

LESLEY

UNIVERSITY

Who, What, Where, Why, and How of Grant Proposals

- ✓ What I Want to Do = Goals & Objectives
- ✓ Why I Want to Do It = Need/Problem Statement
- ✓ How & Where I'm Going to Do It = Methods & Activities
- ✓ Who Will Do It = Key Personnel
- ✓ Who Will Benefit = Target Audience
- Did I Accomplished My Goals = Evaluation
- How Much Everything Costs = Budget

Evaluation Types

Formative Evaluation – Was the format of project well designed?

- Occurs during the grant period;
- Determines if processes and procedures are working;
- Determines whether objectives are being met at the time that they are being done.

Summative Evaluation – Summary of everything you did in relation to everything you said you would do.

- Based on data collected throughout the period of the project.
- Used to judge the ultimate success and whether the project met its stated objectives.

Impact Evaluation – Measurement of the overall worth and usefulness of the project.

- Goes beyond assessing achievement of goals and objectives and focuses on project's larger value.
- Provides information about the direction a project should take in the future.

FORMATIVE EVALUATION

Teaching Fellow Program for Science, Technology, Engineering, and Mathematics

EVALUATION PLAN – The Program Evaluation and Research Group (PERG) will serve as the external evaluators. PERG will focus on a **formative** evaluation approach that will assist the project to meet its planning year goals and to initiate a full project successfully. The evaluation questions below are aligned with the planning year goals, activities, and anticipated outcomes.

Evaluation Questions

- How effectively does the project meet its goals?
- How effective are the efforts to develop a robust partnership that will fully support a successful Teaching Fellowship program?
- How effective are the efforts to partner with one or more urban school districts?
- What are the results of efforts to break down barriers in support of project goals?
- Are there unintended impacts and outcomes?

Evaluation Activities, Data Collection, and Analysis

Data collection will consist primarily of meeting observations, email communications, and interviews along with reviews of project artifacts. The evaluator will maintain contact with the key partner representatives on a regular basis for updates on activities, especially those that relate to partnership development and the specific questions above. More formal interviews with partners will take place quarterly. Interviews will also be conducted with the lead contact(s) at school districts that become involved with the project and with selected STEM faculty and Education faculty.

All evaluation tools will be consistent with project goals and desired outcomes in consultation with project leadership. All data will be analyzed using standard qualitative approaches. Formal and informal feedback will be provided to planning year partners and other stakeholders during the year, and a written report will be submitted at the end of the year.

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SUMMATIVE EVALUATION

EXTRA ART: Opportunities in the Visual Arts for High School Students

Population Served

AIB has strong working relationships with several Boston-based schools, which are targeted for EXTRA ART: Boston Arts Academy, Boston Community Leadership Academy, Boston Latin Academy, Boston Latin School, Brighton High, Jeremiah Burke, Charlestown High, East Boston High, English High, Fenway High, Greater Egleston Community High, Hyde Park High, Madison Park High, Madison Park Tech, New Mission High, O'Bryan High, Snowden High, TechBoston Academy, and West Roxbury High.

Program Evaluation

Annual summative evaluations are critical to the success of EXTRA ART. Evaluations combine participant interviews and program observations with assessment of key factors, such as goal/objective achievement, written feedback, and student attendance and participation. We also examine whether:

- Outreach and recruitment methods were successful in reaching the targeted (low-income and minority) audience;
- Staff were available to students and their families for questions and follow-up consultations;
- Improvement in students' skills, self-esteem, and portfolios occurred;
- EXTRA ART was a helpful and enjoyable experience for students and faculty.

To determine the effectiveness of EXTRA ART as a conduit to higher education and employment, we survey both students and their high school art teachers. The surveys and follow-up interviews allow us to measure the impact of EXTRA ART on student goals and achievements.

