

## BUDGETING FOR YOUR GRANT PROPOSAL

A budget says with numbers what you've said with words in the proposal.

Brainstorm your EXPENSES in five major cost categories:

- 1) Personnel
- 2) Consultants/Subcontracts
- 3) OTPS
- 4) Tuition
- 5) Indirect Costs/Overhead

### Personnel

Who on our staff is going to work on this project?

How much time will this person spend on the project, i.e., what % of his/her time will he/she participate in this project? What % full time equivalent (%FTE)?

--100% FTE = 5 days per week for 44 weeks = 220 days (12 month contract)  
= 5 days per week for 36 weeks = 180 days (10 month contract)

--No one can work more than 100% time.

### Consultants/Subcontracts

What outside experts or expertise will we need to do this project?

What is the cost for the consultant to do the proposed job/tasks?

--e.g., evaluation; graphic design; data collection; etc.

### OTPS= Other Than Personal Services

What are my other costs for running THIS program?

Telephone  
Computer Upgrades & Maintenance  
Program Materials (books, etc.)  
Office Supplies  
Stipends  
Meeting Costs  
Travel  
Equipment  
Space

### Tuition

Will the funder cover any tuition costs for participants? How much per participant?

### Indirect Costs/Overhead

What is overhead? The "unseen" costs: Your business office, payroll, development, often includes space costs & maintenance, administration in many cases, etc.

What is my organization's overhead rate? Generally falls in the 10-20% category.

Does your project have any INCOME? If so, tell the funder: Grants/Contracts/Earned Income from other sources are impressive to a funder. They like to see that others support your work.

If the INCOME reduces the project cost, you should show it on your budget by subtracting INCOME from the Project Cost and then listing the costs that remain to be raised.

#### BUDGET NARRATIVE

If requested, you give the funder a short (one-or two sentences) description for each line in your budget, including how you arrived at your calculation.

Remember the tips:

- *Say with numbers what you've said with words.* Someone who has read your proposal should be able to read your budget and understand it without a problem.
- *Keep it simple.* Both in form and content, the budget presentation should be straight forward.
- *Money loves company.* If you have other support for the project, show that support. Funders like to know that other foundations and contracts support your work.
- *What goes up must go up.* Don't forget to calculate increased costs for salary and other expenses for projects that will take place in your next fiscal year or for multi-year projects.
- *Practice realism, not greed.* Do not inflate costs because you think a funder can afford to give you a bigger grant. Be as realistic as possible and ground your estimates in reality by researching costs that you don't know.
- *Know thy guidelines,* e.g., limited indirect costs or no indirect costs, costs not allowed (e.g., does the funder prohibit the purchase of computers or equipment with its funds?), etc. Funders may set limitations on the types of expenses their funds can be used to support. Make sure you understand all such limitations before you submit your budget.

## CALCULATING A PROJECT BUDGET

1. List all staff involved.
2. Calculate the salary for each staff person, based on their % FTE working on this project.
3. Calculate and list the cost of fringe benefits based on the salaries charged to the project by multiplying the fringe benefit rate (a %) by the salaries.
4. Subtotal your personnel costs by adding salary costs + fringe benefits.
5. List all of your consultants and the cost of their services.
6. Subtotal your consultant costs by adding up the cost of each consultant contract.
7. Think through and list all OTPS costs for the project. These will include any special costs associated with travel, equipment/supplies, telephone, space, etc.
8. Subtotal your OTPS by adding up the total cost for each line item you've listed.
9. Calculate your Direct Costs by adding Personnel + Consultants + OTPS.
10. Calculate your Indirect Costs by multiplying the Direct Costs by your organization's overhead rate (expressed as a percentage).
11. Calculate the total Project Cost (or Total Project Expenses) by adding Direct Costs + Indirect Costs.
12. List any funds you have received toward the project as Income.
13. Subtract Income from The Total Project Cost to get Funds Requested from the funder you are approaching OR the amount to be raised.

