Getting Grants

Michelle Mohr Carney, Ph.D.
Director, Institute for Nonprofit Organizations
University of Georgia
Athens, Georgia

Presentation will cover

- Fundraising Overview

- Grant funding sources

- Proposal writing

- Building Logic Models

- What do to after the grant decision

- Do's and Don'ts

Fundraising is Vital

o Nonprofit organizations live by donations from supporters.

o The board is ultimately responsible for the life and well being of the organization, including income.

o Board may ask staff for <u>assistance</u> with specific tasks, but not pass off to them all responsibilities for financial health of the organization.

Total Income for All Nonprofits

o Fee for services   50%

o Public (government)   30%

   • grants & contracts for restricted purposes

o Private Contributions   20%

   • individuals give about   70% of that

   • foundations give about   10%

   • corporations give about   10%

   • bequests, trusts, endowments   10%

Many Approaches to Fundraising

- Fees for users of services
- Face to face solicitation
- Telephone solicitation
- Mail requests
- Special events
- Contracts (usually with public sources)
- Grants (foundations, corporations)
- Sales
- In-kind solicitations

Grants and Contracts

- High competition
- Low yield for effort
- Require specialized writing skills
- Require evaluation research skills
- Directed at special programs, not ongoing operations
- Often require a match
- Time limited - leaves you hanging when $ runs out!

Sources of Grants

Contracts versus Grants

- New Stimulus Money
- Government (federal and state)
  - **look for RFPs (Requests for Proposals)**
  - **search government web sites** (www.grants.gov)
- Foundations (http://fdncenter.org)
  - **Charitable foundations**
  - **Family foundations**
  - **Corporate foundations**
  - **Operating foundations**

Grants and Contracts – some tips

- Do your research

- Plan ahead

- Network and collaborate with other organizations

- Ask public officials about community block grants that might match your programs

- Search foundation directories (http://fdncenter.org) for those interested in your programs and goals

- Communicate with the funder – if appropriate

- Spend time with grant officer – if appropriate

- Follow their guidelines for the proposal

Dr. Michelle Mohr Carney

Private Foundations

- Tend to be the more innovative source

- Most are interested in new ideas and attuned to emerging issues and priorities

- Poor source for operating funds

Private Foundations

- Easiest to find foundation support for programs with broad geographic impact

- Start with foundations closest to home

- Search <u>The Foundation Center Directory</u> and other similar sources

State and local governments

- Grant programs administered through state agencies (e.g., GA Department of Community Affairs)

- Some federal funding also administered through state/local agencies (e.g., Community Development Block Grants)

- Look for announcements through newspapers, departmental websites, or call department early in fiscal year for their grant cycle.

State and local governments

- Be sure to determine whether the funding cycle is truly open and competitive

- Can be a highly political process
  - get your local legislators' support
  - build relationships with departmental staff and decision-makers

Corporations

- Corporate giving usually handled by
  - PR or personnel director, plant/branch manager or company CEO

- Corporations view giving as a community investment
  - Favor their own geographic region

- Likely to favor programs with joint benefit,
  - service program featuring company product
  - program that improves quality of life for employees ("what's in it for this company?")

Corporations

- Corporate giving focused on bottom line

- Build institutional and personal relationships

- Fundraising is simple, best handled face to face

- Understand corporate budget cycle

Pre-submission steps

- ID potential funders
- Be SURE you meet funding criteria
- Don't be afraid to walk away from a bad match. Make sure the grantmaker's goals and objectives match your grantseeking purposes.
- Request application guidelines and eligibility criteria. Before writing a word, be sure you understand all deadlines, guidelines and review process

Before You Begin Writing

- Don't neglect importance of good preparation
- Make sure you have enough time to prepare the proposal.
- Send a letter of interest
- Get feedback! If possible, discuss your proposed program with the funder before writing the proposal.
- Confirm your eligibility
- Include collaborators, superiors, board in decision to apply

Before You Begin Writing

- Consider whether the grant is right for your organization. Ask the following questions:

  ◦ Is the proposed program consistent with our mission and goals?

  ◦ Do we have the staff expertise and resources to implement the program?

  ◦ Do we have the capacity to administer the funds that it is applying for?

  ◦ Do we have direct ties to and experience with the target population?

  ◦ Is there community support for the proposed program?

  ◦ Is the amount of money being offered worth the time and expense involved in applying for it?

Dr. Michelle Mohr Carney

Getting help on proposal writing

- Best first stop on proposal writing and for identifying foundation sources:

  ### *The Foundation Center, Atlanta*

  MSOffice3

  ### *www.fdncenter.org*

- Look for helpful Web sites (dozens), such as

  ### *www.npguides.org*

MSOffice3 Can't you find a shorter example? This one is too long for anyone to remember OR to write down during presentation.

Myra Blackmon, 1/26/2007

Getting help on proposal writing

- Many of how-to books in most libraries

- Ask potential funders for successful proposals

- Ask colleagues for successful proposals

Dr. Michelle Mohr Carney

Getting Started

- Gather background information
- Conduct a needs assessment
  - Determine the purpose and target population
  - Describe the target population and service environment
  - Determine the scope of the problem
  - Describe the nature of the need
  - Make decisions based on the assessment – avoid duplication of services!
- Develop a Problem/Need Statement

Dr. Michelle Mohr Carney

Letter of Intent

Two- to three-page summary that briefly describes the proposed project and gives potential funders the opportunity to decide whether they are interested enough in a project to request a full proposal.

Typically, a letter of inquiry contains some or all of the following components:

- *An introduction that serves as a type of executive summary.*
  - name of your organization,
  - amount being requested,
  - a brief description of the purpose of the project.
- *A description of the applicant organization.*
  - Information about your organization's history, experience, and staff qualifications that are relevant to the proposed project and the funder's interests.

Letter of Intent, continued

- *A statement of need that describes the problems your project will address.*
    - describe the target population
    - geographical area,
    - the nature and extent of the problem being addressed.
- *A description of how the proposal will meet the stated need.*
    - Describe the project briefly, including major activities and objectives.
- *Budget information*
- *Contact information including*
    - name, title, address, phone number, fax and email.

Note: Do not include attachments unless the funder specifically requests them.

Key Concepts of Proposals

- Write for the donor, not yourself

- Simple language that is interesting

- Clarity and descriptive text

- Avoid superlatives

- Defense is the worst offence

- Be clear about why you are seeking a grant, what you plan to do with the money, and why you are a good fit with the grantmaker's priorities. Prepare an interesting, persuasive and unique proposal.

- Friend-raising, not fundraising

Components of a Proposal

- Cover letter
- Summary
- Agency Description
- Introduction
- Need identification
- Project Objectives
- Method
- Timetable
- Evaluation
- Budget
- Future funding and sustainability
- Connection to sources of funds
- Attachments

Typical Components of a Grant Proposal

1. **Cover letter –**
   - Request for money,
   - Proposed activity,
   - Connection to funding source's mission,
   - Contact information

2. **Summary –**
   - Place at top of proposal -brief, clear, interesting
   - Clearly and concisely summarize the request
   - Identify applicant
   - Need identification
   - How to resolve need
   - Organization and credibility
   - Methods
   - Cost
   - Outcomes
   - Why should fund?

Checklist for Proposal Summary

✓ Belongs at the beginning of the proposal

✓ Identifies the grant applicant

✓ Includes at least one sentence on credibility

✓ Includes at least one sentence on problem

✓ Includes at least one sentence on objectives

Dr. Michelle Mohr Carney

Checklist for Proposal Summary

✓ Includes at least one sentence on methods

✓ Includes total cost, funds already obtained, amount requested in this proposal

✓ Brief

✓ Clear

✓ Interesting

Checklist for Proposal Introduction

✓ Clearly establishes who is applying for funds

✓ Describes applicant agency purpose and goals

✓ Describes agency programs

✓ Describes clients or constituents

✓ Provides evidence of accomplishment

Typical Components of a Grant Proposal

3. **Agency Description/Introduction-** Establishes the credibility of your organization.

- Should include:
  - General Background
    - a short history of the organization
    - a statement about your organization's mission and goals
  - Organizational Structure
  - Overview of existing programs and populations served
  - Organizations experience in working with proposed population/program
  - Administrative experience and capacity
  - Extent of involvement with the community and linkages to other organizations

Checklist for Proposal Introduction

✓ Offers statistics to support credibility

✓ Offers statements and/or endorsements to support credibility

✓ Supports credibility in program area in which funds are sought

✓ Leads logically to problem statement

✓ Is interesting, brief, and free of jargon

Typical Components of a Grant Proposal

4. **Problem Statement based on your Needs Assessment –** shows WHY the proposed program/project is needed

   ◦ Document the needs to be met or problems to be solved by the proposed funding,

   ◦ Provide solid evidence that supports your claims about the nature and extent of the problem your proposal addresses.

   ◦ Make it interesting, no jargon, no assumptions,

   ◦ Identify problem in terms of clients or beneficiaries – propose a program that addresses a real and compelling need,

   ◦ Describe problems with data or statement of authority,

   ◦ Clearly define your target population,

   ◦ Describe prior approaches to problem,

   ◦ Connect organization to solution,

   ◦ Relate need to funding agency. Provide a clear match between the problem the proposal addresses and the funder's priorities.

Writing the Problem/Need Statement

An effective statement does four things:

1. Uses supportive evidence to describe clearly the nature and extent of the need/problem facing those you plan to serve.

2. Illuminates the factors contributing to the problem or the circumstances creating the need

3. Identifies current gaps in services or programs

4. Where applicable, provides a rationale for the transferability of "promising approaches" or "best practices" to the population you seek to serve.
(Coley & Scheinberg, 2008)

Dr. Michelle Mohr Carney

Writing the Problem/Need Statement

An effective statement has four sections:

1. The Nature and Extent of the Need/Problem – What is the need and who is experiencing it?

   - Couch the problem in local, state, and national statistics/language

2. Factors Contributing to the Problem or Condition – Use statistics

3. Impact of the Need/Problem

4. Promising Approaches for Improved Results

(Coley & Scheinberg, 2008)

Dr. Michelle Mohr Carney

Checklist for Problem Statement

✓ Relates to purposes and goals of organization

✓ Is compelling

✓ Is of reasonable dimensions

✓ Is supported by statistical evidence

✓ Is supported by statements from authorities

Checklist for Problem Statement

✓ Is stated in terms of clients or beneficiaries

✓ Is developed with input from clients and beneficiaries

✓ Is not the "lack of a method" (unless the method is infallible) – avoid circular reasoning

✓ Doesn't make assumptions

✓ Doesn't use jargon

✓ Is interesting to read

Typical Components of a Grant Proposal

5. **Program Description/Methods –** A narrative overview of the proposed program. Answers these questions:

    ✓ Who are you?

    ✓ How do you qualify?

    ✓ What do you want?

    ✓ What problem will you address and how?

    ✓ Who will benefit and how?

    ✓ What specific objectives will you accomplish and how?

    ✓ How will you measure your results?

    ✓ How does your funding request comply with the grantmaker's purpose, goals and objectives?

Getting to the project description, ask these questions….

- *What* does the proposed program hope to achieve?

- *How* does the proposed program plan to achieve the stated objectives?

- *When* does the proposed program hope to achieve each task and activity?

- *Who* is going to implement the tasks outlined in the proposed program section?

- *Why* will the planned program lead to the anticipated outcomes?

Checklist for Methods

✓ Flows naturally from problems and objectives

✓ Clearly describes program activities

✓ States reasons for selection of activities

✓ Describes sequence of activities

Dr. Michelle Mohr Carney

Checklist for Methods

✔ Describes staffing of program

✔ Describes clients and client selection

✔ Presents a reasonable scope of activities that can be accomplished within the time allotted for program and within the resources of the applicant

Typical Components of a Grant Proposal

6. **Project Goals and Objectives –**

- *Goals* are *broad* statements that describe the ultimate general purpose(s) of the proposed program. They are not specific or time-phased and tend to refer to long-term results. Usually project goals reflect the priorities of funders as stated in funding announcements.

- *Objectives* are *specific* statements that describe *what* the proposed program is expected to achieve within a specific time period and *how* it will do so.

Typical Components of a Grant Proposal

6. **Project Goals and Objectives**, cont'd

◦ State your organization's needs and objectives clearly and concisely.

◦ Write well. Do not waste words. Use active rather than passive verbs. Use proper grammar and correct spelling.

◦ Be clear, factual, supportable, and professional.

◦ Demonstrate project logic and outcome, impact of funds, and community support. Be specific about broad goals, measurable objectives, and quantified outcomes.

◦ In measurable terms, what are the benefits of the proposed program?

Typical Components of a Grant Proposal

6. **Project Objectives –**

- **A proposal should include** *both* **process and outcome objectives.** Process objectives should be written first and then followed by related outcome objectives.

- **Well stated outcome objectives provide the following:**
  - A time frame
  - The target group
  - The number of program recipients
  - The expected measurable results or benefits

Checklist for Objectives

✓ Describes problem-related outcomes of your program

✓ Does not describe your methods

✓ Defines the population served

✓ States the time when the objectives will be met

✓ Are specific, time-limited and measurable

Work Plan

Should flow directly from your stated goals and objectives and include;

- Program overview

- Description and type of services

- Content of each service (topics to be covered)

- Curriculum or model to be used

- Staff positions assigned to conduct services

- Frequency and duration of the service

- Times and location of the services

- Number of clients expected to participate

- Client recruitment and retention

- Activities or tasks related to implementing interventions

- Linkages and referrals

- Time line

- Staffing of project

- Justification of methods and collaboration

Proposal components (cont'd)

7. **Timetable -**

   ◦ Schedule of activities

   ◦ Use of staff

   ◦ Deliverable schedule

   ◦ Measurement schedule

MSOffice4   Is this the best way to describe an objective? Isn't it the actual outcome, not just the benefits?

Myra Blackmon, 1/26/2007

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Due Date	Announcement Date
Identify Need	x								
Develop Concept	x								
Research and select grants	x								
Obtain guidelines	x								
Letter of Inquiry or Intent	x								
Pre-submission conference		x							
Write Project Summary (abstract)		x							
Write needs statement			x						
Write program description			x						
Write goals and measurable objectives				x					
Write evaluation plan				x					
Obtain cost estimates					x				
Develop budget					x				
Write description of organization						x			
Write future sustainability						x			
Format & edit							x		
Write & attach cover letter							x		
Printing, binding, shipping							x		
Due Date								x	
Announcement Date									x

Dr. Michelle Mohr Carney

Proposal components (cont'd)

8. **Evaluation –**
   - How progress toward results will be measured?
   - Measure of performance,
   - Input,
   - Process,
   - Output,
   - Outcome

   ◦ **Structure of Evaluation -**

   - Process of evaluation and timetable

   - Form and timetable of reporting

   - How evaluation used for program improvement

   ◦ **More on Evaluation -**
   ◦ Who will evaluate?
   ◦ How will evaluators be selected?
   ◦ Evaluation criteria
   ◦ Methods and instruments
   ◦ Instruments as attachments
   ◦ Process of analysis

Dr. Michelle Mohr Carney

MSOffice6   Is this the best way to describe an objective? Isn't it the actual outcome, not just the benefits?

Myra Blackmon, 1/26/2007

Checklist for Evaluation

✔ Covers product and process

✔ Tells who will be performing evaluation and how evaluators will be selected

✔ Defines evaluation criteria

✔ Describes data gathering methods

Checklist for Evaluation

✔ Explains any test instruments or questionnaires to be used

✔ Describes the process of data analysis

✔ Shows how evaluation will be used for program improvements

Further Components

9. **Future or other necessary funding-** How program will be sustained. Plans for continuation beyond the grant period and/or the availability of other resources necessary to achieve the results. MSOffice

10. **Budget -**Clearly delineates costs to be met by the funding source and those to be provided by the applicant or other parties.
   ◦ **Line item or program budget**
   ◦ **Budget justification**
   ◦ **Budget documentation**
   ◦ **Match or in-kind contribution**
   ◦ **Categories, rates, and Documentation**

Slide 50

MSOffice7 These descriptions are too wordy for a PowerPoint slide
Myra Blackmon, 1/26/2007

Checklist for Future Funding

✓ Presents a plan to provide future funding if program is to be continued

✓ Discusses both maintenance and future program funding if program is for construction

✓ Accounts for other needed expenditures if program includes purchase of equipment

Final Components

11. **Connection to Source of Funds**
    ◦ **Close proposal with a re-statement of how support will affect funding agency's goals**
    ◦ **Transition to attachments**

12. **Proposal Attachments**
    ◦ **List of Board members**
    ◦ **List of Staff with resumes**
    ◦ **Partner organization description**
    ◦ **Letters of support**
    ◦ **Other documentation as required**

The proposal budget

✓ Accurate, realistic description of costs

✓ Thorough justification of costs

✓ Appropriate in-kind resources included

✓ No un-fundable expenses requested

✓ Meets funder's guidelines

✓ Clear and understandable

Budget narrative

Wrong:

The personnel budget is $1,200.

Right:

The five staff members in this line item will each contribute eight hours of planning, for a total of 40 hours at $30/hour (based on current salary levels), totaling a budget line for personnel of $1,200."

Checklist for Budget

✓ Specifies personnel on project, % time, $ amount (including fringe benefits)

✓ Identifies all equipment and supplies, travel, other non-personnel costs for project

✓ Differentiates amounts requested from funding source from those provided by applicant or others

✓ Includes overhead or administrative costs If allowed

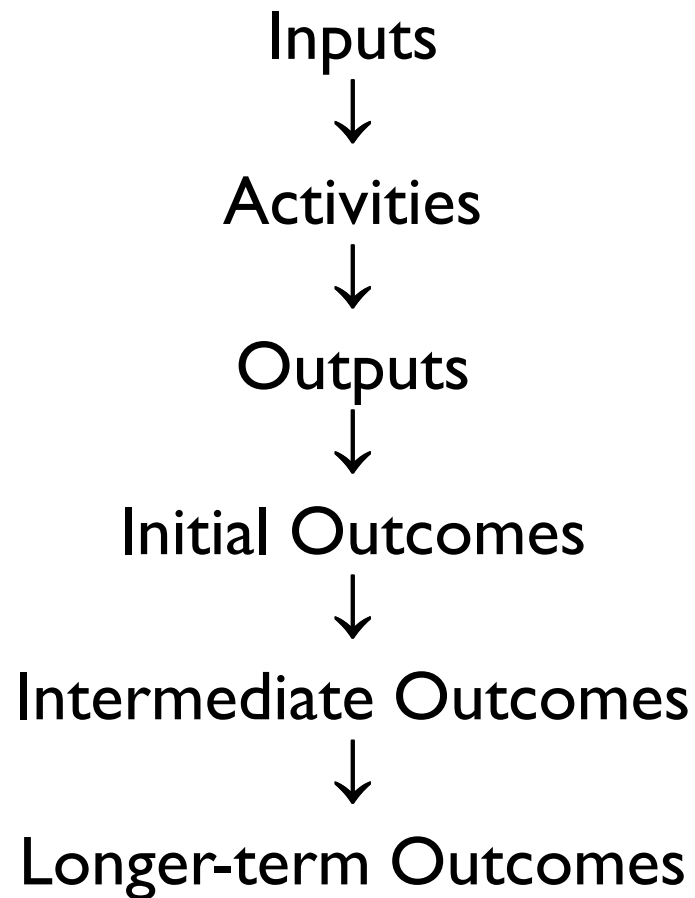✓ Provides narrative justification for each line   item

Dr. Michelle Mohr Carney

Building a Logic Model

Dr. Michelle Mohr Carney

Think About…..

Name some of the things you measure or track in your programs (e.g., number of staff, units of service, number of participants, etc.)

Dr. Michelle Mohr Carney

Inputs Through Outcomes: The Conceptual Chain

Inputs

↓

Activities

↓

Outputs

↓

Initial Outcomes

↓

Intermediate Outcomes

↓

Longer-term Outcomes

Dr. Michelle Mohr Carney

Program Logic Model
Inputs ⤶ Activities ⤶ Outputs

Resources

Money

Staff

volunteers

Equipment &

Supplies

Constraints

Laws

Regulations

Funders' requirements

Services

shelter

training

education

counseling

mentoring

Products

classes taught

counseling sessions

educational materials

hrs. of service

delivered

Program Outcome Model
Inputs ➲ Activities ➲ Outputs ➲ Outcomes

Resources	**Services**	**Products**	**Benefits for People**
money	shelter	classes taught	new knowledge
staff	training	counseling sessions	increased skills
volunteers	education	educational materials	changed attitudes or values
equipment &	counseling	hrs. of service	↓
supplies	mentoring	delivered	modified behavior
Constraints			↓
laws			
Regulations			improved condition
funders' requirements			participants served

Dr. Michelle Mohr Carney

After-school Program

- Children master new individual and group activities

- 15 at-risk children attend after-school sessions at the church

- Activities are designed to encourage cooperative play

- Children's social skills improve

- Children make more positive use of free time outside of the program
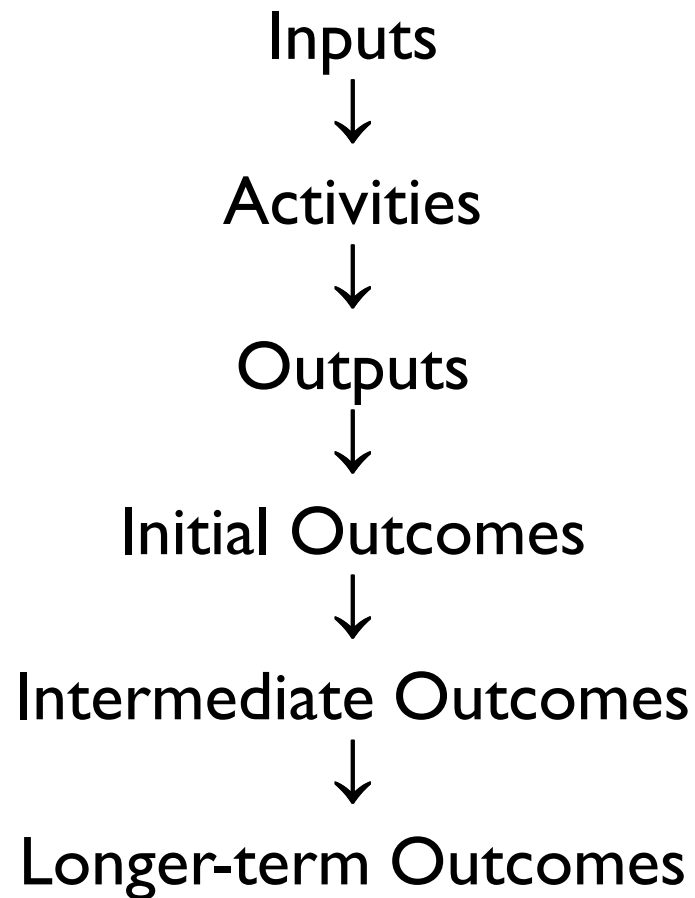
Tutoring Program

- 20 school-agers in grades 4 to 8 are matched with high school tutors
- Youngsters' academic performance increases
- Youngsters indicate increased belief in their abilities to learn new subjects
- Youngsters receive one-on-one help in reading and math
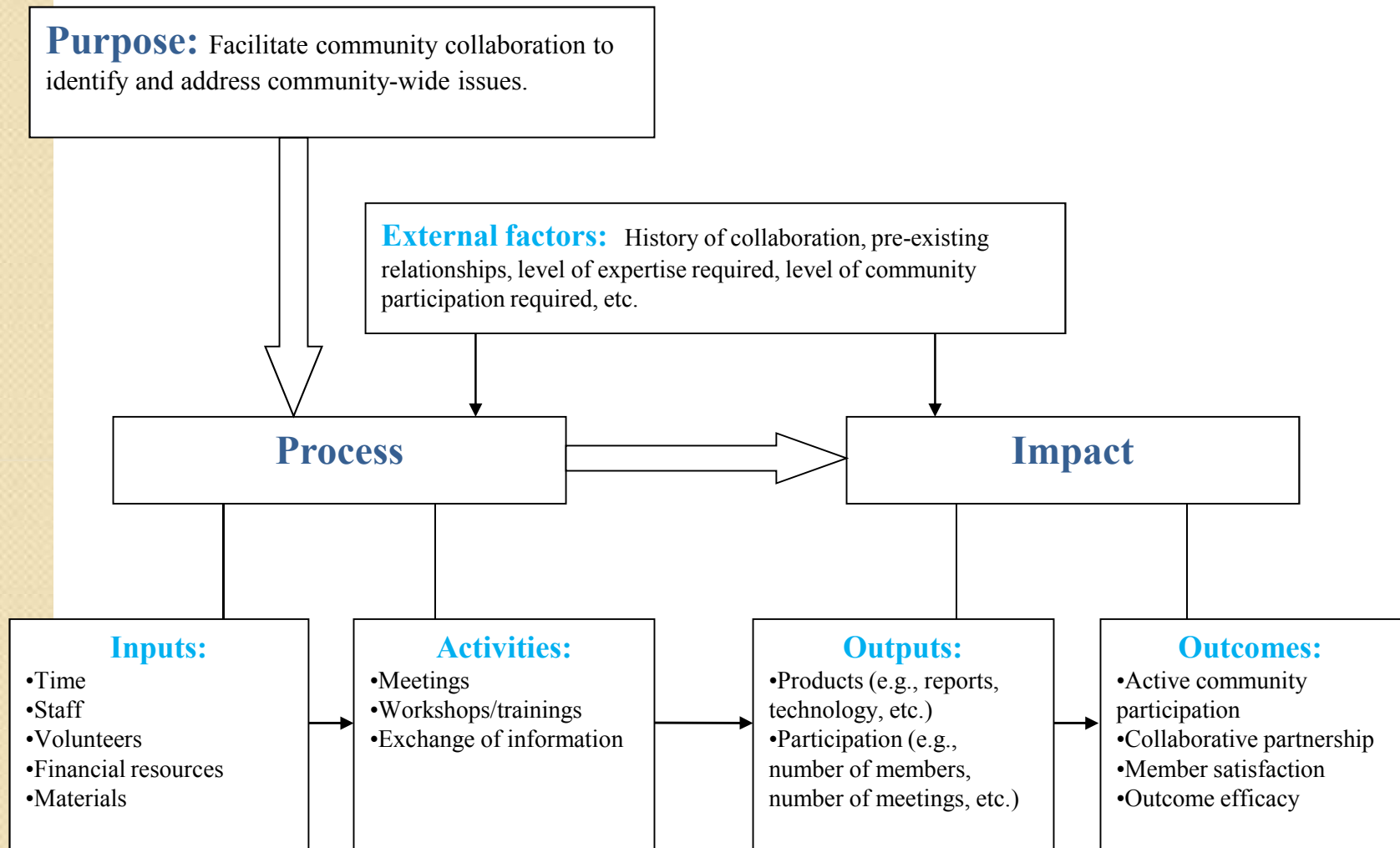- Tutors emphasize the importance of education

Conflict Management Program

- Youths are involved in fewer physical conflicts
- Discussion sessions explore experiences with stereotyping, cultural differences
- Youths display greater tolerance of differing points of view
- Youths practice communication and negotiation skills
- Youths report more willingness to have friends with backgrounds different from theirs

Inputs Through Outcomes: The Conceptual Chain

Inputs

↓

Activities

↓

Outputs

↓

Initial Outcomes

↓

Intermediate Outcomes

↓

Longer-term Outcomes

Archway Partnership Logic Model

Purpose: Facilitate community collaboration to identify and address community-wide issues.

External factors: History of collaboration, pre-existing relationships, level of expertise required, level of community participation required, etc.

Process ⟹ **Impact**

Inputs:
- Time
- Staff
- Volunteers
- Financial resources
- Materials

Activities:
- Meetings
- Workshops/trainings
- Exchange of information

Outputs:
- Products (e.g., reports, technology, etc.)
- Participation (e.g., number of members, number of meetings, etc.)

Outcomes:
- Active community participation
- Collaborative partnership
- Member satisfaction
- Outcome efficacy

Dr. Michelle Mohr Carney

Inputs (time, money, staff, volunteers, materials, etc.)	Activities (trainings, events, meetings, etc.)	Outputs (products)	Outcomes (changes) and indicators

• Formalized rules and procedures
• Mission and vision
• Archway staff time and expertise
• Community representation
• Communication mechanisms
• UGA expertise and experience
• Community expertise and experience
• Financial resouces
	• Community listening sessions
	• Member recruitment
	• Exchange of information
	• White papers
	• Workshops
	• Consultations
	• Community mapping
	• Evaluation
	• Service-learning
	• Work groups
	• Committees
		• Number of community members involved
		• Number of UGA affiliates involved
		• Number of organizations that receive assistance
		• Number of meetings and other events
		• Time spent in activities
		• Reports produced for community
			• Active community participation
			  • *Diversity of participants/organizations*
			  • *Roles (leader, participant)*
			  • *Influence in decision-making*
			  • *Member retention*
			  • *Community-defined goals and priorities*
			
			• Collaborative partnership
			  • *Shared decision-making*
			  • *Sense of community*
			  • *Sharing of resources*
			  • *Problem-solving process*
			  • *Respect for partners' knowledge and expertise*
			  • *Mutual division of roles and responsbilities*
			
			• Participant satisfaction
			  • *Quality leadership*
			  • *Effective communication*
			  • *Approval of resource allocation*
			  • *Benefits outweigh costs*
			
			• Outcome efficacy
			  • *Trust in partners*
			  • *Access to community and university constituencies*
			  • *Tasks aligned with capabilities*
			  • *System of accountability*

Dr. Michelle Mohr Carney

Keep Expectations Modest

Outcome findings will not tell you:

- Whether the program <u>caused </u>the outcome
- Why this level of outcome was achieved
- What actions to take to improve the outcome

Sources of Ideas for Outcomes

- Program documents

- Program staff

- Key volunteers

- Program participants

- Participants' parents or other caregivers

- Records of complaint about program's value or relevance

Dr. Michelle Mohr Carney

Outcomes vs. Indicators vs. Targets

- **Outcomes:** Benefits for participants during or after their involvement with a program (e.g., Parents read to their preschoolers more often).

- **Outcome Indicators:** The specific Information collected to track a program's success on outcomes (e.g., The number and percent of parents who read to their preschoolers more often now than before coming to the program).

Outcomes vs. Indicators vs. Targets (cont.)

- ## Outcome Targets: Numerical objectives for a program's level of achievement on its outcomes.

  (e.g., 75% of parents will report an increase in how often they read to their preschoolers)

Outcome Indicator

- The specific item of information that tracks a program's success on an outcome
- Identifies the characteristic or change that signals that an outcome has been achieved
- Is observable and measurable
- Usually is expressed as number and percent of participants achieving the outcome

Examples of Poor Indicators

- Below are some examples of poor indicators that have been changed to better indicators. The poor indicators reflect common mistakes people make when specifying indicators:
  - Outcome 1: Participants have better access to healthcare
    - Poor Indicator-% of clients who are referred to health care services
    - Better Indicator - % of participants who report that they have a usual source of medical care or have seen a doctor in the last 12 months
    - **ISSUE**: Referrals do not necessarily tell you that the client has used the services, so they are an indirect measure of access. A better indicator tells you that they actually use new services.

Examples of Poor Indicators (cont.)

- Outcome 2: Participants increase their ability to resolve conflict
  - ◦ Poor Indicator: Number of participants who report they can successfully resolve conflict
  - ◦ Better Indicator: A% of participants who use conflict resolution skills to resolve an issue in a mock situation

  ISSUE: This outcome reflects a change in skill. Self-report measures of skill can be biased because clients will tend to agree that they have developed new skills. A better indicator is an observation of the skills being used.

Examples of Poor Indicators (cont.)

- Outcome 3: Participants gain knowledge of using non-physical forms of discipline with their children
  - Poor Indicator: Number of parents who complete a parenting program
  - Better Indicator: % of parents who are able to describe at least three forms of non-physical discipline

  ISSUE: This outcome is describing a change in knowledge. The poor indicator will only tell you that a parent completed your program. Completing a program does not tell you whether the parent has listened, understood and learned new information. The better indicator clearly measures that parents have gained knowledge.

How Do I Make My Indicators Better?

- You will probably keep refining your indicators as you develop your outcome measurement system. Your indicators can be refined by asking:
  - Can we observe and measure this indicator?
  - Will the indicator tell us if the outcome has been reached?
  - Does each indicator measure some important aspect of the outcome that no other indicator measures?

How Do I Make My Indicators Better? (cont.)

- Is the wording of each indicator sufficiently specific?

- Does the indicator tell you what characteristic or change you will count?

- Does each indicator identify the statistics that will summarize the program's performance?

- Will the statistic convey your level of achievement effectively?

Dr. Michelle Mohr Carney

How do I decide which indicators are the best to use for my program?

- These 3 easy tests will help you choose which indicators are the best for your program. Fill in your outcomes and the proposed indicators for each outcome, and for each indicator ask yourself the question listed under each of the 3 tests.
  - The Directness Test: How direct is the effect of the program on this indicator?
  - The Feasibility Test: How feasible is it for the agency to measure this indicator, given its resources?
  - The Utility Test: How likely is it that data from measuring this indicator will be used for decision making, planning, and program involvement?

Dr. Michelle Mohr Carney

New Indicators

Outcomes				Indicator
Families are aware of support services available				% of families who can name 2+ services they can use to support them
Service providers are aware of services available in the program				% providers who can describe services the programs provide when called
Parents have knowledge of how to develop a safety plan				% parents who can name steps in developing safety plan
Providers make referrals to the agency				# new agencies/service providers that refer people to this program
Families access new support services				% of families that received home visit who use one new support service after program intervention

Attachments

✓ Essential but overlooked component of good proposal

✓ Tax documents for applicant organization (when appropriate)

✓ Biographical info/CVs of everyone in budget

✓ Drafts of data collection instruments
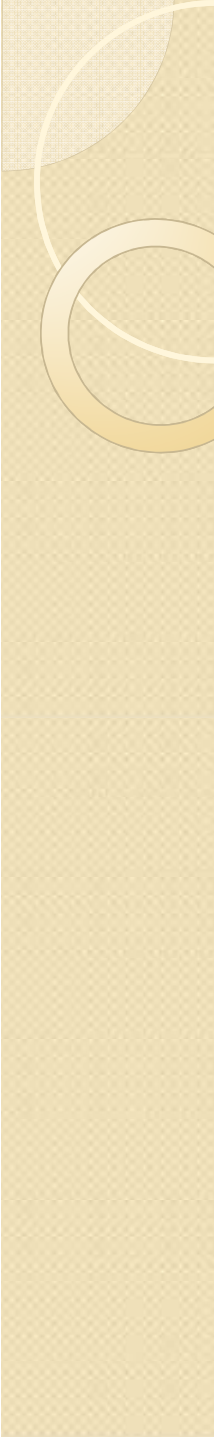
Attachments

✓ Required funder forms (especially government)

✓ Human subjects approval

✓ Letters of support, commitment from collaborators

✓ Letters of recommendation

Attachments – Dos and Don't

- **DO** read the funder's instructions about required attachments very carefully and be sure to include everything that is asked for. Some funders will disqualify a proposal if certain required documentation is not included.

- **DON'T** include materials that are bound or stapled (e.g., brochures, three-ring binders) because this will make copying the proposal difficult.

- **DO** make sure that all photocopied items are legible.

- **DON'T** include anything that is not required by your funder or that is not carefully chosen to help you make your case for funding.

- **DO** check the dates on dated documents to make sure that they are current. This is particularly important if you're including letters of support.

- **DO** make it easy for reviewers to locate documents in the Appendix. Include a table of contents for the Appendix section

- **DO** direct the reader to appendix items mentioned in the main body of the proposal by writing something like "See Attachment 3 for more information."

Dr. Michelle Mohr Carney

Always write explicitly to your _funder's guidelines_, using any generic outline only for ideas

Dr. Michelle Mohr Carney

The review process

"So we've agreed:

*All proposals using the word 'empowering'
more than 20 times in the
executive summary will be eliminated."*

Dr. Michelle Mohr Carney

How grant requests are approved
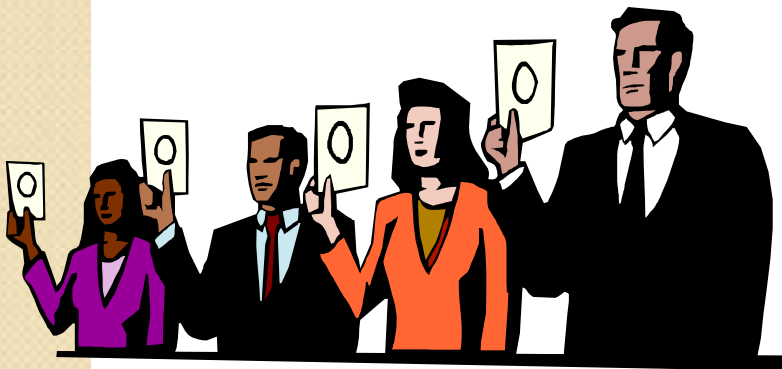
1. Checked against guidelines

2. Assigned a score based on assessment of quality

3. Program director or grants committee makes top picks

4. Funded based on rank

Reviewers say they like proposals that:

✓ Meet a compelling community need

✓ Address the need adequately and persuasively

✓ Ask for enough funding to accomplish the project

✓ Are clear and easy to follow

Reviewers say they like proposals that:

✓ Are realistic about methodology, timeframe, deliverables

✓ Have adequate credentials, qualifications, experience, track record in area of proposal

✓ Have clear evidence of community support

12 important steps to success

1. Apply only to the right sources

2. Start early

3. Listen to the funder carefully and follow guidelines to the letter

Dr. Michelle Mohr Carney
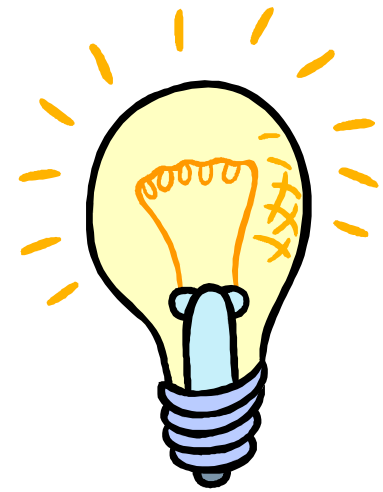
12 important steps to success

4. Love your idea

5. Maximize the impact of peer support

6. Communicate -- don't apply in a vacuum

Dr. Michelle Mohr Carney
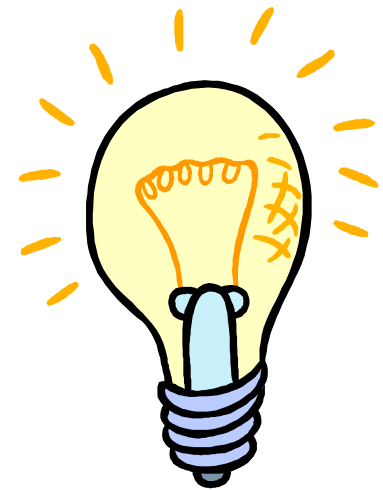
12 important steps to success

7. Clearly define the take-aways, deliverable products

8. Write thoroughly and clearly: don't assume a concept will be understood and don't use jargon

9. Apply like a type-A personality
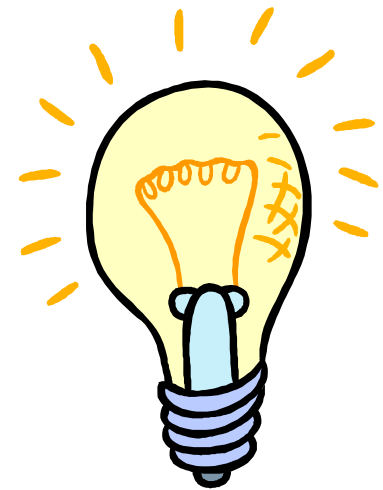
12 important steps to success

10. Never create an idea just to respond to a funding opportunity

11. Regard the funder as a potential collaborator, not an obstacle

12. Have a really good budget justification

Dr. Michelle Mohr Carney
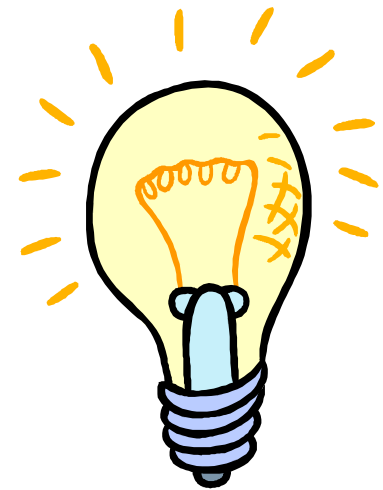
What to do once you are funded

- Thank the funder!

- Be flexible with budget if asked

- Meet all reporting requirements on time

- Acknowledge the funder in print
  (press release)

- Keep in touch with them

- Get approval for changes in program

- View the grant as the BEGINNING of
  an important working relationship

Dr. Michelle Mohr Carney

What to do with a rejection

DON'T

- Do anything desperate

- Blame the funder

- Take it personally

- Stop sending out proposals

What to do with a rejection

DO

- Thank the funder anyway

- Ask for feedback (pink sheet, summary, or reviewer's critique)
- Conduct a post-mortem with collaborators

- Be honest about what needs fixing

- Look for other sources

- Re-apply to same source or another

What the funder expects once you are funded

- Deliverables

- Communication

- Timeliness

- Acknowledgement

- Good Stewardship

How to establish a successful grant-seeking career

- Be organized

- Be ready for opportunities

- Keep a grant file

- Keep good boilerplate language

Dr. Michelle Mohr Carney

How to establish a successful grant-seeking career

- Keep samples of successful proposals

- Ask questions constantly about who is funding and what is being funded

- Build relationships with funders

- Build relationships with potential collaborators

Dr. Michelle Mohr Carney

Sources of Information about Government Grants

- Ask colleagues with track record of getting grants
- The Federal Register www.grants.gov
- Departmental web sites, such as

  www.nsf.gov   www.hhs.gov   www.cdc.gov
  www.samhsa.gov   www.grantsnet.org
  www.grants.nih   www.nia.nih.gov
  www.aoa.dhhs.gov   www.nimh.nih.gov
  www.obssr.od.nih.gov   www.od.nih.gov
  www.nonprofit.gov

  Catalog of Federal Domestic Assistance
  www.cfda.gov
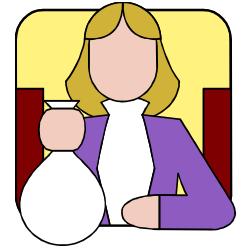
MSOffice1   Tom,
This is WAY TOO MANY Web sites for one slide. Far better to refer them to a complete list in some other place. I don't know which are the two or three, max, that you should keep.
Myra Blackmon, 1/26/2007

On-Line Short Courses

- http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html
- http://foundationcenter.org/getstarted/tutorials/prop_budgt/index.html
- http://www.npguides.org/
- http://www.mcf.org/mcf/grant/writing.htm
- http://deainfo.nci.nih.gov/extra/extdocs/gntapp.htm