How the Hawkrige Foundation Can Help

EXTRA ART was developed to attract talented low-income and minority students to the visual arts, to encourage them to complete high school, to help several apply to college or vocational training for gratifying professional and creative careers in the arts economy.

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IMPACT EVALUATION

National High School Green Team Design Challenge

G. Overall Program Evaluation – The PD will work with Davis Square Research Associates (DSRA) to develop evaluation questions, data collection strategies, and timely reporting schedules. Evaluation methods will include qualitative and quantitative measures of performance, which are clearly related to program outcomes. The guiding evaluation questions will include:

- Did student learning meet national arts education standards? Did students’ appreciation, knowledge, understanding, and skills in design and sustainability change/improve?
- How do participating students view the role of the artist in society? How do their views differ from a comparison group of non-participating students? Did students’ career goals change as a result of their efforts in the project?
- What benefits did teachers derive from participation in the project? Do these benefits endure over time? How are the teacher's classroom practices affected, and do the teachers share their materials with other, non-participating teachers?

Sample and Method – The PD with DSRA will create/maintain a database of participant characteristics and performance measures. Data will provide the basis for the regression analyses to answer the evaluation questions above. Anticipated below is the data collection/analysis plan that will facilitate the evaluation questions:

Sample	Evidence of Outcomes	Comment
High School Students	<u>Cognitive</u> : self-report via surveys; <u>Attitudinal</u> : self-report via surveys, using standard, validated instruments for measuring attitude changes. <u>Behavioral</u> : self-report via surveys.	Surveys to be administered in change-over-time model. We will establish a comparison group, for between-groups analyses. The descriptive data of the sample along with degree of participation will provide independent variables for regression analyses with outcomes serving as dependent variables.

WHO WILL DO THE EVALUATION?

- **Internal Evaluation** – conducted by someone within your organization;
- **External Evaluation** – conducted by someone outside of your organization who is hired with grant funds.

Budget Template

Project Title

Estimated Budget

PERSONNEL

Project Director 0.? FTE

Administrative Assistant 0.? FTE

Benefits (25%)

Subtotal

NON-PERSONNEL

Consultants

Stipends

Postage

Design & Printing

Travel

Computer Supplies

Office Supplies

Outside Services

Evaluation

Subtotal

SUBTOTAL

OVERHEAD (10%)

TOTAL ESTIMATED BUDGET

Sample Budget #1

Opening Doors Through The Arts: The Arts Café

Estimated Budget

FY 2004

PERSONNEL

Project Director	0.50 FTE	32,000
Project Coordinator	0.50 FTE	30,096
Administrative Assistant	0.10 FTE	3,150
Benefits (25%)		<u>16,312</u>
Subtotal		81,558

NON-PERSONNEL

Consultants		
Autism Specialist		2,000
Evaluator		9,000
Facilitators	4.00 FTE	20,000
Feldenkreis Practitioner		5,000
Videographer		6,000
15 Support Staff for Adults with Autism		18,900
3 Research Assistants		5,880
7 Student Stipends		4,900
Materials and Supplies		8,770
Lunches/snacks		7,500
Year-End Commencement and Art Exhibit		<u>2,000</u>
Subtotal		89,950
SUBTOTAL		171,508
OVERHEAD (10%)		17,150
ESTIMATED TOTAL		188,658

Sample Budget #2

Invitational Symposium on Special Education Estimated Budget October 2005

PERSONNEL

Director - Center for Special Education		In-kind
Director - Center for Children, Family, Public Policy		In-kind
Director - Office of Urban Initiatives		In-kind
Project Coordinator	0.2 FTE for 8 months	8,000
Benefits (25%)		<u>2,000</u>
Subtotal		10,000

NON-PERSONNEL

Honoraria – Guest Speakers [20@ \$500]		10,000
Travel [20@ \$600]		12,000
Lodging [20@ 2 nights @ \$150/night]		12,000
Food:		
Dinners x 2 [20@ \$35 per person x 2 dinners]		1,400
Coffee, juice and bagels – morning session [40@ \$15 per person]		600
Lunch - afternoon session [40@ \$20 per person]		800
Conference location		3,000
Transcript production		1,000
Conference materials and photocopying (60 copies)		<u>3,000</u>

