Beginning Grant Writing Workshop
Project and Evaluation Plans

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Project Coordinator
University of Missouri
July 1, 2020

Please take the poll as you wait.
Housekeeping

• Reminders
  • Materials, assignments, additional resources at https://foodsecurity.missouri.edu/power-up/power-up-your-pantry-beginning-grant-writing-workshop/
  • Facebook page at https://www.facebook.com/powerupyourpantry/
  • Roll Call: Please type your name and food pantry in the chat

Funding provided in part by the Missouri Foundation for Health. Project Planning Form from Imagine! (imaginecolorado.org). Timeline from the Community Tool Box, University of Kansas Center for Community Health and Development.
• Wednesday, July 8, Noon-1pm: Office Hours, topic to be announced (use regular webinar link)
• Friday, July 10, 12pm: Competitive Award applications due
  • All homework except Grant Search homework due
• Wednesday, July 15, Noon-1pm:
  • Grant Writing Discussion and Town Hall
  • Grant Search homework assignment due
• Friday, July 17: Awards Announced (Subject to change)
Review of Webinar #3 and Homework Assignment

- Understand the basic parts of a grant budget
- Understand what is involved in writing a budget narrative
- Give consideration to what happens after you receive a grant
- Create a budget and budget narrative for the $1,000 Competitive Award
Breakout

• Quick, 10 minute discussion about the homework assignment
  • Introductions
  • General or specific comments about the homework
  • Was it helpful?
  • What worked? What didn’t work?
  • What do you still have questions about?

• Quick, 5 minute report-out to the whole group

• I will call on people if needed
Report-out plus Additional Homework Feedback

• Supporting documents – to include or not to include?
  • Can be okay if there is room for additional information or attachments
• Include details, but not too many details
  • Size of your refrigerator or freezer, units per case, how many people served and for how long
  • Where you got your bid/price – okay to name names
  • Be concise
• Formatting – make it easy to read
  • Use headings and put each response under each heading
Today’s Objectives

• Become aware of the role of project and evaluation plans in grant writing
• Understand the parts of project and evaluation plans
• Look at actual project and evaluation plans
Role of Project and Evaluation Plans

• Describe, in detail, the specifics of your project and how you plan to measure success
• Used for both the grant application and grant reports
• For the funder’s benefit
  • Helps them clearly see your plan
  • Provides a template for tracking your progress
• For your benefit
  • Helps you clearly define the important steps of your project
  • Provides a template for tracking your progress (if you use it!)
The Main Parts

- Project and evaluation plans describe the following:
  - What you want to do, big picture (Goal)
  - The measurable changes you expect to achieve (Outcomes or Objectives)
  - The things you intend to do to meet your objectives (Activities)
  - When you plan to do your activities (Timeline)
  - Who will do your activities (Key Staff)
  - How you will know when your objectives are met (Evaluation)
An Example Plan

• What you want to do, big picture (Goal)

The goal of our project is to ensure that children in our service area have access to nutritious lunches and reading improvement opportunities during the summer months.

• The measurable changes you expect to achieve (Outcomes or Objectives)

We expect to reach at least 100 school-aged children with nutritious lunches and improve their reading competency by 5 percentage points.
An Example Plan

• The things you intend to do to meet your objectives (Activities)

Provide nutritious sack lunches.

Provide reading activities and tutoring.

• When you plan to do your activities (Timeline)

Lunches will be provided 5 days per week, from mid-May through mid-August.

Reading activities and tutoring will be provided 5 days per week, from mid-May through mid-August.
An Example Plan

• Who will do your activities (Key Staff)

Lunches will be provided by Columbia Public Schools and distributed by the organization’s staff.

Reading activities will be provided by the organization’s Reading Specialists.

• How you will know when your objectives are met (Evaluation)

We will keep a daily log of unique children participating and the number of meals served.

