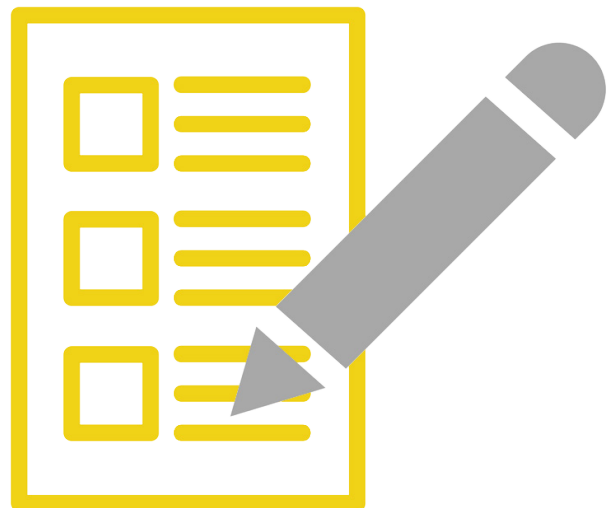


Program Design

Module 4 Workbook



Grant Writing Made Easy

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Introduction

Now that you understand how to represent your need and organization/self to funders, it's time to give them a clear, well-developed, and convincing program design. There is less research and direct persuasion in this section, but the strength of the program and its relationship to the need and your ability to address that need require an implicit argument that the program will solve or address the problem you identified in the statement of need.

Components of a Program Plan

1. Goals and Objectives

Goals are the long-term accomplishments or plans that you have for your work (like improving the lives of those in poverty) and objectives are the more finite, measurable outcomes like helping 100 unemployed secure full-time employment).

2. Strategies: Service/Advocacy/Product/Research Description

This section will likely take the most work, especially if you're developing a new project, revamping an old one, or finally capturing and justifying in writing all of the components of an existing program or research project.

3. Resources

What staff, materials, equipment, facilities, and other resources do you have to contribute to this program? What will you have to purchase? Who will you have to hire? What in-kind donations do you need to ask for?

4. A Descriptive and Memorable Program or Project Name

This name shouldn't be too long, should capture the essence of your work, and should describe what you do in your program. This only applies if you are not applying for general operating funds but for a specific program or project.

5. Your Competition

There are undoubtedly competitors or others doing something similar to what you're doing. What sets you apart from them? What do you do differently?

6. Potential Collaborators

Funders love collaboration. The more brains, the more hands, and the more resources, the bet-

ter. Who else might you work with to bring this program to life and what do they offer to the program?

7. Program Promotion Strategies

How will you find clients, participants, people to serve? Will you have outreach workers in the community, advertise on social media, connect with stakeholders in the community by email? What arguments will you use to persuade them to support your cause?

8. Program Pilot and Launch

What steps do you need to take to make the program happen? What will you do when?

9. Program Sustainability

How will you financially sustain the program after the funder's support runs out? Will you seek other grant awards, create a membership fee, seek out major donors?

10. Program Evaluation

What metrics will you use to evaluate whether the program is succeeding and has succeeded at the end?

11. Grant Award Promotion Plan

Once the funder supports your work, what will you do to promote them to the community? Will you issue a press release, announce it on social media, list them as a sponsor at an event?

Notes

Goals and Objectives

Goals are the long-term accomplishments or plans that you have for your organization (like improving the lives of those in poverty) and objectives are the more finite, measurable outcomes. If you are applying for a grant that is for restricted funds (for a specific program or project), before diving into your goals for this program/project, think about how those goals fit in with the bigger goals and mission for your organization or research beyond the life of this project or grant application. You also need to make sure your goals for this specific project or program align with your funder's values. At this point, I'm sure you would only apply with a grantmaker that does align with your values, so in this section, just make sure you make it clear that your goals align with theirs through your language.

Here are some sample goals for an environmental advocacy organization in Oklahoma:

1. Help end the thousands of earthquakes Oklahoma has each year as a result of wastewater injection and fracking.
2. Help revitalize the pollinators that have died by the millions over the last 10 years.
3. Change how Oklahomans think of their relationship with nature so they are less likely to support policies, industries, and daily practices that make life on Earth less sustainable.

