Grant Writing Workshop

Assabet After Dark

November 16, 2023

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Grants & More

www.grantsandmore.org

Agenda

- Introductions
- Strategic Proposal Elements
  - Executive Summary
  - Needs Statement
  - Logic Models & Measuring Outcomes
  - Budgets
  - Other topics: Sustainability, DEI
  - Final Tips & Resources
- Q&A

Executive Summary

• One paragraph, typically 4-5 sentences, sometimes up to 2 or 3 paragraphs if a longer proposal format

• Summarizes, not necessarily in this order, and may not need to include every point:

- Who (population served)
- What (activities, outcomes)
- When (timeframe)
- Where (geography)
- Why (need)
- Why now (urgency)
- How (methods)
- Amount requested ($)

Statement of Need

- Compelling and fact-based
- Supporting evidence – cite research and statistics, quote experts
- Avoid national statistics – too broad, the more local the statistics the better (shows you know your community, residents)
- The funder may know as much or more than you do about the need in your community – or not, but community foundations usually know a lot (or are supposed to)

Statement of Need

- Avoid overstatement
  - "gun violence is the worst problem in our city" – could likely be said about other problems too – homelessness, education
  - "children are the most important issue" – could be said about other issues: climate change or a public health issue like contaminated drinking water, or many others

- Use "assets-based" approach – build on community or population assets, not their problems (advice of a community foundation CEO)

- Avoid needs statements that make the population demographics the problem e.g., "student body is 95% Black" - the problem isn't their race, it's racism.

- Yet it may include audience/population, demographics and their situation (e.g., poverty rate, unemployment rate among this population).

- May include location and its needs (e.g., child poverty rate, unemployment rate in this city/county/region, rate of COVID cases or COVID vaccination rate)

Logic Models

- A depiction showing what the program will do and what it is to accomplish
- A series of "if-then" relationships that, if implemented as intended, lead to the desired outcomes
- The basis for program planning and evaluation
- **The basis of your grant proposal narrative**

Everyday example

HUNGRY

```
Get food  →  Eat food  →  Feel better
```

Logic Model Template

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACTS
ISSUE TO BE ADDRESSED	WHAT WE INVEST	WHAT WE DO	WHAT WE DELIVER	SHORT TO MEDIUM TERM RESULTS	LONGER TERM RESULTS
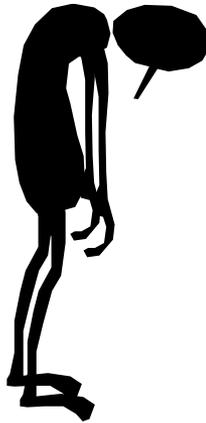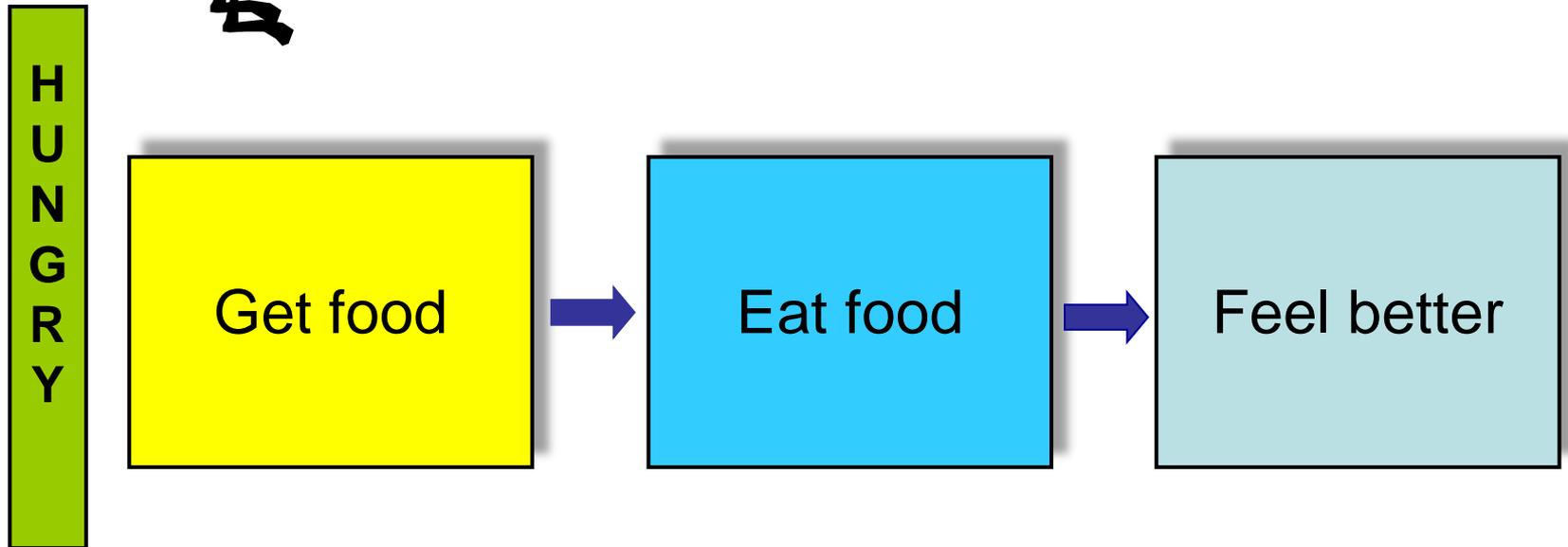
A logic model makes the connections between activities and outcomes EXPLICIT.

