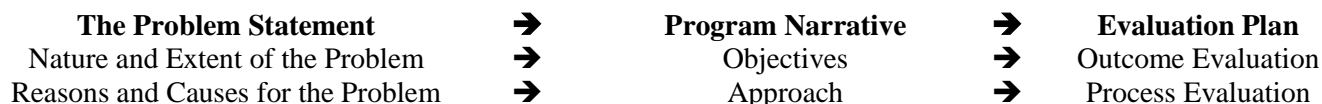


GRANTS PROGRAM, DIVISION FOR LEGAL AFFAIRS
SOUTH CAROLINA DEPARTMENT OF EDUCATION
PROGRAM PLANNING PACKET

The quality of your grant proposal/application depends entirely upon the quality of the program you have created or will create.

An effective program has three major elements: 1) an identified, real need; 2) goals, objectives, strategies, and activities that are directly connected to that need; and 3) an evaluation plan that assesses whether the project achieved its objectives and whether the project activities were implemented effectively. All elements must fit together to create a total program. All parts of a program and a grant narrative must work together to form a coherent whole, as is shown in the figure below.



The following questions will not only help you develop a thorough program, they will assist in the grant writing process. Please answer each question as thoroughly as possible. The logic model and some questions are derived from The Grantsmanship Center's Program Planning Matrix.

What staff member, office, and division will be responsible for the grant?

Contact Information:

What is the name of the project/program?

Who is serving on the grant writing team?

Identify your partners and their contact information:

I. The Problem Statement (Target population and Need)

- I.A.** Who will the program serve? This is called the target population. How many people will the project serve?

- I.B.** Describe this population and their issues/needs. Describe the situation as it is NOW. Remember to focus on your local service area.

- I.C.** How will the program address the identified need?

- I.D.** What are the causes of this problem? Why does the problem exist? The answers to these questions will help you develop strategies/activities to resolve the problem. Only address factors that your program will directly address. Do not overstate or over dramatize the situation.

- I.E.** List some recent statistics that demonstrate or confirm this need. Use current statistics, quotes from authorities, representatives of the target population, anecdotes, and professional research and sources. Remember to cite the source of the data. Focus on specific, local statistics, and use statewide or national statistics for comparative purposes.

- I.F.** What will happen if the need goes unaddressed?

- I.G.** Has anyone or any group in the area done anything in the last five years to address the problem? Did the effort work? Why or why not?

- I.H.** Has anyone from the target population been involved with the planning of this program? Why or why not?

- I.I.** How can you ensure that the target population will participate in the program?

II. Program Elements (objectives, strategies and activities, implementation timeline, management)

What changes do you plan to make in the problem? Be as specific as possible. These changes should become your objectives and give rise to your approach.

- II.A.** How will you know if the program has succeeded? How will you know that you have successfully made these changes and achieved your objectives?
- II.B.** What instrument will you use to demonstrate achievement or progress? (NTE, retention rates, SAT, etc.)? What will be the standard of success (10%, 20%, etc)? If the project covers more than one year, do you have interim benchmarks (5% the first year, 10% the second year, etc)? Whose performance will be measured? These questions will be essential when creating the outcome evaluation where you will assess how well you actually have achieved the objectives.
- II.C.** In one paragraph, provide an overview of how the program will work.
- II.D.** How many hours each week will the program operate? How many people will you serve on a daily and/or weekly basis?
- II.E.** Will the program be located in one site or multiple sites? Why?
- II.F.** What activities will the participants engage in on a daily and/or weekly basis?
- II.G.** Why did you select these particular activities? (Is there research stipulating that these activities are the best ones for this population? If so, cite the research).
- II.H.** Has this plan (or any of its elements) been tried before? Are you learning from the mistakes of others?
- II.I.** What are the most important “events” or activities in project? When will these events need to be implemented? Who will be responsible for implementing them? Are there events that will need to be implemented on an annual basis? In a chart, present these events (benchmark activity), date when each

event will first be implemented, who will be responsible for implementing each event, and the related objective for each activity/event. This chart is called a timeline (see page 8 of this document).

- II.J.** Where does the project fit into the organizational structure and strategic plan for your agency? Is this project vital to your mission? Why?

- II.K.** Are there elements to the program that other local organizations could address? Could or should you develop a partnership? If you have partners, explain the nature of the partnership. What will each organization contribute to the project? Why did you choose this particular partner? Will this organization benefit the project in the long run?

- II.L.** How many staff people (full-time, part-time, and volunteer) will be necessary to operate the program? Be sure to identify the number of staff in each category. What is the staff to participant ratio?

- II.M.** What credentials will you require for the staff members?

- II.N.** Will you require staff members to participate in any training or professional development? What kind? How often?

- II.O.** Will there be a person responsible for implementing/managing the entire project? This person is usually called the Project Director (PD). Describe what the PD will do daily, weekly, and monthly. If you are going to hire the PD, be sure to create a thorough job description.