Fundraising Plan—Renewals and New Prospects

Foundation	Amount	Submitted	Expected	Likelihood	Program	Notes
Current						
Altman Foundation	\$50,000	9/1/2019	12/1/2019	90%	After-school	Arts and culture, after school
Andrew Mellon Foundation	\$100,000	9/1/2019	4/1/2020	10%	Arts and literary archives	Will take a long time to go from contact to concept to submission of proposal.
Best Buy	\$5,000	6/1/2020	8/1/2020	50%	After-School	Poetry and technology
Hayden Foundation	\$25,000				Math and literature	
JPMorgan Chase Foundation	\$10,000				General Operating	
NYC Dept of Cultural Affairs	\$25,000				Readings	
New York Community Trust	60,000				Outreach/Education	
NYSCA	\$75,000				Readings	
Staples	5,000				Publications	
<b>TOTAL CURRENT</b>	<b>355,000</b>					
Prospects						
HBO	\$5000	4/1/2020	6/2/2020	10%	event	General Op Support
Morgan Stanley	\$60,000	11/22/2019	5/2/2020	50%	workshops	Poetry and finance
Pinkerton Foundation	\$50,000				education	After school poetry club
NY City Council	\$75,000				outreach	Poetry in green spaces
Susan Crown Exchange	\$100,000				publications	Social emotional learning and poetry
Con Ed	\$5,000				education	Creative writing in schools
Doris Duke Charitable	\$250,000					Publications
<b>TOTAL Prospects</b>	<b>545,000</b>					

## Budget Example

Learning Clinic					
September 2002 - August 2003					
<b>Personnel</b>					43,177
Project Director	60000	@	10% FTE		6,000
Assistant Director	45000	@	20% FTE		9,000
Counseling Coordinator	35880	@	10% FTE		3,588
Administrative Assistant	32134	@	10% FTE		3,213
Benefits	37.50%	of	21,801		8,176
Graduate Student Work Study Students (6)	\$20	hr.	660 hours		13,200
<b>Consultants</b>					39,160
Curriculum Development Consultant	\$405	day	30 days		12,150
Emergent Literacy Consultant	\$405	day	12 days		4,860
Family Literacy Consultant	\$405	day	30 days		12,150
Evaluation Consultant					10,000
<b>OTPS</b>					7,533
Schools Attuned Training	\$1,200	per	2 staff		2,400
Telephone	\$1,210	per	50% FTE		605
Office Supplies	\$600	per	50% FTE		300
Program Materials (students)	\$100	per student	30 students		3,000
Photocopying	\$500	per	50% FTE		250
Local Travel	\$756	per	50% FTE		378
Family Literacy Workshop Materials & Refreshments	\$100	per	6 workshops		600
<b>Direct Costs</b>					89,870
<b>Indirect Costs @ 20% of Direct Costs</b>					17,974
<b>Total Costs</b>					107,844

## Goals, Objectives, Activities, Evaluation

### Goals

Goals are the major achievements you expect to attain through your work.

### Objectives

Objectives are the measurable steps along the way to reaching a goal or goals.

- Goals and objectives arise directly out of the needs or issues identified through data analysis and research.
- Objectives describe who or what will change in terms of a behavior or situation.
- Objectives are measurable. Think ahead to what types of data you can collect to evaluate whether you have achieved your objective. This is also a way of checking whether your objective is realistic.
- Objectives are often framed using verbs such as *increase*, *decrease*, *improve*, and *expand*.
- A well-worded objective will address who, when, what, and how these will be measured. For example, “By the end of 2005, 90% of the Bank Street faculty will demonstrate improved computer skills as measured by pre- and post workshop participant surveys and a comparative analysis of participants’ 2003-2004 and 2004-2005 course syllabi and assignments.”
- An objective can be described as the “then” or an “if...then” supposition. **If** we do this (methods/activities), **then** this will happen (objectives).