"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."
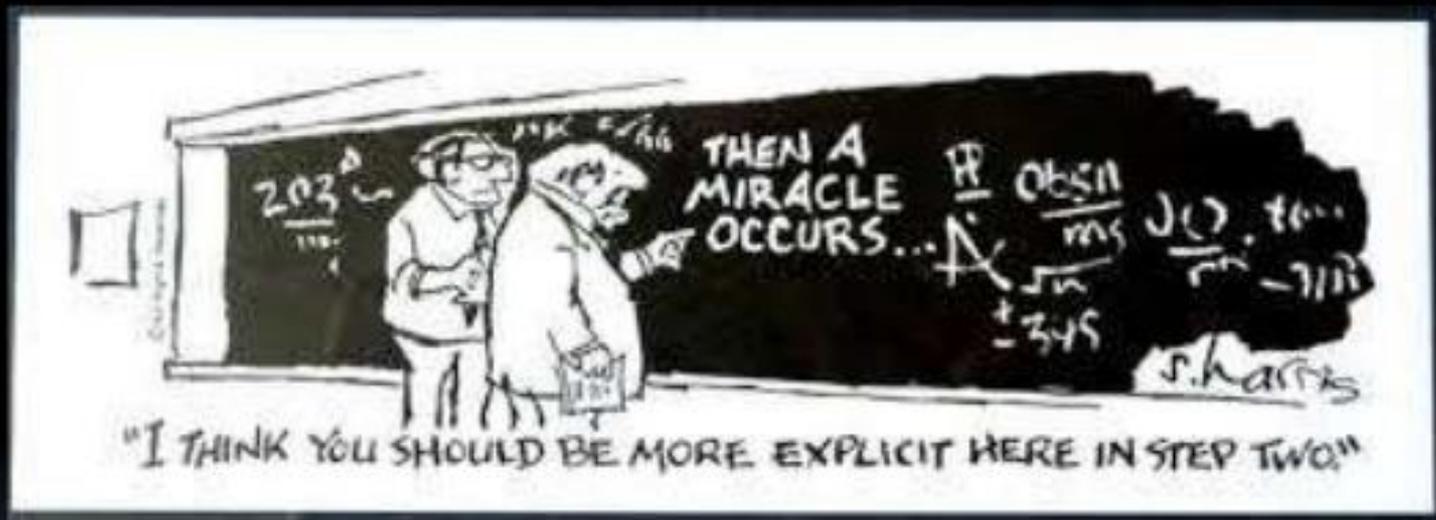
Logic Models

- Do it first and the narrative "writes itself"
- Does not always lend itself to some types of projects or organizations (e.g., basic needs, advocacy, capital campaigns, museum exhibits)
- Outputs vs. outcomes – identify and measure **<u>both</u>**
  - **Outputs** are what you are funded to do (e.g., educated X number of kids)
  - But…so what? Did you make a difference? Did they learn anything?
  - **Outcomes** prove that you did – it is what has changed as a result of your program (e.g., changed observable learning or behavior as a result of curriculum, teaching methods)

Outputs vs. outcomes

Not how many worms
 the bird feeds its young,
  but how well the fledgling flies
          (United Way of America, 1999)

Example:
  Number of patients discharged from state
  mental hospital is an output
  Percentage of discharged who are capable
  of living independently is an outcome

Every day logic model – Family Vacation

INPUTS	OUTPUTS	OUTCOMES
Family Members	Drive to state park	Family members learn about each other; family bonds; family has a good time
Budget	Set up camp	
Car	Cook, play, talk, laugh, hike	
Camping Equipment		
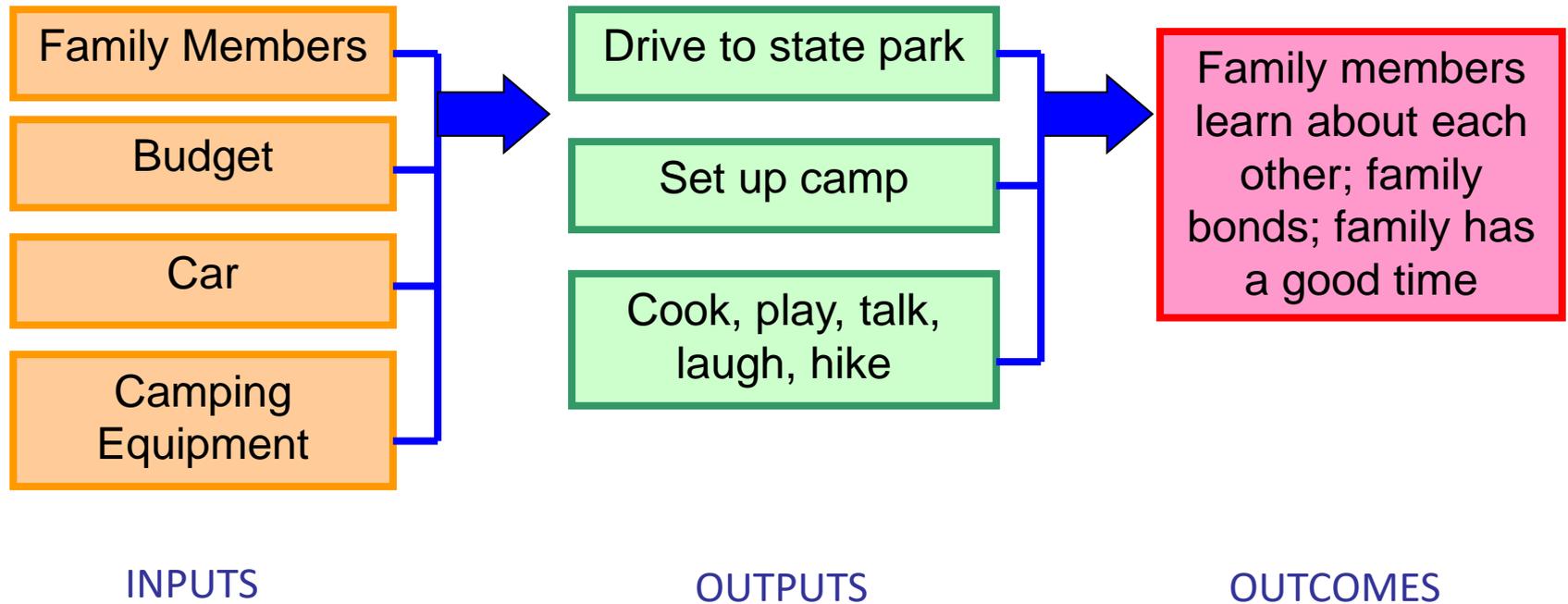
Inputs