These goals are broad in their scope but specific in their desired result. There are many ways in which these goals can be accomplished. In the box below, list your own long-term goals and then we'll get specific about smaller goals for the project for which you're requesting funding.

Step 1: Clearly Define Your Long-term Goals


What are your top three professional, research, or organizational goals for the next 5 years?

Step 2: Clearly Define Your Goals for this Program or Project

Now think about the top three goals for the particular project you're focusing on for this grant. What are they and how do they lead to or support your long term goals?

Here are some sample goals that would help us reach #1 on our sample long-term goals list:

1. Secure a moratorium on the construction of new wastewater injection wells in Oklahoma.
2. Stop all wastewater being imported from Texas and Arkansas and injected into our ground.
3. Shut down all wastewater injection wells within a 100-mile radius of earthquake epicenters.



Step 3: Transform your Goals into Objectives with Tangible Outcomes

To transform these short-term goals into achievable objectives, make them SMART, which stands for Specific, Measurable, Attainable, Relevant, and Time-Bound. Here's an example using #3 from our sample goals list.

Specific Secure the closure of wastewater injection wells that cause earthquakes in OK.

Measurable This adds up to the closure of 5,000 wastewater injection wells.

Attainable Only wells within a 100-mile radius of areas where more than 100 earthquakes have originated in the last 3 years.

Relevant Earthquakes have increased by 8,000 annually over the last three years.

Time-bound Half will be shut down by the end of 2017 and all wells closed by the end of 2018.

Now transform your own goals into objectives.

1.
Specific _____

Measurable _____

Attainable _____

Relevant _____

Time-bound _____

2.
Specific _____

Measurable _____

Attainable _____

Relevant _____

Time-bound _____

3.
Specific _____

Measurable _____

Attainable _____

Relevant _____

Time-bound _____

Step 4: Condense Each of Your 3 SMART Objectives

Take each part of your SMART objectives and condense each into a sentence or two.

Strategies

Strategies are the means by which you will accomplish your objectives.

For example, to stop operations on wastewater injection wells throughout Oklahoma, my organization will need to take a multi-pronged approach. The same goes for most organizations or individuals. Whether you're trying to sell a product, provide a service, or contribute to a body of research, you will need use more than one strategy to do so. Think back to when we talked about primary research in Module 3: I offered multiple ways to do research, including surveys, individual interviews, and focus groups. For building a nonprofit service or advocacy project, that diversity of approach looks more like this:

1. Lobby Oklahoma legislators regarding a piece of legislation that would promote the closure of wastewater injection wells.
2. File a lawsuit in federal court that sues the Oklahoma Corporation Commission for lack of action on shutting down wells that have proven to cause earthquakes.
3. Permeate Oklahoma media with anti-wastewater injection well messages.

Step 1: Define your Primary Strategies

List your 3-5 primary strategies for accomplishing each of your objectives.

Step 2: List your Secondary Strategies or Tasks

List any strategies you'll need to implement in order to be able to make your other strategies work.



Step 3: Check for Gaps

Now go back and double check your primary and secondary strategies. Is there anything you're missing? Think about the sequential steps of making a peanut butter sandwich. If I were to enumerate each step, it would look like this.

1. Go in the kitchen.
2. Open the cupboard.
3. Take out a plate.
4. Take out the bread.
5. Open the bread bag.
6. Pull out two pieces of bread and place them on the plate.
7. Open the utensil drawer.
8. Take out a knife. (And so on.)

You can see how every single step is enumerated. Writing this:

1. Get some bread.
2. Put peanut butter on the bread.
3. Eat the sandwich.

leaves out many interim tasks. That's what you don't want you to do. So go back through your strategies and steps. Make sure there are no gaps. If you find some, fill them in. If you have no way to do so with your existing resources or resources you would get through the grant, you might rethink that strategy or consider external resources you need to gather in order to do so.



Step 4: Provide Evidence

Finally, look at the major objectives and the strategies you've outlined to accomplish them. How do you know these strategies will accomplish these objectives? Do you have evidence from your previous work? Have you done some benchmarking of other programs? Is it based on sound economic or political or even social theory? Use the skills you developed in Module 3 to explain how each strategy will accomplish your goal.