### Activities/Methods

Methods or activities are the work you will undertake to achieve your objectives.

- Remember that there are often many possible activities you can undertake to achieve your objectives. Choose those that are most appropriate and realistic.
- Sample activities often seen in professional development proposals include: workshops, seminars, classroom coaching, mentoring, and classroom visits and observations.
- A well described activity will give you a general idea of who the participants are, how often the activity will take place, and an idea about the content of that particular activity. For example: Curriculum Seminar/Workshop Series. Bank Street will offer 10

professional development seminars for the district's 15 early childhood directors and district-based mentors. These day-long seminars will be offered on a monthly basis throughout the school year and will focus on topics related to child development and specifically to children's development as readers and writers. The content of the seminars will cover topics such as the developmental profiles of the three- and four-year-old child; setting up the classroom; the role of environmental print; setting up learning centers; classroom routines for the whole year and for the pre-K day; assessment, including the use of observation and recording skills; and daily schedules. Special attention will be focused on variations in children's development, attending to special needs, including the needs of second language learners, strategies for working with colleagues, administrators and families, adult development and effective use of coaching to promote the effective use of the books as guides to creating excellent pre-K classrooms.

## **Evaluation**

In the evaluation section of your plan or proposal, you describe how you will assess your progress toward your objectives (formative evaluation) and the attainment of your goals and objectives (summative evaluation).

- Think about evaluation in terms of the data you will or can collect as a measure of progress toward or success in attaining an objective.
- Describe the evaluation activities and plan. Link these back to specific objectives.
- Evaluation tools often include pre- and post-tests and surveys, specific "off the shelf" assessment tools, standardized tests, focus groups and interviews, participant reports, structured observations, and tools for analyzing student work.
- Data analysis often includes studying results of tests and surveys, transcripts from interviews and focus groups, written logs and reports, results of data collected using other tools or assessed using other tools (such as rubrics for assessing student work).

## SAMPLE OBJECTIVES

### **Partnership for Quality**

Our **goal** is to create school environments that foster high quality teaching and learning over the long term so that all children who attend Partnership for Quality schools, and schools in which teachers educated in the Partnership for Quality ultimately teach, learn, and succeed academically and in all facets of their development as individuals and as citizens.

**Objective 1:** Increase the retention rate of new teachers who are developed through the Partnership for Quality program to teach in targeted high-need schools.

**Outcomes:**

- 50 new teachers are recruited, prepared, and hired over five years in high-need schools within our LEA.
- At the end of 5 years, 90% of the teachers recruited and hired through this project will still be teaching in these schools or other high-need schools in Region 9 as demonstrated by a careful analysis of teacher retention data provided by the Region and the NYC Department of Education. These data will be compared to the retention rate of similar schools that are not in the program and that do not have graduates of the program.

**Objective 2:** Improve the system's ability to recruit, train, and hire high quality teachers for high-need schools from among the ranks of mid-career professionals and recent college graduates.

**Outcomes:**

- Establishment of a streamlined system for recruiting, educating and hiring high quality teachers through the Region 9-Bank Street Partnership for Quality.
- Changes in the timeline for recruiting, training and hiring new teachers so that beginning in Year 2 of the program, 75% of the Partnership for Quality new teachers have their teaching assignments in place for the fall term by the end of the preceding month of May. (Currently new teachers are often notified of their placements at the end of August only days before school actually begins.)

**Objective 3:** Improve instructional practice in targeted schools by developing an induction and professional development program designed to support and retain high quality teachers.

**Outcomes:**

- **100%** of the teachers at participating schools will increase their use of sound, effective instructional practices in their classrooms.

**Objective 4:** Expand the capacity of each school to provide induction and ongoing professional development to teachers through a realignment of resources at participating schools.

**Outcomes:**

- **100%** of the participating Hub Schools create and staff at least one full-time equivalent teacher leader position through the redeployment of resources.
- **100%** of the participating schools create and implement specific induction and professional development supports for their teachers.