What we invest

Staff

Volunteers

Time

Money

Research base

Materials

Equipment

Technology

Partners

OUTPUTS

What we do

Who we reach

ACTIVITIES	PARTICIPATION
• **Train, teach**	• **Participants**
• **Deliver services**	• **Clients**
• **Develop products and resources**	• **Customers**
• **Network with others**	• **Agencies**
• **Build partnerships**	• **Decision makers**
• **Assess**	• **Policy makers**
• **Facilitate**	
• **Work with the media**	

Satisfaction

OUTCOMES

What results for individuals, families, communities......

SHORT *Learning*	**MEDIUM** *Action*	**LONG-TERM** *Conditions*
Changes in	**Changes in**	**Changes in**
• **Awareness** • **Knowledge** • **Attitudes** • **Skills** • **Opinion** • **Aspirations** • **Motivation** • **Behavioral intent**	• **Behavior** • **Decision-making** • **Policies** • **Social action**	• **Conditions** • **Social (well-being)** • **Health** • **Economic** • **Civic** • **Environmental**

Fully detailed logic model

University of Wisconsin - Extension, Cooperative Extension, Program Development and Evaluation
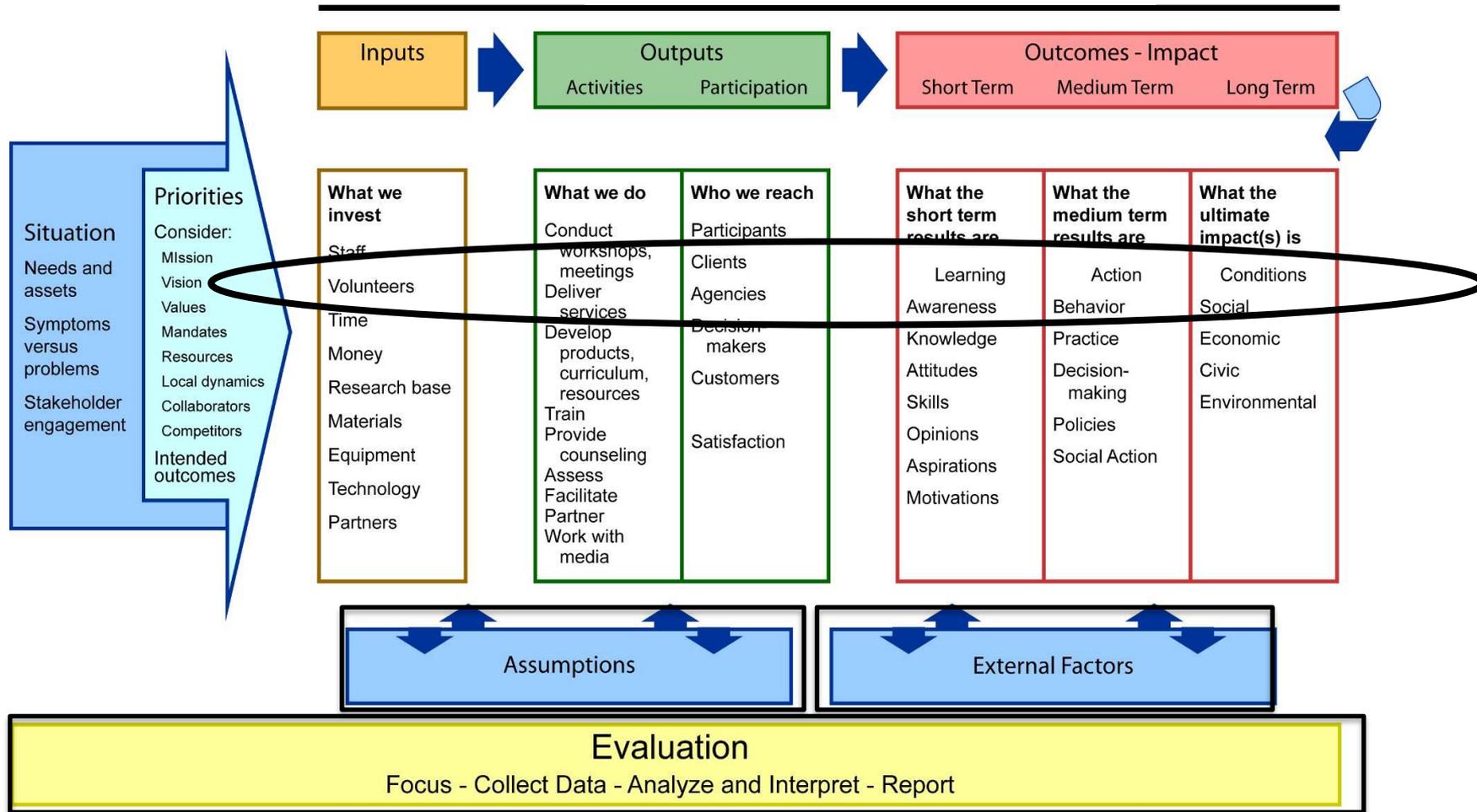
Statewide Tobacco Control: Smoke-free environments