For example, I might provide evidence of similar actions (lawsuits, public outreach, and lobbying) in Denton, Texas that led to a moratorium on wastewater injection wells in the city. I would provide this example with enough detail to draw similarities between the two approaches or show how I will incorporate lessons learned from that case. Nothing is ever guaranteed to succeed, but it's worthwhile to demonstrate to funders that you have well-reasoned strategies.

Provide evidence that your strategies will achieve your goals and objectives.



Step 5: Explain How You Will Overcome Obstacles

Explain what obstacles are possible and how you have dealt with them successfully in the past.



Resources

This section should be easy to complete after figuring out the primary and secondary strategies you will use to achieve your goals.

For example, because our organization needs to do outreach, I need a communications director. That might mean I hire someone new or pay someone who currently works with me to take on new responsibilities. Human power is a resource.

I also know I'll need a budget for social media advertising, television ads, and printing costs for flyers. Materials are a resource.

There are many types of resources, so just go back through your previous list of strategies and look for anything that requires time, money, equipment, or supplies to achieve.

Then identify whether you already have those resources, will need money from your funder to purchase the resources, or have someone on your board or volunteer list who can make an in-kind donation to provide that service for you.

Step 1: Resources You Have to Commit to the Project

Step 2: List All Resources You Need to Acquire for the Project

These can either be resources that you will acquire through this grant funding or through other funders.

Program Name

The name of your program isn't terribly important in the greater scheme of your proposal, but creating a memorable name certainly can't hurt for public relations purposes. Also, if your name is both descriptive of your project and interesting enough to grab funders' attention, it may help with their recall about the details of your project after their initial review of your proposal.

Here are the characteristics you should use to create your name:

1. The purpose of your program.
2. The primary strategy of your program.
3. Who is involved with or will be served by your program. This may be a geographic location, demographic group, or field.

This does not mean you need to have a long name that thoroughly describes each aspect of your project. Here are some examples of projects funded by the National Endowment for the Arts Our Town grant. They have creative, colorful, and descriptive names for their projects, which are "creative placemaking" projects that "strategically link communities and local governments with artists, designers, and arts organizations to improve quality of life, create a sense of place, and revitalize local economies." Not all project titles need to be as artful as some of these, but this will help you think outside of the box. Brief descriptions of their project vision are included for context. To see more, visit the Our Town showcase page.

1. **Confluence of Time and Space:** a sustainable public art project that would enhance the landscape and character of the apartment complex, while simultaneously drawing inspiration from the history of the community, geography, and climate.
2. **Grant Street Global Voices:** As most of Buffalo's refugee and immigrant communities settle there, Young Audiences of Western New York (Young Audiences) thought it was important to bring together long term and new residents, business owners, school age students, college students, and visitors to give them opportunities to understand each other and celebrate the changing nature of the Grant Street corridor.
3. **Seniors Partnering with Artists Citywide:** To address these two disparate needs simultaneously, the New York City Department of Cultural Affairs (DCA) and DFTA launched Seniors Partner-

ing with Artists Citywide (SPARC), which would serve as an artist-in-residency program where the residency would be located within a senior center.

4. Creative Capital Hub Project: In order to improve usage and change how people saw the transit center, the city worked with local business and arts community leaders to imagine the space's potential. This group adopted a two-part strategy, organizing a series of arts-based events that brought together many in the city's design, arts, and business communities and creating a long-term masterplan for the area.

Step 1: Draft Project Names

Start by listing the purpose, strategy, and beneficiaries of your project in one or two words each. Then get as creative as you can without straying from the main idea of your project.



Step 2: Revise and Refine

Pick your top 3-5 names and run them by a few people. Work on any further revisions and write your final version here.



Your Competition

You undoubtedly have competitors or other researchers or organizations doing something similar to what you're doing or proposing to do. If you don't already know who they are, do some research. You need to show awareness of others doing similar work in your proposal so that you can explain how what you do is different. Do your research online using the Boolean search strategies you learned in Module 3.

Step 1: Find Your Competition

Who are they? Where are they? What exactly do they do?