**Objective 5:** Improve outcomes for students as demonstrated by continuing improvement of each participating school's students' performance on City standards for English Language Arts and Mathematics.



- **100%** of the participating schools increase the existing improvement rate on city tests over the five-year period as demonstrated by an examination of the relevant test score data.
- The average yearly progress of special needs children will exhibit a greater improvement rate on city tests over the five-year period as demonstrated by an examination of the relevant test score data.

### **Camden Professional Development Project**

#### **Goals and Objectives for Year 2: September 2005**

- Lay a solid standards-based foundation for preschoolers' school readiness, with an emphasis on helping children develop their literacy skills, particularly the use of expressive language.
- Strengthen the ability of district personnel and school/childcare center leaders to promote and support high quality preschool programs.
- Enhance student learning through dramatic play, literacy through the arts, and science through cooking, planting, and sand and water play.

#### **Expected outcomes include:**

- Continued improvement of student performance and pre-K classroom environments as indicated by the annual results of the ECERS-R (which increased from 4.43 to 5.01 this year), samples of student work, as measured by teachers according to New Jersey Pre-K standards, and observations of classrooms and classroom practice by Early Childhood Directors, Early Childhood Specialists, administrators and Bank Street staff developers.
- Increased capacity of Early Childhood Specialists to coach and support the district's early childhood personnel as measured by pre- and post-training surveys and interviews, self reports, and observations of Bank Street staff developers.
- Increased evidence of child-centered Pre-K classrooms as demonstrated by evidence of student work and learning exhibited throughout the room, room arrangements, selection of teaching materials, teaching practices, and children's participation in the class activities, as measured by classroom observations.
- Increased understanding and use of the Bank Street Approach by Camden's Early Childhood Teachers and Instructional Assistants as measured by classroom observations and pre- and post-training surveys.
- Enriched classroom environments as evidenced by the integration of art, science, mathematics, music and movement with the curriculum.
- Increased use by children of expressive language and the beginning use of symbols for writing and mathematics as measured by student work samples and classroom observations.

## PROSPECT RESEARCH

Questions to ask to determine if a funder is a good match for your organization and project.

### **1. Does the funder appear to have an interest in supporting the focus of our work?**

Look for evidence that your funder is interested in funding work in the field for which you seek support, e.g., early childhood education, after school care, etc.

### **2. Does the funder have an interest in supporting this type of project?**

Look for evidence that the funder will support the type of project for which you seek funding, e.g., scholarships, general support, capital projects, seed money, research, program support, etc.

### **3. Does the funder support projects in my geographic area?**

Many funders limit their giving to specific geographic areas. Will the funder fund in your geographic area or the area where the project will take place?

### **4. Is the funder interested in the population served?**

Funders may have a particular interest in the population served by the project. For example, your project may directly serve young children, or it may target teachers.

### **5. What types of organizations has the funder supported in our focus area?**

It's always helpful to look at the other organizations to which the funder has granted money, particularly in your focus area. The foundation's annual report and IRS tax filing (Form 990) are excellent sources of this information.

### **6. What is the general range of grants funded for projects in our focus area?**

Look at the average size of grants to determine if your request will be "in the ballpark."

### **7. Who do we know at the foundation?**

Personal contact is often the best entrée to a funder. Check the list of the staff and Board of Directors to determine if there is someone you can sound out about the possibilities for funding the project you have in mind.

### **8. What is the initial approach that this funder prefers?**

Check to see if the funder prefers a letter of inquiry, a full proposal, a meeting, or some other initial approach.

### **9. Does the funder have printed or printable guidelines/application forms?**

Be sure to use the format and include all information that the funder requests or requires.

### **10. What additional information does the funder request?**

Funders often request additional information such as audited financial statements, your organization's tax exempt letter [known as a 501(c)(3)], and a list of the board of directors.