OUTCOMES

Coalition

Time

Money

Partners including youth

Research and best practices

Organize and implement Smoke-free campaign

Organize and implement strategy for treating tobacco addiction

Organize and implement strategy to prevent youth tobacco use

Public

Elected officials

Mgrs of public areas/events

Worksite contacts

Residential owners, mgrs

Tobacco users
•Adults
•Youth

Influential others

Youth

Parents, schools, etc.

Policy makers

Retailers

Changes in awareness, knowledge and attitudes about SF

Increased commitment, support, demand for SF environments

Changes in attitudes and motivations

Increased knowledge of availability of cessation resources

Change in knowledge, attitude, motivations

Increased commitment to eliminate access

Demonstrations of support

SF policies implemented, enforced

Increased use of cessation resources

Increased # of quit attempts

Increased # of prevention programs, policies adopted, enforcement

Change in behaviors

Reduction in tobacco use and exposure

Measuring Outcomes

- How will you know it when you see it?

- What will be the evidence?

- What are the specific indicators that will be measured or tracked?

- Often expressed as #, %

- Question may be asked in different ways:

  - "How do you measure success?"

  - "How do you know what impact you are having?"

  - "What is your plan for evaluation? What evaluation tools do you use?"

  - "What data do you collect and how do you use it?"

Measuring Outputs & Outcomes –
Choosing Measures

- Keep it simple!
- Measure what matters!
- Identify and measure both outputs and outcomes
- Choose metrics that are already being collected or are easily incorporated into existing processes and systems
- Limit the number of indicators (metrics) to a few measurable or observable changes
  - the outputs (funded activities) that predict the outcomes
  - and the outcomes that show how you improve the lives of your population or conditions in your community
- What # and % of clients/participants demonstrated a change in access, awareness, attitudes, knowledge, skills, behavior, or overall condition?

Outcomes Example
Measures changes in access and attitudes
Performing Arts Program in Public High School

Students answer a **baseline survey before the program** with three questions. **After the program, students complete the same survey again**. Questions are designed to measure changes in **access and attitude** in performing arts:

• Outcome 1: Introduce 2,000 public high school students to live theatre in an educational, fun way that directly engages them.

• Survey: Ask students if they have ever attended live theatre. Baseline was 28% before the program. It rose to 93% after. Goal is to reach 98%. Long-term, include other public high schools.

• Outcome 2: Integrate the arts into the core curriculum to provide an effective platform for learning that inspires students to learn.

• Survey: Learn if students think they will enjoy having the arts integrated into the curriculum. Baseline was 23% before the program. It increased to 53% after the first year and has risen since. Original goal was 70%, but based on results, new goal was 78%.

• Outcome 3: Inspire a love and appreciation for the arts and the powerful role they can play in our everyday lives and communities.

• Survey: Ask if students think art can inspire change. Baseline was 45% before the program and increased to 85% after the first year. Goal is 90%.

Outcomes/Indicators Example
Measures changes in condition and access

Older Adults Program – Human Service Agency (Pandemic Era)

List goaled outcomes and indicators for this program* List goaled outcomes (measurable benefits to individuals being served) and indicators (the measures for success that will guide your work) for this program/project.

Outcome #1 Decrease social isolation for older adults.

Indicators Interviews with older adults to see if they report feeling connected, decreased social isolation. Gauge how they like using virtual services and ease of access. Also, input from the Older Adults Committee members.

Outcome #2 Reach and engage more older adults with virtual services.

Indicators 80 older adults previously inactive/isolated will newly engage. Numbers tracked monthly. We have already seen 50 previously inactive clients re-engage since March.

Outcome #3 Increase virtual access and digital literacy for older adults.

Indicators Serve 200 seniors: 150 will participate in IT assessments, 25 will participate in IT upgrades/data expansion, 10% more will access telehealth services successfully, and 25 attend weekly Older Adult Committee and other virtual social meetings. Numbers tracked monthly.

Measuring Outcomes
(quantitative examples)

- Pre- and post surveys of clients, students, parents of students (e.g., did they learn anything, attitude change, behavior change, increase in knowledge)
- Percentage of clients against community benchmark (e.g., teen birth rate among the population served dropped below community or state average)
- Percentage of clients who succeed (at whatever the program is intended to do, e.g., get a job, keep a job for a certain time, attain next level of ESOL, etc.)
- Retention rate
- Graduation rate, grades/test scores improved
- Fewer class suspensions, disciplinary episodes
- Many more examples, depends on program

Measuring Outcomes
(qualitative examples)

- Testimonials from parents, teachers
- Students write in their own words
- Success stories
- Awards, recognition
- Quotes from others like government officials, partners about your organization or program
- Photos of program in action – e.g., happy children at summer camp