- II.P.** Will the PD have an office? Where will it be located? Who will the PD report to?

- II.Q.** Will there be an advisory board for this project? Who will sit on it? How did you choose the members? How often will the board meet? What will be the board's responsibility regarding the project?

III. Evaluation Plan—Your evaluation plan must assess whether you have achieved the objectives you established for the project. This is referred to as the outcome evaluation. Refer to questions II.A. and II.B to refresh yourself on the objectives and intent of the program.

III.A. Who will be in charge of evaluating the project’s success? What are this person’s credentials for evaluating this (or any) project? Remember that the evaluator should NOT be someone intimately involved with implementing this project. That relationship can compromise the objectivity and results of the program you have worked so hard to implement.

III.B. What kinds of data will help determine if the project succeeded?

III.C. What data will you need to have before the project activities begin? This data is called baseline data. You will need baseline data to determine how far the participants have progressed.

III.D. As the project is underway, how often will you need to collect data to measure interim progress?

III.E. Who will review the interim data? Will there be interim reports created stemming from this interim data?

III.F. During the project, how will you know if the management of the project is effective? Will you interview staff? Interview participants? Keep attendance logs? Have “town meetings” about the project? Conduct satisfaction surveys? (Who will create these surveys?)

III.G. What will you do if the interim data reveals a problem with the project’s activities or implementation? How will you resolve or address problems?

III.H. At the end of the project, will you generate a report about the project? What kind of information will you include in the report? How will you share it with others? Who will you share it with?

III.I. Throughout the project, can you build a document, a Web site, a teacher’s manual, etc., that you can share with others? How will you inform the state or nation about your successes?

III.J. How will you continuously improve your program?

III.K. If the need is that great, and your project is effectively designed to address the need, how will you keep the program alive? How will you sustain the initiative beyond the funding available from this particular grant? Think in terms of the initiatives, partnerships, outreach, training, and standards.

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- IV. Budget**—How much money do you need to implement your program? Remember to round off to whole numbers (do not show cents: \$1,159 NOT \$1,159.00). Refer to the budget template on pages 10 and 11 of this packet when planning this section.
- IV.A.** The formulas for arriving at costs must be explained, and the costs must be reasonable.
Show total cost to run the program
Show contributed or in kind or cash match
Show requested funds
- IV.B.** What will it cost to run the program? This amount refers to the total program cost, not just what you are asking the grant to cover.
- IV.C.** Will any items or resources be donated or contributed? List each of these, the provider of the item or resource, and what it would cost if you had to pay for it. All of these items will be considered in-kind services. Include volunteer expenses and training as a separate category.
- IV.D.** Will there be any travel involved? Will you require or permit the PD to attend a national conference on the issue? How many people will be required to travel? How many miles?
- IV.E.** Are you hiring an outside evaluator?
- IV.F.** Will you send out mailings? Advertise the program through the newspaper? Radio? TV? Will you create a web site? Get informed estimates.
- IV.G.** What equipment will you need for the program? Scientific equipment? Desks, chairs, bookcases, computers?
- IV.H.** Does the grant require matching funds? Is it in-kind or money from another source?

Timeline of Activities and Management

Start Date–End Date	Activity/Strategy	Related Goal or Objective	Partner or Staff Member Responsible for Activity	Data to be Collected/When Collected

Chart of Objectives, Activities, Evaluation Measures, and Management

Objective:			
Activities/Strategies to achieve Objective and Goal	Start Date–End Date	Evaluation Data and Measures (evidence of accomplishment)	Persons Responsible for A. implementing activity and B. evaluating achievement
1.			
2.			
3.			
4.			
5.			
6.			
How will you show that these activities lead to the achievement of the goal?			

Budget Template

In the budget page, think of everything that you will need to operate an effective, efficient program---ideal number of staff, space, etc.

<i>Items listed below are for example only</i>	Total Cost	In kind or Match (what you already have)	Requested
Personnel			
Salaries: (include full-time and part-time folks that will work in the project) think of drivers, tutors, etc)			
Fringe Benefits (for f-t personnel, you must provide fringe benefits; usually multiply annual salary by 25-3-%)			
Total Personnel Costs			
Facility Expenses			
classroom and office space			
utilities			
maintenance (cleaning)			
Internet connection			
Total Facility Expenses			
Supplies			
office supplies (provide details such as \$20 per month x 12 months)			
workbooks			
arts & crafts supplies			
software			
classroom supplies			
Total Supplies			
Equipment			
desktop computers			
laptop computers			
printer			
scanner			
chairs			
digital camera			
Total Equipment			
Contractual			
Outside evaluator for program			
Experts we hire to come train our personnel			
Total Contractual			
Communications			
telephone			
long distance			
cellular phones			
postage			
Internet			
Total Communications			

Travel			
local travel (field trips? transportation for kids to and from their homes or school, for personnel to attend training or conferences---think of mileage, food, and hotels)			
Out of state travel (consider how many traveling, mileage, food, and hotels)			
Total Travel			
Other Expenses			
Total Other Expenses			
Total Non-Personnel Expenses			
Total Direct Costs (personnel and non-personnel expenses)			

Information Necessary for an Effective Credential-Summary Paragraph

Most federal grants have a section called “Personnel.” In this section, they want for each key person a paragraph that summarizes the person’s credentials to participate in this particular project. The following questions can help you generate the information appropriate to this paragraph.