Step 2: Explain How You Are Different

What sets you apart from them, e.g. quality, strategy, scope, population? How is your work different and how will it fill a gap in research, service, etc.?

Potential Collaborators or Partners

It's no secret that funders love it when organizations collaborate or partner up on a program. It demonstrates that the issue you're working on has not only organizational support but a clear need in your community.

Collaborators and partners can contribute tremendously to a program, helping you take on tasks and scale your work to a level that would have been out of your reach otherwise. There might also be grants that you or your organization alone don't qualify for, but you can bring in someone you have a good relationship with and who does qualify.

Ultimately, grantmakers see this collaboration as a greater service to the community than multiple organizations working separately towards the same or similar goals. Funding collaborative efforts is also a means for grantmakers to have greater impact with one pot of money.

It's also no secret that collaboration takes work, and if partners aren't all on the same page, things can go awry. This is not meant to discourage collaboration, but to encourage careful selection and development of a system for collaboration that will set your work together up for success. Because people often have difficulty distinguishing between different categories of collaborators, I've laid it all out here for you.

Partners

When you work with a partner, one of you will be the lead applicant, and the others will be listed as partners or collaborators, depending on how extensive you want the relationship to be. If you want an extensive relationship in which everyone is contributing significant time and resources—time and resources that need to be paid for by the grant—you may want to pursue the arrangement as a partnership in which everyone involved is listed in the grant. In this case, you should all be splitting the work in somewhat equal measure, all in effort to achieve a common goal.

A nonprofit example of this would be a partnership on a grant meant to help low-income mothers overcome educational, workforce, and interpersonal barriers to success. The lead organization has a GED program and technical job training services program. The partner organization offers life skills education and family counseling. Together, they can offer a well-rounded program that helps mothers improve various aspects of their lives. These partners will want to establish Memorandums of Understanding regarding how they will work together, how they will

be compensated (if applicable), and what tasks each partner will assume.

An academic example would be a grant on improving university educational experiences for Appalachians. The project involves doing interviews with Appalachian high school and college students, teachers, and other community members, creating a video documentary, growing Appalachian student communities of support on university campuses, and writing research articles. One partner or co-investigator, in academic terms, might be skilled in research and writing; another might be experienced with doing video production, post-production, and teaching digital media; and another might be talented at building student coalitions and excitement about causes on campus. It's likely these three will have many overlapping tasks and will support each other in completing each of the tasks as a team, but each might take a leading role in developing and implementing portions of this project.

In this academic scenario, you might also work with less active partners or co-investigators/primary investigators who head up the departments or programs you're working under as an academic unit. (This is just about how the money flows!)

Collaborators and Supporters

Collaborators and supporters are less involved than partners but are still important. They may or may not work under a Memorandum of Understanding, but if they don't, they should certainly provide a letter of support for the grant. For example, I work as a collaborator on technical assistance grants for some organizations. They select me as a grant writing consultant and build my compensation into the technical assistance budget. They might also add me into a grant as someone who provides communications and marketing assistance for a program. However, I am not listed as a "partner," but as a contractor.

The same may go for other organizations in the community who donate small amounts of in-kind contributions. For example, in the previous Appalachian program example, the local PBS station may write a letter of support for the project with a promise to share the produced video on their website, which will provide thousands more views than simply placing the video on the academic program's site. There might also be an organization that writes a letter of support and agrees to allow the organization to interview their staff and board of directors.

Matching Funders

Another even more removed form of working with someone is securing matching funds from them. As we learned in Module 1, matching funders provide a percentage of funds to match the funds awarded by another, often larger grant. These funders are usually less involved in the im-

plementation of a project, but they may choose to support you in the planning of the program to ensure it gets supported both by them and the other grantmaker.

Step 1: Identify Needs or Gaps in Your Capacity or Capability

What are the gaps that you don't think you can fill on your own, even with the grant funding? For example, if you are writing for an environmental advocacy organization that focuses on solar energy, do you need to collaborate with an organization that is knowledgeable and has contacts in the wind energy industry to do a comprehensive renewable energy campaign?