Logic model with indicators for Outputs and Outcomes
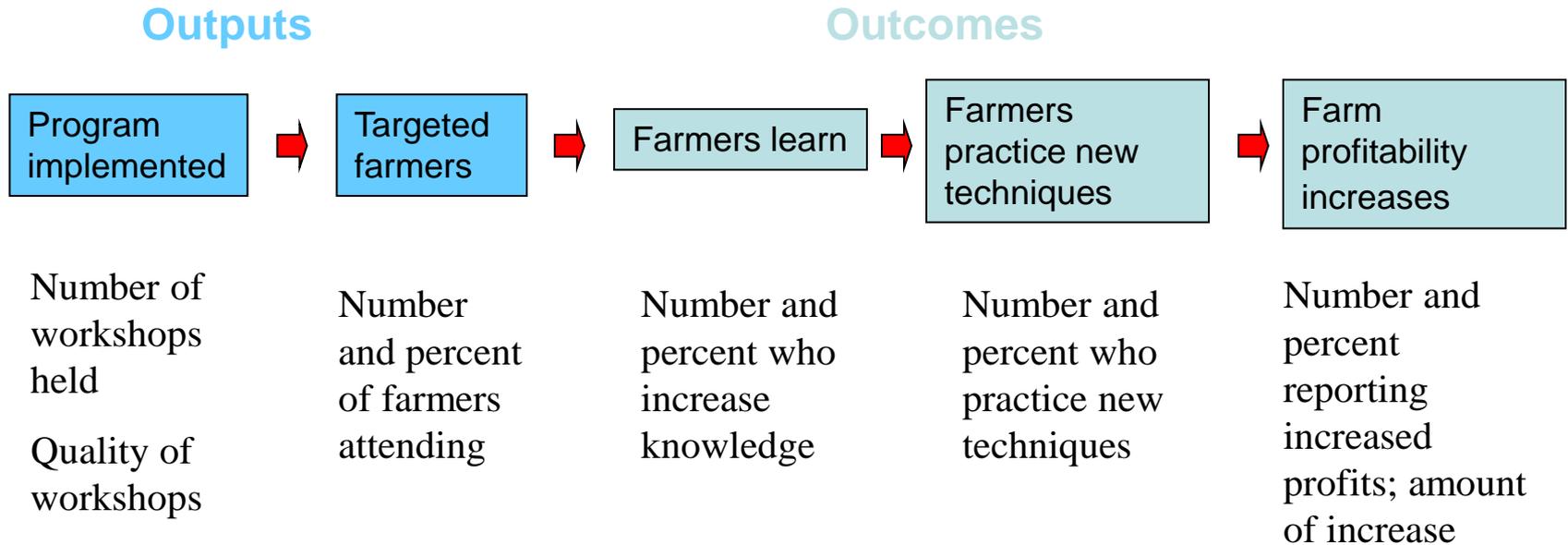
Outputs   **Outcomes**

| Program implemented | → | Targeted farmers | → | Farmers learn | → | Farmers practice new techniques | → | Farm profitability increases |

Number of workshops held

Quality of workshops

Number and percent of farmers attending

Number and percent who increase knowledge

Number and percent who practice new techniques

Number and percent reporting increased profits; amount of increase

Budgeting for Grant Proposals

- What's a Budget? What's in it?
- Basic Budgeting Guidelines
- Direct vs. Indirect Costs
- Other Funding Sources: Leverage, Challenge Grants
- Budget Formats & Examples
- Valuing In-Kind Donations and Volunteers

Budgeting Guidelines

- Do the budget first! You can't write a narrative without knowing what you're asking for

- Make sure the project budget is balanced (income equals expenses)

- Keep it simple – the budget should fit on **one page** – the budget narrative/justification can be on a second page if needed, or requested by the funder

- Be sure the budget *accurately reflects* the costs of the proposed activities and supports the narrative

- Do not include expenses in the budget that are not mentioned or explained in the narrative

- Include assumptions (e.g., travel cost based on # miles at 2023 federal standard mileage rate, 65.5 cents/mi)

Budgeting Guidelines, continued

- Don't inflate or pad estimates, exaggerate costs, or "guess" at costs – funders see through it
- Quote the source of your cost estimate (e.g., vendor quote, retailer web site) or document the method you used to arrive at the cost estimate – chances are a reviewer or staff person will identify inaccuracies which may affect the credibility of your entire proposal
- Do a final check for arithmetic errors before submission
- Use their form, if they provide one
- Have someone review it and provide feedback – e.g., Program Director, Grants Manager, etc., especially a new proposal
- Have Finance Dept. or Treasurer review and sign off

Direct Costs vs. Indirect Costs

- <u>Direct costs</u> can be identified as directly applying to a single program or project
- <u>Indirect costs</u> are shared among many programs and the accurate percentage of the cost is not easily applied to any one program – a percentage of direct costs
  - May be referred to as Administrative Overhead, Overhead, ICR (Indirect Cost Rate), or other terms

Direct Costs - Staff

- Salaries – Program Staff
- Salaries – Program Manager, Program Director (% of their time devoted to the program)
- Benefits, usually must include:
  - Payroll taxes (i.e., FICA/Medicare): 7.65%
  - Unemployment Insurance
  - Workers Comp Insurance
- Benefits, may include health insurance premiums, dental, life, disability, retirement contribution
- Travel – use organization's mileage reimbursement rate or standard rate (federal, currently 57.5 cents/mile in 2020)
- Training – conferences, workshops, etc.

Direct Costs – Non-Staff

- Equipment – may be an opportunity to upgrade equipment, for example if the program needs a new computer (if allowed by the funder)
- Transportation (clients) – fuel, vehicle maintenance, bus rental, insurance
- Advertising – related to the program
- Printing, Mailing – related to the program
- Program Supplies (e.g., curriculum, handbooks)
- Occupancy (e.g., rent, utilities, property/building insurance) – if easily allocated
- Other program costs specific to your project or program – e.g., language translation, background checks for volunteers, volunteer appreciation events, outreach events, etc.
- Subcontractors ("pass through" money)
- Client direct assistance (also "pass through")

Indirect Costs

- Finance, Accounting
- Audit
- HR department
- Payroll systems
- IT Support
- Marketing, Public Relations
- Board – e.g., Directors & Officers Insurance

No one ever asked Apple about their Overhead Costs
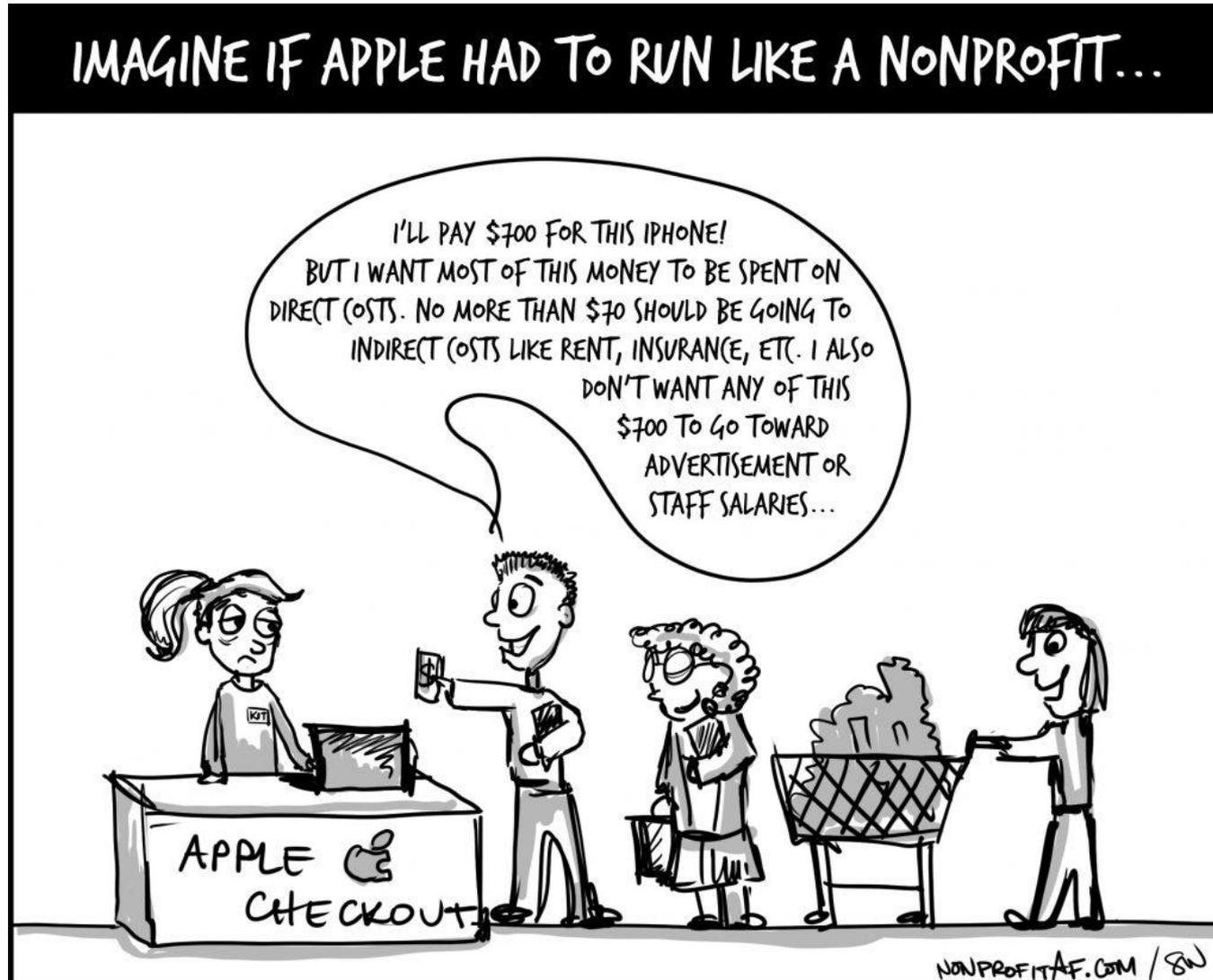
Other Funding Sources

- Usually need several sources to meet budget
- Shows that other funders are taking a risk
- Leverage
- Your own money! Shows you have "skin in the game"
  - Cash: board, individuals, foundations
  - Non-cash: In-Kind, Volunteers, etc.
  - Organization investment
- Mark as "secured" or "committed"; "pending"; "anticipated" in the budget or budget narrative

Budget Formats

- Use they form they give you, if they do

- Philanthropy Massachusetts Common Proposal Form often required http://www.philanthropyma.org/resources-tools/common-proposal-form

- One-dimensional – income and expenses are straight-forward and grant can be applied to any of the expenses shown

- Two-dimensional – shows exactly what expense of the project the funder is being asked to fund; shows what expenses others are funding. Required by government grants, and many foundations.

"One Dimensional" Budget - Example

Project Budget – 7/01/2017 – 6/30/2018

Income

Grants	$76,200
This Foundation (requested)	$15,000
Individual & Corporate Donations	$100,000
Program Service Fees	$25,000
Total Income	**$216,200**

Expenses

Personnel (salaries & wages, fringe benefits & payroll taxes) – Education Dept.	$147,000
IT Learning Tool Consultants	$15,000
Program Supplies and Materials (e.g., curriculum, lab)	$10,000
Information Technology/Equipment	$5,000
Travel/Transportation	$2,000
Outreach Week activities	$4,000
Internships	$5,000
Advertising/Promotion (brochures, printing)	$1,000
Occupancy	$5,700
Administrative Overhead (11%)	$21,500
Total Expenses	**$216,200**

Budget Notes
(example for budget in previous slide)

Budget Notes

• **Grants** for 2018-19 received or expected include Funder1 ($20,000 received); Funder2 ($5,000 received); Funder3 ($3,000 received); and Local Bank Foundation ($5,000 request planned, they have funded the program the last two years). Another committed source of unrestricted funding we apply to the program is Massachusetts Cultural Council support.

• **Program Service Fees** are from school districts with resources to cover the cost of participating, but do not cover the costs of developing technology learning tools and related equipment. Grants and donations also cover the City students.

• **Personnel** include salaries and wages, fringe benefits, and payroll taxes. These are the Education Director and department staff.

• **Outreach Week** activities include a week of activities in September each year that ends with a family day, one way we engage people of all ages in learning about and collecting data on the changes in flora and fauna in our watershed.

• **Occupancy** includes utilities, maintenance and repairs, property insurance (but not depreciation), and is based on 1/3 of the Education Department allocated to this program and the Education Department is 34.5% of total organizational budget.

• **Administrative Overhead** includes Finance/Accounting, Audit, IT, D&O, and other expenses and functions that are not easily allocated to a single department or program.

"Two-Dimensional" Budget – Example

Project Budget – 7/01/2017 – 6/30/2018	This Request	Other Sources	Total Budget
Income			
Grants	$20,000	$71,200	$91,200
Individual & Corporate donations		$100,000	$100,000
Program Service Fees		$25,000	$25,000
Total Income	**$20,000**	**$196,200**	**$216,200**
Expenses			
Personnel (salaries & wages, fringe benefits & payroll taxes) – mainly for Educators and Education Director	$10,000	$137,000	$147,000
IT Learning Tool Consultants	$7,500	$7,500	$15,000
Program materials	$1,000	$9,000	$10,000
Information Technology/Equipment	$0	$5,000	$5,000
Travel/transportation	$500	$1,500	$2,000
Outreach Week activities	$0	$4,000	$4,000
Internships	$1,000	$4,000	$5,000
Advertising/Promotion	$0	$1,000	$1,000
Occupancy	$0	$5,700	$5,700
Administrative Overhead (11%)	$0	$21,500	$21,500
Total Expenses	**$20,000**	**$196,200**	**$216,200**

Valuing In-Kind Donations and Volunteers

- In-kind donations and volunteer hours provide *leverage* – show them in a project budget or budget narrative
- Examples of in-kind donations – donated office space, volunteer time, product donations for events, professional services, etc.
- Valuing in-kind donations: research market rates on the internet at retailer sites, Craigslist; use the value the donor declares; other methods? Goodwill and Salvation Army have valuation guides
- Volunteer hours requires tracking though!
- Indirect costs (administrative overhead) **do not apply** to non-cash "expenses".

Budget showing In-Kind Donations

Program Budget – 01/01/2018 – 12/31/2018		
Sources of Funding	**Amount**	**Status**
Leadership donors	**$50,000**	**committed**
Access Fund (annual appeal contributions allocated to this program)	**$10,000**	**committed**
This request	**$5,000**	**requested**
Other foundations & grants	**$42,000**	**committed**
Other grant requests	**$38,475**	**planned**
Total	**$145,475**	
Expenses		
Tickets to performances (55% of ticket price)	**$76,500**	
Personnel (Education Department)	**$26,250**	
Professional fees	**$3,000**	
Program materials & supplies, curriculum	**$5,500**	
Occupancy	**$8,250**	
Travel (local)	**$1,500**	
Miscellaneous: marketing, conference, video production	**$5,500**	
Total Direct Expenses	**$126,500**	
Indirect Costs (15%)	**$18,975**	
Total Expenses	**$145,475**	

Program Name Budget – 01/01/2018 – 12/31/2018 (continued)		
In-Kind Contributions		
Touring Company: Discounted tickets to 2 performances (45% of cost)	$62,595	committed
Local transit authority: $3.00 fare * 2,400 students or transportation donated by local bus company, about 25 to 30 buses per show, comparable value to local transit	$7,200	committed
Total In-Kind	$69,795	
Budget Notes:		
-Ticket costs: the touring companies donate a reduced rate for these special performances to help make the program possible.		
-Staff expenses includes salaries, payroll taxes and benefits, based on 8 weeks staff time devoted to this program.		
-Occupancy includes building maintenance, supplies and repairs; utilities; insurance; and depreciation, based on Education Dept's allocation/usage of facility and 16.6% (8 weeks) of Education Dept. staff time		
-Indirect Costs include Finance, audit, HR, IT, payroll, etc.		

Volunteers

- Independent Sector: https://independentsector.org/resource/value-of-volunteer-time/ compiles **the value of a volunteer hour** nationwide and on a state by state basis.

- **The estimated dollar value of volunteer time for 2021 is $29.95 per hour.** Charitable organizations can use this estimate to quantify the value volunteers provide.