### **11. What are the deadlines and board meeting dates?**

Be sure to submit proposals by the required deadline. Board meeting dates will give you an idea of the funder's schedule for approving grants.

## TIPS FOR GRANTSEEKING ON THE WEB

### ☐ **Get the "big picture."**

--Stay up-to-date on what foundations, corporations, and government agencies are funding. Resources include: *The Chronicle of Philanthropy* [www.philanthropy.com](http://www.philanthropy.com); *Ed Week* [www.edweek.org](http://www.edweek.org); *Philanthropy News Digest* <http://fdncenter.org>; *The New York Times*; *The Wall Street Journal*.

--Regularly check sites where grant competitions are posted; "bookmark" these sites for easy reference. Resources include: U.S. Department of Education [www.ed.gov/index.jsp](http://www.ed.gov/index.jsp); New York City Board of Education [www.nycenet.edu](http://www.nycenet.edu)

--Sign up for listservs that will notify you of funding opportunities or news.

Resources include: EDInfo from U.S. the Department of Education (Send an e-mail to [listproc@inet.ed.gov](mailto:listproc@inet.ed.gov). In the body of the e-mail write: SUBSCRIBE  
EDINFO YOURFIRSTNAME YOURLASTNAME )

### ☐ **Avoid the "needle in a haystack" approach.**

--Do preliminary research to narrow the field before you look on the Web...using Foundation Center directories. If you live here in NYC they are located at: the Foundation Center, 79 Fifth Avenue, 2<sup>nd</sup> Floor. Call to check on hours and free orientation sessions (212-620-4230), and check out the web site at [www.fdncenter.org](http://www.fdncenter.org).

--Once you've targeted a foundation or foundations, search for information about it/them on the Web. My favorite general search engine is [www.google.com](http://www.google.com). Web resources have come a long way in recent years. If you have the name of a specific foundation, you can find good links to many foundation web sites. The Foundation Center's info is good but tends to be dated and a little cursory.

Other good places to look for direct links to the web pages of foundations and corporations include: <http://philanthropy.com/free/resources/gifts/prifnd.htm> (Chronicle of Philanthropy); [www.nyrag.org](http://www.nyrag.org) (New York Regional Association of Grantmakers – Go to the Member Directory); and <http://www.cof.org/links/index.htm> (The Council on Foundations).

### ☐ **It's about relationships.**

--Make sure you do your homework. Get the most recent copy of a funder's guidelines before you apply. If you're not sure that what you have found on the web is current, call the foundation and check. Follow the funder's procedure carefully. If they ask for a letter of inquiry, send a letter.

--Be considerate of foundation staff time, but foster relationships. Personal contact is very important. Site visits and periodic updates (reports, newsletters) about your program are a few ways to develop relationships over time.

## **Here are some other grant resources that can be found on the Internet:**

### General Information/Links

Grantsmanship Center. Links to daily *Federal Register* announcements and other links to Federal web sites and private foundations. [www.tgci.com](http://www.tgci.com)

Internet Prospector. Back issues of Internet Prospector, newsletter, and links related to fundraising. While not very up to date, there are some good links here. <http://www.internet-prospector.org>

Progressive Foundations Database. In addition to selling books and other materials produced by public policy organizations, this site profiles several hundred grant makers that support progressive projects. You need to register to use this site. <http://www.progressivepubs.com/foundations>

## WEBSITES FOR FUNDING RESEARCH

### **The Foundation Center**

A comprehensive resource that provides a search engine for funders, information and courses about grant writing, as well as access to research and reports that may aid in proposal writing.

<http://foundationcenter.org/> "Philanthropy News Digest-K-12 Funding Opportunities"

K-12 Funding opportunities with links to grantseeking for teachers, learning technology, and more.

<http://fdncenter.org/funders/>

**Philanthropy News Digest** is the Foundation Center's digest with links to funding and program resources on the web, including listings of available grants by category, including education, youth and children, and more.