Step 2: Identify Potential Partners or Collaborators

Who might you work with to fill this gap (who shares your vision, values, mission, or has parallel strategies)? How will they contribute to the program? What benefits would they receive from working together? Brainstorm and revise here for your proposal draft.

Promotion Strategies

In order to have participants, members, or clients for your program, you have to promote it. Unless you're strictly doing research that doesn't involve humans, you need people to make it go.

So whether you're running an environmental campaign against wastewater injection wells; providing low-income mothers with educational, job, and counseling services; or researching Appalachian students' pathways to college, you have to reach out to people who will participate in and benefit from your work.

With that audience in mind, carefully think about both the content, medium of transmission, and site of transmission for any promotional materials.

Content

Make sure the language, sentence structure, and concepts are accessible and appealing to your audience. Once you write a draft, test it with some people who match your target audience. Check for comprehension, emotional reaction, and reported likelihood of participating. Content will also be dictated by the medium you choose.

Medium

Consider what type of materials your target audience is likely to watch, hear, or read. What sources are valuable and credible to them? For example, are you targeting people under the age of 25? You might find them relying on Snapchat, Twitter, Periscope, or Instagram for news or to follow their favorite causes and issues. Are you targeting people over the age of 45? They're more likely to be on Facebook than the other social media platforms. Consider more than age. Go back to your demographic description in the Module 3 workbook and reflect on other factors that influence what medium people prefer.

And this is not just about social media advertising, it's about other forms as well. Posters and rack cards are coming back after being passé for some time. There are so many mediums to consider: billboards, mailers, radio ads, television ads, visits and speeches at other organizations or events, tabling at events, word-of-mouth, op-eds in local newspapers, email campaigns, and more. Making a lucrative choice of medium really depends on knowing your audience well and knowing what kinds of media they respond to.

Site

Think about where your people are. If you need to recruit college students, don't hang flyers in the most expensive shops or restaurants in town. Target places students frequent. I know this seems obvious, but it's important to plan ahead, make lists, and be a strategic steward of your resources.

Step 1: Consider which Types of Media Appeal to Your Target Audience

List your 3-6 forms of media that you know your audience uses or are exposed to every day. Research which are most appealing to that demographic, which have the highest conversion rates. Make notes on any other strategies you can find related to successful marketing strategies for each. Even if you don't get this detailed in the grant proposal, remember that you will likely have to start recruiting right after you get the grant because the award period demands it.




Step 2: Decide on Your Sites of Distribution

List where you will place the media. Which newspapers, radio stations, news channels? Which businesses will you post posters or place rack cards in? Which events can you table at? Which classes or events can you speak at? If you're using social media, think about how you can "find" your audience within the vast sea that on that social media platform. I highly recommend using Facebook Power Editor and Ads Manager to create meticulously targeted ads that will get high conversion rates. Some internet research can help you with this. I recommend two gurus on FB ads: Amy Porterfield and Claire Pelletreau. They both have free guides and podcasts on the topic.



Step 3: Tailor Your Message to Each Medium

An op-ed is vastly different from a Twitter post, and not just in length—in tone, content, and context as well. If you're not sure how to communicate in your target medium, do some research of similar accounts or campaigns/programs. Notice what works for them. Start brainstorming the kinds of messages you would craft in these mediums. They don't need to be fully formed at this point, but you should have an idea of what you will focus on and what strategies you will use to clearly communicate in the grant proposal.



Program Pilot and Launch

This section should represent your overall strategies at a smaller scale if you're piloting them or provide complete strategies for building up to a successful launch.

That build up could include strategic planning sessions with your board; finishing up other programs before launching a new one; building capacity by hiring new staff; purchasing equipment or materials; preparing a new curriculum or program materials; designing your workflow, procedures manual, or standard work documents for the program; building excitement for the launch in the community; and holding a series of partner meetings and planning events.

Step 1: Brainstorm Everything that has to Occur **Before** a Successful Launch



Step 2: Describe How You Will Pilot Your Program

Some grants request or require a pilot period. This might be part of the main grant period or a separate one. Brainstorm how you could launch on a small scale with the resources you have or will be given for a pilot by the funder.

Program Sustainability

After the first year of your program, how will you sustain and even build your program? This is both about financial sustainability and growth of the scope or scale of the program. If this is a one-off project, you won't need to write about this in the proposal.

To get super specific about the resources you'll need to sustain and grow the program, you'll have to create a budget, which we haven't done yet. (But you can look forward to it in Module 5!) However, you should be able to consider what kind of funding model you'll use in the future. Can you rely on memberships? Donors from fundraising events or direct mailings? Other grants? From whom will you request funding? Can you charge enough for your services to cover part of your expenses?

There are many more financial models than relying on grants alone, and in fact, grantmakers want to see that you have more than grants. So beyond just listing other grantmakers, think about how your program could create self-sustaining demand through. Funders want to see long-term impact that they can say they contributed to. Make sure you give that to them when appropriate.

Identify Future Sources of Revenue for the Program



Program Evaluation

This task harkens back to the goals and objectives you set for your program at the beginning of this workbook. Remember the SMART objectives you created there? Now you have to explain how you will track and measure whether your program has accomplished them. Pull those objectives up; they should have specific dates and, as often as tenable, quantifiable outcomes. There is always a starting point for measuring the outcomes of a grant, whether you're seeking funding for an existing program or a new one.

Let's use the example of a program that supports low-income mothers. If you stated in your grant application that one of your objectives is to help increase average hourly wages for the low-income mothers you serve in Miami, Florida from \$9 per hour to \$12 per hour by the end of your grant award period, then you need to:

1. Make sure when the grant period begins that it is still \$9.
2. Track average wages of your participants each month by doing regular email, phone call, or in-person check-ins with each of your program participants.
3. You might estimate that it will take several months for this increase to begin as the program gets off the ground, and mothers begin to take classes, get new certifications, get help with job searching, resume writing, and interview practice through your program.
4. Set a combined set of outcome measurements. For example, if your ultimate goal is to get to \$12 per hour, you can say this is an ideal goal, but you can also count success as reaching 50% of that goal, helping participants get to \$10 an hour, with participants reporting they are in more lucrative jobs that offer opportunities for advancement, benefits, or some other improvement over their last job. So you should be measuring and monitoring various elements of your efforts. You could even measure attitudes and feelings of self-efficacy among participants with surveys and interviews, counting positive changes in beliefs and attitudes as programmatic successes.
5. Even if you don't accomplish your objectives, as long as you did what you said you would do and explain what you learned and why you fell short, grantmakers are not going to ask for their money back. They understand the value of effort, attempts at innovation, and failure. This is part of learning and developing new programs or doing new research. So don't let it intimidate you!

Explain How Will You Measure the Success of your Program

Explain how you will evaluate before, during, and after the program or grant period is over. What outcomes do you want to hit at each stage and how will you measure them? Be specific by including specific outcomes with integers and not percentages. Will you use surveys, interviews, statistics tracking changes in results, behaviors, or beliefs for participants? Will you evaluate policy changes related to your work? Growth of membership?

Grant Award Promotion Plan

Most grantmakers will want you to acknowledge the award publicly. This is probably the easiest component of your program plan. As long as you acknowledge the grant award and your funders generously in your primary publicity channels, they will be happy.

Here are a few methods of promotion common among grant awardees:

1. A story about their contribution and how it will impact your organization in your newsletter
2. The same but on your organization's website or blog
3. Social media sharing of that story
4. Images of your participants benefiting from the grant on your social media and website
5. A press release announcing award sent to local media
6. Inclusion of the grantmaker's logo on a fundraising event banner and program and mention in fundraiser list in any event speech

Design your Promotional Tactics

Explain to funders how you will promote their contribution. Keep it simple and list multiple specific ways you will do so.

Congrats!

You've made it through Module 4 and now have an incredible program designed! Next, we're on to logic models and budgets. Bask in the feeling of accomplishment! Compile all that you've written here in a Word document with section headings. Save it and know that you'll come back to it later when you're ready to revise the entire application.

You can also use the peer review sheets to get feedback on your program design from other members in the course. Just go on the FB group and see if anyone is interested in exchanging writing. And it doesn't have to be just for this section. You can review whatever is most convenient for that person as they review your program design.

See you in the next module!

Notes, Ideas, Plans