Children will participate in pre and post reading competency surveys to determine the percent change in their reading competency.
• Project and evaluation plans may also include:
  • A description of the need (**Need Statement**, which can include primary and/or secondary data)
  • Who the project will benefit (**Project Beneficiaries** or **Target Audience**, again, this can include primary and/or secondary data)
  • Significant collaborations or collaborators (**Project Partners**)
## PROJECT PLANNING FORM

### Project Name:

### Project Coordinator:  

### Executive Team Oversight:

### Need:

### Beneficiaries:

### Goal #

### Significant Collaborations:

<table>
<thead>
<tr>
<th></th>
<th>Outcomes / Objectives</th>
<th>Activities</th>
<th>How Success Will be Measured</th>
<th>Timetable for Activities and Evaluation</th>
</tr>
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<tbody>
<tr>
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Source: imaginecolorado.org
# A Basic Timeline

<table>
<thead>
<tr>
<th>Activities</th>
<th>Year 1 (or Jan - Mar)</th>
<th>Year 2 (or Apr - June)</th>
<th>Year 3 (or Jul - Sep)</th>
<th>Year 4 (or Oct - Dec)</th>
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<td>Staffing:</td>
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<td>Recruit</td>
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<td>Hire</td>
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<td>Train</td>
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<td>Workshop Development:</td>
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<td>Secure site</td>
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<tr>
<td>Develop agenda</td>
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<td>Invite speakers</td>
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<tr>
<td>Prepare materials</td>
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<td>Develop printed materials:</td>
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<td>Hire graphics consultant</td>
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<td>Develop logo</td>
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<tr>
<td>Design brochure</td>
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<td>Print brochure</td>
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<tr>
<td>Evaluation:</td>
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<tr>
<td>Collect data</td>
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<tr>
<td>Analyze data</td>
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<td>Write final report</td>
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Source: ctb.ku.edu/en
**Goal 2:** Enable food pantry users to grow fruits and vegetables through home and community gardens

**Objective 1:** Distribute garden seed and supplies. In order to increase the gardening activity (e.g., garden size, output, success) of 30% of people who receive seeds and supplies.

<table>
<thead>
<tr>
<th>Activity/Tactics</th>
<th>Product (Output)</th>
<th>Measurement(s)</th>
<th>Method(s)</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement garden seed and supplies distribution</td>
<td>Productive gardens, Fresh fruits and vegetables</td>
<td># of seed packets and supplies distributed, # of people served</td>
<td>Preseason survey</td>
<td>ICFS, Food Pantry, HCRC, MUE</td>
<td>Q2 2013 then annually</td>
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<tr>
<td>Develop new seed and supplies program activities based on pretest/posttest results.</td>
<td>New program activities (activities may include starting or expanding community gardens, transplant distribution, tool distribution, creation of tool lending library, or others)</td>
<td>Baseline of gardening activity (garden size, output, success)</td>
<td>ICFS, HCRC, CCDEI</td>
<td>Q2 2013 then annually</td>
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<tr>
<td>Introduce new seed and supplies program activities</td>
<td>Gardens planted or expanded</td>
<td>Changes in gardening activity (garden size, output, success)</td>
<td>ICFS, HCRC, CCDEI</td>
<td>Q4 2013 then annually</td>
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Activities developed (Y/N): Observation

Materials and participant tracking: ICFS, Food Pantry, HCRC, MUE

Changes in gardening activity (garden size, output, success): Post season survey

ICFS, HCRC, CCDEI: Q4 2014 then annually

Ongoing
<table>
<thead>
<tr>
<th>Outcome Statement</th>
<th>Major Project Activities</th>
<th>Implementation Timeline</th>
<th>Progress Tracking and Evaluation</th>
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</thead>
</table>
| 80% of enrolled food pantries will increase their knowledge as a result of participating in the training program. | Deliver training program to at least 4 food pantries in year one and at least 12 food pantries over the course of the project | Cohort 1 - 4 pantries by 3/1/19  
Cohort 2 - 4 pantries by 9/1/19  
Cohort 3 - 4 pantries by 3/1/20  | Change in knowledge as demonstrated by module post-tests |
| Provide technical assistance on an ongoing basis | Ongoing (MU) | Technical assistance logs (bi-annual) | |
| Provide ongoing communications via newsletter, website, blog, social media, or other platform | Launch by 3/1/19 (MU, HCRC) | Communications circulation (bi-annual) | |
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Please take the exit poll.
Thank you for joining us!

**GET INVOLVED**

- [LIKE](#) “POWER UP YOUR PANTRY” ON FACEBOOK.
- [DOWNLOAD](#) “POWER UP YOUR PANTRY” GUIDE SHEETS FOR FREE AT: [FOODSECURITY.MISSOURI.EDU/POWER-UP/](https://foodsecurity.missouri.edu/power-up/power-up-your-pantry-beginning-grant-writing-workshop/)
- [CONTACT US](#) FOR QUESTIONS OR INPUT. WE APPRECIATE THE FEEDBACK!

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