable)?

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What opportunities for participants to engage in meaningful research will you make available?

What benchmarks for participants' progress will you include?

How will your evaluations handle documentation of unanticipated developments?

How will your evaluations collect data regarding the impact of your activities and strategies on participants, the curriculum, or institutions at various stages of the project?

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Evaluation Plan Worksheet

Focus Which program or aspect of a program is being evaluated?						
QUESTIONS What do you want to know?	INDICATORS & EVIDENCE How will you know it?	TIMING When should you collect the data?	DATA COLLECTION			
			SOURCES Who has the information?	METHODS How will you gather the information?	SAMPLE Who will you question?	INSTRUMENTS What tools will you use?
1.	A. B.					
2.	A. B.					
3.	A. B.					
4.	A. B.					
5.	A. B.					

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Budgets

Blog

Justifying Your Proposal: The Budget

Plan of Operation

Budgets vary according to donor. Be sure your budget reflects the specifications of the RFP. Please answer the following questions in relationship to your budget.

How much do you need to accomplish your goal & objectives?

What are the budget items (personnel, fringe benefits, equipment, space, consultants, etc.)?

1.

2.

3.

4.

5.

6.

7.

8.

What costs will you contribute?

How much does your institution charge (indirect costs)?

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Activities and Budget Chart

Task ID	Objective Or Task Name	Start & End Dates	Resources Needed			
			Personnel	Costs	Non-Personnel	Costs
	Objective A					
A-1						
A-2						
A-3						
A-4						
	Subtotals for Objective A					
	Objective B					
B-1						
B-2						
B-3						
	Subtotals for Objective B					

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Cost Effectiveness Example

Every effort has been made to keep the requested federal funds to a minimum. Therefore, the University requests \$90,104 over a one-year period, while providing university and private sector funds in the amount of \$151,155, representing approximately 168% match of the federal funds requested. Much has already been contributed to the project via the university investment in the annual two-day Faculty International Studies Summer Conference. In addition, following the project, the university will continue to internationalize the curriculum. This project also has the potential to be replicated by colleges and universities across the nation. The university will be providing the salary for the Project Director and partial salary contribution of the Project Associate Director as well as all the fringe benefits for the personnel involved in this project.

Even though there is much that we have accomplished to date, our budgets are limited, especially during the next three years, and would not allow us to develop the proposed activities without the assistance from the U.S. Department of Education. It is our intention to assure that the funds contributed by the U.S. Department of Education are part of a cost-sharing program to facilitate the proposed project. While the university's achievements and contributions are sizeable, it is important to emphasize once again that the budget projections for the next three years will be limited. Nevertheless, we have established that our resources will be directed toward this project at a match rate of approximately 168%, as previously indicated.

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Budget Narrative Example: Budget and Cost Effectiveness

The University has made every effort to keep its request to a minimum for this project, requesting federal funds in the amount of \$84,425 in year one and \$85,026 in year two to support the development of the Global Studies Minor and to expand Languages Across the Curriculum program. The total amount of federal funds requested is \$169,451, while the university's total matching funds will be \$204,966 or 121% of the federal funds requested. The majority of the federal funds will support the innovative, and much focused curriculum development activities leading to the achievement of the project goal. The budget requested from the federal sources is as follows:

PERSONNEL	YEAR ONE: \$49,800	YEAR TWO: \$50,112
------------------	---------------------------	---------------------------

This amount includes:

- Dr. Mary Smith, Associate Project Director at 25% of a 9-month faculty contract calculated at a replacement cost @ \$2,400 per semester for an annual total of \$4,800 per year
- Professor Maria Smith, Coordinator of the Languages Across the Curriculum Program at 50% of a 9-month faculty contract at a replacement cost @ \$4,800 per semester for an annual total of \$9,600 per year
- Program Assistant @ 50% of a full-time salary or \$20,800 (with a 3% salary increase in 2023-2024 (\$10,400 in 2022-2023 and \$10,712 in 2023-2024))
- Stipends for internationalizing 8 existing courses per year at \$1,500 per course = \$12,000 per year
- Stipends to develop 2 new courses per year at \$2,000 per course = \$4,000 per year
- Stipends to develop 6 Languages Across the Curriculum courses per year at \$1,500 per course = \$9,000 per year

FRINGE BENEFITS	YEAR ONE: \$6,271	YEAR TWO: \$6,296
------------------------	--------------------------	--------------------------

Fringe benefits are calculated as follows:

- 7.95% of all Curriculum Development Stipends and adjunct teaching replacement costs
- 24% on all full-time salaries

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TRAVEL YEAR ONE: \$2,000 YEAR TWO: \$2,000

- Travel expenses for the Project Director to attend the annual Title VIA Project Directors' Meeting