Name :

1. What is this person’s role/job title in this project?
2. What will this person’s duties and responsibilities be for this project?
3. What is this person’s current job title (in the person’s regular professional position)?
4. In this position, what does this person do that specifically demonstrates his or her credentials for working on this project?
5. What other professional experience specifically related to this project does the person have?
6. What is this person’s educational background/specialty?
7. Identify any key publications or research projects (including grant projects) published or conducted by this person that demonstrate expertise for working on this project.
8. How many hours each week will this person spend working on this project?
9. Who will supervise this person’s work on this project?

Proposal Checklist

All Sections

- | | | |
|--|------------------------------|-----------------------------|
| <input type="checkbox"/> Do all sections of your proposal flow logically from one to the next? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <input type="checkbox"/> Do all sections sound as if one person wrote them? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <input type="checkbox"/> Are all sections without typographical and grammatical errors? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| <input type="checkbox"/> Have the directions been followed and all questions answered? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Proposal Abstract/Summary

- | | | |
|--|------------------------------|-----------------------------|
| • Does this one-page summary of your proposal clearly and concisely describe the | | |
| ○ Grant applicant and the applicant's credibility? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Needs assessment that you conducted? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Problem(s) identified through the needs assessment? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Purpose of the program/project? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Goals and objectives and how they are tied to the needs? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Innovation that this program/project represents? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Target population? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Key partners? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Amount of funds requested? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • Is the abstract/summary interesting? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Needs Statement

- | | | |
|---|------------------------------|-----------------------------|
| • Does the needs section of the proposal clearly | | |
| ○ Link your purpose and goal to the funder's purpose and goal? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Describe your target population? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Describe the needs assessment that you conducted? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Explain statistical data used to support the needs? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Cite the statistical data used? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Describe how the target population's needs compare statewide/
nationally to similar populations? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ State what will happen over time without intervention? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Describe what impacts your target population and exacerbates
the problem (e.g., poverty, low education attainment of parents)? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • Does this section make unsupported claims? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • Does this section make a compelling case for needed behavioral change? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Program Goals and Objectives

- | | | |
|---|------------------------------|-----------------------------|
| • Are goals general statements of desired changes in behavior? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • Are objectives SMART as defined: | | |
| ○ Are they specific rather than vague? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Are they measurable (quantifiable)? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Are they achievable during the grant period? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Are they relevant to the stated needs? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Are they time-specific so that success can be measured? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • Are the goals and objectives directly tied to the assessed needs? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| • Are the goals and objectives a reflection of the funder's purpose and goal? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Methods/Activities/Strategies

- | | | |
|--|------------------------------|-----------------------------|
| • Are the methods/activities/strategies clearly stated and | | |
| ○ Designed from evidence-based interventions? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| ○ Designed to achieve the goals and objectives? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

- Reveal extensive, appropriate project planning? YES NO
- Include a timeline and who will conduct each activity? YES NO
- Designed to reasonably achieve the program's goals and objectives during the grant period? YES NO

Evaluation Plan

- Was the evaluation plan written with input from the evaluator? YES NO
- Does the plan include
 - More than one method? YES NO
 - Periodic evaluation over the course of the program? YES NO
 - All elements necessary to prove whether or not the program is successful? YES NO
 - An explanation of any test instruments or questionnaires to be used? YES NO
 - Criteria of success? YES NO
 - A description of the process for gathering the data? YES NO
 - A statement about the evaluator and why that person was chosen? YES NO
 - A description of how the data will be analyzed? YES NO
 - A description of reports to be generated and how they will be used? YES NO

Management Plan

- Does the management plan
 - Clearly state all key program personnel, including consultants? YES NO
 - Clearly state why all key personnel were chosen? YES NO
 - Include a plan to select program participants? YES NO
 - Include an organization chart? YES NO
 - Include a reasonable amount of time dedicated to the program for each key personnel? YES NO
 - Include a description of adequate facilities to conduct this program? YES NO
 - Include credential paragraphs and/or resumes for key personnel? YES NO

Sustainability and Dissemination Plans

- Does the plan for sustainability
 - Include letters of commitment from partners to obtain future funding? YES NO
 - Clearly describe a plan to continue the program after the grant period? YES NO
- Does the plan for dissemination clearly describe how you will tell of your success? YES NO

Budget and Budget Narrative

- Does the budget clearly describe, in financial terms, all activities of the program? YES NO
- Does the budget include program income from other sources? YES NO
- Does the budget include formulas used in determining costs? YES NO
- Does your budget contain references to expenditures explained in the narrative? YES NO