Subtotal 43,800

SUBTOTAL 53,800

OVERHEAD (10%) 5,380

TOTAL ESTIMATED BUDGET 59,180

Sample Budget #3

English Language Learners through the Arts

Estimated Budget

September 2011 – August 2012

PERSONNEL	
Co-Project Directors	6,000
Faculty	32,000
Benefits (7.65%)	<u>2,905</u>
Subtotal	40,905
NON-PERSONNEL	
Tuition	23,250
Room Rental	3,000
Stipends	1,000
Materials	600
Evaluation	<u>4,450</u>
Subtotal	32,300
SUBTOTAL	73,205
OVERHEAD (10%)	7,320
ESTIMATED TOTAL	80,525
BUDGET JUSTIFICATION (cost per participant = \$2,684)	

PERSONNEL

Co-Project Directors – based on course releases for two co-project directors; \$3,000 x2 = \$6,000.

Faculty – salary based on 10 faculty for 5 courses/cohort: \$3,200/faculty x 10 = \$32,000.

Benefits – Adjunct benefits calculated at 7.65% and does not include health or dental insurance.

NON-PERSONNEL

Tuition – \$150/course x 5 courses x 30 participants = \$22,500; 5 certificate completers to attend one additional course for teacher leaders: \$150/teacher x 5 teachers = \$750.

Room Rental – Room rental includes maintenance/security fees: \$200/day x 33 days = \$3,000.

Materials – consumable supplies estimated at \$20/participant x 30 participants = \$600;

Teacher Stipends: Stipends for 5 certificate completers to attend one additional course to become teacher leaders \$100/ teacher x 5 teachers \$500; 5 teacher leaders to attend retreat: \$100/teacher x 5 teachers=\$500.

Evaluation – Estimated at 6% of budget before overhead.

Sample Budget #4

**Educational Technology Leadership Institute & English Language Learners
Estimated Budget
FY 2008 – 2010**

PERSONNEL	FY2008	FY2009	FY2010	Total
Project Director 1.0FTE	72,000	73,440	74,900	220,340
Benefits (25%)	<u>18,000</u>	<u>18,360</u>	<u>18,725</u>	<u>55,085</u>
Subtotal	90,000	91,800	93,625	275,425
NON-PERSONNEL				
Consultants	10,000	6,000	2,000	18,000
Course Design	16,000	7,200		23,200
Content Development (video)	4,000	4,000	4,000	12,000
Course Materials	750	2,550	3,000	6,300
BPS Instructors	13,500	54,000	58,500	126,000
Tuition (\$160/credit)	9,600	9,600	9,600	28,800
Technology	5,000	1,500	16,000	22,500
Evaluation	<u>20,000</u>	<u>20,000</u>	<u>20,000</u>	<u>60,000</u>
Subtotal	78,850	104,850	113,100	296,800
SUBTOTAL	168,850	196,650	206,725	572,225
OVERHEAD (10%)	16,885	19,665	20,670	57,220
TOTAL ESTIMATED BUDGET	185,735	216,315	227,395	629,445

Estimated Revenue Sources

Pending				
Anonymous	100,000	100,000	100,000	300,000
Boston Public Schools	4,500	27,000	27,000	58,500
Other Foundations	81,500	89,500	85,000	256,000
Apple (In-Kind: iTunes University)			5,000	5,000
IBM (In Kind: Reading Companion)			10,000	10,000

Typical Components of a Grant Proposal

1. Introduction
2. Problem/Needs Statement
3. Goals & Objectives
4. Project Description
 - a. Project Methods/Activities
 - b. Targeted Audience/Geographic Focus
 - c. Key Personnel
 - d. Time Table
 - e. Organizational History and Qualifications
5. Evaluation Plan
6. Conclusion
7. Budget
8. Attachments:
 - a. 501(c)3 non-profit tax statement
 - b. Annual Report
 - c. Most recent Tax Audit
 - d. Key Personnel Resumes

Proposal Introduction

The Proposal Introduction should do the following:

1. Clearly identify the applying organization;
2. Thank the funder for past support;
3. Identify the project and the anticipated results/benefits;
4. Explain how the project is linked with the sponsor's priorities;
5. Identify the amount of money requested.

Conclusion

The conclusion should clearly identify:

1. The benefits of the proposed work;
2. How it is linked to the funder's priorities.

Sample Introduction & Conclusion #1

The Florence Gould Foundation French-American Scholarship Fund

Introduction

The Art Institute of Boston at Lesley University requests a grant of \$36,300 from the Florence Gould Foundation to establish the *Florence Gould French-American Scholarship Fund*. By establishing this Fund, the Art Institute of Boston (AIB) seeks to accomplish five important goals: 1) provide AIB students with an opportunity to advance their study of French art, French culture, and French language by living/studying in Paris; 2) support a robust cultural exchange between France and the United States by growing the numbers of students, both American and French, that benefit from study abroad; 3) expand the university's academic programs in France; 4) help students to develop a broader sense of global awareness and cultural literacy; 5) promote Franco-American amity and understanding.

Anticipated Outcomes

With a \$36,300 grant from The Florence Gould Foundation, Lesley University will create *The Florence Gould Foundation French/American Scholarship Fund*. AIB will award ten grants of \$3,000 to exchange students going to French academic institutions and offset expenses for faculty to travel to Paris to expand the study abroad programs. Gould scholarship recipients will provide the Foundation with a letter of appreciation outlining how the exchange experience has enriched their studies.

Sample Introduction & Conclusion #2

Foreign Language and Culture Programs

Introduction – Lesley University respectfully requests a grant of \$50,000 from the Ford Foundation to support the planning and development of curricular and co-curricular opportunities that will engage students in acquiring knowledge and skills of foreign languages and cultures. Lesley seeks to deepen the internationalization of its campus by expanding foreign language and culture offerings and increasing opportunities for study abroad. We would be honored to partner with the Ford Foundation, well known its long tradition of international philanthropy, for the proposed program expansions.

Funding from the Ford Foundation

Funding from the Ford Foundation will support a half-time International Program Coordinator (\$37,500 including benefits) who will strategically plan and develop our international initiative, so that after the period of the grant we will have broadened and deepened our foreign language and culture curriculum offerings and increased student opportunities for study abroad. The Program Developer will work with faculty across the University's five curricular areas: humanities, social sciences, education, human services, and the arts. Funding will also provide stipends for up to six faculty members (\$9,000 total) to travel and work with colleagues at institutions across the country and overseas who have been successful at establishing international exchanges or programs at their institutions. Thus, funding will support faculty to help develop and shape the new foreign language and international cultural opportunities at Lesley. At the end of the grant period, Lesley will sustain the International Program Coordinator position.

Appendices and Attachments

Most commonly requested appendices or attachments include:

- 501c3 tax letter
- Board of Trustees (with affiliations)
- Annual Report or Financial Audit
- Resumes for key project personnel
- Letters of support
- Newspaper articles
- Program brochures

Types of Private Foundations

Independent Foundations

- legal entities;
- formed with a corpus of money to be used for a variety of philanthropic purposes
- governed by a board of directors

Family Foundations

- legal entities;
- formed by an individual or a family for philanthropic purposes;
- governed by family members;
- provides the family tax advantages.

Corporate Foundations

- legal entities;
- formed by a business or corporation to: enhance the community where the business is located; earn a reputation of a good citizen or good neighbor;
- governed by a board of directors;
- encourage and support employee volunteerism;
- provides the corporation tax advantages.

Community Foundations

- legal entities;
- formed by wealthy community neighbors and corporations to improve the quality of life in their community.
- governed by community residents.
- only support non-profit organizations and projects within their community.

PRIVATE FUNDERS

Private Foundations

Coca Cola Scholars Foundation
Morgridge Family Foundation
First Literacy, Inc.
Agnes M. Lindsay Trust
MacDowell Colony

College Scholarships
Classroom Technology
Adult Literacy
Youth Activities; Scholarships
Writer/Artist Residencies

Corporate Foundations

Staples Foundation for Learning
CVS Caremark Charitable Trust
Liberty Mutual Foundation
3M Foundation

Education and Job Skills
Health & Arts for Children
Arts, Culture, Education
Arts, Culture, Education

Community Foundations

Cambridge Community Foundation
New Hampshire Charitable Foundation
Seattle Foundation
Idaho Community Foundation
New Teacher Community

Quality of Life in Cambridge
Quality of Life in Northern NH
Quality of Life in Seattle
Quality of Life across Idaho
K-12 education

Public Funding Sources

Federal Agencies: Mandated to fund projects in the area of their mission or based on specific directives from Congress

e.g. U.S. Department of Education
National Endowment for the Arts
National Endowment for the Humanities
National Science Foundation

State Agencies: Exist to promote the welfare of the inhabitants of a particular state

e.g. Department of Education
Department of Public Health
Massachusetts Cultural Council

Local Government Agencies: Exist to promote the welfare of the inhabitants of a particular city or town

e.g. Boston Cultural Council
Cambridge Arts Council

FUNDING RESOURCES

FOUNDATIONS

Foundation Center Online Directory

<http://foundationcenter.org>

Philanthropy News Digest/RFP Bulletin

<http://foundationcenter.org/pnd/rfp>

GOVERNMENT: Federal

Grant Announcements from all federal agencies

www.grants.gov

Agency for International Development

www.usaid.gov

Department of Commerce, Economic Development Agency

www.doc.gov/eda

Department of Education

www.ed.gov

Department of Housing and Urban Development

www.hud.gov

Department of Labor, Employment and Training

www.doleta.gov

Department of Health and Human Services

www.hhs.gov

Environmental Protection Agency

www.epa.gov/epahome/scitech.htm

National Endowment for the Arts

www.nea.gov

National Endowment for the Humanities

www.neh.gov

National Institute for Health

www.nih.gov

National Institute for Literacy

www.nifl.gov/nifl/grants_contracts.html

National Science Foundation

www.nsf.gov

GOVERNMENT: State and local

Massachusetts Department of Education

www.doe.mass.edu/

Massachusetts Cultural Council

www.massculturalcouncil.org/

Massachusetts Foundation for the Humanities

www.masshumanities.org/indexnew.html

Libraries for Grant seekers

Connecticut

Danbury Public Library
170 Main Street
Danbury, CT 06810
(203) 797-4527

Greenwich Public Library
101 West Putnam Avenue
Greenwich, CT 06830
(203) 622-7900

Hartford Public Library
500 Main Street
Hartford, CT 06103
(860) 695-6300

New Haven Free Library
133 Elm Street
New Haven, CT 06510
(203) 946-8130

Maine

Maine Grant Info Center
University of Southern Maine Library
314 Forrest Ave
Portland, ME 04104
(207) 780-5039

Massachusetts

Associated Grantmakers Library
294 Washington Street, Suite 840
Boston, MA 02108
(617) 426-2606

Boston Public Library
700 Boylston Street
Boston, MA 02117
(617) 536-5400

Western MA Funding Resource Center
65 Elliot Street
Springfield, MA 01101
(413) 732-3175

Worcester Public Library
Salem Square
Worcester, MA 01608
(508) 799-1655

New Hampshire

Concord County Library
45 Green Street
Concord, NH 03301
(603) 225-8670

Herbert H. Lamson Library
Plymouth State College
Plymouth, NH 03264
(603) 535-2258

Rhode Island

Providence Public Library
225 Washington Street
Providence, RI 02906
(401) 455-8088

Vermont

Vermont Department of Libraries
109 State Street
Montpelier, VT 05609
(802) 828-3268

Sample Foundation Directory Profile

Frank M. Barnard Foundation, Inc.

P.O. Box 2623, New London, NH 03257-2623

Contact: Eleanor W. Angoff, Pres.

Limitations: Giving primarily in MA.

Fields of Interest: Arts, Education, Human services

Geographic Focus: Massachusetts

Application Information: Application form required. Applicants should submit the following:

1. Timetable for implementation and evaluation of project
2. Statement of problem project will address
3. Brief history of organization and description of its mission
4. Copy of most recent annual report/audited financial statement/990
5. How project's results will be evaluated or measured
6. Descriptive literature about organization
7. Listing of board of directors, trustees, officers and other key people and their affiliations
8. Detailed description of project and amount of funding requested

Initial approach: Letter

Copies of proposal: 1

Deadline(s): Jan. through Apr. 30

Financial Data: Year ended 12/31/09:

Assets: \$1,325,838 (market value)

Expenditures: \$44,635

Total giving: \$3,000

Qualifying distributions: \$3,000

Giving activities include: \$3,000 for grants

Foundation Guidelines

Always read the guidelines thoroughly. They help you to determine:

- If your organization is eligibility to apply;
- If your program fits within their funding priorities;
- Important deadlines;
- Preferred approach:
 - Phone call;
 - Letter of inquiry;
 - Concept paper or preliminary proposal;
 - Full proposal;
- Contact information.

Lesley New Teacher Community

Call for Proposals

Do you need funding for:

- Classroom supplies for an innovative project?
- Books for a literature circle?
- Software to teach science in Spanish and English?
- Membership in a professional organization?
- Attending a conference or course?

The Lesley NTC offers mini-grants to support ideas you want to try in your classroom to help you grow as a teacher. To apply, send your proposal to Carol Winsor at cwinsor@lesley.edu with this information:

1. Your name, date of Lesley graduation, and the best way to contact you;
2. Where you teach and the grades/subjects you teach;
3. The purpose and/or objectives of the project;
4. How you will:
 - a. Assess the outcome of the project;
 - b. Use the outcome to inform your teaching;
5. The amount of your request, including a proposed budget.

The application deadline is May 6, 2011.

Because grant funding is limited, we accept applications up to \$300. The Lesley NTC Grant Committee will notify successful grant recipients within a month after application deadlines.

We look forward to receiving your proposal.

Grant Opportunities on lesleyalumni.org/grants

Program: Grants (Music Ed. for Children, College & Adult Students, & Instructors)

Agency: Mockingbird Foundation

Next Deadline: Aug 01, 2011

Supports music education, primarily for children. Projects may encourage expression in all musical Forms. Preference to projects for disadvantaged children 18 years or younger (those with low skills, income, with disabilities, and/or in foster care, and hospitals). May also target college students, instructors, or adult students. Awards (up to \$5,000) are for instruments; texts; materials; learning and performance space; and teachers. Inquiries accepted online. See <http://mbird.org/funding/> for details.

E-mail: grants@mbird.org.

Contact: Kristen Godard, Funding Director

60 Railroad Place, Suite 502

Saratoga Springs, NY 12866-3033

What to Do If Your Proposal Isn't Funded

If your proposal is not funded:

- Don't get discouraged!!
- Request feedback from the foundation;
- Use the feedback to improve your proposal;
- Consider your options:
 - Revise the proposal and resubmit to the same funder;
 - Revise the proposal and submit to a different funder;
 - Rethink and redesign the project.
- Don't give up. Persistence pays off.