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

**Chronicle of Philanthropy** is a leading news source for charity leaders, fundraisers, grant makers, and others in the philanthropy field. The Chronicle's Web site features articles from the latest printed issue, a news archive, conferences and workshops, grant listings, job opportunities, and extensive industry links. Offers news items as well as guides to grants, information on conferences and workshops, extensive links, and job postings. Fully searchable archive.

<http://www.philanthropy.com/>

### **GuideStar**

GuideStar's mission is to help improve the effectiveness of the nonprofit sector through the collection and presentation of comprehensive information about nonprofit organizations. GuideStar is a searchable database of more than 620,000 nonprofit organization in the United States and includes copies of foundation's 990 tax forms. On these forms you can find information about the amounts of grants the foundations have made and the names of the organizations that received grants in addition to other information. <http://www.guidestar.org/>

Feb. 19, 2013

**Bruce Morrow**

[bmorrow@bankstreet.edu](mailto:bmorrow@bankstreet.edu)

## WRITING A POME

Dear all—

I'm Bruce and I'll be leading a proposal writing workshop. We have a short amount of time and lots of ground to cover. I want to get started focusing on turning ideas into projects and understanding the key elements of grant proposal writing.

One way to develop an idea into a project is to write a POME. **POME** is short for **P**roblem, **O**bjective, and **M**ethod, and **E**valuation--four major components of a grant proposal. A POME is a great way to build a project and outline a proposal. There are other ways, but this is simple and doesn't necessarily take a lot of time.

For this first exercise, please take one or two ideas that you might have for classroom project and complete the POME outline. (See below.) Do not feel obligated to stick to one idea or one POME. But we are building an idea into a proposal and the POME outline can be easily adapted for a proposal.

We will discuss the POMEs during the first half hour of our class.

If you have any questions, please email me at [bmorrow@bankstreet.edu](mailto:bmorrow@bankstreet.edu) and put POME in the subject line.

Best,

Bruce

**Exercise #1: POME Outline:** Take one or two ideas for classroom projects and complete POME outline of Problem, Objective, Method, and Evaluation. Each POME should be one to two double spaced pages.

**POME OUTLINE: 4 Major Components of a Proposal**

Problem	Objective	Method	Evaluation

**1. Problem/Need:** The problem section of a proposal introduces your request and explains to the funder why your proposed program is important. Therefore you must give some compelling reasons about why the program is necessary and outline the specific needs the program will address.

♣ Always describe the problem in terms of the people you intend to serve. DO NOT describe the need in terms of the financial needs of the organization requesting the funding.

♣ Start with the largest manifestation of the problem and work down to the population you will serve. (Across America, because children watch too much TV, there is a growing (no pun intended) obesity problem. This is no less a concern for the fifth graders at PS X in the underserved neighborhood of *Someplace* where 65% of kids are overweight.

♣ Support the needs you write about with citations from research and reliable sources. Use the most recent information available.

♣ Remember to describe the problem as a glass that is half full, not half empty! Do not paint a picture so bleak that it makes the funder think the situation is hopeless.

**2. Objectives/Outcomes** are measurable steps on the way to reaching a goal. (*e.g. 50% of countries will beat their swords into plowshares after two years*). What outcomes will we be able to say we've achieved at the end of the project? What will have changed? (**Goals** are major achievements you expect to attain (*e.g. Decrease the incidence of war on the planet-*). No need to write goals at this time.)

♣ Objectives arise directly out of the needs or issues identified (and are backed up by data analysis and research). Generally, each problem you describe is associated with an objective.

♣ Objectives describe who or what will change in terms of a behavior or situation. Outcomes can be expressed in terms of enhanced learning (knowledge, perceptions/attitudes or skills) or conditions, (increased literacy, self-reliance, certifications ) or behavior (lose 10 pounds, beat 8 swords into plowshares).