SUPPLIES YEAR ONE: \$8,500 YEAR TWO: \$8,500

- Resources, instructional materials and informational materials expenses for "Languages Across the Curriculum" (6 courses per year) and Global Studies Minor courses (11 courses per year) = 17 @ \$500 = \$8,500 per year

CONTRACTUAL YEAR ONE: \$11,600 YEAR TWO: \$11,800

- Year one - Five workshop presenters for Faculty Workshop Series (Internationalizing the Curriculum) – honorarium, travel and expenses = \$4,300
 - 2 @ \$1,000 honorarium + \$500 for expenses = \$3,000
 - 1 @ \$500 honorarium + \$300 for expenses = \$800
 - 2 @ \$250 honorarium for local speakers = \$750
- Year two - Six workshop presenters for Faculty Workshop Series (Internationalizing the Curriculum) – honorarium, travel and expenses = \$2,620
 - 2 @ \$500 honorarium + \$310 for expenses = \$1,620
 - 4 @ \$250 honorarium for local speakers = \$1,000
- Workshop presenter for Languages Across the Curriculum \$1,200 honorarium + \$500 for travel and maintenance = \$1,700 per year
- External Evaluator/Consultant for Languages Across the Curriculum = \$2,000 per year
- External Evaluator for the Global Studies Minor = \$1,500 per year
- Website development in 2023-2024 = \$2,100
- Website update and maintenance in 2023-2024 = \$1,000
- Support for manual for creating Languages Across the Curriculum courses and internationalizing existing courses in 2023-2024 = \$3,000

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TOTAL -

DIRECT COSTS YEAR ONE: \$78,171 YEAR TWO: \$78,728

INDIRECT COSTS YEAR ONE: \$6,254 YEAR TWO: \$6,298

TOTAL -

FEDERAL BUDGET YEAR ONE: \$84,425 YEAR TWO: \$85,026

The university will be providing \$28,786 in salary support in year one and \$29,368 in year two (representing a 3% increase). This amount includes 15% of the Project Director's Salary (\$12,732), 10% of the salary of the Coordinator of Faculty Development Workshops and Evaluation Data Collection (\$6,654) and four OIS Faculty Associates at \$2,400 each. The University's match also includes the expenses associated with the Faculty International Studies Summer Institute, which is reported at its 2022 expense rate of \$70,345 each year. After adding the indirect cost of 8%, total University funds to support this project are \$102,093 in year one and \$102,873 in year two. These figures do not count the time contributed by committees or the value of the conference spaces to be utilized, nor the contribution of time and effort by university faculty and administrators who will participate in the project's workshops and institutes.

Plan of Operation

Foundation Budget Format Sample: Case Study: Knowledge Exchange Project

The Knowledge Exchange Project is a program of Pleasant Valley Community Center (PVCC) set to launch next year. It is a program that is based on the very successful Wisdom Exchange Project that has been operating in a neighboring community for many years. This new project is just one of several community projects run by the organization, which is a 501(c)(3) nonprofit.

The Knowledge Exchange Project is an after-school reading program for elementary school children, many of who are recent immigrants. Most of the students require remedial reading assistance and will benefit from in-depth instruction in English. Two teachers will be instructing the students each day, each assisted by a teaching assistant. Approximately 20 students will attend each program location for each 10-week period. We anticipate that four groups of 20 students each will be assisted during the upcoming fiscal year, in each location.

The programs will be held in two locations, one on the north side of town and the other on the south side of town. In one location the space must be rented, but in the other location a local church is donating the space.

A consultant will be hired to conduct a pre-program and post-program testing of each participating student. PVCC is also committed to conducting an overall evaluation of the entire program at the end of the year. They expect to use the same consultant involved in the testing.

The project director will be responsible for outreach to the local schools. Students will be bused to and from the program using a contractual transportation company. A variety of supplies will be provided to each student including textbooks and other reading materials. Nutritious snacks will be served each afternoon for the participants.

Sally Smith is the Executive Director of PVCC and will provide the overall supervision for the project, but will limit her involvement to 10% of her time, since she's busy managing the three other main projects at the community center and overseeing the administration and fundraising activities, as well.

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One of the agency's program directors, Ben Jones, will be both the project director and one of the teachers. Ben will interface with the consultant on the testing and evaluation, manage the outreach to the schools, and be the primary teacher in one of the locations. The other primary teacher is Ruth Givens, and there will be two hourly teaching assistants.

There are five other employees at PVCC-four of who are involved in other programs and one who is purely involved in the bookkeeping and other administrative matters for the entire organization.

It is estimated that overhead for the organization runs about 20% of the direct program costs.

PVCC has received a grant of \$5,000 to help launch the program. Assume you were given the task of preparing the budget, what do you need to know?