    2021 figures also by state. In New England:
    - Massachusetts $36.38
    - Connecticut $33.35
    - New Hampshire $30.75
    - Rhode Island $29.17
    - Vermont $28.14
    - Maine $26.77

- It's estimated around **64 million Americans volunteer every year.**

- Volunteers donate **50 hours** of their time per year on average.

- This equates to **$139 billion** worth of time annually.

- Combined, this adds up to over **6.9 billion hours** from all American volunteers.

Volunteer Example

Example: Performing Arts Theatre

- From its 2020 annual report: "From July 2019 through June 2020, over 300 individual volunteers donated over 19,439 hours of service to the theatre. The current Massachusetts volunteer equivalency rate is $32.15. This means that volunteers donated over $624,964 dollars of in-kind service this season. Since 2008, theatre volunteers have donated over 275,652 hours of service. At today's Massachusetts volunteer equivalency rate that translates to over $8.5 million of in-kind services over the past 12 years."

- In a 2015 grant proposal: "The theatre enjoys wide community support with over 250 leadership donors, 4,000 members and subscribers, and 250 volunteers contributing $450,000 of in-kind services annually."

The Annoying "Sustainability" Question

The question is asked in different ways and confounds even long-time grant professionals:

- Describe how the project or needs will be financed in the future.
- How will you sustain the program after the grant ends?
- What is your plan for sustaining the project beyond the grant period?
- Describe the future of this program and how you will support it after the grant.

The answer they do not want: "We will look for more grants" (unless there is a plan). This is a test.

Ace the "Sustainability" Question

So what do you do? Some ideas:

- Fee for service model in the future?
- Pilot project? Demonstration project?
- Potential for federal funding once program is up and running?
- One time need (e.g. clear a backlog, higher number of clients during pandemic or a recession, one-time capital equipment need)?
- Start-up costs?

Focus on organization sustainability vs. program?

- History as an organization with similar projects
- Leadership
- Large organization that can absorb program into the overall budget?
- One-time investment to build capacity? (e.g., training, new infrastructure)
- Show that organization has diversified funding, constituency
- Show growth in membership, donors, participants, etc.
- Number, longevity, strength of partnerships

No one ever asked Apple about their "Sustainability Plan"

A Few Words on DEI

- DEI: Diversity, Equity, Inclusion – also includes access
- Big focus since George Floyd – proposal questions now likely to ask about board, leadership, and staff diversity, what you are doing differently
- Try to show how your organization is addressing it:
  - Does your staff, board, volunteers reflect those you serve/reach/assist?
  - How do you get input from the population/community you serve?
  - How do you share power?
  - Any changes in hiring/recruiting personnel practices?
  - Expanding access to under-represented groups?
- Language matters – gender-neutral pronouns (unless you serve all boys, all women, etc.)
- Focus is on racism primarily, but think of others – people with disabilities, LGBTQ, etc.

Think Like a Funder

- Government grant is issued to advance a state policy or goal.
- Private grant is issued to advance a donor's philanthropic intent.
- Think about your proposal not as asking for money, but as selling a service.
- Think of a creating your proposal the way you would like to see a proposal from a contractor.
  - Discuss what needs to be done
  - Describe why it needs to be done
  - Describe why you are the best one to do the job
  - Provide price, timeline, and deliverables
- Funders talk to each other about organizations applying for grants – past performance? Timely reports?

"It's not about you. It's about them."

Tips from Grant Makers

- Demonstrate you have a learning mindset
- Look to align with grant maker values
- Be concise
- Reviewers are people like you
- "No stories without data, no data without stories"
- Connect with grant makers

What to Expect

- **Submission Process**
  - Most grant proposals are submitted online through a portal – create an account with email/password; go in and answer questions. Best to copy & paste into a Word doc and work offline to save your work as you develop the proposal
  - Others submitted to an email address
  - Some still require a hardcopy mailed
- Timing – most foundations take on average two to three months to get back with an answer or grant. Some take as long as six or more months.

It's easy to get started!

Examples of simple grants to start with:

- Rotary Clubs, Civic Clubs

- Walmart – Community Grants program is at the store level

- Stop & Shop and Wegmans have grant programs

- Local banks like Country Bank, Cornerstone Bank, and others offer sponsorships

- Local banks with foundations like Berkshire Bank Foundation, Webster Five Foundation, Bay State Savings, and others

- Local Cultural Councils – each town has one for local arts, culture, and interpretive science programs – apply through Mass Cultural Council website (due October 15 each year)

- TJX Foundation, DCU for Kids are larger, regional funders

Resources/Links

• University of Wisconsin-Extension, Cooperative Extension – Program Development and Evaluation:

https://fyi.uwex.edu/programdevelopment/logic-models/

• Logic Model Builder: http://www.innonet.org

• Philanthropy Massachusetts Common Proposal Forms (includes budget, proposal and reporting forms): https://www.philanthropyma.org/resources-tools/common-proposal-form

• Grants & More resources http://www.grantsandmore.org/resources - links to free search engines, evaluation resources, grant readiness checklists, and other resources

Learn More / Get Connected

- Grant Professionals Association (GPA)
  - annual national conference
  - free access to GrantStation funding prospect database
  - online discussion groups for members "GrantZone"
  - http://www.grantprofessionals.org/
- GPA New England Chapter
  - regular meetings with professional development and networking
  - regional conference every other year (2023 is next conference)
- LinkedIn Groups – Grant Professionals Association, Professional Grant Writers, Grant Writers Network, others

Thank You

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