♣ Objectives are measurable. Think ahead to what types of data you can collect to evaluate whether you have achieved your objective. This is also a way of checking whether your objective is realistic.

♣ Objectives are often framed using verbs such as *increase, decrease, improve, and expand*.

♣ A well-worded objective addresses who, when, what, and how measured. For example, "By the end of summer 2007, 95% of the students in LEAD 620 will have improved their proposal writing ability as demonstrated by an analysis, using the

proposal review criteria, of the change between their draft proposal and their final proposal.

♣ An objective can be described as the “then” in an “if...then” statement. **If** we do this (methods/activities), **then** this will happen (objectives). Let’s say your objective is to get a grade of A in the class. **If** I attend all the classes and do all the readings **then** I will receive an A

**3. Methods/Work Plan:** In this section you describe the work you will undertake to achieve your objectives.

♣ Remember that there are often many different activities you could conceivably undertake. Select only those that are most appropriate, realistic, and can achieve your objective.

♣ Activities can include: workshops, seminars, classroom coaching, mentoring, classroom visits, holding a poetry contest, etc.

♣ A well described activity will give you a general idea of who the participants are, how often the activity will take place, and some idea about the content of the particular activity. For example: We will hold a graduate level seminar (I-LEAD 620) to learn how to develop proposals for education programs. 20 graduate students in education will attend the class which will meet four times. Class content will include: 1) An overview of proposal elements: Executive Summary, POME, Personnel, Organizational Background, 2) An analysis of proposal style and criteria 3) an overview of budget preparation and hands-on exercises 4) Finding a funder for projects.

**4. Evaluation:** What will you do to assess progress and determine if you have successfully achieved your objectives? Evaluation activities should be both formative (assessing progress while project is still underway) and summative (assessing outcomes.)

♣ Formative evaluation helps you to determine if you are moving toward your objective or if you need to make adjustments to your methods or other program components.

♣ Think about evaluation in terms of the data you will or can collect as a measure of progress toward (or success in) attaining an objective.

♣ Describe the evaluation activities and plan. Link these back to specific objectives.

♣ Evaluation tools often include pre- and post-tests and surveys, specific “off the shelf” assessment tools, standardized tests, focus groups and interviews, participant reports, structured observations, and tools for analyzing student work.

♣ Data analysis often includes studying results of tests and surveys, transcripts from interviews and focus groups, written logs and reports, results of data collected using other tools or assessed using other tools (such as rubrics for assessing student work).

Adapted from lessons by Kristin Conklin and Susan Arshak.

### How the POME Helps to Build your Grant Proposal

<b>WHAT FUNDERS WANT TO KNOW:</b>	<b>THE ANSWER IS IN:</b> (Other Names for Proposal Sections)
In brief, who are you, what is your program, what will it cost, and how much do you want from us?	<b>Summary</b> (Executive Summary, Abstract)
<b><u>POME element:</u></b> What's the need/problem and who is affected by it? Who will benefit if your program is successfully run?	<b>Needs/Problem Statement</b> (Rationale, Case Statement)
<b><u>POME element:</u></b> What are the goals and objectives of your program? To achieve them, what needs to happen, when, and to whom?	<b>Goals and Objectives</b> (Project Mission, Outcomes, Benchmarks)
<b><u>POME element:</u></b> How are you going to make it happen?	<b>Activities/Methods</b> (Program Design, Methodology, Services Provided, Project Plan)
<b><u>POME element:</u></b> How are we going to know if you succeeded?	<b>Evaluation</b> (Assessment and Evaluation)
Who are you? What kind of track record do you have in doing this kind of work?	<b>Organizational History</b> (Organizational Capacity, Background)
Who's going to run the program?	<b>Personnel</b> (Staffing, Bios, and )
How will the program survive after our funding is gone?	<b>Sustainability</b> (Future Funding, Adequacy of Resources)
What's it going to cost, and who pays for what?	<b>Budget</b> (Organizational Budget, Project Budget)