Once you have gathered the information you feel necessary, answer the questions on the following page.

Plan of Operation

Knowledge Exchange Project Worksheet

List all employees who will be included in the budget.

What else do you need to know about them to complete the budget?

How many children will be served in this program? _____

List other direct costs that might be included in your budget.

What in-kind gift should be included in your budget? Demonstrate one way you would arrive at this value.

Can you think of costs at this organization not directly attributable to the project to include in indirect or overhead costs for this project?

If the program director says he expects to spend \$.50 per day, per student on fruit and juice, calculate how much these nutritious snacks will cost.

Appendix

Appendix

Answers: Knowledge Exchange Project Exercise

List all employees who will be included in the budget:

<u>Name</u>	<u>Title</u>
Sally Smith	Executive Director
Ben Jones	Project Director/Teacher
Ruth Givens	Teacher
	Teaching Assistant 1
	Teaching Assistant 2

What else do you need to know about them to complete the budget?

We need to know salaries or hourly rates for each employee. We also need to know the amount of time or percentage of effort that they will spend on the project.

How many children will be served in this program?

4 groups x 2 locations x 20 students = 160 children served

List other direct costs that might be included in your budget:

Consultant Fees	Rent for Both Locations
Books and Supplies	Transportation Costs
Food Costs	Employee Benefits

What in-kind gift should be included in your budget? What is one way you would use to arrive at a value for this?

The donated space is an in-kind gift. It should be valued at the fair market value of the space. This could be estimated by asking the church what they charge others who rent the space, or by finding out what comparable space elsewhere in town would cost.

Can you think of costs at this organization not directly attributable to the project that would be included in indirect or overhead costs for this project?

Board Meeting Costs	Insurance
Organizational Rent	Utilities
Bookkeeper	Audit Fees

If the program director says he expects to spend \$.50 per day per student on fruit and juice, calculate how much these nutritious snacks will cost:

160 students x 10 weeks x 5 days x .50 = \$4000

Appendix

Budget: Knowledge Exchange Project, Fiscal 2023

Pleasant Valley Community Center

Support:

In-kind donation	\$5,200.00 (1)
Pledge or received to date	\$5,000.00 (2)
Amount remaining to be raised	\$101,730.00
<hr/>	
Total Support	\$111,930.00

Costs:

Personnel Costs (3)	Annual Salary	Project %	
Salaries:			
Sally Smith, ED	\$75,000.00	10	\$7,500.00
Ben Jones, PD/Instructor	\$40,000.00	50	\$20,000.00
Ruth Givens, Instructor	\$40,000.00	25	\$10,000.00
Two teaching assistants			\$18,000.00 (4)
			<hr/>
Sub-Total			\$55,500.00
Payroll taxes and fringe benefits		25	13,875.00
<hr/>			
Total Personnel Costs			69,375.00

Other Than Personnel Costs:

Consultants—Evaluation	\$5,000.00 (5)
Books and Other Reading Materials	\$2,400.00 (6)
Rent	\$5,200.00 (7)
In-Kind Rent	\$5,200.00 (1)
Van	\$1,800.00 (8)
Nutritious Snacks	\$4,000.00 (9)
Supplies	\$300.00
Total Direct Costs	\$93,275.00
Administrative Costs	\$18,555.00 (10)
TOTAL COSTS	\$111,930.00

Appendix

Footnotes:

- (1) This represents the value of space donated by a local church on the north side of town.
- (2) This grant was received from the ABC Foundation.
- (3) Personnel costs include a portion of the salaries plus fringe benefits of an additional 25% of salaries for the 5 employees directly involved in the project as itemized above.
- (4) Two teaching assistants at \$15/hour for 3 hours per day.
- (5) A consultant will be hired to conduct pre-program and post-program testing of each participating student and an overall evaluation of the entire program at the end of the year.
- (6) This represents the cost of books and other reading materials that will be given to each of the estimated 160 students participating in the program at an estimated cost of \$15 per student.
- (7) This represents the cost of renting space on the south side of town.
- (8) This represents the program's share of a contract with a local transportation service.
- (9) This represents the cost of nutritious snacks at \$.50 per student per day.
- (10) This represents a proportionate share of PVCC's organizational overhead, which is 20% of direct costs.

Appendix

Peer Review Evaluation

Total Score: ____/100 points

Problem and Need: ____/20 points

Comments:

Objective and Methods: ____/15 points

Comments:

Evaluation: ____/20 points

Comments:

Sustainability: ____/5 points

Comments:

Budget: ____/15 points

Comments:

Qualifications of proposer's organization and key staff: ____/10 points

Comments:

Appendix materials: ____/5 points

Comments:

Fits sponsor's program priorities and guidelines: ____/10 points

Comments: