Breaking Down the Proposal Process: Part I

Office of Research and Sponsored Programs
The University of Tennessee at Martin
100 Hall Moody Administration Building
Martin, TN 38238
(731) 881-7015
orsp@utm.edu
So, you have a potential funder in mind…. What is next?

• Writing a successful proposal includes paying close attention to each element in response to the RFP (Request for Proposal)

• Develop a specific, meaningful, actionable plan for what you want to do and why you want to do it

• Funders repeatedly receive proposals that do not provide the information requested in the place it is supposed to be

• Make your request crystal clear and demonstrate how your project fits perfectly within the funders’ priorities
Tips on Preparing to Write A Successful Proposal

• Read a successful (funded) proposal
• Talk to colleagues or organizational partners about grants they have been awarded
• Build a relationship with the funder (call or email questions to the grant officer)
• Understand the elements of an RFP
Proposal Components

A complete proposal consists of:

1. Proposal Abstract/Summary
2. Introduction
3. Statement of Needs
4. Statement of Purpose: Goals and Objectives
5. Project Design/Methods
6. Management Plan
7. Evaluation Plan
8. Dissemination Plan
9. Sustainability Plan
10. Budget, Narrative, Justification
Proposal Abstract/Summary

Written last after you have fully developed plan!

Clearly and concisely summarizes the request at the beginning of the proposal

Articulates the purpose, objectives, need, success measures, and results

Think of this as the published description of your project
Proposal Abstract/Summary

Reviewers use to gain initial perspective of the key concepts of the proposal, so this is a crucial section!

The abstract should answer the following questions:

- What are you going to do?
- Who are you seeking to serve?
- Where are they?
- Why is it important?
- How much will it cost?
Introduction

- Share as much relevant information as you can about your infrastructure, history, mission, experience, etc.
- Clearly establish applicant and their agency purposes and goals
- Describe applicant’s programs and activities
- Provide evidence of applicant’s accomplishments with supporting statistics and data
- Offer quotes and endorsements in support of accomplishments
- Leads logically to the statement of needs
Statement of Needs

- This part of the proposal addresses why your idea is important
- Funders do not fund the *what* but the *why*
- Focus on the beneficiary or the people you serve
- Emphasize the urgency
- Should have statistics, expert views, trends, and other evidence to support the needs
Statement of Needs: Elements

- Learn the funder’s agenda
- Identify the main problem
- Use data and trends
- Paint a picture
- Solve the problem
Statement of Purpose: Goals and Objectives

This section of your proposal describes what your organization hopes to accomplish with your project (goals). It also spells out the specific results or outcomes you plan to achieve (objectives).

The goal of your grant proposal is a broad statement of what your project hopes to accomplish.

Goals should be:

- Visionary and insightful
- General intentions
- Intangible
- Abstract
- Difficult to quantify
Statement of Purpose: Goals and Objectives

Objectives of the grant proposal are the steps towards achieving the goal of the proposal.

Important items to consider when writing your objectives:

- Use quantifiable terms
- Write as outcome rather than process
- Should clearly define the result of the activity
- Should target audience or community
- Must be realistic and achieved within time period of the grant proposal

Tips:

- Tie your goals and objectives directly to your need statement
- Include all relevant groups and individuals in your target population
- Allow plenty of time to accomplish the objectives
- Figure out how you will measure and budget for the evaluation
Description of what you are doing, with whom, where, and when

Presents a reasonable scope of activities that can be conducted within the time and with the resources of the program

DO: Connect to the Objectives, Provide Examples, Demonstrate Cost-Effectiveness

DON’T: Assume things and Forget about Your Audience
Project Design/Methods

What are Inputs, Outputs, Outcomes and Impact?

The Logic Model Approach

- **INPUTS**
  - Resources dedicated to or consumed by the project
  - Usually a NOUN: staff, facilities, money, time...

- **ACTIVITIES**
  - What the project does with inputs to fulfill its mission
  - Usually a GERUND: a verb in its “-ing” form, such as assessing, enabling, reviewing...

- **OUTPUTS**
  - The volume of work accomplished by the project
  - Usually a QUANTITY: the number of projects, the number of case studies...

- **OUTCOMES**
  - Benefits or changes for participants during or after project activities
  - Usually a CHANGE: better projects, increased skills...

- **IMPACT**
  - The long term consequences of the intervention
  - A fundamental CHANGE intended or unintended in a system or society

<table>
<thead>
<tr>
<th>Your Planned Work</th>
<th>Your Intended Results</th>
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Derived from the Kellogg Logic model

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<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent LMS learning system</td>
<td>Establish framework for routine and effective contact for rural HS students</td>
<td>The number of students who participate in the college and career readiness program</td>
<td>Students complete courses and activities to increase college and career preparation</td>
<td>Increased number of rural students served by direct student services</td>
</tr>
<tr>
<td>Established and reliable outreach technology</td>
<td>Employ in-school counselors to provide daily, consistent assistance and resources for post-secondary options and topics</td>
<td>The number of students assisted by the in-house counselors</td>
<td>Students develop financial literacy skills to better make postsecondary decisions</td>
<td>Increase of annual enrollment rate of rural students</td>
</tr>
<tr>
<td>Partners: Office of Career Planning and Development, Office of Admissions, Office of Online Educational Outreach, county school systems, Ayers Foundation</td>
<td>Develop and implement programming to provide postsecondary information</td>
<td>The number of students who complete five online modules of the college and career readiness (CPP1)</td>
<td>Students apply to a variety of postsecondary options</td>
<td>Increased number of rural students who obtain a paid internship, apprenticeship, or employment</td>
</tr>
<tr>
<td>Career planning and development programming, tools, and resources</td>
<td>Build outreach team to connect HS students with college/career resources and activities</td>
<td>The number of students who complete applications for postsecondary options</td>
<td>Students master online platforms with increased confidence and skills in technology (CPP1)</td>
<td>Enhanced regional education attainment</td>
</tr>
<tr>
<td>Institutional fiscal stability</td>
<td>Provide access to online learning platform for postsecondary</td>
<td></td>
<td>Enhanced and expanded use of existing software and online platforms (CPP1)</td>
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*Logic Model for Eustace UTin RPED Grant Project*
Questions?

Contact the ORSP!
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